**Workforce 3One**

**Transcript of Webinar**

**Resource Mapping Techniques and Strategies**

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BRIAN KEATING: So I want to welcome everyone to the "Resource Mapping Techniques and Strategies" webinar.

And without any further ado I'm going to turn things over to Derrick Dolphin. He's a federal project officer with the DOL ETA Philadelphia regional office, Division of Workforce Investment. Derrick, take it away.

DERRICK DOLPHIN: Thank you, Brian. And good morning, everyone out there in web land. This is Derrick Dolphin, coming to you live from the region two media room. We'd like to welcome our state leaders, our state staff, our locals and our discretionary grantees to part one of a two-part series called "Resource Mapping Techniques and Strategies."

We want to make this session really interactive. Like Brian said earlier, just a minute ago, it is early. We hope you have your – you had your morning coffee or you have it with you right now. Being that it's so early and we want to make this interactive and engaging and interesting, we really want to hear from you as we go through this session.

We have the chat box for feedback. We have some polling questions. At the end of the session we'll have a slide for questions and answers. And there will also be points during the session where I'll be asking some pointed questions to generate some conversation and feedback from you all out there in web land.

So let's see if this thing is on. How is everyone doing out there today? Let's get some feedback going right now.

MR. KEATING: All right. And to answer Derrick's question you just need to type right into that chat window that's still up to welcome you. So we'd love to hear from you. I see many of you are typing. Go ahead and type in your response and then – make sure you click inside that text window and then just hit enter to submit that, like many of you have already done to introduce yourself.

MR. DOLPHIN: Thank you, Brian. And so before we get into the session, I thought it'd be a great idea to have our acting regional administrator, Mr. Leo Miller, welcome him into the webinar and have him frame our session and really talk about how we arrived at this piece here of asset mapping. Leo?

LEO MILLER: OK. Good morning, everybody. It's quite interesting looking at the chats coming in. I see that Zachary's rocking and rolling and Janet has her coffee and ready to go. So that's good information.

MR. DOLPHIN: There we go.

MR. MILLER: Why are we here? This is really probably the fifth or sixth training session that the region has done since the passage of the Workforce Innovation and Opportunity Act. And so a fundamental question that you might be asking yourself is, why are you here and why are we here? Well, the answer to why we are here, as said, is we made a decision when this law passed that we were going to be, quote-unquote, "out of the box," giving our grantees the skills they need to successfully implement this legislative change.

In 2016 (sic), July 1st, we're going to have full implementation. And the system that we have in 2016 cannot look like the system that we have now or the system we had when the law passed. We need to have integrated systems. We need to have systems that focus on what partners bring to the table. And we have to have systems that focus on the customer and have the customer in the middle.

And this is a piece of the training series that we set up that involved creating innovation in the public sector. We've done a session on strategic doing and now we're following it up with a session on asset mapping.

Asset mapping is absolutely critical to this process. We have a lot of One-Stops that have been set up across our region on the backs of the Workforce Investment Act and Wagner-Peyser. And we've got to create – and though those systems have done a great job serving customers, we can do better. We can do better by identifying our partners in our regions, in our communities, and identifying services that they could bring to our common customers. And so I think that this session will be a good piece for you as you continue your work.

Now, I'm going to end with what we've been saying since August of 2014. For those of you that are waiting for the Department of Labor to come up with all of the answers, you're going to be waiting a long time. This system is about the customer and it's about customer focus and putting the customer in the middle of your service strategy.

We've been inviting our grantees to get started. We've been inviting our grantees to not wait. We've been inviting our grantees to really be creative in understanding their labor markets, their customers and their communities. And so it's a real pleasure that we have so many folks on board.

And Derrick, I'm going to turn it over to you and get this thing started.

MR. DOLPHIN: Thank you, Leo. Thank you very much. All right, folks, you've heard the charge. Let's move forward and we will talk about what are objectives for this webinar?

First one being, let's develop an understanding of asset mapping and the process and its purpose. We'll look at the importance of LMI in the asset mapping process, and we'll take action and start your own asset mapping project to assist you as you work towards WIOA implementation.

The agenda for our session. How will this session flow? We'll have a brief introduction. We'll look at how do you get started? How do you start up an asset map? How do you use LMI to bolster your asset map? And how do you share those results in developing an asset action plan? We'll have questions and answers and then we'll wrap up the session.

Please feel free to provide some input, some feedback as we go through the session. And without further ado I'd like to hand it over to Charlotte Cahill, senior program manager for Jobs for the Future. Charlotte, you're on.

CHARLOTTE CAHILL: Good morning, everyone. So welcome to the webinar. Thanks for joining us. And just to give you a little bit of a sense of my experience with asset mapping, I wanted to just give you a little bit of background.

So I am a senior program manager for an initiative of Jobs for the Future called Pathways to Prosperity. And we are working with 12 states across the country that are building career pathway systems that bring together stakeholders from education, from industry, from workforce system, from other government agencies, from non-profits, community organizations.

And so when we start work in a region in one of the states in our network, the first thing we do in that region in asset mapping. And I'll talk more in just a minute about exactly what that entails. But what we're really doing with asset mapping is trying to find out more about what's already happening in a particular region so that our work becomes a matter of aligning systems and work that's already happening, rather than kind of creating an entirely new program or duplicating work that's already being done.

So with that said, I'm hoping that we can really have a conversation today about the ways in which asset mapping can help and benefit you in your work. And as Derrick said, we are hoping that this will be interactive. There is time for questions at the end. But also, if anyone has questions as we're going through the webinar and these slides, please feel free to type them into the chat window and we will do our best to answer questions as they come up, as well as leaving things toward the end – to the end.

So with that, just to give you an overview of what asset mapping is, is it's very much a process of figuring out what assets already exist in your area. And I want to note here that assets can be many things. So funding is certainly one asset, but programs or expertise, work that's already being done also represents assets that can be used to – and built upon to support the work that you all are doing.

