Potential Contributions of Career Information Delivery Systems to One-Stop Career Centers, Military Downsizing, and School-to-Work Transition Initiatives: Technical Report Number 18

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Abstract

This report documents an effort by the Association of Computer-Based Systems for Career Information to facilitate increased awareness and utilization of career information delivery systems (CIDS) by federal, state, and local governmental agencies who plan and deliver career services for adults and adolescents in transition. By more clearly understanding how CIDS specifically contribute to recent federal initiatives related to one-stop career centers, military downsizing, and school-to-work transitions, CIDS operators can be more proactive in ensuring that CIDS are used to the fullest extent possible in meeting the transition needs of adults and adolescents in the United States. The planning activity outlined in this report incorporates the collective experience and judgement of professionals experienced with CIDS design and use. Individuals invited to participate in the planning activity included all attendees of the Association of Computer-Based Systems for Career Information 16th annual conference held December 1-3, 1993, in Nashville, Tennessee. Using a nominal group technique, facilitators assisted two groups of randomly assigned conference participants in exploring how CIDS could contribute to one-stop career centers, military downsizing, and school-to-work transitions. Each group developed lists of potential CIDS contributions in priority order that are presented in a series of tables. Comments from conference participants regarding trends across the priorities identified by each group and potential next steps in planning are also included. The report concludes with a recommendation for a content analysis of potential CIDS contributions.

Background

Increasing numbers of adults and adolescents are making more frequent transitions among employers, along with more frequent transitions to and from an increasing diversity of education and training programs. In response to these changes, the federal government has developed three initiatives to increase the capacity of state and local governments to assist adults and adolescents in making successful employment transitions. First, one-stop career centers will involve a cooperative federal, state, and local effort to cost-effectively coordinate employment services for adults in one physical location. Second, as a result of military downsizing, a variety of transition services have been created to coordinate military programs with existing state and local government programs to assist separated service personnel in making a successful transition to civilian employment. Third, numerous initiatives combining federal, state, and local resources will be used to ensure the effectiveness of school-to-work transitions, beginning with career and educational planning and continuing through to job placement and subsequent training.

Career information delivery systems (CIDS), have become a key resource for delivering occupational, educational, and financial aid information. Lester and Ollis (1988) defined CIDS as, "computer-based resources that provide information on occupations and related education and training opportunities" (p. 205). CIDS are used as a resource in "career and employment counseling, job placement, educational planning and vocational and career education programs" (NOICC, 1989, p. 1). McCormac (1988) described CIDS as a counseling aid designed to "help individuals match personal characteristics, such as their interests, abilities, educational goals, and experience, with compatible job and career possibilities. As a rule, they provide national and state information on occupations, educational institutions, training programs, and apprenticeships" (p. 198). For the purposes of this report, the term "CIDS" refers to computer-based career information delivery systems, and includes computer-assisted career guidance (CACG) systems. See ACSCI (1993a), Hopkins, Kinnison, Morgenthau, and Ollis (1992), Sampson and Norris (1993), and Sampson, Reardon, Wilde, Norris, Peterson, Strausberger, Garis, Lenz, and Saunders, (1993) for specific descriptions of CIDS design and use.

The Association of Computer-Based Systems for Career Information (ACSCI) was established in 1978 to promote "the use and improvement of career information and its delivery" (ACSCI, 1993b, p. 2). The association has established standards for CIDS design (ACSCI, 1993c) and CIDS use (Caulum & Lambert, 1985), and cooperated with the National Occupational Information Coordinating Committee (NOICC) to maintain a national database on current CIDS design and use. ACSCI also sponsors CIDS research and provides a forum for discussion of relevant issues among professionals.

Statement of the Problem

First, individual federal, state, and local governmental agencies vary in their awareness of and utilization of CIDS in planning for and delivering career services for adults and adolescents in transition. Second, while individual CIDS operators have experience in relating the capability of CIDS to improving the effectiveness of career services offered by various governmental agencies and educational institutions, this experience has not been integrated into a planning activity that includes recent federal initiatives related to one-stop career centers, military downsizing, and school-to-work transitions.

Purpose

The purpose of this report is to facilitate increased awareness and utilization of CIDS by federal, state, and local governmental agencies who plan and deliver career services for adults and adolescents in transition. The planning activity outlined in this report incorporates the collective experience and judgement of professionals experienced with CIDS design and use. By more clearly

understanding how CIDS specifically contribute to recent federal initiatives related to one-stop career centers, military downsizing, and school-to-work transitions, CIDS operators can be more proactive in ensuring that CIDS are used to the fullest extent possible in meeting the transition needs of adults and adolescents in the United States.

