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Just so you know you're in the right session we're gonna be talking about what's available from the Public Workforce Investment System that is funded by the Department of Labor and how it can help and how we link students to you and the information we provide on financial aid and also the employment outcomes that can be expected from education and training, so we fund a network of what we call One-Stop Career Centers. This is done primarily through – and I'm gonna talk about the bricks-and-mortar ones because there's actual physical sites but then we also have a lot of electronic sites, so those virtual sites provide a lot of information for career exploration. I'm gonna be talking about those also. Whoops, so there's a state and local network of Workforce Investment Boards. We basically give grants to each state, and they have a State Workforce Investment Board, and then that board gives out money to local areas designated by the governor, and they also have a local workforce investment board to focus on their local economy an employer needs in the area. Then they operate, the local boards operate, local One-Stop Career Centers, and that's just our generic national name.

A lot of states have branded these centers, so they have different names in your own state. Sometimes there's multiple names in a state but they do provide in-person services to customers who come in seeking mostly assistance in finding employment but that often entails education and training. In addition we have resource rooms there with computer access, so they may access some of our online services that I'm gonna show you in – within the center as well as getting staff assistance. Many of these centers have specially trained staff to assist veterans and persons with disabilities, and one important thing that may be really valuable to you is we have access to related supportive services of people. We're very aware of the emphasis on completion.

A lot of people start their secondary education and don't complete, don't get their certificate or degree, and it's not as valuable if you haven't done that, so sometimes the reasons they don't are not that they lack financial aid to pay the tuition but that they lack other supports like transportation or childcare, maybe food stamps and the One-Stop Career Centers are often viable to refer them to those other services, so they can be a resource for you if you see someone who's at risk of not completing and not being able to pay back a loan because of those other kinds of things, so the services, the primary categories of service that are provided at a One-Stop Career Center, are Intake and Initial Assessment, so they decide what kind of help they need. Maybe they just need job-search help, maybe they need remedial education and training, maybe

they're ready to go into job training. Intensive Services include something beyond initial intake and assessment, like actual assessment tests and things, counseling. We do provide training and funds for training but not to every customer that walks in the door, we don't have those kinda training dollars but often we may be paying for the remedial education that someone needs before they can start an actual program, and, of course, our emphasis is on preparation for careers and employment, so we focus, sort of, on that end of the educational spectrum but we do refer a lot of people to post-secondary education. The primary customers of the One-Stop System are adults, and then at-risk youth between the ages of 16 to 24, including out-of-school youth, and people who have dropped out of school.

Under adults we have emphasis or special programs for veterans, for older workers, for migrant and seasonal farm workers and persons with disabilities, and then, of course, we have a very strong emphasis on dislocated workers. We have a relationship with the Unemployment Insurance System but, especially in today's economy, you know, it used to be that you would get unemployment until you were called back to your job, and now your job isn't going to come back and you need to consider an occupation, or another field, and so you – we can provide assistance in identifying those other career fields, and possibly helping with training for those, so I'm not gonna talk too much about the bricks-and-mortar but if you need to find a local One-Stop Career Center in your area, we do have a website, servicelocator.org. It's part of our larger career One-Stop System that I'm going to talk about some more but you can go to this page and you or a client that you're working with could enter either their zip code, their city and state, and the range of miles around there, and they would get information on what the nearest One-Stop Centers are, and directions, Google Maps, and so forth, so you can find that, so you know if you have referrals. You need to refer people there, or people are coming from there, and you need to contact them, and, especially, like I said, for supportive services but the kind of counseling we do in the One-Stop Career Centers, or our – the staff that are there – they aren't actually federal staff, they're at that level – they're focusing on what kind work can they do with a certain education and training, so the correct exploration is with that in mind, so we're looking at information on occupations, industries that they could work in, we can – we have tools that can identify local company names if they need to apply to those, and tools to find out of jobs are currently available in the area. Also this can be very critical when you're considering financial aid, especially in loans, is what can I expect, at the entry

level, or in my local area, wage – what are the wage and salary range, you know, what might I be able to earn eventually because this can help them with budgeting for loan repayment and we actually were involved in the work this year on gainful employment, the regulations for gainful employment, and so forth, what kind of information is available to help people make an informed decision about their loan burden, and I'll be showing you some more of that, as we go along, what's available on our websites, and here are the main websites I'm gonna talk about today, so Career One-Stop, so the idea that we'd put "One-Stop" in the name is sort of like a One-Stop Career Center online, it's many of the same services are available there, then we O*NET Online, we have the Occupational Information Network, which is a career exploration site, it provides a lotta detail on various occupations and then links through to other information, and we have a new site that just came out on Labor Day, called My Skills My Future and the emphasis on that site is for dislocated workers, unemployed workers who are going to need to transfer into a new occupation, you know, for example an auto worker in a town where the factory has shut down.

I see a question?

Female 2: Uhm, I was wondering if all of these websites are approved, so if we wanted to use this information to disclose then to our students, for example, you know, upon enrollment or during the course of their enrollment, is this information that we can rely on as approved, essentially, by the government?

Female 1: Yes, because even though these are dot-orgs, we operate them through grants by the states but all the data on there is federal or state data collected through a federal state program, so, yes, I think you can rely on the information. I don't if it, I would call it "approved" but it's officially-collected data.

Female 2: Okay.

Female 1: And so I'm gonna be talking a little bit more in detail about what's available on each of these three sites. Another question?

Female 3: Yeah, a quick question, is there any reason why you just didn't create one big website or is there a centralized website that just went through the Department of Labor and you would access all three of them?

