

# WHY STATE LMI DIRECTORS SHOULD BE INVOLVED IN THE OES POLICY COUNCIL

Tom Gallagher, WY DWS Research & Planning  
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# States on the OES Policy Council

- Alabama
- Connecticut
- Nebraska
- New Jersey
- New Mexico
- Ohio
- Pennsylvania
- Wyoming

# Why should State LMI Directors be involved in the OES PC?

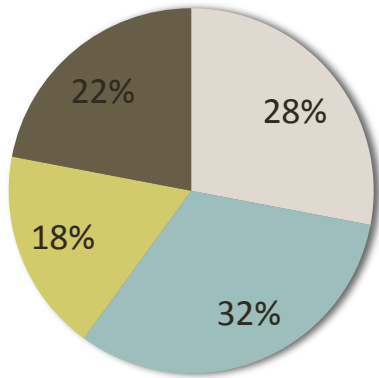
- Developing data collection techniques
- Product development
- Methodological issues

Our largest risk is the inability to identify effective data collection strategies, and adapt them to new requirements.

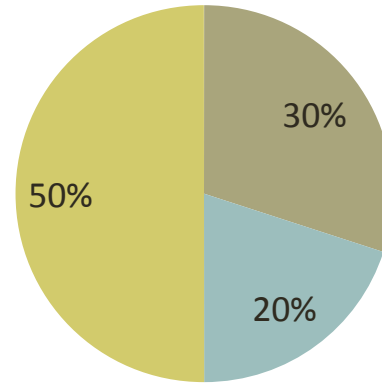
# What is the Point Data?

# WYOMING SCHOOL DISTRICT PERSONS TEACHING WITH MULTIPLE JOB DUTIES ALL CODED TO SOC 25-2031

**Teacher #1 with Fremont County  
School Dist. #24**

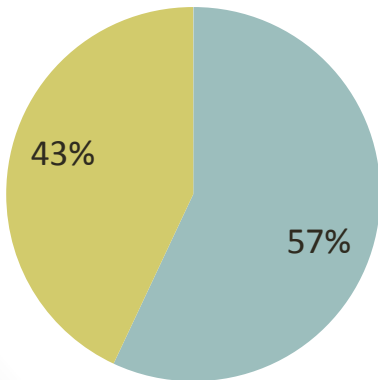


**Teacher #2 with Niobrara County  
School Dist. #1**

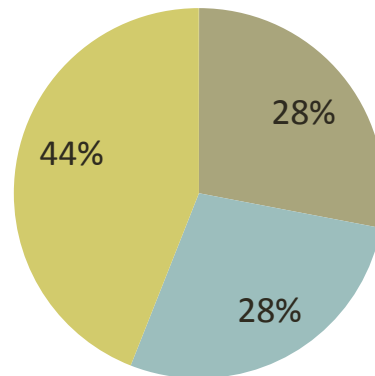


- 13-1151 Training and Development Specialists
- 25-2021 Elementary School Teachers, Except Special Education
- 25-2022 Middle School Teachers, Except Special and Career/Technical Education
- 25-2031 Secondary School Teachers, Except Special and Career/Technical Education
- 25-9031 Instructional Coordinators

**Teacher #3 with Fremont County  
School Dist. #24**



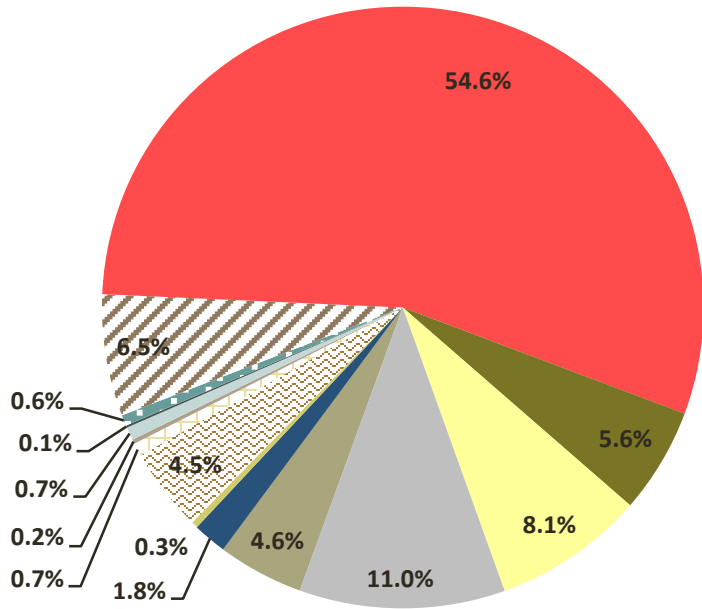
**Teacher #4 with Fremont County  
School Dist. #2**



