

An Analysis of the No Worker Left Behind Program
In Macomb and St. Clair Counties

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Abstract

No Worker Left Behind was a workforce training initiative, implemented in 2007 by former Michigan Governor Jennifer Granholm. The purpose of this program was to raise the percentage of workers who attain certificates and degrees, increase the number of participants who gain employment related to the training they attended, and increase the percentage of participants whose wages increased due to their participation in a training program. This paper will analyze each of these three goals to see if the NWLB program had the desired effect on a 368 participant sample using statistical tests and other data. Results will be explained as well as program limitations and observations.

An Analysis of the No Worker Left Behind Program in
Macomb and St. Clair Counties

No Worker Left Behind (NWLB) was an initiative proposed in 2007 by Jennifer Granholm, the now former governor of Michigan, to provide Michigan residents with up to \$10,000 in tuition assistance to attend a training institution in order to acquire new skills to help them secure gainful employment in Michigan's ever changing economy. Granholm stated that "a highly-skilled workforce is key...and this funding will help Michigan citizens upgrade their education and skills to be successful in a global economy where employers are demanding more specialized skills and knowledge" (Michigan Department of Licensing and Regulatory Affairs [LARA], 2009).

Background

In 1998, the Workforce Investment Act (WIA) was signed into law and was designed to provide assistance to workers to learn the skills needed to compete in the new economy. The U.S. Department of Labor [USDOL] (1999) quoted the Secretary of Labor, Alexis Herman, as saying:

With an economy more vibrant than any we've seen in 30 years, America is looking forward to a new century filled with endless possibilities for growth and opportunity...millions of new jobs have been created, unemployment is at an all-time low and wages are on the rise" (para. 1).

Herman also mentions that because new jobs requiring higher skills are growing at nearly three times the rate of other jobs, employers are having a hard time attracting qualified workers (USDOL, 1999, para. 2). The main goal of the WIA was to bridge the

gap between available jobs and the workers who are qualified to fill them. In order to do this, the idea of a "One-Stop" center was created to streamline services, empower individuals, provide universal access, increase accountability and allow state and local flexibility. The One-Stop center would offer a wide range of services from free use of computers and fax machines to more intensive services such as group counseling, skill assessments, case management and short term pre-vocational services (USDOL, 1999, para. 5). Once individuals went through intensive services and were still unable to secure employment, training services could be utilized to enable the worker to obtain some new skills as a way to secure employment. Training was not the entire focus of the Workforce Investment Act.

However, as the economy started to slide, more and more workers were finding themselves laid off. Corporation for a Skilled Workforce [CSW] (2011) stated that:

Michigan's significant economic downturn over the last several years had a crushing effect on businesses and workers. This upheaval left hundreds of thousands of workers in economic jeopardy; many losing long-held, well-paying jobs which they thought were secure. (p. 2).

Nearly one million auto industry and other manufacturing jobs in Michigan disappeared. According to CSW (2011), workforce officials found that many of the unemployed residents did not possess the skills and/or credentials required to obtain another job in "new or emerging industries" (p. 2) and in some cases the fields they were in were now requiring a degree and/or certifications. The Michigan Commission on Higher Education & Economic Growth concluded that "Michigan's future competitiveness

required the state to double the number of workers with a postsecondary degree or other industry-recognized credential to keep pace with an altered labor market requiring more advanced skills" (CSW, 2011, p. 2). Around this time, Governor Jennifer Granholm began working on a policy to help unemployed and underemployed workers obtain new skills and credentials to prepare them for these new types of higher-skilled jobs. This new policy was called No Worker Left Behind (NWLB) and offered "unemployed, underemployed and low-wage workers up to two years of free tuition at community colleges or other educational institutions for market-relevant credentials" (CSW, 2011, p. 2).

NWLB "reflected not just ambitious goals, but a fundamental change in Michigan's workforce strategy" (CSW, 2011, p. 3). This new policy shifted away from emphasizing short-term job search and job placement services towards a longer-term investment in training with the hope of providing Michigan's workers with new and necessary skills and credentials essential for securing employment in this new economy. The three main objectives of NWLB were to "accelerate worker transitions through learning, support the State's employers and economic development needs and align the use of existing training resources" (Howard, 2007, p. 1).

Eligibility

NWLB was to be a one-time opportunity and those interested had three years to sign up beginning in August 2007 and ending in June 2010. In order for a Michigan resident to be eligible to receive NWLB funds, they had to be:

- currently unemployed, or
- have received a notice of termination or layoff, or
- have a family income of \$40,000 or less (for anyone 23 and under, parents income had to be taken into account regardless if the individual lived with their parents or not) and
- Be at least 18 years old and not have graduated from high school in the last two years and must not be a full-time college student (Howard, 2007, p. 3)

What Was Provided

Eligible individuals would be able to receive \$5,000 per year for two years, up to a total of \$10,000¹. Participants had up to two years to complete training, though up to four years were allowed for extenuating circumstances. Participants had to choose a training program in a demand occupation that led to a certificate or a degree (See Appendix A for complete list of demand occupations.) NWLB also allowed for skills enhancement. For example, a nurse assistant could obtain funds to attend training to become an LPN or RN. Bachelor's and Master's Degree programs were allowed as long as they could be completed in two years or less.

Funding

NWLB was a "last dollar" (Department of Labor and Economic Growth [DLEG], 2007, p. 5) program, which meant that other funds, such as PELL grants, Federal Supplemental Educational Opportunity Grants, etc., needed to be used before NWLB funds. Participants were required to fill out the Free Application for Federal Student Aid

(FAFSA). If a participant was not eligible for other funds, their training would be funded entirely with NWLB funds.

Desired Outcomes

The policy stated that the ultimate goals of NWLB were to raise the percentage of workers who attain certificates and degrees, increase the number of participants who gain employment related to the training they attended, and increase the percentage of participants whose wages increased due to their participation in a training program. In order for the State to be able to determine if the NWLB program had an impact on educational attainment, employment and earnings, all Michigan Works! agencies were required to collect and report on this data.

Purpose of Research

The purpose of this research is to analyze the outcomes of the Macomb/St. Clair Michigan Works! agency. Three hypotheses will be tested: whether or not participants who enrolled in NWLB increased their wages, whether or not NWLB participants obtained training related employment and whether or not the participants received degrees or credentials. The research will also include determining the top five career categories that participants trained in, the top five schools they trained at, how many are employed in those categories and average wages earned.

