To view the full recording, visit https://dews.webex.com. On the right-hand side of the page at the top, click on “View session recordings.” Select: “The LMI Element Is More Than Occupational Information” then Select “View” for the recording to begin. When prompted, enter “Careers” for the password.

To view polls in the presentation, listen to the recording of the webinar. When the poll results are discussed, click on orange button on the top right to view the results in the poll box.

Good morning, thank you for joining us. As Symone mentioned, I am Alyssa Gorevich with the Youth Team in the Program Development Office.

A quick note of housekeeping: Don’t worry about taking extensive notes. We will send this presentation out with follow-up resources after the webinar.
Today, we will be discussing the Services that Provide Labor Market and Employment Information Element, known as the LMI Element. We will provide a definition and components of the LMI Element and offer some creative strategies for delivering the LMI Element in your youth programs. Then Jason Parkis from the Human Resource Development Office will moderate a resume discussion. Finally, we will provide some local LMI resources.

Ok, let’s get started.
“Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services.”  TEGL 21-16

WIOA LMI Element Definition

What is the WIOA LMI Element? TEGL 21-16 defines the LMI Element as: “services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services”.

The key part of that definition is “services that provide LMI”. Basically, services that offer youth information about occupations in their local area through exploring in-demand industries, self-assessment, educational opportunities and job skill requirements with a goal of building a career pathway to sustainable income.

I expect this is all sounding very familiar to you. Which you probably find odd since the LMI Element is new. That is because you have been providing these services in your youth programs for many years. The change to WIOA is that the LMI Element is defined to bring together separate services with the idea of focusing on Career Pathways.
So, now let’s break the element down and talk about the individual components. The LMI Element includes services for career awareness, career exploration and career counseling. These components each focus on a different aspect of the LMI element. Although we will discuss each one in some detail, keep in mind that all three will overlap as the services could meet more than one function.
First, let’s talk about career awareness. As detailed in TEGL 21-16: “Career awareness begins the process of developing knowledge of the variety of careers and occupations available, their skill requirements, working conditions and training prerequisites, and job opportunities across a wide range of industry sectors.”.

Basically, career awareness is about the youth learning the world of work, salaries, skills, duties, tasks, work environment…all about careers! Overall, youth are considering options and just beginning to see the possibilities.
Now, let’s look at Career Exploration.

TEGL 21-16 describes Career Exploration as “The process in which youth choose an educational path and training or a job which fits their interests, skills and abilities.”

The function of career exploration is to create opportunities for youth to learn about their own interests, skills, experiences, work values and the lifestyle they want to live while they learn how these characteristics play into occupations that could work for now and for their future.

This part of the LMI Element is all about taking everything that the youth has discovered about themselves and their career interests to narrow options down. Through the exploration process, a youth should focus on choosing a career or job by more deeply exploring the occupation or industry that they are considering. The goal of this component would be to decide what career the youth will pursue and determining next steps in the form of either education and training or job searching.
Finally, let’s break down career counseling. Per TEGL 21-16, “Career counseling or guidance provides advice and support in making decisions about what career paths to take.”

This component is about helping the youth to bring all the pieces of career awareness and exploration, youth’s circumstances and strengths, together to make the decision about their career. It also includes resume building, interview preparation and job search activities.

Now that you know what the LMI element is, let’s start talk about how it fits into your Youth program…
The LMI element is a fundamental part of the career development process and, as you can see from this diagram, it is interwoven with many other program elements to accomplish the goal of getting the youth onto a career pathway.

Career awareness, career exploration and career counseling are the services that provide LMI. Typically, the services that provide the LMI element can be used to help the youth gain appropriate education or employment. Some examples of other elements that are interdependent in the career development process are Supportive Services, Financial Literacy, Work Experience, Education and Occupational Skills Training.

In the Career Development Process, the three components of the LMI element and other elements get visited and revisited many times during the program, even after the youth has exited the program.
There is a huge variety of ways that you can provide the LMI element. Every youth is different and learns uniquely. Having many creative approaches will help you tailor the LMI service to the individual youth. We will share a few successful practices from around the State today. If you have any ideas that you would like to share, please do so in the chat at any time.
First, let’s talk about online resources or media. These are a fantastic way to engage youth that are digitally savvy and increasingly absorbed in the online world. Digital media is also a convenient way to offer an overview of occupations so youth are exposed to a wide-variety of different careers, easily, instead of paper based occupational information. This is particularly useful before the youth has narrowed their interests down to one or a couple of occupations.

