



# **Using Labor Market Information to Design Job-Driven Training Programs**

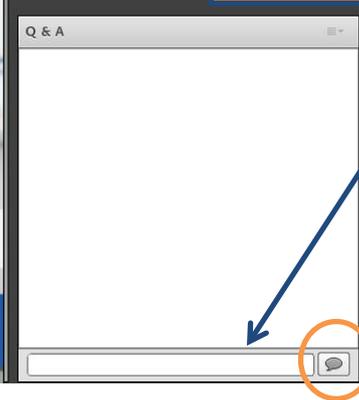
**March 25, 2015**

# HPOG

Health Profession Opportunity Grants



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## Webinar Structure

- **Welcome and Overview**, *Stan Koutstaal, Program Manager, Health Profession Opportunity Grants Program, Office of Family Assistance*
- **Using Labor Market Information to Design Job-Driven Training Programs**, *Joshua Fangmeier, Center for Healthcare Research and Transformation*
- **Resources from Employment and Training Administration**, *Pam Frugoli, O\*NET/Competency Assessment Team Lead, Employment and Training Administration, Department of Labor*
- **Moderated Question & Answer Session**



# Welcome and Overview

*Stan Koutstaal*  
*Program Manager*  
*Health Profession Opportunity Grants*  
*Program*  
*Office of Family Assistance*

# Job-Driven Training Programs

- Vice President Biden's report "Ready to Work: Job-Driven Training and American Opportunity"
- Workforce Innovation and Opportunity Act (WIOA) signed into law
- Health Profession Opportunity Grants (HPOG) program



# Using Labor Market Information to Design Job-Driven Training Programs

*Joshua Fangmeier*  
*Center for Healthcare Research and  
Transformation*



# Value of Being Data-Informed

- Understand the local supply and demand of trained workers
  - Identify emerging careers with pathway opportunities and family sustaining wages
  - Match trainings to the skills that employers are seeking
  - Evaluate employment and earning outcomes
- 

# Eight Step Process

Step 1

- Identify relevant employment trends

Step 2

- Identify real-time labor market trends

Step 3

- Understand wage variation

Step 4

- Measure local training capacity

Step 5

- Work with employers to verify demand

Step 6

- Use evidence to make program decisions

Step 7

- Measure results

Step 8

- Make the process systematic

# Identify Relevant Employment Trends

- **Why?** Use traditional LMI data to assess historic trends, the current state and future of specific occupations.
- **What?** Access data through local, state, and federal government agencies.
- **How?** Track key indicators by classification, industry, and growth. Have a comparison group to assess against.

Step 1

Step 2

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Step 6

Step 7

Step 8

# Identify Relevant Employment Trends

- **Data Sources:**

- Federal Sources
  - Occupational Employment Statistics
  - Occupational Outlook Handbook
- State Labor Agencies
- Data Vendors

- **Strengths:**

- Statistical reliability across industrial sectors
- Common classification systems used across data agencies
- Many sources are publicly available

- **Limitations:**

- Variation in geographic detail (limited for rural areas)
- Results take years to gather and process

Step 1

Step 2

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# Identify Relevant Employment Trends

- **Employment over the previous decade**
- **Employment by industry:** understand changing staffing models
- **Outlook for future employment growth:** projected growth and job openings

Step 1

Step 2

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# Identify Relevant Employment Trends

## *Workforce Projections for Select Occupations (Detroit Metro Region)*

Occupation (Standard Occupational Code)	2010 Employment	2020 Projected Employment	Ten-year percent change	Average Annual Openings	Openings Due to Growth	Openings Due to Replacement
Registered Nurse (29-1141)	38,710	45,495	17.5%	1,381	680	701
Nursing Assistant (31-1014)	22,385	25,415	13.5%	593	305	288
Medical Records and Health Information Technician (29-2071)	2,100	2,310	10.1%	64	21	43
All Occupations	1,812,620	2,010,600	10.9%	63,829	20,949	42,880

Step 1

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# Identify Real-Time Labor Market Trends

- **Why?** Get up to the minute information about occupations of interest.
- **Where?** Data is available through online companies that charge licensing fees to access it.
- **How?** Review job posting trends and their education/experience requirements. Compare them against traditional LMI.