Method

Participants

The participants for this study were randomly selected from the entire pool of 8,716 who enrolled in a training program under NWLB and were categorized by their WIA funding source as either Adult or Dislocated Worker² between August 1, 2007 and June 30, 2010. To be Adult-funded, a participant had to be 18 or older and considered low-income, as determined by the Lower Living Standard Income Level (LLSIL) released by the Secretary of Labor annually by region³. The income levels that met low-income criteria in 2007 when NWLB began were as follows: making less than \$10,400 per year for a family of one, \$14,000 for a family of two, \$18,880 for a family of three, \$23,309 for a family of four, \$27,504 for a family of five and \$32,172 for a family of six. \$4,668 was added for each additional family member. The income levels increased slightly each year. To be Dislocated Worker funded, a participant had to meet the following criteria as defined by the Workforce Investment Act (101 [9]) and included in Macomb/St. Clair Michigan Works! Internal Policy:

- "1. a) has been terminated or laid-off or who has received a notice of termination or lay off from employment;
- b) (i) is eligible for or has exhausted entitlement to unemployment compensation; **OR**
- (ii) has been employed for a duration sufficient to demonstrate, to the appropriate entity at a One-Stop center, attachment to the workforce,

- but is not eligible for unemployment compensation due to insufficient earnings or having performed services for an employer that were not covered under a state unemployment compensation law; **AND**
- c) is unlikely to return to a previous industry or occupation;
2. a) has been terminated or laid off, or has received notice of termination or layoff, from employment as a result of any permanent closure of or any substantial layoff at a plant, facility, or enterprise;
- b) is employed at a facility at which the employer has made a general announcement that such facility will close within 180 days; **OR**
- c) for purposes of eligibility to receive services other than training services, intensive services, or supportive services, is employed at a facility at which the employer has made a general announcement that such facility will close;
3. is self-employed (including employment as a farmer, a rancher, or a fisherman), but s/he is unemployed as a result of general economic conditions in the community in which the individual resides or because of a natural disaster; **OR**
4. is a displaced homemaker.

This definition allows individuals to qualify as a dislocated worker in four different ways. The workforce system is encouraged to test individuals' eligibility against all options to ensure that the maximum number of people qualify as dislocated workers. Individuals

who do not qualify under category 1 because of the nature of their employment separation may still qualify under category 2, 3, or 4.”

The proper sample size for this population is 368 participants. Of these 368 randomly selected participants, 172 were female with an average age of 45 years ($SD=10.46$) and 196 were male who also had an average age of 45 ($SD=9.92$). Of the 172 females, 86 were WIA Adult-funded and 86 were WIA Dislocated Worker-funded. Of the 196 males, 85 were Adult-funded and 111 were Dislocated Worker-funded. Gender is only mentioned for demographic purposes because the NWLB program’s goals were for all participants with no focus on gender. While race and ethnicity are entered into the OSMIS, that information is hidden and cannot be viewed and therefore will not be considered for this study. See Appendix B which illustrates participant characteristics, barriers to employment as defined by the State of Michigan and demographics.

Procedure

The procedure for retrieving the participants was to use Oracle Application Express (APEX)⁴ which is used to query data from the One-Stop Management Information System (OSMIS) which is the database used by all Michigan Works! agencies in the State of Michigan and then generate reports based on those queries. The reports were then downloaded into an Excel worksheet and the =rand() function in Excel, which assigns a random number greater than or equal to 0 and less than one to each participant, was used to randomly select the participants for this study. The participants were then sorted by that random number in Excel from lowest to highest

and the first 368 were selected. SPSS was then used to calculate means, counts, perform statistical tests, etc.

Data Collected

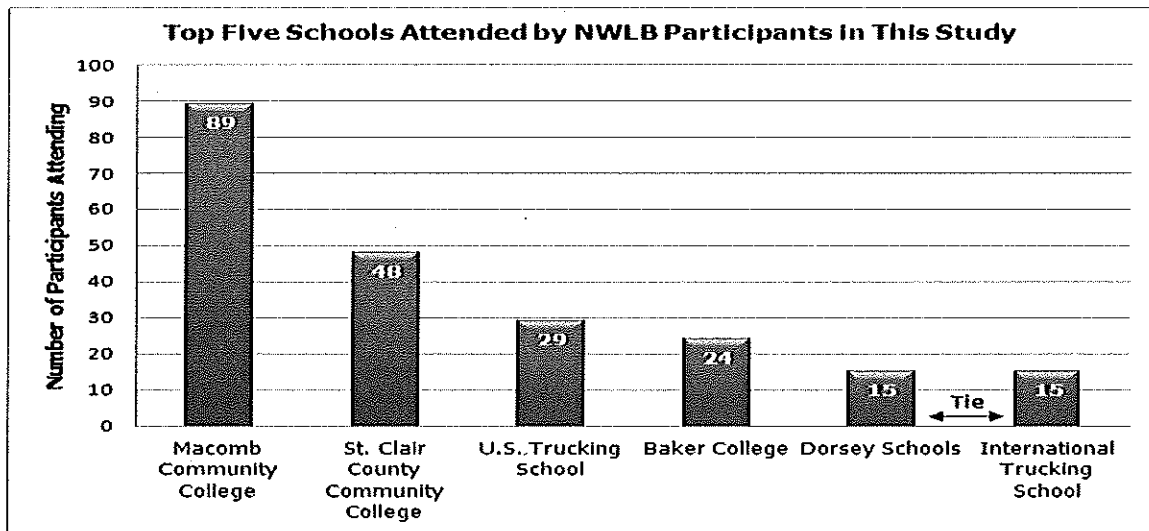
The following information was queried from OSMIS by APEX for each participant in the sample:

- Training Completed (Yes or No)
- Pre-Wage and Post-Wage
- Secured Training Related Employment
- Employed after Training
- School/Training Institution Attended
- Pre-Program Education Level
- Post-Program Education Level
- Credential Earned (Yes or No)
- Employed at Registration
- Occupation/Career Category

Top Schools Attended

NWLB participants attended numerous colleges, state colleges, universities and proprietary schools. The only requirement for choosing a school was that it be listed on the Career Education Consumer Report (CECR), a website run by State of Michigan Public Policy (See Appendix C for a sample CECR page.) The CECR is used so participants can research training institutions by adding them to their “cart” where they can quickly compare programs to obtain basic information such as cost, length of training, location of training, type of training offered at a school, graduation and employment rates, etc. In order for NWLB to pay tuition, the school had to be listed on the CECR. Figure 1 shows the top five training institutions⁵ that the participants of this study attended.

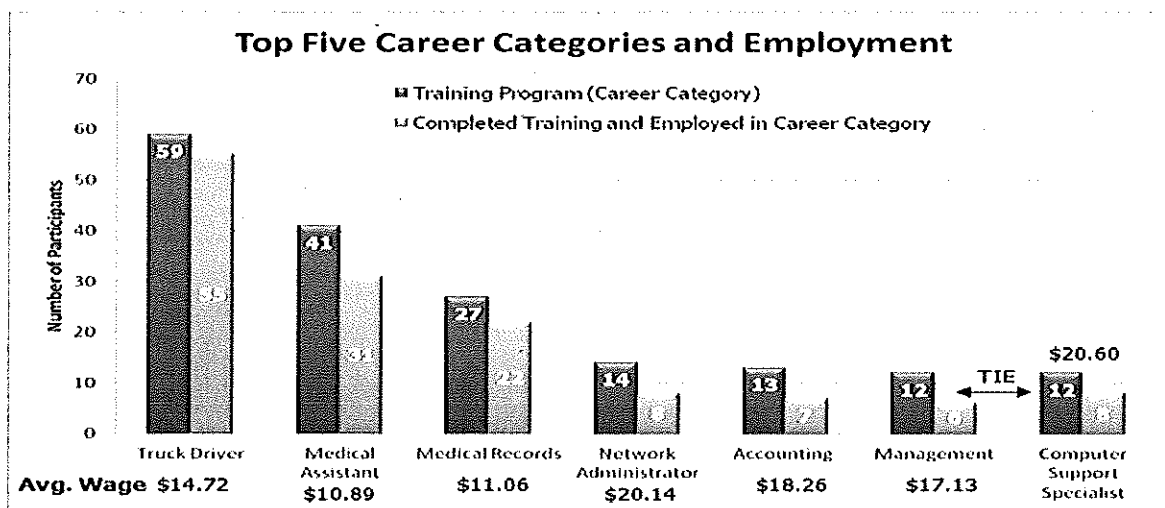
Figure 1



Top Career Categories

While NWLB participants had to choose a training program that would lead to a related demand occupation, the top five occupations⁶ chosen by the participants are shown in Figure 2, along with number who completed and are now employed in the field and the average wage in each category.