So asset mapping has a few key components as we think about it. It's about tapping existing expertise from stakeholders in your work. It's about doing research on policies and programs that are relevant; analyzing data, especially labor market data that can help you identify key industries for your work. And then asset mapping means bringing all of this data together and using it to create a picture of what's already happening in your area.

And then another key component of asset mapping – and again, we'll talk in more detail about all of these – is sharing what you're learned with other people, which benefits not only the people that you're sharing the information with, but it benefits you as well.

So I wanted to talk a little bit more about kind of this word "assets" and why we think about this as asset mapping and talk about it as asset mapping. Very often people ask me if asset mapping is similar to a SWOT analysis, for example. And the answer is sort of yes and no.

So focusing on assets has a few clear benefits that you would identify, so it really focuses the conversation on what's working well. And it also helps to build relationships and partnerships and to get everyone involved in supporting the work that you're doing, rather than sort of – focusing on sort of the gaps or challenges can sometimes lead to a situation where a program is created that addresses that one gap or that one challenge. And while that can be valuable, it also can lead to kind of duplication of efforts or to programs that are not kind of serving the needs in your area, broadly defined.

So asset mapping has a benefit of giving you an opportunity to understand existing work in programs and to really start developing partnerships, and working with people that maybe you haven't been working with before but that can help contribute to what you're doing. And many of you know, although there's a focus on assets in this work, certainly it would be appropriate to take a look at what some of the gaps and challenges are and to incorporate an analysis of those into asset mapping.

And then really one of the big benefits of asset mapping, and one of the reasons that we're talking about it today, is that it can help you address some of the planning components for the new WIOA legislation. So the legislation asks – has these components that include developing a four-year plan, thinking about programs that include both youth and adults and really expanding access to service, and creating these common measures and aligning the adult education activities with other core programs.

So these planning components have a big focus on really building bridges between and aligning existing work. And so asset mapping can really help do a lot of that.

And what I've done here is just pull out some of the highlights of the legislation and sort of talk a little bit about how asset mapping can help you get at doing some of these things that the legislation is intended to do. So asset mapping can help strengthen governing bodies by identifying key leaders and priorities, as well as the kind of gaps in areas of alignment.

Asset mapping is important to efforts to help employers find workers with the necessary skills because asset mapping can, first of all, help you identify programs that are maybe teaching workers the skills that are needed by employers. But it also help you figure out where those kinds of programs are needed and help create more of a dialogue between the workforce system and education and training programs, so that education – (audio break) – and training programs are really keeping up-to-date with skills that have high value in the labor market.

And asset mapping helps align goals and increase accountability by helping you sort of gather data about alignment. And again, it fosters regional collaboration, provides an opportunity to start building buy-in and partnerships, sort of strengthen existing partnerships.

And asset mapping absolutely can help sort of target services to better serve jobseekers by – through a number of different components of it, but one key one is really looking at labor market information and using that data to guide programs, the design of new programs, and also to guide kind of the way existing services are structured.

MR. DOLPHIN: Before you go to the poll, Charlotte, let's just ask a question of our audience out there in web land. How many of you out there have started some aspect of a planning process for WIOA implementation? I actually see a flurry of activity in my chat box but I'm not seeing anything.

MS. CAHILL: You can wait a minute and see if they come through.

MR. DOLPHIN: Looks like Jeff Brown (sp) might have something to say.

MR. KEATING: All right. Looks like several of you are typing in a response to that question. So thanks for that. And you can also let us know what kind, if you'd like to provide any specifics or elaboration, let us know something about it, if you like. That'd be great. So thanks, Jeff and Valerie and everyone who's typing right now.

MR. DOLPHIN: Yep. So Jeff Brown from Virginia, you guys are doing it. That's great. Valerie from Virginia is planning for WIOA implementation. And Jeff, currently forming workgroups for creation of a plan. Pittsburgh is on the map as well.

All right. At the same time we'd like you to give us some feedback on this poll that up on your screen. "Which of the following possible results of asset mapping process is the highest priority for you?" (Pause.)

MR. KEATING: All right. Very good. And again, some of you had voted in this earlier. So if you've already chosen one or more of these, then thanks for that. But it looks like a lot of you just voted in the last minute or so. So if you haven't already done so, just go ahead and check the boxes in this window that's overlaying the PowerPoint on your screen. We appreciate that. So go ahead and do that now. (Pause.)

MR. DOLPHIN: OK. So we see Maryland – Lloyd in Maryland has formed some workgroups. Alan in Maryland, they are starting a planning process or started a planning process. Thomas in Delaware, we see you. Laurie A., we started to meet with partner agencies and working through the NPRM.

JENNIFER FRIEDMAN: Oh, great.

MR. DOLPHIN: Yeah. I'm here with my colleague Jennifer Friedman. What's that acronym stand for there? That NPRM. What is that?

MS. FRIEDMAN: Notice of proposed rulemaking.

MR. DOLPHIN: There we go. Notice of proposed rulemaking. Everyone should be delving into that great document.

MS. FRIEDMAN: We have heard from Delaware before that they're using it as their pillow at night to absorb all the information. So go, Delaware.

MR. DOLPHIN: Yes. There you go. And – (inaudible) – for Bill Patter (sp). Where you at, Bill? All right.

So we're looking at the results here and it seems like most of the folks here are saying they're using – they would like to use asset mapping to understand and leverage existing work. All right. Sounds good. Let's move on.

Getting started with asset mapping. Charlotte?

MS. CAHILL: Yep. So thanks so much for participating in the poll. Those were really interesting answers and helpful for us to think about as we move through the webinar.

So having talked a little bit about kind of the reasons for asset mapping, we wanted to move into a discussion of once you've decided to do some asset mapping, what might that look like? And one of the first steps really in undertaking asset mapping is figuring out what – (inaudible) – that you are asset mapping. So what are you mapping? What is the area that you are looking at and hoping to draw on for the asset mapping process and your work going forward?

