
NTAR Leadership Center

National Technical Assistance and Research
Center to Promote Leadership for Increasing
the Employment and Economic Independence
of Adults with Disabilities

Understanding and Using Labor Market Information to Enhance Employment Services for People with Disabilities

January 26, 2009

Audio Dial-In Information

866.740.1260

Access Code: 9324100

Webinar Classroom Layout

The screenshot shows the ReadyTalk Conferencing interface. On the left is a chat window with a 'Full Screen' button and a message history. In the center is a presentation slide titled 'NTAR Leadership Center' with the following agenda:

- Agenda/Objectives
 - Provide an overview of the State Peer Leaders Network (SPLN) and the major activities planned for the Network
 - Discuss opportunities for technical assistance and how to request TA
 - Answer your questions

At the bottom of the slide, it says 'An Introduction to the State Peer Leaders Network' and '3'. The bottom of the window shows a taskbar with the Start button, system tray, and a '2:15 PM' clock.

Select **Full Screen** to maximize presentation; minimizes chat feature

Presentation Slide Area

Use **Chat box** to communicate with chairperson

Access to Webinar Materials

- A direct link to the webinar materials, including web and audio content, will be posted on the NTAR Leadership Center website by 4:00 p.m. Eastern Time, Monday, January 26, 2009

www.ntarcenter.org

Presenters

- **Aaron Fichtner**, Director of Research and Evaluation, John J. Heldrich Center for Workforce Development, Rutgers University
- **John Dorrer**, Director, Center for Workforce Research and Information, Maine Department of Labor
- **Christine McKenzie**, Program Manager, Department of Vocational Services, Maine Medical Center

Moderator:

- **Kathy Krepcio**, Director, NTAR Leadership Center and Executive Director, John J. Heldrich Center for Workforce Development, Rutgers University

The NTAR Leadership Center

- Established in September 2007 through a grant from the U.S. Department of Labor's Office of Disability Employment Policy (ODEP)
- A collaboration of partners with expertise in workforce and economic development, disability employment, financial education and asset building, and leadership development
- Created for the purpose of building capacity and leadership at the federal, state, and local levels to enable change across workforce development and disability-specific systems that will increase employment for adults with disabilities

Guiding Principles

- Increasing partnerships and collaboration among and across generic and disability-specific systems
- Increasing the use of self-direction in services, and integration of funding across and among systems
- Increasing economic self-sufficiency through leveraging work incentives, financial education, or other strategies that promote profitable employment and asset building
- Increasing the use of universal design in employment services and as a framework for employment policy
- Increasing the use of customized and other forms of flexible work options for individuals with disabilities and others with barriers to employment

Agenda / Objectives

- Provide an overview of labor market information (LMI).
- Highlight work in the state of Maine to incorporate LMI into practice and help frontline staff become more versed with LMI data systems and tools.
- Answer your questions.

Overview of Labor Market Information

Aaron Fichtner, Ph.D.

Director of Research and Evaluation

John J. Heldrich Center for Workforce Development

Rutgers University

What is Labor Market Information?

The publicly available collections of facts, data, or analysis related to a particular labor market, including economic and business trends that can be used by information users to make decisions.

Three important considerations:

1. Workforce information includes both data and analysis.
2. It excludes privately generated data and analysis that is not readily available to most users.
3. It emphasizes the potential usefulness of workforce information to a range of consumers rather than its value only for researchers.

Key Audiences of Labor Market Information

Job seekers, public policymakers, businesses, and educators make informed decisions about a variety of areas affecting their current economic circumstances and futures.

A fundamental challenge facing all of these audiences is keeping pace with the rapidly fluctuating economic landscape and the skill requirements of American business.