Figure 2



Results

Credential Attainment

Of the 368 participants, 234 participants or 64% completed training but only 221 or 60% received a credential or degree. The overall increase in credentials was 60.05%. Table 1 illustrates the level of education these 221 participants had when they entered training and what type of credential they attained after training completion.

Table 1

Number of Participants That Had This Education Level at Registration	Number of Participants that completed	Type of Credential Earned				Percent Chg
		Associate's	Bachelor's	Master's	Certificate	
9th Grade	2				2	100.00%
10th Grade	8	1			3	50.00%
11th Grade	13	1			9	76.92%
12th Grade	1				1	100.00%
GED	23	3			10	56.52%
HS Graduate	148	22			70	62.16%
Certificate	4		1		1	50.00%
1 Year Post HS	66	11			26	56.06%
2 Years Post HS	35	9	4		13	74.29%
3 Years Post HS	12	1	2		3	50.00%
Associate's	17	1	3		2	35.29%
Bachelor's	34	4		1	14	55.88%
Master's	5	1	1		1	60.00%
Total	368	54	11	1	155	60.05%

17 participants began the program already having an Associate's Degree, 34 had a Bachelor's Degree and five had a Master's Degree. If the purpose of NWLB was to increase the number of residents that have a degree or credential, why were these 56 participants eligible? One reason is that in some cases, the degrees and certificates participants had were considered outdated, especially when the participant had not worked in that field for a number of years. For example, a Computer Science Degree

from 1993 would not have been relevant in 2007-2010 (the years of NWLB) if the participant had not worked in the information technology field since 1993. Computer technology changes so quickly that unless a participant kept up on the ever changing trends, their knowledge would be limited. Today's employers are looking for applicants with relevant, up-to-date skills for today's workplace. Another reason is that a participant's degree could have been in what was considered in Macomb and St. Clair Counties to be a declining occupation or a lost occupation. An actual list of declining and lost occupations from Macomb/St. Clair Michigan Works! Internal Policy are included in Appendices D and E respectively.

Of the 34 participants in the sample that began the program with a Bachelor's Degree, 14 obtained a certificate. Certifications can make the difference in whether a participant is considered for a job. In the job market of 2007-2010, sometimes having a degree was not enough. For example, someone who had a degree in a computer-related field may also needed to have had updated Microsoft Certifications in order to be qualified for and obtain a new job. With so many residents laid off and unemployed, competition was fierce and NWLB provided some participants with the opportunity to gain that edge needed to secure employment.

The number of participants who earned a degree or certificate was 155. That represented a 60% increase in the number of participants who obtained a degree or credential which was a main goal of the program. The policy did not state a specific number or percentage that would indicate success or failure of the program.

Training Related Employment

Out of 158 participants that completed training, 106 or 67% secured employment related to their training (103 or 65% also had received a credential) and 58, or 37%, who completed their training secured employment in an area not related to training (52 or 33% had received a credential). A chi-square test of independence was performed to examine the relation between completing training and securing training related employment. The relation between these variables was significant, $\chi^2(1, N = 368) = 17.82, p < .001$. Those who completed training were more likely to secure training related employment. 19 participants who did not complete training did secure employment related to their training while 36 did not.

Training related employment was another main goal of NWLB. While there was a significant relationship between completing training and securing training related employment, some participants who did not complete training were also employed in a training related field. While examining participant case notes, 17 of the 19 participants who left training did so because they had found a job in their field, even without the credential. While it is not known, it is possible that these participants may have continued training on their own or received tuition assistance from their new employers to continue. While they did not actually complete their training program, they still obtained training related employment which was another main goal of NWLB.

Wage Increase

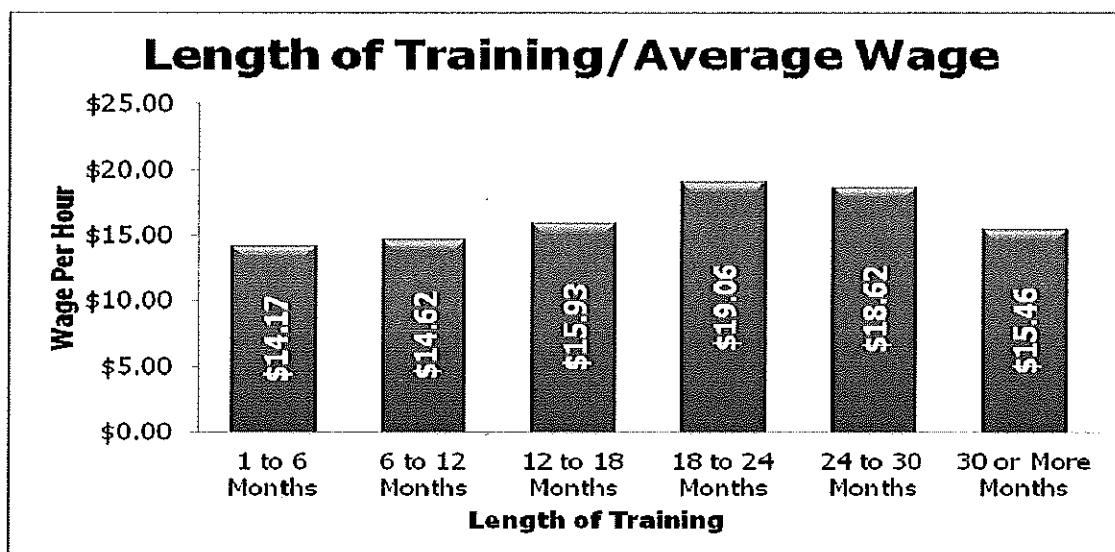
A paired samples t-test was used to determine if there was any difference in wages for participants who enrolled in training through NWLB. There was a significant

difference among participants who completed their training, $t(160) = -6.47, p < .001$).

Those who completed training earned \$5.85 more per hour than they did before training (\$10.77 before and \$16.62 after). A paired samples t-test was also used to find out if there was a difference in wages regardless of whether the participants finishing training. This result was also significant $t(214) = -7.44, p < .001$). This group earned \$5.66 more per hour. At registration, the average wage per hour was \$10.11 and at program exit the average wage per hour was \$15.77.

Wage increase was also a main goal of NWLB. While there was a significant wage increase for both participants who completed training and even those that did not complete, it is also interesting to compare wages for different lengths of training programs. The average length of training was 11.85 months and participants who completed 6 to 12 months of training and were employed averaged \$14.62 per hour. Figure 3 shows the length of training in months that participants had and the corresponding average wages for each length.

Figure 3



Discussion

The major findings of this study suggest that NWLB was beneficial to the residents of Macomb and St. Clair Counties. Table 2 provides information on the program's goals and the actual outcomes in Macomb and St. Clair Counties.