And there are a few different ways of doing this. So one is by looking at geographic boundaries. And those could be some kind of official geographic boundaries, a city, a town, a county, some other kind of census designation. They could be a sort of unofficial geographic boundary. So I live in Boston and I know that Metro Boston and Greater Boston each mean something and that they mean different things. And so I might choose to do asset mapping in Metro Boston. Even though that's not an official geographic area, it's something that people who live in my area would most likely understand what I mean. So that's one way of thinking about it.

Another way of thinking about it is by looking at kind of governance or service areas. So those could be workforce areas. They could be kind of areas served by a particular state, local or town government. They could be school districts, whether those are K-12 or community college districts. Or they could be areas that are defined based primarily on the labor market in your area.

So as you're thinking about preparing people for the workforce, one way of doing that is by looking at kind of the relationship between where people live and where they work, and drawing an area that encompasses both where people live and work. So two ways of thinking about that are the labor shed and the commuter shed. And there's a slight difference between the two.

So labor shed looks at an employment center and then kind of draws a circle around that employment center that encompasses all of the places where people who commute to that employment center live. The commuter shed, on the other hand, really starts where people live and draws a circle out to encompass all the places that they might go to work.

And whether you choose one or the other depends on a number of factors. It might depend in large part on as you're looking at your location and your sort of core area, is that more a place where there are a lot of employers clustered? Or is it a place that's more residential or more rural where people may be driving off in a lot of different directions to get to work in the morning?

So those are all possible ways of thinking about this question. But it is important to kind of sit down and think about what is the area that we're really looking at for asset mapping typically?

Once you've defined that area, the next step is to figure out what you know and what you still need to know about the area. So that is likely going to include doing some research, really pulling on different reports and studies and other sources of information and going through that. And once you've gone through all that – and I'll talk more in just a minute about where you might find some of this information and give you a little bit more detail on where all this information might be.

But once you've gone through that information, really starting to identify what gaps still exist in what you know about the area. And then start thinking about who might be able to fill in some of those gaps. Who made the information that you still need and that you should – and make a plan to talk to those people as part of the asset mapping process.

So as your first beginning to do the research for asset mapping, really very important place to start is by looking at information about existing workforce and economic development initiatives in your area. And there are a lot of organizations that put out information about those kinds of initiatives.

So those would include WIBs, of course; but then also chambers of commerce; other kinds of economic development organizations, whether those are public or private; other employer sector associations or other kinds of industry groups; and then various planning organizations, again, whether those are public or private, are all likely if you go on their websites to have lots of information about workforce and economic development initiatives.

So it's worth doing a scan to see what's out there. And figure out, is there kind of regional consensus about what those initiatives should be?

And I can see that there's a question coming in here about advice on how to talk to state legislatures about asset mapping initiatives. And the answer is yes. I'm not sure that for the most part – and this is something that will of course vary not just from state to state but from legislator to legislator in terms of what their priorities are. And those priorities will, I think, be important in thinking about how to frame this work to state legislators.

So I think the first piece of advice as I'm talking about doing research here is when you're thinking about talking to a state legislator, it's important to think about what their priorities are and how to explain asset mapping in a way that helps them understand its benefits in connection with their priorities.

But I think a little bit more generally speaking, the kind of fundamental idea behind asset mapping, this idea of linking and leveraging existing resources, is something that most state legislators are going to think is a worthwhile effort. And so I think that's where I would start. But again, I would really think about what makes sense in terms of the legislator's priority.

And this is something that research can help you with too. It can help you get a better sense of where legislative priorities are and how they are driving some of these workforce and economic development initiatives. It can also – of course, it is – (inaudible) – research can help understand what the existing policies are on federal, state and local levels, and how those policies might influence either program design, program implementation or the asset mapping process a little bit more generally.

For K-12 and postsecondary education, again, it's really important to get a sense of what those programs already have available in terms of education and training. So are there particular industries that are being targeted by those programs? Particular skills? Start thinking about how those skills line up with what employers are looking for.

And then another key source of information is sort of – or another key piece of information is data about the labor market in whatever area you have defined for the asset mapping process. And again, there are a lot of – there are several sources of data and we'll talk in much more detail about labor market information later in the webinar. So I won't dive into that too much more right now.

And then as we're thinking about using this information to determine which stakeholders you should talk to to get additional information, we'd be really interested in learning more about how you're currently working across sectors and which sectors you're engaging right now in your work.

MR. KEATING: All right. We've brought up a poll window so that you can vote and let us know the answer to that question. Again, you're going to click the boxes that relate to your choices. You can choose more than one. So go ahead and we see several of you voting now. Go ahead and do that by clicking the appropriate boxes.

All right. We'll give you another minute or so to do that. But if you haven't yet voted, make sure you go ahead and do that now. (Pause.)

All right, Charlotte. I'll turn things back to you to comment on what you're seeing.

MS. CAHILL: Yeah. And this is great because it looks like most of the people responding to the poll are already really working with people in lots of different groups and sectors. So certainly people are working closely with employers and educators and the state and local governments, as well as kind of non-profits and community-based organizations. And quite a few people also talking with state associations and with workforce intermediaries. So that's really fantastic and I think a really good basis before launching into an asset mapping process.

MR. DOLPHIN: I'd just like to add, and David said his "other" stood for engaging those persons typically described as program participants. They could be viewed as assets; that's interesting.

MS. CAHILL: That is very – that is fantastic, in fact. And I think doing that and really engaging those program participants is a great way of understanding what is working and what is not in existing programs and initiatives. So that's a really great idea.

And in thinking about how to build on this existing engagement, which it looks like all of you are really doing already, for the asset mapping process, I have just a few suggestions about what this might look like and how to do it. And so one is it's really ideal if as you move into this next stage of information gathering, if you can sit down and talk to people in person. You are much more likely, in my experience, to get really good detailed answers to your questions if you can sit down with someone than if you sort of email them or talk to them by phone.

And as I mentioned, I lead asset mapping for this network of states that are scattered all across the country. And that means that I spend a lot of time traveling to the states in the network to talk to people in person. And I really think that I get much better information that way than I would if I just called people.

