

**HAWAI'I COMMUNITY COLLEGE
PROGRAM ANNUAL REVIEW REPORT**

SUBSTANCE ABUSE COUNSELING PROGRAM

Feb 20, 2017

**Review Period
July 1, 2015 to June 30, 2016**

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Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College's budget process. This ongoing systematic assessment process supports achievement of Program/Unit and Institutional Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see <http://hawaii.hawaii.edu/files/program-unit-review/>

Please remember that this review should be written in a professional manner. Mahalo.

PROGRAM DESCRIPTION

Describe the Program	
Provide the short description as listed in the current catalog.	A 20-credit Certificate of Completion in Substance Abuse Counseling is offered for students interested in a career in substance abuse counseling. Credit and non-credit courses are offered for in-service substance abuse, human service, and criminal justice professionals seeking to develop and/or upgrade their skills in working with individuals and families who suffer as a result of chemical abuse or dependency. Students who successfully complete these courses are eligible to receive additional studies and/or fieldwork hours that can apply towards obtaining a State Substance Abuse Counseling Certificate as required by the State of Hawai'i Department of Health Alcohol and Drug Abuse Division (ADAD), the National Alcoholism and Drug Abuse Counselor Credentialing Board, and the International Certification and Reciprocity Consortium. Students completing the CC in Substance Abuse Counseling along with an associate's degree are eligible to receive 2,000 hours toward the ADAD Substance Abuse Certification.
Provide and discuss the program's mission (or goals and objectives if no program mission statement is available).	<p>Provide quality training and education for persons desiring to enter the field of Substance Abuse and/or related areas.</p> <p>Develop career plans for entry-level positions in substance abuse, criminal justice, and human services organizations that service substance abusing populations, or transfer to a 4-year college to continue education in SUBS related fields.</p>

Comprehensive Review information: **Required for ARPD Web Submission**

Provide the year and URL for the location of this program's last Comprehensive Review on the HawCC Program/Unit Review website: http://hawaii.hawaii.edu/files/program-unit-review/	
Year	2013
URL	http://hawaii.hawaii.edu/files/program-unit-review/docs/2013_subs_comprehensive_program_review.pdf
Provide a short summary regarding the last Comprehensive Review for this program. Discuss any significant changes to the program since the last	In the 2013 SUBS comprehensive review, the weaknesses identified in this Annual Review were emphasized: 1) the lack of a FTE Coordinator/Instructor for the program; and 2) the lack of a 2-year degree in which students can obtain better financial aid support. A CPR has not been completed since 2013. However, the existing AJ/SUBS program

Comprehensive Review that are not discussed elsewhere in this review.	staff is committed to completing a SUBS Comprehensive Review with the help of the Department Chair (co-writer).
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QUANTITATIVE INDICATORS

ARPD Data

Please attach a copy of the program's ARPD data tables and submit with the Program Review document.

- a) If you will be submitting the Program Review document in hard copy, print and staple a copy of the data tables to the submission; the icon to print the data tables is on the upper right side, just above the data tables.

OR

- b) If you will be submitting the Program Review document in digital form, attach a PDF copy of the data tables along with the digital submission; the icon to download the data tables as a PDF is in the upper right side, just above the data tables.

Program data can be found on the ARPD website: <http://www.hawaii.edu/offices/cc/arpd/>

ANALYSIS OF THE PROGRAM's DATA

Analyze the program's ARPD data for the review period. Describe, discuss, and provide context for the data, including the program's health scores in the following categories: http://www.hawaii.edu/offices/cc/arpd/	
Demand	<p>The health call in the SUBS Demand category is “Unhealthy.” The number of majors exceeded jobs available 7:2.</p> <p>Financial aid barriers are a challenge for the SUBS program. Because SUBS is a Certificate of Completion, students are eligible for financial aid for one year. Compared to 2-year degree programs, where students are eligible for financial for 2 years. Many students will major in Administration of Justice or Liberal Arts so that they can receive a larger financial aid package. This has negative ramifications on the SUBS program participation and completion rates.</p> <p>CIP code may be problematic. The CIP code 51.1501 occupations shown were: (1) Substance Abuse & Behavioral Disorder Counselors; and (2) Mental Health Counselors. Exploring other CIP codes to include other occupations within the</p>

	<p>addictions treatment profession might give a truer picture of the actual job market on the Big Island. Here on the Big Island at Big Island Substance Abuse Council (BISAC) treatment center, they provide a residential and day treatment for Mom's & Babies. Jobs at BISAC's Mom's & Babies programs include parenting educator, resident manager, and group facilitator. The long-term employment projections for Hawaii County in the 2012 – 2022 in the Community & Social Service Occupations sub-category Counselors, Social Workers, and other Community & Social Service Specialist shows a 14.7% increase in jobs.</p> <p>The number of majors experienced a drop from 11 majors to 7 majors in the 2014-2015 to 2015-2016 current year primarily due to graduation. It is unknown to this writer as to job placement of these graduates. Perhaps a SUBS graduate student survey should be developed and administered to obtain this data.</p>
Efficiency	<p>The health indicator for Efficiency of the SUBS program is “Unhealthy.” The SUBS program does not have FTE BOR staffing. No staff to any number of SUBS majors would prove unhealthy.</p> <p>Currently, the Administration of Justice (AJ) BOR FTE and the S-funded AJ APT (Education Specialist) voluntarily support the SUBS program with student academic advising and career planning and program coordination.</p> <p>The SUBS program was established by the AJ program coordinator as there was added value to AJ majors because SUBS courses were AJ electives. In most criminal justice positions, a large majority of the clients served have alcohol or substance abuse problems. The opposite also holds true. The majority of substance abuse addicts are involved with the criminal justice system. This housing of the programs together is expedient for now, pending the development of either a LBRT with SUBS Concentration or a 2-year AS in SUBS which would allow students to have full financial aid eligibility for 2 years.</p> <p>Hiring a program coordinator for the SUBS program can improve efficiency health call to “Cautionary.” With a FTE BOR position Coordinator/Instructor, the time and energy needed to increase majors would be available.</p>

Effectiveness	<p>The health rating call for the Effectiveness of the SUBS program is “Cautionary.”</p> <p>A plus is that 6 out of a 7 majors were awarded SUBS Certificates. SUBS has a 92% successful completion rate.</p> <p>The Fall to Spring and Fall to Fall persistence rates were lowered by 30% and increased by 10% respectively. This is because students soon discover that they can receive more financial aid with a 2-year declared major. Because SUBS is not a 2 year program, many students will change their major to Administration of Justice or Liberal Arts so that they can receive a larger financial aid package. This has negative ramifications on the SUBS program participation and completion rates that may explain the decline in persistence from Fall to Fall. The decline of enrollment in the college in general can also explain some of the decline in enrollment.</p> <p>In addition, the program should expand to include a LBRT Degree with a Concentration in SUBS OR an Associate in Science – Substance Abuse Counseling to meet the educational and financial eligibility needs of program majors.</p>
Overall Health	<p>The Overall Health call for the SUBS program is “Unhealthy” according to the 2016 ARPD. Without a FTE BOR position, the SUBS program will remain unhealthy, because of the way the Efficiency call is calculated.</p>
Distance Education	<p>Fill rate of SUBS classes has increased by 5% up to 64% as compared to 59% the previous year. Class offerings have increased by 1 to 6.</p> <p>SUBS 141: Ho`oponopono; SUBS 245: Group Counseling; SUBS 270: 12-Core Functions; and SUBS 294: Practicum I courses are video conferenced to HawCC Pāalamanui campus. SUBS courses that are delivered online (WEB) include SUBS 131: Ethics in Public Services; SUBS 132: STD’s and Confidentiality; SUBS 140: Individual Counseling and SUBS 268: Survey of Substance Abuse.</p> <p>During AY 2015-16. 1 SUBS. lecturer successfully completed the Laulima course delivery platform through the ITS0 summer course. The \$1500 stipend is a positive incentive to complete the training.</p>
Perkins Core Indicators	<p>The SUBS program did not meet the 2P1 - Completion, 3P1 – Student Retention or Transfer, 4P1 – Student Placement.</p>

(if applicable)	Two primary causes for the SUBS program not meeting 3 Perkins core indicators, is the lack of a fulltime program coordinator/instructor (FTE BOR) and because the SUBS program is not a 2-year program. A SUBS survey should be developed and administered to current SUBS majors and graduates to ascertain whether the financial aid structure hinders majors.
Performance Funding Indicators (if applicable)	Currently the SUBS program's student academic advising and career planning needs are met by the AJ FTE BOR and Special-Funded APT Education Specialist. The SUBS programs needs a FTE BOR Coordinator/Instructor to nurture student majors and manage program growth. Equally important, the SUBS program warrants expansion to an AS or an AA with a Concentration in SUBS (2 year degree) to meet the financial and academic needs of SUBS majors.
Describe any trends, and any internal and/or external factors that are relevant to understanding the program's data.	<p>Internal factors include increased workloads for AJ (Special-funded) Education specialist due to extended absence of FTE AJ Coordinator/Instructor.</p> <p>There are external factors that impact the SUBS program in positive ways:</p> <ol style="list-style-type: none"> 1. The new option of Big Island treatment providers to participate in "managed care" sector healthcare means treatment providers must hire credentialed workers with a post-high school education. Thus, existing staff must meet new higher education and training requirements. As a result, the SUBS enrollment will increase. Hawaii County long-term employment projections 2012-2022 show a 14.7% increase in job positions as Counselors, Social Workers, and other Community Social Service Specialists. 2. There is an opiate abuse epidemic on the Big Island. The majority of these individuals are law-abiding professional individuals that suffered an unfortunate situation that caused major injury requiring pain medication (opiate – vicodin, oxycodone, oxycontin) prescribed while healing from and while in recovery from surgery.
Discuss other strengths and challenges	A major strength of the SUBS program is the high quality lecturers teaching for the program. Currently employed SUBS. lecturers includes Christine Kefford, CSAC, LSW; Charlene Merritt, CSAC; and Aloha Bezilla, Ho`oponopono Cultural Practitioner.

