# ALIGNMENT: EDUCATION WITH EMPLOYMENT & EARNINGS

LABOR MARKET AREAS WITH BUREAU OF LABOR STATISTICS (BLS) STATISTICAL SAMPLE FRAMES

Presented by Tom Gallagher and Tony Glover, Wyoming Department of Workforce Services, Research & Planning to the Wyoming Workforce Development Council, May 4, 2017

### WIOA SECTION 3 DEFINITIONS

○(30) LABOR MARKET AREA – The term "labor market area" means an economically integrated geographic area within which individuals can reside and find employment within a reasonable distance or can readily change employment without changing their place of residence. Such an area shall be identified in accordance with criteria used by the Bureau of Labor Statistics [BLS] of the Department of Labor in defining such areas or similar criteria established by a Governor.

# STRATIFICATION & ESTIMATION GEOGRAPHY FOR LABOR MARKET AREAS

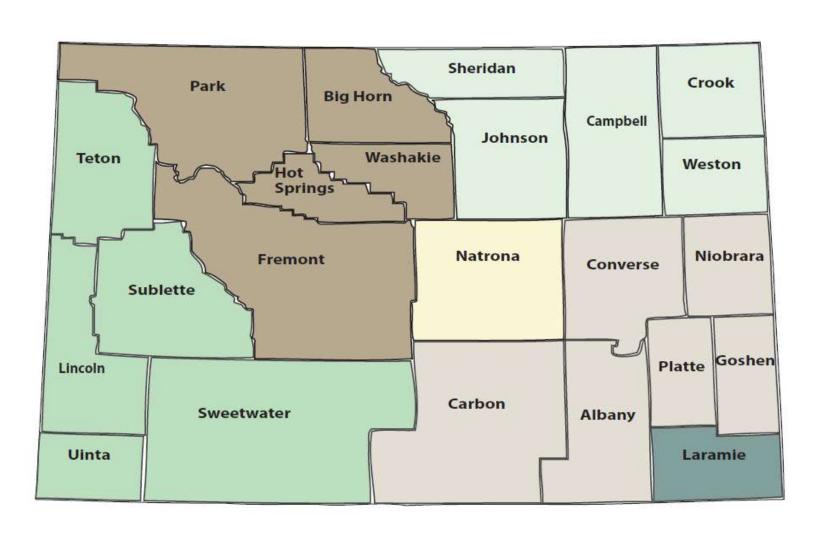
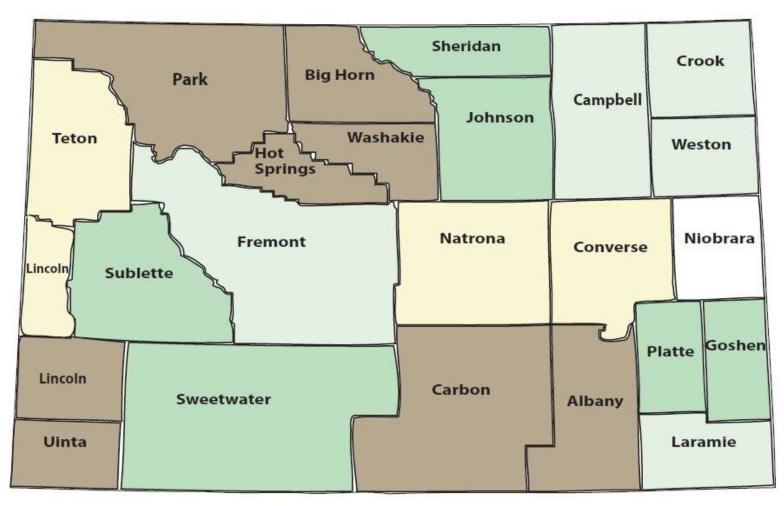


Figure 1: Spot Price of West Texas Intermediate Oil--Historical and Forecast \$100 \$90 - Historical \$80 Forecast \$70 \$60 \$50 \$40 \$30 \$20 \$10 \$0 Source: Energy Information Administration, February 2017 Short-Term **Energy Outlook** 

