New York State Annual Report on Achievements and Outcomes for PY 2003 One Stop
LMI Grant Work Plan

1. **Continue Populating the ALMIS Database with State Data**
    Core data tables, except industry projections (our agency does not do industry projections), were updated. Began work on a front end application to query the database to coincide with the agency's re-design of its web site and installation of a content manager. Also, working on incorporating regional web pages. Some of the data sets we planned to add we put off in favor of adding other datasets because the planned datasets were already available to the public via other d'bases. We updated to new versions of the d'base as they became available.

2. **Produce and disseminate industry and occupational employment projections**
    State long term industry projections were completed. Software and SIC to NAICS ratios were developed to extend NAICS employment time series from 1990 back to 1975. Industry forecasts were made at the three-digit level using the Long Term Industry Projections software then benchmarked to independent industry forecasts from the state Division of the Budget. State occupational projections were developed and submitted in ALMIS format for posting on the Projections Consortium web site.

    State and regional projections for the 2000-2010 period remain as the currently published data. Regional projections work was begun.

    Short-term industry projections for New York State are prepared by the Governor's budget office. Staffing patterns from the OES Program or sub-state occupational estimates based on the staffing patterns were prepared on 83 occasions, mostly for local Workforce Investment Boards, board staff, economic developers, or survey analysis. They also were used for rapid response activities and for identifying firms to invite to job fairs as well as for simply identifying staffing patterns for priority industry clusters for local boards. Staffing data was mapped using GIS for economic developers trying to locate labor for potential employers.

3. **Provide occupational and career information for public use**
    CareerZone (CZ) staff presented the career exploration and occupational analysis tool to school counselors, teachers, administrators, career counselors and local workforce investment partner staff and administrators. CZ staff supported the State Workforce Investment Board's Emerging Worker Subcommittee priorities by presenting at Take Your Future to Work Day and at the Downstate Youth gathering (2,000 students). In the process, staff handed out 30,000 CZ brochures and distributed over 100 new User's Guides. The CareerZone System is visited by 76,885 users each month.

    Our local labor market analysts made 84 CZ presentations to local schools, guidance professionals and teachers.

One Stop centers have begun using CZ as a key tool in delivering career information. CZ staff provided customized training for One-Stop staff. Interactive resume, cover letter, and reference list builder tools were added to the CZ website to support beginning jobseekers.

CZ provides full text versions for people with disabilities.

Extensive training sessions were provided around the state to train teachers and counselors in the use of CareerZone and the CareerZone Portfolios; 201,449 portfolios are currently in use.

Six CZ train-the-trainer sessions were provided to 70 participants.

One career development class was delivered to workforce development professionals. These staff will in turn deliver this training at the local level.

A CareerZone Trainer's Guide was developed and 70 copies of the Trainer's Guide were distributed at the train-the-trainer sessions.

Field analysts trained staff of 28 of the state's 58 local Department of Social Services districts on using CareerZone and other online tools.

One Stop LMI Grant funds were used to develop, update, and disseminate career-related publications. They are available on paper and on the web.

Division staff delivered 10 regional facilitator training sessions on the Real Game series to 64 One Stop staff, counselors, and educators. The Real Game simulates the world of work and introduces students and adults to using LMI to make career decisions.   CareerZone staff updated four New York State Real Game Supplemental Guides for the 5-6, 7-8, 9-10 and 11-12 grade curricula; over 200 copies were handed out at training sessions.

Used an LMI Mini-grant to pilot test the Real Game curriculum (grades 3-12) with special education students. Modifications to the curriculum have been developed and will be posted on the CZ web site.

The Career Lattice project developed slowly. Low-tech paper versions of lattices were offered to the WtW Division for approval.

4. **Provide public electronic access to the ALMIS employer database**
   InfoUSA's employer database continued to be provided to One Stop partners on their own local WIA area web pages. A search tool continued to be provided on anlaysts' web sites.

5. **Provide information and support to Workforce Investment Boards and produce other state information products and information**
Our field analysts (10) served local One Stop partners, local workforce investment boards (LWIBs), and staff extensively. Services included:

> 1. Consulted on occupational demand lists. Provided online tool for adding and deleting occupations.
> 2. Updated labor market conditions information by providing LMI/data of all types.
> 3. Served on State WIB and LWIB sub-committees; attended board meetings. Staff attended 118 board meetings across the state.
> 4. Consulted on designing workforce development surveys.
> 5. Analyzed and wrote up survey results or wrote parts of reports and grant applications on 80 occasions.
> 6. Participated on 7 One Stop Center certification teams.
> 7. Presented on various LMI topics to LWIBs or sub-committees 61 times.
> 8. Provided job openings lists for labor exchange through WDSuite tool daily.
> 9. Maintained and enhanced the Eligible Training Provider web site
> 10. Conducted 2 web-based polls.
> 11. Presented workshops at New York Association of Training and Employment Professionals – the association of local WIBs -- statewide conference.
> 12. Regional web pages re-design begun. Will integrate them into department's web site.
> 13. See section 4 above for training related to CareerZone.
> 14. Assisted local WIBs in identifying priority industry clusters.
> 15. Provided 52 rapid response workshops to laid-off workers, explaining LMI and web sites useful for career planning and searching for jobs.

