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Ninth Annual National SOICC Conference, June 16 - 20, 1986

Maine Occupational Information Coordinating Committee

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Ninth Annual National

SOICC Conference

June 16 - 20, 1986

Proceedings

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ACKNOWLEDGMENT

The staff of the Maine Occupational Information Coordinating Committee enjoyed hosting the Ninth Annual NOICC-SOICC conference. Although many people were involved in planning for the conference, certain key individuals must be acknowledged for their assistance. Carol Quimby, MOICC secretary, rendered key services in preparing these proceedings. Susan Abraham of the Great Atlantic Tour Company was largely responsible for the smooth flow of conference activities, from organizing special events to managing the registration and desk functions to follow-up activities. Dr. Mary Beth McCormac, NOICC staff, was instrumental in overall coordination of the conference from Washington.

The proceedings of the Ninth Annual NOICC/SOICC Conference held in Portland, Maine are not complete. Items indicated by an ➡ on the enclosed agenda are those for which proceedings have been included.

Inquiries regarding presentations not included in these proceedings may be made directly to the presenters. A list containing mailing addresses of individuals and presenters attending the conference is included in this publication.

With warmest regards,

Gerard P. Bilodeau
Denis Fortier
Steve Thompson

MOICC Staff

"The Use of Labor Market/Occupational Information: Policy Implications"
(Career Guidance Supervisors will be meeting jointly with this conference.)

MONDAY - JUNE 16

A.M.

8:00 - 4:00 — CONFERENCE REGISTRATION
Lobby

10:30 - Noon — SESSION FOR NOICC/SOICC DIRECTORS ONLY — BOLEYN
Facilitator: Richard E. Dempsey, Acting Executive Director,
National Occupational Information
Coordinating Committee (NOICC)

P.M.

Noon - 1:30 — L U N C H (SOICC Directors/NOICC Personnel will have lunch separate from Career Guidance Supervisors)

1:30 - 3:00 — Pre-conference Workshops
Participants select 1 of 3 concurrent sessions.

GRANT ADMINISTRATION — ARAGON
Leaders: Walton Webb, Coordinator,
Federal/State Network, NOICC
Betty Nicholson, Program Analyst, NOICC

➡ ELECTRONIC TELECOMMUNICATION — ARAGON
Leader: James Woods, Occupational Information
Systems Specialist, NOICC

➡ USE OF SUPPLY DATA BY VARIOUS USER GROUPS — BOLEYN
Leader Gerard Bilodeau, Executive Director,
Maine SOICC

CAREER GUIDANCE SUPERVISORS COMMITTEE MEETINGS
Standards: Gertrude Bonapart, Chairperson
Michigan — HOWARD

Communications: Shirley Morton, Chairperson,
New Jersey — SEYMOUR

Long-Range Planning: Pat Schwallie-Giddis, Chairperson,
Florida — SUITE 1122-24

Program: Nettie Baldwin, Chairperson, Maryland — SUITE

3:00 - 3:15 — B R E A K

3:15 - 4:30 — Opening Plenary Session — BOLEYN
Facilitator: Gerard Bilodeau, Executive Director,
Maine SOICC

WELCOME: Patricia McDonough, Commissioner,
Maine Department of Labor and
Chair, Maine SOICC

ROLL CALL: Don Sullivan, Coordinator,
Kentucky SOICC

CONFERENCE
THEME: Dr. Wendell P. Russell, Director,
District of Columbia SOICC

Dr. Joyce Cook, Specialist,
Career Guidance and Counseling,
Office of Vocational Education,
U.S. Department of Education

5:30 - 7:00 — Get Acquainted Hospitality Hour (Cash Bar) — SEYMOUR

TUESDAY - JUNE 17

A.M.

8:00 - 10:00 — CONFERENCE REGISTRATION: Lobby

9:15 - 3:15 — Plenary Session: BOLEYN
Facilitator: Dr. James L. Harris, Director, Colorado SOICC

9:15 - 10:00 — REMARKS BY A REPRESENTATIVE OF NOICC'S TECHNICAL STEERING GROUP
Introduction: Richard E. Dempsey, Acting Executive Director, NOICC

➡ Presenter: Ronald Kutscher, Associate Commissioner, Economic Growth & Employment Projections Bureau of Labor Statistics, U.S. Department of Labor, and a member of the NOICC Technical Steering Group

10:00 - 10:15 — B R E A K

10:15 - 11:30 — KEYNOTE ADDRESS
Introduction: Richard Gilliland, Director, U.S.Employment Service, Employment and Training Administration U.S. Department of Labor, and a member of the NOICC Technical Steering Group

Presenter: Dr. Barry Bluestone, Social Welfare Research Institute, Massachusetts

11:30 - 1:00 — L U N C H (Career Guidance Supervisors will have separate lunch)

Facilitator: Ms. Shirley Morton, Vocational Guidance and Counseling, New Jersey Department of Education

Presenter: Dr. Clarence D. Johnson, Coordinator of Guidance, Anne Arundel County, Maryland

P.M.

1:00 - 1:50 — NEW DEVELOPMENTS IN MILITARY CAREERS ACTIVITIES BOLEYN
Dr. Anita R. Lancaster, Assistant Director, Office of Accession Policy, U.S. Department of Defense

1:50 - 2:15 — AN UPDATE ON APPRENTICESHIP ACTIVITIES
Nicholas A. Kolb, Director, Policy Development and Review, Bureau of Apprenticeship and Training, U.S. Department of Labor

2:15 - 3:15 — OCCUPATIONAL INFORMATION SYSTEMS DEVELOPMENTS
Introductions: Mr. Alan Olsen, Economic Program Advisor to the Assistant Secretary, Economic Development Administration, U.S. Department of Commerce, and a member of the NOICC Technical Steering Group

Richard E. Dempsey, Acting Executive Director, NOICC

➡ OCCUPATIONAL INFORMATION SYSTEMS
James Woods, Occupational Information Systems Specialist, NOICC

➡ CAREER INFORMATION SYSTEMS
Dr. Harvey Ollis, Occupational Information Systems Specialist, NOICC

1:00 - 3:15 — NETWORK OF CAREER GUIDANCE SUPERVISORS BUSINESS MEETING HOWARD
Facilitator: Dr. Charles O. Hopkins, Assistant State Director, Oklahoma State Department of Vocational and Technical Education

3:15 - 3:30 — B R E A K

3:30 - 4:30 CONCURRENT SMALL GROUP SESSIONS
Participants select 1 of 4 concurrent sessions.

USE OF CAREER INFORMATION DELIVERY SYSTEMS (CIDS) IN CAREER GUIDANCE PROGRAMS — HOWARD
Leader: Dr. Harvey Ollis, Occupational Information Systems Specialist, NOICC

INNOVATIVE USES OF CAREER INFORMATION

➡ PRODUCTS & SERVICES OF THE NATIONAL CROSSWALK SERVICE — BOLEYN
Leon Schwartz, Coordinator, National Crosswalk Service Center, Iowa SOICC

USES FOR CAREER COUNSELING — SEYMOUR
John Van Zant, Associate Director, Occupational Education, Regional Occupational Program, Ventura County Superintendent of Schools Office, Ventura, California

IMPLICATIONS FOR CAREER GUIDANCE & COUNSELING OF THE EXCELLENCE IN EDUCATION MOVEMENT — SECOND FLOOR SEMINAR
Leader: Richard Jones, Vocational Education Guidance Director, New York

4:30 - 7:30 VENDOR & STATE EXHIBITS & HOSPITALITY RECEPTION
(Cash Bar) — ARAGON

WEDNESDAY - JUNE 18

A.M.

8:00 - 10:00 CONFERENCE REGISTRATION
Lobby

8:30 - 11:30 Plenary Session — BOLEYN
Facilitator: Mildred Nichols, Executive Director, Rhode Island SOICC

8:30 - 10:00 ➡ THE USE OF LABOR MARKET/OCCUPATIONAL INFORMATION IN JOB TRAINING AND EDUCATION

Panel: Dr. Lee Arnold, Policy Chief,
Rhode Island Job Development and Training Office

Mary Pillsbury-Brown, Commissioner,
Postsecondary Vocational-Technical Education,
State of New Hampshire

Dr. James A. Kadamus, Assistant Commissioner,
Occupational and Continuing Education,
State of New York

Chris Lyons, Director of Planning,
Bureau of Vocational Education,
State of Maine

Jay Pfeiffer, SOICC Director and Deputy Director,
Job Training Coordinating Council, Florida

10:00 - 10:15 B R E A K

10:15 - 11:00 BLS LABOR MARKET INFORMATION PROGRAM DEVELOPMENTS — BOLEYN

BUREAU OF LABOR STATISTICS PROJECTIONS TO 1995
Ronald Kutscher, Associate Commissioner,
Bureau of Labor Statistics, U.S. Department of Labor

STATISTICAL PROGRAM CHANGES
Thomas J. Plewes, Associate Commissioner,
Office of Employment and Unemployment Statistics
Bureau of Labor Statistics, U.S. Department of Labor

11:00 - 11:30 ➡ A LOOK AHEAD AT JOB SERVICE, UNEMPLOYMENT INSURANCE AND LABOR MARKET INFORMATION PROGRAMS
Introduction and Comments: Richard Gilliland, Director, U.S. Employment Service

Presenter: Earl H.Brown, Deputy Secretary for Employment Security, State of Pennsylvania, Chairman, Labor Market Information Committee of the Interstate Conference of Employment Security Agencies, Inc.; and Chairman, Pennsylvania SOICC

10:30 - 11:30 SPECIAL CAREER GUIDANCE SESSION — HOWARD
USE OF INFORMATION ON LEARNER CLIENT NEEDS IN PLANNING FOR ECONOMIC DEVELOPMENT AND VOCATIONAL EDUCATION
Moderator: Dr. LeRoy A. Cornelsen, Director, Division of Vocational Education, U.S. Department of Education

11:30 - 1:00 L U N C H (Career Guidance Supervisors will have a separate lunch)

Facilitator: Ms. Nettie Baldwin, Guidance Specialist, Maryland Department of Education

Presenter: Dr. E.F. "Bill" Hollenback, Vice President, AVA Guidance Division

P.M.

1:00 - 2:45 REGIONAL MEETINGS
(Attendees to discuss, for example: projects involving the private sector, the possibility of State consortium projects, ways to improve communications/cooperation.

NORTHEAST	SOUTH	CENTRAL	WEST
Facilitators:			
V. RACICOT	C. GRANGER	J. STAGGS	J. HARRIS
Connecticut	Alabama	Iowa	Colorado
Maine	Florida	Kansas	Montana
Massachusetts	Georgia	Missouri	Utah
New Hampshire	Kentucky	Nebraska	Wyoming
Rhode Island	Mississippi	Illinois	American Samoa
Vermont	North Carolina	Indiana	Arizona
New Jersey	South Carolina	Michigan	California
New York	Tennessee	Minnesota	Guam
Puerto Rico	Virginia	Ohio	Hawaii
Delaware	Louisiana	Wisconsin	Nevada
D.C.		Arkansas	Trust Territory
Maryland		New Mexico	Alaska
Pennsylvania		Oklahoma	Idaho
West Virginia		Texas	Oregon
Virgin Islands		North Dakota	Washington
		South Dakota	N. Mariana Islands
Recorders:			
E. Ducolon	J. Conkwright	L. Troute	J. Seifried

2:45 - 3:00 B R E A K

3:00 - 4:30 Plenary Session — BOLEYN
Facilitator: Gerard Bilodeau, Executive Director, Maine SOICC

3:00 - 3:30 ➡ NOICC EXECUTIVE DIRECTOR'S AWARDS
Presenter: Russell B. Flanders, Executive Director, Maine NOICC (Retired)

3:30 - 4:30 ➡ REPORT OF REGIONAL MEETINGS
Moderator: Gerard Bilodeau, Executive Director, Maine SOICC

4:30 - 5:30	SPECIAL CAREER GUIDANCE SESSION 1987 NETWORK PROGRAM AGENDA: REVIEW AND APPROVAL Facilitator: Dr. Les Adkins, Director, Division of Student Services, Oregon Department of Education	HOWARD
5:30 - 7:00	PRE-BANQUET ACTIVITIES/CASH BAR	ARAGON/SEYMOUR
7:00 - 9:00	B A N Q U E T	
9:00	DOWN EAST ENTERTAINMENT/DINNER	

THURSDAY - JUNE 19

A.M.

8:00 - 10:00	CONFERENCE REGISTRATION Lobby	
8:30 - 10:00	Plenary Session: Facilitator: Jan Staggs, Executive Director, Illinois SOICC	BOLEYN
8:30 - 10:00 ➡	PLANNING FOR NEW & CHANGING OCCUPATIONS Panel: Tom Owens, Senior Research Associate, Northwest Regional Edcational Laboratory Nancy Hargis, Executive Director, Oregon SOICC Carl McDaniels, Professor of Education and Program Area Leader Counselor Education and Project Director, Virginia VIEW Reactor: Neal Rosenthal, Chief, Division of Occupational Outlook, Bureau of Labor Statistics	
10:00 - 10:30	C O N T I N E N T A L B R E A K F A S T	
10:30 - 11:45	CONCURRENT SMALL GROUP SESSIONS Participants select 1 of 4 sessions	
➡	ASVAB COUNSELOR TRAINING MATERIALS & NEW STUDENT HANDBOOK Leader: Dr. Anita R. Lancaster, Assistant Director, Office of Accession Policy, U.S. Department of Defense	ARAGON
➡	PROJECTING OCCUPATIONAL STAFFING PATTERNS Leaders: Neal Rosenthal, Chief, Division of Occupational Outlook, Bureau of Labor Statistics Ron Leonard, Division of Research and Analysis, Bureau of Employment Security, Maine Department of Labor	ARAGON
➡	ASSISTING THE HANDICAPPED TO THE WORKPLACE: JOB RELATED PHYSICAL CAPACITIES PROJECT Leader: Eleanor Morgenthau, President, DIRECTIONS, Tallahassee, Florida	HOWARD
➡	TECHNOLOGICAL CHANGES & DISLOCATED WORKERS: THE ILLINOIS PRAIRIE 2000 VOUCHER PROJECT Leaders: Jan Staggs, Executive Director, Illinois SOICC Bob Sheets, Center for Governmental Studies, Northern Illinois University	BOLEYN

P.M.

12:15 - 1:30 SMALL GROUP SESSIONS
Participants select 1 of 4 concurrent sessions

PEER REVIEW SYSTEM FOR IDENTIFYING PROMISING PROGRAMS & PRACTICES IN CAREER GUIDANCE AND COUNSELING — ARAGON
Leader: Gertrude Bonapart,
Consultant, Vocational Guidance, Michigan

SHARING SESSION FOR STATES: IMPLEMENTING STUDENT OUTCOME ORIENTED STNDARDS — ARAGON
Leader: Ms. Elizabeth Ducolon, Consultant, Vocational Guidance,
Vermont State Department of Education

SHARING SESSION FOR STATES THAT HAVE CONDUCTED ICDM TRAINING — HOWARD
Leader: Andrea Engleman, Director,
Nevada SOICC

UPDATE OF THE COLLECTION OF EMPLOYMENT DATA THROUGH THE UNEMPLOYMENT INSURANCE SYSTEM/FEASIBILITY PROJECTS — BOLEYN
Leader: Max E. Parker, Director,
Utah SOICC

4:00 BOAT TRIP & ISLAND LOBSTER BAKE

FRIDAY - JUNE 20

A.M.

8:00 - 10:00 CONFERENCE REGISTRATION
Lobby

8:30 - 11:00 Plenary Session — BOLEYN
Facilitator: Gerard Bilodeau, Executive Director,
Maine SOICC

8:30 - 9:30 USE OF OCCUPATIONAL INFORMATION:
A REPORT FROM THE COUNSELING COMMUNITY
Introduction: Dr. LeRoy A. Cornelsen, Director,
Division of Vocational and Adult Education,
U.S. Department of Labor,
and a member of the NOICC Technical Steering Group

Panel: Linda Pfister, President Elect,
National Career Development Association

Dr. Frank Burtnett, Assistant Executive Director,
American Association for Counseling and Development

Dr. E.F. "Bill" Hollenback, Vice-President,
American Vocational Association-Guidance Division

9:30 - 11:00 LEGISLATION REPORT
Panel: John F. Jennings, Council,
Subcommittee on Elementary, Secondary,
and Vocational Education

Andrew J. Hartman, Senior Legislative Associate,
Minority House Education and Labor Committee

James T. Sourwine, Professional Staff,
Senate Appropriation Subcommittee on Labor,
Health and Human Services, and Education

11:00 - 11:30 CONFERENCE WRAP-UP
Richard E. Dempsey, Acting Executive Director, NOICC

VENDORS

AND

INDIVIDUALS ATTENDING CONFERENCE

VENDORS

9th Annual SOICC Conference
June 1986
Portland, Maine

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CANADA SYSTEMS GROUP. Philip Jarvis, 955 Green Valley Crescent, Ottawa, Ontario K2C 3V4

CAREERS INC. Elizabeth Handville, P.O. Box 135, Largo, FL 34294

EASTERN SERVICE CENTER FOR EMPLOYMENT PROJECTIONS. Ray Fongemie, Ron Leonard, 20 Union Street, Augusta, ME 04330

HOUGHTON MIFFLIN COMPANY. Susan Stritter, P.O. Box 683, Hanover, NH 03755

KANSAS CAREERS. Dennis Angle, 422 Wickham, Manhattan, KS 66502

MAGELLAN CORPORATION. Sheryl Ranson, P.O. Box 10405, Tallahassee, FL 32302

NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION. Harry Drier, 1960 Kenny Road, Columbus, OH 43210

PETERSON'S GUIDES. Rebecca Shepherd, P.O. Box 2123, Princeton, NJ 08540

PORTLAND MILITARY ENTRANCE PROCESSING STATION. Jim Burnell, 151 Forest Avenue, Portland, ME 04101

INDIVIDUALS ATTENDING CONFERENCE

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Asalele, Perise

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MONDAY, JUNE 16, 1986

USE OF SUPPLY DATA BY VARIOUS USER GROUPS
(Preconference Workshops)
Leader Gerard Bilodeau, Executive Director
Maine SOICC

Opening Remarks by Bilodeau:

I believe that the NOICC/SOICC network is in a period of transition. Up to now much of its effort has necessarily been in designing and implementing systems. At this point I believe we must look at how these systems are being used; we must explore and support activities that would lead to their best possible use; and in the process, we should intensify our efforts to encourage closer coordination and communication between our member agencies through the use of the information in the systems. The basic shift is from a focus on issues relating to systems and information design, development and implementation, to a greater focus on issues relating to information usage. With regard to information usage, I am particularly concerned about the utilization of supply data.

To elaborate, one of the major tasks facing the NOICC/SOICC network since its establishment has been to develop and implement a comprehensive occupational information system (OIS) which matches educational supply with occupational demand so that potential skill shortages and surpluses can be readily identified. Along the way toward imlementing an OIS, many technical and programmatic issues have had to be resolved, with issues relating to supply being especially difficult. More specifically, while demand data is produced from only Employment Security Research and Analysis Units, and according to one classification scheme, the OES system, supply data is generated from multiple private and public agency sources, and according to a number of different classification taxonomies. Moreover, the quality of the data has varied considerably from agency to agency. Not surprisingly, much our time, effort, and resources have been spent in developing a reasonably good institutional supply component. A good part of our time has also been spent on the development of computerized modes for incorporating and disseminating the data in the OIS.

It seems to me that with more and more systems being put into operation, and with the processes for collecting the data being continually improved, the time has come for us as a network to give far more attention to assessing how the information in these systems is being used, and for considering strategies for promoting its best possible use. My particular concern with the usage of supply data stems from my observation that this part of the information equation has been and probably still is underutilized. For example, from my observations planners and counselors still tend to show interest only in data on the fastest-growing occupations, or those with the most openings. Far less attention appears to be spent in considering whether there might be surpluses or shortages in these same occupations.

The relative lack of attention to supply data is understandable

for a number of reasons. One involves conceptual concerns over the data that we present in our systems. A second is that supply data in certain situations does impose an added consideration and possible constraint for program administrators. For example, while the growth rate for computer programmers nationally and in Maine is very substantial and, considered by itself, would suggest that the field is a promising one for starting or continuing programs, educational output data, in Maine at least, show that there are a little more than six graduates coming out of the educational and training system for every projected opening. Facts like this coupled with data on placement rates usually tend to pose some hard questions relative to the allocation of public funding. This can make things uncomfortable for some people.

With regard to joint coordinated planning between the JTPA and vocational education communities, consideration of supply in terms of identifying skill shortages and surpluses, and in terms of identifying enrollments in and completions from training programs administered by the various public and private institutions should be an important part of that process. Yet I suspect that it is not. I hope I am wrong.

Finally, economic development agencies have probably the greatest immediate need for supply data. A recent survey of major employers in a number of northeastern states indicated that one of the most important factors influencing a firm to move into an area is the availability of skills in that area--information which is in our systems. Yet, despite the rather obvious immediate value of this information, my sense again is that SOICCs have relatively little interaction with their member economic development agencies.

So to summarize my remarks I consider the major challenge currently facing us as a network to be the effective use of the information in our systems. In that process, we should recognize the barriers which serve to impede that use, and should explore strategies and adopt measures for addressing those barriers. This effort could not help but enhance the effectiveness of our network in striving to fulfill its mandate.

Now with these concerns and thoughts in mind, I would like you to break up into three groups to discuss the following questions:

1. Is supply information being provided to and used by people involved in the career decision-making process?

2. Is supply information being used by vocational education and employment and training planners, and if so, how is it being used? Of particular importance would be whether it is being used in joint or coordinated planning by JTPA and the vocational education communities.

3. Is information from the OIS being used by the economic development community? How? If not, why?

ELECTRONIC TELECOMMUNICATIONS WORKSHOP

Workshop Presented by Valerie Lloyd and
Jim Woods of NOICC, June 16, 1986

The Electronic Telecommunications Workshop provided a review of procedures and "good" practices for SOICCs participating in NOICC's pilot test of the ADVOCNET System. Twenty-four participants from 22 States attended the workshop.

The workshop began with a brief review of the three NOICC Administrative Memorandums issued by NOICC on the electronic telecommunications network (ETN) pilot test. Participants then discussed problems/issues they had encountered in using the system. A review of log-on and log-off procedures for using direct dial, Telenet, and Tymnet and tips for more effective use of the electronic mail component of the system were provided. A listing of some tips for using the system is included on the next page.

The majority of time available in the Workshop was spent in covering the "Guidelines on Composing and Reading Messages Off-line in the ETN Field Test." The majority of States were composing and reading message on-line, incurring unnecessary costs. The presentation, following the guidelines, provided a generic approach to creating messages in an ASCII format using a word processor while off-line and then accessing ADVOCNET and sending the message. Similarly, procedures were presented for storing messages received to disk and then reading the messages off-line. A demonstration of the procedures was presented using WordStar (a word processor) and SmartCom II (a communications software package).

C: COMMUNI<

TIPS FOR E-MAIL

1. Limit usage of ADVOCNET to an average of 5 hours a month. You can check your usage and storage with the following commands:

>USAGE APR
>STORAGE

2. Send yourself a copy of each outgoing message. One way you can do this is to include "ME" in your address list. ("ME" is another identifier for your own mailbox id number.)

3. NOICC ETN SOICC Directory names are in the name of the SOICC Director. To send a message to a staff member other than the SOICC Director, one way is to have the SUBJECT of the message be "Attention: John Doe".

   Example: mail v.lloyd me 'Attention: Jim Woods'

4. Check your storage files occasionally. You may find some junk files or *MAIL.SAVE* files you were unaware of. To check your file, enter the system command:

>DEL (filename)

5. You can cancel a message already sent. To cancel a message already sent (but unread by recipient), do the following commands:

>MAIL QS OUT
DEL (#)

6. Use TELENET whenever possible. It's $1/hour cheaper.

7. You can get a list of public network telephone access numbers. To do this, enter the system command:

>NETWORK

and follow the prompts. This is helpful when you know you will want use the system while you are on the road and you do not know the nearest local access telephone number.