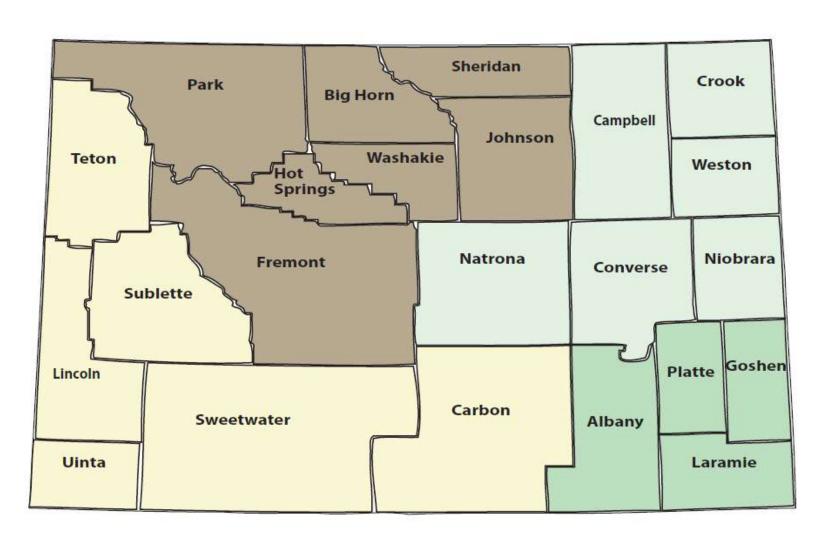
Table 1: Wyoming Short-Term Industry Projections, 2016-20	18				
Industry	Base Period 2016Q2	Projected 2018Q2	Ch	ange	
			N		%
Total All Industries	277,094	274,645	-2,449	-0.9%	
Agriculture, Forestry, Fishing and Hunting	2,739	2,809	70	2.6%	
Mining	18,382	17,429	-953	-5.2%	
Utilities	2,545	2,580	35	1.4%	
Construction	21,931	20,917	-1,014	-4.6%	
Manufacturing	9,065	9,041	-24	-0.3%	
Wholesale Trade	8,553	8,140	-413	-4.8%	
Retail Trade	30,738	30,330	-408	-1.3%	
Transportation and Warehousing	11,783	11,684	-99	-0.8%	
Information	3,757	3,756	-1	0.0%	
Finance and Insurance	6,834	6,907	73	1.1%	
Real Estate and Rental and Leasing	3,974	3,939	-35	-0.9%	
Professional, Scientific, and Technical Services	8,849	8,544	-305	-3.4%	

## DEPARTMENT OF WORKFORCE SERVICES WORKFORCE CENTER SUPERVISORY DISTRICTS

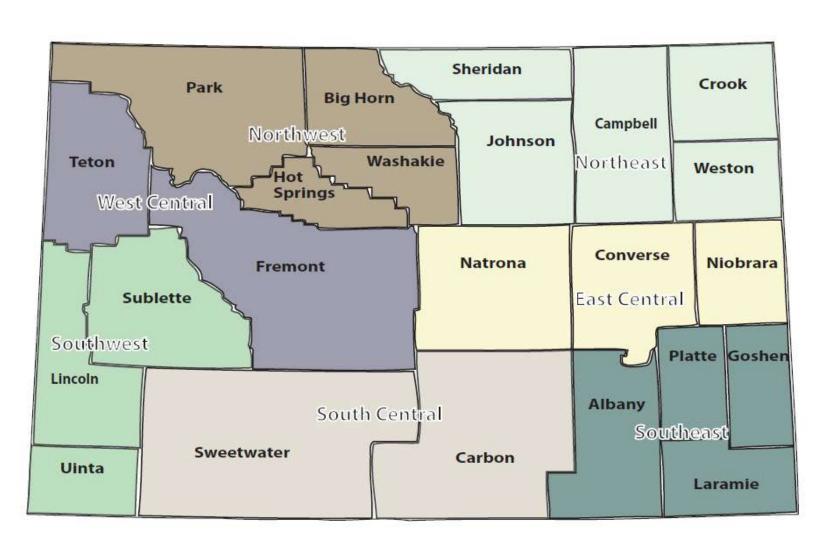


<sup>\*</sup>Taken from DWS Organizational Chart (02/2017)