Female 1:

Yes, actually, they're all interrelated, so --and you -- I'm not so sure how easy it is to get there from the Department of Labor site but it's really the Career One-Stop site, you can get to everything from there, and we're working on -- on integration. The thing about Career One-Stop is that it had a lot of information on it, and we were afraid, especially with the unemployed workers that they weren't finding what they needed right away and that's why we created My Skills, My Future but that is a very good point that we're working on integration of the sites but they are interlinked, so you can get from one to other with -- you don't have to go to all three separately. Okay, so first I'm gonna talk about Career One-Stop, which is the most -- the biggest site with the most information, so it's designed for all kinds of user but I'm gonna focus on the education and training information that's available plus the information on financial aid that we provide to individuals. You can also link to job banks from here, and so forth, and actually, in the upper-right, where it says, "More resources," all of those other websites, are in that drop-down menu. Right now it says America's Career Info Net but O*Net Online would be there and so forth, My Skills My Future, so under the Education and Training, we have information on helping people plan, find different kinds of training, short-term certification apprenticeship, Keep Learning information, and we have a heading called Pay, which is where we have the financial aid information, so, again, I think we should I should say that the customers we deal with are, primarily, what you would consider non-traditional students, you know? We don't expect most high school seniors who are planning to go immediately into post-secondary education to be coming to the One-Stop Center. This is for people who are changing careers, coming back later, displaced homemakers, students who did drop out and are trying to get back in, unemployed workers whose education needs to be updated, and their skills need to be updated, so, again, it's the different emphasis on education and training for employment, that's the primary emphasis but, having said that, high school students could also use this to explore careers, and I think that they do. We get millions of visitors to this site every month, so -- so then under it -- the -- well, these are the headings, in case you couldn't read them before. Under Pay, we have Education Earns More Money, Information, Financial Aid, and Scholarships, and then, again, the different kinds of training. We also emphasize apprenticeship because we sponsor that at the Department of Labor and for working learners which is a lot of our customers, apprenticeship is a way to earn while they learn as well as people we know are working while they're going to school and trying to juggle those schedules, so -- and so onto Financial Aid, we start with some simple information

on what is a grant, what is a loan, what is a scholarship, and have some links to sites that will help estimate how much college will cost, ways to reduce it, a budget calculator, and these are existing sites, some of which are even Department of Education sites but, again, if people are coming to us, we try, then, to help them find those things because they may not be thinking. Again they may not even think of themselves as students, you know? They might not go to somethin' called Student Aid, they're not thinking of it that way. Then, under Paying for College, we link to the Financial Aid Advisor, we link to the FASA site, we have some warnings about scholarship scams. For parents, we have the prepaid tuition programs, and college savings plans, education tax credits, we have financial aid information in Spanish, we talk about grants, and loans, and, in addition, in the One-Stop Center, we give out like individual training accounts, we help connect students with training and often pay for it but this is for people who are just searching on the web, they can then also elect to come into the – into the one stop, and say, "I need training, can you help me?" You'll notice, under the Loans, there's the Perkins, the Stafford, the Plus, and there's a Loan Calculator. Again, many of these tools are education tools but we're linking them so our customers can find them.

Female 3: Sorry.

Female 1: Uh-huh, another?

Female 3: Under the last one, under College Costs, where it says, "Budget Calculator."

Female 1: Mmm-hmm.

Female 3: And over where it says, "Loan Calculator," are either of these similar to the Net Price Calculator-type software or ____ Adobe that we're gonna have to be making available to students, eventually, or is it a different type of calculator?

Female 1: Wow, okay, I'm actually not prepared to answer that technical of a question [*laughter*] on [*crosstalk*] –

Female 3: Okay, that's okay!

Female 1: on Budget Calculator and Loan Calculator, sorry. I didn't look at those links recently, and I'm not familiar with all the changes. I did listen to the general session this morning. I realize you guys deal with a lot of technical information. We basically try and keep

these up-to-date, I would, and, in fact, if you go to those links, and you don't think they're the latest, I'd appreciate if you'd let us know, anyway, because we do try and keep those things up-to-date, and I believe, I believe some of those – some of them are education sites, so – but, thank you, and I will check them when I get back, *[laughter]* okay, so, again, because of our emphasis on training and preparing people for employment, and because of the emphasis on students being able to repay their loans, I'm gonna talk quite a bit on the occupational information on employment, wages and demographics for the United States, for states, and then, often, for metropolitan statistical areas within a state, so – and one of the ways you can search for that information is either by what are the fastest-growing occupations, you know?

We emphasize things that have a pretty good outlook, occupations with the most openings, occupations with the largest employment. We also show you occupations with declining demand, so that you might consider, “well, maybe I shouldn't try and train for that because it's not growing anymore,” and then for Wage Data, we – and Employment Data, we display, also, the percentage of growth, over time, each year, for ten years, and earnings quartiles, which can often help with – you know, if you just give one wage, it doesn't really tell you what you might earn when you start out, you know? We don't have something that we identify as an entry-level wage, but we do have that, and I'll show you that in a moment, an Earnings Quartile, you know, that 10 percent of the people make this or less, and 90 percent make that or more, so this just shows you the links to Fastest-Growing, Most Openings, Largest Employment, things that can help people start to sort. We also have assessment tools to help people search occupations by interest and so forth, so if you had entered “Carpenters,” we also show Related Occupations for it, and you can see, in a listing, we show some of the basic information. This is projections for – actually this isn't the latest slide.