General Workforce Information Sources and Needs by Major Consumer Groups

Public Policymakers/Program Managers

Typical Sources of Information	Needs Supported by Workforce Information
<ul style="list-style-type: none">▪Broad economic data▪Census data▪Federal, state, and local administrative data▪Research reports▪Anecdotal information/previous experience	<ul style="list-style-type: none">▪Allocation of resources and setting of priorities, laws, and regulations▪Development of courses, curriculum, training, or workforce and education programs▪Planning the types of services to be delivered▪Evaluation of program performance

General Workforce Information Sources and Needs by Major Consumer Groups

Researchers

Typical Sources of Information	Needs Supported by Workforce Information
<ul style="list-style-type: none">▪Broad economic data▪Census data▪Federal, state, and local administrative data (e.g., departments of workforce development, commerce, economic development)▪Interviews, focus groups (qualitative data)	<ul style="list-style-type: none">▪Research (peer-reviewed journals, research reports, etc.)▪Grant seeking and writing

General Workforce Information Sources and Needs by Major Consumer Groups

Job Seekers (Youth and Adults)

Typical Sources of Information	Needs Supported by Workforce Information
<ul style="list-style-type: none">▪Public occupational data (such as O*Net)▪Public growth occupations list▪Family, friends, and teachers▪Previous experience	<ul style="list-style-type: none">▪Selection of education and training▪Career planning▪Job search

General Workforce Information Sources and Needs by Major Consumer Groups

Frontline Staff and Educators

Typical Sources of Information	Needs Supported by Workforce Information
<ul style="list-style-type: none">▪Public occupational data (such as O*Net)▪Public growth occupations list▪Occupational projections from public sources▪Previous experience▪Anecdotal information	<ul style="list-style-type: none">▪Assistance with decisions about education and training▪Assistance with career and job search decisions▪Identification of employers for job development and finding employment▪Identification of skill needs for occupations and curriculum development

General Workforce Information Sources and Needs by Major Consumer Groups

Employers

Typical Sources of Information	Needs Supported by Workforce Information
<ul style="list-style-type: none">▪ Broad economic data▪ Local, regional state data (census, administrative)▪ Anecdotal information from business groups	<ul style="list-style-type: none">▪ Employee recruitment, compensation, and training▪ Location and expansion▪ Affirmative Action and diversity planning

The Workforce Information Landscape

In general, workforce information can be framed into four distinct categories that include information on:

- Workforce Supply
- Employer (Market) Demand
- Intersection of Supply and Demand
- Workforce and Education Services

Workforce Supply

Key questions:

- How are different groups or communities faring in the labor market?
- What is the current and projected available labor force? What are the education and skill levels of the workforce?
- What does the local workforce look like?

Workforce Supply Information:

- Current and projected workforce size and demographic characteristics
- Education and skill levels of the workforce, including educational attainment
- Other barriers to employment in the workforce, including disability or poverty status
- Employment characteristics of the workforce, including employment status, occupation, and earnings

Sources of Workforce Supply Information

- American Community Survey (U.S. Census)
- Current Population Survey (U.S. Census/U.S. Bureau of Labor Statistics)
- Decennial Census (U.S. Census)
- Equal Employment Opportunity/Affirmative Action (State/U.S. Census)
- Local Area Unemployment Statistics (State/U.S. Bureau of Labor Statistics)
- Population Estimates (U.S. Census)
- Public Use Micro Sample (U.S. Census)

Employer Demand

Key questions:

- What jobs are or will be available consistent with job seekers' skills, interests, and experience?
- What are the requirements (education, skills) and hiring processes for jobs in particular occupations and industries?
- What are the wages, benefits, career paths, and potential for advancement for particular occupations?
- What industries should be targeted for training and other workforce assistance?