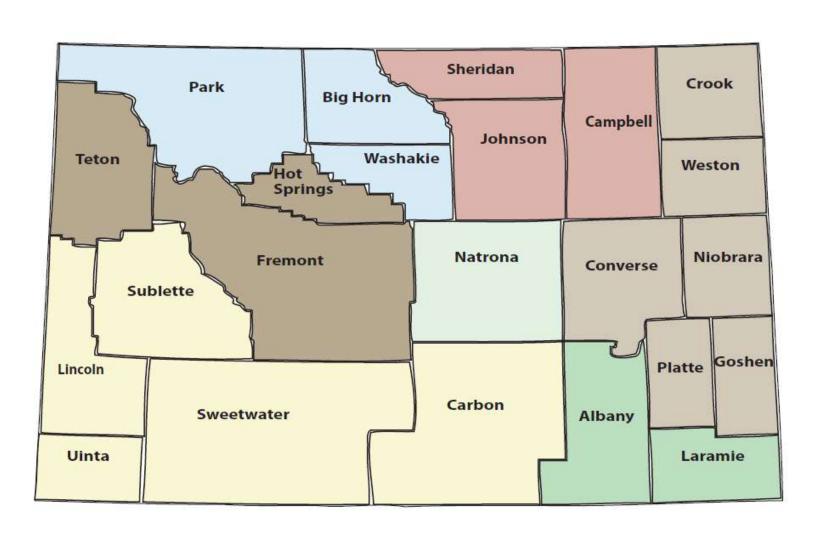
# SERVICES, DIVISION OF VOCATIONAL REHABILITATION SUPERVISORY DISTRICTS\*



# WYOMING BUSINESS COUNCIL DISTRICTS



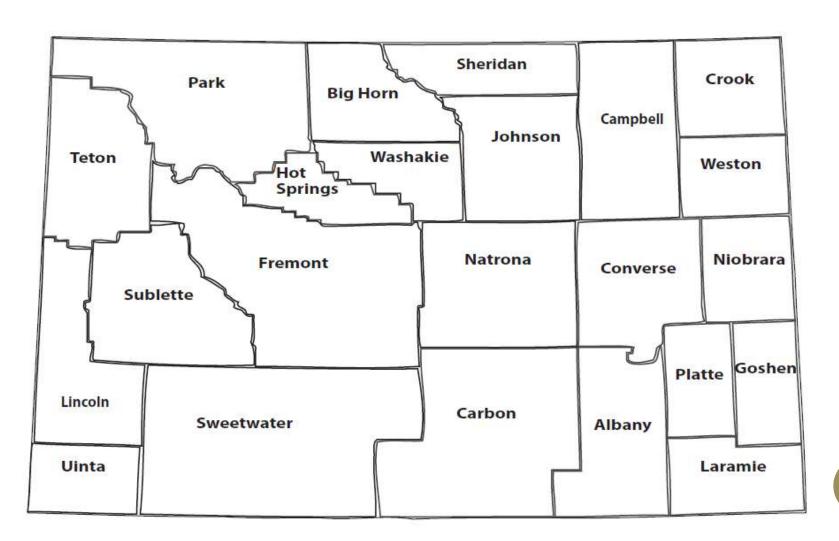
# COMMUNITY COLLEGE ADMINISTRATIVE/ 4-MILL REVENUE GEOGRAPHY



SIXTY-FOURTH LEGISLATURE OF THE STATE OF WYOMING 2017 GENERAL SESSION, SENATE FILE 0132

• An ACT relating to economic diversification...(a) The ENDOW executive council shall: (iii) By December 31, 2017, prepare and submit to the governor and legislature a report of its preliminary findings and recommendations in the development of a comprehensive economic diversification strategy... The report shall identify specific areas which should be designated as business development and innovation zones... The potential zones shall be described by location in the state, including recommended boundaries.

### INNOVATION ZONES?



One of the greatest challenges for jobseekers is the lack of transparency around the outcomes of training programs. Confronted with high financial costs and investment of time, and a lack of understanding of how the right training might transform their situation, job seekers are often paralyzed, and forgo valuable upskilling opportunities.

> -Testimony of Zoë Baird CEO and President of the Markle Foundation

U.S. House of Representatives
Committee on Appropriations
Subcommittee on Labor, Health and Human Services,
Education, and Related Agencies
April 4, 2017

# CONSUMER REPORTS: WYOMING

Scatter Plot Line Graph Sheet 3

CAREER ASSIST

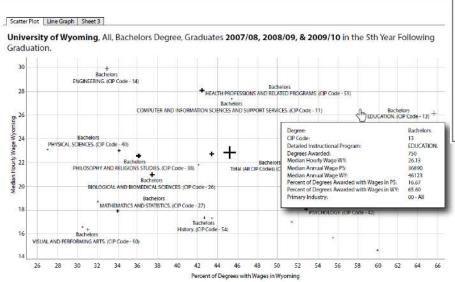


Figure 1: University of Wyoming Bachelor's Degree Graduates from 2007/08, 2008/09, & 2009/10 Working in Wyoming 5 Years After Graduation (sample screenshot).