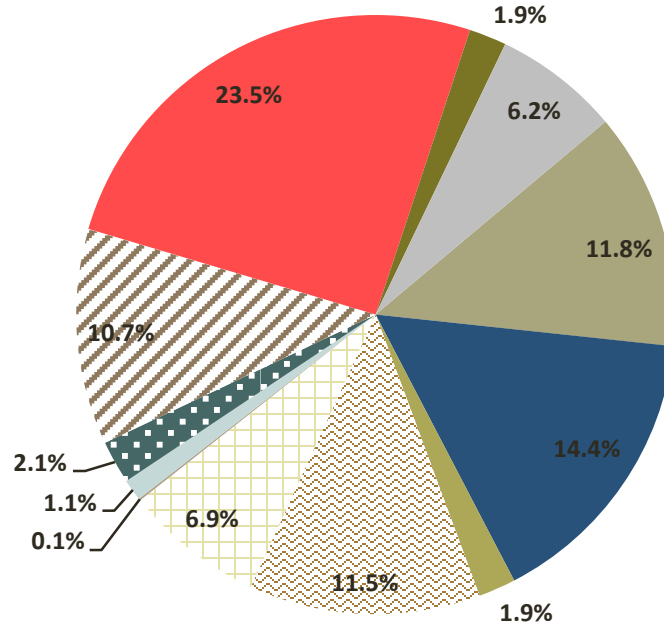
# STEM and STEMMER

## 2-Digit SOC Occupations as a Percent of Oil & Gas Extraction (NAICS 211) & Support Activities for Mining (NAICS 213) Employment

### Wyoming



### Denver



- 11-0000 - Management Occupations
- 15-0000 - Computer and Mathematical Occupations
- 19-0000 - Life, Physical, and Social Science Occupations
- 29-0000 - Healthcare Practitioners and Technical Occupations
- 41-0000 - Sales and Related Occupations
- 47-0000 - Construction and Extraction Occupations
- 51-0000 - Production Occupations

- 13-0000 - Business and Financial Operations Occupations
- 17-0000 - Architecture and Engineering Occupations
- 23-0000 - Legal Occupations
- 37-0000 - Building and Grounds Cleaning and Maintenance Occupations
- 43-0000 - Office and Administrative Support Occupations
- 49-0000 - Installation, Maintenance, and Repair Occupations
- 53-0000 - Transportation and Material Moving Occupations

# Wyoming Community College Market Pay Study

**Table 1: Distribution of Employment in Post Secondary Education for Wyoming and Border States, 2012/13**

| State                     | Colleges (6112) |       | Universities (6113) |       | Post Secondary |
|---------------------------|-----------------|-------|---------------------|-------|----------------|
|                           | N               | Row % | N                   | Row % | N              |
| Colorado                  | 11,187          | 19.7  | 45,473              | 80.3  | 56,660         |
| Idaho                     | 2,209           | 14.5  | 13,062              | 85.5  | 15,271         |
| Montana                   | 1,594           | 14.0  | 9,813               | 86.0  | 11,407         |
| Nebraska                  | 6,033           | 21.2  | 22,429              | 78.8  | 28,462         |
| South Dakota              | 860             | 9.4   | 8,275               | 90.6  | 9,134          |
| Utah                      | 5,165           | 13.6  | 32,939              | 86.4  | 38,104         |
| Wyoming                   | 3,374           | 47.4  | 3,744               | 52.6  | 7,118          |
| Wyoming QCEW <sup>a</sup> | 3,370           | 46.6  | 3,856               | 53.4  | 7,226          |

Source: Occupational Employment Statistics Aggregation for 2013.

<sup>a</sup>Source: Quarterly Census of Employment and Wages (QCEW) Average for November 2012 and May 2013.

Wyoming  
Community  
College  
Market Pay  
Study

January 2015



# Construction Labor Shortages in Wyoming and the Nation

**Table 11: Percent Change in Inflation Adjusted Median Hourly Wages for Construction Sector Occupations (NAICS 23) in the U.S., the Region, and Selected States, 2009-2013**

|                          | U.S.    | Region  | Wyoming | Colorado | Idaho   | Montana | Nebraska | North Dakota | South Dakota | Utah    |
|--------------------------|---------|---------|---------|----------|---------|---------|----------|--------------|--------------|---------|
| 2009 Wages               | \$20.46 | \$21.00 | \$21.71 | \$23.05  | \$19.17 | \$20.05 | \$19.82  | \$19.89      | \$17.29      | \$20.24 |
| 2013 Wages               | \$20.11 | \$20.36 | \$20.64 | \$21.94  | \$18.45 | \$20.76 | \$19.16  | \$21.07      | \$16.92      | \$19.72 |
| % Wage Change, 2009-2013 | -1.7%   | -3.0%   | -4.9%   | -4.8%    | -3.8%   | 3.6%    | -3.3%    | 5.9%         | -2.1%        | -2.6%   |

A more detailed table showing wages by year and geographic area for all occupations can be found in Appendix Table A5.

Source: U.S. Department of Labor, Bureau of Labor Statistics, Occupational Employment Statistics.