Now, that said, it can be useful to kind of consolidate these conversations. So they don't all have to be one-on-one meetings. And in fact, it can be really interesting to get a group of people together to talk about what's already happening in your area, especially if those people already have something in common. So maybe it's representatives from a community college and an employer and a WIB who are all working together already on some particular program. And so bringing them all together to talk together about their program can be really effective.

It can also be really effective to bring together people who aren't working together but maybe should be. And so for example, you could bring together all of the manufacturing employers in a region who might not be meeting regularly but who will have a lot to say to each other about sort of workforce development initiatives in the area.

And the purpose of engaging stakeholders – or one of the purposes – is to address the gap in – (audio break) – talking with stakeholders is about saying, so, I learned that there's this program that already exists; and does that make sense? Do you think that that's important? How might you change that in order to make it more effective?

And then as you're talking to each of these groups of stakeholders or stakeholders from each of these different sectors, there are a few ways of framing the questions. And I just have taken a shot at creating sample questions for different kinds of stakeholders that you might talk to as part of the process. And these slides are available to all of you if you wanted to take them and use these questions as jumping off points for your own work. Although I think these are all pretty broad and you probably want to drill down a little harder in your conversation.

But for employers, it's worth asking about what industry demand looks like. It's worth asking what they're already doing in terms of engaging with education and training providers and other kinds of workforce initiatives. And it's worth asking too what employers think of existing programs. So asking them how they think the secondary and postsecondary education systems are doing right now and what they could do better.

MR. DOLPHIN: Charlotte, I noticed that all your questions are open-ended.

MS. CAHILL: They are. So part of these interviews or conversations with stakeholders, and part of why I was suggesting that getting together a group of people can be really useful, is that these conversations go best when they really are conversations rather than sort of interrogations. So not only do you want to go beyond yes-or-no questions, but you really want to think about how to get people to start talking about their experiences and sharing their knowledge and expertise.

And I think that if you sort of start by assuming that people have knowledge and expertise that you don't have, it also leads you pretty quickly to the conclusion that you might not know quite the right questions to ask because you don't necessarily know what you don't know. So it's really important to kind of leave that space for people to share what they know.

And so, similarly for educators. Part of this is asking – just as you asked employers how the educators – how education and training programs were doing, ask educators how employers are doing at being engaged and really making their needs clear, how they're doing as partners to educational institutions. Ask about what kinds of career information and advising services are available through educational institutions.

And as you're thinking about aligning education and training programs with workforce need, it's really important to understand how educational institutions are identifying areas for program growth and how they're developing new programs now.

As you look at sort of intermediary organizations – and these are organizations that typically work across stakeholder groups and sort of bringing together, say, educators and employers and community-based organizations to help them all work together. It's important to figure out who is playing that role now in your area, if anyone. Maybe no one is. And figure out how they're working with education partners, how they're working with employer groups and with employer champions. And what kinds of factors at the environmental or policy level are affecting the ability of programs in your area to work effectively?

MR. DOLPHIN: Charlotte and David had a comment. He said he loves it, conversations rather than interrogation; a shift in power and values; sharing and trust.

MS. CAHILL: Absolutely. And I think that's exactly – that exactly gets to the heart of what we're aiming for with asset mapping.

MR. DOLPHIN: And I love the term when you talk about employer champions. Can you tell us a little bit more about that? What are you talking about there?

MS. CAHILL: Sure. So what we're really talking about is those employers who understand the importance of what we're doing and who are really willing to, first of all, themselves make an investment in workforce preparation and development in the region or in a local area; and then who have the ability and willingness to help explain to other industry partners why they think this is so important.

And it's been our experience that very often as we're trying to build those relationships with industry, the language that employers speak is a little bit different, often, from the language that educators and community-based organizations speak. And having an employer champion who can really help translate between those groups and really help build support for these kinds of programs and initiatives in an area can be extremely valuable in getting other employers on board.

So that's what we have in mind with employer champions. We think that they're really important to speak out as part of this work of building employer engagement in these programs.

MR. DOLPHIN: Well, we'd just like to throw something out to web land. Please enter into the chat box any examples of employer champions you've engaged in the work you're doing.

MS. CAHILL: And so just finally, one other kind of stakeholder group that I had pulled out some sample questions for was economic developers. And this is, again, really useful in getting kind of that big picture of what's already happening in a region; and also getting a, this is really important in terms of testing what you've learned in your desk-based research.

Because I have found many, many times via asset mapping that I'll find some report online about an economic development initiative. And when I talk to the people who are leading economic development work in that area, they'll say, oh, yes, that is a very pretty report; no one has really ever done anything about it.

And so again, it's really important to talk to people that are really in the midst of doing the work of building this regional vision for economic and workforce development, and seeing where they are with that and what they think makes sense based on their experience.

And then with all of these stakeholders I think it's really important to sort of find out what they think is working in terms of working across stakeholder groups in a particular area. And to find out not just what is already working but why it's already working. And that can be really useful information in kind of thinking about how to build on that work.

It's also really helpful to ask people to think about the big picture. So ask them to think about what are some of the big changes that they would like to see that would help them do their work better. And you may or may not be able to make those changes through your work, but it's really useful to be thinking about those and to have that kind of big picture lens on the work as you move forward.

MR. DOLPHIN: Charlotte, before you move on we have some comments from web land. We have Jeffrey Brown from the VEC says the Virginia Manufacturers Association is a huge employer champion with which they work with to close skill gaps for manufacturing workers.

William – and I don't know where William is from – from an employer group perspective, local chambers of commerce can be very helpful as an employer champion.

Just some comments from web land. Keep them coming, folks.

MS. CAHILL: Yeah. That's really great to hear you've identified – that some of you have identified these employer champions and are working with them, because I think they really can be hugely valuable for the kind of work we do.

So as I've been talking about kind of doing this desk-based research and talking to stakeholders, one thing to keep in mind is that this is the kind of research that can be really interesting. At least, I find it to be really interesting. But this can also be really hard to kind of stop doing. There's always something new to learn, there's someone you haven't talked to, or a program that you just found out about this morning. And so it can be really hard to figure out how to move on to the next step.