The scatter plot in Figure 1 shows the percent of degrees with wages in Wyoming (horizontal axis) and the median hourly wage in Wyoming (vertical axis) for a selected school year, degree type, and year relative to graduation. To view additional data on the points on the scatter plot, the user can hover the cursor over the point in question. The user will then get to view details on the training program (such as CIP code and title), demographics of the graduates (such as the percentage of female and percentage above age 25), and employment data (such as the percentage of graduates working in Wyoming and partner states).

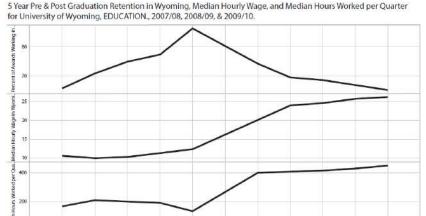


Figure 2: University of Wyoming Bachelor's Degree Graduates from 2007/08, 2008/09, & 2009/10 Working in Wyoming 5 Years Prior to and 5 Years After Graduation (sample screenshot).

To see how the characteristics of cohorts have changed over time, the user can view multidimensional line graphs showing the percentage of graduates working in Wyoming, the median hourly wage, and the median quarterly hours worked. The line graphs clearly show how the percentage working, wages, and hours worked changed relative to graduation.

Reference Year Relative to Graduation

#### USES OF CAREER ASSIST TABLES

BY: TONY GLOVER, WORKFORCE INFORMATION SUPERVISOR

#### • Career Counseling

- Programs available in Wyoming
- How many people graduate from programs
  - O Gender, Age

#### O Gainful Employment

Are graduates earning enough to pay off student debt?

#### Supply/Demand

- Economic Development
- Projection balance
  - Is the supply of students meeting the demand in the workforce?
- Firm relocation/expansion
  - Is the supply of workers available in an area for the demand of the company?
  - Where is the supply coming from in the state (which college/region)
  - Where are specific programs being taught to prepare workers for new or expanding companies?

#### Increase in wages

- Is the increase in wages due to training program?
- Increase in hours worked?
- Affected by industry of work?
- Dependent on location of work (WY or Partner state)?
- What were wages before graduation?

#### **Eligible Training Provider List**

Economic/ Demographic context



• "Students analyzed R&P occupational projection data to look at the annual wages and job openings for the CAPS occupations, compared to the U.S. workforce development system to other countries; systems, and concluded by explaining how their experience with a problem-based curriculum like the one at Star Lane has prepared them to acquire the technical and soft skills needed to successfully enter the workforce."

- Can High School Students Use Labor Market Information to Make Informed Career Choices?, Michele Holmes, Wyoming Labor Force Trends, December 2013

#### STAR LANE PROJECT EXAMPLE

## **Health Sciences - Human Services**

Related SOC Titles	annual openings	growth from 2012 to 2022	annual pay	hourly wage
Chiropractors	9	23	\$63426	\$30.49
Oral and Maxillofacial Surgeons	1	N/A	N/A	N/A
Optometrists	9	25	\$87805	\$42.21
Pharmacists	3	. 8	\$114169	\$54.89
Anesthesiologists	8	25	\$257241	\$123.62
Family and General Practitioners	24	65	\$154251	\$74.16
Internists, General	9	19	\$208540	\$100.26
Obstetricians and Gynecologists	5	12	\$237526	\$114.19
Pediatricians, General	6	17	\$145176	\$69.8
Psychiatrists	N/A	N/A	\$215683	\$103.69
Surgeons	2	5	\$257300	\$123.7
Physicians and Surgeons, All Other	6	12	\$224893	\$108.12
Veterinarians	7	14	\$55407	\$26.64
Registered Nurses	449	849	\$67129	\$32.27
Nurse Anesthetists	4	5	\$235755	\$113.34
Nurse Midwives	N/A	N/A	N/A	N/A

Taken from "Work Force: The Realities" by Star Lane Students, 2013 http://doe.state.wy.us/lmi/presentations/StarLane-LMI-2013.pdf

# COMMISSION ON EVIDENCE-BASED POLICY MAKING

- Mission: "...to develop a strategy for increasing the availability and use of data in order to build evidence about government programs, while protecting privacy and confidentiality."
- "Through the course of the Commission's work, members will study how data, research, and evaluation are currently used to build evidence, and how to strengthen the government's evidence-building efforts."

<sup>-</sup>Taken from https://www.cep.gov/about.html