I think the projections are now for 2008 to 2018, and I thought I'd updated them all but, anyway, on the website, it will show Employment in 2008, and then what's projected to be the employment in 2018, and the percent change over that time. Then you'll see that the earnings data sorta summarized here in these little, sort of, green leaves, with the dollars signs in them, so if it only has one green leaf, that means it's low-paying, and 2 green leaves is a little below-average, then we have 3 and 4, so that tells ya something, and on the far-right column, under Education and Training, we show, sort of the typical amount of time it takes to prepare for the occupation, what most of the workers, currently

employed in the occupation have, even though that doesn't look right for roofers. I'm gonna have to check on that. Okay and this is just if you had selected Top 50, right now Registered Nurses would come out as the occupation with the most openings, about 100,000 a year nationally but you can also select a state and find information for the state that you're in. There's a little bar up at the top to select that. Okay, now, people often tell us, "Well, you know, you only have so many occupations and, really there's a lot of job titles that aren't included, aren't reflected in those occupations.

Well, they are reflected but you might not believe us, so we have – fortunately the web enables us to have a lot of search, where you can actually type in a job title and then actually find the occupations that they're included in and then get the employment information and the wage information, so I'm gonna talk a little bit about how we classify occupations but not too much because I don't know how interested you are in that, and then show you the related data, again, employment and wage data, so the – the federal government, and I know you have tons of acronyms on financial aid, and I'm gonna introduce a few more acronyms, we use the Standard Occupational Classification System because that's what the Bureau of Labor Statistics, and the Census Bureau, they collect their data on. It's got 840 detailed occupations. Then at the Department of Labor, at the Employment Training Administration, we have more detailed information on – within – it's related to the SOC, the Standard Occupational Classification, but we break it down into 965 more detailed occupations, so we get to identify some new and emerging specialties and I'll show you an example of that later. We also have – show a lot of the associated job titles, and I'll show you further that O*NET, this Occupational Information Network has a lot of information on what is done in the job, and what kind of working conditions there are. It helps people make a selection about, "is that work that I would enjoy doing, and, therefore, should I train and prepare for that," so the data on occupations is – the Wage and Employment data is from the Bureau of Labor of Labor Statistics and they have websites, also, and, then, demographic information about, like, the age or the gender of workers in that occupation is from the Census Bureau and also the educational level, and O*NET is based on that system but the important is that we provide additional information like what do they do on the job, tasks, also detailed work activities, knowledge, skills, and abilities that are required, what the work context is, working conditions, interests, and it can help people select an occupation, it can also help them write a resume. Often, if you just say what your job title was and how long ya worked

there, it doesn't mean that much to another employer unless you can say what ya did or what your skills are, you know, what you're good at and O*NET can help prompt people to write good resumes, so there's a couple of sites, O*NET Online, and this is the link for it, and then O*NET Code Connector, if you're really trying to find, well, what – what occupations are related to my training program, for example or the training program that a student's interested in.

This is what the O*NET Online website looks like. We've redesigned it recently to have some more graphics, and to highlight green jobs to make the searching easier, but the fastest way is just to go up to that occupational Quick Search, that, up in the corner, and type in something but the thing is you don't have to know the names of occupations, or a student doesn't have to know that they can type in any keyword from jobs and we have search strategies that will help match them, so, for example, in this example, I've – we've typed in "Game Developer," and it's come back with multimedia artists and animators, computer programmers, computer software engineers, applications, and then videogame designers. I don't know if you'll notice that the code for videogame designers has a decimal point. The others have zeros after the decimal but this has a 13 after the decimal. That means it's one of those detailed O*NET occupations that isn't in the SOC, which, then, means that the data – the Employment Wage Data will be for the larger occupation that it's a part of but the more detailed information will be available through O*NET, and you can also see there's a little sun.

Maybe you can see that it's a little yellow indicating that, at the national level, at least, there's a bright outlook for this occupation. Either it's growing or there's a large number of openings, or it's a new-and-emerging occupation. We also have, for some occupations, a little green leaf, indicating that it's a green occupation, and we have flags to highlight things that are related to registered apprenticeship, so you might – ehh, yes, a question?

Male 1:

Yeah, I have a question, so when you get down into more detailed occupations that branch off from the general, you won't see wages?

Female 1:

You will but it will be an aggregate, just like that said, "13," so that means that there's at least 13 occupations related to the larger one, and you'll only see the Employment Wage Data for the one that contains all 13 because it's just not available at that more detailed level, which I know is a limitation but it's not possible to

collect data at that level of detail with the sample size *s* that are available nationally, you know, in the funding, so – but that’s a good question. One thing you can do and I’ll show you later, at least, in *My Skills, My Future*, takes you to actual current job openings in the area, and then you can look at what employers are offering for it. You can do a little job search to see what’s being offered right now in that area, so one thing that you may – or counselors may be doing with students is saying, “Well, if you take this program that you’re interested in, what could you do, you know, what occupations might you be qualified for when you complete, and so we can search O*NET by education programs and you can even use the Classification of Instructional Programs, and that’s something that Education uses to report enrollments, and completions-by-program. I don’t know how much the Financial Aid work with that but, anyway, there is a crosswalk between those programs, two occupations, so you can consider what the training might lead to, so, for example, if you go under the Crosswalk Section, there’s an option for an Education Crosswalk, there’s also military, people coming outta the military can look at what occupations might be related, civilian occupations might be related to their military specialty. I’m just gonna show you the example of an education program and what occupations are related.