Methodology

Participants

Individuals invited to participate in the planning activity included all attendees at the Association of Computer-Based Systems for Career Information 16th annual conference held December 1-3, 1993, in Nashville, Tennessee. ACSCI membership categories include: 1) operating members, 2) SOICC members, 3) supporting members, and 4) individual members (ACSCI, 1993b). Operating members include state or metropolitan area CIDS responsible for delivering information resources to various organizations who in turn actually provide career services to adults and adolescents. SOICC members include State Occupational Information Coordinating Committees who are responsible for or relate to a CIDS. Supporting members typically include organizations or individuals who develop and market CIDS software or who provide CIDS training and services. Individual members typically include service delivery professionals, educators, researchers, government officials, and consultants who have a common interest in enhancing the design and use of CIDS in delivering career services. A complete listing of members is available in the association directory (ACSCI, 1993a). The 1993 conference was attended by members from each of the above categories. It is assumed therefore, that conference attendees were a representative sample of ACSCI members, and furthermore that ACSCI members are capable of realistically relating CIDS design and use to one-stop career centers, military downsizing, and school-to-work transitions. Conference attendees who contributed to the planning activity are identified in Appendix A.

Procedures

Attendees were informed in advance, via the association newsletter, that work sessions would take place related to potential CIDS contributions to one-stop career centers, military downsizing, and school-to-work transitions. Each conference attendee was randomly assigned to two groups (identified as red and blue). In situations where multiple attendees from one state CIDS organization where present, the attendees were placed in each group to enhance group membership diversity. During the introductory plenary session, attendees were given an overview of how the planning activity would occur. In order to maximize attendees' capability to contribute to the planning activity, each group work session was immediately preceded by a general session on each federal initiative. The titles and presenters for each of the three general sessions are identified in the conference program which is included in Appendix B. A nominal group technique (Delbecq, Van de Ven, & Gustafson, 1975) was used to maximize the effectiveness of group work sessions (see description below). A final plenary session was held at the end of the conference where one of the facilitators for each group provided a handout detailing the group's priorities. A summary handout indicated the top three priorities for each initiative for each group. A general discussion then occurred on the nature of the priorities and how the priorities might best be put into action.

The nominal group technique was implemented as follows in the group work sessions. Two facilitators monitored and guided the interaction of each group. Each attendee was asked to begin by silently generating brief statements to answer the following question. How can CIDS contribute to one-stop career centers, military downsizing, and school-to-work transitions? Each attendee in turn reported their ideas which were noted on a large pad of paper. Attendees were asked not to discuss individual ideas at this point. After each attendee had reported all of his or her ideas that were not already listed, each attendee clarified the meaning of their contribution and responded to questions. After all questions were answered, one of the facilitators led each group in eliminating duplicate statements and in combining similar statements. Attendees were finally asked to identify in writing the three statements that potentially made the best potential contribution to each of the federal government initiatives. These responses were used to place the statements for each group

in priority order. Statements that did not receive any votes were placed on the final priority list in the order in which they were reported in the group.

Limitations

Time constraints, the influence of general session presentations, and the specific background of the participants may have limited the effectiveness of the planning activity. First, with work sessions being limited to 75 minutes, the final group listing of potential CIDS contributions for each initiative is not as refined or as carefully thought out as might have been possible with more time. This may have been especially true of the final phrasing and combining of potential CIDS contributions. As a result, potential CIDS contributions are best considered as "rough draft" statements needing further consideration and refinement rather than final polished statements. Second, while the general session presentations provided a very useful stimulus for discussion, these general sessions may have influenced the group work sessions in unique ways. As a result, the potential CIDS contributions may not represent the full range of issues that need to be considered. Third, the specific background of the participants may have influenced the group work sessions to emphasize particular issues that reflected the work experience of the members. Again, potential CIDS contributions should be viewed as "rough draft" statements with care taken to ensure that additional relevant issues are incorporated into any final statement.

Results

The results of the planning effort are contained in a series of four tables. Table 1 presents priorities for potential CIDS contributions to one stop career centers. Tables 2 and 3 present priorities for potential CIDS contributions to military downsizing and school-to-work transitions. Table 4 highlights the top three priority contributions for each federal initiative. Table 5 presents a summary of key points made in a general concluding conference session on the nature of the priorities and how the priorities might best be put into action.