And so I think part of the answer to that is you have to push yourself to move on to the next step. And that doesn't mean you can't go back and assimilate new information, but it can be really useful to develop a pretty clear timeline for the asset mapping process and create some deadlines for yourself as you move from desk-based research to interviews with stakeholders to thinking about how to summarize what you've learned and how to share it in your area, in your community; and then what to do with all of this information once you have it.

So just wanting to keep in mind the importance of developing a clear plan for moving through the process. And we'll talk more about that toward the end of the presentation about kind of the details of some of those next steps.

But first I wanted to go into a little bit more detail about how labor market information can be used to inform the asset mapping process. And there are two key types of labor market information that I look at when I do asset mapping. And those are sort of the traditional LMI and real-time labor market information

So traditional LMI is information that you could get from, for example, BLS that is based on – that's public; it's available at no cost. It's very reliable. It allows you to make comparisons across regions. It also is not a clear reflection of what's happening in the labor market in your area right now. So it's a little bit static. Traditional labor market information does make projections, but it does that by looking backward rather than by looking at current data about the labor market. And so it may not always really capture very new, emerging trends in a region.

So real-time labor market information can be used to look more at those emerging trends and to help identify where things are headed next by looking at what's happening in a region right now. But as I'll explain in more detail in just a second, there are also some drawbacks to real-time LMI. And so really it makes a lot of sense, if you can, to look at both traditional and real-time labor market information and to kind of combine those in order to figure out – to create the best possible picture for yourself of labor market in the region.

So real-time LMI is based on online job postings; it pulls information from the job postings. And one of the challenges with real-time LMI – well, I'll get into that in a minute, actually.

So first, wanting to just sort of talk a little bit about what you can out of real-time LMI and what you can't. And what you can get out of this LMI is information that is provided in many job ads. So you usually get a job title. You can get the company name and location. You can get information about what industry the job is in, about the education and experience required for a particular position, and often about specific skills that employers are looking for. And those might either technical skills or baseline skills like communication. And sometimes job ads also include information about the benefits available for a particular position. It may include information about the tasks that people will perform in a particular job.

But not all job ads really provide all of the information that you might hope. So this is a job ad for the Federal Bureau of Prisons that – for a correctional officer. So you've got job title. You've got employer. You've got a salary range. But you don't know some really important things like, for example, how many jobs are available. Is this one job? Is this 50 jobs? We don't know. We also don't know where these jobs are located, which is usually a pretty important piece of information for jobseekers. So there are those kinds of gaps that emerge when you look only at real-time labor market information.

That said, I wanted to just show you some examples of the kind of data that you can pull out and look at as you're consulting LMI and using it to better understand the labor market in your area. So you can get information about the top occupations. So what jobs are employers looking to hire for? You can get information about the top five industries. So these are industries that have the largest number of job postings in a particular region.

You can get information about what educational requirements employers are looking for. And this shows kind of an overall view of educational requirements, but you can look at those requirements by occupation or by industry as well, in order to drill down and really think about if I'm preparing people for, say, entry-level jobs in manufacturing, what is the educational level that employers are looking for?

You can get information about the certifications that show up most often in job advertisements. So again, getting a sense of what people are looking for. And this is something that very often varies quite a bit, depending on industry. So certifications tend to be very important in health care, for example. And while you see up here several certifications that would be aligned with jobs in IT, IT employers tend not to put quite as much of an emphasis on certifications or tend not to require them in the same way that employers in health care do.

And so that's reflected, to some extent, in these certifications where you can see that if you would like a job as a registered nurse, employers really want you to be certified as a registered nurse. But whereas for IT occupations it might be good to have a Cisco certification and that might be something that's included in a job ad, but it's not quite as much of a deal-breaker as some of those health care certifications.

And so this shows some of those specialized skills that you can find by looking at the labor market information. But you can also get information on baseline skills, which can be really helpful for education and training programs to know about as well so that they're not focusing just on kind of those specialized skills in a particular industry, but how can a community college build in communication skills or writing skills across its curriculum, for example.

You can get information about the employers that are hiring the most right now. And that might – those employers might or might not be the same as the largest employers in the area, which is also data that you can get. So which employers are really looking to hire a lot of people right now?

MR. DOLPHIN: And before you go to your poll, Charlotte, I just want to – I have some comments from web land. My friend Bill Mann (sp) down in Virginia said they've used the combination of traditional and real-time labor market information. And John in D.C. says they leverage the strengths of both types of labor market information. They have had positive experiences using EMSI tools for real-time labor market information, particularly their job postings analytics.

MS. CAHILL: Wow. That's great. And that's one of the providers we use too for real-time labor market information. And they have very good data; it's been very helpful for us. So it's great to hear that some of you are already looking at that information.

And it's also great to see the responses to the poll come in, that it looks like most of you really have already done a lot of this work of figuring out what the skills are that employers in your area are looking for.

MR. DOLPHIN: I'd like to pose a question to web land. What are your top three largest industries in your state, local area or community?

MR. KEATING: All right. And it looks like several of you already voted in the poll. But if you haven't already done so, go ahead and click the radio button on your screen in that window now. And to answer our question, just go ahead and type that into the chat window.

(Pause.)

MR. DOLPHIN: Keep that feedback coming, web land. We're getting some good information here. (Pause.)

All right. So looking at our polling results, we're seeing a lot of folks are familiar with the skills most needed by employers in your region, the three largest industries. There's a few folks that are not sure; they may need to do some asset mapping.

We've got some feedback from web land. Let's see what we've got. We've got Laurie (sp), she says health, IT and retail. Nancy says manufacturing, health care, logistics and transportation. Jeff says health care, advanced manufacturing, IT and cybersecurity. Jennifer, retail, health care, IT. A lot of IT.

