Using Data to Influence Policy Change

-Manny Lamarre, Executive Director
Governor’s Office of Workforce Innovation (OWINN)
How do you feel about data?
“In God [I] trust, all others must bring data.”

-unknown
OWINN helps drive a skilled, diverse, and aligned workforce in the state of Nevada by promoting cooperation and collaboration among key entities focused on workforce development.

**OUTCOMES:**

1. Prepare all K-12 Students for College & Career Success
2. Increase Nevadans with postsecondary degrees & credentials
3. Increase Employment Outcomes in Training and Credentialing programs
Aligning workforce training with labor market data through policies & practices

Scaling work-based learning and Registered Apprenticeships

Outreach and awareness – workforce opportunities & partnerships
Once Upon A Time......
But then he hit rock bottom......
Nevada’s record high unemployment rate......
But after finding a special person that helped him focus on his priorities........
Jobs Growth & Diversification Efforts

313,300 new jobs
321,000 replacements

Full Employment

2014 2024

321,000 replacements

Job Distribution in Nevada

Assisted Jobs Since 2012

Nevada Governor’s Office of Economic Development

 DETR Nevada Department of Employment, Training, and Rehabilitation
Typical Entry Level Education for Top 100 In-Demand Jobs:

- Master's Degree and Higher: 8%
- Bachelor's Degree: 32%
- High School Diploma and Less than a Bachelor's: 46%
- No Formal Educational Credentials: 14%

Typical On-The-Job Training for In-Demand, Middle Skill Jobs:

- Work Based Learning, 75%
- None, 25%
Even in a royal marriage, things are not perfect (In-laws)

Similar problems are lurking in Nevada’s Workforce Ecosystem
A gap of roughly ~28,000 workers exist in middle skills jobs in the state.

Percent Alignment with Skill Level
High: 23/25
Middle: 49/51
Low: 26/26
Non-institution Population

State of Nevada civilian non-institutional population 16+ (annual average)
Gaps in College & Career Readiness

~10,260 not classified as high school graduates

~6,974 not enrolled in post-secondary

% that completes the pipeline

33.67%

2014
Going to the source...listening to student perspectives
Response Distribution & Age of Respondents

<table>
<thead>
<tr>
<th>County</th>
<th>Responses</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carson City</td>
<td>63</td>
<td>8.1%</td>
</tr>
<tr>
<td>Churchill</td>
<td>18</td>
<td>2.3%</td>
</tr>
<tr>
<td>Clark</td>
<td>411</td>
<td>52.6%</td>
</tr>
<tr>
<td>Douglas</td>
<td>24</td>
<td>3.1%</td>
</tr>
<tr>
<td>Elko</td>
<td>91</td>
<td>11.6%</td>
</tr>
<tr>
<td>Esmeralda</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Eureka</td>
<td>1</td>
<td>0.1%</td>
</tr>
<tr>
<td>Humboldt</td>
<td>10</td>
<td>1.3%</td>
</tr>
<tr>
<td>Lander</td>
<td>6</td>
<td>0.8%</td>
</tr>
<tr>
<td>Lincoln</td>
<td>3</td>
<td>0.4%</td>
</tr>
<tr>
<td>Lyon</td>
<td>33</td>
<td>4.2%</td>
</tr>
<tr>
<td>Mineral</td>
<td>2</td>
<td>0.3%</td>
</tr>
<tr>
<td>Nye</td>
<td>26</td>
<td>3.3%</td>
</tr>
<tr>
<td>Pershing</td>
<td>1</td>
<td>0.1%</td>
</tr>
<tr>
<td>Storey</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Washoe</td>
<td>88</td>
<td>11.3%</td>
</tr>
<tr>
<td>White Pine</td>
<td>5</td>
<td>0.6%</td>
</tr>
</tbody>
</table>

Seven participants did not correctly provide their zip code.