Discussion

This report presents ideas generated in the two separate groups for each initiative area (one-stop career centers, military downsizing, and school-to-work transitions). A review of the ideas generated suggests that further analysis would be desirable to assist in accessing these ideas for various purposes. This content analysis could consist of pooling all of the ideas and combining ones that are the same or very similar, then relating them to the various initiative areas. It is expected that this analysis would result in several products. One, it would produce a comprehensive listing of CIDS benefits. Two, it would organize this list into categories of benefits, based on a logical analysis of item content. Third, it would relate the benefits to the three major initiative areas. Many items will likely relate to all initiatives, while some would relate especially well to particular initiatives. This analysis and organization of ideas generated in the conference planning activities would provide CIDS operators, CIDS developers, NOICC and SOICCs, and program policy makers with ready access to information that could be used to help insure that CIDS are fully utilized in the three major initiative areas, as well as other relevant program activities.

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Table 1

Priorities for Potential CIDS Contributions to One Stop Career Centers

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Red Group

1) Provide a system for delivering comprehensive career information
2) Provide national, state and local training and educational information, e.g., programs of study, apprenticeship, schools, length of training, tech prep
3) Provide a tool to help individuals see their potential opportunities
4) Provide national, state, and local job outlook and wage information
5) Apply career development theory to career decision making
6) Relating interests and abilities to occupations
7) Examine jobs in relation to previous work experience, including transferable skills
8) Create early awareness of the need for life-long learning and career planning
9) Link other assessment results to careers/jobs
10) Create a matrix of occupational titles for employers and education/training providers
11) Create a national lobbying presence for a single employer data collection agency
12) Provide a public relations, marketing and advertising tool
13) Improve career counselor efficiency and effectiveness
14) Provide a source of financial aid for continuing training or education
15) Provide an employer resource for development of job descriptions
16) Provide inter-agency coordination
17) Ensure that data are current, accurate and comprehensive
18) Provide employability skills resources
19) Provide retirement and volunteer planning
20) Provide self-service availability for all users
21) Provide descriptive information about job order occupations
22) Serve as directory for additional sources of information
23) Provide opportunity for exploring virtual reality environments
24) Provide printed information to be taken home for later use
25) Provide knowledge of high technology
26) Use as part of workshops with other service providers
27) Provide customer service orientation
28) Link resources to national career development guidelines
29) Train clients to be peer counselors for job clubs
30) Develop games to encourage exploration
31) Work ethics and employer expectations
32) Highlight hot opportunities
33) Provide outreach to special populations

Blue Group

1) Develop and furnish educational, labor market, and occupational information for career decision making, and provide training for one stop career center personnel
2) Provide guidance an all-encompassing career development tool for end-users
3) Provide a career development tool that empowers the customer to identify/move toward his/her career goals
4) Provide consolidated, convenient, customized career planning tools
5) Motivate clients to seek jobs
6) Develop interactive software designed to create client awareness of the need to know
7) Provide information/procedures for career decision making and provide training to one stop career center personnel
8) Provide information relevant to all phases of a person's work life
9) Provide non-labor intensive career assessment and guidance
10) Provide a resource for occupational/educational information, including an exploration tool for self-assessment and career decision making
11) Career decision pathway linking labor market needs and educational requirements
12) Offer training to one stop career center personnel on how to use a career system
13) Provide a cornerstone - role of CIDS in one stop career centers
14) Provide clients with information regarding the availability of existing resources
15) Provide information for career planning and decision making
16) Provide customers with information enabling informed choices about next steps
17) Linkage