TUESDAY, JUNE 17, 1986

ASSESSMENT OF NOICC/SOICC

Outline of Remarks Delivered by
Ronald Kutscher, Assoc. Commissioner, BLS

I. WHY AN ASSESSMENT NOW?

A. 10TH ANNIVERSARY OF ORIGINAL LEGISLATION--1976

B. DEPARTURE OF RUSS FLANDERS--IS THERE LIFE AFTER RUSS?

II. WHAT HAS NOICC/SOICC ACCOMPLISHED IN LAST 10 YEARS

A. SET UP A NETWORK OF FEDERAL-STATE INSTITUTIONS AND INDIVIDUALS COMMITTED TO PROVIDING HIGH QUALITY, TIMELY AND ACCURATE DATA FOR USE IN CAREER PLANNING AND EDUCATIONAL AND TRAINING POLICIES

1. NETWORK PROVIDES A COMMUNITY WHO CAN DEDICATE THEMSELVES TO IMPROVING

B. GATHERED VERY BROAD PARTICIPATION WHICH IS FUNDAMENTAL STRENGTH OF THE NETWORK

C. INVOLVED MANY AGENCIES AND PEOPLE AND THROUGH INVOLVEMENT COMES COMMITMENT; ACCEPTANCE AND WIDE USE OF DATA

D. BROUGHT LABOR AND EDUCATION TOGETHER IN A COMMON PURPOSE

1. NOW THEY TALK TO EACH OTHER NOT ABOUT EACH OTHER

E. WELL THOUGH OF IN CONGRESS

F. MOST STATES NOW HAVE AN OCCUPATIONAL INFORMATION SYSTEM

1. SOME GAPS!!

G. MOST STATES HAVE A CAREER INFORMATION DELIVERY SYSTEM

1. CIDS AND OIS ARE BEING DEVELOPED IN DIFFERENT MODES

H. NEEDS AND CONCERNS OF DEFENSE ARE NOW AN IMPORTANT FOCUS OF NOICC/SOICC

III. DEPARTURE OF RUSS FLANDERS

A. AN ACKNOWLEDGED LEADER AND DOMINANT FORCE IN NOICC/SOICC

1. LITTLE OF THE ABOVE ACCOMPLISHMENTS WOULD HAVE BEEN MADE WITHOUT HIM

2. HIS MAJOR CONTRIBUTION I BELIEVE WAS SUMMED UP IN A DISTINGUISHED CAREER SERVICE AWARD FROM JANET NORWOOD THAT HE WAS AN ESSENTIAL LINK BETWEEN DATA PRODUCERS AND DATA USERS

B. BUT, THERE MUST BE LIFE AFTER RUSS

C. WE CAN BUILD ON

1. NETWORK

2. TSG WILL SEARCH FOR A CLONE

3. NOICC AND SOICC STAFFS PROVIDE AN INTERIM CONTINUITY

IV. WHAT IS LEFT TO DO

A. CANNOT REST ON PAST ACHIEVEMENTS NO MATTER HOW NOTEWORTHY

1. LEARN TO DO MORE WITH SAME OR FEWER RESOURCES

B. CONTINUE TO STRIVE FOR BETTER QUALITY DATA--VIGILANCE MUST NEVER BE LET DOWN

C. WORK ALL NINE MEMBER AGENCIES MORE FULLY INTO MISSION

D. ALERT TO CONTINUING EDUCATION DEPARTMENT PARTICIPATION SINCE SO MANY SOICC'S ARE IN EMPLOYMENT SECURITY AGENCIES

1. RIVALRIES MUST BE ENDED

E. CONTINUE TO MAKE TECHNICAL IMPROVEMENTS

F. MUST BE ANALYZER, EXPLAINER AND INTERPRETER OF DATA

1. EXPLAIN POLICY IMPLICATIONS AND OPTIONS

G. NEXT TEN YEARS AS NOTEWORTHY AS PAST DECADE

NOICC OCCUPATIONAL INFORMATION SYSTEMS
1986 Activities

Jim Woods, NOICC

1. National Crosswalk Service Center (NCSC). The principal responsibilities of NCSC include serving as depository of computerized resources including various crosswalks and classification systems; providing crosswalk products and services to SOICC's and other organizations; maintaining and updating the NOICC Master Crosswalk, providing support to State and national micro-OIS activities.

2. Micro-OIS -- major activities planned in PY 1986

   . New Modules to Micro-OIS

   . OIS Data Base -- NOICC is planning several activities during 1986 concerning the OIS data base. These include:

   - Convene national review group to identify future direction/enhancements to micro-OIS

   - Explore possible support activities to assist states in updating micro-OIS data bases

   - Review/analysis of current State of micro-OIS implementation

   - Begin analysis of actual usage of micro-OIS at State and local area level

3. Preparation of a handbook for developing industry and occupational projections. The Handbook will describe step-by-step procedures for developing State and substate area projections. The handbook will be developed by Dr. Harvey Goldstein of the University of North Carolina and will cover a variety of issues in planning, conducting and diseeminating occupational information. The project will also include the design and development of a 1 week-long training session and supporting materials. Two Regional training sessions will be conducted in the fall of 1986.

4. Microcomputer occupational projections system. This project is being co-sponsored by NOICC and ICESA. It will be conducted by the Utah Occupational Service Center which is part of the State Employment Security Agency (SESA). This system will include software to process occupational projections, system/software documentation, and a User's/Operator's Handbook. The software, documentation, users handbook will be provided at no cost to all States that request the system. The system to be available after December 31, 1986.

5. Units of Analysis. SOICC's were sent copies of the draft units of analysis that incorporated the new OES codes. These will be revised to incorporate applicable State comments, and the new vocational CIP codes. The revised units of analysis will be available in late CY 1986 and will be sent to the States for comment with a final release a by March 1987. NOICC will also continue to provide a review of and comment on draft State units of analysis on request and as time allows.

NOICC OCCUPATIONAL INFORMATION SYSTEMS
1986 Activities
Harvey Ollis, NOICC

1. NOICC Guidelines for Career Information Development

   - Purpose: provide guidelines for SOICC's on the development, delivery, and use of career information resources, including:

     - career information delivery system (CIDS)

     - career tabloids

   - Schedule -- guidelines mailed to SOICC's April 1986 (ref: NOICC Administrative Memorandum 86-11)

2. NOICC CIDS Grant Program

   - Purpose: Provide funds to support State CIDS development and initial operation. The 1986 grant represent NOICC's third round of CIDS grants. Thirty States have been previously funded by NOICC and the U. S. Department of Labor. The available grant fund will allow 4-6 State grants.

3. NOICC Guidelines for Comprehensive Career Guidance Program

   - Purpose: Develop guidelines to help States and schools set standards for career guidance programs mandated by the Perkins Vocational Education Act. NOICC is sponsoring the development of these guidelines in conjunction with the U. S. Department of Education and professional guidance and counseling association.

4. 1986 Improve Career Decision Making (ICDM)

   - Purpose: Continue to support State training for counselors on the use of labor market information. 1986 will be the 6th year of ICDM training. The 1986 ICDM program will feature a revised training text and a national train-the-trainers session. Fifteen SOICC's have indicated they plan to conduct ICDM training in 1986 for an estimated 1,300 counselors.

   - Schedule: Train-the-trainer workshop is planned for September 1986 in St. Louis. The revised text will be available at that time. (ref: NOICC Administrative Memorandum 86-10).

Presented by Leon Schwartz, Coordinator

NATIONAL CROSSWALK SERVICE CENTER

Occupational information is collected by many different government agencies, using different classifications. To facilitate the use of data from these sources, the National Occupational Information Coordinating Committee (NOICC) has supported the development and maintenance of a crosscoding instrument called a crosswalk. It shows the relationships among the major classifications used by State and Federal agencies that collect data on education and occupations.

The crosswalk data base is maintained and updated by the National Crosswalk Service Center, operated by the Iowa State Occupational Information Coordinating Committee. The Center, established in 1983, provides products, services, and technical assistance in the use of the crosswalk and the classifications.

WHO USES THE CENTER

* SOICC'S
* Government Agencies
* Universities
* Vocational rehabilitation organizations
* Developers of occupational and career information delivery systems
* Research institutes
* Corporations
* Other public and private organizations and individuals

HOW ARE ITS RESOURCES USED

* managing vocational education and job training programs
* planning new training programs
* developing curricula for competency-based programs
* counseling and career development
* personnel administration
* economic development
* research

WHAT DOES THE CENTER DO

Crosswalk Activities

* All NOICC master crosswalks
* BLS crosswalks
* OES matrices
* DOT and SOC Manuals
* OES Survey Dictionaries
* SOC Career Profiles (updated version of the Classification Structures for Career Information)
* Tables in Vocational Preparation and Occupations (VPO)) on print tape

Provides crosswalk products and services to SOICC's and other public and private organizations. Currently offers:

* Technical assistance in the use of the crosswalk and classification systems
* Standard Reports (commonly used computer sorts) from the crosswalk and the SOC Career Profiles
* Special Reports (custom-designed for individual SOICC's and other clients)
* Copies of data tapes or print tapes
* Downloading of selected data files from mainframe to microcomputer media and uploading from micro to mainframe computer media

Maintains the NOICC Crosswalk, working closely with NOICC, BLS, and other Federal agency staff. Responsible for:

* ensuring that the crosswalk includes the latest versions of the classifications
* examining changes in the classifications and their relationship to other systems to keep the crosswalk accurate and up-to-date

WHAT DOES THE CROSSWALK INCLUDE

The NOICC crosswalk is based on several State and Federal crosscoding instruments. It was developed initially for matching vocational education programs with related occupations, but it has many other applications. The current crosswalk tape contains information from these systems:

- Dictionary of Occupational Titles (DOT)
  - General Education Development (GED)
  - Specific Vocational Preparation (SVP)
  - Physical Demands
  - Working Conditions
  - Temperaments
  - Aptitutdes
  - Materials, Products, Subject Matter and Services (MPSMS)
  - Work Fields-Machines, Tools, Equipment and Work Aids (MTEWA)
  - DOT Industry
- Guide for Occupational Exploration
- Occupational Employment Statistics (OES)
  - OES Survey
  - OES Survey-Based Industry/Occupation Matrix
- 1980 Standard Occupational Classification (SOC)
- 1980 Census
- Classification of Instructional Programs (CIP)

The following items, now in archive, also are available for Use:

- 1970 Census
- United States Office of Education Codes
- OES Census-Based Matrix
- DOT-Based Cottle Bi-Polar Interest Factors

HOW THE CROSSWALK CAN BE USED

Because it is computerized, the crosswalk data base is very flexible. Information can be selected and organized to suit a wide variety of user needs. Reports can include items from a single resource in the data base or from several different resources. For example, the crosswalk can be used to produce an index of 1980 Census occupations in alphabetical order by title or numerical order by code. Or one can obtain a report that shows which programs offer training for a particular occupation.

Data items can be organized, or sorted, into major categories, with sub-groups that make the information easier to find and use. For example, occupations related to a particular training program could be grouped by their required mathematics and language levels. Crosswalk Service staff help users determine which resources best meet their needs and how the items they select can be organized for efficient use.

Micro-OIS Activities

Serves as the national depository for State versions of the Micro-OIS

Review State versions and maintains a data base categorizing changes or enhancements made to the NOICC model

Provides downloading of selected data files from mainframe to microcomputer media and uploading from micro to mainframe computer media

Will add two new modules to the Micro-OIS

* School directory module

* Industry/employer module

Will chair national review group to determine future needs in OIS development

Research Activities

Will provide technical support to facilitate the integration of Military Occupational and Training Data (MOTD) in career information delivery systems that use microfiche

Will examine the feasibility of providing products and services based on military separate data

Will explore the feasabiility of providing standard and custom reports and services based on the 1980 Census occupational characteristcs file and industry/occupational matrices purchased by BLS and NOICC

Will continue to provide technical assistance and computer tapes or disks containing information on 1980 Census-based separation rates for use in developing State OES projections

WEDNESDAY, JUNE 18, 1986

Remarks of Dr. Lee H. Arnold
Portland, Maine
June 18, 1986

Thank you, Mrs. Nichols, and good morning.

I'd like to go from "macro" to "micro" concerns, from the world economy to a person looking for a job; and I'd like to do it in 15 minutes! I'll be doing this from the perspective of a job training professional who sees labor market and occupational information as an important support service.

As you may recall from your basic economics courses, the economies of nations are usually predominantly based on tradition, command, or price. Add to that some business factor overlays such as land, labor, and capital, and you see that a price-based economy is the most dynamic in terms of those business factors. If you agree that price advantage is important to business, and consider land, labor and capital as factors to gain price advantage, it becomes apparent that capital is the most mobile factor. Free societies with price-based economies give business the freedom to move capital - to invest, disinvest, and reinvest - and allow for a continual restructuring of the economy. The obvious problem is that this restructuring can be disruptive, to communities and to workers.

The middle-aged man standing outside a closed plant, staring hopelessly at the lock on the gate, is the "micro" manifestation of this dynamic but sometimes painful "macro" process.

This process has been called deindustrialization, and is reflected in such public policy responses as the Trade Adjustment Act and Title III of the Job Training Partnership Act which deals with Dislocated Workers. Our long term need is for job regeneration. Our short term need is for job matching.

You in the labor market and occupational information field can make important contributions to both our long term and short term needs.

You can help job training and economic development professionals with

macro concerns by tracking, anticipating, and reporting on the local labor market realities. In the classic sense of policy formulation, your success will be determined by how well you do with status, projections, and options. If your products are not only well done, but useful, there will be no problem in finding support for your work.

You can also help job training and economic development professionals with micro concerns by providing overviews of the current labor market; information about major employers; inventories of training courses; career counseling capacities; a sense of transferrable skills, especially for dislocated workers; and a reference file of educational prerequisites for various occupations.

In his 1986 set of goals and milestones, U. S. Secretary of Labor William Brock affirmed this intention:

> to "conduct an intensive program of policy analysis, supported by outside research, to identify the demands of the U. S. labor market through the year 2000, and the projected capacity of the American work force to meet these demands. On the basis of this analysis, develop recommendations for short and long-term policy action."

I believe that the people in this room can help the Secretary accomplish this goal.

For those of you who will be joining me in Nettie Baldwin's workshop at 10:30, please bring your "hiring cycle" flow diagrams with you. We'll use them to highlight opportunities for contributions by counselors.

For those of you who will not be at that workshop, I invite you to look at the light brown brochure entitled "Working for People Who Want to Work." It gives an overview of the Job Training Partnership Act in Rhode Island, and should give you an idea of how your efforts can have value in a job

training system. The flow diagrams that I mentioned earlier depict the dynamics of job seeking, and show you even more directly the points at which your services can be helpful.

I'll be happy to answer your questions later, but for now let me defer to the Moderator, and thank you for your attention.

DRAFT OUTLINE FOR COMMISSIONER MARY PILLSBURY-BROWN
Annual National SOICC Conference
(15-20 minute Panel Presentation)

8:30 a.m. - 10:00 a.m. WEDNESDAY June 18, 1986

THE USE OF LABOR MARKET/OCCUPATIONAL INFORMATION IN JOB TRAINING AND EDUCATION

THEME OF TALK: A look at how Labor Market and Occupational Information is used in the decision-making process for the Postsecondary Vocational-Technical Colleges and Institutes.

BACKGROUND: I (Mary Brown) am currently the Commissioner of the Postsecondary Vocational-Technical Education System in the neighboring state of New Hampshire.

My background prior to this: WORK, EDUCATION, SCHOOL BOARD
VOC. SKILLS CTR.

INTRODUCTION; This Postsec. Vo-Tech Education system is made up of six Vocational-Technical Colleges, a Vocational-Technical Institute, and a Police Training & Standards Academy.

These institutions are in all parts of our state, ranging from the highly populated and technolgically intensified Southern communities around Boston, to the scarcely populated and totally rural communities to the North.

In the South we do a lot of manufacturing and assembling of electrical and electronic equipment and Defense Contract work. There is a strong Boston influence there.

In the North we have towns that are kept alive by a single paper mill or by employers in declining industries such as the footwear industry. Some rely totally on the Tourist Industry.

As all good states, we in New Hampshire have located our State's Government centrally in between these two types of "labor markets" so we can best sense the needs of both groups and plan our training programs accordingly.

As a statewide system of Vocational-Technical Education at the Associate Degree level, we are faced with the tasks of not only identifying and offering educational programs to maintain our varied, skilled labor pools for employers, but we also are faced, because of our State's low unemployment rate, with the arduous task of recruiting students into these Educational training programs. Of late, successful recruiting of these students seems to be the hardest to achieve.

Current unemployment rates are: 3.2% Statewide
8.0% County (North)
2.0% Merrimack County

EXAMPLES: Automotive
Welding
Health Professionals
Electronics/Electricity

INFORMATIONAL NEEDS:

In administering a statewise system of Vocational-Tech Education, we have a need for many types of information ranging from studies to high school enrollments to commuting patterns to labor supply and demand data. Its a big job.

To focus on just a few of the areas where we have informational needs, I'll discuss three of key importance:

1. Identifying Educational Training Programs to offer, (to meet needs of business, industry, JTPA, etc).

2. Developing appropriate curricula (in the right parts of our state). To serve demands of business and industry, (example = pulp and paper), and

3. Recruiting students for our programs.

These tasks have to be based on good, reliable labor market and occupational data bases. We are fortunate to have the New Hampshire SOICC and its newly established Micro-Occupational Information System for these tasks. It is proving to be a valuable tool.

It incorporates labor demand data by Labor Market Area from our Department of Employment Security, and the labor supply data from Secondary Vocational Education, Postsecondary Vo-Tech, the Military returnees, JTPA Programs, Job Corp and Apprenticeship training.

These data elements have proven most useful in our attempts to focus our programs on the right occupations and to put our educational training effort into on a statewide basis.

USING Labor Market Information and Occupational INFO FOR:

1) IDENTIFYING EDUCATIONAL TRAINING PROGRAMS TO OFFER:

We use two resources to help us make decisions about our training program offerings:

a) Ideas and suggestions we get from our Craft and Advisory Committees, or the communities surrounding our colleges, and
b) The Labor Market Information we get through the SOICC and its member agencies.

We compare what we are hearing from the communities with what the LMI is telling us. If those two agree, the decision is easy whether to curtail or expand our training programs. When they don't agree, we do further research into the data and into the local communities before making decisions about program offerings. The supply/demand analysis provided through the Micro-OIS is crucial to our planning efforts. It's unfortunate this planning tool wasn't available in earlier years.

2) DEVELOPING CURRICULA: Once the program offerings have been determined, we develop the curricula for each. Here we use LMI/OCC INFO to focus on the industrial sectors that will be hiring our graduates, making sure our curriculum developers involve the appropriate Craft Committee members or seek out the necessary employers to help us "fine tune" the programs.

   The descriptive information available from SOICC is also helpful in the initial stage of designing and describing the programs.

3) RECRUITING: Finally, we come to the area of our operation that is presently the most difficult to accomplish for several of our program offerings - RECRUITING STUDENTS.

   I don't know if it is because of the low unemployment rate, the commuting patterns of workers, or that people are just unwilling to get their "hands dirty" in a trade or technical job...we just are having trouble getting the bodies into our classrooms.

   In one College service area, Automobile Dealers are actively recruiting in the local high schools to get students into our Postsecondary programs. Of course demographic information shows clearly that there are fewer available high school age students to draw from than in the past. This situtation has made us look towards other groups from which to draw our students, namely, the groups referred to as Non-Traditional Students, Single Parents, Career Changers, and others.

   In our system today our average students age is 27, 28--not the 19, 20 it used to be. There is no doubt our growth enrollment, now and in years ahead, will be what we call Community Education (or Evening School or Adult Ed.)

How is the LMI and OCC INFO helpful to us in this endeavor? Well, for one it can provide us with some clues as to why there appears to be little or no interest in some of the programs offered.

It can show us what wages our graduates can expect to earn if they complete the training. If the wage is miserably low - they don't need to spend time getting training, part-time high school dishwashers are starting for $5.15 an hour in many of our cities. The Job Training Partnership Act trainees in New Hampshire are guaranteed $4.50 to start regardless of the program they complete.

It is hard to sell a one year (1 yr) certificate or a two year (2 yr) Associate Program with dishwashers earning more dollars per hour. Part-time , no H.S. diploma and a person can and is earning $5.15 per hour.

Because over this environment we are changing our strategies to both meet the demands of industry and to market our programs to all the citizens of New Hampshire. The Labor Market Information provided by the SOICC of New Hampshire and its member agencies is an invaluable tool in this process.

Ninth Annual National SOICC Conference

June 18, 1986

Presentation by James A. Kadamus

Assistant Commissioner of Occupational
and Continuing Education

New York State Education Department

Panel Topic: The Use of Labor Market/Occupational Information in Job Training and Education

I'm pleased to be with you today to discuss the use of labor market/occupational information in job training and education programs. I bring to the panel the perspective of a state director of vocational education. My education and experience has been in the area of manpower planning. I have been state director of New York State's vocational education program for the past four years and recently assumed the chairmanship of the SOICC. We have been working to link changes in the economy and the labor market to educational decision making. However, it is not an easy task. Educators basically don't understand the labor market or trust labor market information. For them labor market data is not usable information. It is not displayed in an understandable way. Consequently, they tend not to use labor market data for making choices for students or for making educational policy decisions.

As you are all well aware, changing demographics and changes in the economy are causing disruptions in the labor

force. We need to improve labor market information and the dissemination of that information in order to help students, parents, educators and other policy makers better understand the changes that are occurring in the labor market. We need to help educators and policy makers use that information to prepare students to make better career decisions and to retrain adults to be productive workers in the future.

One of the trends that we need to help educators understand is the aging of the workforce and the shrinking youth cohort. Nationwide, the number of workers in the 16 to 24 age bracket will have decreased by 2.7 million between 1984 and 1990. From 1990 to 1995 that group is expected to drop by another 1.1 million. By 1990, nearly two of every three persons in New York State will be adults age 25 or older. For the last 35 years it has been an employers market, even in a booming economy. However, with the current demographics, we are seeing labor shortages for the first time since World War II. Yet, this trend is difficult to understand. How do you reconcile a 7 percent or greater unemployment rate and a youth unemployment rate of over 30 percent with help wanted signs in every fast food restaurant and shopping mall. Why does Burger King have to advertise on MTV to recruit new employees? We have to help educators and policy makers as well as parents and students understand the mismatch between the jobs in the labor market and the people who are available to fill those jobs. We have to help them understand how these mismatches occur. For example, in the area of vocation-

al education we are have difficulty getting students to enroll in trade and industrial education programs - programs such as machine trades and printing. Because of reporting in the popular press of the decline in manufacturing, there is a public perception that there aren't any jobs available in the trade occupations. Of course we know based on labor market information that isn't true, but that knowledge hasn't increased the enrollment in trade programs. The mismatch and pending labor shortage will have an impact on other industries as the " baby bust " moves through the labor force. Walter Cadette of Morgan Guaranty Trust is quoted in a recent Time magazine article, " McDonald's and Burger King's shortages today will be General Motors' and IBM's shortages tomorrow."

In addition to an aging workforce, the National Alliance for Business, in a recent Wall Street Journal article entitled "Labor Force Changes Expected by 2000 Could Jolt Companies," predicts significant growth over the next 10 to 15 years in the less well-educated segments of the population that have typically been the least prepared for work, " notably minorities, high school dropouts and teenage mothers." These population shifts will be occurring at the same time workers with critical technical skills will be retiring at an increasingly rapid rate and when new technologies will be requiring higher skills for entry-level jobs. The result will be " pervasive mismatches between workplace needs and workforce capabilities."

We are only beginning to understand how changes in the nature of jobs and the impact of technology are affecting the labor shortage. New occupations are being created and existing occupations are being altered as workers begin to use sophisticated devices such as computers and word processors to perform their jobs. We do know, however, that there is a need for employees with new abilities and higher order skills such as problem solving, logical thinking, and computing.

Educators also need to understand the role that small businesses play in our economy and the dynamics of the labor force. The rise of entrepreneurial small business has changed where most people work. Across the nation new small companies, those with less than 100 employees, are being created at a rate of 600,000 a year, compared to 3,000 a year in 1950. Nearly 1/2 of New York State's private sector workers are employed by small business. However, small businesses are a volatile sector of the economy with a high failure rate, causing dislocations for their workers. Education programs need to prepare students either for working in a small business or for becoming small business owners themselves. Most graduates will work in small businesses where they will need flexibility and a variety of skills. They will also need to understand the importance of each worker's contribution to the success of the company.

Let me describe how New York State is using labor market data for policy purposes at different levels to help the occupa-

tional education and job training systems respond to this changing context. At the junior and senior high school levels- labor market information is being used for career education as part of new course requirements, for career guidance systems, and for developing new curriculum and course requirements to meet the needs of business and industry.

Under the Regents Action Plan to Improve Elementary and Secondary Education Results in New York, a new coordinated occupational education program has been established. Use of labor market information is included at various points. The basic premise underlying its inclusion is that students won't fully understand career choices unless labor market information is part of the curriculum.

- Starting in the fall of 1986, all 7th & 8th grade students will be required to take a course in Home and Career Skills. This course includes a career planning module. Topic 2 of the module is entitled " What Kind of Work Can I Do?" In order to use the decision-making process to formulate tentative career plans, the student must be able to identify and use available career resources to obtain information about careers and employment trends.

- Starting in the fall of 1986 all 7th & 8th grade students will also be required to take a course in

Introduction to Technology. This course deals with the use and control of technology in the home and workplace. Careers in the area of technology are also explored.

- All occupational education students will be required to take a course in Introduction to Occupations. This course for 9th & 10th grade students includes a required module entitled " The Working Citizen " Examples of some of the module objectives which require the use of labor market information include

  . Interpret an employment trend and develop an appropriate strategy to integrate the changes that a trend may implicate for one's lifestyle

  . Describe and utilize resources for employment information

  . Match personal job competencies with specific employment opportunities

- For specialized occupational education program areas we are using labor market data to ensure that students are being prepared for occupations that are in demand. As required under the Carl D. Perkins Vocational Education Act, we are using technical committees with

representatives from business and industry to advise on relevancy of curriculum to labor market need. These committees provide a key opportunity for SOICC people to have an impact on the vocational education curriculum.

We have also undertaken a major study of computerized career guidance information systems. Under SOICC a grant has been awarded to Dr. Deborah Perlmutter Bloch and Joyce Kinnison to evaluate such systems to determine how they can best be used in the classroom to support the new programs established as a result of the Action Plan. The study will also examine the major computerized career guidance systems in use in New York State and make recommendations on the management and use of state agency data for career information. The final report should be completed by September 1, 1986

For adults, particularly for dislocated workers, labor market information is used to identify occupations with favorable employment opportunities for retraining programs. Section 7 of New York State's Occupational Education and Reemployment Act provides tuition assistance for dislocated workers to train for a new occupation. The legislation requires that only training for occupations with favorable employment demand be eligible for funding and that demand occupations be based on 3-year occupational projections

published by the New York Department of Labor. This was the first time that funding for training was directly related to whether the occupation was in demand.