Step 1

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Step 8

# Identify Real-Time Labor Market Trends

- **Data Sources:**
  - Proprietary data vendors
  - State labor agencies (in certain states)
- **Strengths:**
  - Quickly available and allows for local analysis of job postings
  - Most postings include detail on the employer, wages, and education and skill requirements
- **Limitations:**
  - Not clear how many (if any) openings or jobs are behind each posting
  - Deduplication methods vary by vendor
  - Bias toward industries that post online
  - Licensing fees may be a financial barrier

Step 1

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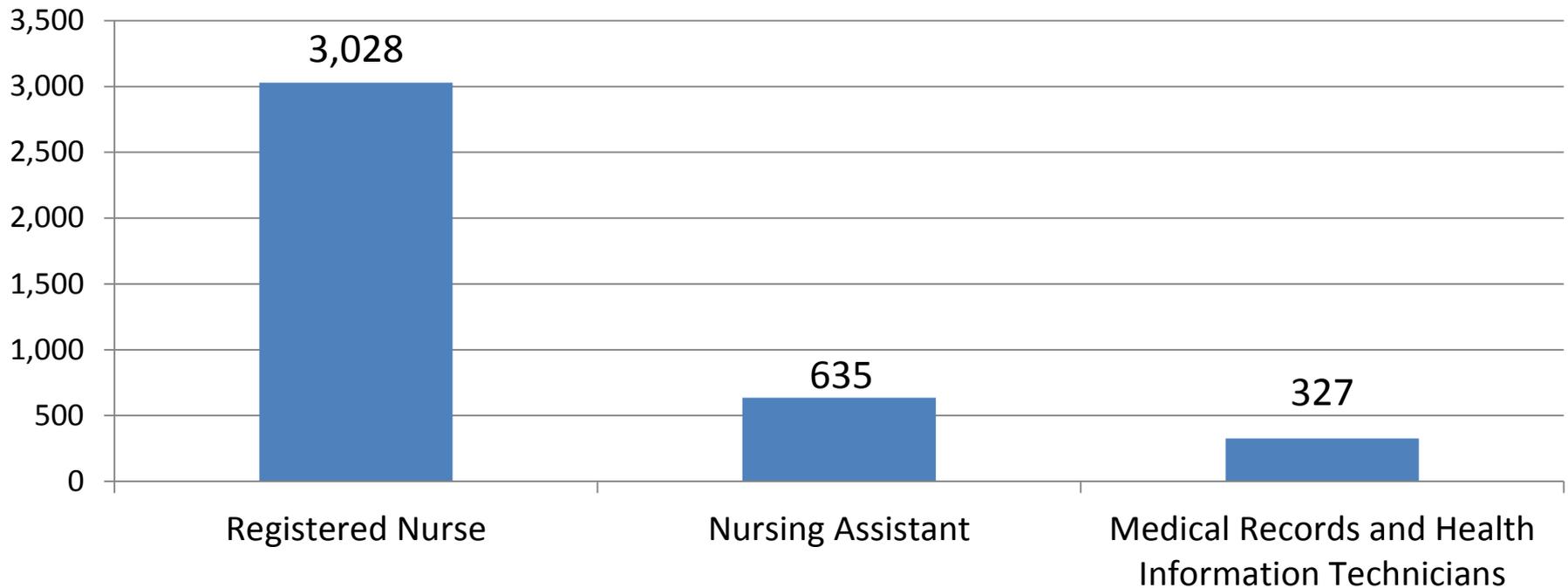
Step 6

Step 7

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# Identify Real-Time Labor Market Trends

*Job Postings for Select Occupations, Q2 2014 (Detroit Metro Region)*



Step 1

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Step 8

# Understand Wage Variation

- **Why?** Pursue occupations that guide participants along a career pathway that offers increasing wage opportunities.
- **What?** Public and commercial data sources that include median and average wage levels.
- **How?** Review median wages by occupation, the location quotient, and wage ranges.