Table 2

Priorities for Potential CIDS Contributions to Military Downsizing
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Red Group
1) Provide a comprehensive source of local, state and national occupational and career information, including specific data on civilian job requirements and traits
2) Identify transferable skills from military to civilian occupations
3) Prepare military service personnel for the job search through teaching employability skills strategies
4) Provide a crosswalk between military and civilian occupations
5) Contribute to positive self-image relative to employability
6) Develop awareness of options and assuming responsibility for one's career
7) Provide training and support services to ACAP and TAP settings
8) Identify local, state and national educational and training opportunities
9) Use supply and demand data to facilitate relocation of workers
10) Provide an arena in which to practice career guidance
11) Increase awareness of employment outlooks
12) Increase awareness of CIDS as a resource through existing networks, such as schools, agencies, and employers
13) Provide more appropriate job placement matches
14) Use of current technology to deliver services in organizations and the home
15) Provide a state clearinghouse for certification requirements
16) Provide local, state and national information on scholarships and financial aid
17) Assessment built-in or linked to CIDS
18) Encourage life-long learning
19) Address needs of displaced workers
20) Provide state crosswalk between high wage declining occupations and specific employers
21) Create games and learning activities for military families
22) Encourage entrepreneurship through greater awareness of resources
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Blue Group
1) Link the career development process to the various components of system information necessary to implement the process, e.g., assessment, training, job choice, job search, job openings
2) Facilitate the transition of military to civilian employment through: assessment of skills, interest, aptitudes, temperaments, etc. & establish realistic links to civilian occupations
3) Provide nation-wide/global information network, with a system that can be linked into a broader network
4) Link between jobs and employers
5) Provide career development component and add linkages to job search and transition activities
6) Help nonconvertable MOS's find civilian occupations of interest
7) Utilize visit files in state-based systems to direct the end users to programs, e.g., ACAP
8) Encourage self-understanding through self-assessment
9) Assist in understanding the world of work and how skills are transferable
10) (Needs assessment), e.g., providing (training) information-procedures for career decision making/placement
11) Include local employer information
12) Supply state-specific educational and occupational information to area locations
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Table 3

Priorities for Potential CIDS Contributions to School-to-Work Transitions

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Red Group

1) Provide current, comprehensive and accurate local, state and national career information to help students make informed choices
2) Provide a connection between school work and how it translates to the world of work
3) Promote learning of a career decision making process, including goal setting and planning
4) Devise a framework for developing national skills standards
5) State CIDS provide a consistent career information resource [ref. HR 2884 State Implementation/State Plan (d)(8)]
6) CIDS programs can describe relationships between academic and vocational courses and secondary and post-secondary programs
7) Provide information about a network of services relating from elementary through post-secondary education, e.g., elementary level career awareness, youth apprenticeship, tech prep and career academies
8) Provide a way to identify possible career majors for students
9) Promote life-long learning
10) Encouragement of private sector participation
11) Provide a way to relate skills to education and training
12) Provide a company data base for employer involvement
13) Identify secondary and post-secondary programs that are linked at the local level
14) Contribute to positive self-image so students can achieve and become successful
15) Provide delivery systems for students with varying ages and reading abilities
16) Create an awareness of employer's expectations
17) Help students, educators and employers plan for the future

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Blue Group

1) Help students link school-based and work-based learning experiences, i.e., seek out and identify co-op, apprenticeship, observation, tech prep opportunities in the state's employer base
2) Show the relationship between school and the world of work by presenting training, occupational, etc. information providing examples of applied school subjects and employability skills
3) Help students relate self to the world of work and explore educational and occupational information
4) Provide a system for junior users, i.e., generic skills, information, interests, related to career clusters
5) Provide a placement/employment contact service and expand linkages in local/state employer files and visit data bases
6) Provide K-life-time awareness and career planning and development
7) Provide details about how to explore an occupation while still in school and provide information on other resources
8) Provide information on career ladders, entry level requirements
9) Provide job search component, i.e., resume, application, interviewing
10) Guide persons on an appropriate career path
11) Conduct a needs assessment and offer assistance as appropriate
12) Present comprehensive skill requirements, including literacy
13) Provide a structure to begin the transition process
14) Provide an informational link to work force security, i.e., self-knowledge, self-esteem, career awareness, decision making, work skills
15) Recommend a 4 year high school curriculum based on career choices
16) Relate earnings to education
17) Heighten awareness of the rewards of work
18) Provide employment outlook information

Table 4

Priority Items Across Groups

One Stop Career Centers

Red Group
1) Provide a system for delivering comprehensive career information
2) Provide national, state and local training and educational information, e.g., programs of study, apprenticeship, schools, length of training, tech prep
3) Provide a tool to help individuals see their potential opportunities

Blue Group
1) Develop and furnish educational, labor market, and occupational information for career decision making, and provide training for one stop career center personnel
2) Provide guidance an all-encompassing career development tool for end-users
3) Provide a career development tool that empowers the customer to identify/move toward his/her career goals

Military Downsizing

Red Group
1) Provide a comprehensive source of local, state and national occupational and career information, including specific data on civilian job requirements and traits
2) Identify transferable skills from military to civilian occupations
3) Prepare military service personnel for the job search through teaching employability skills strategies