Table 2

Goal	Outcome
Increase the number of residents who have a degree or credential	60.05% increase
Increase the number of residents who secured training related employment	67% who completed training and 34.5% who did not complete training secured training related employment
Increase residents' wages	\$5.85 more per hour for those who completed; \$5.66 more per hour for those who entered training but did not complete.

The Corporation for a Skilled Workforce also conducted an analysis of the NWLB program, based on survey responses from 4,231 participants. While this study was based on responses from participants throughout the state and not just Macomb and St. Clair Counties, there are a number of similarities that lend support to the idea that NWLB was successful. Their study found that 58% of those who earned a credential were employed in their chosen field (CSW, 2011, p. 3) while this study found it to be 60% which is very close. Good's (2011) report for the National Skills Coalition found that 75% of participants who completed their training program had obtained employment and of that group, 82% reported that it was related to their field (p. 4)⁷.

While this study and Good's (2011) study only looked at data and results, the research conducted by Corporation for a Skilled Workforce also included participant

survey responses so they were able to gain feedback on how the actual participants felt about their experiences with NWLB.

Observations and Limitations

Case managers are responsible for all of the data that is entered into OSMIS. While every effort is made to input accurate information, there are always circumstances that lead to errors and/or omissions. Throughout the NWLB program, the Macomb/St. Clair Michigan Works! Agency enrolled 8,716 participants into training. With only about 40 case managers, each case manager was responsible for roughly 218 participants. This number only includes those who were Adult or Dislocated Worker funded and does not include all other participants not looked at in this study (Trade Act funded, JET participants, On-the-Job Training, incumbent workers, etc.) along with all those who came in and began eligibility determinations and did not follow through, those who came in and investigated opportunities, took career assessments, needed basic skills upgrading or GED preparation classes, etc. and even those who were scheduled to begin training but did not. In actuality, case managers had numerous other customers to attend to that were not part of this research. Of those that actually began training, case managers were responsible for determining eligibility, collecting documentation, completing paperwork required for a participant to begin training, helping them navigate through school, paying tuition, and following up on them. It is hard to form a personal relationship when you have so many participants. Case managers were so busy with the beginning processes that they often did not have time to work on follow-up, data entry, etc. Following up with participants after training was

part of the end process and there was often not enough time to do an effective job. For many of the 368 participants, post wages, training related employment, credentials earned, training completion, etc. was not entered into OSMIS which accounts for the high number of missing data. However, as the program came to an end, and in the years that followed, many case managers were able to obtain the information but entered it into the case notes section. Data in that section cannot be pulled using APEX⁸.

Though participants agree to provide their case managers with follow-up information, such as a copy of the degree or credential they earned and any employment information such as employer name, wage, etc. it does not mean that they all do, especially since there are no consequences to the participant if they do not. Some participants move and leave no forwarding address, phone numbers change and get disconnected, etc. Though NWLB sent a lot of people through training, it is hard to be precise in reporting all of the outcomes as can be evidenced in this study. Of the 368 participants in this study, the post wages are based on only 215 or 58% of the participants. 153, or 42% of the participants, had no information entered into OSMIS. These participants did not respond to follow-up calls or letters regarding their employment. While some data was able to be manually entered into OSMIS based on information found in case notes, not all information was available.

Some observations on the design and implementation of the program were that participants often did not receive any type of career counseling before choosing a training program. The large numbers of people coming into the centers prevented case

managers from being able to spend a lot of time with each person. Many people heard about the free tuition and were interested in training, but did not have any direction and/or never took an interest inventory or skills aptitude test. As a result, a number of participants chose training programs that did not meet their needs, whether it was because the program was too difficult, they realized after starting training they did not like that field, the hours conflicted with family obligations, etc. Also, many participants began training while they were receiving unemployment benefits so they were able to focus on their studies at that time. However, for many participants, when unemployment compensation ran out, training became a low priority and they had to scramble to take any kind of employment they could find just to pay the bills, feed their families, keep their homes, etc. Many participants could not keep up with the demands of working full-time and attending school-full time. For some, they were able to scale back their programs to part-time however, a lot of the proprietary schools had nine-to-five, forty hours per week class schedules so working full-time and maintaining that schedule while caring for a family became overwhelming and training was dropped.

Another observation is that Macomb/St. Clair Michigan Works! became a sort of "training factory" where the focus was on quantity not quality. This is because the State gave each agency a goal of how many people they needed to enroll and how much money they had to spend in the given time period and that goal ended up taking precedence rather than quality, individualized case management. Even without the pressures of meeting those goals, the staff to participant ratio was so low that it was

not even possible to spend the necessary amount of time with each person. That contributed to a number of participants not completing as well.

Recommendations

Although the NWLB program ended in 2010, limited Workforce Investment Act funds for training are still available for participants who meet the eligibility criteria for Adult or Dislocated Worker funding. The goals for this entire program year (2013-2014) are to provide training for 243 individuals, a number smaller than the sample size for this study. Currently, case managers are able to provide more individualized services to participants to help them choose a training program that will fit their needs and schedules.

Of the 368 participants in this study that received training through the NWLB program, 60% received a credential. While NWLB did not give a specific percentage that was required to be met, more than half of the participants in this study earned a credential, which is definitely a benefit for those participants. With more intensive case management, it is possible that more participants may have been able to complete their training programs and earn a credential as more time would have been spent beforehand on researching programs, schools, etc.

If a large scale initiative such as NWLB was created in the future, more staff would definitely be needed and may help to increase the number of participants completing training and earning a credential. Also, if case managers were able to spend more time with individual participants, they may be able to establish a better relationship which may help with obtaining employment information after training. It

may also help increase the number of participants who secure training related employment because case managers would be able to spend more time after the training helping participants with resumes and job searching.

Conclusion

While NWLB worked extremely well for many participants, it did not work as well for others. While there are and always will be critics of the program, it provided residents an opportunity to gain new skills at a time when Michigan's economy was at one of its lowest points so that participants would be prepared with new, updated and marketable skills to be used when the economy strengthened. While this study only looked at data and results, the research conducted by Corporation for a Skilled Workforce also included participant survey responses so they were able to gain feedback on how the actual participants felt about their experiences with NWLB. For the most part, the study found that many participants greatly appreciated the opportunity provided but expressed that they were frustrated overall with "the economic landscape and the lack of opportunities for finding employment" (p. 27) and wished that they had more support in selecting quality programs. Some recommended that Michigan Works! "should screen potential training providers more closely and offer student reviews of programs" (p. 21) while others did their own research on the different training institutions and would have preferred employer connections after training completion.

The NWLB program was "a large-scale experiment in state investment in worker retraining" and "while many aspects of NWLB appear to have worked well" (CSW, 2011,

p. 33) , further research, including longitudinal studies, is needed to better understand the impact NWLB had on its participants, employers and the State of Michigan as a whole.

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Footnotes

¹ Some Michigan Works! agencies chose to apply for waivers for tuition costing more than \$10,000; however, Macomb/St. Clair Michigan Works! did not choose to use this waiver option.

² Participants were funded by NWLB as a whole; however, eligibility for the Workforce Investment Act was also determined which is why participants fell under Adult funding, Dislocated Worker funding, etc.

³ Michigan is part of the Midwest region, which includes Illinois, Indiana, Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota and Wisconsin.