In this case, I just put in a word, “assistant,” and so then these are all the Classification of Instructional programs with assistant, so, for example, if someone gets training as a Photographic and a Film/Video Technology Technician and Assistant, those are the occupations that it’s related to, and then you can just click right on them and get to the information, you know, they’re live links, so you could look at what Audio and Video Equipment Technicians earn, what the tasks and all the O*NET information that I described for that occupation. Down below you’ll see Teacher Assistant and Aid or Child Care provider and assistant, and the occupations they’re related to. Now this is from the Career One-Stop site, so they use, instead of the little golden sun, they use “In Demand” that also shows that it’s either growing or has a large number of openings, nationally. This is the O*NET Code Connector site. This isn’t really for students, this is for people who are trying to identify.

If you want to know, if you have a certain title, and you don’t know where to find the data for it, this can help you identify what the corresponding occupational category is, so if you entered in, for example, “quality assurance,” these are some possible titles that involve quality assurance, and you can, again, click on the title to

find out more about that. If you don't know, from just readin' the title, what it means, you can click on that. You can also click on those little checkmarks to look at. Those indicate why it came up as a match and then you can see what matched in that. It would be looking for the terms "quality assurance" in the title, inlay titles in the description and the tasks, and in the detailed work activities from O*NET, so, for example, like, if I typed in "game developer," it would've come up with those same ones but that's, sort of, let's you know what the – what it's searching on to get those matches, what the algorithm is, or the logic, so we're emphasizing that the links to employment and wage data help people figure out what's the likelihood of my finding employment, and what's the estimated starting salary.

One thing we do – are concerned about because we do help people train for jobs and we're trying to identify things that are in-demand. In the aggregate, you know, when you train in healthcare, many of them will find jobs in healthcare but for any one person, you know, that you're working with, it's always hard to say, "Yes, you will be able to get a job in this field when you get out," you know, but this is information that helps them but, unfortunately, there are no guarantees, so here's what a report looks like in O*NET Online for, in this case, for license practical and license vocational nurses, so you can see that we start out with tasks, the tools and technology that they use but then there is a link to wages and employment data, and you can click on that, so you – it's sort of a long page of information but you can click on that to go directly down to the bottom, and this is national data, so this is for the LPN's, LVN's. Median wages in 2009 were \$19.00 hourly; \$39,000.00 annually, employment in 2008 was \$754,000.00. It's projected to grow much faster-than-average, and have about close to 400,000 openings a year. Of course, you know, I should emphasize that that's – they projected over a 10-year-period, and divide the number by 10, so, of course, in a downturn, it could be less than that, I mean, it's – it's a long-term estimate and not – they don't try to predict business cycles, the top industries that it's employed in, and then, since this national data, you can go here, to find local state data, so when you click on that, the box will come up, you pick the state, and then this is the kind of wage data, so what I did was here I have selected "paralegal data," it shows the national and then for the State of Missouri, so you can, sort of, compare, you know, is it above the national average, is it below, but also here's where I show the percentiles, so, for example, the median wage is what's shown on the previous page but also it shows the 10th percentile, 25th, 75th, and 90th, so this is sort of a proxy for entry-level wages, and then experienced-worker wages,

so the 10th percentile, in Missouri, the wages start at \$12.87, an hour, or, they don't start at that but that's an estimate, you could say, what you might make, so for someone coming out, and saying, "Will I be able to earn enough in the first year, to, you know, make my loan payments, this is something that they can take into consideration, and factor in." It also tells you what the span is. Some occupations don't – it's a fairly narrow range, and that's one thing that we're very aware of and concerned about.

Even though our system focuses on getting people into employment, initially, we know that sometimes that the first occupation they enter, they might not be earning enough to support a family or to enter into the middle class, so we're very much emphasizing that they would pursue education, so, often, we're the first step, and then they're going to be coming to you, we'll get them started, we'll give them their remedial courses, and then some of the first courses, and they'll then be needing financial aid to complete because usually we serve them for about one year, maybe two at the most. Yes, you have a question? Uh-huh? Okay, well, that's gonna vary by state, and local area, so I can't give you a figure nationally, you know? That is a good question, though. Hmm, I – I actually should find out the range but it does vary a lot and it's gonna depend on, well, sort of the demand in that area and – but it's usually about one year of training but we do – we are emphasizing very much now credential attainment, and, if possible, credential attainment within that time, one-year certificate, or getting them started on a two-year degree, or other things that lead to an industry-recognized certificate or certification at the end because again, we're trying to focus much more on a career pathway and getting them started on a career pathway, not just like, "Oh, let's get them out there in that first low-wage job, and forget about them." We're trying to give the counseling about, "you're gonna need to go on and pursue life-long learning, and you're gonna need to go get financial aid at some point. We'll get you started but, you know, then you're going to need to work with the educational system," and so we actually have a goal to increase credential attainment. Yes, another question?

Female 4: Do you have any data to show the placement rate from students coming to you into the traditional educational system?

Female 1: Hmm, that's a good question. Do we have data on placement rate into education system? Our performance data requires us to look at whether they completed the training that we enrolled them in and also, then, whether they gain employment but I don't know if we have done an analysis of how many go on to further education.

We do that with the youth. I know that we do that with the youth because that is a goal for them but, again, because of this so much emphasis in our law on employment, that's what we focused on. There may be some research studies but I know we don't routinely collect that but that's an interesting point because, you know, how much are we an entree for non-traditional students and adult learners into the world of education? That's an interesting point. I'll go back and look for some studies. Okay, I just wanted to show you there's also a lot of great occupational information and outlook information on the Bureau of Labor Statistics website but, again, it's sort of contained, you know?