Blue Group
1) Link the career development process to the various components of system information necessary to implement the process, e.g., assessment, training, job choice, job search, job openings
2) Facilitate the transition of military to civilian employment through: assessment of skills, interest, aptitudes, temperaments, etc. & establish realistic links to civilian occupations
3) Provide nation-wide/global information network, with a system that can be linked into a broader network

School-to-Work Transitions

Red Group
1) Provide current, comprehensive and accurate local, state and national career information to help students make informed choices
2) Provide a connection between school work and how it translates to the world of work
3) Promote learning of a career decision making process, including goal setting and planning

----

Blue Group
1) Help students link school-based and work-based learning experiences, i.e., seek out and identify co-op, apprenticeship, observation, tech prep opportunities in the state's employer base
2) Show the relationship between school and the world of work by presenting training, occupational, etc. information providing examples of applied school subjects and employability skills
3) Help students relate self to the world of work and explore educational and occupational information

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Table 5

Trends and Suggested Actions Associated with Conference Priorities for Potential CIDS Contributions

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What Trends Do You Note in the Priorities?

1. A desire to improve CIDS applicability by focusing on both content (information) and process (potential connections with service delivery initiatives).

2. CIDS are more than just an information system. CIDS go beyond a database to assessment, self-exploration, empowerment, and decision-making.

3. Specific features located at the bottom of the lists may not be as comprehensive as those located near the top of the list, but constitute key elements that make each system unique.

4. While "information" is listed as the number 1 priority across all groups, it must be accurate in order to be valuable.

5. Two dominant themes included the specificity, currency, and accuracy of information, and understanding that the demand side of information has to drive the supply side.

What Can Be Done to Act Upon These Priorities at National, State, and Federal Levels?

1. Publicize availability of CIDS to counselors through professional organizations.

2. Concerning school-to-work transitions, it is necessary for CIDS to become part of state and local partnerships, encouraging collaborative and proactive involvement.

3. Target politicians at local and state levels to familiarize them with CIDS.

4. Disseminate information regarding the outcomes of this conference with local, state, and federal governmental and legislative officials that demonstrates a connection between conference outcomes and potential legislation.

5. Improvement of CIDS marketing through needs assessment will improve CIDS applicability.

6. Challenge CIDS developers, through ACSCI, to increase collaboration in order to improve the quality of available CIDS resources.

7. Through collaboration, organizations such as SOICCs, NOICC, CIDS developers, and ACSCI need to solicit and publicize best CIDS practices.

Appendix A

Red Group Participants

Name	Organization
Liz Barnett	MISSISSIPPI SOICC
Ann Brentlinger	COIN
Sherry Brown	JIST Works, Inc
Evelyn Carr	ACT/DISCOVER
Lorena Harrison	TEXAS SOICC
Lincoln Higon	Hawaii CIDS
Les Janis	GCIS
Joan Karls	WCIS
Grace Kilbane	U.S. DEPT OF LABOR
Charles Lehman	NMSOICC
Lola Lucas	IOICC
Phil Nochlin	FLORIDA DEPT OF LABOR
	TAMPA ONE STOP
Harvey Ollis	NOICC
Debbie Paul	COIN
Zelda Rogers	FLORIDA DEPT OF EDUCATION
Penny Shenk	IOWA SOICC
Jan Staggs	IOICC
Dorothy Wolf	MINNESOTA CIS

Facilitators: Jim Sampson and Debbie Norris

Blue Group Participants

Name	Organization
Donnita Barton-Dulania	IOICC
Eleanor Dietrich	DIRECTIONS IN WORK
Frances Feury	CFKR CAREER MATERIALS
Jim Grogan	MISSOURI VIEW
Myrna Hishe	MICHIGAN OIS
Linda Kobylarz	CONSULTANT
Gene Knutson	ACT
Carol Kososki	SCOICC
Marva Larrabee	CDTI-USC
Fay Larson	NEBRASKA CIS
Nancy MacCormac	NCSOICC
Phil Manzie	MARYLAND OICC
Michael McNeill	CHRONICLE GUIDANCE
Virginia Moore	NCDA
Mike Neill	NATIONAL CIS
Laurence Shatkin	ETS
Tammy Stewart	UTAH SOICC
Pam Tomso	IOICC
Mary Sue Vickers	NOICC
Jim Woods	NOICC