Employer Demand Information

- Current and projected employment levels, by occupation and industry, including: number of jobs, number of openings due to replacement, number of openings due to growth, information on employer job orders placed through the public workforce system
- Skill requirements of jobs, including required educational attainment and skills
- Job characteristics, including wages and benefits

Sources of Employer Demand Information

Occupations

- Occupational Employment Statistics (State/U.S. Bureau of Labor Statistics)
- Occupational Outlooks and Career Information (State/U.S. Bureau of Labor Statistics)
- Growth Occupations Lists (State/U.S. Bureau of Labor Statistics)
- Prevailing Wages Databases (State)

Industry

- County Business Patterns (U.S. Census)
- Current Employment Statistics (State)
- Census of Employment and Wages (State)
- Local Employment Dynamics (U.S. Census/U.S. Department of Labor)
- Economic Census (U.S. Census)

Sources of Employer Demand Information

Employer

- ALMIS Employer Database (InfoUSA)
- Firm Expansions and Contractions (State)
- Firm Size Data by Location (U.S. Small Business Administration)

Job Openings

- Publicly Available Job Boards (State/Private/Nonprofits)

Salary Information

- Salary.com/Salary Wizard
- National Compensation Survey (U.S. Bureau of Labor Statistics)

Job Requirements

- O*NET (U.S. Department of Labor, Employment and Training Administration)

Intersection of Supply and Demand

Key questions:

- What jobs are employers having the most difficulty filling?
- What are the significant business and other economic trends that will have an impact on the labor market?
- Which industries and occupations are declining and which are growing?
- Do the skills of the local workforce match employer demand?

Supply and Demand Information

- Comparison between the location of jobs and concentration of available workers
- Skill and education mismatches

Major sources of data:

- Special reports published by state and local agencies, or reputable institutes, agencies, and organizations on particular topics

Workforce and Education Services

Key questions:

- Where can a job seeker obtain needed education, training, and workforce services?
- Where can a student obtain needed postsecondary credentials for jobs in demand in the local community?
- Where can a laid-off worker obtain career transition or reemployment services?
- What resources are available to businesses to help train current workers in new skills?

Workforce and Education Services Information

- Availability of workforce services and education and training programs
- Effectiveness of workforce services and education and training programs, including job placement information
- Administrative data on the services that One-Stop Career Centers have provided to job seekers and employers, such as applicant screening, customized training, and job referrals
- Other government administrative data related to workforce issues

Contact Information

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State Labor Market Information Resources: Guiding Vocational Rehabilitation Plans and Investments

John Dorrer

Director, Center for Workforce Research and Information
Maine Department of Labor

The Imperative for Labor Market Information

- Making investments in new skills and offering guidance for new careers and employment – **LMI is fundamental**
- Become aware of, explore sources of, begin to master **relevant** career, occupational, employment, and economic information
- Many (**overwhelming**) sources, including federal, state, private, and are found across Internet, publications, experts, etc.

Build Relationships with LMI Providers

- Best ways to learn about LMI is to connect with LMI providers and experts
 - Learn more about the data sources (and their strengths and limitations)
 - Learn more about best and easiest ways to access these sources
 - Tap their intimate knowledge about the economy, labor markets, and workforce issues particularly in your region
 - Connect your particular needs for information with multiple information sources and expertise

State LMI Units: A Resource for VR

- Data, analysis, and insight about state and regional economies and labor markets
 - Population and Workforce Demographics
 - Employment, Unemployment, Labor Force Statistics
 - Occupational Employment and Wages
 - Occupational Projections and Outlook
 - Regional Economic Assessments

Vast Potential: LMI-VR Partnerships

- **VR Plans and Strategies.** Need to be developed in economic, labor market, and workforce context of your state or region.
- **VR Managers and Frontline Staff Information Access and Training.** Must have access to high-quality, timely, and comprehensible information and must develop skills (regularly updated) in the use and application of information.
- **VR Outcomes Data as LMI.** More efforts must be made to assess VR outcomes in light of employment realities as provided by LMI (hiring, wage data, etc.). Wage records represent a vast, timely, dynamic, untapped source of VR outcomes (longitudinal).