of the program that are relevant to understanding the program's data.	<p>Another strength of the program is the level of motivational drive and community connection which every SUBS. lecturer instills in their students. Char Merritt, SUBS lecturer, and Donna Madrid, AJ Education Specialist, mentored two students at the 3rd Annual Family Violence Summit that gathers agency professionals in child protective services, family services, domestic violence programs, mental health service providers. The group was divided into smaller working groups to address the needs of victims and children of domestic violence (DV). Studies show that in almost all TRO cases, substance abuse is an underlying factor.</p> <p>Students are placed in Practicums by lecturer, Christine Kefford (SUBS 294: Practicum I and SUBS. 295: Practicum II) at a variety of treatment centers around the island: Hui Ho`ola (culturally-based treatment); the Veterans' Center; and Lokahi Treatment. These placements have resulted in job placement for some. A survey for more exact data is needed.</p>
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Analyze the program's IRO data for the year under review. Discuss how data/analysis provided by the Institutional Research Office has been used for program improvement. (For example, how results from CCSSE or IRO research requests have impacted program development.)	
Describe, discuss, and provide context for the data.	N/A – information not requested
Discuss changes made as a result of the IRO data.	N/A – information not requested

Report and discuss all major/meaningful actions and activities that occurred in the program during the review period. For example:	
Changes to the program's curriculum due to course additions, deletions, modifications (CRC, Fast Track, GE-	A proposal for an A.A. with a SUBS Concentration was submitted to CRC for approval, however there were complications in obtaining approval at the administrative level. More investigation into how to make this option viable as a pathway to UHH needs to be undertaken.

designations), and re-sequencing	
New certificates/degrees	N/A
Personnel and position additions and/or losses.	The SUBS program lacks personnel who can develop the program. Personnel from the AJ program (Coordinator and Ed. Specialist) lend their time and skills to service SUBS. Majors. With the extended absence of the AJ Program Coordinator, the majority of the workload is now being sustained by the one temporary Education Specialist with the support of the Department Chair. This is an unsustainable and highly unfavorable staffing situation.
Other major/meaningful activities, including responses to previous CERC feedback.	<p>The AJ Club hosts an “End-of-Year” Pa`ina (gathering) that includes AJ & SUBS majors graduating with a 3.5 GPA or better. In Spring 2016, there were 4 SUBS graduates honored.</p> <p>SUBS. lecturers and students participated in the “Career Conversations” sponsored by the AJ Club which highlighted successful working professionals in both fields in sp. 2015.</p>

Describe, analyze, and celebrate the program’s successes and accomplishments. (For example, *more students were retained/graduated OR the program successfully integrated new strategies/technologies.*)

<p>Discuss what the program has been doing well. Are there areas that needs to be maintained and strengthened?</p> <p>Please provide evidence if applicable (ex: program data reports, relevant URL links, etc.).</p>	<p>Students enrolled in SUBS courses are diverse. They range from first time college-goers to students with their Bachelor's and Master's level degrees. Although, program graduates are small, those that start, finish and pass the ADAD Certification requirements to become CSACs at a 90% rate.</p> <p>The program lacks job placement information on SUBS graduates.</p>
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Describe, analyze, and discuss any challenges and/or obstacles the program has faced.	
Identify and discuss the program's challenges/obstacles.	A main challenge with the SUBS program is the lack of a Program Coordinator. With the extended absence of the AJ Program Coordinator who was serving as Coordinator of the SUBS program, the operational workload has fallen on the AJ Education Specialist and Dept. Chair to manage.
Discuss changes and actions taken to address those challenges, and any results of those actions.	Because of the date of the return of the AJ/SUBS. Coordinator from health leave is uncertain, it is very difficult to strategize an alternative other than to increase the urgency of creating an FTE Coordinator/Instructor for SUBS.
Discuss what still needs to be done in order to successfully meet and overcome these challenges.	Hire a FTE BOR Program Coordinator/Instructor. Typically, each semester 15-18 credits are offered in the SUBS. curriculum, taught by lecturers. This justifies converting these lecturer hours to a Coordinator/Instructor position to create stability and growth of the program.

PROGRAM ACTION PLAN

Discuss the program's prior year's (AY14-15) action plan and results.

Describe the program's action plan from the prior review period and discuss how it was implemented in AY15-16.	<p>Due to the unknown factor of when the FTE Coordinator/Instructor was returning to full-time status, an Annual Program Review was not submitted for the AY 14-15. However, the APR for 13-14 was submitted late on March 2, 2015, so the perspective actually spanned both AYs: 13-14 and 14-15. Again, the two overriding goals in both AYs and which has been reiterated so many times in this current APR was the need for a FTE BOR Coordinator/Instructor in SUBS. as well as a 2-year degree which would enhance students' ability to receive more financial aid funding.</p>
Discuss the results of the action plan and the program's success in achieving its goals.	<p>Although, it has been documented that the CERC had actually agreed that a FTE BOR Coordinator/Instructor position was warranted in their 2013 response, and the SUBS. program has been pursuing this goal since 2009 in every APR and CPR submitted, this still remains an unrealized goal mainly due to lack of college resources.</p> <p>However, in regards to pursuing a 2-year option for SUBS. majors through either an A.S. or A.A. degree, this goal was realized in the AY 2015-2016, but was not approved at the administrative level. It is hoped that these reasons can be worked out in the AY 2016-2017.</p> <p>The resource request for a new laptop computer for the FTE Coordinator/Instructor was implemented in the AY 2015-2016 through regular program budget.</p>
Discuss any challenges the program had in implementing that action plan or achieving its goals.	<p>See response above.</p>

- Did the program review its website during AY15-16? Please check the box below that applies.

X ☐ Reviewed website, no changes needed.

☐ Reviewed website and submitted change request to webmaster on _____ (date)_____.

☐ Reviewed website and will submit change request to webmaster.

Please note that requests for revisions to program websites must be submitted directly to the College's webmaster at <http://hawaii.hawaii.edu/web-developer>

Discuss the program's overall action plan for AY16-17, based on analysis of the Program's data and the overall results of course assessments of student learning outcomes conducted during the AY15-16 review period.	Benchmarks and Timelines for implementation and achievement of goals.
Action Goal 1: Create a full-time Coordinator/Instructor position by justifying lecturer conversions of 15-18 credit hours taught every semester.	Benchmarks/Timelines: On-going through AY 2017-2018
How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)? The impact a FTE Coordinator/Instructor position would have on creating stability and leadership for the development of this program is undeniable. Given this kind of backbone and support for the program would improve student learning and strengthen the attainment of all 5 PLOs.	
Action Goal 2: Further explore the creation of either a 2-year A.S. degree in SUBS. or an A.A. with a Concentration in SUBS.	Benchmarks/Timelines: On-going through AY 2017-18.
How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)? A 2-year degree would enhance student's ability to receive better financial aid support and increase numbers of students seeking the degree.	

Action Goal 3:	Benchmarks/Timelines:
How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)?	

RESOURCE IMPLICATIONS

<p><i>NOTE: General budget asks are included in the 3-year Comprehensive Review. Budget asks for the following categories only may be included in the Annual review: health and safety needs, emergency needs, and/or necessary needs to become compliant with Federal/State laws/regulations.</i></p>

<p>Please provide a brief statement about any implications of or challenges with the program's current operating resources.</p>

For budget asks in the allowed categories (see above):	
Describe the needed item(s) in detail.	

Include estimated cost(s) and timeline(s) for procurement.	
Explain how the item(s) aligns with one or more of the strategic initiatives of <u>2015-2021 Strategic Directions</u> .	

<http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf>

LEARNING OUTCOMES ASSESSMENT

For all parts of this section, please provide information based on CLO (course learning outcomes) assessments conducted in AY 2015-16, and information on the aligned (PLOs) program learning outcomes assessed through those course assessments.

If applicable, please also include information about any PLO assessment projects voluntarily conducted by the program's faculty/staff.

Evidence of Industry Validation and Participation in Assessment (for CTE programs only)

Provide documentation that the Program has submitted evidence and achieved certification or accreditation from an organization granting certification in an industry or profession. If the program/degree/certificate does not have a certifying body, you may submit evidence of the program's advisory committee's/board's recommendations for, approval of, and/or participation in assessment(s). **Please attach copy of industry validation for the year under review and submit with the document.**

Courses Assessed

In AY 2015-16, no courses were assessed due to the overwhelming workload which fell on the APT, with the absence of the FTE Coordinator/Instructor of the program. The program is committed to getting back on track with its assessment schedule, and will meet with the AC to re-evaluate and re-invigorate the schedule to be more reasonable and effective, given its current deficit personnel situation.

- List all program courses assessed during AY 2015-16, including those courses for which a follow-up "Closing the Loop" assessment was implemented during the review year.

Assessed Course Alpha, No., & Title	Semester assessed	CLOs assessed (CLO# & text)	CLO-to-PLO alignment (aligned PLO# & text)
“Closing the Loop” Assessments Alpha, No., & Title	Semester assessed	CLOs assessed (CLO# & text)	CLO-to-PLO alignment (aligned PLO# & text)

Assessment Strategies

For each course assessed in AY 2015-16 listed above, provide a brief description of the assessment strategy, including:	
a description of the type of <u>student work or activity assessed</u> (e.g., research paper, lab report, hula performance, etc.);	
a description of <u>who conducted the assessment</u> (e.g., the faculty member who taught the course, or a group of program faculty, or the program's advisory council members, etc.);	
a description of <u>how student artefacts were selected for assessment</u> (did the assessment include summative student work from all students in the course or section, <u>OR</u> were student works selected based on a representative sample of students in each section of the course?);	
a brief discussion of the <u>assessment rubric/scoring guide</u> that identifies criteria/categories and standards.	