Everything's interrelated. We use our information in our websites. They also have the *Occupational _____ Handbook* but then I wanted to address the issue of helping a student figure out is it worth it? If I take out this much of a loan for the occupation, for the training I've selected, and the occupation I've selected, is it worth it, you know, and there's just, sort of, rules of thumb. You don't want your monthly debt to be 1/3 of income, total debt not being more than their annual salary, so, like, if they're going to make \$20,000.00 a year, their total debt for the whole program shouldn't be more than \$20,000.00, you know, and these are not official approved things, these are rules of thumb but all we're saying is we have wage data to help an individual evaluate is it worth it to me, will it be worth the investment, will I get return on the investment, will I likely be able to pay my loan back.

Female 4: Is that via a calculator on the website or is that _____ mention _____?

Female 1: Yes, okay, you're asking again about the calculators, which I didn't look at and now I realize I should have. We do have, yeah, the Budget Calculator and the Loan Calculator.

Female 4: I just had to make sure that's what you were referencing with regards to [*crosstalk*] –

Female 1: Well, I'm just talking about a rule of thumb in that we have the wage data to help them just think about it but, no, I'd have to check what the calculators do, that's a good question, and if you know of really good calculators that you do use, I'd like to know and make sure we do link to them, so my contact information's at the end or I can give you my card. Okay, and then I also wanted to show you the My Skills, My Future site, which, again, we just launched on Labor Day to primarily it's aimed at dislocated workers who are going to need to change career fields, and we've tried to make it

simple because a lot of our sites have a lot of information, a lot of links on them, and it can be overwhelming for some people, so we've included a video here that sort of gives you an overview of the site, you know, you can click on that, and it'll play, it's captioned and so forth. I believe we're adding Spanish captioning to it, and, in this example, say you have been working as a carpenter and you can't find, so you – you just – all ya have to do is enter "carpenter," and click on Find My Career Matches, and then it'll show you related occupations. You can choose a location. It starts out with national data but here we've Florida, so you can get more information on certain occupations but just the first information we show is what the matches are, what job listings there are for the area that you've chosen, you can make it more local because it just links through its job banks, so you can actually look at those job listings. The typical wage, again, now that will adjust for the area, too. It'll start out with national data but once you've picked, like, this is wage data for the State of Florida, and the typical training, and then there are links to find training in your area, so we have lists of schools, and so forth. Once you go to training, we also show you other related information, so here we've shown for sheet-metal workers, **Brevard** Community College offers training, and there's others off-the-page, they're not the only one but we also took – oh, excuse, I see a question?

Female 5: Oh yeah, just a question. Which schools are on this list, are they approved Workforce Schools, or just all schools?

Female 1: Well, on this website, it's schools from the IPED's database, the Integrated Plus Secondary Education. You do raise a good point that each local One-Stop has something called an Eligible Training Provider List, which we call ETPL, so that may not have all schools on it. You know often the local One-Stop makes an arrangement with certain institutions to refer students there for training that they know are in-demand occupations. Sometimes, though, the student is just given money that they can take to any institution but often – so you'd need to contact the local One-Stop to find out about the Eligible Training Provider List. This is just from the IPED's list.

Female 5: Thank you.

Female 1: Mmm-hmm, okay, so, here we're emphasizing Related Certifications because we're saying especially if you're not getting an actual formal certificate or degree from your training, you might want to look at industry-related certifications. If the occupation

requires licensing, we have information on state licensure requirements, what exams, what training you have to have. We also have links to apprenticeships. Now sheet-metal workers is an **apprenticeable** occupation. If it were another occupation, like a retail sales clerk, that link wouldn't show up because there's no apprenticeships for that, so these show up if they're related, so that also means that sheet-metal workers in Florida, so ya need to look at the licensing information, or some specialties of that, so those links only show up if – they're context-sensitive, I guess, is the IT term for it, you know?

They appear if they're relevant, if there's information there, you know? You wouldn't wanna put up a link and then have someone go and say, "There aren't any" and at any point you can see there's a bar up at the top, people can go back to their selected careers or they can go look at other detailed information. Now this is what happens if you want to look at the jobs, if you've clicked Show Me Job Listings, it'll actually show that – at the time that I captured this I guess that was in the fall – there was an opening for an aircraft sheet-metal mechanic in Naples, Florida, a sheet-metal associate in Christy, Florida, so you can – it says, "Apply for the job" but it just takes you to the job listing, so people could actually go and see what wages are being offered, or also with the kind of things that the employers are looking for if they mention it, you know, experience and so forth. Unfortunately, we're always trying to encourage employers to provide more information in their job listings, you know, to show the wages, to tell what kind of skills and training they're looking for but often they don't, sometimes they say, "Sunny Florida, sheet-metal associate," and that's it, which is unfortunate because we're trying more and more to leverage the internet to find out what employers are looking for without having to conduct a big, expensive survey and data mine, and they don't put the data in there we'd like to see, unfortunately, so it would help, I think, inform a lot of people but sometimes I think they feel it's proprietary information that they don't want to share with the whole world but this feature where it links to jobs and you can actually look at what's going on in the local labor market I think is very important right now My Skills, My Future, since it's designed for dislocated workers, it – if you put in "carpenter," it only shows the related occupations. I think we're going to change it so you can also still look at are there openings, currently, for carpenter in the area instead of just looking at the related ones. That's an enhancement we're gonna build it in future releases. Okay, that's – those are the resources I have to show you and now I'd be glad to take more questions. Uh-huh, I see one in the back?

