

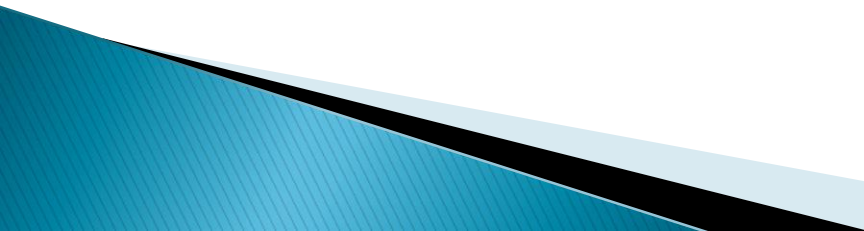
Priority Programs Regional Analysis

Guidelines on Conducting and Using the
Analysis to Create A High Priority Course List

Guiding Principles

1. Colleges are rewarded for investing in workforce programs that best serve their region's labor market, and thus address the state's collective skills gaps.
2. All colleges are treated consistently, equitably, and impartially.
3. Priority enrollments focus on occupations with high employment and living wage opportunities for students.
4. The methodology used is transparent, timely, actionable, repeatable, and understandable.
5. A program may be included, even if not high-wage, if it meets a recognized statewide policy priority and is used as a career pathway that can lead to a high wage.
6. Results can be applied to the overall allocation model, scaled as needed, and based on available resources.

Questions we looked at:

1. What input can we give to NCHEMS for forming regions?
 2. What is high demand?
 3. What is high wage?
 4. How can we define career pathway from existing data?
 5. What guidelines do we have for selecting programs that are both high wage and have gaps where supply of graduates is less than demand– high demand?
 6. What guidelines do we have for selecting programs that are high demand, but not high wage?
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(1) Input on Boundary Rules

- 1) The regions should be as college-specific as the data allows, primarily reflecting the local labor market corresponding to each college's service area.
- 2) Each college's region should include all counties in their service district. Additional adjacent counties may be added to the college's region. Border counties in Idaho and Oregon that are part of a college's geographic distribution of graduates will be treated as part of a border college's service district.
- 3) Adjacent counties will be added to the region until at least sixty percent of the college's geographic distribution of graduates is accounted for.
- 4) If insufficient employer demand and supply data is available for a viable analysis of gaps, college regions may need to be combined by NCHEMS and Burning Glass

Examples of how regions may be formed, when they need to stretch beyond a district. Supply would be aggregated from all colleges in the region (including border state colleges).

College	Service District	% Graduates Going to Work in District	% Graduates Going to Work in next County	College to Region Map- All counties	Graduates Supply
Edmonds Community College	Snohomish	44%	King 47%	Sno-King- 91%	Edmonds +all other two year colleges in the region
Clark College	Clark, Skamania, Klickitat	52%	Oregon (Multnomah, Washington, Clackamas)- 34%	Clark, Skamania, Klickitat, Multnomah, Washington, Clackimas- 86%	Clark + all Oregon colleges in the region

(2) What is high demand?

All sub-Baccalaureate occupations in a region for which there is any unmet demand– the supply of graduates (IPEDS and SBCTC completions in that region) is less than the number of positions (Burning Glass listings in that region).

(3) What is high wage?

Average statewide wage for jobs in an occupation compared to the median regional wage for all workers 18–34 years in the region with a sub-Baccalaureate level education.

(4) How can we determine a program provides a career pathway for graduates using existing state data?

If it is necessary, evidence that a program provides a career path will be based on a review of that program for its highest award. Only programs for which the plurality of students exit with a degree will be deemed a de facto career pathway.

For example, if nursing assistant shows up as high demand (demand is greater than graduates supply) in a region, it would not be included because it is not a career path, as evidenced by the fact the plurality of students do not earn a degree.