Expected Levels of Achievement

- For each course assessed in AY 2015-16, indicate the benchmark goal for student success for each CLO assessed.
 - example 1: “85% of students will Meet Standard or Exceed Standard for CLO#1”;
 - example 2: “80% of students will attain Competency or Mastery of CLO#4.”

Assessed Course Alpha, No., & Title	Benchmark Goal for Student Success for Each CLO Assessed

Results of Course Assessments

For each course assessed in AY 2015-16:	
provide a <u>description of the summative assessment results</u> in terms of students’ attainment of the CLOs and aligned PLOs.	

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Other Comments

Include any additional information that will help clarify the program's course assessment results.	
Include comparisons to any applicable College or related UH-System program standards, or to any national standards from industry, professional organizations, or accrediting associations.	
Include, if relevant, a summary of student survey results, CCSSE, e-CAFE, graduate-leaver surveys, special studies, or other assessment instruments used that are not discussed elsewhere in this report.	

Next Steps – Assessment Action Plan

Describe the program's intended next steps to improve student learning, based on the program's overall AY 2015-16 assessment results. Include any specific strategies, tactics, activities, or plans for instructional change, revisions to assessment practices, and/or increased student support.	
Instructional changes may include, for example, revisions to curriculum, teaching methods, course syllabi, course outlines of	

record (CORs), and other curricular elements.	
Proposals for program modifications may include, for example, re-sequencing courses across semesters, or re-distribution of teaching resources, etc.	
Revisions to assessment strategies or practices may include, for example, revisions to learning outcome statements (CLOs and/or PLOs), department or course assessment rubrics (criteria and/or standards), development of multi-section/course summative assignments or exams, etc.	
Student support and outreach initiatives may include, for example, wrap-around student services, targeted tutoring and/or mentoring, etc.	

Part VI. Cost Per SSH

Please provide the following values used to determine the total fund amount and the cost per SSH for your program:

General Funds = \$ _____
Federal Funds = \$ _____
Other Funds = \$ _____
Tuition and Fees = \$ _____

Part VII. External Data

If your program utilizes external licensures, enter:

Number sitting for an exam _____

Number passed _____

LONG-TERM OCCUPATIONAL PROJECTIONS, HAWAII COUNTY, 2012-2022												
SOC Code	Occupation Title	Employment		Change		Average Annual Change	Average Annual Openings			BLS Education & Training Values		
		2012	2022	Net	Percent		Growth	Replacement	Total	Education	Work Experience	Job Training
00-0000	Total, All Occupations	70,400	78,000	8,500	11.7%	1.2%	890	1,720	2,610			
11-0000	Management Occupations	65,100	72,200	7,200	10.9%	1.3%	600	1,300	1,900			
11-1000	Top Executives	12,100	13,600	1,600	12.9%	1.3%	200	200	400			
11-1011	Chief Executives	1,600	1,700	200	9.4%	0.9%	*	**	100	Bachelor's degree	5 yrs. or more	None
11-1021	General and Operations Managers	1,040	1,180	140	13.4%	1.3%	100	200	300	Bachelor's degree	Less than 5 yrs.	None
11-2000	Advertising, Marketing, Promotions, Public Relations, and Sales Managers	2,100	2,300	200	9.6%	1.0%	*	**	100			
11-2022	Sales Managers	1,700	1,800	200	10.3%	1.0%	*	**	100	Bachelor's degree	Less than 5 yrs.	None
11-3000	Operations Specialties Managers	4,700	5,300	600	12.8%	1.3%	100	100	200			
11-3011	Administrative Services Managers	800	900	100	12.6%	1.3%	*	**	*	Bachelor's degree	Less than 5 yrs.	None
11-3031	Financial Managers	2,300	2,500	300	11.0%	1.1%	*	**	100	Bachelor's degree	5 yrs. or more	None
11-3121	Human Resources Managers	400	500	100	25.0%	2.0%	*	**	*	Bachelor's degree	5 yrs. or more	None
11-9000	Other Management Occupations	4,630	4,600	-300	-0.6%	-0.1%	400		120			

11-9021	Construction Managers	2 9 0	3 6 0	7 0	2 4. 0 %	2. 4 %	1 0	**	1 0	Bachel or's degree	Non e	Mode rate- term OJT
11-9031	Education Administrators, Preschool and Childcare Center/Program	7 0	8 0	1 0	1 0. 0 %	1. 0 %	*	**	*	Bachel or's degree	Less than 5 yrs.	None
11-9033	Education Administrators, Postsecondary	4 0	4 0	1 0	2 0. 0 %	2. 0 %	*	**	*	Master 's degree	5 yrs. or mor e	None
11-9041	Architectural and Engineering Managers	5 0	6 0	1 0	9. 8 %	1. 0 %	0	**	*	Bachel or's degree	5 yrs. or mor e	None
11-9051	Food Service Managers	3 8 0	4 0 0	2 0	6. 4 %	0. 6 %	*	10	1 0	HS diplom a or equiv.	Less than 5 yrs.	None
11-9081	Lodging Managers	1 5 0	1 6 0	1 0	5. 4 %	0. 5 %	*	**	1 0	HS diplom a or equiv.	Less than 5 yrs.	None
11-9111	Medical and Health Services Managers	8 0	1 0	2 0	2. 6. 8 %	2. 7 %	*	**	*	Bachel or's degree	Non e	None
11-9121	Natural Sciences Managers	4 0	4 0	0	- 2. 4 %	- 0. 2 %	0	**	*	Bachel or's degree	5 yrs. or mor e	None
11-9141	Property, Real Estate, and Community Association Managers	3 9 0	4 6 0	7 0	1 7. %	1. 8 %	1 0	10	2 0	HS diplom a or equiv.	Less than 5 yrs.	None
11-9151	Social and Community Service Managers	1 4 0	1 6 0	2 0	1 5. %	1. 6 %	*	**	1 0	Bachel or's degree	5 yrs. or mor e	None
11-9199	Managers, All Other	5 6 0	6 7 0	1 1 0	2 0. 3 %	2. 0 %	1 0	10	2 0	HS diplom a or equiv.	Less than 5 yrs.	None
13-0000	Business and Financial Operations Occupations	1, 5 8 0	1, 7 9 0	2 0	1 2. 9 %	1. 3 %	2 0	30	5 0			
13-1000	Business Operations Specialists	1, 0 2 0	1, 1 6 0	1 4 0	1 3. %	1. 4 %	2 0	20	3 0			
13-1022	Wholesale and Retail Buyers, Except Farm Products	7 0	8 0	1 0	1 4. 3 %	1. 4 %	*	**	*	HS diplom a or equiv.	Non e	Long- term OJT
13-1023	Purchasing Agents, Except Wholesale, Retail, and Farm Products	5 0	6 0	1 0	2 0. 8 %	2. 1 %	*	**	*	HS diplom a or equiv.	Non e	Long- term OJT

13-1041	Compliance Officers	70	70	0	4.6%	0.5%	0	**	*	Bachelor's degree	None	Mode rate-term OJT
13-1051	Cost Estimators	60	90	20	37.1%	3.7%	*	**	*	Bachelor's degree	None	None
13-1071	Human Resources Specialists	120	130	10	10.7%	1.1%	*	**	*	Bachelor's degree	None	None
13-1075	Labor Relations Specialists	10	10	0	-4.7%	0.5%	0	**	*	Bachelor's degree	None	None
13-1111	Management Analysts	100	130	30	28.3%	2.8%	*	**	10	Bachelor's degree	Less than 5 yrs.	None
13-1151	Training and Development Specialists	90	110	20	20.2%	2.0%	*	**	*	Bachelor's degree	Less than 5 yrs.	None
13-1199	Business Operations Specialists, All Other	220	220	10	3.3%	0.3%	*	**	*	HS diploma or equiv.	None	None
13-2000	Financial Specialists	560	630	60	11.4%	1.1%	10		20			
13-2011	Accountants and Auditors	360	410	50	3.3%	1.3%	10		20	Bachelor's degree	None	None
15-0000	Computer and Mathematical Occupations	510	610	100	9.9%	2.9%	10		20			
15-1100	Computer Occupations	470	550	90	8.5%	1.8%	10		20			
15-1121	Computer Systems Analysts	70	90	20	9.9%	3.0%	*	**	*	Bachelor's degree	None	None
15-1132	Software Developers, Applications	30	40	10	6.7%	2.1%	*	0	*	Bachelor's degree	None	None
15-1133	Software Developers, Systems Software	50	60	10	7.7%	2.8%	*	**	*	Bachelor's degree	None	None
15-1134	Web Developers	50	70	10	9.9%	2.6%	*	**	*	Associate's degree	None	None
15-1142	Network and Computer Systems Administrators	70	80	10	6.9%	1.7%	*	**	*	Bachelor's degree	None	None