Facilitators: Bob Reardon and Carrie Wilde

Table 1

<u>Priorities for Potential CIDS Contributions to One Stop Career Centers</u>

<u>Red Group</u>
1) Provide a system for delivering comprehensive career information
2) Provide national, state and local training and educational information, e.g., programs of study, apprenticeship, schools, length of training, tech prep
3) Provide a tool to help individuals see their potential opportunities
4) Provide national, state, and local job outlook and wage information
5) Apply career development theory to career decision making
6) Relating interests and abilities to occupations
7) Examine jobs in relation to previous work experience, including transferable skills
8) Create early awareness of the need for life-long learning and career planning
9) Link other assessment results to careers/jobs
10) Create a matrix of occupational titles for employers and education/training providers
11) Create a national lobbying presence for a single employer data collection agency
12) Provide a public relations, marketing and advertising tool
13) Improve career counselor efficiency and effectiveness
14) Provide a source of financial aid for continuing training or education
15) Provide an employer resource for development of job descriptions
16) Provide inter-agency coordination
17) Ensure that data are current, accurate and comprehensive
18) Provide employability skills resources
19) Provide retirement and volunteer planning
20) Provide self-service availability for all users
21) Provide descriptive information about job order occupations
22) Serve as directory for additional sources of information
23) Provide opportunity for exploring virtual reality environments
24) Provide printed information to be taken home for later use
25) Provide knowledge of high technology
26) Use as part of workshops with other service providers
27) Provide customer service orientation
28) Link resources to national career development guidelines
29) Train clients to be peer counselors for job clubs
30) Develop games to encourage exploration
31) Work ethics and employer expectations
32) Highlight hot opportunities
33) Provide outreach to special populations

<u>Blue Group</u>
1) Develop and furnish educational, labor market, and occupational information for career decision making, and provide training for one stop career center personnel
2) Provide guidance an all-encompassing career development tool for end-users
3) Provide a career development tool that empowers the customer to identify/move toward his/her career goals
4) Provide consolidated, convenient, customized career planning tools
5) Motivating clients to seek jobs
6) Develop interactive software designed to create client awareness of the need to know
7) Provide information/procedures for career decision making and provide training to one stop career center personnel
8) Provide information relevant to all phases of a person's work life

9) Provide non-labor intensive career assessment and guidance
10) Provide a resource for occupational/educational information, including an exploration tool for self-assessment and career decision making
11) Career decision pathway linking labor market needs and educational requirements
12) Offer training to one stop career center personnel on how to use a career system
13) Provide a cornerstone - role of CIDS in one stop career centers
14) Providing clients with information regarding the availability of existing resources
15) Provide information for career planning and decision making
16) Provide customers with information enabling informed choices about next steps
17) Linkage

Table 2

Priorities for Potential CIDS Contributions to Military Downsizing
----

Red Group
1) Provide a comprehensive source of local, state and national occupational and career information, including specific data on civilian job requirements and traits
2) Identify transferable skills from military to civilian occupations
3) Prepare military service personnel for the job search through teaching employability skills strategies
4) Provide a crosswalk between military and civilian occupations
5) Contribute to positive self-image relative to employability
6) Develop awareness of options and assuming responsibility for one's career
7) Provide training and support services to ACAP and TAP settings
8) Identify local, state and national educational and training opportunities
9) Use supply and demand data to facilitate relocation of workers
10) Provide an arena in which to practice career guidance
11) Increase awareness of employment outlooks
12) Increase awareness of CIDS as a resource through existing networks, such as schools, agencies, and employers
13) Provide more appropriate job placement matches
14) Use of current technology to deliver services in organizations and the home
15) Provide a state clearinghouse for certification requirements
16) Provide local, state and national information on scholarships and financial aid
17) Assessment built-in or linked to CIDS
18) Encourage life-long learning
19) Address needs of displaced workers
20) Provide state crosswalk between high wage declining occupations and specific employers
21) Create games and learning activities for military families
22) Encourage entrepreneurship through greater awareness of resources

Blue Group
1) Link the career development process to the various components of system information necessary to implement the process, e.g., assessment, training, job choice, job search, job openings
2) Facilitate the transition of military to civilian employment through: assessment of skills, interest, aptitudes, temperaments, etc. & establish realistic links to civilian occupations
3) Provide nation-wide/global information network, with a system that can be linked into a broader network
4) Link between jobs and employers
5) Provide career development component and add linkages to job search and transition activities
6) Help nonconvertable MOS's find civilian occupations of interest
7) Utilize visit files in state-based systems to direct the end users to programs, e.g., ACAP
8) Encourage self-understanding through self-assessment
9) Assist in understanding the world of work and how skills are transferable
10) (Needs assessment), e.g., providing (training) information-procedures for career decision making/placement
11) Include local employer information
12) Supply state-specific educational and occupational information to area locations
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Table 3