Step 1

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Step 8

# Understand Wage Variation

- **Data Sources:**
  - Federal sources
    - Occupational Employment Statistics
    - National Compensation Survey
    - Current Population Survey
  - Real-time data sources
- **Strengths:**
  - Traditional sources are statistically reliable
  - Real-time data reflect starting wages
- **Limitations:**
  - Difficult to assess wages by experience level

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# Understand Wage Variation

- **Median wage by occupation**
- **Location quotient (LQ):** measure of occupation prevalence compared to national average
- **Wage ranges:** pathway opportunities within an occupation
- **Average starting wages:** measure from job postings

Step 1

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# Understand Wage Variation

*Prevalence and Wages for Select Occupations, 2013 (Detroit Metro Region)*

Occupation	Location Quotient	Wage Data					
		Average	10 <sup>th</sup> Percentile	25 <sup>th</sup> Percentile	Median Wage	75 <sup>th</sup> Percentile	90 <sup>th</sup> Percentile
Registered Nurse (29-1141)	1.38	\$33.46	\$25.05	\$28.43	\$32.48	\$36.01	\$42.50
Nursing Assistants (31-1014)	1.34	\$13.01	\$9.59	\$11.26	\$13.02	\$14.62	\$16.95
Medical Records and Health Information Technicians (29-2071)	0.66	\$18.08	\$11.96	\$13.73	\$16.90	\$21.54	\$26.90

Step 1

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# Measure Local Training Capacity

- **Why?** To ensure training programs are meeting workforce needs and not over saturating the labor market.
- **What?** Access program completion data through federal government agencies.
- **How?** Track the number of local program graduates and their levels of education.

Step 1

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# Measure Local Training Capacity

- **Data Source:**
  - Integrated Postsecondary Education Data System (IPEDS)
- **Strengths:**
  - IPEDS includes every institution participating in federal student aid programs
  - Break down by degree or certificate type
- **Limitations:**
  - IPEDS does not include data on where graduates work
  - Some occupations do not match cleanly to instructional program codes

Step 1

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# Measure Local Training Capacity

**Regional Program Graduates for Select Occupations, 2013 (Detroit Metro Region)**

Occupation (Standard Occupational Classification code)	Education Level			Total Program Graduates
	Less than 2-year award/certificate	Associate's degree	Bachelor's degree or higher	
Registered Nurse (29-1141)	4	1,136	1,324	2,464
Nursing Assistant (31-1014)	462	0	0	462
Medical Records and Health Information Technician (29-2071)	144	162	9	315

Step 1

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# Work with Employers to Verify Demand

- **Why?** To verify individual employer needs, expectations, and compensation.
- **Where?** Find employers through local resources (i.e., local workforce investment board)
- **How?** Invite employers to discuss employer specific skill needs and identify employer challenges.

Step 1

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# Template on Identifying and Analyzing Data

Occupation	Step 1: Relevant Employment Trends			Step 2: Real-Time Labor Market Trends	Step 3: Wage Variation		Step 4: Local Training Capacity
	Baseline Employment	Change in Employment: Next 10 years	Annual Job Openings: Next 10 years	Number of Job Postings	Median Wage	Wage Ranges (25 <sup>th</sup> to 75 <sup>th</sup> percentiles)	Total Recent Graduates
<b>Nursing Assistants (31-1014)</b>	22,385	17.5%	593	635	\$13.02	\$11.26 - \$14.62	462
<b>Health Information Technicians (29-2071)</b>	2,100	10.1%	64	327	\$16.90	\$13.73 - \$21.54	315

# Tips for Data Interpretation

- Use the most local data available. Match dates and regional geography as much as possible
- If an occupation is not recognized, look for occupations with similar skill and education requirements
- Consider the strengths and limitations of data sources when comparing numbers
- Look to employer partners to help fill in the gaps where there is confusion

# Use Evidence to Make Program Decisions

- **How?** Synthesize and analyze traditional and real-time LMI, wage data, and employer feedback. Use results to:
  - Adapt training offerings
  - Modify participant recruitment materials
  - Build employer and other community partnerships

Step 1

Step 2

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Step 4

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Step 6

Step 7

Step 8

# Measure Results

- **Why?** To assess the efficacy of data-driven approaches and ensure measures of success for the program and participants.
- **How?** Assess process and outcome measures and track and survey program graduates as they enter the workforce.