I am going to highlight a couple of good websites today, however, there are many good websites out there. Each offers something a little different. I encourage you to spend some time building an inventory of these resources so you can target your recommendations to each youth’s learning style. We will include some in the follow up resources to get you started.
The first website I want to tell you about is Careeronestop.org. This website has an extensive directory of career exploration videos that are free-to-the user. Many of the videos on this website have been recently updated. Although some of these videos have not yet been updated, and as a result could show dated clothing or technology, don’t let that stop you from using them as the profiles are very good information for youth to have about these jobs.

Many of these videos can be found in CareerZone and JobZone occupation searches. One thing I really like about these videos is that they give a realistic picture of an occupation.
Another great resource for accessing online career media is RoadTrip Nation. Their interview section has a unique spin on career videos. Each one features an occupation or job and explores it through the perspective of a person who does this kind of work. These videos offer a biography for the person, highlight of what they do and a video interview with them. The profiles allow a youth to get a good snapshot of what the career would be like from a first-person perspective. Although this website does offer some paid content, there are also many free videos that can be accessed.

I’d like to show a short video example from this website. This is a free highlight about a person who is an Information Assurance Specialist. http://roadtripnation.com/leader/annie-pope/annie-pope-highlight (only until 59 seconds)
In addition to the wide variety of occupations listed in this directory, what is especially cool is that there are even people or businesses that would be recognizable to a youth. A couple examples are shown on this slide. Ahmir, or Questlove, is a drummer in a well known band, the Roots, that plays on the Tonight Show; Diane is an Actress on the TV show Orange is the New Black and John is one of the people who founded the popular “Life is Good” clothing line. What is great about these videos featuring known individuals is that it will resonate with youth and make the information seem more believable.
JobZone and CareerZone, free-to-the-user career development websites from the New York State Department of Labor, are another wonderful online media resource option that offers many benefits. I will go into some of these benefits in depth later in this webinar. For now, I wanted to discuss how these websites serve the needs of different youth. For some JobZone might be better than CareerZone. Let’s look into it further.

In general, both career exploration tools have similar modules and features. CareerZone is typically used with students in grades 6 to 12. JobZone is more applicable to individuals who are 18 and older. Both tools can help us provide many of the 14 program elements, such as Labor Market and Employment Information, Financial Literacy, and the occupational component of Work Experience element.
### Features Shared by CareerZone and JobZone

- Assessments
- Occupational Profiles /LMI
- Job Search Capabilities
- Training & College Info
- Similar Jobs
- Career Pathway Searches
- Job Search Tools & Resources
- Apprenticeship Info
- Work Samples
- Budgeting Tool

There are many features that are the same in both JobZone and CareerZone. In both websites, you can create an account and continue to grow your information overtime.
However, there are a few features that make JobZone the best option for some youth, especially youth who are looking for a job right away and are older. JobZone makes searching for a job easier through connecting a resume to job searches. JobZone resume search is unique because not only does it perform key word-based searching for jobs, it also does skills related searches, many of us call it SMART search.
In addition to features that make JobZone a richer experience for certain youth, you should know that there are some youth that cannot get a CareerZone account. If a youth had a JobZone account previously then their JobZone account cannot be changed to CareerZone. A common reason this could happen is if the youth had applied for Unemployment Insurance at some point in the past. Even if that youth never used the JobZone account, they will now need to continue with JobZone.

It is possible to start with CareerZone and progress to JobZone when needed (in fact the student will be automatically offered this option at age 18). When a CareerZone user selects the option to switch their account to JobZone, a warning will pop-up to inform him/her that the change is permanent and not reversible.

Please consider whether CareerZone or JobZone would better serve your youth.
Next, I’d like to talk a little bit about Career Assessments. They are an important piece of the career development puzzle. Youth can benefit from taking career assessments that measure prior work experience, employability, interests, and aptitudes.
There is no one size fits all option and you may need to try different assessments with youth to find a good fit. Luckily, there are many assessments out there that assess these categories. CareerZone and JobZone offer many of these assessment categories.