15-1151	Computer User Support Specialists	80	90	10	15.6%	1.6%	*	**	*	Some college, no degree	None	Mode rate-term OJT
15-2000	Mathematical Science Occupations	40	60	20	35.7%	3.6%	*	**	*			
15-2031	Operations Research Analysts	40	50	10	37.1%	3.7%	*	**	*	Bachel or's degree	None	None
17-0000	Architecture and Engineering Occupations	480	530	50	11.3%	1.3%	10		20			
17-1000	Architects, Surveyors, and Cartographers	20	20	0	4.4%	0.4%	*	**	*			
17-2000	Engineers	270	320	40	5.7%	1.6%	*	10	10			
17-2051	Civil Engineers	130	150	20	8.0%	1.8%	*	**	10	Bachel or's degree	None	None
17-2071	Electrical Engineers	50	50	10	3.0%	1.3%	*	**	*	Bachel or's degree	None	None
17-2199	Engineers, All Other	40	40	10	6.7%	1.7%	*	**	*	Bachel or's degree	None	None
17-3000	Drafters, Engineering Technicians, and Mapping Technicians	180	190	10	5.6%	0.6%	*	**	*			
17-3031	Surveying and Mapping Technicians	40	50	10	2.2%	1.2%	0	**	*	HS diplom a or equiv.	None	Mode rate-term OJT
19-0000	Life, Physical, and Social Science Occupations	790	780	0	-0.6%	-0.1%	*	20	30			
19-1000	Life Scientists	240	220	-10	-5.1%	-0.5%	*	10	10			
19-1031	Conservation Scientists	50	40	0	1.1%	1.1%	0	**	*	Bachel or's degree	None	None
19-1042	Medical Scientists, Except Epidemiologists	30	30	10	9.2%	1.9%	*	**	*	Doctor al or prof. degree	None	None
19-2000	Physical Scientists	110	110	0	2.7%	0.3%	0	**	*			
19-2041	Environmental Scientists and Specialists, Including Health	40	40	0	5.1%	0.5%	0	**	*	Bachel or's degree	None	None

19-3000	Social Scientists and Related Workers	1600	1700	2000	9.6%	1.0%	*	**	10			
19-3031	Clinical, Counseling, and School Psychologists	70	70	10	1.3%	1.2%	*	**	*	Doctoral or prof. degree	None	Internship/residency
19-3091	Anthropologists and Archeologists	50	50	10	1.1%	1.1%	0	**	*	Master's degree	None	None
19-4000	Life, Physical, and Social Science Technicians	2800	2700	-100	3.9%	0.4%	0	10	10			
19-4021	Biological Technicians	120	110	-10	3.1%	1.3%	0	**	*	Bachelor's degree	None	None
19-4093	Forest and Conservation Technicians	40	40	0	5.7%	0.6%	0	**	*	Associate's degree	None	None
19-4099	Life, Physical, and Social Science Technicians, All Other	70	80	0	1.4%	0.1%	0	**	*	Associate's degree	None	None
21-0000	Community and Social Service Occupations	1,2800	1,4790	1900	1.4%	1.4%	20	30	50			
21-1000	Counselors, Social Workers, and Other Community and Social Service Specialists	1,2300	1,4180	1800	1.4%	1.5%	20	30	50			
21-1012	Educational, Guidance, School, and Vocational Counselors	140	160	10	9.1%	0.9%	*	**	*	Master's degree	None	None
21-1013	Marriage and Family Therapists	40	40	10	7.1%	1.7%	*	**	*	Master's degree	None	Internship/residency
21-1015	Rehabilitation Counselors	30	40	10	2.4%	2.4%	*	**	*	Master's degree	None	None
21-1019	Counselors, All Other	30	30	10	2.2%	2.2%	*	**	*	Master's degree	None	None
21-1021	Child, Family, and School Social Workers	20	230	20	0.3%	1.3%	*	**	10	Bachelor's degree	None	None
21-1022	Healthcare Social Workers	40	50	10	2.4%	3.2%	*	**	*	Master's degree	None	None
21-1029	Social Workers, All Other	40	40	0	1.1%	1.1%	0	**	*	Bachelor's degree	None	None
21-1091	Health Educators	30	40	10	2.3%	2.4%	*	**	*	Bachelor's degree	None	None

21-1093	Social and Human Service Assistants	320	360	40	12.3%	1.3%	*	10	10	HS diploma or equiv.	None	Short-term OJT
21-1094	Community Health Workers	50	60	10	5.5%	2.5%	*	**	*	HS diploma or equiv.	None	Short-term OJT
21-1099	Community and Social Service Specialists, All Other	160	180	20	9.3%	0.9%	*	**	10	Master's degree	None	None
21-2000	Religious Workers	50	60	0	7.7%	0.8%	0	**	*			
21-2011	Clergy	30	40	0	6.1%	0.6%	0	**	*	Bachelor's degree	None	Mode rate-term OJT
23-0000	Legal Occupations	130	140	10	9.4%	0.9%	*	**	*			
23-1000	Lawyers, Judges, and Related Workers	110	120	10	10.3%	1.0%	*	**	*			
23-1011	Lawyers	90	100	10	10.5%	1.0%	*	**	*	Doctoral or prof. degree	None	None
23-2000	Legal Support Workers	20	20	0	4.8%	0.5%	*	**	*			
25-0000	Education, Training, and Library Occupations	440	480	40	9.4%	0.9%	40	90	130			
25-1000	Postsecondary Teachers	730	850	100	15.4%	1.5%	10	10	20			
25-1022	Mathematical Science Teachers, Postsecondary	40	50	0	9.8%	1.0%	0	**	*	Doctoral or prof. degree	None	None
25-1042	Biological Science Teachers, Postsecondary	50	60	10	7.3%	1.7%	*	**	*	Doctoral or prof. degree	None	None
25-1066	Psychology Teachers, Postsecondary	30	30	0	3.8%	1.4%	*	**	*	Doctoral or prof. degree	None	None
25-1072	Nursing Instructors and Teachers, Postsecondary	30	40	10	5.5%	3.5%	*	0	*	Master's degree	Less than 5 yrs.	None
25-1121	Art, Drama, and Music Teachers, Postsecondary	40	40	10	3.9%	1.4%	*	**	*	Master's degree	None	None
25-1123	English Language and Literature Teachers, Postsecondary	80	90	10	1.7%	1.2%	*	**	*	Doctoral or prof. degree	None	None

		1	1		1	1.				Bachel	Less	
25-1194	Vocational Education Teachers, Postsecondary	1	2	1	2	2	*		*	or's	than	
		0	0	0	%	%	*	**	*	degree	5	None
		1,	1,									
25-2000	Preschool, Primary, Secondary, and Special Education School Teachers	6	7	1	7.	0.						
		2	4	3	9	8	1		5			
		0	0	0	%	%	0	40	0			
					1	1.				Bachel		Intern
25-2021	Elementary School Teachers, Except Special Education	5	5		1.	1.				or's	Non	ship/r
		4	9	6	0	1	1		2	degree	e	eside
		0	0	0	%	%	0	10	0			ncy
					1	1.				Bachel		Intern
25-2022	Middle School Teachers, Except Special and Career/Technical Education	2	3		1.	1.				or's	Non	ship/r
		8	1	3	6	2	*		1	degree	e	eside
		0	0	0	%	%	*	10	0			ncy
					4.	0.				Bachel		Intern
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	5	5		4.	4	*		2	or's	Non	ship/r
		0	2	2	4	%	*	10	0	degree	e	eside
		0	0	0	%	%						ncy
					5.	0.				Bachel		Intern
25-2052	Special Education Teachers, Kindergarten and Elementary School	8	8		2	5			*	or's	Non	ship/r
		0	0	0	%	%	0	**	*	degree	e	eside
25-3000	Other Teachers and Instructors	1,	1,		8.	0.						
		4	5	1	2	8	1		4			
		0	2	2	%	%	0	20	0			
		0	0	0	%	%						
					7.	0.				Bachel		Intern
25-3098	Substitute Teachers	7	8		0	7	1		2	or's	Non	ship/r
		6	2	5	%	%	0	10	0	degree	e	eside
		0	0	0	%	%						ncy
					6.	0.				Bachel		Intern
25-3099	Teachers and Instructors, All Other	3	4		8	7	*		1	or's	Non	ship/r
		9	1	3	%	%	*	10	0	degree	e	eside
		0	0	0	%	%						ncy
			1		8.	0.						
25-4000	Librarians, Curators, and Archivists	9	0	1	8	9	*		*			
		0	0	0	%	%	*	**	*			
					6.	0.			*	Master		
25-4021	Librarians	4	5		8	7			*	's	Non	
		0	0	0	%	%	0	**	*	degree	e	None
					9.	0.			*	Postsec		
25-4031	Library Technicians	3	4		1	9			*	. non-	Non	
		0	0	0	%	%	0	**	*	deg	e	None
										award		
		6	6		6.	0.						
25-9000	Other Education, Training, and Library Occupations	0	4	4	5	6	*		2			
		0	0	0	%	%	*	10	0			
					1	1.			*	Master	5	
25-9031	Instructional Coordinators	8	8	1	0.	1.	*		*	's	yrs.	
		0	0	0	%	%	*	**	*	degree	or	None
											more	
25-9041	Teacher Assistants	4	5		5.	0.	*		1	Some	Non	
		9	2	3	9	6	*	10	0	college	e	None
		0	0	0	%	%				, no		
										degree		
					1	1.						
27-0000	Arts, Design, Entertainment, Sports, and Media Occupations	8	9	1	1.	1.						
		4	3	0	7	2	1		3			
		0	0	0	%	%	0	20	0			
27-1000	Art and Design Workers	2	2		1.	0	*		1			
		2	4	2	0	%	*	10	0			
		0	0	0	0.	%	*					