Continued expanding accessibility to Operating System data for LMI and program management purposes. Monthly reports for local offices and LWIBs were first created in PY 2001 and posted on the department's intranet. Enhancements continued in PY 2003. All improvements were initiated at the request of end-users, the local WIBs.

Maintained the Eligible Training Provider web site. Began revamping and expanding the site. Added a field for occupational group to the database. This will allow the addition of an occupational search to the SOC public portion of the site and allow CareerZone's new Adult Portfolio to access ETP information. Subsequent eligibilities screens were activated.

6. **Improve and deploy electronic state workforce information delivery systems**
Began preparations to merge all of the Department's websites, including the LMI portions, to one site under a content manager. The content manager will afford us better web use statistics and a search engine. The search engine should tell us

what our customers cannot easily find on the site and then allow us to improve the site by making it more intuitive.

Two Career Portfolios for middle and high school students were updated in CZ. They are tied to the NYS Career Development and Occupational Studies Learning Standards set by the NYS Education Department. Modifications were made to the Portfolio systems based on customer feedback gathered from focus groups, telephone and e-mail conversations.

Maintained/administered the web server for the statewide workforce development system's web site.

7. **Support state workforce information training activities**
   Division staff, including our labor market analysts, played a major role in training our agency's Division of Employment Services (DoES) staff in the use of LMI to serve job seekers. Between January and June 2004 a total of 55 training sessions were held involving 493 DoES staff across the state.

   Between February and June 2004 training sessions were offered to all 58 local Department of Social Services Districts. Of those, 28 districts took advantage of our offer.

   The revamping of the Eligible Training Provider site was completed.

   Field analysts participated in the following training activities:
   > Consulted with LWIBs concerning occupational demand lists;
   > Updated LWIBs on labor market conditions, provided LMI/data of all types;
   > Served on state and LWIB committees; attended board meetings;
   > Consulted on designing workforce development surveys;
   > Participated on One Stop Center certification teams;
   > Consulted on grant applications;
   > Presentations to LWIBs or sub-committees; and
   > Presented workshops at NYATEP statewide conferences

   The Division of R&S held two training sessions for field staff. The sessions provided updates to keep them informed on WIA-related activities and priorities, as well as training on the CES, LAUS, OES, and MLS cooperative BLS programs; training R&S will be required to provide to our customers; the retrieval and use of Census data; career information; as well as a working session re-designing our LMI web site.

   All of our Division's analysts (in the central office and the field) have taken the LMI Institute's Basic Analyst class. Additionally, some staff attended the Advanced Topics class offered by the Institute.

8. Customer Satisfaction

a. Introduction: The first step in assessing customer satisfaction was the implementation of a Customer Requests Database in November 2003. Training was given to all Division of Research staff on why the database was being instituted and how to categorize requests and customers. An online entry screen was created to allow quick entry of information regarding requests.

The database has been used as the universe from which we pick a sample to query concerning customer satisfaction. We asked satisfaction questions via three kinds of media – email, phone, and paper questionnaire. Roughly 60% of our sample is questioned via e-mail and 40% via phone. However, 70% of the responses received were generated via phone.

b. Customer Satisfaction Results:

1. Satisfaction rates by Type of Customer or Organization.

Businesses	95%
Economic Developers	100%
Educators: K-12	100%
Educators: Post secondary	100%
LWIBs/One Stop Centers	100%
Media	100%
Training Providers	100%
Students	100%

2. Satisfaction rates by Type of Data or Information Requested.

Affirmative Action	100%
Census data/population	100%
Commutation	100%
Cost of Living/CPI	100%
Income/Poverty	89%
Occupational skills	80%
Wages by industry	93%
Wages by occupation	88%
Legislation review	100%
RFPs: writing or reviewing	100%
Welfare to Work	80%
Workforce Investment Act	82%
Technical assistance	100%
Worker protection	100%

2. (continued)

Wage reporting	80%
Business expansions/contractions	100%
Career information/Career Zone	100%
Jobs by industry (CES or 202)	100%
Occupational projections/employment	93%
Unemployment rates/resident employment	95%
UI claims/beneficiaries	92%
Applicants in Talent Bank/openings in Job Bank/WDSuite	100%
Training	100%
Other	92%

3. How LMI was used

    We asked customers how they used the LMI they requested. These are the results:

Use	Percent of Respondents
Career Counseling	11%
Economic Development	14%
Job Recruitment/Staffing	6%
Program Planning/Development	12%
Research	12%
Wage Comparison	16%
Other	19%

4. Suggestions for Improvement

    One user asked for clearer instructions. Some want more detailed ES-202 data, however, confidentiality rules/laws prohibit this. One user wanted 202 by geographies smaller than zip codes. The geocoding of the dataset may permit this in the future.

9. Summary: Overall, it was a successful year. While some goals set out in the PY 2003 plan were not attained, we always set lofty goals and push ourselves to attempt to reach them. This leaves room for improvement in PY 2004.

Customer Satisfaction levels were good. Our efforts will now move toward supplying more complete LMI to more customers in less time and training customers to use LMI on their own as they need it, and do this while maintaining high levels of customer satisfaction. We also expect to be able to have web metrics once our content manager is implemented by the department's IT staff.