Sharon, advanced manufacturing, health care and education. Keith, health care, IT, manufacturing. John for D.C., health care, hospitality and IT; also construction and professional services. Jeff says it varies greatly across regions and population areas; the biggest skill every employer seems to want is soft skills, which a quotation – with an explanation.

(Inaudible) – love web land. All right. Take it away, Charlotte. We've got to keep it moving.

MS. CAHILL: Yeah. So these answers are really interesting because they absolutely reflect what we see in our work across the country, which is I think the three industries that we see the most often where employers really engage and try to combat a skills gap are manufacturing, health care and IT. So that's absolutely reflected there.

And, yes, we hear quite a bit from employers about soft skills as we talk to them as part of the asset mapping process.

So having gone through what's available through LMI, I wanted to just talk a little bit about how you can use this information to really help develop programs that are aligned with the economy in your area or your region. And so – and I think that I saw Jeff made a really good point about wanting to be specific about what the big industries were. And I think this is one of those areas where it's very helpful to have defined a region or your local area for this asset mapping process and – (inaudible) – your programs.

And I think that one of the ways of defining that area is absolutely to look at kind of a key industry as a starting point for defining an area. And so – because looking at that key industry can really help with developing a program that makes sense in the economy for your area.

So looking at labor market information can of course help you identify both big industries and those that are growing. So maybe not so big right now, but going to be soon. and it can help you really think about what might a career ladder or a career pathway look like as you look at the different occupations and skills that are in demand, as well as the educational requirements, credentials needed, wages and salaries for those industries and occupations.

It can also help you identify cross-cutting skills and occupations, for example IT skills. And I'll talk more about that in a minute. And integrating the use of LMI into new and – into both new programs but also existing programs can really help make sure that those programs are helping to boost the economy in your area.

I wanted to show just a little bit more of what you can get out of this labor market information and how to think about using this information for your program. So you can look at – as you look at LMI, you'll see (both ?) sort of change in the number of jobs over, say, a 5- or 10-year period, and you can also see a percent change in the number of jobs.

And one thing I wanted to highlight is that you really need to look at both of those numbers because, depending on the size of the industry, a large percentage increase may or may not mean a large increase in the number of jobs. So if there were two jobs in an industry and now there were four jobs in an industry, the percent increase is going to look pretty impressive, but the number of jobs less so. So that's – you want to be looking at both of those.

And also important – or another thing that I often look at when I look at labor market information is the location quotient. And that is a way of looking at the importance of an industry in your area, as compared to the importance of the industry in your state as a whole. And so that again gets to this question about which industries are most important in a particular area.

And industries with a location quotient that's above one are export industries, so to speak. So generally the goods and services in that industry are going outside of a particular area and that's helping to bring money back into that area from other regions of the state or country. So location quotient can be a really useful thing to look at too.

And then it's also really important, I would say, to look at wages and salaries in an industry. As you're thinking about developing career pathways and career ladders, wanting to make sure that people are having an opportunity to really prepare for careers in which they can earn wages that will help them support their families.

So as we look at average wages and salaries, I usually compare them to the living wage. And I use either – MIT has a good living wage calculator and Department of Labor also has a living wage calculator. But look at those living wage calculators to see what a living wage might look like both for a single person but also for maybe one adult supporting one child as kind of a baseline for what a family-sustaining wage might look like.

And so then if I find that an industry – the average wages are below a living wage, it doesn't mean that it's impossible to build career pathways in that industry; but it does mean that I'm going to want to think pretty carefully about occupations in that industry and which pay a living wage and which do not. So that's also something that I look at.

And then lastly, I wanted to talk a little bit about drilling down in the data and what that might look like. So if you look at kind of big picture labor market information for a particular region, it might show that, say, manufacturing is going to decline by 13 percent over the next decade, which might be sort of a warning, depending on the importance of manufacturing in the industry – in the area. But it's also worth looking at more detailed data. So you might find, right, that only some sectors of manufacturing are projected to decline while others are projected to grow.

So one that I see often – not always, but often – that's declining is paper product. And so maybe that means, since you're thinking about manufacturing, preparing people for manufacturing workforce you want to think about other subsectors of that industry.

And finally, I did just want to say one word about IT occupations as part of labor market information. So one thing to keep in mind is that IT is not classified as an industry by the Bureau of Labor Statistics and so it will never show up in your data about the biggest industries in a particular area. However, IT is kind of set of occupations which have really cross-cutting skills that are relevant in a variety of industries and sectors. So most industries are looking for people with IT skills, and there are certain particular IT occupations which may be an IT firm, that are worth looking at as well as you're considering labor market information.

MR. DOLPHIN: Charlotte, before you move on to our last section for the presentation, we just – we have some good feedback from web land. Jeff from the VEC made a comment about careful not to paint the state with a broad brush. He says, easy to draw conclusion from a few areas and try to apply that thought across the state, which would be completely inaccurate. Rural versus urban, for example, some areas may have manufacturing while others have lost manufacturing which may not return.

Laurie agrees with Jeff, this may be a concern in WIOA as local areas may become regions. Bill says the thought occurs to him that a well-structured and engaged One-Stop business services unit could likely be a resource of region-specific real-time LMI.

MS. CAHILL: I think all of those are really excellent points. And there is absolutely a real need to be very careful and specific as you're looking at both labor market information gathered through – gathered as part of an asset mapping process, but also other kinds of information that are gathered through the asset mapping process.

MR. DOLPHIN: I'm sorry. That wasn't Jeff from the VEC; it was another Jeff.

MS. CAHILL: And I think William too has a great point about another possible source of labor market information. One thing that I should – I meant to mention when I was talking about traditional versus real-time labor market information – and it is on the slide but I didn't say it – is that traditional labor market information is free through the Bureau of Labor Statistics.

Real-time labor market information is not free; however, there may well be an agency or organization that you're already working with that does have access to that real-time labor market information and can help you get it. So it's really helpful to know about all of the possible places to get that kind of information.

So I wanted to just wrap up by quickly talking about what to do with all of this information once you've got it. As I said, you can spend a long time collecting information as part of the asset mapping process, and at some point you've got to move on and figure out what to do with all of this information.