⁴ I had to attend a day long training session to learn how to use the APEX system in order to do this research.

⁵ Participants attended 60 different training institutions.

⁶ Participants trained in 65 different training programs.

⁷ This report included every funding source (Adult, DW, incumbent workers, etc.) and every type of training (classroom, remedial, On-the-Job, etc.) while the CSW study did not.

⁸ For each of the 368 participants, I had to manually access each record and read the case notes to find some of the missing data.

Appendix A

NWLB Demand Occupations

NWLB Maconh/St. Clair Growth Occupations

Management Occupations

- Chief Executive
- General and Operations Managers
- Marketing Managers
- Sales Managers
- Administrative Service Managers
- Computer and Information Systems Managers
- Financial Managers
- Human Resources Managers
- Construction Managers
- Education Administrators: Elementary and Secondary School
- Engineering Managers
- Medical and Health Services Managers
- Property / Real Estate / Community Association Manager

Business & Financial Operations Occupations

- Purchasing Agents, Except Wholesale, Retail & Farm Products
- Cost Estimators
- Employment, Recruitment, Placement Specialists
- Compensation, Benefit, Job Analysis Specialist
- Training and Development Specialists
- Management Analysts
- Business Development
- Financial Analysts
- Personal Financial Advisors
- Loan Officers

Computer & Mathematical Occupations

- Computer Programmer
- Computer Software Engineers – Applications
- Computer Software Engineers – Systems Software
- Computer Support Specialists
- Computer Systems Analysts
- Database Administrators
- Software Quality Assurance Administrators
- Network Systems and Data Comm Analysts

Architecture & Engineering Occupations

- Civil Engineers
- Electrical Engineers, Except Computer
- Industrial Engineers
- Mechanical Engineers
- Electrical/Electronic Engineering Technicians
- Mechanical Engineering Technicians
- Surveying and Mapping Technicians

Life, Physical & Social Science Occupations

- Chemists
- Market Research Analysts
- Clinical/Counseling/School Psychologists

Community & Social Service Occupations

- Child, Family & School Social Workers
- Mental and Public Health Social Workers
- Medical Neuropsychologists
- Medical and Health Services Assistants
- Clergy

Legal Occupations

- Lawyers
- Paralegals and Legal Assistants

Education/Training/Library Occupations

- Preschool Teachers, Except Special Education
- Elementary School Teachers, Except Special Education
- Secondary School Teachers, Except Special Education
- Special Education Teachers, Preschool/Elementary School
- Self-Enrichment Education Teachers

Food Preparation & Service Related Occupations

- Chefs and Head Cooks
- First-Line Supervisor/Managers: Food Preparation & Service Workers
- Cooks, Restaurant

Arts/Design/Entertainment/Sports/Media Occupations

- Commercial & Industrial Designers
- Graphic Designers
- Musicians and Singers
- Public Relations Specialists
- Technical Writers

Protective Service Occupations

- Fire Fighters
- Detectives and Criminal Investigators
- Police and Sheriff's Patrol Officers

Building/Grounds/Cleaning/Maintenance Occupations

- First-Line Supervisor/Managers: Housekeeping/Laboratory Workers

Personal Care & Service Occupations

- First-Line Supervisor/Managers of Personal Service Workers
- Facial Treaters & Aesthetic Procedures

Healthcare Support Occupations

- Nursing Aides, Orderlies & Attendants
- Clinical Laboratory Assistants
- Dental Assistants
- Medical Transcriptionists

Healthcare Practitioners/Technical Occupations

- Pharmacists
- General Practitioners
- Physician Assistants
- Registered Nurses
- Physical Therapists
- Respiratory Therapists
- Medical and Clinical Laboratory Technicians
- Dental Hygienists
- Pharmacy Technicians
- Veterinary Technicians & Technicians
- Licensed Practical and Licensed Vocational Nurses
- Medical Records and Health Information Technicians

Sales and Related Occupations

- First-Line Supervisor/Managers of Retail Sales Workers
- First-Line Supervisor/Managers of Non-Retail Sales Workers
- Advertising Sales Agents
- Insurance Sales Agents
- Securities, Commodities, and Financial Services Sales Agents
- Sales Representatives, Wholesale/Manufacturing, Except Technologies/Sci. Products
- Real Estate Sales Agents
- Sales Engineers

Office and Administrative Support Occupations

- First-Line Supervisor/Managers of Office/Admin Support Workers
- Business Operations Managers
- Customer Service Representatives
- Interviewers, Except Eligibility & Loan
- Human Resources Assistant, Except Payroll and Timekeeping
- Reservation and Transportation Ticket Agents and Travel Clerks
- Postal Service Mail Carriers
- Production, Planning & Expediting Clerks
- Shipping, Receiving & Traffic Clerks
- Stock Clerks and Order Fillers
- Warehouse/Manufacturing/Checkers/Inventory/Receiving
- Executive Secretaries & Administrative Assistants
- Legal Secretaries

Construction & Extraction Occupations

- First-Line Supervisor/Managers: Construction/Extraction
- Construction and Building Inspectors
- Cement Masons & Concrete Finishers
- Construction Laborers
- Operating Engineers and Other Construction Equipment Operators
- Electricians
- Painters, Construction and Maintenance
- Plumbers, Pipefitters & Steamfitters
- Railroad Workers
- Sheet Metal Workers
- Structural Iron and Steel Workers

Installation, Maintenance & Repair Occupations

- First-Line Supervisor/Managers of Mechanic/Insulator/Refrigerators
- Aircraft Mechanics & Service Technicians
- Automotive Service Technicians/Mechanics
- Bus/Truck Mechanic / Diesel Engine Specialists
- Mobile Heavy Equipment Mechanics, Except Engines
- Refrigeration, Air Conditioning & Refrigeration Mechanics & Installers
- Industrial Machinery Mechanics
- Maintenance & Repair Workers, General
- Telecommunications Line Installers / Repairers
- Helping / Installation / Maintenance / Repair Workers

Production Occupations

- First-Line Supervisor/Managers of Production & Operating Workers
- Extruding & Drawing Machine Setters, Operators, & Tenders: Mill
- Heat Treating
- Molding / Coremaking / Casting Machine Setters, Operators & Tenders: Mill
- Tenders: Mill
- Welders, Cutters, Solderers & Brazers
- Welding, Thermal Cutting, Soldering, and Brazing
- Pressing & Tinting Machine Operators / Tenders
- Pressing & Tinting Machine Operators / Tenders

Transportation & Material Moving Occupations

- First-Line Supervisor/Managers of Trains & Material Moving Mach. & Vehicle
- Operators
- Airline Pilot, Co-Pilot, Flight Engineers
- Bus Drivers, School
- Driver / Sales Workers
- Truck Drivers, Heavy and Tractor Trailer
- Truck Drivers, Light Duty Delivery
- Industrial Truck & Tractor Operators
- Laborers / Freight / Stock / Material Movers, Hand
- Railroad and Replicable Material Collectors

For further information about the above listed occupations, please see
ONET at <http://online.onetcenter.org> and/or
The Career Education Consumer Report at <http://mycareereducation.org>

Revised 9/07

For further information about the above listed occupations, please see
 ONET at <http://online.onetcenter.org> and/or
 The Career Education Consumer Report at <http://mycareereducation.org>

Appendix B

Participant Characteristics and Barriers to Employment

	M	F	Total
Frequencies			
Completed Training	120	112	232
Credential Received	118	106	224
Obtained Training Related Employment	64	61	125
Employed at Registration	10	31	41
Employed at Exit	108	107	215
Pre Wage	\$10.68	\$7.59	\$9.14 Average
Post Wage	\$17.05	\$14.35	\$15.70 Average
Barriers			
Food Stamps	24	37	61
Low Income*	101	104	205
Limited English	2	2	4
Single Parent	12	42	54
Offender	8	3	11
Demographic Info			
Average Family Size	2.2	2.5	2.35 Average

*Low Income was defined as making less than \$10,400 for a family of 1, \$14,000 for 2, \$18,880 for 3, \$23,309 for 4, \$27,504 for 5 and \$32,172 for 6 as of August 2007. The income levels increased slightly each year.