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Understanding and Using Labor Market Information

Christine McKenzie

Program Manager

Department of Vocational Services, Maine Medical Center

President Barack Obama's Disability Agenda

1. Provide Americans with disabilities with the educational opportunities they need to succeed.
2. End discrimination and promote equal opportunity.
3. Increase the employment rate of workers with disabilities.
4. Support independent, community-based living for Americans with disabilities.

Question: How many hours in a 40-hour work week do I spend researching businesses?

Sample questions you could answer:

- What is the employment rate in my state and in the region I work in?
- What are the top three industries in my state?
- What industries are projected to see job growth in the next five years?
- How do I prepare clients for today's workforce?

Background

- Statewide initiative through the State Department of Health and Human Services – Office of Adult Mental Health
- Employment Service Network (ESN) Members:
Project Employment Specialist, State VR Counselor, Community Work Incentives Coordinator (CWIC formerly known as Benefit Counselor), Apprenticeship Representative from CareerCenter, Disability Program Navigator, Consumer, and Employment Specialist on Assertive Community Treatment Team

- Training: Labor academy trainings throughout the state: Department of Labor – How do I access and use labor market information, data, and tools as part of my day-to-day practice?
- Development in a broader context – Small business development regional representatives, Trainings relevant to businesses – Who am I hiring? How do we involve local employers in the Employment Service Network?

Labor Market Information

Knowledge is power!!

**Tools to help you make informed
career decisions...**

www.maine.gov/labor/lmis

**MAINE DEPARTMENT OF LABOR
CENTER FOR WORPLACE RESEARCH AND INFORMATION**

Topics for Discussion

- What's Growing, What's Not, What's in Demand?
- Training and Preparation – What You Need
- How Much Does It Pay?
- What's a NAICS, What's a SOC, Why's it important?
- Useful Internet Resources
 - O*NET Online Occupational Information Network
 - U.S. Bureau of Labor Statistics
 - America's Career InforNET/Career One-Stop
 - Maine Employment Information Guide (MEIG)

**Labor Market Information Academy
Rockland Training Agenda - Tuesday June 24, 2008
Presented by
Merrill Huhtala, Sr., Economic Research Analyst
Center for Workforce Research and Information**

- Welcome and introductions
- What's NAICS? What's an SOC? Why is that important to me?
- Overview and discussion; what's growing, what's not, how much does it pay?
- Useful Internet resources (overview)
 - O*NET Online Occupational Information Network
 - U.S. Bureau of Labor Statistics
 - America's Career InfoNET/Career One-Stop
 - Maine Employment Info Guide (MEIG)
- Introduction to America's Career InfoNET/Career One-Stop, and the Employer Locator
- **Lunch**
- Introduction to Maine Employment Information Guide
- Introduction to Career Voyages
- Questions & answers/wrap-up

Strategies

- Pre-test/Post-test
- Training: Collaborate with Department of Labor
- Tie it to job performance standards
- Make it accessible – e.g., Maine Biz daily news, favorites, website cheat sheet, and staff mentor
- Focus in supervision
- How can labor market information help me be seen as more credible to businesses?