Operating Guidelines

1. All occupations that have both a supply gap and earnings higher than the regional median salary will be included.
2. To include occupations that have supply gaps, but have earnings less than the regional median salary:
 - a) They must be in an area supported by state policy to grow/improve the workforce (i.e. Early Childhood Education);
Or
 - b) They must be in a career pathway, as evidenced by the fact that a degree is the most frequent highest award given for the program annually;
And
 - c) If it is necessary to apply further criteria to jobs in demand that provide less than the regional median salary, we will combine with equal weight rankings:
 - i. Scale of unmet demand
 - ii. Salary.
3. Finally, in the event that ACS earnings are not available for a specific occupation, ACS cluster data will be used. If that is still insufficient, SBCTC UI salary data will be substituted.

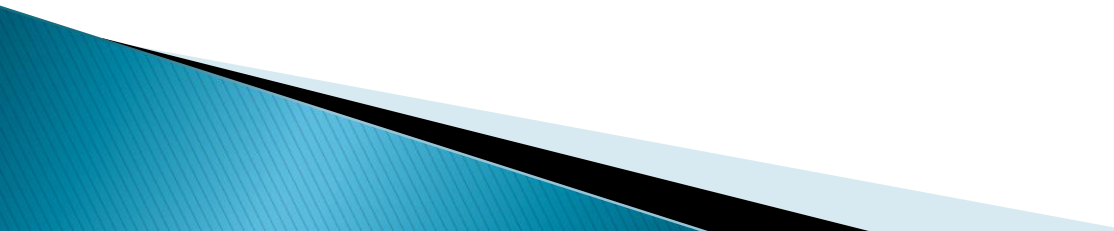
Operating Guidelines

4. When data are only available for an entire career area or cluster of occupations, those that comprise the cluster will be reviewed at minimum assure they have a career path.

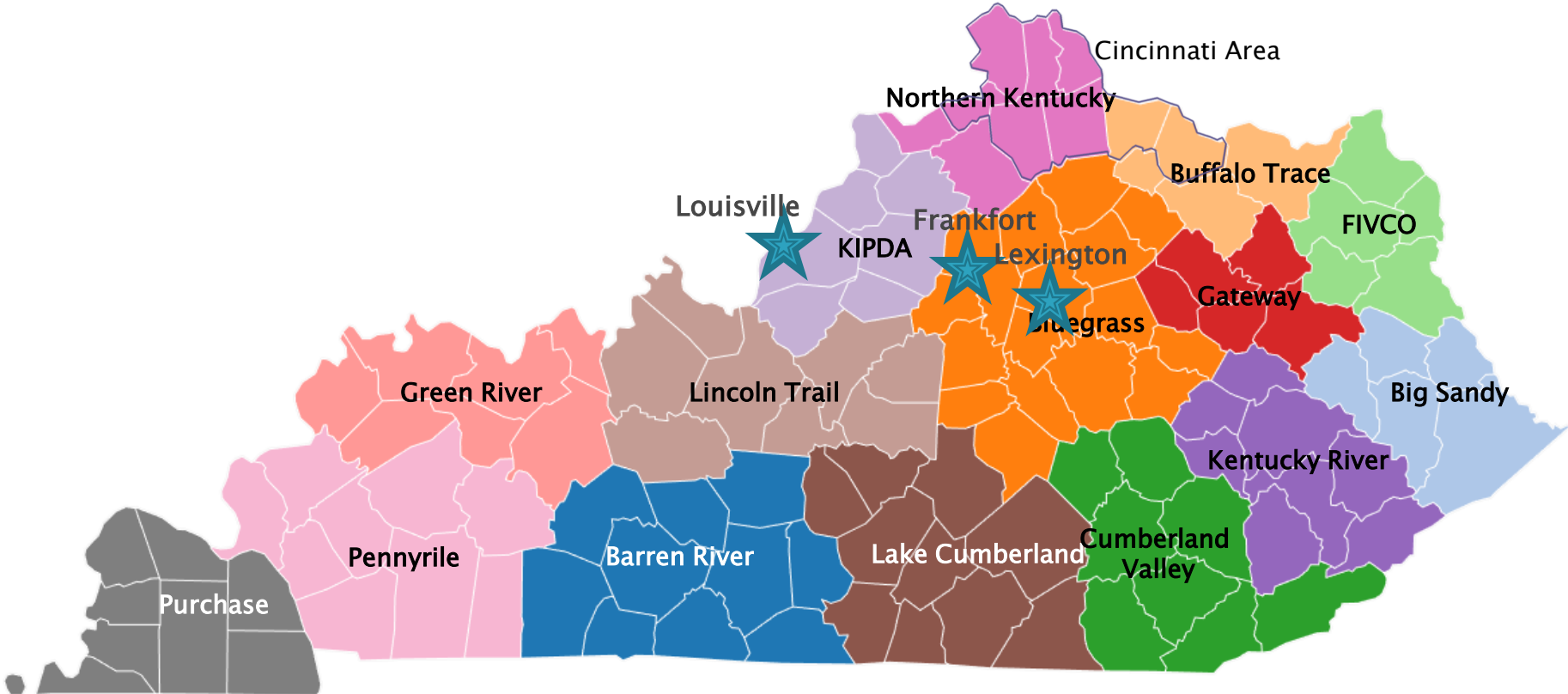
Example of Career Cluster NCHEMS reports when single occupation data are too small to report.