					1 %							
27-1024	Graphic Designers	7 0	8 0	1 0	1 5. 7 %	1. 6 %	*	**	*	Bachel or's degree	Non e	None
27-1026	Merchandise Displayers and Window Trimmers	3 0	4 0	0	1 1. 8 %	1. 2 %	0	**	*	HS diplom a or equiv.	Non e	Mode rate- term OJT
27-2000	Entertainers and Performers, Sports and Related Workers	3 6 0	4 1 0	5 0	1 2. 7 %	1. 3 %	1 0	10	2 0			
27-2022	Coaches and Scouts	1 3 0	1 5 0	2 0	1 2. 1 %	1. 2 %	*	**	1 0	Bachel or's degree	Non e	None
27-3000	Media and Communication Workers	1 3 0	1 5 0	2 0	1 4. 0 %	1. 4 %	*	**	*			
27-3031	Public Relations Specialists	7 0	8 0	1 0	1 3. 5 %	1. 4 %	*	**	*	Bachel or's degree	Non e	None
27-4000	Media and Communication Equipment Workers	1 3 0	1 4 0	1 0	9. 6 %	1. 0 %	*	**	*			
29-0000	Healthcare Practitioners and Technical Occupations	2, 6 5 0	3, 1 6 0	5 1 0	1 9. 2 %	1. 9 %	5 0	50	1 0 0			
29-1000	Health Diagnosing and Treating Practitioners	1, 7 1 0	2, 0 2 0	3 2 0	1 8. 4 %	1. 8 %	3 0	40	7 0			
29-1021	Dentists, General	4 0	5 0	1 0	1 2. 5 %	1. 3 %	0	**	*	Doctor al or prof. degree	Non e	None
29-1031	Dietitians and Nutritionists	3 0	3 0	1 0	3 0. 8 %	3. 1 %	*	0	*	Bachel or's degree	Non e	Intern ship/r eside ncy
29-1051	Pharmacists	1 3 0	1 4 0	2 0	1 5. 2 %	1. 5 %	*	**	1 0	Doctor al or prof. degree	Non e	None
29-1062	Family and General Practitioners	9 0	9 0	1 0	8. 1 %	0. 8 %	*	**	*	Doctor al or prof. degree	Non e	Intern ship/r eside ncy
29-1122	Occupational Therapists	4 0	5 0	1 0	1 9. 5 %	2. 0 %	*	**	*	Master 's degree	Non e	None
29-1123	Physical Therapists	8 0	1 0 3	0 0	3 3. 3 %	3. 3 %	*	**	1 0	Doctor al or prof. degree	Non e	None
29-1141	Registered Nurses	1, 0 7 0	1, 2 6 0	2 0	1 8. 5 %	1. 9 %	2 0	20	4 0	Associa te's degree	Non e	None

					30.0%	3.0%	*		*	Master's degree	None	
29-1171	Nurse Practitioners	30	40	10	30.0%	3.0%	*	**	*	Master's degree	None	None
		910	1,100	1090	20.7%	2.1%	20		40			
29-2000	Health Technologists and Technicians											
					10.3%	1.0%			*	Bachelor's degree	None	
29-2011	Medical and Clinical Laboratory Technologists	30	30	0	0.3%	0.3%	0	**	*	Bachelor's degree	None	None
					26.7%	2.7%			*	Associate's degree	None	
29-2012	Medical and Clinical Laboratory Technicians	50	60	10	0.7%	0.7%	*	**	*	Associate's degree	None	None
					23.1%	2.3%			10	Associate's degree	None	
29-2021	Dental Hygienists	120	140	30	0.3%	0.3%	*	**	10	Associate's degree	None	None
					14.8%	1.5%	*		*	Associate's degree	None	
29-2034	Radiologic Technologists	80	90	10	0.8%	0.5%	*	**	*	Associate's degree	None	None
					24.2%	2.4%	*		10	HS diploma or equiv.	None	Mode rate-term OJT
29-2052	Pharmacy Technicians	180	230	40	0.4%	0.4%	*	**	10	HS diploma or equiv.	None	Mode rate-term OJT
					15.8%	1.6%	*		10	Postsec . non-deg award	None	
29-2061	Licensed Practical and Licensd Vocational Nurses	200	230	30	0.3%	0.3%	*	10	10	Postsec . non-deg award	None	None
					21.7%	2.2%	*	**	*	Postsec . non-deg award	None	
29-2071	Medical Records and Health Information Technicians	60	70	10	0.1%	0.2%	*		*	Postsec . non-deg award	None	None
					13.9%	1.4%			*			
29-9000	Other Healthcare Practitioners and Technical Occupations	400	400	100	0.9%	0.9%	0	**	*			
		1,910	2,340	440	2.9%	2.3%			80			
31-0000	Healthcare Support Occupations						40	40				
		1,100	1,430	301	0.8%	0.8%	30	20	50			
31-1000	Nursing, Psychiatric, and Home Health Aides				28.0%	2.8%						
		350	510	160	0.5%	0.5%	20	10	20	Less than high school	None	Short-term OJT
31-1011	Home Health Aides				0.5%	0.5%	20	10	20	Less than high school	None	Short-term OJT
		730	880	160	0.6%	0.6%	20	10	30	Postsec . non-deg award	None	
31-1014	Nursing Assistants				20.6%	2.1%				Postsec . non-deg award	None	None
					32.4%	3.2%	*		*			
31-2000	Occupational Therapy and Physical Therapist Assistants and Aides	300	500	100	0.4%	0.4%	*	**	*			
					15.3%	1.5%						
31-9000	Other Healthcare Support Occupations	780	900	120	0.2%	0.3%	10	10	30			

31-9091	Dental Assistants	2 6 0	3 0 0	4 0	1 5 1	1. 5 %	*	10	1 0	Postsec . non- deg award	Non e	None
31-9092	Medical Assistants	2 0 0	2 4 0	4 0	2 1 3	2. 1 %	*	**	1 0	Postsec . non- deg award	Non e	None
31-9099	Healthcare Support Workers, All Other	9 0 0	1 0 0	1 0	1 3. 8	1. 4 %	*	**	*	HS diplom a or equiv.	Non e	None
33-0000	Protective Service Occupations	2, 3 4 0	2, 5 3 0	2 0	8. 0 4 %	0. 8 %	2 0	60	8 0			
33-1000	Supervisors of Protective Service Workers	2 2 0	2 3 0	1 0	4. 2 %	0. 4 %	*	10	1 0			
33-1021	First-Line Supervisors of Fire Fighting and Prevention Workers	8 0 0	9 0 0	1 0	6. 2 %	0. 6 %	0	**	*	Postsec . non- deg award	Less than 5 yrs.	Mode rate- term OJT
33-1099	First-Line Supervisors of Protective Service Workers, All Other	6 0 0	6 0 0	0	0. 0 %	0. 0 %	0	**	*	HS diplom a or equiv.	Less than 5 yrs.	None
33-2000	Fire Fighting and Prevention Workers	3 3 0	3 5 0	2 0	4. 5 %	0. 5 %	*	10	1 0			
33-2011	Firefighters	3 3 0	3 4 0	2 0	4. 6 %	0. 5 %	*	10	1 0	Postsec . non- deg award	Non e	Long- term OJT
33-3000	Law Enforcement Workers	5 4 0	5 7 0	3 0	5. 0 %	0. 5 %	*	20	2 0			
33-3021	Detectives and Criminal Investigators	5 0 0	5 0 0	0	6. 7 %	0. 7 %	0	**	*	HS diplom a or equiv.	Less than 5 yrs.	Mode rate- term OJT
33-3051	Police and Sheriff's Patrol Officers	3 6 0	3 9 0	2 0	5. 8 %	0. 6 %	*	10	1 0	HS diplom a or equiv.	Non e	Mode rate- term OJT
33-9000	Other Protective Service Workers	1, 2 5 0	1, 3 9 0	1 5 0	1. 1. 6 %	1. 2 %	2 0	30	5 0			
33-9032	Security Guards	8 3 0	9 6 0	1 3 0	6. 1 %	1. 6 %	1 0	10	3 0	HS diplom a or equiv.	Non e	Short- term OJT
33-9091	Crossing Guards	3 0 0	3 0 0	0	- 6. 9 %	- 0. 7 %	0	**	*	HS diplom a or equiv.	Non e	Short- term OJT
33-9092	Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers	1 0 0	1 1 0	1 0	8. 0 %	0. 8 %	*	10	1 0	HS diplom a or equiv.	Non e	Short- term OJT
33-9093	Transportation Security Screeners	2 1 0	2 1 0	0	1. 0 %	0. 1 %	0	10	1 0	HS diplom a or equiv.	Non e	Short- term OJT

33-9099	Protective Service Workers, All Other	80	90	0	4.9%	0.5%	0	10	10	HS diploma or equiv.	None	Short-term OJT
35-0000	Food Preparation and Serving Related Occupations	7,970	8,690	720	9.0%	0.9%	70	300	370			
35-1000	Supervisors of Food Preparation and Serving Workers	660	748	0	1.2%	1.3%	10	20	30			
35-2000	Cooks and Food Preparation Workers	2,240	2,315	100	6.0%	0.7%	20	50	70			
35-2011	Cooks, Fast Food	380	380	0	0.8%	0.1%	0	10	10	Less than high school	None	Short-term OJT
35-2012	Cooks, Institution and Cafeteria	90	100	10	8.9%	0.9%	*	**	*	Less than high school	None	Short-term OJT
35-2014	Cooks, Restaurant	820	931	100	1.3%	1.4%	10	20	30	Less than high school	Less than 5 yrs.	Moderate-term OJT
35-2015	Cooks, Short Order	220	220	0	0.9%	0.1%	0	**	*	Less than high school	None	Short-term OJT
35-2021	Food Preparation Workers	670	682	0	2.4%	0.2%	*	20	20	Less than high school	None	Short-term OJT
35-3000	Food and Beverage Serving Workers	3,780	4,179	300	1.0%	1.3%	40	170	210			
35-3011	Bartenders	250	280	0	1.0%	1.1%	*	10	10	Less than high school	None	Short-term OJT
35-3021	Combined Food Preparation and Serving Workers, Including Fast Food	1,490	1,734	0	1.6%	1.6%	20	60	80	Less than high school	None	Short-term OJT
35-3022	Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	420	420	0	0.2%	0.0%	0	30	30	Less than high school	None	Short-term OJT
35-3031	Waiters and Waitresses	1,520	1,631	100	7.4%	0.7%	10	70	80	Less than high school	None	Short-term OJT
35-3041	Food Servers, Nonrestaurant	100	110	0	7.8%	0.8%	*	**	*	Less than high school	None	Short-term OJT
35-9000	Other Food Preparation and Serving Related Workers	1,300	1,410	100	7.7%	0.8%	10	70	80			