And so a key part of that is to think about sharing your results. And when I talk about sharing your results, I'm really thinking about two things. One is a format for sharing your results and the other one is how to share them and with whom. And so it's important as you're pulling together the information and (speaking ?) through it and synthesizing it to also think about how the information you've gathered can be used to frame next steps for the work in your area.

And I think there are a couple of ways to do that. And one is to pull together a concrete list of recommendations or next steps that say, we need to do such and such next. The other way to do it is to say, maybe we still don't know everything we need to know, or maybe we need to bring more voices into the conversation before we can really say what our next steps should be. So in addition to having a concrete list of next steps, it could also work to have a series of questions that you want to discuss with a larger group and use that discussion to inform future planning.

And so, as you're thinking about that kind of recommendations or questions and thinking about engaging a broader group in future planning, it's also really important to think about who the audience for your results might be. So you may very well learn something from the asset mapping process; I certainly hope you will. And people on your immediate team or in your immediate organization might benefit from that information too.

But it can also be really helpful to, say, go back to educators and say, when I talked to employers, this is what they said about how educators are doing preparing the workforce; this is what they said about the skills that they need. And that's information that people that I talk to at community colleges would often love to have and don't have the employer relationships to get to themselves. And so it could be really helpful to share what you've learned with all of the people that you spoke to, and even with a broader audience.

And the other advantage to sharing that information is that it can really help to build buy-in and engage people that weren't engaged before. In fact, talking to people throughout the asset mapping process and really doing so in a thoughtful way that shows you value the voices of lots of different stakeholders, is an incredibly useful way to help build partnerships and build support for your work.

And so once you've determined who the audience for the asset mapping results, then you have some grounds for thinking about what format you might want to choose to show the results. So asset mapping is a big part of my job. And as a result of that, I spend a lot of time on it. And when I do asset mapping in a community, I will typically then come back to my office and write up a 40-page report that details everything I have found. However, writing up a 40-page report is certainly not the only way to share your asset mapping results, and probably not a way that makes sense for most people who are not doing this as a big part of their job.

So you might also think about how to just put together some slides or a presentation that you could share with stakeholders that has some of your key findings and questions or recommendations or next steps. You could even think about a spreadsheet that really lists all of the things that you found in the asset mapping process.

And I see that we have a comment coming in, so I'm going to pause there for the comment.

Q: Hi, Charlotte. This is Jennifer from region two. I think this is really important. It kind of goes back to the question earlier about how you engage legislators.

So when you think about your audience and your asset mapping, some ways to engage your state legislator is to, A, talk about how they are an asset. But if you do some of these sharing of results and think about how you present it to them, you might get their buy-in that way. So maybe you come – do a little bit of asset mapping without them and then you show them your results and show them how they really are an asset and they're missing as part of the mapping you've already done. And how can they help you add to that?

And that you're not going to them with an ask, but you're trying to identify them as a resource, identify where you have your other resources, and talk about how you're going to work together with all these resources to best serve the area. Maybe not just their one legislative district, but the total area and, say, the bigger picture.

So I really think when you think about your audience you may have a 40-page report for yourself, as you said, but you might want to have that presentation or a snappy or a catchy way to do that so you can engage legislators in your state. And then you can say, if you haven't engaged them in the beginning, you're a missing piece of this. And that may be one way to get the buy-in.

That's some of my thoughts from the earlier question. But thank you for all that. And go ahead.

MS. CAHILL: Yeah. No. Absolutely. And I would say that, Jennifer, what you just said applies certainly to state legislators but also to other stakeholders. I think as part of this process of sharing the results and building buy-in can very much be to go back to people and say, so I learned about your program and I think it's terrific and I don't want you to change anything about it, but I would like us to sort of keep in touch and work together as we move forward here.

So it's absolutely sharing these results is a good way to build buy-in.

And so again, you can do this through a spreadsheet. You can do this through just kind of informal conversations, in some cases; that may be the most appropriate way to do it.

And you can also think of other ways of doing a graphic representation of what you've found in a way that shows some of the relationships. And so this is just a sample of what one of those representations might look like. It's pretty broad, but you could certainly do a more detailed version that would list specific programs or specific people, as well as these kind of big picture social support. Well, what does that mean? You could really break that down in a much more detailed way to show some of these relationships.

And so as – we're thinking about asset mapping as a matter of building buy-in, aligning programs, linking and leveraging resources, part of that work is really maintaining this ongoing conversation. And if there's not already an ongoing conversation in your region across stakeholder groups, asset mapping can be a really good way to start one.

But just – we were interested in finding out from all of you to what extent those conversations are already happening in your region, in your areas.

MR. KEATING: All right. And most of you have already discovered this, but we've put a poll up. So please go ahead and vote in that now.

MR. DOLPHIN: And as the voting is going on, we did get a comment from N. David (ph), a very useful comment. And N. David says, the Asset-Based Community Development Institute offers some asset mapping tools. And he put the – they put the link in the chat box. So thank you very much for that, N. David.

MS. CAHILL: Yeah. And those are great tools. I definitely encourage all of you to check those out. (Pause.)

So this is great. As I'm looking at the poll results coming in, I can see that there are often, for many of you, these meetings across stakeholder groups happening. And they're happening pretty regularly. Eight-six percent of people were saying that across stakeholder groups were already meeting quarterly or more often.

And that's really helpful in terms of keeping these lines of communication open and really making sure that people are aware of work that's happening in your area. Whether or not it really directly impacts what they're doing, it can certainly be useful just to have a sense of that in order to inform development of new programs or to inform your existing work. That's great.

MR. DOLPHIN: All right. If anybody answered C, D or E, you may want to look at strategic doing – (inaudible) – folks together.

MS. CAHILL: And so I wanted to just sort of wrap up my portion of this presentation by listing just a few of the really big picture questions to keep in mind as you're pulling together and synthesizing your results from the asset mapping process. And I think that answering these questions gives you a really good basis for planning some concrete next steps for working with other partners in your area.