Many of you have been using these assessments for years. Let us quickly go over the result of an assessment.
The screenshot here shows the results from a Skills Context assessment in JobZone. This one page allows the youth to view occupations for each zone that would be a good fit. The stars shown on the right will display the match level.

CareerZone and JobZone assessments help narrow down occupation interests and spark conversations about these occupations.
Now, let’s turn to another area of strategies to provide the LMI element creatively; lifestyle choices. Figuring out what lifestyle a youth wants or needs to maintain is a critical step in determining the kind of job that a youth will ultimately want.

Lifestyle exploration could also be a good starting point for career pathway research rather than occupation searches. We have seen many local areas doing this because their youth may be motivated more by money or lifestyle choices than just the concept of getting a job.

For example, a youth might be likely to think “How can I afford my sneakers or Beyoncé tickets” and then be open to discussing career development.

Let me share some specific examples.
In CareerZone or Jobzone, you will find the Dollars & Sense tool that allows the user to create a budget based on their lifestyle desires by answering detailed questions. The youth will see totals for the monthly budget, as well as breakdowns for each category of expense.

Then, they can match the budget to specific occupations that will support the budget. It is also possible to start with a specific occupation and compare to the budget.
Another good lifestyle exploration tool is the Self-Sufficiency Employment Estimator which is available through the New York State Department of Labor’s website.

The estimator calculates the income required by an individual or family to meet basic needs for a given family size and geographic location. These basic needs include housing, food, health care, transportation, childcare and taxes. Based on this amount the calculator will show the occupations that meet or exceed the income needed.

Some youth may not be excited or interested in exploring occupations, but if we talk about money or lifestyle they might get interested in exploring career pathways. Dollars and Sense and the Self-Sufficiency Employment Estimator are good starting points to engage youth.
A wonderful way to use either the Dollars and Sense Budget tool or the Self-Sufficiency Employment Estimator to engage youth could be to run either as a group activity. After a youth creates the budget, the tools lead them to occupations. The youth can then save occupations, review their profiles and later share their learning with the rest of the class. This becomes broader career awareness for the whole class.

You can almost see the wheels turning in the youth’s mind... “Oh, to afford those clothes I like to wear I will at least need to have a bachelors or associates degree.” Then they are willing to start thinking about how they can make their ideal lifestyle possible, by learning about occupations.

This a good time to talk about career pathways in general.
Another tool that can be used effectively in a group is the My Employability Score, in JobZone. With this tool the youth can see how their experience could affect obtaining employment in certain occupations.

As a follow up to this webinar, we will send the CareerZone Facilitator’s Guide which has a lot of other activities that are helpful for engaging youth.
The tool will walk the youth through a few simple questions related to the criteria from the slide and then give them a score with explanation. Also, the report will provide Positive and Negative Factors that would impact their ability to be hired.

The tool can be run multiple times. A score obtained before and after education or work experience opportunities would allow the youth to see their score increase. You could even re-run the scores by changing various criteria to see the effect on the score. This could be very motivating.

Again, we have offered some information on NYSDOL but there are many other useful resources out there. I encourage you to explore.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>My Employability Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupation</td>
<td>Employment Status</td>
</tr>
<tr>
<td>Location</td>
<td>Skills Match</td>
</tr>
<tr>
<td>Desired Salary</td>
<td>Availability</td>
</tr>
<tr>
<td>Education Level</td>
<td>Willingness to Relocate</td>
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<tr>
<td>Experience</td>
<td>Individual Qualities</td>
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<td></td>
<td>Languages Spoken</td>
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Next, I’d like to talk about Career Pathway research. A youth must be given information not just on jobs but also explore career pathways that lead to sustainable income. Once on the path, they must have the tools needed to advance along this pathway to improve quality of life. These goals begin with the career pathway research that the youth will start.
CareerZone and JobZone’s “Advanced Search” is a good jumping off point. This can be a powerful tool for a youth to explore careers along different career clusters and eventually narrow down to an occupation within that cluster. It allows youth to search for interested keywords while limiting result options using selections such as Career Clusters, Career Pathways, STEM Discipline, Education Preparation, Salary, Bright Outlook and more.
The feature that is most helpful for your youth in using this tool is the ability to explore occupations by career clusters and career pathways. Often, there are related occupations within a career cluster that do not seem related. This resource will be a good way to have a youth see all potential occupation options along their interested career pathway.
This is an example of the information that appears when searching on the ‘Information Technology’ career cluster. There are many results that returned.