Priorities for Potential CIDS Contributions to School to Work Transition
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Red Group
1) Provide current, comprehensive and accurate local, state and national career information to help students make informed choices
2) Provide a connection between school work and how it translates to the world of work
3) Promote learning of a career decision making process, including goal setting and planning
4) Devise a framework for developing national skills standards
5) State CIDS provide a consistent career information resource [ref. HR 2884 State Implementation/State Plan (d)(8)]
6) CIDS programs can describe relationships between academic and vocational courses and secondary and post-secondary programs
7) Provide information about a network of services relating from elementary through post-secondary education, e.g., elementary level career awareness, youth apprenticeship, tech prep and career academies
8) Provide a way to identify possible career majors for students
9) Promote life-long learning
10) Encouragement of private sector participation
11) Provide a way to relate skills to education and training
12) Provide a company data base for employer involvement
13) Identify secondary and post-secondary programs that are linked at the local level
14) Contribute to positive self-image so students can achieve and become successful
15) Provide delivery systems for students with varying ages and reading abilities
16) Create an awareness of employer's expectations
17) Help students, educators and employers plan for the future

Blue Group
1) Help students link school-based and work-based learning experiences, i.e., seek out and identify co-op, apprenticeship, observation, tech prep opportunities in the state's employer base
2) Show the relationship between school and the world of work by presenting training, occupational, etc. information providing examples of applied school subjects and employability skills
3) Help students relate self to the world of work and explore educational and occupational information
4) Provide a system for junior users, i.e., generic skills, information, interests, related to career clusters
5) Provide a placement/employment contact service and expand linkages in local/state employer files and visit data bases
6) Provide K-life-time awareness and career planning and development
7) Provide details about how to explore an occupation while still in school and provide information on other resources
8) Provide information on career ladders, entry level requirements
9) Provide job search component, i.e., resume, application, interviewing
10) Guide persons on an appropriate career path
11) Conduct a needs assessment and offer assistance as appropriate
12) Present comprehensive skill requirements, including literacy
13) Provide a structure to begin the transition process
14) Provide an informational link to work force security, i.e., self-knowledge, self-esteem, career awareness, decision making, work skills
15) Recommend a 4 year high school curriculum based on career choices
16) Relate earnings to education
17) Heighten awareness of the rewards of work
18) Provide employment outlook information

Table 4

<u>Priority Items Across Groups</u>

<u>One Stop Career Centers</u>

<u>Red Group</u>
1) Provide a system for delivering comprehensive career information
2) Provide national, state and local training and educational information, e.g., programs of study, apprenticeship, schools, length of training, tech prep
3) Provide a tool to help individuals see their potential opportunities

<u>Blue Group</u>
1) Develop and furnish educational, labor market, and occupational information for career decision making, and provide training for one stop career center personnel
2) Provide guidance an all-encompassing career development tool for end-users
3) Provide a career development tool that empowers the customer to identify/move toward his/her career goals

<u>Military Downsizing</u>

<u>Red Group</u>
1) Provide a comprehensive source of local, state and national occupational and career information, including specific data on civilian job requirements and traits
2) Identify transferable skills from military to civilian occupations
3) Prepare military service personnel for the job search through teaching employability skills strategies

<u>Blue Group</u>
1) Link the career development process to the various components of system information necessary to implement the process, e.g., assessment, training, job choice, job search, job openings
2) Facilitate the transition of military to civilian employment through: assessment of skills, interest, aptitudes, temperaments, etc. & establish realistic links to civilian occupations
3) Provide nation-wide/global information network, with a system that can be linked into a broader network

<u>School to Work Transition</u>

<u>Red Group</u>
1) Provide current, comprehensive and accurate local, state and national career information to help students make informed choices
2) Provide a connection between school work and how it translates to the world of work
3) Promote learning of a career decision making process, including goal setting and planning

<u>Blue Group</u>
1) Help students link school-based and work-based learning experiences, i.e., seek out and identify co-op, apprenticeship, observation, tech prep opportunities in the state's employer base
2) Show the relationship between school and the world of work by presenting training, occupational, etc. information providing examples of applied school subjects and employability skills
3) Help students relate self to the world of work and explore educational and occupational information

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ASSOCIATION OF COMPUTER-BASED SYSTEMS FOR CAREER INFORMATION
(ACSCI)
16th ANNUAL CONFERENCE