35-9011	Dining Room and Cafeteria Attendants and Bartender Helpers	5 2 0	5 7 0	5 5 0	8. 9 %	0. 9 %	1 0	20	3 0	Less than high school	Non e	Short-term OJT
35-9021	Dishwashers	4 7 0	5 1 0	3 0	7. 0 %	0. 7 %	* *	20	2 0	Less than high school	Non e	Short-term OJT
37-0000	Building and Grounds Cleaning and Maintenance Occupations	5, 2 3 0	6, 0 1 0	7 8 0	1 4. 9 %	1. 5 %	8 0	11 0	1 9 0			
37-1000	Supervisors of Building and Grounds Cleaning and Maintenance Workers	3 9 0	4 6 0	7 0	1 9. 1 %	1. 9 %	1 0	10	1 0			
37-1011	First-Line Supervisors of Housekeeping and Janitorial Workers	1 4 0	1 6 0	2 0	6. 6 %	1. 7 %	* *	**	1 0	HS diplom a or equiv.	Less than 5 yrs.	None
37-1012	First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers	2 5 0	3 0 0	5 0	2 6 %	2. 1 %	1 0	**	1 0	HS diplom a or equiv.	Less than 5 yrs.	None
37-2000	Building Cleaning and Pest Control Workers	3, 0 7 0	3, 4 8 0	4 1 0	1 3. 4 %	1. 3 %	4 0	60	1 0 0			
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	1, 3 5 0	1, 5 4 0	1 9 0	1 3. 7 %	1. 4 %	2 0	30	4 0	Less than high school	Non e	Short-term OJT
37-2012	Maids and Housekeeping Cleaners	1, 5 5 0	1, 7 4 0	2 0 0	1 2. 6 %	1. 3 %	2 0	30	5 0	Less than high school	Non e	Short-term OJT
37-3000	Grounds Maintenance Workers	1, 7 7 0	2, 7 7 0	3 0 0	1 6. 7 %	1. 7 %	3 0	50	8 0			
37-3011	Landscaping and Groundskeeping Workers	1, 4 0 0	2, 3 9 0	2 0 0	1 6. 7 %	1. 7 %	3 0	40	7 0	Less than high school	Non e	Short-term OJT
39-0000	Personal Care and Service Occupations	3, 4 7 0	4, 3 6 0	8 9 0	2 5. 6 %	2. 6 %	9 0	80	1 7 0			
39-1000	Supervisors of Personal Care and Service Workers	1 8 0	2 1 0	3 0	1 2 %	1. 8 %	* *	**	1 0			
39-1021	First-Line Supervisors of Personal Service Workers	1 8 0	2 1 0	3 0	1 8. 2 %	1. 8 %	* *	**	1 0	HS diplom a or equiv.	Less than 5 yrs.	None
39-2000	Animal Care and Service Workers	1 0 0	1 2 0	3 0	2 8. 4 %	2. 8 %	* *	**	1 0			
39-2021	Nonfarm Animal Caretakers	7 0	9 0	2 0	3. 4 %	3. 2 %	* *	**	* *	Less than high school	Non e	Short-term OJT

39-3000	Entertainment Attendants and Related Workers	260	290	20	9.2%	0.9%	*	10	20			
39-3031	Ushers, Lobby Attendants, and Ticket Takers	200	200	0	0%	0%	0	**	*	Less than high school	None	Short-term OJT
39-3091	Amusement and Recreation Attendants	210	230	20	9.4%	0.9%	*	10	10	Less than high school	None	Short-term OJT
39-5000	Personal Appearance Workers	700	900	200	2.6%	2.6%	*	**	*			
39-6000	Baggage Porters, Bellhops, and Concierges	2300	2630	300	1.4%	1.5%	*	10	10			
39-6011	Baggage Porters and Bellhops	1500	1620	200	1.0%	1.1%	*	**	10	HS diploma or equiv.	None	Short-term OJT
39-6012	Concierges	800	1020	200	1.7%	2.2%	*	**	*	HS diploma or equiv.	None	Mode rate-term OJT
39-7000	Tour and Travel Guides	3300	3640	400	1.2%	1.2%	*	20	20			
39-9000	Other Personal Care and Service Workers	2,300	3,071	700	3.1%	3.1%	70	30	110			
39-9021	Personal Care Aides	1,170	1,754	500	4.5%	4.6%	50	10	60	Less than high school	None	Short-term OJT
39-9031	Fitness Trainers and Aerobics Instructors	600	710	100	1.3%	1.4%	*	**	*	HS diploma or equiv.	None	Short-term OJT
39-9032	Recreation Workers	3500	4050	500	1.4%	1.5%	10	**	10	Bachel or's degree	None	None
41-0000	Sales and Related Occupations	7,800	7,700	700	9.8%	1.0%	70	220	290			
41-1000	Supervisors of Sales Workers	1,300	1,411	100	8.4%	0.8%	10	30	40			
41-1011	First-Line Supervisors of Retail Sales Workers	1,160	1,660	100	8.7%	0.9%	10	30	40	HS diplom a or equiv.	Less than 5 yrs.	None
41-2000	Retail Sales Workers	4,590	5,345	400	9.7%	1.0%	40	170	210			

41-2011	Cashiers	1,540	1,640	100	6.7%	0.7%	10	70	80	Less than high school	None	Short-term OJT
41-2021	Counter and Rental Clerks	300	330	300	10.4%	1.0%	*	10	10	Less than high school	None	Short-term OJT
41-2022	Parts Salespersons	800	900	100	1.3%	1.0%	*	**	*	Less than high school	None	Mode rate-term OJT
41-2031	Retail Salespersons	2,680	2,930	300	1.1%	1.3%	30	90	120	Less than high school	None	Short-term OJT
41-3000	Sales Representatives, Services	560	615	500	8.9%	0.9%	10	10	20			
41-3021	Insurance Sales Agents	140	160	200	2.8%	1.3%	*	**	10	HS diploma or equiv.	None	Mode rate-term OJT
41-3041	Travel Agents	600	600	0	8.2%	0.8%	0	**	*	HS diploma or equiv.	None	Mode rate-term OJT
41-3099	Sales Representatives, Services, All Other	270	300	300	1.5%	1.1%	*	10	10	HS diploma or equiv.	None	Short-term OJT
41-4000	Sales Representatives, Wholesale and Manufacturing	350	394	400	1.3%	1.1%	*	10	10			
41-4011	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	700	800	100	7.1%	0.7%	0	**	*	Bachelor's degree	None	Mode rate-term OJT
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	280	310	300	2.3%	1.2%	*	10	10	HS diploma or equiv.	None	Mode rate-term OJT
41-9000	Other Sales and Related Workers	290	345	500	8.2%	1.8%	10	**	10			
41-9099	Sales and Related Workers, All Other	400	400	100	2.5%	2.7%	*	**	*	HS diploma or equiv.	None	None
43-0000	Office and Administrative Support Occupations	9,390	10,285	800	9.0%	0.9%	90	210	300			
43-1000	Supervisors of Office and Administrative Support Workers	670	770	100	4.8%	1.5%	10	20	30			
43-1011	First-Line Supervisors of Office and Administrative Support Workers	670	770	100	4.8%	1.5%	10	20	30	HS diploma or equiv.	Less than 5 yrs.	None