Labor market information is also used to target efforts of employer-specific training programs on specific areas where there is employment demand. We have a system of ten Regional Education Centers for Economic Development that serve as brokers for training programs for business and industry. Labor market information helps them to focus efforts on growth areas.

Labor market information is also used for general policy purposes and for strategic planning. Rapidly changing economic and labor market conditions mean that state policymakers must do more than simply respond to change they must be able to anticipate and manage change to create new opportunities for workers and employers. To support this process labor market data must be easily accessible. The New York SOICC has the following two projects planned to make the data more accessible.

Basic assistance grant special project money will be supplemented by New York State Department of Labor (DOL) funds to acquire a major software package for the DOL mainframe computer. This will allow mainframe data files to be selectively converted to microcomputer discs. With so

many data users having microcomputers this makes sense. Currently if an analyst wants to manipulate data on his microcomputer he can; (1) get a printout from the computer and reenter the data he needs on the micro; or (2) arrange for a programmer to write a program to download the data into his micro, if after analyzing the data additional information is needed the programmer needs to rewrite the program.

The new software conversion package will allow the user to select the individual data fields he needs from mainframe computer files to be converted to a microdisc format. If additional data is needed, it can be obtained without the time consuming task of writing a program. We are looking forward to using this software package in conjunction with providing microcomputer discs to schools to update their computerized career information system files.

We are also developing plans to offer joint training programs between the Department of Labor and the Education Department in the use of labor market information for program planning purposes. Local occupational education directors, private industry councils, service delivery areas in a particular region would all participate in the same workshop. Labor market information that's available and its implications for occupational education and training programs would be presented.

In summary, I have pointed to three areas where NYSOICC is using labor market and occupational information; to assist junior and senior high school students with career and occupational information in the classroom; to assist adult dislocated workers in training for demand occupations; and to provide timely data to agency policy-makers. If you have any questions I'd be pleased to respond.

EDUCATION FOR EMPLOYMENT:
A NEW ROLE FOR OCCUPATIONAL AND CAREER INFORMATION IN VOCATIONAL EDUCATION PLANNING

Presentation to the 1986 Annual State Occupational Information Coordinating Committee Conference

VOCATIONAL EDUCATION: A CLIMATE OF CHANGE After more than a decade of relative stability, vocational education in Maine--as in many areas throughout the nation--finds itself confronted by a host of challenges and opportunities. Profound and rapid change is becoming a dominant feature of the educational climate in the State.

The Federal Carl D. Perkins Vocational Education Act, with its pronounced bias toward innovation, has played a major role in shaping this new climate of change.

Another important factor has been a sweeping reorganization of the governance of vocational education. The six postsecondary vocational technical institutes in the State are being reconstituted outside the Bureau of Vocational Education as an autonomous Maine Vocational Technical Institute (VTI) System.

Finally, Maine's Educational Reform Act, an outgrowth of the national Excellence in Education movement, may have even more far-reaching effects on vocational education. New instructional requirements and graduation standards set forth in the Educational Reform Act make it more difficult for high school students to assemble the blocks of time typically required by vocational education programs. Additional mandates imposed at the local level in many communities make it more difficult still.

As a result, the new standards are expected to erode vocational education enrollment levels--already declining at many Vocational Regions and Centers--still further.

NEW DIRECTIONS FOR VOCATIONAL EDUCATION Partly in response to these growing challenges and opportunities, the Bureau of Vocational Education last August issued a comprehensive discussion document on future perspectives. Titled "Education and Development in a Magnet State--New Directions for Technology Education," the paper helped focus a series of intensive discussions about the future, organized around each program level within the Bureau (secondary vocational education, postsecondary vocational technical education, and adult and community education).

The discussions within the Bureau of Vocational Education were broadened this spring to include a dialogue with the Bureau of Instruction and other units of the Department of Educational and Cultural Services. Many of the ideas will be incorporated into a strategic planning process for the new VTI System, but it is too soon to tell what other specific projects or policies might emerge from the New Directions discussions.

The New Directions--or "Education for Employment"--program is relevant here, whatever its organizational impact in Maine, because it illustrates an attempt to make occupational information, the needs of the labor market, and the career outlook of students the basic energizing core, the primary organizing focus, of vocational education.

A LANDSCAPE OF CONTRADICTIONS: THE CRISIS IN THE ECONOMY An underlying theme of the New Directions discussion paper is the idea that there are the twin crises in education (too few students, too many dropouts) and the economy (too few jobs, too low wages), which are interrelated in terms of both causes and solutions.

The landscape of work in the State of Maine is a panorama of contradictions. Parts of the State are climbing confidently into the lofty uplands of high technology and the electronic/information economy. Parts of the State seem to be slipping into a swamp of chronic underemployment and stagnation.

Southern Maine is fast becoming the northern frontier of Boston's "Highway 128" high technology region. Unemployment in Southern Maine has fallen to around 4%--well below the national average of over 7%, although still quite high by historic standards. The Kennebec Valley region too seems relatively healthy from an employment standpoint, and can boast of its Digital Equipment facility whenever Southern Maine brings up Pratt & Whitney.

But throughout 12 of Maine's 16 counties, unemployment equals or exceeds the national average and remains near the levels of the Great Recession of 1981-1983. Wholesale displacement of skilled, high seniority workers is continuing in many areas, and isn't limited to the collapsing shoe industry.

Several major factories have closed, or have threatened to close in order to force wage cuts and other "give backs". In Maine, as in many areas, manufacturing employment is fleeing to the South, or out of the country altogether--particularly to nations like Korea and Taiwan, where repressive military governments have held down wages to artificially low levels.

Service sector, white collar, and "pink collar" jobs have taken the place of some of the lost manufacturing employment, but unemployment has continued to rise and real wages--never very high in Maine, due to the "semi-colonial" relationship of Maine's economy to the rest of the Northeast--have continued to fall. Only barter, part-time work and home businesses keep many Maine families off welfare. Underemployment is high in all 16 counties.

Faced with these realities, older workers--reluctant to part with the surroundings, the friends, and the quality of life they grew up with, resign themselves to a declining standard of living or even a hand-to-mouth existence. Younger workers and young people in general often accept the same basic assumptions but draw opposite conclusions, and resign themselves to leaving their native State to seek a decent job and a reasonable standard of living somewhere else.

Paradoxically, even as the majority of Maine's youth migrate out-of-State or dream of doing so, ever larger numbers of young professionals, artists, administrators and executives are moving into Maine from other parts of the country--willing in many cases to take a cut in income in order to share in the quality of Maine's environment and lifestyle, which has few equals anywhere in the United States.

Demographically, Maine is a "magnet State": more people are moving in every year than out. But hidden behind the austere grandeur of the physical landscape of the "stone coast" and of the forests and mountains of Maine is the grinding austerity of the socio-economic landscape of the State. A standard of living that is unacceptably low, chronic underemployment, and high unemployment are all the rule, not the exception, throughout much of Maine.

One study in 1981, which compared per capita income and the cost of living in each State, concluded that Maine was in fact the poorest State in the union. Recent studies released by the State Planning Office suggest that it remains the poorest State today, despite the seemingly robust growth of recent years.

NEEDED: A MAGNET STATE STRATEGY What is needed is a development strategy that can resolve these contradictions: a strategy to make Maine--all of Maine--an economic magnet state as well as a lifestyle magnet state--a strategy to bring new development and new jobs into the State that will reduce unemployment and raise wages among ordinary working people, not just Yuppies and other professionals.

There are some real points of strength around which such a strategy might begin to jell.

The quality of life in Maine is itself one such strongpoint. Tens of thousands of managers and executives vacation in Maine every year, and the idea of working in Vacationland year round has a strong appeal to many of these managers. The quality of Maine life can make a profound difference to any firm that must compete for expert, professional talent who can write their own tickets anywhere in the country.

A related factor is the low cost of housing. Except in the Portland area and along sections of the Mid-Coast, houses in Maine cost far less than what comparable dwellings are selling for in other attractive areas of the country. Homes anywhere within commuting distance of Boston, for example, cost more than twice as much as their Maine equivalents.

In addition, Maine has a workforce with a national reputation for dedication and productivity. And perhaps most importantly, it has a compact and relatively efficient State government--a government that has the capability to develop highly responsive, highly effective, low cost education and training programs.

Numerous studies of economic development decisions have indicated that the availability of effective, low cost training was often a decisive factor--a more important factor than tax breaks, subsidies and other highly costly concessions.

Most recently, the State Development Office conducted a survey of businesses throughout New England to identify factors that influence investment decisions. 50% of those polled cited the availability of skilled and semiskilled labor as the overriding factor in their decisions about business location and expansion.

Unfortunately, the same poll revealed that most of those surveyed assigned a relatively low rank to the State of Maine in terms of precisely that crucial factor. Maine's labor force is known to be hard-working and productive, but is not perceived to be very skilled.

To make matters worse, Maine's capacity to train a highly skilled work force on demand is not widely recognized--despite the fact that the Pratt & Whitney project achieved national recognition as an innovative, on-demand, custom training program.

Or to put it another way, there is a crisis in education in the State of Maine which is a key factor in the crisis in the Maine economy.

NEGATIVE TERMINATIONS--THE CRISIS IN EDUCATION The "Excellence in Education" movement that sprang up in response to the publication of "A Nation at Risk" has adopted the stance that education at all levels has become "too vocational" or "too careerist". The New Directions paper argues that this argument in fact stands the real situation on its head.

The basic reason why education is in crisis--both vocational and academic education--and why drop out rates are so high--at both the secondary and the postsecondary levels--is that educational institutions have too often failed to offer programs that really have a tangible impact on improving the employment and life prospects of students.

There has been a pronounced "lack of fit" between educational outcomes and the needs of the labor market, and between employment outcomes and the career needs of individuals.

For a generation, the academic, "College Prep" course of study has been treated as the only worthwhile program at the secondary level. Every student with a chance to enroll in a four-year institution has been urged to pursue a baccalaureate degree and a professional career.

In the abstract, this approach has a lot to recommend it. In and of itself, an academic college education would probably be a worthwhile experience for almost everyone. In the absence of the arms race and the resulting Federal deficit, it might well be proper to treat a four-year, liberal arts education as an entitlement, available like secondary education to every citizen who can benefit from it.

But from an employment standpoint, the near-exclusive focus on college admission as the goal of secondary education has proved to be a formula for disappointment for thousands upon thousands of Americans.

The fact of the matter is that there are only so many professional jobs to go around. Less than 25% of all jobs at the national level actually require a baccalaureate degree for entry--in Maine, well under 20%. The tremendous emphasis that the public schools have given since World War II to a four-year college education as the only path to a decent standard of living has inevitably meant a growing imbalance between jobs and skills.

The result has been an unacceptably high level of "negative terminations" at all levels of education:

--Too many discouraged college graduates, trapped in low-level white collar or service jobs, with no prospect of a professional career despite an educational investment of four years of their life and thousands of dollars;

--Too many disillusioned college dropouts, who give up after one or two years of largely wasted effort and then have to start from scratch on an entirely new career and life plan;

--Too many demoralized high school graduates, who just do the minimum necessary to stay in school and get their diplomas, and then find they have nowhere to go when they get out;

--Too many educationally disenfranchised high school dropouts, upwards of 25% or even 30% according to the best available information, many doomed to a lifetime on the margins of the economy.

WANTED: A CURRICULUM FOR THE REST OF US The dominant position of the college prep course of study and the liberal arts curriculum has been reinforced by the fact that neither general nor vocational education has been fully and properly positioned as a meaningful alternative to college prep for the 80% majority of high school students who aren't going on to professional careers.

Secondary vocational education has been relatively well-funded during the last two decades, but otherwise it has been shunted to the sidelines of secondary education. Despite the steady increase in Federal interest in and commitment to vocational education, at the local level secondary vocational education has all too often been relegated to a second-class status relative to academic education--a sort of consolation prize for students without the expertise or aspiration for college and a professional career.

While secondary vocational education has been segregated to the sidelines, with few exceptions General education has represented even less of a positive alternative to college prep. General education, not vocational education, is the true "dumping ground" of secondary education. With very little to offer any student, regardless of their occupational orientation, the General course of study serves all too often as a holding tank for de facto dropouts.

To make matters worse, many, probably most, schools lack a systematic and rational mechanism for assisting students with educational and career choices. Decisions must be made as early as the eighth grade which often have a determinate influence on the whole future course of their lives--yet more often than not, whatever their parents happened to do becomes a "default option" that students select without really making a deliberate or informed choice.

EDUCATION FOR EMPLOYMENT The response of the "excellence movement" has tended to be more of the same: even more stress on college academic requirements, even less room than before for quality vocational education, even less concern than before for conscious career exploration and decision-making. The New Directions paper suggests instead: 1), that education can play a major role in solving the crisis of unemployment and underdevelopment, and, 2), that employment and economic development can play a major role in solving the crisis of education.

The solution to the twin crises is education for employment.

To ensure that education does in fact improve the life chances of all students, and to ensure that the Maine has the labor force and the training capability needed to attract jobs and raise living standards, a fundamental reorganization of the secondary curriculum is needed. Without in any way discounting the role of education as schooling for citizenship and as socialization for civilization, a primary and fundamental objective of education (secondary, postsecondary, and adult) must be to prepare students for rewarding and productive employment.

People who are unemployed, underemployed, underpaid, or otherwise shut out of the mainstream of the economy and worklife, have little opportunity to fulfill the promise of citizenship in a democracy or share in the heritage of human civilization.

In this sense, education must be subjected to the same standards of performance as employment and training programs. By itself, graduation (i.e., educational program completion) is not sufficient to count as a "positive termination".

Each completer of an educational program should have a realistic prospect, as they walk out the door, of either immediate employment or enrollment in additional training.

Any other outcome--whether the student receives a diploma or drops out before graduation--represents a failure of the educational process. Both from an individual and from a social/economic standpoint, we can no longer afford to send graduates out into limbo.

The new age of austerity which began during the wage controls of the Nixon era and has deepened with each new administration and recession since then demands that the educational system make a systematic effort to target training to the real and emergent needs of the economy.

NEW DIRECTIONS: A PROGRAM SUMMARY What this line of argument implies is a new approach to public education:

--a new dimension to education that supplements, rather than supplants, traditional mandates;

--a new, open-ended roster of courses of study, keyed to real life choices--i.e., to the real needs of the labor market--that replaces traditional, rigid tracks;

--a new career exploration and decision-making process, which empowers students to make conscious choices about their education and their lives.

Among the key features of the Education for Employment approach are the following:

1). Career awareness education for all elementary school students from kindergarten through grade six;

2). Industrial arts education (or "technology education") and consumer and homemaking education for all junior high school students during the seventh and eighth grades;

3). Systematic career exploration and decision-making counseling for all eighth graders, culminating in the preparation of an individual education/employment/career plan (ICP) at the end of the eighth grade;

4). Work readiness training for all high school students, leading to demonstrated proficiency in the four Pre-Employment Competency Areas adopted by the Maine Job Training Council;

5). The abolition of the "General" course of study and reorganization of secondary public education into courses of study that are each keyed to a different range of employment or educational outcomes. In addition to college prep, four distinct courses of study should be offered:

a). Tech Prep

b). Specific Vocational Prep;

c). Employment/On-the-Job-Training Prep (including Cooperative Education and Apprenticeship Prep); and,

d). Special (Diversified Occupations) Prep.

6). The provision of the same set of educational and training options to every adult citizen that are available at the secondary level, including comprehensive support services so that career changes and re-education or re-training remain a viable option for all citizens throughout their lives; and,

7). The development of a new strategic planning process for post-secondary vocational education, coordinated at the State level but regionally based and driven by occupational information and the labor market.

The overall idea is simply this:

From the standpoint of Maine's citizens, the educational enterprise as a whole--academic and vocational education, secondary and postsecondary education, adult education and employment training--must become an integrated, comprehensive, life preparation/career preparation/transition-to-work system.

From the standpoint of Maine's economy, State and local education and economic development programs together must constitute an integrated, comprehensive, workforce-recruitment-and-training/ economic-development-assistance program.

OPTIONS IN EDUCATION AND THE LABOR MARKET Going into detail about every specific detail of the Education for Employment program would be well beyond the scope of this presentation, but a few aspects should be noted which highlight the role of occupational and career information in educational planning.

As mentioned earlier, the Education for Employment program suggests that five different courses of study should be offered at the secondary level, each keyed to a specific employment option in the labor market.

COLLEGE PREP The traditional college prep course of study, of course, is aimed at students who intend to enroll in a four-year college or university, looking toward a professional career.

TECH PREP The "Tech Prep" course of study would represent the counterpart within the occupational education arena of the College Prep course of study within liberal arts. Drawing many students who might otherwise have drifted into College Prep by default, it would be targeted toward students who are planning to enroll in a Vocational Technical Institute (or other post-secondary technical program) after graduation, looking toward a career in an occupation for which post-secondary vocational or technical education is the training of choice.

Comparable in academic rigor to College Prep, but emphasizing science and mathematics at the expense of foreign languages, the Tech Prep course of study could also offer preliminary orientation and basic skill training at a Vocational Region or Center in the general program area which the student intends to pursue at the postsecondary level.

Among other things, it would be designed to ensure that graduates would be fully qualified to enroll in a VTI program (which are often more difficult to get into than four-year college programs).

The development of the Tech Prep course of study would represent the long-sought close and meaningful articulation between secondary and postsecondary vocational education. As such, it would serve a dual purpose of both providing new focus and direction to secondary voc ed, and increasing enrollment in postsecondary vocational education.

SVP The proposed Specific Vocational Preparation course of study would really represent a refinement of traditional vocational education. It would be targeted toward students who intend to enter the labor market immediately upon graduation in occupations for which secondary-level vocational education is a successful and cost-effective form of training.

A new planning and prioritization process would need to be developed to identify which occupations and programs are really appropriate for specific vocational preparation at the secondary level. National surveys have pinpointed some of the occupations involved:

Clerk Typist
Secretary/Stenographer
Drafter
Billing Clerk
Compositor/Typesetter
Personnel Clerk
Bookkeeper
Tool and Die Maker

But the decisions about the precise program mix which would be best for each individual State and for each individual vocational region and center should be based on a number of factors and criteria, including:

--suitability (licensing requirements, GED/SVP levels, national surveys, CIDS/OOH recommendations, alternate training environments);

--need (economic development targets, regional perspectives, duplicate training programs, enrollment and application levels and trends);

--employment outlook (employment levels, attrition rates, growth rates, supply/demand ratios, cyclical and technological trends);

--work values (wage levels, fringe benefits, working conditions, seasonal factors, accessibility/equity);

--career potential (turnover rate, dropout/burnout rate, career ladders, skill transferability, self-employment/supervisory opportunities);

--program effectiveness (student/teacher ratio, completion rate, labor market entry rate, student satisfaction, employer satisfaction);

--program impact (related placement rate, unrelated placement rate, unemployment rate, placement and unemployment trends); and,

--cost (total cost, cost per student, cost per placement, special funding support, equipment replacement rates).

EMPLOYMENT PREP The Employment/OJT Preparation course of study would be the closest to the former General course of study.

Like General Education, Employment Prep would not be oriented either toward post-secondary enrollment or toward placement in a specific occupation. Unlike the General course of study, it would graduate students who are highly employable and have realistic and clearly-defined career prospects.

The Employment/OJT Preparation course of study would be targeted toward students who intend to enter employment immediately after graduation in any occupation for which on-the-job or in-plant training is the predominant mode of training. Current estimates by the American Society of Training and Development suggest that as many as 50% of all occupations fall into this category.

Employment Prep would thus combine the stress on Pre-Employment Competencies and employability development common to all the Occupational Education courses of study with more generalized skill and competency training.

In a sense, all students who elect to pursue an occupational education course of study would follow a cluster-based, Employment Preparation curriculum during the 9th and 10th grades; students who select Specific Vocational Preparation or Technical Preparation would go on to a more specialized curriculum during the 11th and particularly the 12th grade.

Indeed, many students might originally select an Employment Prep course of study simply to keep their options as open as possible; every effort should be made to facilitate movement between all the courses of study for students whose interests change during their high school career, but transferring to and from Employment Prep would be particularly easy.

Since the Employment Prep course of study would be somewhat less demanding from an academic standpoint than Tech Prep and less time-consuming in terms of skill requirements than Specific Voc Prep, it could offer cooperative work experience to all students during the senior year.

A subset of Employment Prep available in certain areas would be represented by an "Apprenticeship Prep" course of study, targeted toward students who intend to enter employment immediately after graduation in an occupation for which a formal apprenticeship training program is registered in the State of Maine.

The Apprenticeship Prep course of study would reflect a level of academic rigor sufficient both to fulfill graduation requirements and to prepare students for the classroom training dimension of each apprenticeship program. Like the other courses of study, it would also lay heavy stress on the Pre-Employment Competencies.

But Apprenticeship Prep would also offer basic orientation and skill training in the occupation which the student intends to apprentice--thus affording able and successful completers the opportunity to fulfill the employer's demonstrated skill requirements and advance to journey status in less time than would otherwise be required.

SPECIAL PREP In addition to the four standard courses of study, a special course of study should be made available to students with profound mental or emotional handicaps, for whom the Pupil Evaluation Team (PET) process has concluded that other courses of study are not as appropriate.

At the present time, students with relatively severe handicaps are too often inadequately served by many traditional vocational education programs. Although almost all students can benefit to some degree by participation in vocational education, too few severely handicapped students receive training through standard programs that is really effectively tailored to meet their individual needs and to maximize their employment and life prospects.

A far better approach to meeting the needs of handicapped students while maintaining levels of service to the non-handicapped would be to make available a diversified occupation program option at every Vocational Region and Center. Those students who are not in a position to complete another course of study and successfully enter the labor market or pursue higher education could then organize their IEP/ICP around a customized course of study that fully develops their potential and affords them meaningful access to a whole spectrum of occupational education experiences--perhaps keyed to employment in a sheltered workshop.

Generalized skill training, customized skill training, intensive employability development, and special assisted job search would be among the major features of the Special Prep course of study.

STATEWIDE CAREER INFORMATION AND PLACEMENT PROGRAM If one major key to Education for Employment is reorganizing the courses of study of secondary education to mirror the structure of the labor market, the other is using career information systematically to afford students a rational means of choosing between career and educational alternatives.

A major step in reorienting education to face the future would be the organization of a systematic, Statewide, career information and placement program. The best education and training programs in the country won't be able to help the State if students aren't given the career advice that would encourage them to take advantage of the training that's available.

A significant body of research (recently assembled and reviewed by the Maine Occupational Information Coordinating Committee), as well as comments made during public hearings on the 1985 Maine State Plan for Vocational Education, both indicate that the current network of counselors in the public schools is too overwhelmed with other responsibilities to provide adequate career exploration, vocational guidance, and placement assistance--particularly to vocational students and to any students with special needs. The same conclusion was reached at the national level by the National Commission on Secondary Vocational Education.

What is needed is a Statewide network of career information and placement specialists, deployed at all levels of public education: K-12, postsecondary, and adult. The basic mandate of the network would be to provide the following:

1). Career information and exploration to students at every level and adults in need of employment services;

2). Vocational assessment and career decision-making assistance to junior high and high school students and adults;

3). On-site, community-based career exploration experiences to all high school juniors, including vocational technical institute and/or college visitations where appropriate;

4). Educational placement and job placement services to seniors and graduates at all levels.

The outcome of the vocational exploration process should be the preparation--during the eight grade, with annual revisions thereafter until graduation--of an Individual Career Plan (ICP) for every student (not just the handicapped).

Developed by the Career Information and Placement Specialists through discussions and negotiation with the student, parents, and teachers, the ICP's should include not only the course of study the student intends to pursue in high school, but also the planned outcome of their studies: four-year college enrollment, VTI enrollment, apprenticeship or on-the-job training, other immediate employment, or enlistment in a military service.

In addition, the ICP's should set forth, in terms that are as specific and meaningful as possible, some idea of the career and life opportunities which successful execution of the plan should offer.

This is one major key to reducing the drop-out rate: each student must be afforded a realistic and tangible understanding of the impact of education on their options in work and life. A perception that education can do nothing to improve their chances underlies most decisions to drop out.

OPPORTUNITY CENTERS: CAREER PLANNING FOR ADULTS The rapid shifts in the labor market and the overall economy in recent years have underlined the fact that education for employment must be a life-long process. No arbitrary cut-off point like high school graduation can be confidently defined.

In addition to operating out of the public schools, the VTI's, and the University, the career information and placement network could also become the nucleus at the adult level of a Statewide system of State Career Resource and Social Service Centers ("Opportunity Centers"), co-sponsored and jointly staffed by a number of State agencies--Human Services, Employment Security, Vocational Rehabilitation, JTPA, and others.

Currently, adult learners, adults who need training or retraining, adults who need social services of any sort, must often travel long distances from office to office and carry out exhaustive and painstaking research, just to discover what programs they might be eligible for. In contrast, the regional Opportunity Centers would house representatives of a full-range of programs and services all under one roof, serving as "one-stop", multi-agency, intake/assessment/referral/counseling/placement centers.

By their very nature, the Opportunity Centers would reduce duplication of facilities and effort, promote the most effective and comprehensive application of social service resources, and facilitate joint planning, cooperation, and coordination between all the primary transition-to-work programs in the State.

The result should be a comprehensive, integrated, human service/education/employment program that would be fully--to fall back on computer jargon--"transparent" and "user friendly" to the client. No familiarity with all the ins and outs of bureaucratic turfdoms and regulations would be required to take advantage of the services of the centers.