So it's really critical to think about what resources have you identified and what is their relationship to both each other and to what we're already doing? And so how can those programs be better linked and leveraged to really support both my work and to support the work of other stakeholders in the area?

And then the other big picture question is really who needs to be involved in doing that work and in really ongoing conversations about how to link and leverage and respond to programs that already exist?

So with that said, I am looking forward to answering any questions that you all might have. But first I want to turn things back over to Derrick for a minute to talk a little bit about some concrete next steps for participants on the webinar.

MR. DOLPHIN: Great. Thank you, Charlotte. And so, yeah, we're talking about next steps for getting started with asset mapping. When we first designed this session – these two sessions coming up – we thought that we would have participants actually do a mandatory assignment, but we rethought that and took a different approach.

And so this is not a mandatory assignment, but if you are serious about transforming your workforce system so that it's current, you may want to consider doing some asset mapping. And so we want to just kind of plant some seeds and help you get started, so hopefully you'll take this seriously and you will engage in some asset mapping activities.

So how can you get started? How about defining the area to be included in the asset map. What is your goal? What are you trying to achieve? What are the two to three biggest things that you hope to learn from your asset mapping exercise? Develop a timeline, as Charlotte spoke to earlier. And then begin your desk-based research. Are there any career education or workforce development initiatives in your area that you are not currently engaged with? Those are things that you can do to actually start this process off.

If you do work on this and if you feel like sharing it with your federal project officer or your partners, please do so. This is just the beginning. We're planting seeds here. But this is all very valuable information as we work to realize the workforce system of the 21st century.

And with that all being said, we'd like to open it up for any questions you may have. (Pause.)

MR. KEATING: All right. And several of you have already provided good comments. If you have additional questions, we want to encourage you to go ahead and type them in now. (Pause.)

Also, we'll let you know that – you may have noticed that the presentation for today is available both when you logged in to join today's webinar, as well as in a file share window at the bottom left-hand corner of your screen. And we're also recording today's session. And that recording and a written transcript will be available in about two business days, so be on the lookout for that.

MR. DOLPHIN: All right. So we have some multiple attendees typing some questions, so we want to let that roll up into the queue here. Charlotte?

MS. CAHILL: Yep. (Pause.)

MR. DOLPHIN: OK, Charlotte. So we have some comments and some questions here. N. David thanks us all for planting seeds and for providing good information.

Jeffrey – I think that's Jeff from the VEC – has a question. Asset mapping is terrific and helpful. Is there a prudent way to do liability mapping?

MS. CAHILL: You know, I think that that – I think certainly as part of an asset mapping process it would be very wise to be keeping an eye out for those liabilities or challenges in the work. I think that asset mapping is absolutely a useful way of thinking about next steps. And those next steps might absolutely include ways of overcoming challenges.

I would say that, again, sort of in the spirit of asset mapping, the way to think about how to address some of those gaps that you might find or challenges that you identify is to think about what is already happening in my area that could be applied or built upon in order to really address those challenges? So it does come back to this question of how can we make the most of what we've already got? And how can we build on that?

And it may well be a matter of starting a conversation that hasn't been happening, or better aligning work that's being done by two different agencies or organizations, or even by two programs within the same organization. It could really create what we sometimes call a regional ecosystem for workforce development. But really thinking about how you can bring all of these things together better in order to address the challenges that you've identified.

But I do think while asset mapping is focused on assets, that doesn't mean that you should ignore any challenges or obstacles that you see. And I think asset mapping is a good way to figure out what to do with those.

MR. DOLPHIN: So Charlotte, we got another question. The question is, given the changing dynamics of the labor market, skills requirements and community resources, do you see asset mapping as an activity that occurs on some sort of periodic basis, or once started an ongoing process?

MS. CAHILL: You know, I think the answer here is a little of column A and a little of column B. So with regard to the labor market – in particular, reviewing labor market information – I would absolutely encourage everyone to think about some regular interval at which they're going to review labor market information and make sure that it makes sense and is aligned with work that's already happening.

I would add to that, though, that if asset mapping is being used to link programs and build partnerships, then with luck it's going to kick off an ongoing conversation. So that asset mapping itself may not be an ongoing process, but that conversation will. And once that conversation is really happening, it will allow you much more easily to adjust as needed to meet changing labor market demand.

MR. DOLPHIN: Great. We got a couple more comments coming in. I think this is absolutely – Jeff says, I think this is absolutely necessary in moving forward, especially with WIOA. Leveraging resources, collaboration and coordination, along with reduction in duplication of services and improved customer service.

N. David also says, I would enjoy an opportunity to continue the conversation with Jeff and others who are interested in focusing on mapping and organizing assets in a culture of deficits. Very profound.

All right. We've got time for one more question. (Pause.) And since I don't see any activity, I'm going to take it as we're going to get ready to close this out.

Do you have any closing comments, Charlotte?

MS. CAHILL: I just want to thank you all for participating. And your comments and questions have been really great. So we really appreciate your engagement. And I would encourage all of you to feel free to follow up if you have any additional questions about the content in the webinar today.

MR. DOLPHIN: All right. So thank you, Charlotte. And just wanted to say that those last couple of comments, we here at the region think they're really important and we'll actually be addressing some of that in our next webinar, which is part two to this series on "Innovative Approaches to Braiding Funding and Services," which is scheduled for Wednesday, May 27th, at 10:00 a.m. We look forward to seeing you all there.

In closing, any comments for the good of the order? (Pause.) All right. There's actually a registration link in the chat box for the next webinar. You can click on that and get registered right away.

And so we're looking at another comment. How do we connect with others from this event? We will be figuring that piece out, Jeff, as we move forward.

So thank you all for your comments. Thank you all for your participation, our state leaders, our state staff, our locals, our discretionary grantees. We really appreciate the work that you all do out there. Keep doing what you're doing, fighting the good fight. And our colleagues at Jobs for the Future and of course our presenter, Charlotte Cahill, thank you very much. And have a great day.

(END)