43-2000	Communications Equipment Operators	8 0	7 0	- 1 0	6. 5 %	- 1. 6 %	0	**	*			
43-2011	Switchboard Operators, Including Answering Service	7 0	6 0	- 1 0	8. 6 %	1. 9 %	0	**	*	HS diplom a or equiv.	Non e	Short- term OJT
43-3000	Financial Clerks	1, 3 9 0	1, 5 6 0	1 7 0	2. 5 %	1. 3 %	2 0	30	5 0			
43-3011	Bill and Account Collectors	9 0	1 1 0	2 0	6. 7 %	1. 7 %	*	**	*	HS diplom a or equiv.	Non e	Mode rate- term OJT
43-3021	Billing and Posting Clerks	1 4 0	1 6 0	2 0	5. 1 %	1. 5 %	*	**	1 0	HS diplom a or equiv.	Non e	Short- term OJT
43-3031	Bookkeeping, Accounting, and Auditing Clerks	7 2 0	8 3 0	1 0	4. 1 %	1. 4 %	1 0	10	2 0	HS diplom a or equiv.	Non e	Mode rate- term OJT
43-3051	Payroll and Timekeeping Clerks	9 0	1 1 0	1 0	4. 1 %	1. 4 %	*	**	*	HS diplom a or equiv.	Non e	Mode rate- term OJT
43-3071	Tellers	3 1 0	3 2 0	2 0	5. 9 %	0. 6 %	*	10	2 0	HS diplom a or equiv.	Non e	Short- term OJT
43-4000	Information and Record Clerks	2, 0 2 0	2, 2 7 0	2 5 0	1 2. 5 %	1. 2 %	3 0	50	8 0			
43-4031	Court, Municipal, and License Clerks	1 1 0	1 2 0	1 0	9. 8 %	1. 0 %	*	**	*	HS diplom a or equiv.	Non e	Mode rate- term OJT
43-4051	Customer Service Representatives	4 4 0	5 2 0	8 0	6. 9 %	1. 7 %	1 0	10	2 0	HS diplom a or equiv.	Non e	Short- term OJT
43-4061	Eligibility Interviewers, Government Programs	9 0	1 1 0	2 0	7. 8 %	1. 8 %	*	**	*	HS diplom a or equiv.	Non e	Mode rate- term OJT
43-4081	Hotel, Motel, and Resort Desk Clerks	2 8 0	3 2 0	4 0	3. 8 %	1. 4 %	*	10	2 0	HS diplom a or equiv.	Non e	Short- term OJT
43-4111	Interviewers, Except Eligibility and Loan	4 0	5 0	0	4. 6 %	0. 5 %	0	**	*	HS diplom a or equiv.	Non e	Short- term OJT
43-4121	Library Assistants, Clerical	3 0	3 0	0	3. 6 %	0. 4 %	0	**	*	HS diplom a or equiv.	Non e	Short- term OJT
43-4131	Loan Interviewers and Clerks	2 0	3 0	0	1 3. %	1. 3 %	*	**	*	HS diplom	Non e	Short- term OJT

					0 %					a or equiv.		
43-4141	New Accounts Clerks	6 0	6 0	0	- 1. 7 %	- 0. 2 %	0	**	*	HS diplom a or equiv.	Non e	Mode rate- term OJT
43-4151	Order Clerks	5 0	5 0	0	- 1. 9 %	- 0. 2 %	0	**	*	HS diplom a or equiv.	Non e	Short- term OJT
43-4161	Human Resources Assistants, Except Payroll and Timekeeping	7 0	7 0	0	2. 8 %	0. 3 %	0	**	*	HS diplom a or equiv.	Non e	Short- term OJT
43-4171	Receptionists and Information Clerks	3 5 0	3 9 0	4 0	1. 6 %	1. 2 %	*	10	1 0	HS diplom a or equiv.	Non e	Short- term OJT
43-4181	Reservation and Transportation Ticket Agents and Travel Clerks	3 6 0	4 4 0	8 0	2 3. %	2. 3 %	1 0	10	1 0	HS diplom a or equiv.	Non e	Short- term OJT
43-4199	Information and Record Clerks, All Other	8 0	6 0	2 0	- 2. 7 %	- 2. 3 %	0	**	*	HS diplom a or equiv.	Non e	Short- term OJT
43-5000	Material Recording, Scheduling, Dispatching, and Distributing Workers	1, 8 2 0	1, 8 6 0	3 0	1. 8 %	0. 2 %	1 0	50	6 0			
43-5031	Police, Fire, and Ambulance Dispatchers	5 0	6 0	0	5. 8 %	0. 6 %	0	**	*	HS diplom a or equiv.	Non e	Mode rate- term OJT
43-5032	Dispatchers, Except Police, Fire, and Ambulance	9 0	1 0	1 0	1 5. 4 %	1. 5 %	*	**	*	HS diplom a or equiv.	Non e	Mode rate- term OJT
43-5051	Postal Service Clerks	9 0	7 0	1 0	- 1. 6 %	- 1. 3 %	0	**	*	HS diplom a or equiv.	Non e	Short- term OJT
43-5052	Postal Service Mail Carriers	1 1 0	9 0	1 0	- 1. 5 %	- 1. 0 %	0	**	*	HS diplom a or equiv.	Non e	Short- term OJT
43-5061	Production, Planning, and Expediting Clerks	4 0	5 0	1 0	1 4. 3 %	1. 4 %	*	**	*	HS diplom a or equiv.	Non e	Mode rate- term OJT
43-5071	Shipping, Receiving, and Traffic Clerks	2 3 0	2 3 0	0	1. 8 %	0. 2 %	0	10	1 0	HS diplom a or equiv.	Non e	Short- term OJT
43-5081	Stock Clerks and Order Fillers	1, 1 4 0	1, 1 7 0	3 0	2. 7 %	0. 3 %	*	30	4 0	Less than high school	Non e	Short- term OJT
43-6000	Secretaries and Administrative Assistants	1, 5 6 0	1, 8 1 0	2 5 0	1. 5 %	1. 6 %	3 0	20	4 0			

43-6011	Executive Secretaries and Executive Administrative Assistants	240	230	0	1.7%	0.2%	0	**	*	HS diploma or equiv.	Less than 5 yrs.	None
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	990	1160	0	6.5%	1.7%	20	10	30	HS diploma or equiv.	None	Short-term OJT
43-9000	Other Office and Administrative Support Workers	1,860	1,916	0	3.1%	0.3%	100	40	50			
43-9022	Word Processors and Typists	600	510	0	2.0%	2.2%	0	**	*	HS diploma or equiv.	None	Short-term OJT
43-9061	Office Clerks, General	1,450	1,516	0	4.2%	0.4%	10	30	40	HS diploma or equiv.	None	Short-term OJT
43-9199	Office and Administrative Support Workers, All Other	280	291	0	3.6%	0.4%	*	10	10	HS diploma or equiv.	None	Short-term OJT
45-0000	Farming, Fishing, and Forestry Occupations	2,090	2,072	0	0.0%	0.1%	*	60	60			
45-1000	Supervisors of Farming, Fishing, and Forestry Workers	900	990	0	4.7%	0.5%	0	**	*			
45-2000	Agricultural Workers	1,880	1,852	0	1.2%	0.1%	*	60	60			
45-2092	Farmworkers and Laborers, Crop, Nursery, and Greenhouse	1,590	1,545	0	2.5%	0.2%	0	50	50	Less than high school	None	Short-term OJT
45-2099	Agricultural Workers, All Other	500	550	0	6.3%	0.6%	0	**	*	Less than high school	None	Short-term OJT
45-3000	Fishing and Hunting Workers	400	440	0	0.0%	0.0%	0	**	*			
45-4000	Forest, Conservation, and Logging Workers	800	880	0	0.0%	0.0%	0	**	*			
47-0000	Construction and Extraction Occupations	3,190	4,046	0	2.6%	2.7%	90	50	140			
47-1000	Supervisors of Construction and Extraction Workers	220	287	0	3.3%	3.0%	10	**	10			
47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	220	287	0	3.0%	3.0%	10	**	10	HS diploma or equiv.	5 yrs. or more	None

47-2000	Construction Trades Workers	2,680	3,380	7,100	2,633%	2,633%	7,100	50	1,200			
47-2021	Brickmasons and Blockmasons	50	60	10	2.83%	2.83%	*	0	*	HS diploma or equiv.	None	Apprenticeship
47-2031	Carpenters	730	970	240	3.27%	3.27%	20	10	30	HS diploma or equiv.	None	Apprenticeship
47-2044	Tile and Marble Setters	180	220	40	1.91%	1.91%	*	**	10	Less than high school	None	Long-term OJT
47-2061	Construction Laborers	530	685	150	2.85%	2.9%	20	10	30	Less than high school	None	Short-term OJT
47-2073	Operating Engineers and Other Construction Equipment Operators	320	386	60	1.89%	1.99%	10	10	10	HS diploma or equiv.	None	Mode rate-term OJT
47-2111	Electricians	140	173	30	2.32%	2.3%	*	**	10	HS diploma or equiv.	None	Apprenticeship
47-2141	Painters, Construction and Maintenance	160	204	40	2.55%	2.5%	*	**	10	Less than high school	None	Mode rate-term OJT
47-2151	Pipelayers	30	40	10	2.0%	2.0%	*	0	*	Less than high school	None	Short-term OJT
47-2152	Plumbers, Pipefitters, and Steamfitters	160	215	50	2.78%	2.8%	*	**	10	HS diploma or equiv.	None	Apprenticeship
47-2181	Roofers	100	122	20	1.4%	1.59%	*	**	*	Less than high school	None	Mode rate-term OJT
47-2231	Solar Photovoltaic Installers	50	60	10	2.0%	2.2%	*	**	*	HS diploma or equiv.	None	Mode rate-term OJT
47-3000	Helpers, Construction Trades	1,800	2,570	7,000	3.82%	3.8%	1,000	**	1,000			
47-3012	Helpers--Carpenters	70	103	30	3.3%	3.4%	*	**	*	Less than high school	None	Short-term OJT
47-3013	Helpers--Electricians	40	50	20	4.0%	4.1%	*	**	*	HS diploma or equiv.	None	Short-term OJT
47-4000	Other Construction and Related Workers	1,100	1,210	1,800	2.18%	1.3%	*	**	*			