**Construction  
Labor Shortages  
in Wyoming and  
the Nation**



December 2014



# Time Series

# Can OES data be used to compare changes in employment or wages over time?

- Changes in:
  - Occupational classification
  - Industrial classification
  - Geographical classification
  - The way the data are collected
  - The survey reference period
  - Mean wage estimation methodology

# Changes in the way data are collected

- In the past, employment in some **occupations in an industry may have been reported in a residual category** rather than in the specific occupation. In order to limit the length of most survey forms to 24 pages, the forms list only the occupations that are likely to be found in the employer's industry. Prior to 2001, if an employer had an occupation that was not included on the form, the respondent may have reported the worker in an "all other" or residual category or in a related occupation. Currently, the employer is asked to report detailed occupational information for workers that cannot be placed in one of the occupations listed on the form on a separate page. This change may have the effect of showing increased employment in occupations not on the form for a particular industry. In addition, **changes to the occupations listed on forms may cause employers to classify workers differently.**

# Changes in OES Forms and Mailings

- Redesign and color change 1999
- Semi-annual collection Nov 2002
- NAICS based forms Nov 2002
- The Central Printer was tested in May 2002 and fully implemented in Nov 2002
- Internet Data Collection Facility (IDCF) and Weblite:
  - IDCF email was tested in Nov 2003 and May 2004, and offered to all states in Nov 2004
  - Weblite – secure upload Nov 2008
  - Weblite – data entry long forms Nov 2009
- The first prenotes letters were tested in Nov 2009 and offered to all in Nov 2010
- Unstructured forms from landscape to portrait was tested in Nov 2011 and changed in Nov 2012
- Tailored collection letters was tested in May 2012, and offered to all states in Nov 2012
- Tailored collection letters sent to all size class 7, 8 and 9's for all states May 2015
- Tailored collection letters replace all large industry forms Nov 2015

# Under Time Series...

Q. What is the role of the States?

A. “What we need are states to market results and data collection to employers.”

Q. What is the nature of state marketing?

Q. What do we discuss with employers?

Q. How do we store those employers-state employee discussions?

Q. What do we do with it?

# OES/OSH Training Subject:

Date: April 28 & 30, May 5 & 7

Training Subject: Sales Training WebEx for OSH and OES

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- How BLS Data Affects the Lives of Everyday Americans

**Exercise: Leading (or Probing) Questions to Determine Respondents Needs**

**OES: Do you know anyone that is considering a career change?**

**OSHS: Are you interested in knowing the types of injuries that are occurring in your industry?**

Try to come up with 3-5 leading questions for other BLS programs and write them below. Participants will be given a chance to share their questions in a large group discussion.

# Wyoming Staff Report:

Date: April 28 & 30, May 5 & 7

Training Subject: Sales Training WebEx for OSH and OES

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Over the course of four- two hour WebEx trainings provided by the BLS, it was proposed that we would be provided tactics to help sell our program to respondents. Following are the highlights:

...

- By knowing our own personalities and trying to assess the personalities of the Respondent, we can change how we approach them, to garner information out of them.
- Much time was spent on the other programs the BLS offers

...

I believe this course could have been completed in a two day set vs the four days they allotted. **Too much time was devoted to trying to get the respondent to look at all the other products the BLS provides and why the BLS is the best source for any information**, . . . Not enough time was devoted to actually providing tools for selling the respondent as to why they should provide information, . . . I am capable of reading and do not need to be read to. Overall, I do not believe this course served its function. **This was not training on how to sell OES to respondents, but how to sell all other BLS programs to the respondent.**

# BLS Products

- ▶ Product Price Index (PPI)
- ▶ Consumer Expenditure Survey (CES)
- ▶ National Compensation Survey (NCS)
- ▶ Employer Costs for Employee Compensation (ECEC)
- ▶ Jobs Opening and Labor Turnover Survey (JOLTS)



# Data Collection:

- “It is a guiding thesis of this book that *the variables which arise from the data-collection activity itself are a major source of influence on the behavior and responses (i.e., variance) of subjects in . . . investigations.* That is, it is argued that data collection is a social process, sharing features in common with other social situations and events of human interaction.”

- Knowledge From What?: Theories and Methods In Social Research,  
Derek L. Phillips

# Developing Respondent Rapport

- Wyoming is working on a draft proposal for an OES AAMC that would produce OES fact sheets by industry and location. These fact sheets would be mailed out to the units asked to participate in OES time series collection, in hopes for a better response.

# Deliverables

- “Clean final master files for each of the OES panels . . . containing at least a 75 percent usable response rate, including wages, in either units or employment for each sampled area . . .”



# LMI Directors need to be involved because they:

- Bring perspective
  - Often times not just local perspective, but often from the standpoint of a different credential than is present in BLS
  - Representing the whole LMI state endeavor, not just that of one BLS program
- At times, bring different problem solving skills
- Render PC deliberations legitimate
- Unlike the technical staff, they are not beholden to Regional Office or program staff to do their jobs