The Career Information and Placement Specialists at the Opportunity Centers would serve in part as diagnosticians and referral specialists.

Working with representatives of each social service program, they would develop Individual Education/Employment/Career Plans for each Opportunity Center client, just as their counterparts in the schools would prepare ICP's for all secondary school students during the eighth grade.

At the adult level, however, the ICP's would specify all the support services for which the individual is eligible, and should incorporate a workable program for moving from underemployment or welfare dependency to a decent standard of living and self-sufficiency.

Working through Adult Education, JTPA, and the vocational technical institutes, the Opportunity Centers should be able to offer every adult client the same set of options that are available to secondary school students:

1). Literacy and Basic Education

2). High School Graduation or GED

3). Career Information and Job Placement Services; and,

4). Pre-Education, Pre-Training or Pre-Employment Programs.

During the intake and assessment process, and the preparation of each client's ICP, comprehensive career information and counseling should of course be provided by the Career Information Specialists on the Opportunity Center staff. Every Center client should have access to a Career Information Delivery System and other career exploration and decision-making tools.

Those who are ready for immediate entry or reentry into the labor market would be given intensive job search assistance, in cooperation with the State Job Service. Those who need further formal training and are ready for immediate enrollment would be given educational placement assistance, in cooperation with the recruitment and admissions offices of the Vocational Technical Institute System and the University of Maine System.

For those clients who are not yet ready for either immediate employment or enrollment in training, a set of "Pre-Career Opportunity Programs" (P-COPS) must be made available that parallels the secondary courses of study:

--Pre-College (an adult equivalent of secondary College Prep);

--Pre-Technical (an adult equivalent of secondary Tech Prep);

--Pre-Vocational (a program to prepare for entry to adult Specific Vocational Preparation at a Region or Center);

--Pre-Apprenticeship (an adult equivalent of secondary Apprenticeship Prep); and,

--Pre-Employment (an adult equivalent of secondary OJT/Employment Prep).

The overall thrust of the Opportunity Centers and the Pre-Career Opportunity Programs is to ensure every adult in the State of Maine the maximum feasible access to adult vocational and technological education, to career guidance and placement services, and to any and all other human service, education, and transition-to-work programs for which they are eligible and from which they can benefit.

EDUCATION AND DEVELOPMENT ACTION COUNCILS Another major initiative which the Education for Employment program proposes at the post-secondary and adult level is the organization of a network of State and regional Education and Development Action Councils to coordinate long-range planning of vocational education and employment training programs and to mobilize all employment-related agencies for economic development.

Patterned in part after the highly successful "Androscoggin Adult Vocational Education Council", the proposed EDAC's would each include representatives of the VTI's, secondary voc ed, adult ed, JTPA, the Job Service, the University of Maine, and economic development.

Each Education and Development Action Council would be responsible both for long-range coordinated planning of vocational education and employment training programs, and for short-term, quick-response planning of custom economic development/training "packages".

Thus, the EDAC's would represent another major arena in which occupational information would be factored into the vocational planning process.

The New Directions paper also proposed the creation of a Secondary Curriculum Coordinating Committee, to promote coordination and cooperation between occupational educators and administrators and liberal arts educators and administrators, and a Occupational Research Coordinating Committee, to promote coordination and cooperation between secondary occupational educators and administrators and postsecondary technical educators and administrators.

In large measure, the work of these two committees as well would be driven by occupational demand and educational supply information.

PLANNING FACTORS AND CRITERIA FOR POSTSECONDARY TECHNICAL EDUCATION A final area in which Maine anticipates a major impact for occupational information on vocational education planning involves the development of a strategic plan for the new Maine VTI System.

Almost a year and a half ago, the Bureau of Vocational Education developed and the State Board approved a comprehensive plan for improving the management of the VTI system. The plan provides for a new VTI/JTPA/University long-range planning process, centrally organized but regionally focused. Among other features, the plan provided for the establishment of a long-range planning committee and the prioritization of all on-going and potential VTI programs using a defined set of factors and criteria.

The Bureau took some tentative steps toward toward implementing the plan, but lacked the resources and authority to complete the process. The new VTI Support Office of the Maine Vocational Technical Institute System has the resources and the authority and will be proceeding with the development of a system strategic plan this summer.

The Bureau had already prepared a draft set of planning factors and criteria which were incorporated into the authorizing legislation of the VTI System in a section setting forth requirements for an annual report. Thus, these same factors and criteria will likely play a central role in the VTI strategic plan.

Occupational information elements make up most of those planning factors and criteria:

I. SUITABILITY

--Is the same program offered at the secondary level?
--Is the secondary placement rate above 50%?
--Do secondary completers frequently enroll in a VTI?
--Do secondary enrollees frequently test out of their first VTI year?
--Do the licensing requirements of related occupations mandate PSVE?
--Do the GED and SVP levels of related occupations imply PSVE?
--Does the Maine CIDS suggest PSVE for related occupations?
--Does the OOH suggest PSVE for related occupations?
--Nationally, are secondary completers a major proportion of supply?
--Nationally, are PSVE completers a major proportion of supply?

II. NEED

--Are there duplicate offeringsate or four-year institutions?
--Are there documented indications of community/student support?
--Are the skills in demand in economic development target industries?
--Is the program appropriate in light of regional perspectives?
--Is the program appropriate in terms of special needs populations?
--Is the enrollment level equal to or above average?
--Has the enrollment level been stable or growing?
--Is the application/enrollment ratio equal to or above average?
--Has the application/enrollment ratio been stable or growing?
--Is there a waiting list of qualified applicants?

III. EMPLOYMENT OUTLOOK

--Does the related occupation growth rate equal or exceed the average?
--Does projected annual demand equal or exceed the average?
--Does the demand/supply ratio (D/S) equal or exceed the average?
--Does projected annual demand equal or exceed the expected supply?
--Does projected annual demand exceed expected supply by 25 or more?
--Does the opening/applicant ratio (O/A) equal or exceed the average?
--Does (O-A) (openings minus applicants) equal or exceed zero?
--Does net demand [(D-S)-(O-A)] equal or exceed zero?
--Are employment levels highly sensitive to cyclical variations?
--Are related occupations vulnerable to technological displacement?

IV. WORK VALUES

--Is the work full-time and non-seasonal?
--Does the entry level wage of related occupations exceed the minimum?
--Does the entry wage of completers exceed that of the non-trained?
--Does the journey level wage equal or exceed the regional average?
--Have wage levels held steady against inflation over ten years?
--Are fringe benefits adequate for a primary wage earner?
--Are working conditions equal or superior to the regional average?
--Are employees covered by collective bargaining agreements?
--Are day care facilities available at or near work sites?
--Can work routines be modified to accommodate handicaps?

V. CAREER POTENTIAL

--Is the turnover rate equal to or below the average?
--Is the one-year dropout rate equal to or below the average?
--Is the five-year burnout rate equal to or below the average?

--Is there potential for self-fulfillment within related occupations?
--Is a well-defined career ladder applicable?
--Is a transition to supervision or self-employment possible?
--Are the skills transferable or upgradeable?
--Are there in-service training & continuing education opportunities?
--Have the related occupations been defined as non-traditional?
--Nationally, do surveys reflect a high level of job satisfaction?

VI. EFFECTIVENESS

--Is the student/teacher ratio equal to or higher than average?
--Has the student/teacher ratio been stable or increasing?
--Is the completion rate equal to or higher than average?
--Has the completion rate been stable or increasing?
--Do completers score well on standardized tests?
--Do completers score well on licensing or certification exams?
--Is the availability rate equal to or higher than average?
--Has the availability rate been stable or increasing?
--Do students express high levels of satisfaction with the program?
--Do employers express high levels of satisfaction with students?

VII. IMPACT

--Is the related placement rate equal to or higher than average?
--Is the related placement rate 90% or above?
--Is the related placement rate 60% or below?
--Has the related placement rate been stable or increasing?
--Is the unrelated placement rate equal to or higher than average?
--Has the unrelated placement rate been stable or increasing?
--Is the total placement rate equal to or higher than average?
--Has the total placement rate been stable or increasing?
--Is the unemployment rate equal to or below average?
--Has the unemployment rate been stable or falling?

VIII. COST

--Is the total program cost equal to or below average?
--Has the total program cost been stable or decreasing?
--Is the cost per completer equal to or below average?
--Has the cost per completer been stable or decreasing?
--Is the cost per placement equal to or below average?
--Has the cost per placement been stable or decreasing?
--Is the cost of the program to students equal to or below average?
--Has the cost of the program to students been stable or decreasing?
--Are there unique sources of funds, scholarships, or in-kind support?
--For new programs, would start-up costs be equal to or below average?

A major task confronting the newly independent VTI System is to develop a Management Information System which can trap and manipulate all those data elements.

Another task may be to use the information, not merely to prepare an annual report, but in the development or identification of an innovative, high technology program at each VTI.

It is sometimes charged that the VTI's offer too many programs in traditional vocational areas like auto mechanics and plumbing and heating.

One way to counter that image and demonstrate the commitment of the system to meeting the emerging needs of the economy would be to seek out occupational areas of unmet demand, particularly in high technology and/or export sectors--what the State Planning Office has called "skill bottlenecks"--and develop new programs keyed to those areas.

SUMMARY In sum, the vocational education community in Maine has been discussing new approaches to Education for Employment which weave occupational and career information into virtually every aspect of planning and program design.

Among the core concepts of the Education for Employment program are the following:

1). From the standpoint of Maine's citizens, the educational enterprise as a whole--academic and vocational education, secondary and postsecondary education, adult education and employment training--must become an integrated, comprehensive, life preparation/career preparation/transition-to-work system.

2). From the standpoint of Maine's economy, the educational and economic development communities together must constitute an integrated, comprehensive, quick-start, flexible-format, on-site, workforce-recruitment-and-training/ economic-development-assistance-packaging program.

3). Secondary public education should be reorganized in terms of four standard and one special curriculum:

--College Prep;
--Tech Prep;
--Specific Vocational Prep;
--OJT/Employment Prep;
--Diversified Occupations Prep.

4). A Statewide Career Guidance and Placement Program should be established, which would offer career exploration, vocational assessment, career experience, and job placement services, and assist with the development of Individualized Education/Employment Plans for all students.

5). Multi-agency Career Opportunity Centers should be set up in every region, which would offer adults a comprehensive set of transition-to-work services paralleling the secondary curricula and career programs.

6). A network of State and regional Education and Development Action Councils should be organized, to coordinate long-range planning of vocational education and employment training programs and to mobilize all employment-related agencies for economic development.

7). A new strategic planning process for the VTI System should be implemented, using planning factors and criteria based largely on occupational and career information.

Chris Lyons
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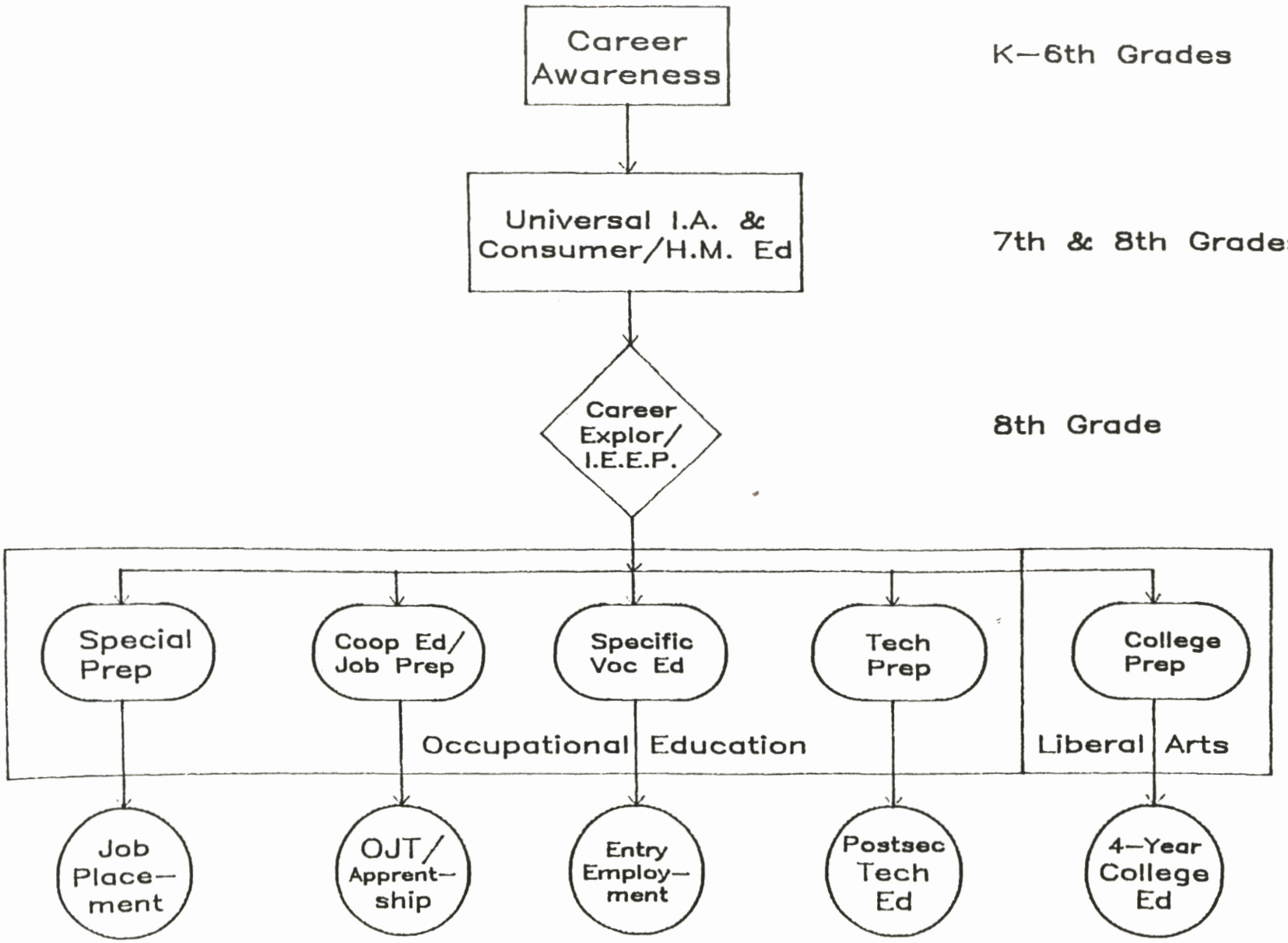
June 18, 1986

EDUCATION FOR EMPLOYMENT FLOW CHART



DIRECTED USE OF LABOR MARKET AND RELATED INFORMATION IN JOB TRAINING AND PLACEMENT PROGRAMS: FLORIDA'S EMPLOYMENT AND TRAINING PLANNING PROCESS

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INTRODUCTION

> "Crab County*, with a width of about 20 miles East to West and length of 72 miles North to South, is situated near the middle of the State of Florida, along the Atlantic Ocean. The Western boundary of the county is formed by the Sandy River and Alligator County. It is bordered on the north and northwest by..."

This opening statement from a local area's employment and training plan annually until 1986 went on to describe the area's population density, work force size, and industry employment characteristics. The key point is that the analysis had no relationship to services in the community that were described in the plan. Plans were largely compliance documents and this statement typified the mandatory "Labor Market Analysis".

Part of the reason for irrelevant analysis lay in the fact that many local program operations responded to the needs of people as they walked through the office door. Part of it lay in the fact that there were no clear quantified or measurable goals that local operations were expected to respond to.

This situation is changing in Florida. This change has been prompted by planning initiatives that were started for plans for the use of Job Training Partnership and Wagner-Peyser Act resources dealing with the Program Years beginning on July 1, 1986.

These initiatives will be described in this paper.

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*"Labor Market Analysis" from a local prime sponsor under CETA and local Service Delivery Area under JTPA which appeared in local plans from the inception of CETA through to the inception of JTPA. County names were changed to protect the quilty.

BACKGROUND

Florida's Governor established the State Job Training Coordinating Council (SJTCC) in a manner which allows it to act independently in developing recommended policies and procedures concerning job training and labor exchange programs. Members of the Council are appointed by the Governor, and the Council chairman reports directly to him. Council staff are administratively located within the Department of Labor and Employment Security but report to and serve the needs of the Council.

To assure that the Council can act comprehensively, it serves as the Job Training Coordinating Council required under the Job Training Partnership Act (JTPA), as the Job Service Advisory Council authorized by the Wagner-Peyser Act, and as the State Occupational Information Coordinating Committee authorized under the Carl D. Perkins Vocational Education Act and the Job Training Partnership Act. The Council maintains a close working relationship with the Florida Council on Vocational Education through its Education Committee. By serving multiple roles, duplication is reduced through centralized oversight and policy development. To assure objectivity, the Council operates no programs that serve individuals. It exists to plan, coordinate, monitor and develop policies to guide programs and services.

THE "JOINT PLAN"

At its inception, the State Job Training Coordinating Council recommended to the Governor that plans for the 1986-1987 Program Years be developed as joint plans involving the Job Service and JTPA resources under the guidance of local Private Industry Councils.

During the 1984 Florida legislative session, the State Comprehensive Plan was enacted with goals and objectives pertaining to all governmental functions in the State.

The Governor's annual statement of goals and objectives for Program Years 1986 and 1987 was developed from the State Comprehensive Plan for Florida (Florida Statutes, Chapter 186). Goals from the plan dealt with all aspects of governmental activity in the state. In order to begin implementation of the plan, the Governor directed each state governmental entity to develop objectives that address the state goals identified in the plan. These objectives were to be:

1) Measurable or quantified, to allow for monitoring progress; and;

2) Oriented to societal outcomes rather than administrative workloads.

Staff from the State Job Training Coordinating Council and the Governor's Office of Planning and Budgeting established task forces comprised of state and local employment and training professionals. Beginning in July, 1985, these task forces met on five different occasions to identify objectives pertaining to job training and labor exchange functions from the State Comprehensive Plan and to propose approaches to be used by Private Industry Councils in planning to meet those objectives. The task forces proposed thirteen objectives that were recommended and subsequently approved by the Governor to serve as the basis for developing local Job Service and JTPA - or employment and training - plans. These goals and objectives follow.

STATE GOAL A

FLORIDA SHALL PROMOTE ECONOMIC OPPORTUNITIES FOR ITS UNEMPLOYED AND ECONOMICALLY DISADVANTAGED RESIDENTS.

State Objective A.1

Attain a minimum 70 percent placement rate for training programs.

State Objective A.2

Attain a 75 percent training-related Job Service placement rate for vocational technical school graduates registered with the Job Service where Job Service staff are outstationed at the educational institutions.

State Objective A.3

For JTPA clients being trained at vocational institutions, attain a 70 percent training-related placement rate.

State Objective A.4

Reduce the gap between the unemployment rate for disadvantaged groups and the average state unemployment rate by 10 percent by 1988.

State Objective A.5

Increase the number of offenders employed by 2 percent by 1988.

State Objective A.6

Achieve a 30 day retention rate of 70 percent for training programs.

STATE GOAL B

FLORIDA SHALL PROMOTE AN ECONOMIC CLIMATE WHICH PROVIDES ECONOMIC STABILITY, MAXIMIZES JOB OPPORTUNITIES, AND INCREASES PER CAPITA INCOME FOR RESIDENTS.

State Objective B.1

Through training or direct placement, increase the number of individuals placed into new and expanding businesses by 5 percent by 1988.

State Objective B.2

Increase wages at placement by 5 percent by 1988.

State Objective B.3

Increase the labor market penetration rate by 20 percent by 1988.

State Objective B.4

Retrain and place 10 percent of the individuals affected by plant closings and layoffs.

STATE GOAL C

FLORIDA GOVERNMENTS SHALL ECONOMICALLY AND EFFICIENTLY PROVIDE THE AMOUNT AND QUALITY OF SERVICES REQUIRED BY THE PUBLIC.

State Objective C.1

Increase the placement rate of the Job Service applicants to 35 percent.

State Objective C.2

Accomplish an Employment and Training Plan by 1986.

State Objective C.3

Develop a Labor Market Information system needed to support quantified employment and training development.

The Florida State Job Training Coordinating Council (SJTCC) developed planning instructions applicable to both the State and Local level to meet the following criteria:

1) Plans must satisfy the requirements of both the Job Training Partnership and Wagner-Peyser Acts;

2) Plans must reflect a local area's maximum achievable effort to contribute to Governor's Goals and Objectives; and,

3) Private Industry Councils were charged with the controlling role in the development of local plans.

Early in the process (August, 1985), the Chairman of the SJTCC asked each Private Industry Council chairperson to establish a planning committee to include Private business people, members of Job Service Employer Committees, representatives of local elected officials, and community representatives including educators and social service providers.

Training on the planning process was provided during November of 1985. This was followed by numerous technical assistance visits and contacts. Plans were to be submitted by April 1, 1986.

A KEY ELEMENT OF THE JOINT PLANNING PROCESS: MAXIMUM ACHIEVABLE OBJECTIVES JUSTIFIED BY ANALYSIS OF LOCAL CONDITIONS

Private Industry Councils were to develop single plans for all activities in their areas including those funded by JTPA and the Wagner-Peyser Act and those coordinated with related service agencies. Each Private Industry Council was to develop local objectives that reflected their maximum achievable contribution to the thirteen objectives mandated by the Governor. Local objectives were to be based on a Private Industry Council's analysis of local conditions and resources. Each plan was to specifically identify program strategies (those funded by the Wagner-Peyser Act and by JTPA) and coordination strategies (unfunded activities) that would contribute to the attainment of each objective.

The format for this approach is reflected in the figure displayed below:

BASIC JOINT PLAN FORMAT

A.1 STATE OBJECTIVE: Restate the State Objective being addressed (each objective had to be addressed in the plan)

A.1.a. LOCAL BACKGROUND ANALYSIS: Analyze local conditions related to the State Objective

A.1.b. LOCAL OBJECTIVE(s): State a local objective or objectives based on the State Objective and appropriate local conditions

A.1.c. EMPLOYMENT AND TRAINING PROGRAM STRATEGIES: Describe how Wagner-Peyser and Job Training Partnership Act activities will help in meeting the local objective(s)

A.1.d. COORDINATION STRATEGIES: Describe how Job Service and JTPA staffs will work with related organizations to achieve the local objective(s). These strategies are to focus on non-funded activities.

The key to establishing local objectives and their consequent approval by the Governor was that they be justified by an analysis of local conditions. Planning instructions required that the local analysis be characterized by the following elements:

1. All information used in the analysis must clearly relate to the State Objective;

2. Labor Market Information should be used to describe conditions in the market which impact on a local area's ability to meet a particular objective;

3. Past performance of the Job Service and/or JTPA - funded programs should be used to reflect the local area's ability to meet a particular objective programmatically;

4. Available resources should be assessed to determine the impact of funding on a local area's ability to meet particular objectives;

5. Private Industry Council policies affecting a particular objective should be considered;

6. Any problems in assessing and analyzing local conditions should be defined (ie. lack of data, problems with existing data sources, etc.); and,

7. The analysis should culminate in a conclusion which summarizes salient features of the analysis and which establishes the logic of the local objective.

Following a statement of the local objective which had to be expressed in measurable and/or quantified terms, two types of strategy statements were required. One described how JTPA and Job Service funds would be used to reach the objective (program strategies) and one which described how local folk would work with related programs and services to reach the objective (coordination strategies). The rest of the plan (narratives, required descriptions and certifications etc.) was to be built around those strategy statements.

The State Plan is basically a roll up of local plans plus statewide strategies designed to both assist local areas in meeting their objectives and assuring that State Objectives would be met.

Review of local plans was accomplished by teams comprised of SJTCC staff, State Job Service and Job Training staffs, and the Governor's office. The Governor approved most plans on May 1, 1986. Several local plans required additional work which is currently being done.

CONCLUSION

It is clear that this planning approach in Florida has resulted in a far better assessment of individual needs and of the effects of local conditions on meeting those needs. It has also pointed out where data will need to be improved to support the next edition of this "joint" planning process. These improvements will fall within the purview of this state's Management Information System Offices and the Bureau of Labor Market Information including its Occupational Information system. Improvements will be overseen by the Labor Market Information Coordinating Committee of the SJTCC (this State's SOICC).

The process has brought about a more directed use of Labor Market and other information resources than has been characterized in the past. It also brings Job Training Partnership Act professionals and Job Service Operators into a substantive role in participating in decisions regarding the production and dissemination of Labor Market Data.

The SJTCC expects greater efficiency in the operation of Job Training and placement programs as they begin to be managed by common objectives. The role of the SJTCC moves now to assure that policy and administrative structures are established that support the "Joint Plan".

Currently plans are underway to bring another major partner into the joint planning process. A task force has been formed to develop procedures to incorporate planning carried out by related sections within the Florida Department of Health and Rehabilitative Services (HRS). The agreement currently being worked out by the task force would make HRS a full partner in the planning process outlined above under the oversight of the SJTCC and local Private Industry Councils.

NATIONAL SOICC CONFERENCE
JUNE 16-20, 1986
PORTLAND, MAINE

Remarks by Earl H. Brown
Deputy Secretary for Employment Security
Pennsylvania Department of Labor and Industry

It is my pleasure to be with you today and I appreciate the opportunity to talk about labor market information. LMI, as many of you know, has undergone a major restructuring during the early and mid-eighties, and in many ways has become stronger and more effective as a result of the hard times.

I am the administrator of the Pennsylvania Employment Security Agency, and for FY 1986, I have been the chairman of the ICESA Labor Market Information Committee. I am also a statutory member of the Pennsylvania SOICC. More importantly, however, is the fact that I am a supporter of LMI and the NOICC/SOICC operations.