Youth can browse through these occupations and read the brief description on this page or click on the occupation itself to bring up the Occupation Details page.

They can “favorite” the occupation by selecting the heart symbol, which saves the occupation to use in other tools.

The youth can also view a 60-90 second video on some of the occupations by clicking the movie clapper symbol.
At the bottom of the occupation search results, the youth can sign up for job scout, which automatically emails them job postings that match their search.

If the youth clicks on an occupation from the search results, it will take them to the occupation details page.
This profile page also comes up whenever a user clicks on an occupation in assessment, search or report results.

As you can see in the screenshot, there is a lot of information about the occupation on this one page. I wanted to discuss a couple of key features with you today. The wage section offers an example of the Wages for this occupation national, statewide and local. The similar jobs section will show jobs that are closely related to the occupation the user is viewing. This is especially useful in identifying jobs in careers clusters that have overlapping job titles. Finally, the Job openings section will show the youth any opening in this occupation and take them right into the job posting.

Now once the youth has looked into some occupational profiles and saved them they can further assess themselves for each occupation...
Future Goals and Dreams, available in CareerZone, will help a youth drill deeper into one or more occupations they might be interested in. The youth will be asked questions about their likes/dislikes and be given an opportunity to decide whether to explore this occupation further. Suggestions for next steps will be provided. This can be revisited to document steps that the youth has taken over time to explore this career.

So far, we have talked about various online resources to provide the LMI element, now let us focus on real world experiences. Juie is going to share some examples with us.
Thank you, Alyssa, for sharing these resources to provide the LMI element creatively.

Watching videos and researching on the internet are necessary steps to help a youth narrow choice of occupation. Once they have an idea of what they might want to do, and before they proceed with training or education, it is critical to provide opportunities that allow the youth a better understanding of what that job really means.

Offering youth real world experiences and career exploration activities is critical. Services that provide LMI element is more than occupational exploration on a screen. Many of us learn by doing, instead of just listening or reading about it. We also sometimes need to hear sometimes the same information in many ways.

There are many ways that you could consider providing career exploration activities such as informational interviewing, alumni or professional speakers and field trips. Job Shadowing is another good example of but it is reported under Work experience.
Share your expertise

Select the career exploration activities that you offer

1. Career-focused field trips
2. Career fairs
3. Informational interviews
4. Mock interviews by businesses
5. Reverse career fair
6. Research of occupations in peer groups
7. Other (specify in chat)

Please take the poll about how you offer career exploration in a creative way. If you provide career exploration activities that are not in the multiple choices, please write it in the chat.

Field trips give a youth real knowledge of what a job might be like. A career focused field trip could include taking a tour at a business, listening to what the job is like and receiving demonstration from employees. It will allow the youth to see firsthand what the job requires and see if this is really an occupation that they would like to pursue.

Recently, a provider took about 12-15 youth to Ikea. All were dressed professionally, had a resume. They took a tour from a manager. Then did informational interview, even had a meal. Later on, the manager called the provider to interview about 5 youth and hired three. What the business got from this career exploration is work-ready employees.

Another provider did a field trip to Google and Facebook...we know youth are excited about social media, and technology – They are interested in such a career field trip.

On local area planned a reverse career fair, where the youth set up a table and the 15-20 businesses walk arounds.

We know benefits of peer learning through group projects. I am going to share one practice that can make these career exploration activities meaningful to the youth.

To view poll results, listen to the recording of the webinar. When the poll results are discussed, click on orange button on the top right to view the results in the poll box.
We know the stages an individual goes through for feeling competent about skills, knowledge and abilities. Individuals oscillate between various levels of competency…youth can feel they can do something, similar they can figure out they don’t want to do something, they might choose to try something.
The debrief before and after any Career exploration activity can help youth to get concrete input, do self-assessments, analysis about occupations, careers. It helps them figure out their fit with the occupation and industries. It helps them grow. If you aren’t already facilitating reflections or debriefs in groups, don’t miss out on this critical learning for youth…. just do it!
What really gets done in a debrief? We can help youth understand at deeper level what transferrable, personal, job specific, work readiness skills associated with the career or occupation or industry are.

