**Workforce 3One**

**Transcript of Webinar**

**ETA Real-Time Labor Market Information: Environmental Scan of Vendors and Workforce Development Users**

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*Transcript By*

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BRIAN KEATING: Welcome, everybody. This is Brian Keating. I’m going to be your facilitator for today. Thanks everyone for joining us. Let me go ahead and welcome you to today’s event. We’ve got a large audience today, so thanks everyone for taking time out of your day to join us.

We’re going to transition in a moment over here to the main presentation format so we can kick things off. But we did want to encourage you, if you haven’t already done so, to let us know who you are in that welcome chat. So go ahead right now and type that in, as we see several of you are doing and have been doing there. So thanks for that everybody. We’re going to go ahead and leave that up for a moment. Hang on. OK.

So you should be all set there. We’re going to go ahead and move over to presentation mode. So, welcome everybody. Again, type in who you are there in that welcome chat. Thanks for joining us for the ETA Real-Time LMI TA Project: Environmental Scan of Vendors and Workforce Development Users. Once again, we’ll leave this chat open for a moment or so.

So go ahead and type in who you are, where you’re joining us in the country, and how many are joining you if you do happen to be in a group today. We appreciate knowing more about who our audience is today. And we’ll leave that up for another minute or two. Once we do, that’ll be available for basically any questions or comments you might have. So let us know if you have questions or comments and we’ll address as many as we can for today’s session. And so thanks for that.

For now, to kick things off, I’m going to turn things over to our moderator, Pam Frugoli, with O\*Net/Competency Assessment Team Lead with the Office of Workforce Investment, U.S. Department of Labor Employment and Training Administration. So, Pam, take it away.

PAM FRUGOLI: Thank you very much. And thank you all for joining us today.

We’re very excited about some of the things that we’re learning in this ETA technical assistance project on real-time labor market information. And today we’re going to present what we found in the environmental scans of sources of such data and some really great examples of use of the data, along with traditional labor market information, how they can work together. So we’ll provide you with an overview of the project and understanding of how the data are used and then some examples.

So I just want to give a little bit of background. As many of you may know, online – real-time labor market information is sort of shorthand for the systematic aggregation of online job postings using web spidering, screen scraping or indexing technologies on a daily basis, and then the mining of that information, you know, sort of the pulling things from it to identify employer skill demands, emerging occupations and credentials and to provide insights about what’s happening to the labor market right now.

So you can appreciate why we need a sort of short-hand term for a complicated activity. And all together results in a new data stream to inform and improve employment and training services and individual decisions about careers and investments in education and training.

We want to emphasize that the national and state surveys of labor market information, the employment projection data are among the most accurate and reliable data available. This is from the U.S. Bureau of Labor Statistics and from state labor market information agencies. It’s based on representative and statistically valid sampling methods and uses a point-in-time reference for accuracy.

So these survey-based estimates are produced as quickly as possible with a minimum time lag. But to get the high quality and data validity and estimates of variance it does take time – and to get responses to the surveys. So maintaining a rigorous data quality standard does mean that the data are often for a previous time period.

So the reason data mined from online job postings are referred to in real time is because the data are updated every night from, you know, the current postings that are – that are there. And you can go into it at any point and dip into it and see – analyze it to see what skills are being requested or what credentials.

So the thing is we want to also acknowledge that there are limitations with real-time data. We want to be clear about that, that coverage and representiveness are the primary issues. There are many industries that don’t really post jobs online – construction, retail. They use other methods. And so it can be very good for certain sectors and less good for other sectors.

Employers don’t always mention some of the things that we wish they would mention, you know, that we do collect through data. And in fact, you know, one of the primary outputs of traditional labor market information is the Occupational Employment Statistic Wage Survey. Wages are one of the things that is included in very few – a smaller proportion of online job postings. So that’s where it’s not a good source.

So what we’re hoping to explain in this session today is how you can use both sources of data together and in different ways to get a much more robust picture of what is happening in the labor market, both longer-term trends and then current short-term trends, reflecting both demand and supply, information on emerging occupations, emerging skill requirements, and market-based demands for education and certification.

So, the thing is, I don’t want you to take my word for it. What we do – have today are some really great experts who are going to talk to us about how they’ve actually used it. So I’m going to give you a brief overview of who’s coming.

Ronnie Kauder is the senior research director at the New York City Labor Market Information Service at the City University of New York Graduate Center. She’s been there since 2010 and is currently the senior research director. She has developed career maps for use by the K-12 system and higher education in New York City. And within the last few years, she’s made extensive use of – (inaudible) – labor market information, usually in combination with traditional LMI.

Then we will have Jeremy Kelley, senior project manager at Jobs for the Future, where he leads their work in the development and application of labor market information and workforce research. In this role, he conducts primary workforce assessments and helps states and regional workforce development systems analyze and implement LMI into occupational training programs.

Then, from the state of Oregon, we have Nick Beleiciks, a state employment economist from –he’s an expert on trends in the workforce. He has coordinated a variety of employment-related research – (inaudible) – seven years with the department’s Workforce and Economic Research Division and was recently quoted in the press about Oregon’s labor market situation.

And last but not least, we’ll have Lisa Katz, executive director of WIN, the Workforce Intelligence Network of Southeast Michigan, which is a consortium of seven Michigan work agencies and nine community colleges which was formed to create a comprehensive and cohesive talent system that provides regional employers with the talent they need for success. WIN provides – (inaudible) – real-time and other labor market information, engages employers through occupational – (inaudible) – strategies, and supports policy awareness and change efforts.

So I believe we’re going to start with a poll. Can you see the poll? Yeah. Tell us a little bit about yourself and how familiar you are with real-time LMI tools and their applications. The choices are: not very, here to learn; I’ve begun to explore; intermediate user looking to expand capacity; and super user, high level of integration and use.

MS. FRUGOLI: And so far, let’s see, we have about a third sort of new users, those who have begun to explore and intermediate users and then (a smattering of ?) super users. That’s great.

MR. KEATING: All right, great. Thanks, everybody.

MS. FRUGOLI: So now I’m going to turn it over to Gretchen Sullivan to give us an overview of the process. Thank you, Gretchen.

GRETCHEN SULLIVAN: Thank you, Pam. Good afternoon, everyone.

As Pam said, my name is Gretchen Sullivan. I’m a senior consultant with an organization called Maher & Maher. And I’m serving as the project coordinator on this real-time LMI Technical Assistance Project with ETA, working in very close partnership with some of our partners here today, Jobs for the Future, as well as the New York City Labor Market Information Service.

And so you’ll have the opportunity to hear, as Pam mentioned, from Ronnie Kauder of the New York City Labor Market Information Service, as well as Jeremy Kelley from Jobs for the Future. And we’re very grateful for our state and regional partners who have worked with us on this project in various capacities, both in Oregon and in Michigan. So I think we’ve got a great lineup for you here today.

And I really want to turn it over to them as quickly as possible, but by way of setting context I did want to share just a little bit of information about this technical assistance project and give you a little bit of the background and what we’ve been working on.

This TA project was begun in September of 2013. That was the first phase of the project. And in the fall of 2014 we started phase two. And broadly speaking, the project has some key objectives here. One is that we’re working in very close partnership with individual states to build their capacity for using real-time LMI in combination with more traditional forms of LMI to enhance their planning, partnership activities, employment decision making, performance outcomes – a variety of different uses that we’ll be talking about shortly.