Appendix C

Career Education Consumer Report (CECR)

PURE MICHIGAN Career Education Consumer Report **Michigan.gov**
The Official State of Michigan Website

[Michigan.gov Home](#) | [Career Education Consumer Report Home](#) | [Michigan Career Portal](#) | [Contact Us](#)

[Guided Tour](#)
[Career Advisor](#)
[Wagefinder](#)
[Training Search](#)
[Related Sites](#)

Programs of Study, Page 1 of 1 [View Basket](#)

Provider: U.S. Truck Driver Training School - Sterling Heights

Click a program title to learn about the program.
Click the provider's name to learn about the school.
Click "Add It!" to add a program to your shopping basket.

[Return to Provider Search](#) [Refine Search](#) [New Search](#)
Click any column title to sort

Program Title	Provider	Certification	Program Duration	Add to Basket
120-Hour Tractor-Trailer Driver Training	U.S. Truck Driver Training School - Sterling Heights	License	120 Hours	Add It!
80 hr tractor trailer	U.S. Truck Driver Training School - Sterling Heights	License	2 Weeks	Add It!
Bus and Straight Truck Driver Training Program - CDL B-P	U.S. Truck Driver Training School - Sterling Heights	License	70 Hours	Add It!
professional truck driver training 640	U.S. Truck Driver Training School - Sterling Heights	License	640 Hours	Add It!
Tractor-Trailer Driver Training 160-Hour Comprehensive	U.S. Truck Driver Training School - Sterling Heights	License	160 Hours	Add It!

[Return to Provider Search](#) [Refine Search](#) [New Search](#)

[Michigan.gov Home](#) | [MEDC Home](#) | [Careers Home](#) | [Talent & Jobs Home](#) | [State Web Sites](#)
[Accessibility Policy](#) | [Link Policy](#) | [Privacy Policy](#) | [Security Policy](#) | [Michigan News](#)

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[Career Advisor](#)
[Wagefinder](#)
[Training Search](#)
[Related Sites](#)

Program Description for Tractor-Trailer Driver Training 160-Hour Comprehensive [View Basket](#)

Provider: [U.S. Truck Driver Training School - Sterling Heights](#)

Date of last update: 7/31/2013

Description: This is the most comprehensive training program that U. S. Truck Driver Training School offers. Our 160 hour program is designed to completely train individuals with little or no previous truck driving experience to qualify for exciting and rewarding careers in the trucking industry. The program consists of 160 hours of comprehensive training covering both classroom and hands-on instruction. Starting in the Classroom you will learn important skills such as Map Reading, how to do Log Books and the Federal Motor Carrier Safety Code. The next phase of your training will be learning basic maneuvers and truck handling skills at our fully paved and fenced five acre training yard. Here you will be taught all of the important backing and docking maneuvers as well as coupling and uncoupling and pre-trip vehicle inspection procedures. Your final phase of training will be Over the Road, you will be fully trained in both City and Highway driving techniques. You'll learn how to properly change lanes, upshifting and downshifting, how to do traffic checks and other safe driving skills giving you confidence in your abilities to handle a tractor-trailer in all types of driving conditions. Upon completion of training you will be able to take your State of Michigan Road Test right here at the school. We will also assist you with Job Placement. Some of the finest trucking companies in the business hire graduates from our school on a regular basis for both Local and Over-the-Road driving jobs. Companies look to our school to provide them with well trained and qualified drivers to work from their terminals located in our area. The overall job outlook for entry level drivers is very bright with over 400,000 jobs available in the Trucking Industry. You will be able to earn from \$38,000 to as much as \$42,000 your first year in the Trucking Industry. In fact most of our students will receive job offers prior to attending classes.

Contact Name: Tylar Labarge
Contact Phone Number: (588) 838-1268
Contact URL: www.LearnToDriveBigRigs.com

Course Length: 160 Hours

Admission Requirements: 21 years of age or older. Ability to pass a Department of Transportation Physical. Ability to obtain a Michigan Temporary Instruction Permit.

Credential Earned: License

Other Credential Description: Certificate of Completion

Sources of Financial Assistance Accepted: Individual Training Accounts, Educational Loans, NAFTA

Estimated Waiting Period to Enter Program: 5 Days

License Fee for: Yes

Employment:

Program Cost: \$5,311

Additional Costs: No

Internship/Externship Required: No

New Program: No

Completion Rate: 100.0%

Number of Graduates in the last year: 77

Employment Rate: 93.5%

Follow-up Information is available for 77 out of 77 graduates:

Number Employed:	72
Number in Related Training:	0
Number in the Military:	0
Number Self-Employed:	0
Number not in any of these categories:	5

This training provider may have elsewhere published an employment rate that is measured in a different way. Please call the provider for further details.

Training-Related Placement Rate: 93.5%

There are several ways to measure both placement success and the degree to which this is training-related. Please call the school for further details.

Average Starting Wage: \$17.75

To search for jobs related to this program click the "Job Seekers" link. Then "Search for jobs" according to the instructions [Find Jobs](#)

[Add to basket](#) [Wages & Job Outlook](#) [Occupation Description](#)

[Return to Program List](#)

Appendix D Page 1 of 6

Declining Occupations List

2008 DECLINING OCCUPATIONS

The following are occupations that have less than average growth in the Detroit Metropolitan Statistical Area (Macomb and St. Clair Counties):
This information comes from the 2008 Annual Planning Information Report .