- Male 2:* I have a question about dislocated workers.
- Female 1:* Uh-huh? Oh, if you wanna to come up to the microphone, otherwise I'll try to repeat your question.
- Male 2:* Okay, I have a question about dislocated workers.
- Female 1:* Okay.
- Male 2:* I work with a large school in Pennsylvania, and we have students who come to us from New York, New Jersey, Maryland, Delaware and Pennsylvania, so I deal with five different – in Pennsylvania they're called Career Link Offices.
- Female 1:* Uh-huh, right.
- Male 2:* And they're called various things in other states.
- Female 1:* Mmm-hmm.
- Male 2:* My issue with it is that it's really difficult – because we've been collecting some of this data. We're not required to verify that someone is a dislocated worker but we were kind of interested in what was happening with this, so we collected data. We are finding that there are people who check that they're dislocated workers but, in fact, they're not. They have not gone through a career _____, they have not gone through an intake procedure or an evaluation procedure, you have other folks who are not receiving unemployment benefits for whatever reason because they may have expired or whatever but they really are dislocated workers and so it's really hard to determine who really is a dislocated worker and who isn't because we get tax returns, we see unemployment will come on it, you don't necessarily assume, "Oh, dislocated worker" because they could be getting unemployment for some other reason and qualify under the criteria, so is there something that, nationally, that could be done to really identify who the people are who have done this? Is there some ID card, or a letter, or certificate or something that says, "Yeah, I've gone through this process, I've done the intake, I've been evaluated, whether I've gone through training or not, or gotten funding or not is another issue but I've been identified, officially, by the folks of my state as being someone who is eligible for this so that there's more clarity. We find a lot of folks who are – oh yeah, I have people who are employed who check off. No, I'm just kidding right there.

- Female 1:* Well, you know, they may be working something totally unrelated to their main field, yeah.
- Male 2:* They were and then now they're in a job that's unrelated to what they're doing before and they're taking a huge pay cut or whatever it is so there's any number of different scenarios, and I'm just trying to get some sort of standardization, so it's much easier to identify who they are.
- Female 1:* Okay, well, you're asking a question about dislocated workers, and unemployed workers, and so forth, and it is very complicated, I mean we – dislocated worker doesn't necessarily mean they're eligible, I mean, often if a local area has, like, in times like now more people than they can possibly provide training dollars to they're going to – they're gonna make tighter criteria so that only certain people are eligible based on their income level or their family size or things like that, so you could still be a dislocated worker, and not be eligible for services or training services because we just don't have the resources. Now unemployed workers or people who are actual unemployment insurance recipients is a different thing but, like I said, so a dislocated worker isn't an indicator of eligibility and it can be someone who is currently employed.
- Male 2:* And I'm not talking about eligibility for your program.
- Female 1:* Uh-huh.
- Male 2:* I'm talking about eligibility for special treatment on the FASA.
- Female 1:* Ah.
- Male 2:* Okay for _____ analysis because they've checked this off that they are because they read the definition in the FASA instructions that said, "You know, I was laid off, no fault of my own, I'm not likely to go back to that," and so they self-classify as dislocated workers.
- Female 1:* Mmm-hmm.
- Male 2:* But no one has actually told them that they're dislocated worker, and they've not been through any through any kind formal process or anything.
- Female 1:* Right, okay, well, you know I didn't – I wasn't aware that that was on the FASA and that they were eligible for some kinda special treatment, so I need to look into that more.

- Male 2:* Yeah, so it would be really helpful if there was a way to identify who the true dislocated workers are, whether you called them eligible or not.
- Female 1:* Yeah, well [*crosstalk*] –
- Male 2:* I mean if funding's an issue and it's tighter in that area that's fine but if they went into the office and they were told that, that's different than assuming that they are.
- Female 1:* Yeah, I'm not so sure that you can't just self-define as a dislocated worker but, anyway, I need to look into that further because, like I said, you could be looking at their resume and see that they used to be in a job in which they earned more and \now they're just working as a sales clerk or a waitress or something because they can't find other employment in their original field. Anyway, so I don't have a definitive answer for that.
- Male 2:* And there are employers that are laying people off who are doing absolutely fine who are having absolutely no issues at all and they're just simply taking advantage of the fact that they can do that right now and get away with it and there's tons of workers that they need to go out and find one. I mean, there's all kinds of scenarios with that but it for federal financial aid programs, there can be, not always but there can be an effect. An effect could be that you're gonna get better treatment, you're gonna get additional, and I would like, I wanna find people that are eligible, make sure that they get it.
- Female 1:* Right, well, I'm gonna follow up with my contacts at Federal Financial Aid in Washington and now that I know that there is a dislocated worker on the ____ ____, I just wanna get to – this woman's been standing here quite a while so I want to get to her question, yeah, thank you.
- Female 6:* Okay, I work, actually, very closely with our One-Stop Office because they are actually leasing space on our campus.
- Female 1:* Uh-huh, that happens sometimes.
- Female 6:* So it's wonderful. We're able to help the students. What happened was, last year, there was a change that we weren't made aware of regarding out-of-state students, and here's what happens is we have a contract with our One-Stop Office that says that if they are covering the student that we give them in-state rate. Then the student goes and files a financial aid and the financial aid

would cover all of that in-state rate, they revert back to out-of-state.

Female 1: Oh.

Female 6: *[Laughter]* Yeah, it happens because we're actually paying at that point, not One-Stop, and the law in Virginia says that we can only give that if the contract is being paid by that third party, not by the federal government's funds, so, Mr. Cliff Duncan, I'm gonna drop his name, in Norfolk, Virginia, he leaves the college holding the bag for that additional funds, and then we have to, in turn, turn that back on to the students, and make them pay the difference between in-state, and out-of-state.

Female 1: But they live in Virginia, no?