And then in a broader sense, we’re really hoping through this project to build wider system capacity across the country to look at real-time LMI analytic tools and figure out ways to integrate it more broadly into a variety of activities. And so obviously this webinar and others that we’ve held over the course of the project are a part of that larger system-focused effort.

In terms of the states that we’ve been partnering with, under phase one we worked with four states – Indiana, Minnesota, Arizona and Oregon. Now being in phase two, we’re working with a new set of states – New Hampshire, Vermont, Louisiana, and Utah. And it’s been really terrific to have the opportunity to work with really diverse states who are – who are looking at a number of different priorities and areas of interest for them.

In terms of key project activities, there are a number of things that we’ve been pursuing. In terms of working directly with states, our technical assistance coaches work very closely with states to develop individual work plans that really outline their own specific objectives and priorities and activities that they are looking to pursue under the project.

As you can see in the file share window down near the bottom of your screen, one of the key pieces we worked on in phase one was the development of the environmental scan report, that we will be talking about today, where we got a sense of what’s going on in terms of the real-time LMI vendor landscape and how a variety to stakeholders in workforce development are using these tools. So we’re very excited to be talking about that today with you.

One of the things we’re beginning to work on now is a new report on promising state and regional practices related to the integration of real-time LMI. So we will be looking forward to releasing that towards the end of the project. And then we’ve also, over the course of the project, tried to develop a number of technical assistance products and learning events like this one, peer learning exchange activities, really to share information and give folks across the system at the state and local level an opportunity to share what they’re up to and to learn from one another.

And just in closing, I should say that one of the things we do work on with our participating states who need this access is helping them get access to very short-term licenses for real-time tools as part of the overall capacity-building effort. Now, you’re going to hear a lot more today about different ways that states and regional areas are using this data. I just wanted to share with you a sampling of how the state that we’ve been working with have been integrating this data in their project work with us.

And it really, really sort of spans the gamut – everything from doing some research on data comparison with more traditional forms of LMI, to using it to enhance their industry sector strategies, to deepen relationships with stakeholders or provide stakeholders with new information that they can access through the real-time tools, all the way down to looking at skill gap research, research into certification and licensure requirements, training and curriculum alignment, and then really front-line service delivery. How can this data be integrated for use with job seekers and employer customers? So states really are pursuing a number of different strategies and activities. And we’re working with them to move them along wherever they feel like those priorities are for them.

So that’s just a quick snapshot of the project. In the interest of turning this over to the folks that I know you’re much more interested in hearing from, I’m not going to take any questions on the project right now. If you do, however, have questions on the project, we have contact information for our ETA team at the end and you’re welcome to reach out to them. And they can reach out to me if they need to. So thanks for that, and I’m going to pause now and turn it over to Ronnie to get us going on a discussion of the scan report.

RONNIE KAUDER: Thank you so much, Gretchen. This is Ronnie Kauder and, as you heard, I’m with the New York City Labor Market Information Service.

I’m here to tell us about one side of the environmental scan that we did. But before going forward, we thought, you know, especially given that we have so many people who are new to real-time LMI or who have only just begun to use it, we’re just going to review for a second what it is.

So what is real-time labor market information? Taking it from the top, it’s information that’s derived from the analysis of online job postings. More and more jobs are posted online, so this is an opportunity to take the information inline job posting – online job postings. And what the software does, as we see here, is it sorts it into data categories that we’re all familiar with. So the online job postings are sorted into occupational data categories, using the SOC system and they’re sorted into industry categories, using the NAICS system, and that, of course, makes it easier for many of us in this system to relate to and use it.

What are some of the main features of real-time LMI? It’s – the data, as Pam said, is refreshed at least daily. It measures the volume of online job ads daily and over time. These online job postings can be filtered by time period – meaning 30 days, 60 days, a year, two years – by location, industry, education level, certifications requested by employers and skills requested by employers.

And it allows – all of the products that we’re going to be discussing today allow key word searches of job ads, meaning if you’re looking to find out, you know, which job ads mention a particular credential, you can do a key word search and find out that information. And it also displays the actual names of employers posting job ads, as long as the employers identify themselves, which they don’t always.

The strengths of real-time LMI are that it’s always current, since it’s updated every day. You can drill down geographically to local areas. And it provides a lot of insight into employer demand right now and answers questions like who’s hiring, where are they hiring, what do they call these jobs, what are the job titles and, most importantly, what skills and credentials are they requesting or requiring?

Now, there are, as Pam mentioned earlier, some limitations in real-time labor market information. And you know, some of those limitations are that, of course, job ads don’t equal job openings and don’t necessarily equal new hires. So it’s one measure, but it’s not to be confused with job openings or new hires. There are duplicate ads. Even though the vendors that we will talk about do their best to de-duplicate postings, there’s still a little bit of – they’re not 100 percent. So there’s still a little bit of duplication in the information.

Many postings don’t have the information necessary to classify them into an industry or maybe even into a geography. As Pam mentioned earlier, salary levels especially are not always in posting. In fact, they’re usually not in postings. So a real-time LMI is not the best source of information for salaries, although in some cases they are listed. And sometimes there are just quirks in the scraping tools that these vendors use to read job ads. They’re – you know, it’s just hard to get it exactly 100 percent.

The other limitation on real-time labor market information, of course, is it’s based on online job postings and not all jobs are listed or advertised online. And these are some of the trends, that large employers and corporations are more likely to post online. And when smaller employers do post online, they’re more likely to post management or executive positions. And education – with higher educational requirements, such as computer and mathematical applications tend to advertised online more than other types of jobs – construction, particularly, and retail jobs aren’t well-represented online.

MS. KAUDER: OK. Sure, I will.

So what we did in the environmental scan is, first, we identified the major, what we called, the aggregators – the major real-time labor market information aggregators. And we also spoke to four additional vendors that use this real-time LMI that the major aggregators produce. And the focus – we interviewed seven of these provides. And the focus of our interviews was to identify what their products are, how their workforce development system customers use their products typically and what their customers value most in these – in these products.

So if we could move to slide 24.

The major aggregators of real-time labor market information are Burning Glass Technologies, Geographic Solutions and WANTED Technologies. And those are the three we spoke to. The four other companies that we spoke to that use real-time labor market information were The Conference Board. And in fact, The Conference Board’s Help Wanted Online is a joint venture with WANTED Technologies.

We also spoke to EMSI, Economic Modeling Specialists International and Haver Analytics and Monster Government Solutions. And all of these companies have products that use real-time labor market information. But they don’t themselves generally aggregate the information. Those are – the big ones are Burning Glass, Geographic Solutions and WANTED Technologies.

If we could move to slide 25.

So the major products – and these are the analytic products, meaning these are the products that the real-time LMI vendors have that allow you to analyze the job ads. So the major – the products – the Burning Glass major product is called Labor/Insight. Geographic Solutions’ major product is called America’s Labor Market Analyzer. And WANTED Technologies has The WANTED Analytics online dashboard, and it incorporates The Conference Board’s Help Wanted Online data series. And all of them essentially aggregate job postings from a number of corporate career sites and other sites.

If we could move to slide 26, please.

So in the next three slides – we talked to the three aggregators about their methodologies. This one is Burning Glass. And they spider 38,000 – approximately 38,000 internet sites, including newspaper ads, internet job boards, corporate sites and others. They code a number of elements. They code 98 elements. And this is what I was discussing earlier, meaning they code geography, the name of the employer, the industry, the occupation, the job title and so forth.