<u>Occupational Title</u>	<u>SOC Code</u>
Management Occupations	
• Legislators	11-1031
• Purchasing Managers	11-3061
• Farm / Ranch / Other Agricultural Managers	11-9011
• Farmers and Ranchers	11-9012
• Funeral Directors	11-9061
• Lodging Managers	11-9081
• Postmasters & Mail Superintendents	11-9131
Business & Financial Operations Occupations	
• Logisticians	13-1081
• Insurance Appraisers, Auto Damage	13-1032
• Credit Analysts	13-2041
• Insurance Underwriters	13-2053
• Financial Examiners	13-2061
• Tax Examiners/Collectors/Revenue Agents	13-2081
Computer & Mathematical Occupations	
• Mathematicians	15-2021
• Operations Research Analysts	15-2031
• Statisticians	15-2041
Architecture & Engineering Occupations	
• Architectural and Civil Drafters	17-3011
Life, Physical, & Social Science Occupations	
• Biochemists and Biophysicists	19-1021
• Physicists	19-2012
• Chemists	19-2031
• Material Scientists	19-2032
• Geoscientists: Ex Hydrologists / Geographers	19-2042
Community & Social Service Occupations	
• Education, Vocational & School Counselors	21-1012
• Rehabilitation Counselors	21-1015
• Probation Officer / Correctional Treatment Specialists	21-1092
Legal Occupations	
• Administrative Law Judge / Adjudicator / Hearing Officer	23-1021

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• Arbitrators, Mediators, & Conciliators	23-1022
• Court Reporters	23-2091
• Law Clerks	23-2092
• Title Examiners, Abstractors & Searchers	23-2093
Education, Training, Library Occupations	
• Vocational Ed Teachers / Middle School	25-2023
• Librarians	25-4021
• Library Technicians	25-4031
Arts/Design/Entertainment/Sports/Media Occupations	
• Radio and Television Announcers	27-3011
• Reporters & Correspondents	27-3022
• Photographers	27-4021
• Camera Operators: TV / Video / Motion Picture	27-4031
Healthcare Practitioners / Technical Occupations	
• Dentists, General	29-1021
• Dentists, all other specialists	29-3031
• Podiatrists	29-1081
• Audiologists	29-1121
• Recreational Therapists	29-1125
• Speech-Language Pathologists	29-1127
• Veterinarians	29-1131
• Psychiatric Technicians	29-2053
• Respiratory Therapy Technicians	29-2054
• Opticians, Dispensing	29-2081
• Occupational Health and Safety Specialists	29-9011
Healthcare Support Occupations	
• Psychiatric Aides	31-1013
Protective Service Occupations	
• First Line Sup/Mgrs: Corrections Officers	33-1011
• First-Line Sup/Mgrs: Protective Service Workers	33-1099
• Fire Inspectors and Investigators	33-2021
• Correctional Officers and Jailers	33-3012
• Parking Enforcement Workers	33-3041
• Security Guards	33-9032
Food Preparation & Service Related Occupations	
• Cooks, Private Household	35-2013
• Food Servers, Nonrestaurant	35-3041
Building / Grounds Cleaning / Maintenance Occupations	
• Maids and Housekeeping Cleaners	
Personal Care & Service Occupations	
• Concierges	39-6012

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Sales and Related Occupations

• Cashiers	41-2011
• Parts Salesperson	41-2022
• Travel Agents	41-3041
• Telemarketers	41-9041
• Door-Door Sales / Street Vendors /Related Workers	41-9091

Office and Administrative Support Occupations

• Switchboard Operators, including Answering Services	43-2011
• Telephone Operators	43-2021
• Billing & Posting Clerk & Machine Operators	43-3021
• Procurement Clerks	43-3061
• Tellers	43-3071
• Correspondence Clerks	43-4021
• Credit Authorizers, Checkers, & Clerks	43-4041
• Eligibility Interviewers, Gov Programs	43-4061
• File Clerks	43-4071
• Hotel, Motel & Resort Desk Clerks	43-4081
• Library Assistants, Clerical	43-4121
• Loan Interviewers and Clerks	43-4131
• New Accounts Clerks	43-4141
• Order Clerks	43-4151
• Reservation / Transportation Ticket Agents / Travel	43-4181
• Cargo and Freight Agents	43-5011
• Couriers and Messengers	43-5021
• Dispatchers, except Police/Fire/Ambulance	43-5032
• Meter Readers, Utilities	43-5041
• Postal Service Clerks	43-5051
• Postal Service Mail Carriers	43-5052
• Postal Service Mail Sorters / Processor / Machine Operator	43-5053
• Stock Clerks and Order Fillers	43-5081
• Weighers /Measurers / Checkers / Samplers , Recordkeeping	43-5111
• Secretaries, except Legal / Medical / Executive	43-6014
• Computer Operators	43-9011
• Data Entry Keyers	43-9021
• Word Processors and Typists	43-9022
• Insurance Claims / Policy Processing Clerks	43-9041
• Mail Clerks, Mail Machine Operators, Except Postal Service	43-9051
• Office Machine Operators, except Computer	43-9071
• Proofreaders and Copy Markers	43-9081
• Statistical Assistants	43-9111

Farming, Fishing, & Forestry Occupations

• First-Line Sup/Mgrs: Farm/Fish/Forest Workers	45-1011
• Graders & Sorters Agricultural Products	45-2041
• Agricultural Equipment Operators	45-2091
• Farmworker / Laborer: Crop / Nursery / Greenhouse	45-2092
• Forest and Conservation Workers	45-4011

Construction & Extraction Occupations

• Boilermakers	47-2011
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• Drywall & Ceiling Tile Installers	47-2081
• Insulation Workers, Floor, Ceiling and Walls	47-2131
• Insulation Workers, Mechanical	47-2132
• Sheet Metal Workers	47-2211
• Helpers: Electricians	47-3013
• Rail-Track Laying / Maintenance Equipment Operators	47-4061
• Helpers: Extraction Workers	47-5081

Installation, Maintenance, & Repair Occupations

• Computer / ATM / Office Machine Repairs	49-2011
• Radio Mechanics	49-2021
• Electric Motor / Power Tool- / Related Repair	49-2092
• Electrical/Elect Install/Repair, Transportation Equipment	49-2093
• Electrical / Electronic Repair, Powerhouses/Substations/Relays	49-2095
• Electronic Home Entertainment Equipment Install / Repair	49-2097
• Automotive Body & Related Repairers	49-3021
• Automotive Glass Installers & Repairers	49-3022
• Mobile Heavy Equipment Mechanics, except engines	49-3042
• Rail Car Repairers	49-3043
• Tire Repairers and Changers	49-3093
• Control / Valve Install/Repair, Ex Mech Door	49-9012
• Home Appliance Repairers	49-9031
• Industrial Machinery Mechanics	49-9041
• Maintenance Workers, Machinery	49-9043
• Millwrights	49-9044
• Refractory Material Repair, except Brickmason	49-9045
• Electrical Power-Line Installer/ Repairer	49-9051
• Camera & Photographic Equipment Repairers	49-9061
• Musical Instrument Repairers & Tuners	49-9063
• Watch Repairers	49-9064
• Coin / Vending / Amusement Machine Serv/Repairer	49-9091
• Manufactured Building / Mobile Home Installer	49-9095
• Riggers	49-9096
• Signal & Track Switch Repairers	49-9097

Production Occupations

• First-line Supervisors / Managers: Production / Operation Workers	51-1011
• Aircraft Structure / Rigging & Systems Assembly	51-2011
• Coil Winders, Tapers & Finishers	51-2021
• Electrical & Electronic Equipment Assemblers	51-2022
• Electromechanical Equipment Assemblers	51-2023
• Engine and Other Machine Assemblers	51-2031
• Structural Metal Fabricators & Fitters	51-2041
• Team Assemblers	51-2092
• Timing Device Assemblers, Adjustors, Calibrators	51-2093
• Bakers	51-3011
• Butchers and Meat Cutters	51-3021
• Meat, Poultry & Fish Cutters & Trimmers	51-3022
• Slaughterers and Meat Packers	51-3023
• Food, Tobacco Roast / Bake / Dry Machine Operators and Tenders	51-3091
• Food Batchmakers	51-3092
• Food Cooking Machine Operators & Tenders	51-3093
• Computer-Controlled Mach Tool Operators, M/P	51-4011

