

Developments in Projections and NCS-OES Integration

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Employment Projections

- What's new?
 - Strategic plan
 - Proposed new education and training categories
 - Starting work on 2008-2018 projections
 - Scheduled for release in December 2009





Employment Projections Strategic Plan

Projections Strategic Plan

- Customer feedback
 - Counselors, students, and expert data users
 - Focus groups, usability testing, and interviews
 - Analysis of web usage, print dissemination, and customer contacts
 - Input from ETA
- Mission and vision
- Goals and objectives

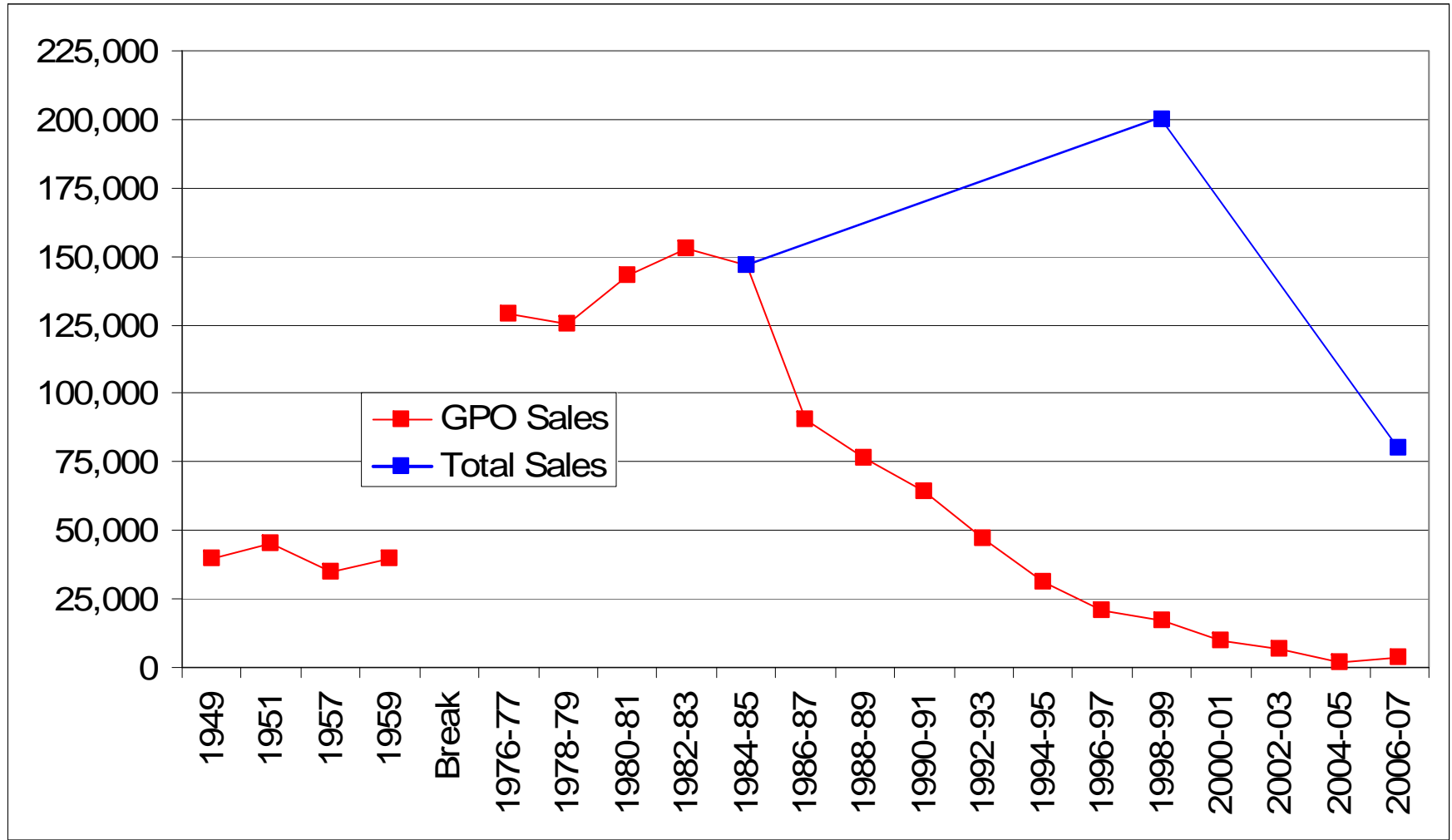


Conclusions from customer feedback

- Content is well respected and widely used.
- Most users access the *Handbook* through the website instead of the print version.
- The *Handbook* website is cumbersome and does not take advantage of the internet.
- The *Handbook* is not organized in the manner that people search for careers.
- Marketing of products is poor.



Print Sales of the *Handbook*



Projections Website Usage

Site	Page views, 2002-03	Page views, 2006-07	Percent Increase	Share of all BLS page views in 2006-07
Occupational Outlook Handbook	102,809,123	161,391,050	57%	33%
"Kids" site	4,340,796	20,322,242	368%	4%
Career Guide to Industries	4,099,597	7,784,653	90%	2%
Projections data	2,393,191	3,191,652	33%	1%
Occupational Outlook Quarterly	1,891,496	2,794,837	48%	1%
FTP	445,846	749,435	68%	0%
Total	115,980,049	196,233,869	69%	40%

Projections Strategic Plan

- Goal 1. Identify and meet customer needs
- Goal 2. Increase public awareness
- Goal 3. Improve procedures, methods, and documentation
- Goal 4. Optimize staff development, usage, and communication



Projections Strategic Plan

- Goal 1. Identify and meet customer needs
 - Reinvent the *Occupational Outlook Handbook*
 - Identify customer needs continuously
 - Improve existing products and develop new products to better meet customer needs



Projections Strategic Plan

- Goal 2. Increase public awareness
 - Marketing plan
 - Interaction with other career resource providers and economic forecasters
 - Educate customers on how to use our products and information





Modifications to the Education and Training Classification

Education and Training Categories

- Questions we are asked
 - What education and training do I need to work in this occupation?
 - How many jobs in the future will require college?