And they felt that their workforce customers value the – what they call the granularity of the data, which means you can get very detailed data from their product. And in addition to the SOC coding and the O\*NET coding, they do – they have their own – they have their own occupational codes that are kind of finer than the SOC and O\*NET system. And they also have a text analysis function, as I was saying earlier, meaning you can search for anything in the ads and it will produce a result.

If we could move to the next slide, 27.

The next vendor we spoke to at Geographic Solutions, they spider – they took 16,000 sites, including all of the ones listed here, they code at least 50 data elements, many of them (seen ?) as we discovered under Burning Glass. And they feel that their workforce customers value the way they integrate what we call traditional LMI or survey-based LMI and state LMI with real-time LMI into one tool.

Can we go to the next slide, please, slide 28?

And the third one is WANTED Technologies, which spiders 25,000 sites, including the ones listed here – newspapers, internet job boards, nonprofits, government job boards and Craig’s List. They code many of the same data elements. What they thought they customers valued was the strong correlation between their national-level data and the JOLTS data published monthly by BLS.

Similar to what the others also said, the comprehensiveness of the data, which allows dill down to the most granular level, so you can see that granularity as something that these providers believe their customers value. They believe they have and easy-to-use web interface that their customers value. And they also have a continuously updated labor market series back to 2005, so you can actually look at trends in job ads from 2005 to the present.

If we could move to slide 29?

So the licensing structure. We asked all three what their licensing structures are. And they’re very similar in the sense that all three have an annual licensing structure. All the licensing structures generally have a certain number of seats – you know, or a certain number of logins that are included.

And the annual fee is determined on different bases. It could be on a sliding scale or, in WANTED’s case, sometimes these arrangements are made – or often they’re made through The Conference Board’s Help Wanted Online or through Monster Government Solutions. But there’s generally a per-seat cost, but there isn’t – it’s not – it’s not a set cost. It’s based on who’s buying the products and what the negotiating factors are.

So with that I’m going to turn it over to Jeremy to talk. So I talked to the provider side – the vendor side. And Jeremy then spoke to some states and local areas that used the data to get their perspective. So I’m going to turn it over to Jeremy.

JEREMY KELLEY: Thanks, Ronnie. And as Ronnie mentioned, we also profile three state LMI shops and three regional entities in the environmental scans. And we encourage you to read the actual report itself and go to some of the websites of the different states and regional entities that we profiled.

But some of the common findings across all of the different profiles were that we focused generally – (inaudible) – real-time labor market information software for a number of years. And they found that they had increased stability in terms of its user interface and also just increased stability in terms of the way that it spidered and it coded some of the different job ads.

But as Ronnie mentioned, we did find that in general there was some – (inaudible) – correlation between some of the information in the software and then some actual job vacancies. And then there’s a question here that we have about the distinction between job ads and job openings. And the way that the LMI directors put it is that just because the job is posted doesn’t mean that it’s going to get filled. It could be an indication of a potential employer, but not necessarily a reflection of a real vacancy.

It could potentially overstate hiring in cases where postings are created just – (inaudible) – but it can also potentially understate hiring in cases where companies hire through networks instead of online postings. So for that reason another one of the key themes was that there really was a need for trained specialists – you know, folks that are familiar accessing and analyzing labor market information – to use this type of software to attempt to achieve the best results when they integrate it with other forms of labor market information available.

And that said, everybody that we profiled found that this information was extremely useful to a wide group of stakeholders to provide some critical information for job seekers and even employers looking to enhance their operations or relocate to a state – (inaudible) – area. One of the states that we profiled was the Pennsylvania Center for Workforce Information and Analysis. They incorporate job postings data into a monthly fast facts publication.

And one of the reasons why it’s an obvious example was because, in addition to information on employment, the location quotient – (inaudible) – quarterly workforce indicators and then these different companies that are out there – (inaudible) – they also give you job postings by occupation and industry, and then disseminate this online and to a wide group of stakeholders. So this was included because we thought it was a good balance of including job postings information and traditional labor market indicators.

The second state that we profiled was the Florida Department of Economic Opportunities, Bureau of Labor Market Statistics. And they incorporate job postings data into a supply and a demand – (inaudible). And some of the graphics that are on your screen are for some of the products that are on their website.

So you’re not necessarily going to be able to see all the typing – I know that it’s a little bit small – but just even disseminating lists of employers that are placing large number of advertisements, posting the breakdown of the different types of ads that are showing up in their job postings database, and then giving some of their leaders – (inaudible) – some of the job posting trends were a valuable addition to some of the traditional labor market information that’s been published. They also publish regular industry demand profiles, and they conduct labor market information training for workforce organizations that are trying to understand how to interpret their data.

The third state that we profiled was the New Jersey Department of Labor and Workforce Development. They also publish a regional labor market information study for three different regions in the state that include job postings data. One of the things that you see a snapshot of on the bottom right of the screen is actually a labor demand occupation list. And what that is, is that’s a really good example of how to set thresholds for whether or not an occupation is in demand.

That’s just a snapshot, but they incorporate job postings in addition to projected employment and total employment into a wide range of variables. But really just – they’re trying to answer a simple question: you know, if you’re a training provider, I want to know is this something which is in demand which I should train for or not? And they add up all the different variables in that spreadsheet into a determination of whether or not they feel the occupation is in demand. And you can also see they provide the job listings by county across each one of the state regions.

So those are the three states that we profiled. And then we wanted to include some of the regional aggregators of this data as well, because – an example is Delaware Technical and Community College. And they’re really focused on a 13-county area across Delaware, Pennsylvania and Maryland. And that’s part of the reason why they were interested in this software to begin with, because they were having trouble kind of getting at that specific 13-county region. And, you know, they publish data for colleges that are within all of those different counties.

So the example you see here is a report they conducted on an engineering technology program. And they do give you the names of the specific titles that fall within the different engineering technology job openings. And the sense here is that you get a little bit more of an idea of what some of the job classifications and the actual responsibilities are for this particular occupation as they try to train for it.

In the interest of time, we also profiled the New York City Labor Market Information Service, and you just heard Ronnie speak from that organization. They published a study on whether or not there’s a correlation between job ads and hiring, and that’s something which I encourage you all to read after this webinar. And we also profiled the Michigan Workforce Intelligence Network, and they’ll be speaking later on in this webinar, so I’m not going to steal Lisa’s thunder.

But just an example from the New York City Labor Market Information real-time job support, they also publish a report about total ad volume and also breaking down some of the different industry sectors that are in the area of New York. So hopefully that gives you a brief idea of some of the ways that some of the states and some of the regional entities are using this information. And again, we encourage you all to read the report and check out each one of the different websites from the different entities that are profiled so you can see the full examples for yourselves.

And with that, I know that we’re running a little bit short of time because we want Nick to be able to present. So I will also ask you all to write any questions that you have into the box and I will pass it on to Nick.

NICK BELEICIKS: Thank you, Jeremy. So I’m Nick Beleiciks from Oregon Employment Department. And thanks, everyone, for joining us today.

We used WANTED Analytics as our source of real-time LMI through a contract with The Conference Board. So that’s where I’m coming from. I’ll refer to the data we use as HWOL, H-W-O-L, which stands for Help Wanted Online series. I mostly call it that out of habit, but realize I’m talking about the broader WANTED Analytics and The Conference Board products. For example, most of the time I access the data through WANTED Analytics hiring demand dashboard, for those of you who are familiar with the products.