Step 1

Step 2

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Step 7

Step 8

# Measure Results

- **Process measures:**
  - Completion rates
  - Achievement of certification or licensure
- **Outcome measures:**
  - Future wages
  - Further training for advancement
  - Job retention rate

Step 1

Step 2

Step 3

Step 4

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# Make the Process Systematic

- **Why?** To monitor employment shifts in a changing healthcare environment.
- **What?** To make data a regular component of decision-making and evaluation processes.
- **How?** Create logic models, keep leaders informed, dedicate staff time, and leverage partnerships.

Step 1

Step 2

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# “Cheat Sheet” on Identifying and Analyzing Data

	Relevant data sources	Key Indicators	Helpful tip
<b>Step 1: Identify relevant employment trends</b>	<a href="#">Occupational Employment Statistics (OES)</a> <a href="#">Occupational Outlook Handbook (OOH)</a> <a href="#">State Labor Agencies</a>	<ul style="list-style-type: none"> <li>Occupational employment over the previous decade</li> <li>Occupational employment by industry</li> <li>Outlook for future employment growth</li> </ul>	<ul style="list-style-type: none"> <li>Use a comparison group to help interpret data.</li> </ul>
<b>Step 2: Identify real-time labor market trends</b>	A limited number of online companies, which charge a licensing fee to access data.	<ul style="list-style-type: none"> <li>Job posting volume by occupation</li> <li>Education and experience requirements</li> </ul>	<ul style="list-style-type: none"> <li>Compare real-time data to traditional employment projections.</li> </ul>
<b>Step 3: Understand wage variation</b>	<a href="#">Occupational Employment Statistics</a> , based on the: <ul style="list-style-type: none"> <li>National Compensation Survey</li> <li>Current Population Survey</li> </ul>	<ul style="list-style-type: none"> <li>Median wage by occupation</li> <li>Location quotient</li> <li>Wage ranges</li> </ul>	<ul style="list-style-type: none"> <li>Interpret multiple indicators and understand numerous variables affecting wage data.</li> </ul>
<b>Step 4: Measure local training capacity</b>	<a href="#">Integrated Postsecondary Education Data System</a>	<ul style="list-style-type: none"> <li>Program graduates by occupation</li> <li>Program graduates by education level</li> </ul>	<ul style="list-style-type: none"> <li>Know that there are strengths and weaknesses to the data.</li> </ul>

# “Cheat Sheet” on Identifying and Analyzing Data

	Helpful tips
<b>Step 5: Work with employers to verify demand</b>	<ul style="list-style-type: none"><li>• Find employers through local resources (i.e., chambers of commerce or workforce investment boards).</li><li>• Invite employers to advisory committees, focus groups, etc.</li><li>• Discuss employer specific skills needs and challenges.</li></ul>
<b>Step 6: Use evidence to make program decisions</b>	<ul style="list-style-type: none"><li>• Synthesize and analyze traditional, real-time and wage data.</li><li>• Compare that against employer feedback.</li><li>• Adapt training offerings, curricula, recruitment materials, accordingly.</li></ul>
<b>Step 7: Measure results</b>	<ul style="list-style-type: none"><li>• Assess process measures.</li><li>• Analyze outcome measures.</li><li>• Track and survey program graduates.</li></ul>
<b>Step 8: Make the process systematic</b>	<ul style="list-style-type: none"><li>• Create program logic models.</li><li>• Maintain employer engagement</li><li>• Lead with data.</li><li>• Dedicate resources.</li><li>• Leverage community resources.</li></ul>