47-4011	Construction and Building Inspectors	80	90	10	11.7%	1.2%	*	**	*	HS diploma or equiv.	5 yrs. or more	Mode rate-term OJT
49-0000	Installation, Maintenance, and Repair Occupations	2,690	3,040	350	12.8%	1.3%	30	60	100			
49-1000	Supervisors of Installation, Maintenance, and Repair Workers	290	324	400	2.1%	1.2%	*	10	10			
49-1011	First-Line Supervisors of Mechanics, Installers, and Repairers	290	324	400	1.2%	1.2%	*	10	10	HS diploma or equiv.	Less than 5 yrs.	None
49-2000	Electrical and Electronic Equipment Mechanics, Installers, and Repairers	220	242	200	9.8%	1.0%	*	**	10			
49-2022	Telecommunications Equipment Installers and Repairers, Except Line Installers	120	142	200	5.3%	1.5%	*	**	*	Postsec. non-deg award	None	Mode rate-term OJT
49-3000	Vehicle and Mobile Equipment Mechanics, Installers, and Repairers	640	728	800	2.7%	1.3%	10	20	30			
49-3011	Aircraft Mechanics and Service Technicians	400	500	100	3.8%	2.4%	*	**	*	Postsec. non-deg award	None	None
49-3021	Automotive Body and Related Repairers	300	330	0	3.3%	1.3%	0	**	*	HS diploma or equiv.	None	Mode rate-term OJT
49-3023	Automotive Service Technicians and Mechanics	360	390	300	9.6%	1.0%	*	10	10	HS diploma or equiv.	None	Long-term OJT
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists	600	660	100	6.4%	1.6%	*	**	*	HS diploma or equiv.	None	Long-term OJT
49-3042	Mobile Heavy Equipment Mechanics, Except Engines	700	880	100	5.7%	1.6%	*	**	*	HS diploma or equiv.	None	Long-term OJT
49-9000	Other Installation, Maintenance, and Repair Occupations	1,550	1,761	210	3.5%	1.3%	20	40	60			
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	800	100	200	5.3%	2.5%	*	**	*	Postsec. non-deg award	None	Long-term OJT
49-9071	Maintenance and Repair Workers, General	980	1,130	0	3.2%	1.3%	10	20	30	HS diploma or equiv.	None	Long-term OJT
49-9098	Helpers--Installation, Maintenance, and Repair Workers	900	100	200	2.4%	2.2%	*	**	10	HS diploma or equiv.	None	Mode rate-term OJT

49-9099	Installation, Maintenance, and Repair Workers, All Other	40	50	0	2.3%	0.2%	0	**	*	HS diploma or equiv.	None	Mode rate-term OJT
51-0000	Production Occupations	1,800	2,040	240	1.3%	1.3%	30	40	70			
51-1000	Supervisors of Production Workers	140	150	10	9.4%	0.9%	*	**	*			
51-2000	Assemblers and Fabricators	50	50	10	10.6%	1.1%	*	**	*			
51-3000	Food Processing Workers	480	534	40	8.9%	0.9%	*	10	20			
51-3011	Bakers	200	220	20	8.0%	0.8%	*	10	10	Less than high school	None	Long-term OJT
51-3021	Butchers and Meat Cutters	80	90	10	10.3%	1.0%	*	**	*	Less than high school	None	Long-term OJT
51-3092	Food Batchmakers	110	111	10	8.6%	0.9%	*	**	*	HS diploma or equiv.	None	Mode rate-term OJT
51-3093	Food Cooking Machine Operators and Tenders	40	40	0	7.9%	0.8%	0	**	*	HS diploma or equiv.	None	Mode rate-term OJT
51-4000	Metal Workers and Plastic Workers	80	90	10	10.7%	1.7%	*	**	*			
51-4121	Welders, Cutters, Solderers, and Brazers	40	50	10	8.6%	1.9%	*	**	*	HS diploma or equiv.	None	Mode rate-term OJT
51-5100	Printing Workers	40	40	0	9.8%	1.0%	0	**	*			
51-6000	Textile, Apparel, and Furnishings Workers	250	293	30	13.0%	1.3%	*	10	10			
51-6011	Laundry and Dry-Cleaning Workers	180	212	20	12.5%	1.3%	*	10	10	Less than high school	None	Short-term OJT
51-6021	Pressers, Textile, Garment, and Related Materials	60	70	10	18.2%	1.8%	*	**	*	Less than high school	None	Short-term OJT
51-7000	Woodworkers	160	215	50	31.2%	3.1%	10	**	10			
51-7011	Cabinetmakers and Bench Carpenters	50	50	10	17.7%	1.7%	*	0	*	HS diploma	None	Mode rate-

					4 %					a or equiv.		term OJT
51-7099	Woodworkers, All Other	1 1 0	1 5 0	4 0	3 7. 3 %	3. 7 %	*	**	1 0	HS diplom a or equiv.	Non e	Mode rate- term OJT
51-8000	Plant and System Operators	1 7 0	2 0 0	2 0	1 3. 2 %	1. 3 %	*	10	1 0			
51-8031	Water and Wastewater Treatment Plant and System Operators	1 4 0	1 6 0	3 0	1 9. 1 %	1. 9 %	*	10	1 0	HS diplom a or equiv.	Non e	Long- term OJT
51-9000	Other Production Occupations	4 3 0	5 0 0	7 0	1 5. 0 %	1. 5 %	1 0	10	2 0			
51-9012	Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders	3 0	3 0	0	3. 9 %	0. 4 %	0	**	*	HS diplom a or equiv.	Non e	Mode rate- term OJT
51-9111	Packaging and Filling Machine Operators and Tenders	1 2 0	1 3 0	1 0	5. 0 %	0. 5 %	*	**	*	HS diplom a or equiv.	Non e	Mode rate- term OJT
51-9198	Helpers--Production Workers	5 0	7 0	1 0	2 0. 4 %	2. 0 %	*	**	*	Less than high school	Non e	Short- term OJT
53-0000	Transportation and Material Moving Occupations	4, 1 9 0	4, 6 8 0	5 0	1 1. 9 %	1. 2 %	5 0	10 0	1 5 0			
53-1000	Supervisors of Transportation and Material Moving Workers	1 5 0	1 7 0	2 0	1 3. 4 %	1. 3 %	*	**	1 0			
53-1031	First-Line Supervisors of Transportation and Material- Moving Machine and Vehicle Operators	1 2 0	1 4 0	2 0	1 5. 3 %	1. 5 %	*	**	1 0	HS diplom a or equiv.	Less than 5 yrs.	None
53-2000	Air Transportation Workers	9 0	1 2 0	3 0	2 7. 5 %	2. 7 %	*	**	1 0			
53-3000	Motor Vehicle Operators	1, 7 4 0	1, 9 8 0	2 5 0	1 4. 2 %	1. 4 %	3 0	30	5 0			
53-3021	Bus Drivers, Transit and Intercity	1 7 0	1 9 0	3 0	1 6. 2 %	1. 6 %	*	**	1 0	HS diplom a or equiv.	Non e	Mode rate- term OJT
53-3022	Bus Drivers, School or Special Client	1 9 0	2 1 0	2 0	1 2 %	1. 2 %	*	**	1 0	HS diplom a or equiv.	Non e	Short- term OJT
53-3031	Driver/Sales Workers	1 4 0	1 6 0	1 0	9. 2 %	0. 9 %	*	**	*	HS diplom a or equiv.	Non e	Short- term OJT
53-3032	Heavy and Tractor- Trailer Truck Drivers	5 7 0	6 6 0	1 0	1 6. %	1. 7 %	1 0	10	2 0	Postsec . non-	Non e	Short- term OJT

					7 %					deg award		
53-3033	Light Truck or Delivery Services Drivers	4 5 0	5 0 0	6 0 0	1 2. 4 %	1. 2 %	1 0	10	1 0	HS diplom a or equiv.	Non e	Short- term OJT
53-3041	Taxi Drivers and Chauffeurs	1 9 0	2 2 0	3 0 0	1 3. 7 %	1. 4 %	* *	**	1 0	Less than high school	Non e	Short- term OJT
53-3099	Motor Vehicle Operators, All Other	4 0	5 0	1 0	2 8. 6 %	2. 9 %	* *	**	* *	HS diplom a or equiv.	Non e	Short- term OJT
53-5000	Water Transportation Workers	1 1 0	1 2 0	1 0 0	8. 0 %	0. 8 %	* *	10	1 0			
53-6000	Other Transportation Workers	2 7 0	2 9 0	2 0 0	5. 5 %	0. 5 %	* *	10	1 0			
53-6021	Parking Lot Attendants	6 0	7 0	1 0	1 0. 9 %	1. 1 %	* *	**	* *	Less than high school	Non e	Short- term OJT
53-6031	Automotive and Watercraft Service Attendants	1 7 0	1 7 0	1 0 0	3. 0 %	0. 3 %	0	10	1 0	Less than high school	Non e	Short- term OJT
53-7000	Material Moving Workers	1, 8 2 0	2, 1 1 0	1 8 0	9. 9 %	1. 0 %	2 0	50	7 0			
53-7051	Industrial Truck and Tractor Operators	1 7 0	1 7 0	1 0 0	4. 8 %	0. 5 %	* *	**	1 0	Less than high school	Non e	Short- term OJT
53-7061	Cleaners of Vehicles and Equipment	2 0 0	2 2 0	2 0 0	9. 5 %	1. 0 %	* *	10	1 0	Less than high school	Non e	Short- term OJT
53-7062	Laborers and Freight, Stock, and Material Movers, Hand	7 3 0	8 2 0	9 0 0	1 3. 0 %	1. 3 %	1 0	20	3 0	Less than high school	Non e	Short- term OJT
53-7063	Machine Feeders and Offbearers	6 0	4 0	1 0	- 2 3. 2 %	- 2. 3 %	0	**	* *	Less than high school	Non e	Short- term OJT
53-7064	Packers and Packagers, Hand	5 3 0	5 8 0	5 0 0	8. 8 %	0. 9 %	1 0	10	2 0	Less than high school	Non e	Short- term OJT
53-7081	Refuse and Recyclable Material Collectors	1 0 0	1 2 0	2 0 0	1 6. 7 %	1. 7 %	* *	**	* *	Less than high school	Non e	Short- term OJT
**The number of openings are greater than zero but less than 10.												
Totals may not add due to rounding to the nearest ten.												
Source: Hawaii State Department of Labor and Industrial Relations,												