Oregon uses HWOL data as an economic indicator and the online ads themselves are used as leads for job seekers. So I’m going to go through some of those examples of that today. In this graph, I’ve indexed the number of HWOL ads each month in Oregon, the black line, and the U.S., the blue dashed line, to December 2007 and the start of the national recession.

It shows online help wanted advertising in Oregon and the U.S. showed a similar trend as the number of total non-farm jobs. Oregon dropped more than the U.S. and took longer to begin recovering once recovery started. But starting in 2013, Oregon HWOL index had recovered further than the U.S. index. And this coincided with Oregon’s total non-farm growth rate, which finally exceeded the national job growth rate starting in 2013. So it’s clear there’s a relationship between help wanted advertising and job growth at the macro level.

The HWOL data as an economic indicator shows up in a variety of our articles and in our presentations. And one of our regular products is the monthly PowerPoint using HWOL as a proxy for hiring demand. And the PowerPoint is posted to our website, www.qualityinfo.org. We’ll also email the PowerPoint directly to the chairs of Oregon’s Workforce Investment Boards, our department’s regional managers and anyone else who’s interested.

And they’re usually looking for trends in their own areas. So it’s important to have local data available, like this graph for online advertisements Bend, which is in central Oregon. Bend was a housing boomtown that suffered a terrible downturn. But things are clearly on the mend in Bend, as the number of online advertisements grew rapidly over the past two years.

Oregon’s participation in the ETA’s real-time LMI technical assistance project allowed us to train three additional people on our staff in how to use HWOL data. Those staff are spread across the state in the Portland area, Bend in central Oregon, and Roseburg in southwest Oregon. Before that, we had just me and sometimes one other person working with the HWOL data, and it’s really just a small part of my overall workload. And I think that slowed the adaption of online ads data when we’re serving our customers. But now expanding our number of users has increased the use of HWOL and sparked new ways to use it.

Having local data is a big deal in many areas. For example, Crook and Grant County in central Oregon have unemployment rates over 10 percent, which is equals an estimated 1,300 unemployed people. Knowing that employers are advertising their openings in the area, with 97 ads in Crook County and 25 ads in Grant County, doesn’t sound like much, but it tells us a few things. Well, there simply are not enough job openings in the area. But it tells us exactly what opportunities there are, who’s hiring and for what occupations.

Using HWOL data helps us sometimes spot trends we wouldn’t see with traditional LMI. For example, I never noticed the growing demand for auto technicians until I saw the online ads data. You can see hiring usually peaks in the summer, but the underlying demand for auto technicians is growing faster than our occupational projections suggested. For instance, our 2012-2022 projections for this occupation suggested about 208 total openings per year with a growth rate slower than the overall growth rate. But right now, we have 400 ads for auto technicians across the state.

And so, all this great information is very interesting to me and my colleagues. And we hope it helps inform decision makers, but what about directly helping individuals find a job? Well, we take the feed of online ads from WANTED Analytics and our website gurus clean it up a bit and post it in two places on our website.

One place is in our occupation wage information and occupational profiles report. And here’s a screen shot. It’s hard to read, but don’t worry about the details now. You can check it out on our website, www.qualityinfo.org, if you want to. I just wanted to show you how jobs that are listed directly with our department are shown in the middle of the screen there, and just below are the ads that were found online.

Another place is on our find a job tool. So here’s another screen shot. A job seeker searches for a job title and is returned a list with job openings with the most recently posted job at the top. If you can read it, the openings are labeled external job board if they were found online and Oregon Employment Department if they were listed directly with us.

And finally, I don’t spend a lot of time comparing real-time LMI with vacancy estimates, although we have both. So Oregon has both access to the HWOL data and we have our own vacancy survey. But every once in a while I compare these, because I get asked about it often enough I thought I’d share it with you guys. So here’s a recent comparison of the number of online ads and estimated vacancies by geographic area.

As you can see, there generally are more online ads than are estimates of the number of vacancies would suggest, but to illustrate why I don’t spend a lot of time worrying about those two is that both of them provide useful information in their own way. So I draw an analogy using these two maps of beautiful Crater Lake in southern Oregon. They’re – each map shows something different, but they’re both useful in describing the lake and the surrounding area. And that’s the way I see real-time LMI and job vacancies survey data. Real-time LMI is a valuable new map for describing the labor market.

So that’s it for what I have to say. I guess I’ll pass the mic to Lisa.

MS. KAUDER: Hi. Yeah, this is Ronnie, actually.

MR. BELEICIKS: Oh. Hi, Ronnie.

MS. KAUDER: I – somebody posted a question while Nick was speaking about, you know, what is the answer? Do real – do ads correlate to hiring, I guess was the question. What is the short answer, do help wanted ads correlate to hires?

And I guess we did – we looked at the – at the data for New York City. And we found – again, not for every industry, not for every occupation – but in total, our data showed that online ads do predict hiring with a three-month lag. So if online ads go up, generally hiring goes up three months later. If online ads go down, generally hiring does down three months later, and kind of in the same proportion.

So again, we can’t speak for every area of the country or even for the country as a whole, though I believe WANTED Analytics says it does correlate also. But our data found, yes, it did correlate. I hope that answers that specific question at least, you know, because we were concerned about that as well.

MS. SULLIVAN: And then – this is Gretchen. Nick, I don’t know – I know you’ve got to jump off soon, but a question came in specifically for you if you – if you do have time to take it here. The question was: If you find you consistently underestimate the demand using HWOL data later, do you or will you see if there is a consistent over/under estimate in your technique and make adjustments?

MR. BELEICIKS: I’m not sure if it’s really a matter of overestimating or underestimating. They’re just different ways of counting or measuring or looking at the same thing. So we don’t make any adjustments. We have to lay the data out as they fall. We have the HWOL view of it and the job vacancy survey view of it. In general, I think we see a similar pattern that other people who have looked into this have seen, where computer and health care occupations are probably advertised for a lot more than lower-paying service occupations, which show up more in our vacancy survey.

And that’s probably because with the vacancy survey, you know, we’re asking employers directly and they’re responding to us, even if they didn’t post an ad online, whereas the health care and computer advertisers, you know, may be advertising more than they actually have openings to fill.

MS. SULLIVAN: Excellent. Thank you. Well, Nick, I do know that you’ve got another commitment, but if we don’t have any more questions, then perhaps we should turn it over to Lisa.

LISA KATZ: Great. Hello, everybody. I’m Lisa Katz for the Workforce Intelligence Network for Southeast Michigan.

And we are – WIN is a partnership between nine community colleges and seven workforce development agencies in nine counties in southeast Michigan. And we came together because about three years ago we were experiencing the great recession and hit pretty hard, being, you know, center of Detroit and having a lot of automotive-dependent communities in our area.

And we found that real-time data was going to be really important to us because we just didn’t understand what was happening in our economy in the midst of that recession. We had huge influxes of ARRA funding and lots of people looking to invest in trying to help displaced workers while not really sure where to direct them. And so our board members came together with support from the philanthropic community and said, you know, we need a better way to understand what’s happening in our economy right now.

And so they formed WIN. And the hard stuff was helping understand how we could use real-time data and this new technology, which was quite new at the time, three years ago, to do a better job at helping them do a lot of different things when it came to workforce and talent. So they formed a partnership really to be better collaborators, with a heavy focus on data.