# Helpful Websites in Gathering Public Labor Market Information

Information Source	Organization	Link
Occupational Employment Statistics	U.S. Department of Labor, Bureau of Labor Statistics	<a href="http://www.bls.gov/oes/">http://www.bls.gov/oes/</a>
Occupational Outlook Handbook	U.S. Department of Labor, Bureau of Labor Statistics	<a href="http://www.bls.gov/ooh/">http://www.bls.gov/ooh/</a>
State and Regional LMI (directory of state labor agencies)	State Labor Agencies	<a href="http://www.bls.gov/bls/ofolist.htm">http://www.bls.gov/bls/ofolist.htm</a>
Integrated Postsecondary Education Data System	U.S. Department of Education, National Center for Education Statistics	<a href="http://nces.ed.gov/ipeds/">http://nces.ed.gov/ipeds/</a>
Standard Occupational Classification Codes	U.S. Department of Labor, Bureau of Labor Statistics	<a href="http://www.bls.gov/soc/">http://www.bls.gov/soc/</a>
Classification of Instructional Program Codes	U.S. Department of Education, National Center for Education Statistics	<a href="http://nces.ed.gov/ipeds/cipcode/">http://nces.ed.gov/ipeds/cipcode/</a>
O*NET Online (descriptions of occupations linked to LMI)	U.S. Department of Labor, Employment and Training Administration	<a href="http://www.onetonline.org/">http://www.onetonline.org/</a>
CareerOneStop (compilation of LMI from many sources for US and states)	U.S. Department of Labor, Employment and Training Administration	<a href="http://www.careeronestop.org">http://www.careeronestop.org</a>



# Resources from Employment and Training Administration

*Pam Frugoli, O\*NET/Competency  
Assessment Team Lead,  
Employment and Training  
Administration, Department of Labor*

# Occupational Employment by Industry

<http://www.bls.gov/oes/>

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## Occupational Employment Statistics

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**Announcement**

The May 2014 Occupational Employment Statistics estimates will be released on March 25, 2015.

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**OES News Release**

### Occupational Employment and Wages

April 01, 2014

Retail salespersons and cashiers were the occupations with the largest employment in May 2013. The 10 largest occupations accounted for 21 percent of total employment. The U.S.-all occupations mean wage in May 2013 was \$22.33 per hour or \$46,440 annually. [More...](#)

[\(HTML\)](#) [\(PDF\)](#)

- [Archived Economic News Releases](#)
- [OES News Releases from BLS Regional Information Offices](#)

**OES Data**

**May 2013 data**

- [Occupation Profiles](#)
- National [\(HTML\)](#) [\(XLS\)](#)
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- 35-0000 [Food Preparation and Serving Related Occupations](#)
- 37-0000 [Building and Grounds Cleaning and Maintenance Occupations](#)
- 39-0000 [Personal Care and Service Occupations](#)
- 41-0000 [Sales and Related Occupations](#)

# Median Wage and Wage Range

<http://www.bls.gov/oes/current/oes292052.htm> (Pharmacy Techs)

## Occupational Employment and Wages, May 2013

### 29-2052 Pharmacy Technicians

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Prepare medications under the direction of a pharmacist. May measure, mix, count out, label medications according to prescription orders.

[National estimates for this occupation](#)

[Industry profile for this occupation](#)

[Geographic profile for this occupation](#)

#### National estimates for this occupation: Top

Employment estimate and mean wage estimates for this occupation:

Employment <a href="#">(1)</a>	Employment RSE <a href="#">(3)</a>	Mean hourly wage	Mean annual wage <a href="#">(2)</a>	Wage RSE <a href="#">(3)</a>
362,690	0.7 %	\$14.83	\$30,840	0.3 %

Percentile wage estimates for this occupation:

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	\$9.92	\$11.75	\$14.25	\$17.44	\$20.78
Annual Wage <a href="#">(2)</a>	\$20,640	\$24,440	\$29,650	\$36,270	\$43,230

# Occupational Employment by Industry

## Industry profile for this occupation: Top

Industries with the highest published employment and wages for this occupation are provided. For a list of all industries with employment in this occupation, see the [Create Customized Tables](#) function.