 - How many will require only high school?



Education and Training Categories

- What we do now
 - Eleven education and training categories
 - Represent the most significant source of education and training
 - Education attainment clusters
 - Based on actual attainment of workers 25-44 years old (American Community Survey)



Existing Education and Training Categories

- First professional degree
- Doctoral degree
- Master's degree
- Bachelor's or higher degree, plus work experience
- Bachelor's degree
- Associate degree
- Postsecondary vocational award
- Work experience in a related occupation
- Long-term on-the-job training
- Moderate-term on-the-job training
- Short-term on-the-job training



Education and Training Categories

- Problems with what we do now
 - Combined three concepts into a single classification
 - Education
 - On-the-job training
 - Related work experience
 - Incomplete representation of opportunities
 - Hard to explain and understand



New Education and Training Classification System

- Replace eleven categories with three separate measures of entry requirements
 - Education
 - On-the-job training
 - Related work experience
- Replace education attainment clusters with presenting education attainment distribution



New Education Categories

- Doctoral or professional degree
- Master's degree
- Bachelor's degree
- Associate degree
- Postsecondary certificate
- Some college, no degree
- High school diploma
- Less than high school diploma



New Training Categories

- Short-term on-the-job training
 - Less than one month
- Moderate-term on-the-job training
 - One month to one year
- Long-term on-the-job training
 - More than one year



An Example: Customer Service Representatives

- Current classification:
 - Moderate-term on-the-job training
- Proposed new system:
 - Education: High school
 - Work experience: Yes
 - Moderate-term on-the-job training



An Example: Customer Service Representatives

- Current educational attainment data

High School	Some College	College	Educational Cluster
33.8%	44.2%	22.0%	HS/SC/C

- Proposed educational attainment data

Less than high school	High school	Some college, no degree	Associate's degree	Bachelor's degree	Master's degree	Doctoral or professional degree
5%	29%	33%	11%	19%	2%	0%



We Want Your Feedback!

- The eleven education and training categories are widely used by States
- What do you think of our proposed changes?
 - Are they clearer?
 - Are they more useful?
- Send us your comments!