But we knew that data wasn’t enough, and that we really needed to engage employers at the same time to help us understand what was happening in the data. You know, there’s that adage, there are lies, damn lies and statistics, Mark Twain. And, you know, unless you have contact with your employers, data can be misleading. So it’s important for us to talk to the employers that we know, what trends reveal or which are just anomalies in our economy. And then we use that information to shape policy. And of course, we have a huge communication and outreach mechanism that’s associated with all of us – with all of us, because for us understanding these new trends is really critical to filling key skills gaps in our region.

So how have we used real-time data in the past and currently? I’m going to talk about these different areas here. We’ve used it to shift the narrative about what’s going on in our economy, to make better investments, to make sure we’re talking to the right employers in our community about what’s happening in our economy, to change policy, and then I’ll talk a little bit about some of the predictive nature of the data.

This slide here is just really reflective of the conversation that was occurring in southeast Michigan, and has been really part of our dialogue for quite some time, that led our partners to really need to understand: What are the different elements that are shaped – shifting in the southeast Michigan economy? We have a lot of automotive, but we’re not just automotive. And so we needed to make sure that we could understand things in a different way.

As we began to look at what was happening in our economy while we had all this conversation about bankruptcy and decline, we were able to go out and show in 2013 that, despite that dynamic, we still had over 380,000 job postings in southeast Michigan. So for us, it was important just to have the conversation that, you know, there are jobs here. It’s not necessarily all automotive industry jobs in our economy. There are opportunities for people.

I mean, that was really important. In the 2010 Census, we were the only state in the country that actually lost population, and so being able to give people a compelling reason to want to stay in our community was important. So on that very fundamental level, real-time data, understanding what’s happening now as opposed to what was happening a year ago, two years ago with some other traditional data elements, is really important.

We are also able to look at things that people didn’t really realize were happening in our economy. A lot of times, especially with economic developers, we deal with industry clusters that are based on industry codes, NAICS codes. And as we began to analyze the data, we began looking at occupational clusters and saw the emergence of a huge IT need and tremendous demand in information technology that really hadn’t been captured before when you look at our economy from a traditional economic development standpoint as opposed to a talent one.

And when we dug deeper, we found that – again, looking at the real-time data – that we were growing IT jobs in our region faster than some of the most known IT hubs in the country. And this was something that we had definitely not focused on the talent system. And so that, again, helped us shift the narrative in our economy, thinking about southeast Michigan as a player in the tech industry – things like connected vehicles, connected infrastructure, connected manufacturing.

And that really began to shape on how our community colleges and our workforce development agencies were thinking about education and training in the IT hub , including for low-skilled workers – thinking about IT career pathways. And that was never part of the narrative in our economy before because the IT industry, when you look at NAICS codes, doesn’t appear very prominent.

We also had community colleges that, again, in the midst of the recession, were looking at canceling key programs like computer numeric control machining, which are – if anybody knows manufacturing, you know this is fundamental. So if you were able to go back and look at, you know, job openings in our region, in our state, found that we had, at a time when people were trying to make these decisions, not only some of the highest demand for manufacturing skilled trades in the country, but in our state as well in the Detroit-Warren area.

Today we are looking at the real-time data, definitely in conjunction with other types of labor market information. We also have to look at everything together. And I know this slide might be a little hard to see, but what this slide is showing is job postings using – we used Burning Glass Technology, by the way – job postings in red and then related graduates based on IPEDS data in that kind of pale green-blue.

And what you see here is jobs related to – (inaudible) – and manufacturing, like F-150 trucks or a truck that lost 800 pounds because it shifted to aluminum – jobs like that – that are related to that type of development, in red you have really, really high demand at the top. And you can see that there’s really no blue. People were not – you know, not graduating in some of those key – really key, growing sectors in the economy and occupational areas.

And in some cases, you see that there’s a lot of blue and not much red, which tells us we need help with the mismatches in terms of people who are graduating either with advanced degrees or even just a certificate from a community college compared to what our employers are asking for in our economy today. We have other data where we also layer in actual employment – (inaudible) – in the economy to try to get a sense of are we – you know, are we really missing the mark in terms of what employers are looking for?

We used some other data tools as well that let us look at things like labor pressure in the economy so we know, you know, just how hard are employers having to look for people. This slide is the converse of the one that I just showed, where we have a lot of graduates from programs, since blue represents the graduates, but no job demand.

So that’s a narrative that, again, needs to get out, both to institutions who are offering these education and training programs, but also the job seekers who are, you know, going into these training programs without a lot of demand behind them. So I just chose that to really try to show you we have a huge communications mechanism behind this data trying to really help people understand where can they find jobs in our economy.

When it comes to talking to the right people, and then from the clusters, the application of cluster strategies at the very beginning, or sometimes called sector strategy. And when we were first getting started, we looked at an overlay of resumes compared to job postings in our economy so that we could understand how many people were looking for jobs versus how many jobs employers were posting, and to see that further out on the screen where it has kind of the big blue circle, IT and engineering, little tiny bubble. Not a lot of people looking for those jobs, but really far out on the right of the graph, which meant that employers are really seeking these individuals and we were really missing the mark in terms of meeting that demand in our economy.

And so we began to form industry clusters focusing on things like information technology and engineering and health care. You know, it looks like transportation is circled there. It should technically be health care. And we were able to use – (inaudible) – we were able to use the real-time data to actually look at the actual employers who were posting for these jobs so we could pinpoint companies that we would want to engage in our cluster strategies and actually invite them to the table.

Or, sometimes, if we – you only have some employers who will come to the table and talk to you. At least – (inaudible). We can’t do a survey with every employer. We know people are going to be non-responsive. But at least we can look at the data and say, OK, all of the IT employers who are posting in southeast Michigan right now, that, net, is the most in-demand skill set, or the most in-demand training regimen that we have right now. Maybe we need to target our training programs on that next.

And that really led to some very powerful conversations. And employers really – when we were starting these sector strategies, we always came in with this is a real (trendy ?) approach, and it really established for these employers that we understood what they were going through, what their challenges were. We were interested in validating their concerns, which is always a really great way to start a conversation.

As we matured, we began to take this analysis and begin looking at – looking at our policy and our community, and how our investments in education and training are or aren’t – or are not aligned with the needs in our economy. This is another graphic here that shows that job demand, in orange – real-time job demand, first as the number of people who are graduating from key programs in our community.

Now, we take these clusters – IT, advanced manufacturing – various – (inaudible). Yes, there is high job demand, but IT is one of our fastest-growing job clusters. Advanced manufacturing, while it’s not the biggest part of our economy anymore, it’s still the biggest contributor to our GDP. And health care is a major contributor to our underlying employment. So we have reasons why we’re focusing on these – on these applications.

Yet, consistently we see in this data that people are not – young people in particular are not moving into these fields. And you can compare that – I’m going to skip up ahead a second – compare that to the idea that every day there are 10,000 new baby boomers who are reaching retirement age, and this will be the case every day for the next 16 years. We see that dynamic playing out in our community. We’re losing those workers at a – at a pace that’s really faster than people are entering those fields.

So we have to look at things like this, where, you know, our career and tech ed policy, for example, where we fund – on the left-hand side of the screen – this is how we fund career and tech ed in our state. Sorry, there’s some – there are some data points missing. The first bracket here, 60 percent of career and tech ed funding goes on the left side of this – of this graph. It’s kind of highlighted where it says 2013 to 2014.