Industries with the highest levels of employment in this occupation:

Industry	Employment <a href="#">(1)</a>	Percent of industry employment	Hourly mean wage	Annual mean wage <a href="#">(2)</a>
<a href="#">Health and Personal Care Stores</a>	192,500	18.87	\$14.05	\$29,220
<a href="#">General Medical and Surgical Hospitals</a>	57,770	1.10	\$16.93	\$35,210
<a href="#">Other General Merchandise Stores</a>	28,260	1.60	\$14.03	\$29,170
<a href="#">Grocery Stores</a>	24,900	0.98	\$13.90	\$28,910
<a href="#">Department Stores</a>	15,290	1.10	\$13.60	\$28,290

Industries with the highest concentration of employment in this occupation:

Industry	Employment <a href="#">(1)</a>	Percent of industry employment	Hourly mean wage	Annual mean wage <a href="#">(2)</a>
<a href="#">Health and Personal Care Stores</a>	192,500	18.87	\$14.05	\$29,220
<a href="#">Drugs and Druggists' Sundries Merchant Wholesalers</a>	6,460	3.44	\$15.72	\$32,700
<a href="#">Electronic Shopping and Mail-Order Houses</a>	5,050	1.72	\$14.82	\$30,830
<a href="#">Other General Merchandise Stores</a>	28,260	1.60	\$14.03	\$29,170
<a href="#">General Medical and Surgical Hospitals</a>	57,770	1.10	\$16.93	\$35,210

Top paying industries for this occupation:

Industry	Employment <a href="#">(1)</a>	Percent of industry employment	Hourly mean wage	Annual mean wage <a href="#">(2)</a>
<a href="#">Federal Executive Branch (OES Designation)</a>	5,850	0.29	\$19.66	\$40,890
<a href="#">Outpatient Care Centers</a>	3,680	0.55	\$18.78	\$39,050
<a href="#">Offices of Physicians</a>	5,630	0.23	\$18.16	\$37,780
<a href="#">Pharmaceutical and Medicine Manufacturing</a>	350	0.13	\$17.99	\$37,420
<a href="#">Specialty (except Psychiatric and Substance Abuse) Hospitals</a>	2,030	0.85	\$17.91	\$37,250

# Outlook for Future Employment Growth

[www.ONETOnline.org](http://www.ONETOnline.org)



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- Job Family
- Job Zone
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Job Families are groups of occupations based upon work performed, s

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Building and Grounds Cleaning and Maintenance

Business and Financial Operations

Community and Social Service

Computer and Mathematical

Construction and Extraction

Education, Training, and Library

Farming, Fishing, and Forestry

Food Preparation and Serving Related

Healthcare Practitioners and Technical

Healthcare Support

Installation, Maintenance, and Repair

Legal

Life, Physical, and Social Science

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Protective Service

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All Occupations

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Job Families are groups of occupations based upon work performed, skills, education, training, and credentials.

### Healthcare Support [Save Table \(XLS/CSV\)](#)

sort by:	<a href="#">Code</a>	<a href="#">Occupation</a>	
	31-9091.00	<a href="#">Dental Assistants</a>	Bright Outlook
	31-9099.02	<a href="#">Endoscopy Technicians</a>	
	31-9099.00	<a href="#">Healthcare Support Workers, All Other</a>	
	31-1011.00	<a href="#">Home Health Aides</a>	
	31-9011.00	<a href="#">Massage Therapists</a>	
	31-9092.00	<a href="#">Medical Assistants</a>	
	31-9093.00	<a href="#">Medical Equipment Preparers</a>	
	31-9094.00	<a href="#">Medical Transcriptionists</a>	
	31-1014.00	<a href="#">Nursing Assistants</a>	
	31-2012.00	<a href="#">Occupational Therapy Aides</a>	
	31-2011.00	<a href="#">Occupational Therapy Assistants</a>	
	31-1015.00	<a href="#">Orderlies</a>	
	31-9095.00	<a href="#">Pharmacy Aides</a>	
	31-9097.00	<a href="#">Phlebotomists</a>	
	31-2022.00	<a href="#">Physical Therapist Aides</a>	
	31-2021.00	<a href="#">Physical Therapist Assistants</a>	
	31-1013.00	<a href="#">Psychiatric Aides</a>	
	31-9099.01	<a href="#">Speech-Language Pathology Assistants</a>	
	31-9096.00	<a href="#">Veterinary Assistants and Laboratory Animal Caretakers</a>	

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## Summary Report for: 31-9092.00 - Medical Assistants

[Updated 2013](#)



Perform administrative and certain clinical duties under the direction of a physician. Administrative duties may include scheduling appointments, maintaining medical records, billing, and coding information for insurance purposes. Clinical duties may include taking and recording vital signs and medical histories, preparing patients for examination, drawing blood, and administering medications as directed by physician.