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• Extrude / Drawing Machine Setters / Operators / Tenders, M/P	51-4021
• Forging Machine Setters / Operators / Tenders, M/P	51-4022
• Rolling Machine Setters/Operators/Tenders, M/P	514023
• Cut / Punch / Press Machine Setters / Operators / Tenders, M/P	51-4031
• Drill / Bore Machine Tool Setters / Operators / Tenders, M/P	51-4032
• Grind / Polish Machine Setters / Operators / Tenders, M/P	51-4033
• Lathe / Turning Machine Tool Setters / Operators / Tenders, M/P	51-4034
• Mill / Plane Machine Setters / Operators / Tenders, M/P	51-4035
• Metal-Refining Furnace Operators / Tenders	51-4051
• Pourers and Casters, Metal	51-4052
• Model Makers, Metal & Plastic	51-4061
• Patternmakers, Metal & Plastic	51-4062
• Foundry Mold and Coremakers	51-4071
• Mold/Core/Cast Machine Setters/Operators/Tenders, M/P	51-4072
• Multiple Mach Tool Setters/Operators/Tenders, M/P	51-4081
• Tool & Die Makers	51-4111
• Weld/Solder/Braze Machine Setters, Operators, Tenders	51-4122
• Heat Treat Equipment Setters, Operators, Tenders, M/P	51-4191
• Lay-out Workers, Metal & Plastic	51-4192
• Plating / Coating Machine Setters / Operators / Tenders, M/P	51-4193
• Tool Grinders / Filers / Sharpeners	51-4194
• Bindery Workers	51-5011
• Job Printers	51-5021
• Prepress Technicians and Workers	51-5022
• Laundry and Dry-Cleaning Workers	51-6011
• Pressers: Textile/Garment/Related Material	51-6021
• Sewing Machine Operators	51-6031
• Shoe & Leather Workers & Repairers	51-6041
• Sewers, Hand	51-6051
• Tailors, Dressmakers & Custom Sewers	51-6052
• Textile Bleaching/Dyeing Machine Operators /Tenders	51-6061
• Textile Cutting Machine Setters / Operators / Tenders	51-6062
• Upholsterers	51-6093
• Cabinetmakers & Bench Carpenters	51-7011
• Furniture Finishers	51-7021
• Model Makers, Wood	51-7031
• Sawing Machine Setters / Operators / Tenders, Wood	51-7041
• Woodwork Machine Setters / Operators / Tenders, Except Saw	51-7042
• Power Distributors & Dispatchers	51-8012
• Power Plant Operators	51-8013
• Stationary Engineers and Boiler Operators	51-8021
• Water/Liquid Waste Treat Plant/Sys Operators	51-8031
• Chemical Plant & System Operators	51-8091
• Petroleum Pump System Operator, Refinery Operators	51-8093
• Chemical Equipment Operator & Tender	51-9011
• Separate/Filter/Mach Setters/Operators/ Tenders	51-9012
• Grinding & Polishing Workers, Hand	51-9022
• Mixing & Blending Machine Setters, Operators & Tenders	51-9023
• Furnace / Kiln / Oven / Drier / Kettle Operators & Tenders	51-9051
• Inspectors / Testers / Sorters / Samplers / Weighers	51-9061
• Jewelers & Precious Stone & Metal Workers	51-9071
• Ophthalmic Laboratory Technicians	51-9083
• Coat / Paint / Spray / Machine Setters / Operators / Tenders	51-9121

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Declining Occupations List

• Painters, Transportation Equipment	51-9122
• Photographic Process Workers	51-9131
• Photographic Processing Machine Operators	51-9132
• Cementing & Gluing Machine Operators & Tenders	51-9191
• Cleaning / Washing / Metal Picking Equipment Operators	51-9192
• Cooling / Freezing Equipment Operators & Tenders	51-9193
• Molders, Shapers & Casters, except M/P	51-9195
• Tire Builders	51-9197

Transportation & Material Moving Occupations

• First-Line Supervisors/ Managers: Helpers/ Labor Hand	53-1021
• Locomotive Engineers	53-4011
• Rail Yard Engineers / Dinkey Operators / Hostlers	53-4013
• Railroad Brake / Signal Switch Operators	53-4021
• Railroad Conductors & Yardmasters	53-4031
• Parking Lot Attendants	53-6021
• Crane and Tower Operators	53-7021
• Industrial Truck & Tractor Operators	53-7051
• Cleaners of Vehicles & Equipment	53-7061
• Machine Feeders and Offbearers	53-7063
• Wellhead Pumpers	53-7073

"Less than average" is defined as 5% or less change (unless the occupation has at least 100 openings and has a wage of at least \$12.69 per hour).

Appendix E

Lost Occupations

2008 LOST OCCUPATIONS

The following occupations appeared on the 2007 Growth Occupation List, but are not on the 2008 Growth Occupation list as the occupation no longer meets the definition of growth.

MANAGEMENT OCCUPATIONS

- Administrative Service Managers
- Human Resource Managers
- Construction Managers
- Education Administrators: Elementary & Secondary School

BUSINESS & FINANCIAL OPERATIONS OCCUPATIONS

- Cost Estimators
- Compensation, Benefit, Job Analysis Specialist
- Financial Analysts

ARCHITECTURE & ENGINEERING OCCUPATIONS

- Mechanical Engineering Technicians
- Surveying and Mapping Technicians

LIFE, PHYSICAL, & SOCIAL SCIENCE OCCUPATIONS

- Chemists

COMMUNITY AND SOCIAL SERVICE OCCUPATIONS

- Clergy

ARTS, DESIGN, ENTERTAINMENT, SPORTS, MEDIA OCCUPATIONS

- Graphic Designers

HEALTHCARE PRACTITIONERS, TECHNICAL OCCUPATIONS

- Physician Assistants
- Veterinary Technologists & Technicians

HEALTHCARE SUPPORT

- Occupational Therapist Assistants

PROTECTIVE SERVICES OCCUPATIONS

- Detectives and Criminal Investigators

SALES AND RELATED OCCUPATIONS

- Advertising Sales Agents
- Securities, Commodities, and Financial Service Sales Agents

OFFICE & ADMINISTRATIVE SUPPORT OCCUPATIONS

- Reservation and Transportation Ticket Agents and Travel Clerks
- Postal Service Mail Carriers
- Weighers / Measurers / Checkers / Samplers / Recordkeeping

CONSTRUCTION & EXTRACTION OCCUPATIONS

- Cement Masons & Concrete Finishers
- Sheet Metal Workers
- Structural Iron and Steel Workers

INSTALLATION, MAINTENANCE, & REPAIR OCCUPATIONS

- Aircraft Mechanics & Service Technicians
- Mobile Heavy Equipment Mechanics, except Engines
- Industrial Machinery Mechanics
- Helpers: Installation / Maintenance / Repair Workers

PRODUCTION OCCUPATIONS

- First-Line Supervisors/Managers of Production and Operating Workers
- Extruding and Drawing Machine Setters, Operators, and Tenders M/P
- Molding, Coremaking & Casting Machine Setters, Operators and Tenders
- Inspectors, Testers, Sorters, Samplers, and Weighers

TRANSPORTATION & MATERIAL MOVING OCCUPATIONS

- Industrial Truck & Tractor Operators