Our communities have the discretion to spend career tech ed funding on the other 40 percent, and these data elements that are on the left-hand side on the bottom sort of brackets, the number eight and below. This is based on more traditional employment data that we have in our state right now, whereas the right-hand side reflects in 2013 what the top, top demand jobs were at the time. One of the things that you’ll notice is that we have things like with chemical engineers – if I’d shown this whole list, you would see advanced manufacturing; those do not even show up on the list on the left-hand side.

So we’re funding programs like child and custodial care. It has more priority for career and tech ed funding than an advanced manufacturing program. And we’re able to show that with our data and really have an open conversation that we have a serious skills gap, we have – we need IT, we need advanced manufacturing workers. Those people are retiring, yet our funding priorities are not aligning where our demand is. We don’t have all the answers to – the solution to the problem, but it’s a very powerful way to have a conversation.

And this is – this is where, again, you know, we’re in a space where we’re trying to adjust to the skills gap. We are now – (inaudible) – this data in all its forms, the real trend data compared to the labor market intelligence, and trying to produce material that we can give to our school counselors, that we can get into the hands of parents, that we can give to young people – even though they won’t really look at data – but really using it just to take on strategies in our community that are going to look at our future supply of workers. And I think that that real-time data has really been instrumental in helping us do that.

Another form of real-time data that we’re not talking about today – I noticed one of the questions earlier on and I alluded to briefly – is that in addition to being able to scan job postings, there are some sources that actually are able to scan resumes. And that’s helped us look at career pathways, not based just on intuition or what we think people should be able to do moving from point A to point B in an economy, but what real people have done, what real workers have done to go from one job to another. It’s another type of – way of thinking about big data.

And I know at the City – at the City University of New York, you guys have done a really great job of doing that type of – (inaudible) – analysis using real-time resume data. And it’s just – it’s another good way to think about, you know, the overall set of tools that a community or a state could have available to them to help come up with empirical answers to some of the most pressing, you know, questions that we have.

The last point here I just want to reinforce, like our partners (in this union ?) – in fact, inspired by them – we also have been doing this analysis and trying to understand the relationship between our job postings and actual employment activity. And we do see that three-month lag, just like they do. What we were seeing in our economy is about two job postings for every one event of employment, on average, in our community. But it’s very true that this data varies by industry.

So in IT, we really see more hiring activity per posting, maybe less so in advanced manufacturing. Health care, they have their own – each industry has its own posting culture. Health care tends to post more conservatively. They’ll tend to have more jobs in their back pockets than they actually post for, whereas IT will tend to have fewer jobs – or they’ll tend to post more often than jobs that they actually have available. And of course, we’ve all talked about construction. They tend to rely more on their internal job boards and their unions and other partners like that.

We’re trying to drill down in our regional economy to understand those dynamics so that we can predict what is happening when you see job postings moving from one industry to another. So this is data – another question I saw was, is this available to everybody? These are all subscription-based services. Some states have them, some don’t. In our community, in our region, we subscribe to Burning Glass. Our state uses Help Wanted Online.

We’ve been able to negotiate consortium pricing so that all of community colleges and workforce agencies that we partner with get a substantial discount because they bought the tools together, as opposed to doing it one at a time. And we make this data available to our economic developers. We help them with site selection, giving them, you know, a sense of job demand – so if, you know, an employer’s coming in and they think you’re going to have a lot of competition for workers. We’ve used many of these – (inaudible). We use it with our K-12 partners. We use it with our foundation folks who are looking to make investments in our economy. It’s been a great tool and we’ve really enjoyed using it.

And that’s it for me, I think.

MS. SULLIVAN: Lisa, this is Gretchen. Thank you so much. I did want to highlight one question that came in during your presentation. And certainly, folks, if you haven’t already, if you have other questions for Lisa or any of our other presenters, we want to make sure to get as many of those answered as possible.

But, Lisa, a question came in, from you – when you were talking about how you integrated the IPEDS data and were doing some sort of – you know, some of the educational output versus demand, was that something that was integrated by Burning Glass or did WIN have to pull that and sort of do that comparison?

MS. KATZ: We’ve been doing those comparisons ourselves. Yeah, so we – and that’s – I mean, that’s another thing, that I know that there are probably a lot of report development agencies that are on this call right now. I think sometimes it’s really important to know who your resources are in your community. Not every community has a workforce intelligence network that was formed just for this reason.

But what we’ve learned interacting with our community college partners is that almost every single one of them has a research division that does institutional research for them. And a lot of these institutions do subscribe to this data on their own. And that’s a really great resource. If you’re a workforce development agency and you don’t – you don’t know if you can get this data on your own, it may be that there are partners in your community college or your university who have access to that information and can help you get that. Or even just forming consortiums, like our partners did, to try to make sure they have access to it.

But you know, it’s not – even if you have the data, it can be a challenge to build a capacity to analyze it. So we have actually formed a users network as well, so that all of our partners who have bought access to these tools are learning how to use it together and trying to build that capacity.

We had a really strong state LMI office. But no matter how much a state invests in LMI, especially with all this real-time data available, it’s going to be really hard for them to be completely responsive to the needs on the ground. So we’ve taken the approach of, you know, teach people how to fish rather than, you know, forcing them just to take the data from us. And that’s been a really good approach.

MS. SULLIVAN: Excellent. Thank you.

And I think, Lisa, we got another one that looks like it’s come in for you. Ronnie probably also some perspective on this as well. But the question is: What are the sources of resume data? That is, is it the same as LMI? Can you explain a little more what the issue was with NAICS code data versus actual job clusters?

MS. KATZ: Yeah. So and, you know, I say that, again, Ronnie is going to be a good – should answer the question as well. But we have worked with PayScale and Monster on some level to look at some of their resume data to be able to – and, again, I’d say CUNY’s done more of this work than we have – but to really look at empirical career pathways that people have taken, you know, being able to look at where they are now and going back five years, or being able to do analysis from, you know, five years ago and looking at where they find five years in the future and 10 years in the future. And that’s a specialty that we had to purchase separately in order to do that analysis.

But we also have as contract with CareerBuilder that allows us to do a certain level of analysis of resumes as well. So some of these big job boards that collect this resume information from people are beginning to splice it and make that – and at least make different types of information available, which is as close as we’ve gotten to be able to have – being able to have a good proxy of the labor supply in our community. And that’s a – that’s the next, I think, big unanswered question in labor market information, is that detail on the supply.

MS. KAUDER: So – can you hear me?

MS. KATZ: Oh, this is Ronnie.

So somebody asked a question; I guess he saw me on a webinar where I talked about our career pathways and using real-time LMI to do that. So our source, and Lisa just mentioned this, but our – we actually – at that time we subscribed to WANTED Analytics through Monster Government Solutions – Monster is a reseller, actually, of WANTED Analytics. And so we spoke to our Monster contact thinking that they might have resume information that would give us some insight into career pathways and we – you know, real career pathways. And Monster suggested and arranged for us – (inaudible). Some of you might be familiar with PayScale. It’s a website that people go on when they kind of want to benchmark their pay. You know, it’s usually when they’re looking for another job or they just want to see if they’re making the right amount of money.