Age: Percentage of Respondents

- 16-18, 56%
- 19-22, 22%
- 23+, 22%

782 state wide
## Perception About Employment Barriers

### What do you believe is keeping you from gaining meaningful employment?

<table>
<thead>
<tr>
<th>Perception</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to Job Information</td>
<td>9.1%</td>
</tr>
<tr>
<td>Education</td>
<td>28.3%</td>
</tr>
<tr>
<td>I'm Meaningly Employed</td>
<td>7.9%</td>
</tr>
<tr>
<td>I'm Not Sure</td>
<td>10.2%</td>
</tr>
<tr>
<td>Job Function Skills</td>
<td>9.7%</td>
</tr>
<tr>
<td>Soft Skills</td>
<td>8.6%</td>
</tr>
<tr>
<td>Something Else</td>
<td>5.9%</td>
</tr>
<tr>
<td>Transportation</td>
<td>12.6%</td>
</tr>
<tr>
<td>Other</td>
<td>7.5%</td>
</tr>
</tbody>
</table>
Perspectives of Young Adults

✓ Regardless of age, young adults believed that education (four-year college degree) is their greatest barrier to employment.

✓ Young adults were divided amongst transportation, soft skills, job functioning skills, and not being sure about the additional barriers they faced to employment (depending on the age group).

✓ Young adults expressed concerns that the lack of job function skills was strongly attributed to their inability to access training or gain relevant work experience.

✓ Young adults perceptions of industries were limited to occupations of parents or close adults or industries with strong regional presence.

✓ Young adults believe that schools (K-12 and postsecondary) are the place to support them in removing barriers to employment by equipping them with career skills.
“HOW CAN WE GET EXPERIENCE IF EVERY JOB WE APPLY TO REQUIRES EXPERIENCE?”

– Nevada Student
We are using these data points to influence policy and craft solutions
Work-Based Learning Helps Students Overcome Obstacles
NEVADA'S BIG GOAL

55,000!

Internships communication
opportunity career
Work exploration
discovery
Apprenticeship Work Ethic
attitude workplace preparation
Learning job networking
Based Real-World
Mentorships experience
Defining Work-Based Learning

On-the-job experience + Education = Work-Based Learning

Work-based learning provides students with authentic work experiences where they apply and develop employability and technical skills that support success in careers and post-secondary education.”  –National Governor’s Association

High-quality work-based learning incorporate: Academic alignment, employer engagement, pursuit of industry-recognized credentials, & connection to employment
Initial successes & outcomes Nevada can cheer for...
Strategic Changes to Expand Apprenticeships & Work-Based Learning

State Policy Changes
- SB 516 – statewide coordination between agencies, aligning with economic development, changes to Registered Apprenticeships
- SB66 – K-12 WBL bill
- SB19 – Dual enrollment
- AB7 – college & career readiness diplomas

DOL, NGA & NSFY
- Expansion & Accelerator Grants
- NGA Work-Based Learning Policy Academy
- New Skills For Youth

GWDB Industry Sector Councils
- LEAP
- GWDB Industry Sector Councils, GOED, DETR, State Board, & OWINN
  - State & regional in-demand occupations for the
  - Skills and education requirements

Registered Apprenticeships & Work-Based Learning
NGA Work-Based Learning Policy Academy
Governor Brian Sandoval

“This initiative will allow Nevada to further integrate work-based learning in education and workforce development. As my tenure as Governor, I worked to bring together stakeholders from across the state to work collaboratively to strengthen work-based learning opportunities for young adults. Nevada is committed to scaling work-based learning to help answer the call of opportunities to foster stronger connections between education, the workforce, and economic development.”

- Don Soderberg, Director, DETR
- Steve Canavero, Superintendent of Public Instruction, NDE
- Frank Woodbeck, Vice Chancellor of Workforce Development
- Cory Hunt, Deputy Director, GOED
- Brian Mitchell, Director, OSIT
Nevada’s Apprenticeship Outcomes Data

- **Women:** 137173 (26%)
- **Veterans:** 279 (18%)
- **Aged 16-25:** 715 (84%)
- **Minorities:** 1315 (57%)
- **Active Apprentice:** 2833 (43%)
- **Total Occupations:** 141152 (8%)
Lessons in Using Data to Influence Policy Change

1. Don’t assume people know the data or how to read it
   • (data visualization matters: charts & graphs for non-nerds)

2. Use stories for people with big hearts

3. Use numbers for people with big brains
   • What are the questions you are trying to answer? (not data for data sake)

4. Create a sense of urgency – articulate the loss and gains

5. Have a specific Ask or Call to Action & repeat the same data over and over
THE END....

How do you feel about data?