Particularly, career exploration activities that don’t exactly match with the youth’s career interests can be leveraged with discussions on transferrable skills.
During the debrief, we can help youth understand that these personal, job-specific, transferrable, work-readiness skills are I am, I can, I will I should skills...we can help them develop I statements about themselves and their competencies. The debrief is about making these conceptual skills real for them.
Another way of looking at debriefs, after and before career exploration activities, is reaching out to youth with open-ended questions. What happened? What are we going to do? So, what? What does that mean? Why does it mean that way? Then eventually the Now What questions leading to next steps in the career exploration journey.

Please make that connection happen in the youth minds through debriefs before and after the career activities, Alyssa is going to talk about the bringing this all together career awareness and awareness with counselling…
Thank you for telling us about real world activities Juie. That was all very good information.

Now, let’s talk about making the connection.

LMI is an essential element you will continue to revisit during the Career Development process. Though there are many stops along the way, a key piece of the puzzle and major function of Career Counseling, is to connect the career exploration to Career Pathways and to revisit the Individual Service Strategy (ISS) to ensure that the youth is still on the right path. And as Juie mentioned, it is important to debrief before and after each career development activity to help the youth make the connection.

Now, I’d like to share a little about a couple of tools that can really help a youth and staff members bring all this career exploration together.
Career Advisor, a JobZone module, will help bring all career exploration activities completed in JobZone together. Assessment and completed Dollars and Sense budget tool results will be combined to provide a report which displays occupation matches.
The Combined Assessment is another CareerZone/JobZone resource that helps with career counseling. This report combines various career assessment results from CareerZone/JobZone onto one page.
Once a youth has completed various CareerZone modules, they can print out a formatted document of the results of the modules.
The youth should then be encouraged to share this career plan document with other adults in their life to build a support structure that will help facilitate their career pathway journey.
We have learned a lot of different strategies for providing the LMI Element today. Now, I’d like to talk about building your labor market knowledge so you can provide the LMI Element effectively to your youth.

There is a lot of valuable information available on the NYSDOL Research and Statistics page that will help you deliver local Labor Market Information statistical analysis.

The Jobs in Demand Today section lists jobs that are in demand. The Significant Industries Report offers understanding of the big picture of what is happening with industries in your region. The Regional Business Services Representatives for Youth Programs and the Local Labor Market Analysts are good contacts if you are looking for specific leads or information. If you have any youth interested in a specific industry, for example technology, then you can reach out to the Business Services Reps or Labor Market Analysts with specific question about those industries. Finally, the Local Priority Occupations List provides local in demand industries by local area and region.

I encourage you to use these resources to learn the industries with strong outlook so you can better advise your youth.

We will send links to these resources as part of the webinar follow up. This will be a wonderful resource for you and other staff on your team.
Another aspect of the LMI Element, which includes Career Counseling, is resume building. It is important to have good resume editing skills to help program participants when they are in the job seeking phase of the LMI Element. Staff must have strong skills in this area as youth may have significant barriers to employment such as no or low work history, legal justice involvement or gaps in employment. A strong resume can mean the difference between getting a job and being turned down.

I’d like to turn the webinar over now to Jason Parkis, from the HRD Office, who will lead us through a live resume discussion.
Teach youth to fish, and you feed them for a lifetime.

Give youth a fish, and you feed them for a day.

Thank you for providing such excellent resume building tips for our youth program community Jason.

One last thought:

Youth must learn how to explore careers and not just use these tools to get a job for now.
There is a saying I have heard many times: “Give youth a fish and you feed them for a day. Teach youth to fish and you feed them for a lifetime.”

Throughout their life, a youth will need to explore career pathways, re-evaluate career options and advance their stackable education to reach sustainable and fulfilling employment.

Teach them about the career development process rather than just walking them through it while they are in the program.

I think the picture on the slide says it best.
We have heard a lot of good information about the LMI Element today. We have discussed the different components of the LMI Element and learned some strategies for effectively delivering services that provide LMI.

Please remember: LMI is an element that is interwoven into the career development process. Youth in your program will visit and revisit the LMI element at various points in the process.

Providing LMI is important work. Directly and indirectly we are helping youth through LMI by providing more than a job and occupational information. We are helping them learn a skill set that they can use throughout their life.
Do you have questions about the LMI Element. Please type your questions in chat or unmute the lines to ask live.
Please reach out to us for any technical assistance you may need.

Thank you all.