**Sample of reported job titles:** Certified Medical Assistant (CMA), Chiropractor Assistant, Clinical Assistant, Doctor's Assistant, Medical Assistant (MA), Medical Office Assistant, Ophthalmic Technician, Optometric Assistant, Optometric Technician, Registered Medical Assistant (RMA)

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### Tasks

- Record patients' medical history, vital statistics, or information such as test results in medical records.
- Prepare treatment rooms for patient examinations, keeping the rooms neat and clean.
- Interview patients to obtain medical information and measure their vital signs, weight, and height.
- Show patients to examination rooms and prepare them for the physician.
- Prepare and administer medications as directed by a physician.
- Collect blood, tissue, or other laboratory specimens, log the specimens, and prepare them for testing.
- Authorize drug refills and provide prescription information to pharmacies.
- Explain treatment procedures, medications, diets, or physicians' instructions to patients.
- Clean and sterilize instruments and dispose of contaminated supplies.
- Perform routine laboratory tests and sample analyses.

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### Tools & Technology

Tools used in this occupation:

**Hypodermic needle** — Intra-dermal needles; Intramuscular needles; Subcutaneous hypodermic needles

**Mercury blood pressure units** — Baumanometers; Manual blood pressuring measurement equipment

**Nebulizer or accessories** — Nebulizers; Pulmonary nebulizers

**Ophthalmoscopes or otoscopes or scope sets** — Ophthalmoscopes; Oscopes

**Spirometers or its accessories or its supplies** — Spirometers; Vitalors

Technology used in this occupation:

## Education



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## Credentials



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## Interests

Interest code: SCR

**Social** — Social occupations frequently involve working with, communicating with, and teaching people. These occupations often involve helping or providing service to others.

**Conventional** — Conventional occupations frequently involve following set procedures and routines. These occupations can include working with data and details more than with ideas. Usually there is a clear line of authority to follow.

**Realistic** — Realistic occupations frequently involve work activities that include practical, hands-on problems and solutions. They often deal with plants, animals, and real-world materials like wood, tools, and machinery. Many of the occupations require working outside, and do not involve a lot of paperwork or working closely with others.

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## Work Styles

**Attention to Detail** — Job requires being careful about detail and thorough in completing work tasks.

**Dependability** — Job requires being reliable, responsible, and dependable, and fulfilling obligations.

**Integrity** — Job requires being honest and ethical.

**Cooperation** — Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.

**Self Control** — Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.

**Stress Tolerance** — Job requires accepting criticism and dealing calmly and effectively with high stress situations.

**Concern for Others** — Job requires being sensitive to others' needs and feelings and being understanding and helpful on the job.

**Adaptability/Flexibility** — Job requires being open to change (positive or negative) and to considerable variety in the workplace.

**Analytical Thinking** — Job requires analyzing information and using logic to address work-related issues and problems.

**Independence** — Job requires developing one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.

# Links to state employment and wage data, job openings, and additional information sources

## Wages & Employment Trends

Median wages (2013) \$14.24 hourly, \$29,610 annual

State wages 

Employment (2012) 561,000 employees

Projected growth (2012-2022) ■■■■ Much faster than average (22% or higher)

Projected job openings (2012-2022) 269,900

State trends 

Top industries (2012) [Health Care and Social Assistance](#)

Source: Bureau of Labor Statistics [2013 wage data](#) and [2012-2022 employment projections](#). "Projected growth" represents the estimated change in total employment over the projections period (2012-2022). "Projected job openings" represent openings due to growth and replacement.

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## Job Openings on the Web

 Find Jobs

 Job Banks

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## Sources of Additional Information

**Disclaimer:** Sources are listed to provide additional information on related jobs, specialties, and/or industries. Links to non-DOL Internet sites are provided for your convenience and do not constitute an endorsement.