With respect to the Pennsylvania SOICC (POICC), it has been around longer than I have been associated with it. And from what I'm told, there were some bumpy roads in getting POICC established in Pennsylvania. I'm sure others experienced similar problems. From my vantage point, it would appear that we are now on a road that is going to lead us to bigger and better things. Much of POICC's success should be attributed to our POICC Director, but also to a genuinely cooperative attitude of the member agencies. In my state, the Employment Security Agency, and especially the Research and Statistics Division, has worked closely with the SOICC Director to make the SOICC effort a success.

The main reason I am on your agenda today stems principally from my role as Chairman of the LMI Committee, and most of my remarks today will be directed toward the accomplishments of that committee this year. The LMI program goes well beyond the interests of NOICC and BLS, and it has been the ICESA LMI Committee that has become the central focus of the LMI program. The BLS programs provide the nucleus of the LMI program, and NOICC continues to be the driving force in occupational and related information. But it has been the ICESA LMI Committee that has assumed the responsibility for maintaining a common thread throughout the LMI program across all the states.

The LMI Committee this year addressed many important issues as they do each year. Probably the most enjoyable of this year's accomplishments, however, was the selection of Russ Flanders as this year's recipient of the Chavrid Award for excellence in the field of labor market information.

Another major accomplishment of the LMI Committee this year, and one of considerable interest to NOICC and the SOICCs was the endorsement of the Utah LMI division to further develop and enhance their microcomputer based system to project industry and occupational employment. The enhancements to the system will be accomplished under a grant from NOICC. The system when completed, probably sometime in September, will be distributed to the

states and will ultimately give the states the capability of projecting industry and occupational employment on a microcomputer.

Another accomplishment of considerable interest to the NOICC/SOICC network is a position paper which puts the Occupational Employment Statistics survey in perspective relative to the LMI program. The paper provides not only a history of the OES program, but also captures a composite position of the states on how important the OES survey is to the LMI program. The paper will be forwarded to Dr. Norwood in the near future.

In a similar vein, the LMI Committee, at the request of NOICC, will designate several LMI Directors (or their technical staff) to serve on a review group for work to be done by Dr. Goldstein of North Carolina University. Dr. Goldstein is preparing a much needed handbook on occupational projections, a documentation on the methodology for generating occupational employment projections.

Another major area in which the LMI Committee has done extensive work this year is coordinating the effort between BLS and the states relative to the analysis of alternative methodologies for estimating the unemployed. The LMI Committee will be coordinating, through a separate sub-committee, an in-depth analysis of suggested alternatives to the existing methodology with specific recommendations on this issue to be made after one year.

The LMI Committee will also be developing this summer cost estimates for the LMI program. The only clearly defined portion of the LMI program is the work done under contract to BLS -- the cost data for this portion is fairly straightforward. The LMI program, however, as I noted earlier, goes beyond the BLS programs. Extensive LMI needs are dictated by the Employment Security Agency, JTPA, and educational community, and several other major users. For the most part, we have identified and defined these needs, but we have never developed good cost data for the products.

ICESA, in its continued efforts to promote labor market information, was instrumental in establishing a linkage between the LMI Committee and the Employers National Job Service Committee (ENJSEC). This linkage will provide reciprocal representation at meetings of each organization. At this year's National ENJSEC meeting an LMI promotional presentation was made, and we look forward to working with ENJSEC and the state JSECs in the future.

The LMI Committee also monitors independent research projects and keeps the LMI Directors abreast of these projects, e.g., analysis of the differential of the total unemployment rate and insured unemployment rate (TUR/IUR); identification of dislocated workers; research on improving estimates of agricultural workers; and many others.

It has been a busy year for the LMI Committee. By the end of September when this year's committee concludes its operations, most of the projects will be put in a final form and distributed to the LMI community. This year's LMI Committee in my judgment epitomizes the theme of the National LMI Director's Conference, "Expanding the Frontiers of Labor Market Information."

CONFERENCE SUMMARY

Wednesday June 18, 1986 3:00 - 3:30

NOICC EXECUTIVE DIRECTOR'S AWARDS

Moderator: Max E. Parker, Executive Director Utah SOICC

Presenter: Russell B. Flanders, Executive Director NOICC

Max introduced Mr. Flanders to the group.

Russell noted he has given eight NOICC Executive Director's Awards each year and he hopes that the person taking his place continues the tradition. The advisory board, consisting of the Executive Director, makes all of these decision. Over the years he has had the privilege of working with, and getting to know a lot of federal and state people. He has become acquainted with the extensive contribution many of them have made to our effort and felt that somebody out there representing occupational information across this country needed to do something, give some recognition to all that these people have done. The award is to encourage them, that somebody, somewhere is paying attention to what they are doing.

My first award, and all my awards have something to do with occupational information. Either in the trenches in the states where they are turning out or developing the data we use in our system or somewhere else in the system.

The first award is to Lorraine Amico for her many professional and personal contributions to the advancement of occupational information in the Nation, both for career planning and job placement and planning educational or training programs. Lorraine has worked under contract with NOICC for the National Governor's Association on many tasks. She has done a tremendous amount of writing of our latest labor market information publication now going on sale.

The second award is to an old friend down in Alabama by the name of Douglas Dyer, the Chief of the Research & Statistics Division in Alabama. Who for many, many years has done an extraordinary, yeoman's job of producing occupational information, not only for his state, but for helping other surrounding states to get data processing, providing them copies of computer programs, being very cooperative in developing not only statewide projections for the SOICC, but also for 21 areas.

The third award is to a young lady who is a SOICC Director, who, for the last two or three years has done an outstanding job in managing a competitive grant that NOICC let under I can't say anything more than more trying circumstances I can't imagine, in terms of the difficulty and the number of states that are involved. In general, the exemplary way in which she has handled the SOICC in that state, and also the way she has been cooperative in the fostering the dissemination of occupational information generally and military occupational information secondarily and the tremendous amount of training she has conducted

within the state in terms of all the labor market information. Nancy Hargis, is she here?

The fourth award goes to the Director of the Bureau of Research & Statistics of the Michigan Employment Security Agency, some of you know him, Von D. Logan. He has always been interested in labor market information and occupational information. He is currently on the SOICC committee in that state and on the advisory committee for that states career information delivery system and numerous other committees on a national level. Bob Scherer, would you deliver this award. Bob, don't go away because the next award is for you.

The fifth award goes to Bob Scherer, the Executive Director of the Michigan Occupational Information Coordinating Committee has done many, many things, which include his very innovative study of robotics which he got funded in that state, and which had a great impact on the educational system in that state. He has done an exemplary job of coordinating the activities of the Michigan SOICC. He has put out many interesting tabulations, and was one of the early states to put out a career information tabloid. And his first press run was something like 500,000 to be distributed to the students of that state. Just for an exemplary all-around good job Bob.

The sixth award, I had some trepidations about, and I sure hope that person is here. The next one is to the SOICC Director in Alabama, Mary Louise Simms. For exemplary leadership in the development and dissemination of occupational information in the state of Alabama, as well as for her many contributions in strengthening the NOICC/SOICC network. I could spend all afternoon here talking about her in that regard I have two pages for her, let's leave it at that. Dr. Simms.

The seventh award is for a young man who is something like they tagged me in the Bureau of Labor Statistics back in the 1960's, quiet, reticent, but accomplishes a helluva lot. I have spent my whole career trying to overcome that tag. They told me at one time I could never become a supervisor because I was too reticent. Later on I told the gentleman who gave me that tag that the reason I couldn't say anything was because your mouth was going all the time. Jan Staggs, for his outstanding administration of the activities of state committee whose staff has grown from three staff members to 14 today. I don't know what you are doing in that state, but whatever it is, it has sure attracted a lot of money. You've got a bigger budget than we do in Washington. He has done such things as start a new career information delivery system. Developed innovative approaches to vocational education planning using information from the National Crosswalk Center. An extraordinarily good in terms of inservice Improved Career Decision Making project. Participated in many state and national committees having to do with labor market and occupational information. Jan, would you step forward please.

The eighth award which is my pleasure to give is to Don 'Chris' Sullivan, Coordinator of the Kentucky SOICC. I am giving it to him for other things beyond what is on this sheet of paper - sheer guts! If there was ever a state that had more difficulty getting established and

operational, I don't know where it was. He surmounted the ordeal, and has been able to accomplish many, many things, including a computerized occupational information system. One of the first states to do a comprehensive paper on licensed occupations within the state. One of the first states to organize a publication of all the institutions within the state and what they taught, what programs they offered. Virtually single-handed, but today with the support of a twenty or thirty member technical advisory committee. Beyond this, Don has been very, very supportive of the NOICC/SOICC concept and has done many, many things to support that concept and to support the extension and growth of the NOICC/SOICC organization as a whole. For that, we all ought to be justly thankful and thank Don, and I certainly do. Don will you step forward.

Now, I've got three minutes left, a few of you have called me and expressed some concern as to what's going to happen to NOICC and SOICC. I had a hunch this might happen, and it did. However, you did not all call me and therefore you are not all concerned. But for those few who are concerned, let me express this.

I'll be the most surprised person in the world if NOICC did not survive this present crunch in the budget. Secondly, I'll be the most surprised person in the world if this organization isn't in legislation ten, twenty years in the future before they come up with something different, or something better. The only thing that I am really concerned about, frankly, is that because with so little money, we have accomplished so much, that they don't go tagging legislation onto the system that makes it unweildy, and makes it impossible to accomplish anything because the legislation is so diversified. They have come pretty close to doing that right now, there things in the legislation that we are supposed to be doing which we have not funded.

I have talked to a few of the people up on Capitol Hill, and by and large, most of them are amazed at what we have accomplished with so little money and they want to know how we have done it. The answer is very simple, the answer is in the states. The way the Federal government is constituted, is that an Assistant Secretary doesn't have five minutes to commit to something like NOICC. The Technical Steering Group members spend time every other month, meet with us and lay their necks on the line to support the projects. They should be recognized and thanked for their commitment to that team called NOICC staff to do the job right. The strength of this program is really in the states, NOICC provides leadership and technical assistance, but the work that shows is the product of the dedication, innovation and efficiency of the states. You are why, when we go back to congress and they say what did you do with the money, we have one helluva story to tell in almost anything to do with occupational information. In the field of guidance, in the field of displaced workers, in the field of career information delivery, you name it, it goes on and on, and each year, new innovations take place. That is where the strength lies. Do you think congress is going to get rid of something like that? NO WAY! What happens up on the hill when it comes appropriations time is that something as small as NOICC gets five minutes, no more, if that, in terms of any discussion on budget. If things are not laid in place long before that vote is taken,

when I say long, I mean 5, 6, 7, days, anything beyond that they forget. So a long time means two different things. You have to have it all set up with those committee members before you walk in, because it all happens in a fraction of a second, and it has got to be a positive vote. Now we have been lucky, lucky in part, because a number of you SOICCs out there have been instrumental in getting word to certain individuals that work on a little hill. You have all got to continue to do that because one thing congress doesn't pay any attention to is great accomplishments without being reminded that they are great accomplishments. Every single one of you when you complete a product, without making any announcement to anybody, should send a copy to each of your congressional delegation in Washington, D.C., and in each of your states. As an information copy, that is not lobbying, that is keeping your congressional people informed about what the hell you are doing. I don't consider that lobbying, we do it all the time. You have got to do little things like that. If you keep doing what you are doing, you are going to be all set. Congress is not going to turn this thing down, I do not think. I have talked to both sides of the hill, both parties, and there is nothing but a positive reaction from both parties. The thing that you need to do however, that was brought to my attention about a year, year and a half ago, is keep the name in front of them. Keep reminding them that it is SOICC and NOICC, it is a relatively simple thing to do.

Just before I retired, I spent four hours one afternoon talking with an individual in the Senate Subcommittee on Appropriations. Who, incidentally, I had not ever met before in my life, I had heard his name, and he had heard mine. He came down and spent some time talking with us and Jim showed him the OIS Micro-system. He was very impressed, and left us saying that he was going to do whatever he could to try to get us more money and try to get re-instated some of the money in some of the LMI programs in the Department of Labor, like the OES program, like the CES program, etc.. And that helps us, because without those programs, there is really no reason for us to be in existence. Now whether it comes about or not, I don't know, I just wanted you to know that there are people up there that are interested, think that we have done a helluva job, and are supportive of us. Keep up the good work! In my opinion this organization will be here, will be here probably long after you are retired, or have left the job for greater things, greater glory. Don't worry about it, because my being here, or not being here is not going to make that much difference at all. Thank you very much.

CONFERENCE SUMMARY

Wednesday June 18, 1986 3:30 - 4:00

REPORT OF REGIONAL MEETINGS

Moderator: Max E. Parker, Executive Director Utah SOICC

NORTHEAST, Facilitator Vic Racicot, reported on by Jim Woods, NOICC. We looked at critical information development or preparation issues, the need to interface with users. The needs for training, analysis of information. We also reviewed some regional and national approaches to assist states in the future, and to disseminate information about innovative activities that are going on in other states. And, we looked at some of the funding issues, primarily, how do we get more funds, or how do we get more support.

Quickly, from my six pages of notes. Maine reviewed its service center activities for industrial and occupational projections such as Utah carries on. Contact the Maine LMI Services unit for more details. The activities of the National Crosswalk Center were reviewed, some very innovative projects are underway - Bob Vinson of Massachusetts pointed out the work done there over the last several years on a job guide, which provides information on industries, you can look at an occupation, using the three volume job guide, and determine what are the most significant industries in which that occupation occurs. In addition, it shows some of the major employers in those industries, so a user can use that as a tool to go beyond the occupational projections. That led to discussion on similar activities being done in other states along those lines. One of which was Pennsylvania, which has developed a Micro - OIS version of a similar type of approach in which both industry and employer information are included on the Micro OIS, the user can use the system to identify the occupation they are interested in and then use the system to identify the major industries and then the top five employers in that area. New Hampshire has added a D-Base II module to the Micro OIS that will take information from the demand file of the Micro OIS and do special sorts, combining various criteria such as employment, base year employment, projected year employment, growth, projected growth, and weight the criteria so that different users can come up with different lists of occupations that they may wish to review for different purposes. Again, this routine does not make the decisions for you in terms of what occupations you might be training for, but rather just gives you a preliminary start on where you may wish to focus your attention when you begin to analyze the information to a greater degree. New Jersey has also added features to it's Micro OIS. I mention these, because next year, we plan to publicize these nationally through the National Crosswalk Center (NCC) in Iowa so that we do a much better job nationally than we have done in the past of making these features available to you. One of the suggestions was a standard instrument that would go out to the states on which you could report back items such as what your innovation is, what it is designed to do and what kind of data it requires, that could be sent into NCC, and that way we would know immediately that here is something we must disseminate to the states.

Innovative ways of getting additional funds that were discussed included the following: JTPA, JTPA 5% funds, additional contributions from member agencies (in D.C. member agencies contribute matching funds to double the BAG). In-kind contributions of services to the effort are nearly as important, Massachusetts, Delaware, Pennsylvania and the District of Columbia are examples, where the LMI units provide a large amount of in-kind services. Convincing the LMI units of the value of being involved in these activities is to the benefit of all the actors, both users and producers.

SOUTH, Facilitated and Reported by Cliff Granger: We had a very lively discussion, all of the states except Tennessee were represented. Regional meetings were not favored if they replaced any of the national conferences. Different states are in differing states of development of their OIS, and the interchanges available at the national conferences prove invaluable. We did feel strongly that we should all share our developments with all other states as Don Sullivan did at this conference, making his educational file available without cost to all comers. Some of the concerns of data in metro areas shared between states came up, such as between Georgia and Florida, in areas like Kings Bay and Mobile or Augusta - Tennessee areas. The Network News should be used more to share developments in states so that they may be exchanged. With reference to responding to requests from SOICC member entities in other states, some problems have arisen. We are glad to share information with other SOICC Directors and then those people in those states can get the information from their SOICC Director. That is not to say that we are reluctant to respond to an information request for data from another state, but if it is funnelled through the SOICC, it keeps us all better informed. We feel very strongly that SOICC Directors must stick together. We have nothing to hide, but we do have a problem that information supplied to others might be used against other SOICC Directors and we refuse to do it.

We felt that the national meetings profited by having both small-group sessions and well-coordinated larger sessions. A period of show- and-tell is necessary to allow various states to present their developments, programs and accomplishments and for the rest of us to share in these ventures. Thank you.

CENTRAL, Facilitated and Reported by Jan Staggs. Much of our discussion tried to define what the central region really was. The regional interchange activities currently encompass about twelve states, mainly centering around career information delivery system activities has expanded to include SOICC's, supply and demand information. We noted that in those activities, we tried to have staff interchange information on programming, information development, user services. Our current regional activities center on staff interchanges, and that is the reason for their success. We also did not want to have someone else define who the appropriate states might be in our particular meeting. When we in Illinois host a regional activity, we welcome anyone with an interest to participate in them, but aren't going to exclude anyone. At the local level, we don't want someone at the higher levels saying "State X, you must be a part of a particular region." The states know their needs, and they may want to go to two or three different regional meetings

based on agendas. We did note that it would be useful if NOICC would share information about regional meetings and agendas with all states, but that is the level of coordination that we feel appropriate. We feel these meetings are important for staff development, but should be held so staff can travel to the meeting within a half-day travel time and that tends to define the size of potential regions. We do not feel that regional meetings should supplant any of the national conferences. However, we do need regional meetings to share developments locally.

WEST Facilitator, Jim Harris; Reporter, Andrea Englemann. We also had a small issue as to the division of the states, New Mexico declared itself a western state and joined our group, and others asked if they could continue to be advised of our regional activities as their concerns and ours were so similar. Unlike the Central and some other regions, we cannot set a half-day travel time as a guideline, as there are regions in our own states that we can barely reach in a full day of travel. We did talk about the electronic mail system within the Islands, and the potential of setting up regional addresses within one of the systems so one of us could send a communication to all western SOICC's by simply typing WESTSO on the addressee. We went ahead and set our next regional meeting, which the west has been doing for four or five years already, and decided to meet at around the time of the LMI conference in Nevada to save dollars (or get LMI to pay). Also, we passed a unanimous resolution supporting holding the NOICC/SOICC conference next year in Portland, Oregon. That will be drafted into letter form and sent off to the NOICC office. We really see the regional meeting as something where we can look at doing things in common. Some of the things we have been doing are: The Northwest Alliance program where they share, through the Micro-OIS, labor market information with one-another. There is planning going on to share multi-state data, such as Washington/Oregon, Nevada/Utah and Arizona/Utah who are considering doing cross/borderlines and joint labor market studies. We also feel it is important to include in the OES program certain occupations pertaining to agriculture, fishing and forestry which are not now included. We were unanimous in that recommendation. There is a lot of public/private information sharing going on now in some places we are doing databases such as Colorado. Jim Harris has information on databases now provided to the private sector, there are seven of them and banks or others can access this information. If you would like to write to Jim, he would be happy to provide you with more information.

One of the other concerns we had in the west was directed to NOICC, that was the fact that thirty days is not enough time to put together Grant proposals. Sometimes in the west, we get our mail a week to ten days later, and then face an in-state proposal clearance time of 60 days to allow for local comment prior to approval of submission by the Governor. We find ourselves at a real disadvantage, having to violate our state rules to meet NOICC guidelines and feel NOICC must address the problem. We were given a suggested agenda, but we in the west feel we want as much federal money as we can get, but we do not want anybody to tell us what to do with it. (Russ said: "What's new?") So we sort of tore up the agenda and did our own thing. Thank you.

SOUTH REGIONAL MEETING

Facilitator - Clifford Granger, Director-Georgia SOICC

States in attendance

Florida
Georgia
Kentucky
Louisiana
Mississippi
North Carolina

I. The Group began it's discussion by addressing the question, "Need for Regional SOICC Meetings."

The majority of opinions expressed that scheduled regional meetings were not favorable. It was the opinion of most that the national meetings provided more information regarding NOICC/SOICC mandated responsibilities.

States were encouraged to work closely with neighboring states to share cost in addressing mutual projects.

II. Florida's SOICC/JTPA Partnership

Mr. Jay Pfeiffer, Florida SOICC explained the close working relationship between Florida SOICC and JTPA. Information was given on the Florida Plan that became the basis for joint JTPA/Job-Service planning through the identification of Governor's Goals and Objectives.

III. SOICC Directors should pay close attention to request, from other states, regarding it's projects and activities.

After some discussion, regarding specific situations, it was expressed by most in attendance, that request, from other states - unusal nature, should first and always be sent to that states SOICC Director for desimination.

The conclusion was that SOICC Directors should stick together to insure their position and responsibilities are not erroded or eliminated by some individuals or state agencies.

The South Region attendees felt this type of forum, at national conference, were very helpful and necessary.

1986 SOICC DIRECTORS' CONFERENCE
Regional Meetings Summary

Northeast

The Northeast group discussion focused on several issues, keying in on: (1) regional efforts/cooperation; (2) improving the utilization of occupational information; and (3) strategies for securing additional funding support. A brief synopsis of some of the ideas discussed under each of these topics follows.

A key concern of the group was how to improve regional/national cooperative efforts on sharing innovative procedures/techniques developed in one State among the other States and in actually implementing regional activities. Several examples of cooperative efforts were discussed. Ron Leonard from Maine provided a brief summary of the OES projections service they provide to other States and Victor Racicot of New Hampshire discussed a proposed effort to develop a microcomputer based economic development system (modeled after the mainframe system implemented by Maine). Mildred Nichols of Rhode Island highlighted an industry/employer file that was added to their CIDS. The major point of the discussion was that there are many unique features/improvements developed among the States, yet as individual States we may not be aware of them. The group suggested that standard forms should be developed that can be used by the States to highlight unique features developed for their CIDS or OIS for planners or significant improvements to their data bases. These forms would be returned to NOICC and the information could be routinely disseminated to other States in a uniform way. NOICC staff agreed to consider this suggestion, and noted that this would fit in well with its plans for using the National Crosswalk Service Center to highlight enhancements to the Micro-OIS.

The second major issue of the session, the utilization of occupational information by users, was raised by Bob Vinson of Massachusetts who posed the questions, "How is the information used by the user community and how do States market the information?" Several States highlighted efforts to work with users in their States. Connecticut noted an effort to use the inverted industry/occupation matrix to identify and send letters to firms that might employ people in selected occupations. Massachusetts employed a similar approach in their 3 volume "Job Guide" publication. Pennsylvania noted that the Micro-OIS had been implemented in 28 SDA's in the State, using occupational projections specific to those areas or for the relevant SMSA. Each of this examples emphasized the need to provide data that has direct implication for the tasks that planners must peform and that the data must be relevant to the geographical area being served. With respect to the marketing issue, several States noted that they offered training sessions for the users and felt that these served as useful marketing mechanisms as well as accomplishing the training objectives. Massachusetts emphasized the need to examine the role of occupational information in the

*Facilitator: Victor Racicot, New Hampshire SOICC
Report Back Presentor: Jim Woods, NOICC

overall planning process, recognizing that it is only one tool in the process, and to work with planners in showing how the information can serve them. Furthermore, he suggested, it is important that we identify and target in on the right doors, both people and applications, in the user communities to market our systems and information.

The third area of discussion, securing additional fiscal resources, highlighted efforts (most of them successful) by almost every State represented in the session to obtain additional funding. Strategies ranged from getting funds directly from 5 percent JTPA, vocational education grants, etc. to leveraging in-kind support from various agencies, in particular the Research and Analysis (R&A) Division. Massachusetts and Pennsylvania both highlighted the significant involvement of R&A staff in developing necessary information, reports, and systems to meet the need of various user groups. Both emphasized that this was possible because the R&A units saw the potential of these efforts for their own overall activities and that in both cases the R&A unit was sensitive to the user communities.

Of particular interest to the group were efforts by some States to sell selected products/services. New York indicated that they sell some products because they no longer have the resources to maintain them. New Hampshire noted that the selling of some products provides one market test of the value of the product. Larry Seidel of New Jersey noted that some care must be taken not to scare away the users; products may not be ordered because of the lack of funds available to some users, lack of knowledge that products which were previously free must now be ordered, etc. Jim McFadden of Delaware described business round-tables with private sector groups to show the need to sell certain products to some sectors. This approach has been sucessful in Delaware because the private sector representatives can accept this since it is how they operate their businesses. Most of the States agreed that one problem in selling products is who gets the funds. If the money is returned to a general revenue pool, the producer may not benefit and may not be able to maintain resources to continue the service, whereas if the funds are received directly by the producer of the product/service, it can be continued.

Illinois Occupational Information Coordinating Committee

SUMMARY OF REGIONAL MEETING

The Central Regional Meeting was attended by approximately 35 persons representing SOICC's, Research and Analysis, Career Information Delivery Systems, State Guidance Supervisors of Guidance, NOICC staff, and other interested individuals. Several states in the Central meeting had established a regional meeting structure. A brief review of the experiences of this group was provided. It was noted that this group started three years ago with a small number of states who met in Chicago, Illinois, for a two-day meeting to discuss career information and SOICC issues. This initial meeting focused on various issues related to information development, user services, data processing and SOICC policy. It was noted that a primary objective of the meeting was to provide an opportunity for staff to share experiences in their various functional areas. The meeting was held in a location that minimized the travel costs to all of the participants. As a result of this initial meeting, other meetings have been held for the past two years with attendance growing steadily each year. The National Occupational Information Coordinating Committee (NOICC) sent a representative to each of these meetings. This provided an opportunity for an interchange between the states and the NOICC concerning recent developments and specific issues.