But one of the questions that PayScale asks everybody that goes onto its website is: What occupation were you in five years ago? So it was actually a – so we asked – so PayScale pulled data for us. And we were interested in looking at the medical career path at that time. And we wanted to know in real life what paths do medical assistants take. So using that PayScale information from their questionnaire, what were you doing five years ago, they found everybody who was a medical assistant now, they basically looked at people who said that – sorry, people who said they were medical assistants five years ago.

And then we looked at what those people were doing in the present. So we came – and we – and then we repeated the exercise again so that we were able to project – we were able to know what people who were medical assistants five years ago were doing now, and then were able to project what the people in those occupations were doing five years later. So it was kind of an interesting exercise because what we found out for medical assistant – and we did it for two other occupations subsequently, home health aide and cook – cooks and chefs.

What we found out is, of course, a lot of people are in the same job five years later. And then we were able to actually get proportions of those who moved out into other kinds of jobs and what other kinds of jobs they moved into. And when we started this webinar today and there was a photo on the first slide, or one of the first slides, of Pam Frugoli, the map that we developed for the medical assistant career is actually – she’s standing in front of that career map that we developed.

And we actually hired a designer to do a graphic to show graphically if you start at medical assistant, what are the most likely places you go to five years later and then five years after that. So I don’t know if that answers the question, but I will say that the graphic representation seen on the career map, which somebody was asking about, was a key to communication because it’s one thing to have a table, you know, showing information, and it’s another thing to have a career map where people can literally see very easily what the flow is and where somebody can move.

And in this case, as I said, it was absolutely based on real information about real – people who were medical assistants five years ago, where they had moved to five years later. So I hope that answers the question. But that was PayScale, that was the – you know, that was the real-time provider. And we call it real time because it’s actually what happened to people; it’s real.

MS. SULLIVAN: Excellent. Thanks, Ronnie. And thanks, Lisa, as well.

Jeremy, there was question that came up earlier that – if I could kick this back to you. Oh, and Ronnie, we just got a response that said great answer from Ronnie on that question.

MS. KAUDER: (Laughs.) And we’ve done two more for those of you who are interested. So you can contact me or the New York City Labor Market Information Service for the two career maps for – as I said, for home health aides, which people are very interested in, and cooks and chefs, which is also very interesting.

MS. KATZ: We did a similar analysis, but we were looking at retail sales and hospitality in our community. So we did a good analysis there and found that almost everybody who starts in that field, five years later is still in that field, very little movement out of it.

MS. KAUDER: Right. And I think that we – you know, since we’re part of the City University of New York, this information was also just extremely helpful to our community colleges especially in, you know, helping people plan their future, you know, to help them to see where people actually move. And – you know, and sometimes that preserving is necessary to get to the next step, and what those next steps are. So it’s been very useful in academic planning as well.

MS. SULLIVAN: Perfect. Thank you both.

There was an earlier question that came up, and we’re going to give this to you, Jeremy. The question was: What percentage of site spidered for a give vendor are U.S. employers?

MR. KELLEY: Yeah. Incredibly, the three different vendors that we profiled mainly just poll for U.S. data, like, for American companies. With that said, they are developing the capacity to pull in Canadian data as well. So that’s mostly a question of – if you’re interested in international data, you want to follow-up directly with one of the vendors if it’s important for your work or your company.

MS. KAUDER: Yeah. I mean – this is Ronnie. I would say that all of the jobs that they post, as Jeremy said, are here in the U.S. I mean, they may have foreign ownership, you know, we don’t really know, but the jobs themselves are actually here in the U.S.

MS. SULLIVAN: Excellent, thanks.

A note came in – this might be from our friends at Burning Glass, thank you. But a note that for groups that lack the internal research capacity or partners to integrate external supply-side data, such as IPEDS, like WIN has done, Burning Glass offers some custom research and supply-demand analytics support through their applied research team, so just wanted to share that comment there.

Ronnie, a question for you: How to get the report containing the graphic behind you?

MS. KAUDER: Sure. I mean, I assume you’ll have contact information at the end of this.

MS. SULLIVAN: Yes.

MS. KAUDER: So, yes, just email me and we’ll get you the career map.

MS. SULLIVAN: Great, thanks.

MS. KAUDER: (Inaudible.)

MS. KATZ: This is – this is Lisa. I think it’s really important, the point that Ronnie made about the visualization of data. You know, you – we’ve all dealt with this, anybody who’s dealing with data is always wondering about how to present it in an appealing way. But I think that being able to show those – the flow and the progression of data in a – in an infographic, it’s really important.

Again, we’ve – you know, we really are trying to make the information as visually appealing as possible for people so that it does attract an interest because there’s so much competing information out there these days, but then trying to understand what you present for different audiences is a real challenge. Like I mentioned trying to get this hand – this information into the hands of young people or their parents, there’s a whole layer of complication. And so I do encourage people who are looking at, you know, data, even if it’s real-time data, for the first time, to really think about, you know, how can you invest in or think differently about presenting that information.

MS. SULLIVAN: Absolutely. Thanks.

I’m just keeping an eye on the questions here. So a question came in – this is a – this is a really good one. Well, one that we recently got was also around getting copies of the career maps. And as Ronnie said, we’ve got contact info for all of our presenters today as well as links to their websites in just a couple of slides. So we’ll have that for you. If you downloaded the PowerPoint that’ll be there.

One of the questions that came in – and I think is going to vary depending upon which vendor we’re talking about – but there was a question that asked: Do all three of the services also offer a job seeker interface? And so I would kick that back to anybody on the team who can speak a little bit to that.

MR. KELLEY: Yeah, this is –

MS. KAUDER: Go ahead, Jeremy.

MR. KELLEY: It does depend on the vendor. And I think that all three of the vendors, they offer different products that are targeted for different audiences. So for example, Burning Glass has a focused career interface which is targeted more towards the job seekers. And then it’s the type of situation where all the vendors are trying to constantly develop new pieces of software for new clients. So I also encourage you to reach out to them to see what they may have for your specific purposes. And with that, I’ll – go ahead, Ronnie.

MS. KAUDER: Right. All I was going to say is that what we looked at as part of this research – this particular research is we looked at their analytic product, the products that allow you to analyze the information on all these internet job postings that they scrape and sort and so forth. But, you know, certainly – and I think part of our interviews with them was something like how did you get into this business, and so they all have different histories and they all have different other products.

And, you know, I know Burning Glass and Geographic Solutions both have individual – you know, they have other products that are used by – (inaudible). So, yeah, as Jeremy said, it’s best to just get in contact with them and, you know, see what they have that meets your needs.

MS. FRUGOLI: Yes, this is Pam Frugoli again. I just want to say that – I mean, that’s the thing. We said this at the beginning, that there is a lot of data in these sources and it requires analysis and trained analysts. And so you really may want to contact your labor market information shop and see, do you have one of these tools? And if so, could you produce a report that meets this need that I have? You know, it’s – there’s so much there that a single individual using this account or a teacher or a job seeker would be overwhelmed. You know, it’s the analysis that these people have been talking about that then they make available through state websites and state LMI.

MS. KAUDER: Yeah. Just let me say one more thing, Pam. This is Ronnie. Is that, you know, many times states use any of these aggregators to actually increase their job banks for that state. So that’s a different function. That’s not the analytics function. But all three that we looked at, you know, WANTED in combination with Help Wanted Online or by itself, Burning Glass and Geographic Solutions, there are – they have quite a few contracts, all three of them, where states use their aggregated job ads to enhance their job banks – you know, their state job banks.