Female 6: No, they do not. They live across the line in North Carolina.

Female 1: Oh, ooo, so this is a border-area problem.

Female 6: It is. It's the Western Tidewater area of Virginia.

Female 1: Oh, but the One-Stop is serving a multi-state area?

Female 6: Mmm-hmm.

Female 1: But the school then has a distinction for ion-state and out-of-state.

Female 6: Mmm-hmm.

Female 1: Wow.

Female 6: Mmm-hmm.

Female 1: Well, of course, I don't have the answer to that but, gee.

Female 6: I just wanted to make you aware of it.

Female 1: Yeah, yeah.

Female 6: Yeah because they didn't make us aware of it, when the change occurred, so then we went back-and-forth, back-and-forth, and we were not the only college that this had happened at, Tidewater Community College is actually closer, and huge and they had many students that this happened to as well, so *[crosstalk]* –

- Female 1:* Wow.
- Female 6:* So, yeah.
- Female 1:* Okay, well.
- Female 6:* We basically started telling out-of-state students that they're going to end up owing money, that they're not going to be covered under that program.
- Female 1:* I'm wondering if the school like needs to raise us with the state instead of just working with the local area, and indicating that this is a problem because I can imagine it occurring in Northern Virginia, too, around the DC/Maryland areas, so it seems like something.
- Female 6:* And Western Virginia and probably all over the place but, anyway, we definitely had a problem with that and we thought that Opportunity, Inc. was going to come our way and then after several emails and months of waiting, he finally said, "Nope."
- Female 1:* Right well maybe you should give me you could and I'll see if we can connect you with somebody at the state level that might be able to figure this out, I don't know. I'm sorry that you're having that issue or that it just [*crosstalk*] –
- Female 6:* Thank you.
- Female 1:* that rule-change came up but [*crosstalk*] –
- Female 6:* Yes.
- Female 1:* We'll see what we can do.
- Female 6:* Thank you.
- Female 1:* Are there other questions, or any suggestions for me, things that you think we should do, or make it easier, or more make it more useful? Ah, good. That got somebody to stand up.
- Male 3:* It's really nice to have the projections that show the number of job openings and the projected increase but I work for the Illinois Student Assistance Commission, and this summer, and last winter, I tried to come up with a guide, so we have a bunch of mentors who help students in high school get prepared to go to college and think about the careers they're interested in but that number alone

doesn't necessarily tell you much. It would be helpful to know not only the increase but also how many people are currently pursuing credentials in that field, so, for example, I saw an article in, I think, it was the *LA Times* a couple months ago about massage therapist, which is a career that's been growing really rapidly but there's more people getting the credential to be a massage therapist than there are job openings, so even though it looks like it's growing rapidly, it doesn't mean that employment opportunities are necessarily better than a field that might be growing more slowly.

Female 1: Right, you're right, it's the supply-and-demand question, which we don't really display. That's a good point. Do you have something to add to that?

Female 7: Yes, that is actually an initiative that our Department of Education's working on as far as ____ permission, and I'm sure that it's gonna be something that it's clear it will be involved in the ____ but it is something that people will earn on the weekend.

Female 1: Okay, and actually there is one site I know that does it at the state level. It's the University of Georgia, or Georgia State. Anyway it's called OSDS, Occupational Supply and Demand System, and it does look at the aggregate at how many people are being trained annually in the state, and certain – again, it's like the level of a CIP program, and then the related occupations. I mean, we actually used to – I worked for an agency that no longer exists that was trying to get this information by state, you know, supply/demand information because that's a very good point, if everyone's – sometimes there's these hot things that everyone trains for, like it, all of a sudden you think you can make a million dollars in a yea, so everyone goes into it, then there's too many people going into, so that is a very good point, so I do know about that website. Unfortunately I don't have internet access that I know of. I could look it up on my phone, maybe, or you could give me your card, and I could send you that link. I mean, that's somewhere to start but that is – and I'm glad to hear about that, I want your card, too. Supply-and-demand, the only thing is people really expect you to say, "Oh, there's a shortage," or "oh, there's a surplus."

It's really hard to do that because people don't always go into something, you know, just because they trained for it but it still is important to know there are way too many people enrolling in this than would ever be absorbed, you know, so at some level you can say that but that's a very important point to bring up that we need to get some kind of supply-and-demand information out, and I'm glad to hear that something is happening in that area.

Male 3: Okay, thank you.

Female 1: Mmm-hmm, thank you.

Female 6: I also wanted to mention something else that I don't know if you necessarily are aware of, and I'm not really sure if, at the federal level there's much you can do about it but I'm hoping that you can. Right now I only work with schools in Florida but previously I've worked with schools in many other states and what I find is that the local Workforce Boards that are helping to administer all these programs and things, they differentiate greatly from city-to-city, so, for example, I'm down in South Florida, and from West Palm Beach to Broward County, to Miami-Dade County, all their contracts are different, their requirements are different, some of them are like one-page-just-sign-off-and-we'll-take-you, the other one is like this long five or ten-page contract that asks for things that maybe your school can't even possibly provide. I think that for the benefit of the students, in particular, and as well as the schools, it would be really nice if there was some kind of standardization of requirements that the Workforce Boards are using locally that somehow comes down from maybe the federal level to the states, and then the states can help you. From state-to-state, there might have to be some slight differences because of contract law and other local laws but I think in general at least within a state, it would be very nice if you had like five or ten campuses within like Florida, Georgia, or North Carolina, if at least you know that when you're working with your local Workforce Board that you're working with them in a consistent way and you're reporting in the same way because at the same time you're not just entering in a contract with them but then they want you to report certain information every year, you're not even reporting that very consistently and that makes it very difficult to always accommodate, and sometimes schools may even opt out of working with the workforce boards and that's a shame because if they have a program that maybe not as many schools offer and it would be an opportunity for a student it would be a shame to miss out on that because it's kind of a complex system and there's no standardization with it.