The success of these meetings was attributed to several factors. A major factor was the central location which minimized costs to participants. A rule of thumb was that most of the participants could drive to the meeting location. Another was the opportunity for staff to attend the meeting and meet with their peers in other states. A third factor was the minimal level of bureaucratic activities associated with the maintenance of the structure and the organization of the meetings.

After this introduction, there was a discussion concerning the need for regional meetings and who would determine the states that would be included in a region. There was general agreement that the individual states wanted to make their own determination related to regional representation. States agreed that the states included in this Central meeting represented a diverse set of interests and needs. A suggestion was made that perhaps the states in this meeting should be broken into at least two or three different regions. There was a consensus that the states preferred to organize regional meetings based on their own needs and interests. In some instances the states agreed that regional meetings had been and would be established on an ad hoc basis as specific needs emerged. The states that had established a regional structure indicated that they were willing to invite the other states to participate in their annual meeting. In conclusion, the participants agreed that the regional concept would be successful as long as it met needs that were not being met by other structures.

Additional topics of regional interest included data sharing and cross state economic development issues. Some states indicated that their interest in participation in regional meetings would depend on the specific topics that would be covered. There were some comments concerning the possibility of private sector involvement in the regional meetings. It was noted that it was usually difficult to obtain private sector interest in meetings that included out-of-state travel.

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In conclusion, the Central states meeting demonstrated that there is an interest in regional meetings. The success of these meetings will depend on the establishment of structures that meet specific needs with a minimum of administrative effort. It appears that the states will select for themselves the regional meetings which will best represent their interests and needs. A hindrance to the expansion of the regional concept is the limited amount of time and money that the various agencies have to participate in these activities.

THURSDAY, JUNE 19, 1986

PLANNING FOR NEW AND CHANGING OCCUPATIONS

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EXECUTIVE SUMMARY

PLANNING FOR NEW AND CHANGING OCCUPATIONS

Thomas R. Owens, Northwest Regional Educational Laboratory, and Nancy Hargis, Oregon State Occupational Information Coordinating Committee.

This presentation highlights findings from three studies related to new and changing occupations conducted by the Northwest Regional Educational Laboratory (NWREL), and draws implications for staff in State Occupational Information Coordinating Committees (SOICC). The first study describes information regarding new and changing occupations obtained and used by education and training leaders in the Northwest. The second study examines technological literacy especially as needed in three Northwest industries--wood products, health and electronics--and discusses the skills, knowledge and attitudes employers say are needed. The third study focuses on the issue of functional literacy for the automated workplace, the technical, human and social skills needed, and an innovative simulation "training camp" for secondary teachers to learn and apply these skills. Implications for SOICC staff are discussed related to improved information, private sector collaboration, and changes in the workplace skills of SOICC directors themselves.

PLANNING FOR NEW AND CHANGING OCCUPATIONS

A number of authors recently have captured people's imaginations with their predictions about the job revolution in America and the fantastic opportunities in these new occupations. Popular magazines are quick to describe new occupations such as aquaculturist, artificial intelligence technician, energy auditor, and nuclear waste technician. Community colleges interested in recruiting students are also quick to advertise training programs in these contemporary sounding occupations. Other authors such as Rumberger and Levin (1984) emphasize how relatively slowly our occupational society is expected to change during the coming decade. They point out that most of the 19 million new jobs expected to be generated during the 1980-1990 period will be in very traditional kinds of occupations such as janitors, sales, and clerks.

Today's presentation will highlight some findings from three studies conducted by the Northwest Regional Educational Laboratory (NWREL) related to changes in the workplace and draw implications for staff in State Occupational Information Coordinating Committees (SOICC). The first study focuses on planning for new and changing occupations (Owens and Cohen, 1985). The second study examines technological literacy in the workplace (Crohn, 1983), and the third addresses the issue of functional literacy for the automated workplace (Conklin and Reder, 1985).

NORTHWEST SURVEY

In the first study, the Northwest Regional Educational Laboratory surveyed--in person or by phone--SOICC directors, administrators from state departments of vocational education, and Job Training Partnership Act (JTPA) directors in the Northwest. In addition to providing information on their experiences in planning for emerging occupations, these people helped identify other planners at the secondary and postsecondary level. A representative sample from this second group was interviewed by telephone.

Questions for both groups focused on three general categories:

1. How are you gathering information on new and changing occupations?

2. How are you using this information to plan and revise programs?

3. How can the information be made more useful?

In this presentation, we distinguish between "new" and "changing" occupations. Using a synthesis of definitions collected by the Oregon Occupational Information Coordinating Committee (Stembridge, 1981), a new occupation is defined as one that:

- has come into existence in the state in the last ten years;
- has employment levels large enough to measure; and
- requires tasks, skills and duties not included in any currently existing occupation

A changing occupation is "an existing occupation that has experienced change in duties, skills or tasks, significant enough to require training beyond a short demonstration, but not significant enough to reclassify into another existing occupation or to create a new occupation." (Page 13)

Forgione and Lopp (1979) point out five factors contributing to new occupations:

1. development of new technologies, such as laser technology;
2. changes in social concerns, such as the emphasis on environmental protection;
3. changes in national needs, such as the need for alternative sources of energy;
4. development of new market opportunities, such as those for disco dance instruction; and
5. emergence of economic conditions which motivate industry to streamline operations for increased efficiency, such as cost containment efforts in the health industry.

Many of the survey respondents in the NWREL study felt that the issue of planning for "changing" rather than "new" occupations was more relevant to their needs. There was a strong current of feeling that there are few occupations requiring truly new skills. Computer programming, although more than ten years old, was one example of a "new" occupation. Several of those interviewed were planning new programs for occupations that require a combination of skills already found in other occupations. For example, skills used by traffic signal installers are now being applied to the installation of home security systems. In general, respondents argued that the greatest impact on program planning is the effect of technology and/or social changes on traditional occupations. Automotive mechanics, for example, are required to be able to use computerized diagnostic equipment to perform traditional tasks. Microcomputers in automobiles require specialization (USA Today, September 3, 1985). Social changes have provided the basis for occupations such as "child advocate" and "geriatric assistant." Restructuring duties within an established occupational area creates new occupations--for example, "physician's assistant."

Gathering Information

Planners identified several formal and informal means to collect information in order to evaluate economic, industrial and occupational trends. Surveys, informal feedback from graduates, longitudinal studies of graduates, personal contacts, and research and analysis of available data were all noted. In general, information collection was conducted in five categories:

1. Publications--government-sponsored publications, futures literature, trade journals;

2. Advisory councils--expertise provided by private sector committee members;

3. Personal contacts and experience in industry--supervision of students in cooperative education or work experience and including faculty retraining;

4. Other personal contacts-- professional meetings, discussions with colleagues; and

5. Local research--specially conducted studies usually directed to a specific occupation or industry.

Most respondents indicated that reports from SOICC and the Research and Analysis Division of their state employment departments were their primary sources of data. Publications from the state departments of commerce and labor and from economic development associations were also used. Additional books cited included: Beacons for Change, The Information Society, Education for Tomorrow's Jobs, Careers with a Future, Megatrends, and The Next Economy.

Journals, newsletters and professional papers cited were: Occupational Outlook Quarterly, Industry Week, High Technology, Voc Ed, Inc., Community and Junior College Journal, Western Business, Society of American Foresters Journal, factory updates from equipment manufacturers, and publications from NWREL and the National Center for Research on Vocational Education.

The Private Sector Connection

Respondents were not asked specifically about the role of the private sector or advisory councils; however, several mentioned these two groups as important sources of information. One Idaho school that draws students from a ten-state area has 300 private sector members on advisory committees. Advisory councils are used to bring in new ideas, to coordinate employer-school collaboration in training program design, and to lobby for funding. One respondent said, "Our advisory committee members have a network of contacts. This network keeps us up-to-date." Another said, "We need to be more aware of industry changes. Our best focus is from advisory councils and industrial contacts."

In addition to advisory council input, many planners use their own network of contacts in the private sector, supplemented by formal or informal surveys to provide information.

Planners described their informal research techniques. One respondent related how a new telecommunications program was drafted after a late night social meeting with friends from AT&T and MCI. Another described his school's internal research process. He and his colleagues design a brief employer survey, then meet at the site with employers to chat and look around. Afterwards, they fill out the survey in the car so as not to waste the employer's time.

Examples of more formal internal research include:

- A Washington community college convened a faculty committee on "Emerging Education and Technology." The committee surveyed close to 100 businesses and conducted 35 in-person interviews with private sector representatives.

- The Montana Office of Public Instruction contracted with a company to conduct a mail survey of 1,650 small businesses in order to explore projections of small business use.

- A mail survey sent to local Idaho employers includes the question, "What new training programs should be offered at our vocational-technical center?"

Concerns about using private sector information for planning fell into two general categories. First, some respondents felt that business and industry do a poor job of forecasting their own needs and that job demand projections are far more optimistic than realistic. As an example, one major company asked a school to train office personnel, but began laying off those already employed a few months later.

The second area of concern was that, because of confidentiality and competitiveness, industry is unwilling to share forecasts and innovations, even with schools and JTPA planners. As one administrator said, "We need more cooperation and less rhetoric."

Using Information

Many factors are considered prior to implementing, revising, or phasing out training programs. The operational issues of availability of trained faculty, tenure status, training facilities, start-up costs, length of time to start up, and funding must be weighed against placement potential. While keeping in mind that the decision to start a training program in an emerging field cannot be made independent of these considerations, our respondents were asked if they use information on new and changing occupations to implement or revise programs. Many responded in the affirmative, but qualified their responses with operational considerations. They were then asked to describe how the information affects program planning.

The most frequent example cited by respondents was that the impact of office automation had caused them to integrate the use of microcomputers and word processing into the business and office cluster.

Other examples included:

- Information from personal contacts in industry led a community college planner to survey local machine shops. Survey results provided the basis for starting courses in computer-aided drafting and computer-aided manufacturing.

- Research conducted by a Washington community college concluded that $150,000 would be needed to update equipment in the machine program and that the job market for graduates was questionable. It concluded that keeping up with new technology vis-a-vis job placement was not cost effective, and the program was phased out.

Improving Information

Respondents offered many concrete ideas for improving information and making it more useful to them. The three areas targeted for improvement were: upgrading the collection, presentation and dissemination of data; sharing curriculum information; and collaborating more closely with industry.

Suggestions for improving information included:

- A data bank should be established so schools can have immediate access to program information from those schools already offering curricula in areas of interest. Just knowing what schools to contact would be useful.

- Better planning and articulation models should be developed and shared among educational institutions in the region.

- Technical/vocational planning should be conducted on a regional basis. Regional training centers serving a multi-state area would save money and make purchasing the most up-to-date equipment possible.

Respondents called for more information-sharing among educators and planners and offered specific suggestions:

- A multi-state idea-sharing forum would provide better communication between education units in the Northwest and within each state.

- All occupational deans in a state (or maybe in the Northwest) and state vocational education representatives should meet three to four times per year. This way educators would have constant stimulation and would compete to stay ahead, to look good in the eyes of their peers. There should be a "Winners and Zingers" session so participants will learn from each other.

Suggestions for improving collaboration between the private sector and education/training included:

- Industries should do more sharing of their long-range plans and provide more assistance in interpreting how general economic data relate to their specific projections. Short-range plans affecting training needs must also be shared in a timely manner. One respondent complained, "We are never ahead of the game. It takes us awhile to tool up, but they come to us in a crisis. Last year I had to release instructors for three months on an emergency basis to learn new skills we could have been geared up to teach."

- Industry and educators should collaborate on staff development. Industry should assist programs in upgrading skills. If needed, companies should provide experienced employees to conduct faculty training.

- Statewide committees should be established, such as the one the governor of Montana has convened on "The Future of Forest Products." Representatives of economic development, labor, industry, training, and education should sit on these committees.

- Funds should be provided to allow teachers to retrain in industry on a regular basis. One school requires faculty to retrain in the summer and provides a stipend to supplement wages.

- An employee from a state's vocational education division should be housed within the state's department of commerce to work with businesses, especially businesses planning to relocate.

- Closer ties should be encouraged among planners, faculty and local industries to provide ongoing, industry-specific information. A school administrator commented, "Sometimes employers have asked us for new skills and we don't even know what they are talking about, or we find out incidentally from graduates that skills we are teaching are no longer relevant." A Washington administrator stated, "We need to know if Boeing and Weyerhaeuser want us to teach the Dvorak Keyboard."

There was no consensus among respondents as to whether sufficient data are currently available for planning purposes. Some felt they have far more than needed, others felt the need for more. Some respondents stated that available data need to be presented in a more usable manner. One administrator proposed that a three-page monthly publication addressing the impact of economic trends on local training programs should be disseminated to local school districts. Concerns regarding usefulness of data fell into three general categories: better forecasting, accuracy for local areas, and level of detail in occupational/skill categories.

Forecasting: Are the Data Timely? Several of the respondents noted that the time lapse from implementing a program in a new area to graduating students can be as long as three years. Therefore, they need accurate three- to five-year forecasts for programs and competencies needed. Ongoing shorter-term forecasts are also necessary. As one respondent pointed out, "During the first year of development, we can still change the type of equipment we will buy and whom we will hire." This points out the need to update data annually in order to help capture short-term business cycle shifts.

Are the Data Applicable to Our Local Economy? Although U.S. Department of Labor and state employment service data are widely used, they are less helpful in predicting local impact. Recommendations include:

- A document should be made available which capsulizes regional and national economic and training trends and ties them to our local economy. This would help in planning and in documenting needs to funding sources.

- Publications should provide analyses of occupational information in relation to the larger economic picture. For instance, the anticipated impact of international trade on industries important to the local economy should be addressed.

- Locally-based major industries should share internal projections. A company's decisions have an enormous impact on a small community.

- Job projections should be coordinated by regions. Planners from a Montana school want projections for Spokane, Missoula, Great Falls, Coeur d'Alene, Billings and Denver. Idaho electronics graduates find jobs throughout the Pacific Northwest.

Is the Level of Occupational and Skill Data Applicable to Program Planning Needs? Many respondents felt that information on skills and occupations should either provide more detail or be reformatted and presented in a more useful manner. The following improvements were proposed:

- Develop more information on new equipment and labor force requirements, presented by area of technology.

- Provide more detailed information on the projected impact of new technologies on existing occupations.

- Use already existing secondary sources (e.g., ODAS-Occupational Data Analysis System) to design a matrix showing primary, secondary, and tertiary transferable skills.

- Encourage employment service and Department of Labor publications to offer more detail within occupational categories. Many new occupations simply do not appear. Emerging occupations by industry could be described in detail.

- Design a matrix that shows skills currently in demand and projected to be in demand by occupation and by industry.

- Identify and disseminate information about growing and declining occupations within industries. For instance, in telecommunications, internal plant technicians are projected to be in demand, while the need for technicians working outside the plant (e.g., cable splicers) is expected to decline.

- Provide regional analyses of structural changes in important Northwest industries such as agriculture, lumber and electronics.

- Develop more information on other aspects of occupations, such as basic skills required, or educational level desired for advancement. How will the definition of work readiness change in the computer age? This information would also be useful in planning programs emphasizing math, science and problem-solving skills at the elementary and secondary levels.

TECHNOLOGICAL LITERACY

In her NWREL paper Technolgical Literacy in the Workplace, Leslie Crohn discussed the meaning of technological literacy, its implications for employability skills in the 1990s, and how emerging technological changes affect jobs in leading Northwest industries. Three industries were selected for study--wood products, health services and electronics. For each industry, people at three different employment levels were interviewed--staff, supervisory, and executive.

Computer skills would be expected to head the list of competencies identified by employers as essential for future workers. However, communication skills, interpersonal skills and the foundation of a solid but broad fundamental education were more frequently mentioned.

Adaptability is becoming increasingly more important. "Things have changed so much and so rapidly," says one personnel manager, "that one thing we have to be sensitive about is the willingness of a person to accept change in the environment. He adds, "some people are only comfortable if they can get a job and expect to do the same thing for years. It just isn't that way anymore."

Similarly, a person who comes to new employment with the ability to perform more than one task is considered to be more valuable than the worker with a limited skill range. Being "flexible" was a term used by all three industries represented as a desirable attribute because of the potentially changeable work environment. This generally meant the ability to handle more than one task at a time.

Performing multiple functions occurs in certain jobs at present, but according to employers, advancing computer capabilities will make this ability even more important in the future. For example, in a sawmill where a crew of laborers previously "eyeballed" lumber for thickness, quality of cut, moisture content and such, an individual now electronically monitors various phases of "process" and "quality" from a computerized control room.

In a hospital administration office, where data on patients were formerly drawn from several different sources, complete data are now presented on a screen in a fraction of the time. This changes the nature and logistics of work. In both examples, only information is moving; the job is done without the individual having to move.

Employees can be "taught" to perform tasks similar to these. However, the critical reading skills required to guide a person through a computer operator's manual in the event of an error and which enable a person to work independently cannot be taught at that stage of employment. Thus, employers are more concerned with the reading ability and thinking skills of new employees than with their technical skills.

"Openness to learning" is a desirable attitude. When asked about preferred attitudes for new workers, employers responded with a very traditional set of work ethics including honesty, industry, loyalty and so on. In terms of the impact of technology on those characteristics, the list is augmented with flexibility, enjoying interaction with others, independence and initiative, tolerance, patience and attention to detail.

A positive if not a polished self-image and the ability to relate to others is the "ideal" disposition sought by employers. Although it stands to reason that a positive attitude lends itself to successful job performance, it is worth mentioning that 90 percent of those interviewed made reference to its importance. In critically competitive economic times, the sales division of wood/forest products and high technology industries in addition to the nursing field are paying particular attention to "positive attitudes."

It appears inescapable that the workplace will continue to become more "precision intensive." A foundation of solid communication skills (reading, writing, listening, speaking and reasoning) coupled with enhanced math preparation is going to be essential. Employability and promotion will be somewhat related to computer or technical background.

The combination of attitudes and skills for tomorrow's employees is characterized by "flexibility" and "breadth" rather than categorical specialization. At the staff level, being changeable or perhaps, interchangeable and adaptive will be requisite skills. At the supervisory level, superior communication skills, especially listening, and interpersonal skills head the list of competencies. At the executive level, however, the impact of new technology seems to be more indirect. Being adaptive and acquiring an appreciation for the new technologies will be advantageous in improving the way things are done and in industrial competition.

As one health care executive remarked, "We have made it a matter of policy to accept the use of computers as a way of doing business."

There is heightened expectation from all levels for a solid liberal arts education accompanied by some knowledge or expertise in computers and industry-appropriate technology.

THE AUTOMATED WORKPLACE

The third NWREL study, Changing Channels: A Guide to Functional Literacy for the Automated Workplace, Conklin and Reder, (1985) offer a brief overview of the changing nature of the workplace, explores the range of skills needed in the automated workplace, and discusses ways to integrate automated workplace literacy skills into new and existing training programs.

The authors report that most training for workplace automation stops at the level of technical skills such as keyboarding. But the more fundamental aspects of working in automated offices are not being addressed. In particular, schools need to teach the communication skills and strategies needed to share information appropriately and effectively in the presence of many competing media, databases and communications channels. For example, in electronic correspondence it is important to know how colleagues expect to receive and send messages. Likewise, one needs to be able to interpret social meaning. For example, what is implied when a manager uses a paper memo for a particular occasion when electronic mail is routinely used? This report goes on to identify eight specific functional literacy skills needed in the automated workplace: 1)keyboarding, 2)file systems, 3) editing, proofreading, spelling, reference skills, 4) reading of non-print images, 5) message composition, 6) full repertoire of written styles, 7) collaborative writing, and 8) choosing a communication channel, e.g., "if a message is sent via this or that channel, what will be its impact, its priority, its turn-around time?"(44).

Through close collaboration between secondary teachers and corporate mentors in the region, the NWREL staff are now developing an inservice "Training Camp" that will provide high school teachers with the opportunity to observe and use new and traditional communications skills in automated settings. Coordinated with workshop presentations and materials, this "on-line" experience at Tektronics, Inc. will enable language arts or business education teachers to incorporate the teaching of new communications skills into their classroom curricula.

IMPLICATIONS FOR SOICCS

Reviewing the research and recommendations from the Northwest Regional Education Laboratory and other organizations, there are many important implications for SOICCs that emerge.

1. Recommendations to Improve Information

   A. Many SOICCs have information on programs of study by institution. The information may be included in CIDS' education files, available from vocational education or other state agencies and is generally published in career tabloids. SOICCs can promote and or disseminate program of study information through ICDM training, at conferences and workshops, etc. Brochures can be prepared which present programs of study by school/region in matrix form for easy use. Classifying programs by CIP titles would help link the matrix to the OIS and the CIDS.

   B. Try developing a regional OIS and support interstate reciprocity agreements for selected programs. Share/compare approved program lists and occupational projections.

2. Improve Private Sector Collaboration

   Set up forums for discussion of state and local projections with industry representatives and labor market economists. Have small group or round table discussions. Report local variances from statewide trends. Develop a reporting mechanism to disseminate findings to educators, job training professionals, and current or potential students.

3. Provide More Useful Data

   A. Timeliness of Data:

   Basing identification of new and changing occupations on responses to an OES survey means that we are dealing with information that is already two years old, in most cases. SOICCs can try to "fill the gap" through the traditional avenues - industry contact, advisory committees, etc. Perhaps the best way for SOICCs to be of service is to act as a clearinghouse, using newsletters and other media to inform planners and career decision makers about changes taking place.

   B. Local Applicability of Trends:

   Oregon has developed the Business and Employment Outlook as a consumer oriented local industry and occupational trend resource. Full reports and Executive Summaries are available. These publications describe the local economy in lay terms and are especially useful with private industry councils and other advisory groups.

C. Level of Detail:

1. There is a mismatch between detailed DOT descriptions and data collection structures such as OES. The new SOC-based OES structure could make this mismatch even more of a problem for identifying new occupations. This should become a topic for discussion at regional technical conferences on projections.

2. To identify growth and declining occupations, develop a history file of base-year employment by occupation. This can show the effects of technological change, automation, legislation (e.g., bartender liability), dislocation and business cycle fluctuations.

3. Develop regional analyses using bank and public sector economists from two or more states. Have each highlight trends in major industries in their state. Develop a process to highlight similar and dissimilar trends for participants.

4. Occupational characteristics information could be improved by using advisory committees and the industry panels required in the Perkins Vocational Education Act to supplement, validate and update the DOT data display. The recommendation to link with the Occupational Data Analysis System available through V-TECS is a very good one. This may also be one of the more effective ways to update occupational descriptions. SOICCs can train ODAS users on the VPO or state crosswalks and explain linkages between the DOT and state/local occupational information sources. The best vehicle to disseminate such characteristics information particularly to a non-technical audience, is through CIDS.

4. The New and Changing SOICC Staff and Operation:

A. Many SOICC directors now use word processing and microcomputers in place of clerical help.

B. Life-long learning is upon us. How many who have been a SOICC director for more than three years knew anything about micros when you were hired?

C. Who is a better example of an individual who must have general problem solving skills, people skills, technical skills, communicative skills and fast feet then a SOICC director?

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THREE OF MANY POSSIBLE FUTURE OCCUPATIONAL SCENARIOS FOR THE 1990's

By
Carl McDaniels
Virginia Tech

ONE - THE GREEN (OR GO) SCENARIO

-World Future Society's
-Edward Cornish's

-Marvin Centron's
-Norman Feingold's

-David Snyder's

-The Futurist
-Careers Tomorrow - The Overlook for Work in a Changing World
-Job With a Future
-Emerging Careers: New Occupations for the year 2000 and Beyond
-Consulting Futurist

TWO - THE YELLOW (OR CAUTION) SCENARIO

- U.S. Department of Labor - Bureau of Labor Statistics
- *Monthly Labor Review* (Especially November 1983 issue)
- *Occupational Outlook Handbook and Quarterly*
- *Sar Levitan's Second Thoughts on Work*

THREE - THE RED (OR STOP) SCENARIO

- AFL - CIO'S
- Eli Ginzberg's
- B. Kutter's
- R. W. Rumberger's
- U. S. News & World Report

- The Future of Work
- Good Jobs, Bad Jobs, No Jobs
- *The Declining Middle*
- *Job Market for College Graduates 1960-1990*
- *Wanted 20 Million New Jobs by 1990*

WHAT COUNSELORS CAN DO TO HELP INDIVIDUALS PREPARE FOR FUTURE OCCUPATIONS

1. Become More Future Oriented
2. Stress Both Continuity *AND* Change in Future Occupations
3. Emphasize Best and Broadest Preparation Possible along with Marketable Skills
4. Be More Aware of All the Educational & Occupational Options/Information
5. Build Bridges Between Education and Business-Industry-Government-Labor
6. Highlight Models of Small Business & Entrepreneurship - not Just Big Business
7. Encourage Development of Leisure & Work Interests and Abilities
8. Bring Out a Life Span Approach to Career = Work + Leisure (C = W + L)
9. Emphasize Life Satisfaction from a broad range of both Work & Leisure Options
10. Help People to Identify Work & Leisure Options they really like and assist them in knowing how to prepare for and engage in them

JUNE 1986

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Presented by Anita Lancaster
Department of Defense

ASVAB-14: New Developments

The Armed Services Vocational Aptitude Battery (ASVAB) is the most widely used multiple aptitude test in high schools today. During the 1985-86 academic year, an estimated 1.1 million students in more than 14,000 high schools and postsecondary institutions were administered ASVAB.