So there’s so many – as Pam said, there are so many different needs and different uses for this information, but that’s not – for instance, that’s not an analytic use. That’s to enhance the state job bank, as an example. That’s a different use.

MS. SULLIVAN: Great. Thank you.

And a comment just came in that said: It’s worth noting that there are other aggregators out there, like Indeed.com and CareerBuilder, et cetera, that may not, you know, lend themselves to analysis but are good – (inaudible).

MS. KAUDER: Right, I think that’s the point that I’m making, that, you know, you have other aggregators and their products are used for other purposes.

MS. SULLIVAN: Right. Yeah, thank you.

MS. KAUDER: But the research is more on the analytics side, but there are definitely other uses of the aggregation of job ads.

MS. SULLIVAN: Right, exactly. Yeah, thank you for emphasizing that, both Pam and Ronnie. We were really focused and remain focused in this project specifically on the analytic functions of this. But that’s all excellent points. Thank you.

We have a – we have got a couple more minutes before we want to just cover some wrap-ups here with you all. But I want to make sure if folks have additional questions, please feel free to float them up through the chat room and we’ll try to do our best to get them answered.

OK. Well, we’ll keep an eye as – to see if any additional questions do come through. But I think at that point we – I’m going to get us wrapped up here. I really do want to thank all of our speakers today. This has been tremendously helpful, and really appreciate all that you’ve contributed so far.

All right, so I just wanted to cover sort of a few points in closing. And as you can see on the slide in front of you, these are really some sort of lessons learned or key themes that came out of the research that the team did as part of the environmental scan report work. And I think you’ve heard these themes emphasized throughout the conversation today.

You know, one – and this has really been a critical area of focus for our project – that real-time LMI supplements more established forms of LMI, it doesn’t replace them. And we think that they’re really complementary uses and we’ve tried throughout to really think about ways to integrate real time with more traditional forms of LMI to get a more robust picture of the labor market and its dynamics.

As many have said, using real-time LMI makes analysis of employment demand easier, at the same time it is, of course, influenced by the realities of online job posting practices such as the different industry fluctuations that we talked about and the ways that the different industries, you know, post jobs relative to where – who they may be hiring immediately.

I think as many people have said, it’s important to have someone or someones with a strong background – a ghost is moving my slides – someone with a strong background in LMI and data analysis really needs to be part of the team that’s using this data. That’s’ really critical, that someone who’s got that familiarity and that capacity is involved in this.

And again, as you heard, really understanding the strengths and the intended uses of the different products and the various tools that the vendors offer, specifically relative to your priorities and your needs, is really important in considering selecting a vendor for real-time LMI.

And I think, as the last bullet here emphasizes, you know, having conversations with people that are currently using these tools and using them for a variety of different functions is really critical. And as our, you know, vendor partners I think would attest, they’re very willing to give demos, to walk people through their products and answer questions to give you a feel for what the different products do. So I think that’s really important, you know, investigative work, you know, to do if you’re considering taking this on and integrating it in your work.

And as Lisa and others have said, you know, investigating purchase of tools as a collaborative effort where you’re some sort – some part of a consortium or a network, you know, not only can help spread the cost around but really, I think, goes a lot, in terms of scale, to building capacity and shared capacity across a number of different stakeholders. So we – these are some key lessons that we drew in our conversations both with vendors and with users in the development of the scan and just wanted to highlight some of those themes for you.

Before we wrap up here – and I’ve got a couple other brief slides that I do want to cover, but one of the things that’s really important to us to hear from you is what you would like to learn about in future virtual learning events that we plan under the project. We do plan at some point in the spring at least one more virtual session, most likely a peer learning exchange, so a little bit different than a webinar format, where they’ll – where we’ll have more opportunity for direct conversation.

And we really would encourage you and hope that you will give us some feedback on what you’re looking to hear more about or learn more about and what would be valuable to you. That will certainly help us not just design our next event or events but to think about technical assistance and potentially products that we can work on over the remainder of the project.

And feel free as I – as I move forward, please keep chiming in in that open chat to open that question. That would be really, really helpful to us. Right. Thank you for taking the time to chime in there. And like I said, please continue to. I’m seeing multiple attendees are typing. We really, really appreciate that feedback.

So we just wanted to do a little bit of a save the date here with you. As I just mentioned, we are planning a virtual peer learning exchange for some time in the spring. We don’t have a date on that yet, but certainly stay tuned. And as soon as we have that nailed down we will be announcing that hoping that you’ll be able to join us.

For those of you that are planning to attend the National Association of Workforce Boards Conference, the forum in D.C. at the end of March, we were very pleased that the group will have an opportunity to present a workshop during the forum. And Pam will be involved in that, as will Lisa and Nick.

And we’re also glad to have Becky Rust, formerly with the state of Florida and now with the Bureau of Labor Statistics will be part of that workshop as well. So if you plan to be at NAWB, hope you’ll think about joining us for that session. They haven’t given us a firm date yet. It will be sometime during our stay there, March 28th to 31st. And we should know more about that for sure by late February.

Here’s some resources. Again, if you’ve downloaded the PowerPoint the links are there for you. Wanted to make sure that you had links to the websites of all the folks and organizations that spoke today and also wanted to point out the link to ETA’s LMI community of practice. Our environmental scan report is posted there. And one of the things that we’ve been working on in the project is to identify a wide variety of resources that address real-time LMI integration and use with traditional LMI. So over the course of the remainder of the project our plan is to post a number of additional resources there, so hope that that will be helpful to you as well.

Our contact information for everyone that you hear from today is here. And again, please do download the PowerPoint so you have that, and feel free to reach out to folks. Lauren Fairley, she’s our project manager at ETA. And we are very, very grateful for her guidance and assistance on this. If you have any particular questions about the project itself, do feel free to be in touch with Lauren or with anyone else that’s been a part of our session today.

This is – thanks so much for all the responses in the chat there. We really appreciate that.

And I just want to wrap up by saying thank you all so much for joining us. I don’t mean to speak for ETA or the rest of the team, but I think we’re all incredibly gratified by the very good turnout on the session today and hope that it was valuable to you. We certainly appreciate the opportunity to have this conversation and look forward to continuing it in future events, but wanted to thank very much all of our presenters today. You all did a great job and this is exciting information and look forward to continuing the conversation.

So please do stay tuned for future events. And was just seen on the previous slide, we’re going to leave this chat window open. And we really do encourage you to continue to chime in with feedback and with ideas about what would be useful to you moving forward. You’re also seeing in front of you some pods coming up in terms of your feedback on the quality of today’s webinar. We really appreciate your feedback there, as well as another pod there about would you recommend this webinar to a colleague.

So let me pause there. Brian, am I missing anything that you need in terms of wrap up, or ETA team is there anything else that you would like to add?

MS. KAUDER: No, thank you all for joining us today. It was a great webinar.

MR. KEATING: All right, great. Yeah, I think you covered it, Gretchen. Feel free to stay logged in, like Gretchen said, and give us continued feedback. And we have recorded today’s webinar and this will be available in about two business days with a written transcript. So be on the lookout for that. We’ve got a handout that’s also available. So take advantage of the resources.

All the contact information you saw is in the slides. And stay here as long as you need to give us the feedback that you’d like to give us. We appreciate what you’re already typing and we look forward to seeing you on future events. Have a great day, everybody.

(END)