Female 1: Well, I'm sad to hear that it is that complicated. I didn't – I wasn't aware of that. I mean the thing is we do have a lot of state and local autonomy in the law but I can see sometimes and that's so that the federal government isn't telling everyone what to do, which isn't very popular right now but then there are reasons why sometimes it's helpful for there to be standardization and that's one

of those cases and I don't know if Florida is one of the states. I know some of the states contract out for their One-Stops, they're not state agencies, they compete them to private entities, so depending on who the private entity is, they have different rules, do you know?

Female 6: I don't think that's the case in Florida. Florida has a pretty consistent agency called Workforce One. I don't think it's a private agency, I mean, I wouldn't bet my life on it but I'm pretty sure that they're not. The thing that concerns me is you're taking federal money, you're bringing it down to the state level, and then they're providing it to localities so they're – but they're administering it consistently, so I'm not even saying that it needs to be like a federal requirement but maybe from the federal to state there could be [crosstalk] –

Female 1: Indicate state constancy.

Female 6: like guidelines of – to help with standardization and explain why and then the states could help more directly mandate in their localities what's necessary within our state and how we wanna standardize this because the other thing I know most schools do some kind of maybe reporting, let's say either federal government or their creditor or their state regulator or they're tracking things internally, and it would help if everybody knew what they needed to track for, for Workforce purposes, so that they could more easily participate and give opportunity.

Female 1: Okay, right, I'm making notes, basically. Ah, okay, thank you.

Male 4: I'm gonna beg your forgiveness ahead of time because this may be the wrong place to ask this but it appears that, as schools, we're gonna need to document whenever our graduates go out and gain employment, and potentially what they're earning, what they're not earning. Will the Department of Labor – or is there gonna be a resource for schools to say, "I've graduate 100 people with Education degrees, 98 of the mare employed and it looks like their average salary's gonna be \$136,000.00 a year," or somethin' like that. Is that something maybe that you can help us with because when I read the regulations and things like that, I, kinda, panicked. One of the reasons I'm here at this session is because it says, "Department of Labor and Employment," so I was a little bit – I'm probably a little bit out of where I should be but do you think there's resources within your department that maybe could help us do that?

Female 1: Well, actually I think all we're asking for is for you to tell us if people complete the programs that they take at your institutions but because the *[crosstalk]* –

Male 4: No, this is a separate thing. This is totally from a Financial Aid perspective, and I guess what I'm asking, do you know if the Department of Labor *[crosstalk]* –

Female 1: Well, we have a system. We have a system we use called the Wage Record Interchange System, so most employers are covered under unemployment insurance and they have to report the wages that they pay to each employee and then how much unemployment insurance tax they're paying on it, so the way find out if people are placed and what they're earning is to look in these records, Wage Record Information System. We don't call them, we don't follow up with them, and we don't ask the institution to do it either, as far as my understanding is, so it's called WRIS because it was a big burden on our systems to, to find out whether they were placed and how much they were making because, inevitably, if ya just do personal follow-up, people aren't there, they don't answer the phone, they refuse to answer and so forth, so – and we've actually got this system, so that if they do move to another state – because the states have this data, they can look for people in their own state but they don't have the data for other states but this Wage Record Interchange System allows you to – you know, you put in their information but I know one of the things is there is a problem with the – is it the **SIPSI**, the Confidentiality Requirement? **FIPSY**? **FIPSY** Confidentiality Requirements, we need a Social Security Number to look for them in these wage record databases, and if we don't get it, we can't look for them but, in some areas, I know that they've worked that out, that to keep them confidential but to be able to look for the information and return it, you don't reveal it but you use it to match on, so I mean that's my primary understanding of the way it works is that we do not ask the institution to tell us, and that we don't even ask the individual, we look for them in these wage records.

Male 4: And I guess my whole purpose, one thing that you can take away from it is I think, if my colleagues will back me up, it appears that we're gonna need that kinda information back very soon, and we'll have to document things. Is that what y'all are hearing and so we may be very soon asking your department to help us *[crosstalk]* --

Female 1: Oh dear.

Male 4: track those graduates and what they're earning, so that we can prove that what we're teaching and training our students is working.

Female 1: So you're gonna need to link to the Wage Record System, not just for clients of the One-Stop but for all of their clients.

Male 4: For every – for all of the graduates, and likely we'll have the Social Security Number, and things like that. We already have that record but I could be wrong. Is that – do y'all agree that that it appears that that's on the very near horizon for us to be able to do that?

Female 1: Okay, well, I know you've – it seems like the Department of Education has been successful in linking to the IRS and linking to the Department of Defense, the one big hang-up with the Wage Record Interchange System is that this is considered to be state-owned data, so even – we had trouble. It's not really a federal system, and there have to be all these interstate agreements and everything, so it's not like you can just come to us, and we can say, "Yes," we have to – it has to be a negotiated agreement that the states agree to, do it's 'a little more complicated but that's certainly something that we need to pursue if this is going to be an issue for you, so I guess, again, it's something that we need to work on with the Department of Education, so – but thank you for bringing that to my attention. I have made a note, so there. Any more other questions or suggestions or we're – we're a little early but that's fine, we can get to lunch early, right, so thank you for coming.

[Applause]

[End of Audio]