NCS-OES Integration Update

Integrating Two Surveys

- Occupational Employment Statistics (OES)
 - Employment and wages by occupation, area, and industry
- National Compensation Survey (NCS)
 - Wages by occupation for selected areas, with characteristics
 - Employment Cost Index
 - Employer Costs for Employee Compensation
 - Employer-provided benefits
 - President's Pay Agent data



OES and NCS Similarities

- Both provide wage data by occupation and MSA
 - Only OES provides employment
- Both are establishment surveys
- Both based on wage and salary workers
- Some common users
 - Human resource community



OES and NCS Differences

- Some distinct wage data users
 - OES
 - Development of national, State, and area projections
 - Foreign Labor Certification program
 - Workforce and economic development communities
 - NCS
 - President's Pay Agent
 - Federal Reserve Board



OES and NCS Differences

- Different sample sizes and collection schedules
 - OES:
 - 1.2 million units
 - Three-year collection cycle
 - Two independent panels per year
 - NCS:
 - 36,000 units
 - Five-year collection cycle with sample rotation
 - Initiation and update collections for each panel



OES and NCS Differences

- Different collection structures
 - OES:
 - Collected mainly by States
 - Some collection coordinated with NCS
 - Collected mainly by mail
 - NCS:
 - Collected by BLS Field Economists
 - Collected mainly by personal visit



Why integrate?

- BLS publishes two occupational wage estimates for the same area and time period
 - Confuses our customers
 - Gives appearance of duplication
- Some employers are in both surveys at about the same time
 - About nine percent of NCS sample, one percent of OES
 - Extra burden on these employers
 - Lower response rates



The Integration Project

- Goal: Integrate the NCS and OES surveys to
 - Produce one set of wage outputs, reducing confusion among customers
 - Meet critical needs satisfied by the current OES and NCS outputs
 - Eliminate excess respondent burden
- Constraints:
 - Existing resources
 - Existing total respondent burden hours



The Integration Project

- Integration Management Team
 - Chartered by Associate Commissioners Jack Galvin and Bill Wiatrowski in May 2006
 - 12 members from
 - OES and NCS Program Offices
 - BLS Statistical and Research Offices
 - BLS Office of Field Operations
 - States
 - Tom Gallagher, Wyoming
 - Alexandra Hall, Colorado



Progress so far

- Measurement objectives
 - Defined “critical” outputs and required reliability
 - Reviewed with the OES Policy Council
- Cost analysis
 - Cost models developed
 - Examining costs of “coordinated collection”



Progress so far

- Concepts
 - Recommendations for reconciling wage and worker concepts being implemented by both surveys
 - For OES, change scope to exclude call-in and on-call pay
 - Tips issue unresolved
 - Some users want tips included, others do not
 - How well can we measure tips?
 - Can we produce wages both with and without tips?



Progress so far

- Survey design
 - Survey design alternatives identified
 - Complete overlap
 - The “O” option, where NCS units are a subset of OES
 - Partial overlap (overlap occurs by chance)
 - Minimal overlap (only certainty units overlap)
 - Mutual rotation cycle recommended
 - Simulation of the O option with 3-year rotation
 - Underway, with first round to be done this month



Progress so far

- Survey design
 - Other recommendations completed
 - Will define common geography for sampling
 - Treatment of sampling frame scope differences
 - Topics still to resolve
 - Industry strata differences
 - Sample sizes and sample allocation methods
 - Cost and risk analysis



Progress so far

- Modeling Team
 - Developed two alternative models to produce a single set of occupational wage estimates using data from existing surveys
 - Preparing a simulation database for model testing



The Integration Project

- Long project timeframe
 - Working toward completing a general design by end of 2008
 - Several years from start to full implementation
- What will integration mean for BLS staff and our State partners?
 - A challenging opportunity!
 - Significant change to our programs
 - Probably a small shift of data collection from States to BLS



Where to get more information

- Project documents on BLS “StateWeb”
- Ask an IMT member
 - Some of us are here today:
 - Tom Gallagher
 - Alexandra Hall
 - Dixie Sommers
 - George Stamas