- [Medical Assistants](#). Bureau of Labor Statistics, U.S. Department of Labor. *Occupational Outlook Handbook, 2014-15 Edition*.
- [Accrediting Bureau of Health Education Schools \(ABHES\)](#), 7777 Leesburg Pike, Suite 314 N., Falls Church, VA 22043. Phone: (703) 917-9503. Fax: (703) 917-4109.
- [American Association of Medical Assistants \(AAMA\)](#), 20 N. Wacker Dr., Suite 1575, Chicago, IL 60606. Phone: (312) 899-1500.
- [American Medical Technologists \(AMT\)](#), 10700 W. Higgins Rd., Suite 150, Rosemont, IL 60018. Phone: (847) 823-5169. Fax: (847) 823-0458.
- [American Society of Podiatric Medical Assistants \(ASPMA\)](#), 2124 S. Austin Blvd., Cicero, IL 60804. Phone: (708) 863-6303.
- [Joint Commission on Allied Health Personnel in Ophthalmology \(JCAHPO\)](#), 2025 Woodlane Dr., St. Paul, MN 55125-2998. Phone: (800) 284-3937. Fax: (651) 731-0410.
- [National Center for Competency Testing](#), 7007 College Blvd., Suite 385, Overland Park, KS 66211. Phone: (800) 875-4404. Fax: (913) 498-1243.
- [National Healthcareer Association \(NHA\)](#), 11161 Overbrook Rd., Leawood, KS 66211. Phone: (800) 499-9092. Fax: (913) 861-6291.

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# Employer Locator, License Finder, Certification Finder



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## Careers

- Occupation Profile
- Target Occupations
- Compare Occupations
- Green Careers
- Tools & Technology Finder
- Fastest Growing
- Most Openings
- Largest Employment
- Declining Employment
- Compare Employment Trends

## Training

- Local Training Finder
- Apprenticeship Finder
- Certification Finder
- License Finder
- Professional Association Finder
- Financial Aid Advisor
- Scholarship Search

## Skills

- Skills Profiler
- mySkills myFuture
- Military to Civilian Occupation Translator

## Jobs

- Job Finder
- Veterans Job Finder
- Employer Locator
- Employability Checkup
- Resume Guide

## Wages

- Salary Finder
- Highest Paying Jobs
- Compare Local Wages
- Compare Metro Wages

## Industry

- Industry Profile
- Industry Highest Paying
- Industry Fastest Growing
- Industry Largest Employment
- Industry Employment by Sector
- Industry/Occupation Trends
- Industry Declining Employment

## State and Local

- Available Workforce
- State Profiles
- Labor Market Information
- See Local Help

## Mobile

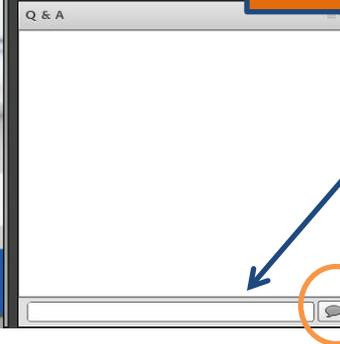
- Find an American Job Center
- Job Finder
- Veterans Job Finder
- Salary Finder
- Training Finder
- Unemployment Insurance



# Question and Answer Session



To submit a question, simply type your question in the space provided at the bottom of the Q&A box and click the Ask button to the right.





# Webinar Closeout

- **Materials:** Webinar registrants will receive a follow-up email with link to download the paper, as well as notification when Webinar materials, including the Webinar recording, are posted online
- **Additional questions or comments:** Email [hpog@icfi.com](mailto:hpog@icfi.com)



# Upcoming: HPOG's Basic Skills Webinar

**Wednesday, April 29, 2015**  
**3:00 p.m. – 4:00 p.m. EDT**

- Research about the prevalence of adults with low-literacy skills in the U.S.
- Emerging instructional models to help struggling students succeed
- Programs that developed promising models with community partners and other service providers

**For more information contact: [hpog@provider-resources.com](mailto:hpog@provider-resources.com)**