The most recent version of ASVAB, Form 14, was introduced to schools in July 1984. Notably, ASVAB-14 was designed to improve its usefulness for civilian and military school counseling purposes. To that end, a variety of new support materials have been developed, including the ASVAB-14 Counselor's Manual; the Military Career Guide; and Exploring Careers: The ASVAB Workbook (a student workbook planned for introduction during School Year 1986-87.) In addition to a new test, and improved support materials, the Department of Defense (DoD) has sponsored the development of ASVAB counselor training curricula.

The purpose of this presentation is to provide information on two new ASVAB developments: the counselor training project and the development of the new student workbook.

During the 1983-84 academic year, the Department of Defense sponsored a study to evaluate the use of ASVAB by high school counselors and students. Results from the study indicated that counselors needed and desired additional information and training in interpreting ASVAB scores. In addition, counselors recommended that students be provided more extensive, "stand-alone" materials so that they could better understand their ASVAB scores and use them for career exploration purposes.

As a result of those findings and recommendations, DoD initiated a project with the Human Resources Research Organization (HumRRO) and the American Association for Counseling and Development (AACD) to train school counselors to use and interpret ASVAB-14 scores for career/educational counseling. The primary objectives of the training project were to:

- Develop workshop training and self-instructional for school counselors who interpret ASVAB-14 results to students;
- Prepare 13 individuals (ASVAB-14 trainers) to provide training to school counselors;
- Train approximately 1,000 school counselors through nationwide workshops from January through April 1986;
- Send self-instructional materials to a sample of 500 ASVAB counselors for trial usage; and
- Evaluate the effectiveness of both the workshop training and self-instructional materials.

Forty-three workshops were conducted across the country between January and April 1986. The 1,000 counselors who attended the

workshops and the 500 counselors who field tested the self-instructional curricula received instruction on:

- ASVAB Interpretation--how to interpret ASVAB scores with individuals, and small and large groups;
- Basic Test and Measurement Concepts--norms, composites, reliability, validity, confidence bands, standard scores;
- ASVAB and the Career Planning Process--how to integrate ASVAB scores with other student data; and
- ASVAB Resources and Support Materials--Student Results Sheet, Counselor's Manual, and Military Career Guide.

The effectiveness of the workshop and self-instructional materials was evaluated through a mailed survey used to assess ASVAB knowledge and interpretation skills of three groups of school counselors: (a) counselors who attended the ASVAB-14 training workshops; (b) counselors who received self-instructional materials; and (c) counselors who received neither training nor materials.

The evaluations of the training workshops indicated that 96% of those who attended would encourage their colleagues to obtain the same training. Approximately 90% of the attendees stated that the workshop met or exceeded their expectations for learning about the ASVAB and held a significantly more favorable attitude toward the usefulness of the test for career guidance and counseling purposes after attending the workshop. DoD currently is studying the evaluation results and the feasibility of continuing to provide training and the self-instructional curriculum in the future.

During School Year 1986-87, DoD will be introducing a new resource, Exploring Careers: The ASVAB Workbook. One workbook will be provided, free of charge, for every student who takes the ASVAB. The workbook is designed to help students understand their ASVAB scores and to use other information about themselves--such as their values, interests, and educational goals--in conjunction with ASVAB, to explore careers.

The workbook was designed by Educational Testing Service (ETS). It uses a comic strip approach to introduce key career decision-making concepts. (The story line involves four high school students who are using the ASVAB Workbook to explore careers.) The workbook is interactive; students complete exercises and eventually summarize their preferences and use those data on a fold-out "OCCU-FIND" chart, which is part of the workbook. Using a latent image marker, provided with the workbook, students mark their occupational preferences, e.g., working with people, and occupations with that characteristic emerge on the chart.

DoD has improved the ASVAB and its support materials over recent years so that schools will find the test more useful for career/educational counseling purposes. If you have suggestions or need information, write to: Dr. Anita Lancaster, OASD (FM&P)(MM&PP)(AP); Room 2B271; Pentagon, Washington, D.C. 20301-4000.

CONFERENCE SPEECH (PROJECTING OCCUPATIONAL STAFFING PATTERNS)

Presented by Ronald Leonard, Maine Department of Labor

Thank you Neil for the opportunity to include Maine's comments on the subject of "Projecting Occupational Staffing Patterns." Continuing the discussion for developing occupational projections at the state level:

I. Projections take time; staff is usually scarce to do all desired analysis.

   A. Industry projections are tedious. Other state agencies make industry projections at 2-digit SIC or major division levels. We need 3-digit industry projections to match OES.

      1. Occupations are too diversified at the two-digit level to apply to two-digit industries.

      2. Change factor matrix is only at the three-digit level.

   B. Industry employment needs to be adjusted to match OES structures, e.g. disaggregate public education and hospitals from state and local government, because we have a staffing pattern based on education and hospitals.

II. Matrix occupational employment needs to be reviewed, especially from pattern.

   A. Pattern--applying national staffing patterns to state employment totals when survey estimates are poor or not available. Even this sometimes provides poor estimates.

III. Factor file must be reviewed and change factor matrix adjusted (Maine).

   A. Why were there 29 pantry, sandwich, and coffee makers in miscellaneous general merchandise stores in 1984 and none in 1995 when industry employment increased 37 percent. Change factors were zero and had to be corrected.

   B. Maine used the 1982-1995 change factors (old codes) supplied by Neil and modified them using 1984-1995 change factors (new codes).

      1. Over 1,000 change factors were zero, some were 85.

      2. Factors for over 60 occupations with significant increases or decreases were change along with 17 occupations that had moderate increases.

      3. New change factors are very reasonable.

IV. MATRIX has a program to build change factors for the state.

   A. We didn't use it because it requires two matrix files based on two separate rounds of surveys.

B. It was written for states because the national change factors would be different.

1. For a given 3-digit SIC, the 4-digit industry mix may be different in a state than at the national level.

2. The state level of technology may be different than the nation as a whole.

C. OES survey changes (old code to new code) make it difficult or impossible to look at state trends.

1. Maine analyzed occupational trends in the 1979 trade survey at the occupational category level only, e.g., professional clerical, etc.

V. Separation rates that Maine used were the same as for the 1980 to 1990 projections. These were actually based on the 1970 Census.

A. Rates for the new codes will not have the same definition.

B. SOICC's crosswalk center in Iowa has been doing research.

VI. The Eastern Center has provided a service for 11 states and 72 areas. We have some brochures that describe some of the features of our system.

POST CONFERENCE COMMENTS

As a result of bringing up the problems that states have in substituting reasonable three-digit SIC staffing patterns for the state matrix (II. A.), the U.S. Bureau of Labor Statistics agreed to work among themselves to provide staffing patterns at a four-digit SIC level. This would allow states to develop a more accurate staffing pattern when no OES data is available.

400m

ASSISTING PEOPLE WITH PHYSICAL HANDICAPS TO THE WORKPLACE
The Job-Related Physical Capacities (JRPC) Project

Presented by Eleanor Morgenthau, June 19, 1986, at the Ninth Annual National SOICC Conference in Portland, Maine.

During my tenure as Director of the Florida SOICC (FLOICC), FLOICC sponsored the development of the Job-Related Physical Capacities (JRPC) system and I will be describing the basic concepts and status of this system with you today.

JRPC has been privately developed under the name of Isabel for use on microcomputers; I will be using information from Isabel since it is the most up-to-date version of the system.

We will be going over three things today-- 1) an overview of why and how JRPC/Isabel was developed and what it is; 2) examples of how the system will be used in two states; and 3) an opportunity to interact directly with basic components of the system.

Need for the System

JRPC was developed because there was a special population in need of career information and Vocational Rehabilitation's membership in SOICC's helped to highlight this need.

The 1973 Rehabilitation Act, Section 504, subpart 84.37(b), states: "A recipient (program) to which this subpart applies that provides personal, academic or vocational counseling, guidance or placement services to its students shall provide these services without discrimination on the basis of handicap. The recipient shall ensure that **qualified handicapped students are not counseled toward more restrictive career objectives than are nonhandicapped students with similar interests and abilities.**"

There was also a need for a nondiscriminatory counseling approach. Joe Moriarity, in the NOICC concept paper, "The Occupational Information System and Vocational Rehabilitation," (p.16) wrote: "...one of the weakest ways to define something is in terms of what it is or is not. To define an individual in terms of what he/she is not, or can't do, then proceed to use this as a basis for (rather than a consideration in) occupational choice and/or career decisionmaking is a weak way to match a person to a job or career."

There were gaps in the availability of career information to meet these needs in terms of 1) level of detail; 2) accuracy, and 3) relating a person's physical capacities to an occupation's physical requirements.

System Development

In 1979 NOICC awarded a Special Purpose Grant to FLOICC for the Job-Related Physical Capacities (JRPC) Project. The project subsequently

- developed a standard list of physical and environmental factors that apply both to people and to occupations
- developed a system for relating these factors
- conducted job analyses for 25 occupations
- developed a catalog of assistive devices related to the physical factors

In 1981 the Florida Department of Education through the Center for Career Development Services sponsored continuation of the project to add addtional occupations to the system using USDOL job analyses.

In 1982-4 the Florida Office of Vocational Rehabilitation sponsored the development of a complete manual for JRPC, updating the catalog of assistive devices, adding more occupations, and computerizing the system for a mainframe computer.

In 1983-6 a national Projects With Industries grant was awarded that allowed the development of additional job analyses and futher updating and refinement of the assistive devices catalog.

In 1985 a microcomputer version of the system, called Isabel, was privately developed and is available for purchase. More information on Isabel may be obtained by contacting the Magellan Corp., P.O. Box 10405, Tallahassee, FL 32302, 904/681-6520.

System Process

1. Individual completes a physical capacities form.
2. Individual selects an occupation of interest from a general CIDS program, disregarding physical requirements at this point.
3. Individual compares own physical capacities to the physical requirements of the occupation of interest and notes discrepancies.
4. Individual examines assistive devices available for factors for which there are discrepancies.
5. Individual makes a decision about the occupation.

JRPC/Isabel a system that allows an individual to conduct a detailed and compatible comparison of his/her physical capacities to the physical requirements of jobs and to make use of assistive devices where there are discrepancies. It is nondiscriminatory and is based on examining first what a person can do. It increases a person's accessibility to the job market.

ASSESSING THE FEASIBILITY OF AN INDIVIDUAL TRAINING ACCOUNT PROGRAM IN ILLINOIS: A REVIEW OF VOUCHER DELIVERY SYSTEMS AND LMI ISSUES

Prairie State 2000 Authority
State of Illinois

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In 1983, the Illinois General Assembly enacted the Prairie State 2000 Fund Act to provide training vouchers to displaced workers and employed individuals who needed skill upgrading. This legislation was based largely on proposals for establishing a national system of "individual training accounts" (ITAs) financed by businesses and workers. The Prairie State 2000 explored a pooled insurance approach to ITAs but determined that significant technical problems made a state-operated program difficult to implement in Illinois. In 1985, the Authority was substantially restructured to test two experimental types of training programs. It was also mandated to study the feasibility of alternative ITA-based programs initiated and managed at the state level.

The feasibility study is based on three major activities:

Business and Worker Focus-Group Sessions. A series of focus-group sessions with businesses, labor leadership, and workers are being conducted to review and assess the objectives of an ITA-based program and develop workable program alternatives.

State-wide Marketing Surveys of Businesses and Workers. These focus-group session will be followed by two state-wide marketing surveys of 450 businesses and 1600 workers. These surveys will assess general support and likely participation in the ITA-based program alternatives developed from the focus-groups.

Voucher System and LMI Focus-Group Sessions. A series of three focus-group sessions will be used to: (1) Develop a workable framework for an ITA-based voucher delivery system, and (2) Assess the LMI requirements necessary to operate and evaluate such a system. The LMI focus-group session will be jointly sponsored with the Illinois Occupational Information Coordinating Committee.

The business and worker focus-group sessions have been completed with the business and worker surveys scheduled for September. The voucher system and LMI focus-group sessions will be held in July and September respectively. The final report will be completed in December, 1986.

Overview of Voucher System and LMI Issues

The concept of an individual training account is the core element in a broad range of program proposals being considered at the federal and state levels. These proposals differ substantially on a variety of program design issues such as financing, eligibility, administrative control, and program delivery. However, they share many of the same objectives and assumptions. One common assumption is that an ITA-based voucher system will increase the effectiveness and efficiency of labor market intermediaries by shifting the focus of funding from these intermediaries (e.g. job search and counseling providers, education and training organizations) to businesses and workers. The argument is that job search and training organizations, because of institutional constraints and inertia, are often too insulated from changes in the skill demands and training requirements of businesses. They need to be more sensitive to the changing demands of the marketplace from the standpoint of both businesses and workers. An ITA-based voucher system is presumed to accomplish this by empowering businesses and workers with the resources and freedom to make their own investment and decisions based on individual preferences and judgements on cost-effective training alternatives and labor market trends. If workers are given vouchers (ranging from $500 to $2000) and presented with the opportunity to choose their own labor market strategies, they will drive the system to be more efficient and responsive to market demands. However, critics of an ITA-based voucher system argue that the informational requirements necessary to operate, monitor, and evaluate a decentralized voucher system cannot be currently met in most states and that the workers most in need of transition and training assistance will be unable to use the system effectively.

In most of the proposed ITA-based voucher systems, the state government would be responsible for monitoring and evaluating labor market intermediaries within the voucher delivery system. There are a number of different viewpoints on how this can best be accomplished ranging from formal government evaluation and review to more indirect regulatory controls to the sole reliance on free market forces. The two most important questions are:

1. Voucher Distribution and Benefit Counseling. How should vouchers be issued to eligible workers and what types of benefit counseling and labor market orientation are necessary to ensure that the vouchers are used effectively? Should benefit counseling and labor market orientation be required of all voucher recipients? In addition, should the state designate one provider of these services or should workers be allowed to choose among a set of approved providers?

2. Provider Certification and Evaluation. How should providers be certified to receive vouchers? Should there be any restrictions on which providers workers can select for job search assistance or training? If so, what criteria should be used to certify and evaluate voucher system providers? For example, should the certification of providers follow standard accreditation or certification practices in a state or should additional labor market demand and performance outcomes be used?

These voucher system design questions will likely pose new challenges for state LMI systems. Two separate focus groups sessions will be held to discuss and clarify these design questions and establish some general guidelines for structuring a voucher delivery system. The discussion in these sessions will then be used to structure a third session addressing: (1) the informational requirements necessary to operate and evaluate an ITA-based voucher system, and (2) the problems and issues associated with developing and using this information in the state. This third session will focus on three questions:

1. What type of information will be necessary for workers to develop a labor market strategy and select a service provider within the voucher system? What changes would be necessary for existing career information systems and the standard labor market information now available to job market counselors?

2. What types of information will be necessary to certify a service provider (e.g., occupational demand projections, program data) and how should they be integrated and used in the certification process?

3. How should service providers in the voucher system be evaluated and what information would be necessary to permit such an evaluation?

RICHARD H. BRYAN
Governor

SOICC

Department of Education
Employment Security Department
Rehabilitation Division
State Job Training Office
Economic Development Commission
State Office of Community Services

STATE OF NEVADA

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ANDREA ENGLEMAN
Executive Director

SUMMARY OF ICDM SESSION - NOICC/SOICC ANNUAL CONFERENCE

MODERATOR:ANDREA ENGLEMAN/NEVADA SOICC

A ROUND TABLE DISCUSSION OF IDEAS AND NEW DIRECTIONS FOR ICDM.

CAROL KOSOSKI (SC) DISCUSSED HER FIRST EXPERIENCE WITH ICDM TRAINING AND MENTIONED PROBLEMS WITH:

*STATE REGS WHICH MADE IT DIFFICULT FOR COUNSELORS TO ATTEND THE SESSIONS;
*PRETEST/POSTTEST LONG AND CUMBERSOME; SOME QUESTIONS IRRELEVANT;
*NOTEBOOKS AND OTHER NEEDED MATERIAL-TOO BULKY AND HEAVY TO HANDLE;
*MATERIAL TOO DETAILED AND TECHNICAL FOR COUNSELORS;
*MATRIX TOO DIFFICULT; COUNSELORS LOST INTEREST.

MANY OTHERS AGREED WITH CAROL AND OFFERED SUGGESTIONS ON ADAPTING THE PRE AND POST TESTS TO FIT IN WITH THE EXACT MATERIAL OFFERED. AS DAN MARRS (ND) POINTED OUT, SO LONG AS THE TESTS TEST THEIR COMPETENCY, THAT IS WHAT IS IMPORTANT.

ON THE POSITIVE SIDE, CAROL MADE THE FOLLOWING POINTS:

*IT WAS A GREAT OPPORTUNITY TO PROMOTE THEIR CIDS (SCOIS);
*HOLDING THE ICDM SESSION IN CONJUNCTION WITH AN ASSOCIATION MEETING GUARANTEED ATTENDANCE, BUT LIMITED CONTENT;
*SOME TRAINING WAS GIVEN IN RESPONSE TO A SPECIAL REQUEST BY THE TECHNICAL COLLEGES AND TWO-YEAR POSTSECONDARY SCHOOLS;
*GOOD SPEAKERS AND EMPLOYERS FROM THE PRIVATE SECTOR WERE VERY POPULAR;
*THE OVERHEADS WERE WELL-DESIGNED AND USEFUL, AND THE VIDEO TAPES WERE EXCELLENT;

OVERALL: VERY POSITIVE OUTCOME WITH NEW AND VALUABLE LINKAGES MADE.

DON SULLIVAN (KY) SAID THAT THEY HAD IBM ADDRESS THEIR GROUP AND THAT THE SUPERINTENDENT OF PUBLIC INSTRUCTION DECLARED THEIR TRAINING A °PROFESSIONAL DAY° SO THAT COUNSELORS COULD ATTEND.

LARRY SEIDEL (NJ) SAVED TIME BY HAVING THE COUNSELORS ASSEMBLE THEIR OWN BOOKS; HE PASSED AROUND COPIES OF THE TIEDEMAN & O'HARA MATRIX WHICH THEY USE IN ICDM, HE SAID THAT INSTEAD OF USING THE SURVEY SECTION, THEY USED A BLS VIDEO THAT ALL THE R & A SHOPS HAVE CALLED, INTRODUCTION OF LABOR MARKET INFORMATION. IT RUNS ABOUT 12 MINUTES.

LARRY ALSO SAID THAT THEY DO NOT USE R & A PEOPLE FOR THE TRAINING AS THEY DO NOT RELATE WELL TO COUNSELORS. NEITHER DO THEY HOLD THE SESSIONS BEFORE NOV1, OR AFTER MAY 15, AS THE TURNOUT IS POOR. THERE WAS MUCH AGREEMENT ON BOTH POINTS.

ADDITIONALLY, LARRY SAID THEY USE REAL CASE STUDIES WITH FOLLOW UP BY THE COUNSELOR WHO ACTUALLY HANDLED THE CASE. ALSO BUSINESS & INDUSTRY REPS WERE VERY POPULAR. CENSUS PEOPLE FROM THE STATE DATA

CENTER ARE USED TO DISCUSS INTERNAL AND EXTERNAL LABOR MARKETS, AND CIVILIAN EDUCATION PEOPLE ARE USED INSTEAD OF MILITARY FOR THAT PORTION. SESSIONS RAN FROM 9:30 - 3:00 WITH LUNCH SERVED.

NANCY HARGIS (OR) CHARGES FOR ICDM TRAINING TO COVER THE COST OF THE ROOM AND LUNCH. SESSIONS ARE 2-DAY, BUT HELD 1-DAY AT A TIME, 2 WEEKS APART. FRUIT & CHEESE FOR BREAKS WERE BETTER THAN DONUTS. SHE SAID THEY HAD DEVELOPED EXERCISES ON DEVELOPING A CAREER CENTER, BRAINSTORMING ON BARRIERS TO CAREER DEVELOPMENT, AND IDENTIFYING THE ELEMENTS OF A COMPREHENSIVE CAREER DEVELOPMENT PROGRAM. OREGON HAS ALSO DEVELOPED A HANDBOOK FOR COUNSELORS ON USING A CAREER TABLOID. (NANCY WILL SEND ONE UPON REQUEST.)

NANCY ALSO POINTED OUT THE NECESSITY OF GIVING A POSITIVE LABOR MARKET OUTLOOK TO AREAS WHICH ARE SUFFERING DEPRESSION. SHE SAID THAT CAN BE ACCOMPLISHED BY SAYING THE STATE IS IN A PERIOD OF TRANSITION, AND WHILE MANY PEOPLE ARE HURT BY THAT, IN THE SHORT TERM IT CAN CREATE SOME OPPORTUNITIES.

MARK SCHAFF (OH) LED A DISCUSSION ON USING THE THEORIES OF CAREER GUIDANCE. SOME STATES HAVE DROPPED IT, AND OTHERS HAVE FOUND IT TO BE ABSOLUTELY NECESSARY. IN OHIO, THEY CALL IT A PROGRAMMATIC APPROACH TO COUNSELLING. THE FIRST HALF OF THE FIRST DAY (2-DAY SESSION) IS SPENT ON A STEP-BY-STEP APPROACH WITH SOME THEORETICAL PROCESSES, AND THEN USING THE PROCESS, THEY SHOW WHERE THE INFORMATION IS. HE CONCURRED WITH THE OTHERS, THAT THIS IS AN EXCELLENT MARKETING TOOL FOR THE CIDS, AND WHILE THEY DON'T WANT TO HAVE A TECHNICAL CONFERENCE, HE WANTS THEM TO KNOW THAT IT CONTAINS GOOD INFORMATION WHICH WASN'T JUST MAKE UP IN SOMEONE'S HEAD.

HE ALSO SAID THAT IN ADDITION TO THE 3-DAY SESSIONS, THEY HAVE GIVEN ONE-HALF DAY SESSIONS TO A FEW COUNSELORS AND ARE TRYING DIFFERENT APPROACHES. HE SAID THAT THE TRUCKLOAD OF BOOKS WAS A REAL INCENTIVE FOR USING THE CIDS, AND THAT THEY PROVIDED COPIES OF ALL PUBLICATIONS FOR ALL COUNSELORS. THEY USE FOUR CORE TRAINERS.

OTHER IDEAS DISCUSSED DURING THE SESSION WERE:

*USING BAT PEOPLE TO DISCUSS APPRENTICESHIP TRAINING;
*ONE AND ONE-HALF DAY SESSION WITH THE FIRST DAY LASTING 10 HOURS;
*INVOLVING THE UNIVERSITY IN THE TRAINING;
*PRODUCING A SPECIAL ORDER FORM FOR FEDERAL AND STATE PUBLICATIONS;
*SPEAKERS WHO ENTERTAIN AS WELL AS INFORM;
*COMPUTERS OR OTHER ITEMS DONATED BY INDUSTRY FOR DRAWINGS;
*INVOLVE THE STATE OR LOCAL LIBRARY AS A DATA SOURCE;

OVERALL, THE CONSENSUS WAS THAT ICDM IS QUITE VALUABLE, BUT WE NEED NEW AND CREATIVE IDEAS FROM ONE ANOTHER IN ORDER TO EXPAND AND UPDATE THE PROGRAM. ALSO, THE REPORTING REQUIRED BY NOICC IS TOO COMPLICATED AND LONG FOR THE GRANTS RECEIVED.

OTHERS ATTENDING INCLUDED: PAT STANLEY (HAWAII), VALERIE LUDWIG (NOICC)

CONFERENCE SUMMARY

Thursday June 19, 1986 12:15 - 1:30

SMALL GROUP SESSIONS

UPDATE OF THE COLLECTION OF EMPLOYMENT DATA THROUGH THE UNEMPLOYMENT INSURANCE SYSTEM/FEASIBILITY PROJECTS

Leader: Max E. Parker, Executive Director Utah SOICC

Max explained briefly the variance in efforts now being undertaken and introduced Jim Harris, Executive Director of the Colorado SOICC.

COLORADO

Jim described the multi-state efforts of Colorado and Utah in collecting the occupational title using the wage reports on the U.I. system. We have tentative approval from the agencies, and will survey a small sample of employers for four quarters to attempt to determine the costs of such a system. Costs of such a system, cost of implementation to the state, cost to or savings for employers. We have this week finished sample solicitation, which was accomplished by the Colorado Alliance of Business, and the employers have contracted to report to us for four quarters by occupation. Utah is interviewing employers who report in an automated nature, either with their own computer or through a service bureau. I hope I can give you a much better report next year, one way or the other. I can tell you one thing, when you are running a project like this, you are starting to get very nervous at this point in time trying to get everything scientifically correct and procedurally correct. This type of project, at least the politicians in Colorado feel, is a very delicate thing and you had better have as reliable a set of data as you can get on which to base your actions. Call me the second month after the end of the quarter if you would like to check on how things are going. Max knows what is going on in Utah better than I do, so let's turn the time over to him.

UTAH

Max thanked Jim and explained that on the Utah portion of the joint project we were dealing with the automated reporters as opposed to those surveyed by Colorado, who send in the quarterly forms. We identified 88 automated reporting establishments and made personal visits to 78 of the 88 or 88.6% of the establishments reports for six of the 10 non respondents were prepared out of state so they were ignored in the personal visits. They were asked five questions: 1. What would the addition of occupational title and hourly wage rate to your quarterly wage report cost you to implement? 2. How much time would you need to make the necessary conversions? 3. Is the occupational title currently removed from your data at the time the quarterly wage report is prepared? 4. Did you report via the 'IRS Long Form' or the 'Job Service Optional Short Form'? If you prepared the 'IRS Long Form' is there sufficient space to include the occupational title and hourly wage rate? 5. Would exception reporting be less costly to you than reporting all data elements each quarter?