Career Area– All Occupations in a cluster	Occupation title
Healthcare (Clerical & Support)	Dental Assistant
	Home Health Aide
	Medical Office / Practice Manager
	Medical Records / Coding Supervisor
	Medical Secretary
	Medical Transcriptionist
	Mental Health / Psychiatric Technician
	Mental Health Assistant
	Nursing Assistant
	Physical Therapy Aide
	Sterile Processing Technician
	Unit Manager
	Veterinary Assistant

Key Observations from Kentucky data that may be relevant to Washington

- ▶ There are regional differences– both in high demand occupations and the regional high wage.
 - ▶ Where N size is small, Burning Glass combines all occupations in the field into clusters. All CIPS in a cluster would be high priority if there's a gap.
 - ▶ Because we have to crosswalk the results from NCHEMS with actual college programs, it is not possible to partially include a cluster of occupations once it has been identified as having a gap.
 - ▶ We could not make a definitive determination that a regional analysis would benefit a college in the allocation model versus statewide analysis pending return of our own state's data.
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Kentucky Regions



Regional Salary Higher than State



Regional Salary Lower than State



Washington State Regions being Reviewed by NCHEMS to Determine Demand

College	Region
Bates Technical College	King – Pierce Counties
Bellevue College	King
Bellingham Technical College	Whatcom County
Big Bend Community College	Big Bend Community College
Cascadia College	King – Snohomish Counties
Centralia College	Centralia College
Clark College	Clark College with Oregon
Clover Park Technical College	King – Pierce Counties
Columbia Basin College	Columbia Basin College
Edmonds Community College	King – Snohomish Counties
Everett Community College	King – Snohomish Counties
Grays Harbor College	Grays Harbor College
Green River College	King County
Highline College	King County
Lake Washington Institute of Technology	King – Snohomish Counties
Lower Columbia College	Lower Columbia College with Oregon
North Seattle College	King County

Washington State Regions being Reviewed by NCHEMS to Determine Demand–continued

College	Region
Olympic College	Olympic College
Peninsula College	Peninsula College
Pierce College Fort Steilacoom	Pierce County
Pierce College Puyallup	Pierce County
Renton Technical College	King County
Seattle Central College	King County
Shoreline Community College	King – Snohomish Counties
Skagit Valley College	Skagit Valley College
South Puget Sound Community College	South Puget Sound Community College
South Seattle College	King County
Spokane Community College	Spokane Service Area with Idaho
Spokane Falls Community College	Spokane Service Area with Idaho
Tacoma Community College	King – Pierce Counties
Walla Walla Community College	Walla Walla Service Area with Idaho, Oregon
Wenatchee Valley College	Wenatchee Valley College
Whatcom Community College	Whatcom County
Yakima Valley College	Yakima Valley College