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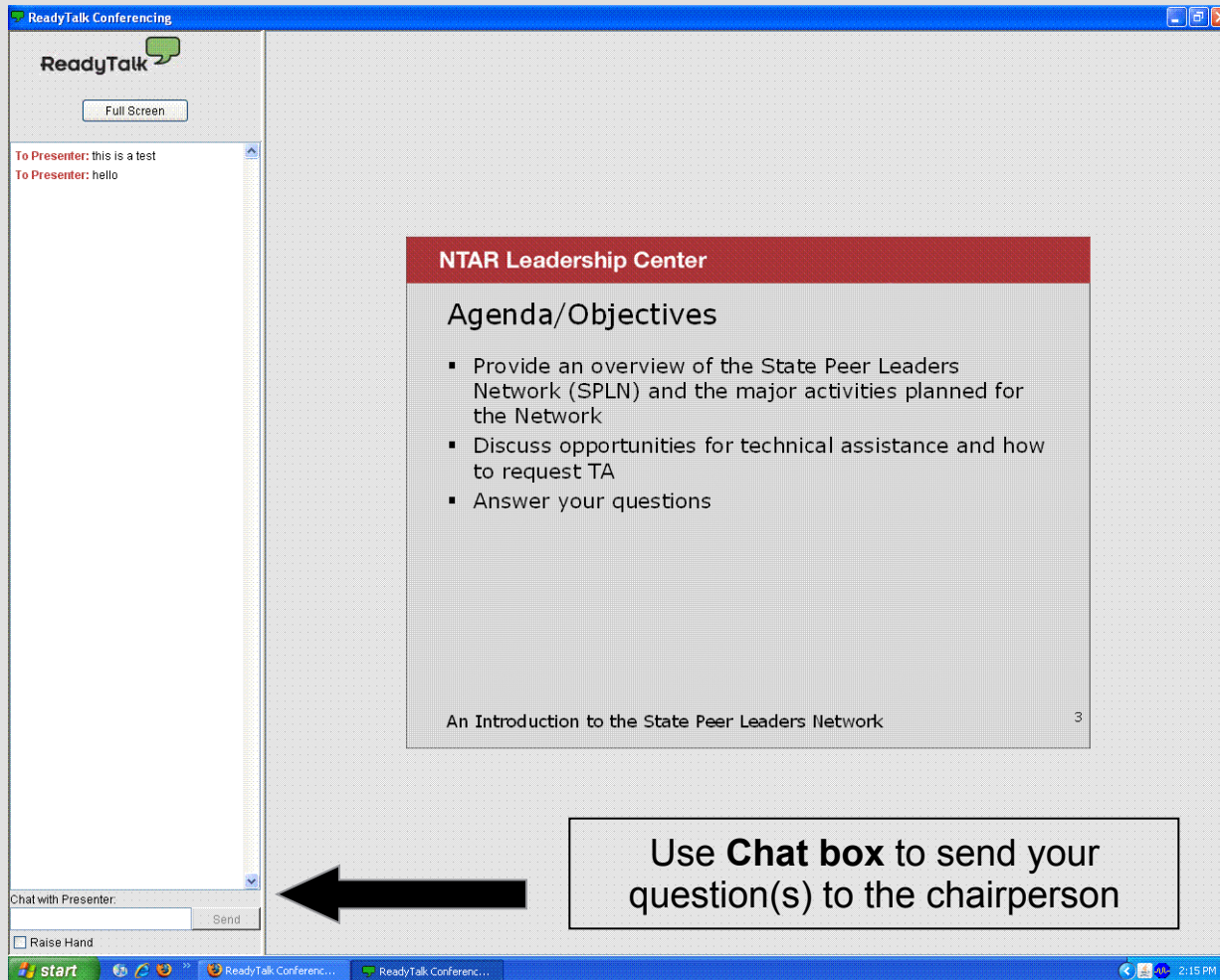
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Question-and-Answer Period: How to Submit Your Questions

Click **Raise Hand** to ask a question; the chairperson will then call on participants in the order that questions were received



The screenshot shows a ReadyTalk Conferencing window. On the left is a chat box with a 'Full Screen' button and a 'Send' button. The chat history shows two messages: 'To Presenter: this is a test' and 'To Presenter: hello'. Below the chat box is a 'Raise Hand' button. On the right is a presentation slide titled 'NTAR Leadership Center' with the following content:

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- Discuss opportunities for technical assistance and how to request TA
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An Introduction to the State Peer Leaders Network 3

At the bottom of the window, there is a taskbar with the Windows Start button and several open applications. A large black arrow on the left points from the 'Raise Hand' button to the text box on the left. A black arrow on the right points from the text box to the chat box.

Use **Chat box** to send your question(s) to the chairperson

Question-and-Answer Period



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NTAR Leadership Center Website

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