Perhaps the most significant finding was that the occupational title was not resident in the data base on about 41% of those automated employers.

but they could provide occupation and wage data without major programming changes, and 97% of the respondents preferred non-exception reporting. They want to report the occupation and wage every time they send in a report, so it remains to be seen from the Colorado sample whether or not non-automated employers prefer exception reporting. One employer estimated the cost of implementing the proposed changes at $3,000; however most of the reporting centers estimated the costs to be from $200 to $700. One of the automated reporters is the Utah State Board of Education, which reports under contract, the employment and wages of 31 School Districts. They have a separate personnel system containing occupational information which is also available on a contract basis to the districts. In order to provide occupational information on the wage report, the remaining 26 districts would need to contract for the personnel system at a total annual cost to the districts of $12,400 according to state data processing, which averages $478 per district per year. The reporters felt that the hourly wage computation would be the most complex portion of the conversion. They would have to have a specific routine written to calculate the hourly wage rate of each type of employee within the organization.

Employers currently reporting via the 'IRS Long Form' could provide occupational titles in an unused portion of the electronic record, or change to the 'Job Service Optional Short Form'. They will do it either way. In summary, 59% of the automated reporters felt that the proposed changes to the quarterly wage report would not require significant changes in their automated reporting programs already in place. I also have the comments made by the employers which you may read through after this session, if you wish.

FLORIDA

Next we will see what is happening in the Florida project. Sam Arkangela - what can you tell us of your experience.

In fiscal '84 the Florida Legislature mandated a feasibility study of the collection of occupational information via the U.I. Wage and Tax report to be used for Vocational Education follow up. Through the first year, we conducted studies with employers and data users and the U.I. system to determine how we might go about collecting this information. In February of 1985 we submitted a report to the Legislature of the initial findings. In that report, we presented a pilot design to collect information from Florida employers which was accepted by the legislature. Starting in June '85, we collected information using this pilot design, going out to 5,000 employers. Responses came from 47% of those employers this year and we have entered their data in our occupational data base which we are currently analyzing and preparing for the next year.

To test this prototype, our survey of 5,000 employers employing about 500,000 employees. We were not only seeking data on Vocational Education completers, but on all employees within those employers. In doing that 2,300 employers, ranging in size from 1 to 7,000 employees, so we have a good statistical balance by size of firm and industry. In addition, the sample encompassed 13 counties for geographic balance. In gathering the information, we learned a lot. Employers maintain their records in a wide variety of methods. Small firms were manual

operations that had minimal problems in providing the three bits of information (occupational title, point in time, county of employment for each employee).

February '86, we again presented a legislative report of our findings. We also presented the recommendations of the Florida State Job Training Coordinating Council (SJTCC) and the Florida Council on Vocational Education for a two year plan. This fiscal year, the collection tool and process will be refined based on our experience. The next fiscal year, a full Vocational Education follow up for all Vocational Education students in the state will be conducted. That will entail about 40,000 employers and upwards of 200,000 students. Refinements will be: 1. Added understanding of employer problems in compliance; 2. Preparation of User Report formats for data users; 3. Software refinements in the data entry procedures, codification and User Reports; 4. Pilot test of what we think we have learned.

Numerous questions from the floor elicited the following: The package sent to employers consisted of their last quarters U.I. information with three additional spaces for title or code, point in time and county of employment. That along with instructions and a list particular to that industry from an OES reverse matrix of the occupations common in that industry. Employers responded by writing their title or an OES code as a response in the title sector. We developed FLOSOC, an outgrowth of the Utah AUTOSOC automated coding program, which ran the titles through an on-line system which coded that title to an OES survey code. Those not matching go to a pending file which is coded by our staff. Next year a shortened definition will be added to the titles. There are about 286,000 firms in Florida. Our initial funding for feasibility was $85,000 the second year was $125,000, next years commitment from the legislature is $164,000. Our goal is to provide accurate, occupationally specific, Vocational Education completer follow up data to the legislature within the next two years as our state requires that 70% of the graduates get placed. The Governor is also interested in using the tool to review the labor market for former offenders and JTPA follow up. Our data will be provided to OES for review and comparison.

Marvin Titus of the Virgin Islands will explain what is done there.

VIRGIN ISLANDS

Each time I attended a SOICC conference, I felt the Virgin Islands was ten years behind. On this particular issue, I feel we are ten years ahead. Our U.I. reporting forms were designed by our R&A Chief, Annette Smith, to provide employers the opportunity to report the following: Social Security Number, Job Title, Pay Rate, Frequency of Pay, Hours Worked, Gender; Citizenship Status - U.S. Resident, Bonded National, Foreign National and their Age. Because V.I. had no OES program, we were forced to look at these reports as a source of occupational demand information for our OIS. We were faced with two basic strategies: 1. We could use a universe of the reports. 2. We could design a structured sample. We conducted a study and found that 45% of the reports were not usable as the employers had not been told that they had to report the data though V.I. law requires that it be submitted.

A structured, stratified sample was designed evaluated and adjusted to present the best possible results. We documented this design in a technical paper which is available on request. After design, a series of follow ups was conducted to collect non-respondent data. Three mail and a personal follow up were used. Titles and their correlation to the actual duties of the individual and consistency with the SIC were reviewed. We also converted the wages to an hourly basis. All that was keypunched, and automatically coded - I don't know how similar our system is to yours - to both DOT AND SOC. Each time a new title enters the system and is coded, it is added to the Territory-specific crosswalk. The file was then sorted by three-digit SIC then sub sorted by DOT, SOC and pay rate to further edit the file for incorrect coding. In the case of a cook, all would appear together and we would review extreme variances in pay rate which might indicate that that cook was really a chef, which would require further follow up. Machine edits of extreme values were then carried out. We are now able to estimate staffing patterns by three-digit industry by size class. This gives us very detailed patterns. We aggregate our estimates from size class to the three digit level, from three to two and finally across the major industries.

Limitations of the approach include: We have no parameters by which our estimates can be measured against and our estimates are, of course, subject to error. That is our next step, we are working on getting some universe counts by which we can measure the error of our estimates. We have now begun to require that employers supply all data each quarter. To our surprise, most employers said that is much easier for them to do than to supply it only in the first quarter of each year as was first requested.

The potential uses of the data other than developing Territory-wide staffing patterns include: Occupational mobility - track individuals through time and observe their occupational mobility within and across industries. Staffing pattern evolution over time. Turnover rates. Wage distributions across and within occupations. Possible correlations of wide wage distributions with turnover rates.

Questions elicited the following: The universe is about 2,500 firms and the sample is about half of that number. Their current response rate is about 85%, though as time goes by our response rate is expected to increase as employers are now required to report each quarter.

Max thanked Marvin and indicated he wouldn't send for a copy of the report, the Panel would re-convene for an update in St. Thomas in late December. Our next panelist is Sally Sadler of Alaska - they have just received a legislative mandate to collect occupationalized residency information on employees in Alaska.

ALASKA

We will be collecting occupational information through our U.I. reporting program. Our purposes in Alaska differ quite a bit from the others you have heard here. We have an issue called 'Resident Hire', and it is the intent of our legislature and of the citizens of the state to protect the job opportunities of the people who live there. In the mid '70's when the activity on the pipeline was high, we had a lot of

people coming in for the $80,000 - $120,000 dollar a year jobs. Then the state passed a law requiring a 'green card' to work within the state of Alaska. Few knew of this, in fact I was presenting my senior economic thesis at George Washington University and was dealing with an economic issue within the state of Alaska and the 'green card' situation came up. I thought that my professor was not going to pass me with my degree because he insisted that the whole thing was unconstitutional and no state would do this and that I was making the whole thing up. A few years after the pipeline, the State implemented a Statute, Title 36, that required an employment preference for all state residents on public-funded construction projects. This mandated that any public-funded construction project would employ 95% Alaska residents. In the case of fewer than 10 employees you have 90% rounded up to the nearest whole person. The Alaska Department of Labor in their Wage and Hour Division has staff that goes out and monitors and enforces this Title 36 provision. A successful suit by a Montana resident invalidated this provision, but the state still requests voluntary compliance of employers on public-funded construction projects. The Attorney General was appealing the decision, and during the course of the appeal, the legislature gave the Alaska Department of Labor some money to analyze the extent to which non-residents were actually working in the state. We have a unique program that allows us to measure who would be a resident or non-resident.

The Permanent Fund Dividend Program consists of 25% of the oil royalties which are deposited in a 'rainy day account' and the interest from the funds in that account is distributed among the residents of the State. Our individual checks have ranged from $300 to $1,000 in any given year. In essence, they pay us if we certify that we lived in the State between October and March. We crossmatched the Social Security Numbers from that Permanent Fund Dividend data base with our wage data file. From that, we were able to determine that about 22% of the people who worked in Alaska in 1984 were not residents and that they did earn about 12% of the total wages. We released the data the same day the Alaska Supreme Court upheld their previous decision that Title 36 was unconstitutional.

In some other places that would have been the end of the story, but our legislature last year spent quite a bit of time trying to draft a bill that would provide information to support their position. What they have done is give the Department of Labor $300,000 to go out and analyze the situation.

Our project has been designed in five parts. First we will draft regulations which will be sent to employers clarifying the legislative reporting requirement. Second, we will update the cross-match we did last year to determine how many workers in 1985 were non-resident. Third, we will be making four determinations in which a resident hire preference could trigger on based on zones of underemployment, economically distressed areas. Fourth, we will be trying to prove that non-residents a clear source of unemployment among residents. Here we are going to correlate the social ills resulting from unemployment using social services data bases. Fifth, we will collect the occupational titles from employers. Alaska is dispensing with preliminary studies

and going right ahead to collect the data, beginning with the October - December 1986 quarter.

The data collection will be phased in over a three-year period. Alaska has about 16,000 covered employers and about 3,500 will be phased in the first year. The first industries required to submit occupational information will be those with the highest percentage of non-resident employment. Construction, Food Processing (95% seafood in Alaska) and Oil & Gas Mining. We are now in the process of revising our data collection forms and will have information to employers in July or early August and begin offering them our assistance to minimize the impact on them of the new reporting requirement. Once we collect the first-round information, we will have two additional individuals, one of whom will be involved in running the AUTOSOC programs and running the titles through a Micro-computer 'spellchecker'. One will have the duty of verifying the data reported to us, among many other duties.

Questions elicited the following information: Alaska has several differing definitions of 'resident' for different purposes.

Max introduced Brian Mc Donald as a B.L.S. reactor to the various efforts being undertaken.

B.L.S.

They gave us the largest room today, we have the most in our audience and the number of the people on the panel keeps growing, indicative of the interest in this subject. Max, you can reconvene the Panel in December in St. Thomas.

I am most impressed by the amount of testing and data collection that has gone on already in terms of many of the findings and the reaction to the testing in terms of re-design of the questionnaire and methodologies. B.L.S. interest is in three areas: 1. That testing be objective and statistically sound, not biased, so someone could pick up a report from a state and get a real good idea of what really went on in that state. 2. To see if this kind of work can be done so that it does not effect the operations of the Unemployment Insurance System, the quarterly report of wages and the collection of the tax dollars that come in from employers once a quarter. Jay mentioned that was one of the concerns in Florida, and it is a very valid point. Money has to come into the U.I. system and we are concerned that the addition of occupational data may slow down that collection and may increase operating problems. Due to the addition of occupational information, will some of the employers cease reporting employment data. It is always a problem getting all of the employers to report every piece of information, so the more questions you add, the more problems you have getting everything.

I feel that it is remarkable what the Virgin Islands are doing now. For several years in a row now, the data are being collected and processed now. Utah found that employers found exception reporting would be difficult and the same thing was found in the Virgin Islands - it is easier for employers to keep reporting the same types of information quarter to quarter. If you put in a requirement that they do it once a year, first quarter, or something like that, that means disrupting their

payroll system for two quarters, the one before and the one after that, so it is easier for them to keep on reporting. Of course that raises the danger that they will keep on giving you the same information quarter after quarter and it may not be valid information, they may keep the same occupational title for an employee after the employee changes occupations. That is something that will have to be looked at in some states. The hourly wage rate that questions were being asked about in Utah that the employers found to be a problem are a problem for a lot of reasons. Right now in the U.I. system there two types of wage information collected, total wages and taxable wages, those subject to tax by the U.I. system. If you start going to a wage rate, you run into problems, particularly for employees who receive bonuses, because they will have to take the bonus out of total wages, also have a problem with overtime pay, there is a lot of overtime worked, and employees could get time-and-a-half, double time and even triple time. You have to adjust for that and then you have problems with part-time workers where they may or may not have an actual rate of pay. Just like the commission employees, I don't know how you would ever come up with a rate for commission employees. It is obviously something that has to be looked at further.

Last year at this session, I had the impression that the work that was going to be going on in Colorado would be actually done by the staff of the Utah SESA, that the Utah people would be going to Colorado they would be doing the data collection or asking the questions. I am glad to see it is not being done that way. The work going on in Colorado is being handled by Colorado staff. I don't think you can take the results from one state and apply the results to another state, because the economies of the states are different, the relationships between the employers in the state and the state U.I. agency can be very different. You can have very good relations in one state and very poor relations in another state, and it may have nothing to do with the U.I. system, it may have to do with their experience with the Job Service, another part of the Employment Security Agency. And, finally, each state, from my own experience, has different skills and their ability to process data like this, collect the data and then process the data. Some states are extremely capable, they are very flexible, they can do a lot of new things. Other states, the larger states in some cases, because of their size, can't do things that quickly, can't make changes and have difficulty reacting.

If I was in Alaska, I would be very concerned about what they are going ahead with. Because they are not doing any testing, they are going full speed ahead, they have made a decision to change the questionnaire, the U.I. form, they are going to go out and collect it. However, since this type of thing is obviously unconstitutional, it will probably never get off the ground. (laughter) They do have unique problems. To me, Alaska is the place that really should be doing a test because the seasonality of employment in Alaska is unique, to say the least. There is six months of the year when employment is up and six months when it is down. A lot of firms become more or less dormant for half the year. There is a very high concentration of firms who are small firms with very few employees, and just from the little bit of reading I have done on Alaska, it is obvious that many of the people who set up their own

businesses, like the people who live there, have a little bit more independence, they feel they are going to do things their own way, and maybe that is why they went to Alaska. But, it's unconstitutional so we don't have to worry about it.

In Florida, I am concerned about the under 50% response rate and the differing response rates by size. The firms with over 250 employees had a 47% response rate and those with 250 or fewer had a 35% response rate. This may be indicative of smaller firms having a greater problem in complying with a change in requirements. Florida's attention to problems encountered in their pilot effort with design changes prior to going further is good. It is better to collect small and begin you methodology and then expand. Data confidentiality is still an issue. Problems of delays caused by a shuffle of the forms between payroll and personnel to collect the occupations must be measured and dealt with to avoid a delay in tax collections.

Collect only what you need! Thank you.

FRIDAY, JUNE 20, 1986

USE OF OCCUPATIONAL INFORMATION: A REPORT FROM THE COUNSELING COMMUNITY

Ninth Annual SOICC Conference
Portland, Maine
June, 1986

Linda A. Pfister
1986-87 NCDA President

Good Morning! I'm pleased to be here representing the National Career Development Association (until last year, the National Vocational Guidance Association). We're the same group, nearing our 75th anniversary, but we believe the new name brings us more closely in line with both the theory and practice of career development today.

I'm delighted to serve on this panel with Frank Burtnett and Bill Hollenbeck. Frank, of course, represents NCDA's parent organization, AACD. And, as is true for many NCDA members, I also belong to the Guidance Division of AVA. I think many of the goals of NCDA, AACD, and AVA overlap--particulary on the subject of using occupational information.

In many ways, I feel a real kinship with this group, even though it has been several years since I attended one of your annual meetings. Seeing the SOICC Directors and State Career Guidance Supervisors meeting jointly reminds me of a meeting in December, 1979, when a national symposium was sponsored by the Department of Labor to bring national focus to issues and problems related to providing labor market information to career guidance personnel. As a researcher at the National Center for Research in Vocational Education, I helped organize that symposium and recall that not only did people not know one another, there were rather heated differences aired throughout the meeting. To say that there was a lack of trust would be an understatement.

I'm not suggesting that differences don't exist these many years later; however, I do believe we all know more about each other and respect the role each plays in providing necessary career information to youth and adults. In fact, in preparation for this meeting I was reviewing several documents--starting with the proceedings of that 1979 meeting. It featured three of NCDA's past presidents as major speakers: Henry Borow, Carl McDaniels, and Ed Herr. None of these gentlemen have any difficulty speaking their minds, and the recommendations that they laid out were extensive. As some of you may recall, many of them dealt with improving inservice and preservice training activities--an effort NOICC has undertaken admirably.

I'm sure you recall the status of the CIDS at that time. There were a few states and some private companies that had career information systems either operating or under development. And, there was some concern expressed about problems related to counselors and students adjusting to hardware. I don't recall that anyone predicted that the CIDS would make the impact on state and local systems that they have in less than ten years. In fact, I think we all need to step back and appreciate how far the NOICC/SOICC network has come. The diversity and content depth of this year's program reflects that growth.

I've had the opportunity recently to observe a Fortune 500 company that is developing their own comprehensive career planning system. As a part of the system, job analyses have been done on all positions, with the goal being to put all the information in a database so that new and prospective employees can actually learn about opportunities within their own closed system. When I asked whether the developers were familiar with the work done by the NOICC/SOICC network or of the commercial systems available, there was a noticeable silence. I mention this experience for two reasons:

- Although the primary interest and certainly the charge of NOICC has been to provide information services to the public education market, much of the private sector is getting increasingly serious about career development. We often talk about collaboration with the private sector--but that usually means that education is asking for some level of assistance from industry. Is there a role for NOICC/SOICC to reverse this one-way collaboration and share the expertise? I don't know. I do know that the private vendors think so--that is, if the exhibit hall at the recent American Society for Training and Development (ASTD) Convention is any example.

- The second reason that I mention the private sector example is that they seem to be obsessed with two words--so what. In helping to develop a career coaching course for a company, I suggested that some time be devoted to career and adult development theory. The reaction was: so what difference will that make to the manager? I think I've adopted this "so what" thinking. And thus, I think it is important to deal with it here today. In effect we might ask: so what difference has it made that we have made such advances in providing career information to students?

I think we can answer the challenge quite strongly. We can start with the question: "Does more information make a difference to students?" We have a lot of research--decades, in fact--that indicate students have wanted both more occupational information and more complete information. But there have also been studies that indicate that:

- information is directly related to earnings (Stevenson, 1978); and

- information is linked to measuring success in the labor market (Kohler, Grasso, Myers, and Shields, 1977).

Although I think we can agree that information alone is not sufficient, I've never seen a career decision making model that doesn't have obtaining and evaluating information as key components. Career information can provide the reality check one needs to make a sound decision.

I think it's also important to note that computerized career information systems have changed guidance and counseling practices dramatically. Although concern is sometimes expressed that students are being sent to resource centers without enough assistance from counselors, I think we can counter thoses concerns by looking at the benefits.

For the students:

- o They continue to be motivated by the technology itself--it's fast and efficient.
- o Using the computer is a good starting point for students--and they have something tangible to take away from the experience.
- o It can help students organize their thinking about the complex structure of occupations.

For the counselor:

- o Students are more prepared for career counseling sessions.
- o The computer provides a management tool for quick use and access.

And, of course, it has allowed for career information to be made available to the community.

With Russ Flanders retiring, it seems appropriate to look at how far the NOICC/SOICC network has come--and how much more sophisticated all aspects of the information society have become--the students, the educational system, and the employers.

We don't have a perfect system, of course. Even with the added technology of interactive videodisc to information systems, there's no way to fully prepare students for what they'll face on the job. Organizations are as different as the individuals who inhabit them. But, then, that's part of what makes work interesting and what provides us all with opportunities for growth.

We in NCDA look forward to working with the NOICC/SOICC system as it continues to grow. We'll be supportive of having our members involved in the preservice training workshops planned for next year. By serving on the Project Leadership Team on the upcoming project, "Guidelines for Comprehensive Career Guidance Programs," we're pleased to play a key role in this important effort. So, even in these days of living with the Gramm-Rudman-Hollings Law, I'm very optimistic. And we at NCDA look forward to continuing to work with you in the future.

TITLE: Use of Occupational Information: A Report From The Counseling Community.

PANEL PRESENTATION: By Dr. E. F. "Bill" Hollenback, Vice-President
American Vocational Association-Guidance Division

Good morning LeRoy, Linda, Frank, SOICC Directors, State Supervisors of Career Guidance and Counseling and Guests. I wish this session were called: "Let's Get Involved" or "Together We Can Do It". However, I am glad to be here and represent the AVA Guidance Division, its membership, and the policy board. We are glad you asked for our input and involvement in writing and developing the National Standards Project. All of us in this room must have input and ownership in the Project if we plan to implement it nationally. One of our goals in the AVA Guidance Division is to develop a national model for a "Comprehensive Career Guidance, Counseling, and Placement System" made up of different programs. We plan to accomplish our goal, but it will be rather difficult without the Standards Project which should define the parameters of a National Guidance System.

I believe that there are nine essential components of a Comprehensive Career Guidance and Counseling and Placement Program. It makes no difference whether it is a instructional guidance program, counseling program, job placement program or whatever the state or local school districts want to call them. In some states each program serves a different level in education and the total combined programs make up the career guidance system. The components to each program are:

Individual Inventory: Every student in vocational education must have a individual inventory record. The record of information can be kept in a computerized system or in a manila folder or both in order to assist students in their decision making process.

Occupational Information: All students need ready access to information essential for making decisions about career paths. Some states or school districts have computer-based information delivery systems which can be updated with ease, while others are using printed materials such as the Occupational Outlook Handbook and the Dictionary of Occupational Titles which become dated unless they are revised more often than presently.

Guidance and Counseling: Students need super guidance and counseling programs before, during, and after vocational training. Students need access to guidance personnel who really care about them. These services may be provided through instructional guidance activities in a classroom setting or through traditional counseling

in an individualized or group settings. Guidance personnel have to be more than paper shufflers or schedulers. They must assist students in assessing their interests and aptitudes, place them in the right vocational instructional program area, and help them build their job acquisition skills.

Placement Services: Placement services should be available to facilitate all types of vocational training from entry through exit. Students need both educational and job placement services. Educational placement assists students in the selection of academic and vocational courses as they work toward educational goals which will ultimately build into career goals. Job placement assists students in developing employability skills that lead to gainful employment and job satisfaction.

Follow-up: The effectiveness of an institution's vocational program cannot be evaluated without a follow-up on each student who has exited. Whether the follow-up takes the form of a brief report on a return postcard or uses a comprehensive questionnaire depends on the needs of the school district or state.

Evaluation: Is closely aligned to follow-up; however, follow-up is only part of a complete evaluation procedure and provides only quantitative data. To develop an effective program, guidance personnel must also gather qualitative date on a regular basis and report the data in a manner that is easily understood. It is evaluation that provides the information to make administrative decisions and determines accountability of the program. Note: Some people combine evaluation and follow-up as one component.

Research: Research has become the vehicle to develop and provide new models, strategies, and techniques to provide program direction for the future.

Advisory Councils: Every vocational program, including guidance and counseling, needs linkages with business and industry in order to have local supply and demand input and to know their expectations. That is what keeps programs viable and more up-to-date on community needs.

Public Relations: Effective public relations consists of both internal and external promotional efforts, and if effectively done can rectify many of the misconceptions about vocational programs. If

guidance personnel explain the services they offer in a way that is understandable to the public, then deliver the service they promise, the future of guidance will be bright. It is difficult to value something that is not understood.

Vocational guidance can no longer be considered as just an ancillary support service. It is an essential part of the total vocational education family. Career Guidance and counseling services must be viewed and valued as the first step in the vocational education process, and job placement must be instituted to complete the process. In addition, a comprehensive career guidance, counseling, and placement program must be competency-based and have identifiable outcomes.

The AVA Guidance Division needs your help and you need ours. Together we will play a vital role in identifying, developing, and implementating the National Program Standards Project. By using the outcomes of the Standards Project as guidlines and through a collaborative effort, we can develop and implement a comprehensive career guidance, counseling, and placement program across the country which we really need.

How can you as State SOICC Directors do a better job in serving us in the guidance and counseling community? I believe you can do a better job if you:

(1) Provide better communication and cooperation: Get to know the State Supervisor for guidance and counseling personnel and setup meetings on a regular scheduled basis.

(2) Have visability: The State SOICC Directors must attend state vocational education conferences and workshops, especially, the vocational guidance workshops and provide inservice training to those who are going to use the state informational services.

(3) Provide inservice programs: Inservice needs to be provided to the guidance personnel in the field and assist them in establishing and linking into a statewide computer-based career information system that has current and future job market information. The State SOICC Directors need to provide regional inservice workshops to guidance personnel within each of the respective states on how to use and understand the different information systems that are available.

(4) Provide preservice programs: Preservice needs to be provided for those coming through the college and university training programs. The State SOICC Directors can do this by establishing rapport with the counselor educators and provide career and occupational information to them so they can train their undergraduates on how to use and understand the different information systems.

You as State SOICC Directors provide a service and the benefactors of that service are the instructional guidance personnel, counselors, job placement coordinators and others who use the information you provide. We thank you for your efforts and service in assisting us in educating and training the youth of tomorrow. However, in order for us to use the information it must be current, accurate, reliable, accessible, and in a understandable and usable form.

Keep up the good work. I hope we continue to meet and share information and ideas like we have at this conference. We must continue to work together. Thank you very much for the invitation.