CONFERENCE PROGRAM

ADDRESSING THE NATIONAL AGENDA

TUESDAY - NOVEMBER 30, 1993

6:00 - 10:00 P.M.
Sam Houston

Board of Directors/Committee Chairs Dinner Meeting

WEDNESDAY - DECEMBER 1, 1993

8:00 - 9:00 A.M.
Cheekwood

Board of Directors Breakfast

9:00 - 11:45 A.M.
Sam Davis

Board of Directors Meeting

10:00 - 12:00 Noon
Robertson Foyer

CONFERENCE REGISTRATION

12:00 Noon - 1:45 P.M.
Robertson B

Luncheon & Opening Session
"CIDS Across the Nation"-
Welcome- Ms. Eleanor Dietrich, ACSCI President

State CIDS Programs-
Dr. Harvey Ollis, NOICC
Mr. Jim Woods, NOICC

"Evaluating the Features and Costs of Computer-Assisted Career Guidance Systems"
Dr. James P. Sampson,
Florida State University
Dr. Robert C. Reardon
Florida State University
Dr. Harvey Ollis, NOICC
Ms. Caroline K. Wilde,
Florida State University
Ms. Debra S. Norris,
Florida State University

2:00 - 3:30 P.M.
Robertson A

General Session -
"One Stop Centers and National Labor Market Information Systems"
Ms. Grace Kilbane, US Employment Service
Ms. Dixie Sommers, Ohio Bureau of Employment Services
Ms. Valorie Hopkins, Nevada SOICC
Dr. Harvey Ollis, NOICC
Mr. Philip H. Nochlin, Employment Service Center, Tampa, Florida

3:30 - 3:45 P.M.
Robertson Foyer

Break

3:45 - 5:15 P.M.
Volunteer A

Work Session A-
Facilitators-   Dr. James P. Sampson
Ms. Debra S. Norris

Volunteer B

Work Session B-
Facilitators-   Dr. Bob Reardon
Ms. Caroline K. Wilde

THURSDAY - DECEMBER 2, 1993

8:00 - 8:45 A.M.
Cleveland

Continental Breakfast

8:45 - 10:15 A.M.
Mercer

General Session -
"Military Downsizing"
Ms. Pauline Botelho, Army Career and Alumni Program
Mr. Philip H. Nochlin, Employment Service Center, Tampa, Florida

10:15 - 10:30 A.M.
Robertson Foyer

Break

10:30 - 11:45 A.M.

Work Session A-
Facilitators-   Dr. James P. Sampson
Ms. Debra S. Norris

Work Session B-
Facilitators-   Dr. Bob Reardon
Ms. Caroline K. Wilde

12:00 Noon - 1:30 P.M.
Cleveland

Annual Awards Luncheon
Award Presentations - Mr. Mike Neill

1:45 - 3:00 P.M.
Belle Meade

General Session -
"School To Work Transition"-
Dr. Ron Costaldi, Office of Adult and Vocational Education, US Dept. of Education
Mr. Eddy Moore, Senior Legislative Assistant to Senator Hollings
Ms. Zelda Rogers, Florida Department of Education

3:00 - 3:15 P.M.
Robertson Foyer

Break

3:15 - 4:30 P.M.
Volunteer A

Work Session A-
Facilitators- Dr. James P. Sampson
Ms. Debra S. Norris

Volunteer B

Work Session B-
Facilitators- Dr. Bob Reardon
Ms. Caroline K. Wilde

4:30 - 5:15 P.M.
Commodore A & B

Annual Membership Meeting/Elections

5:30 - 6:45 P.M.
Belle Meade

ACSCI President's Reception
in conjunction with the
Nebraska Vocational Association and the Vocational and Adult Department at University of Nebraska

Honoring
Eleanor Dietrich, ACSCI President
and
Fay Larson, ACSCI Treasurer
(Retiring in June, 1994)

FRIDAY - DECEMBER 3, 1993

8:00 - 9:00 A.M.
Cheekwood

1994 Board of Directors' Breakfast

8:00 - 9:00 A.M.
Johnson

Continental Breakfast

9:00 - 10:00 A.M.
Cumberland C

General Session -
Reports from Work Sessions-
Dr. James P. Sampson, Florida State University
Dr. Robert C. Reardon, Florida State University
Dr. Harvey Ollis, NOICC
MS. Debra S. Norris, Florida State University
Ms. Caroline K. Wilde, Florida State University

10:00 - 10:15 A.M.

Break

10:15 - 11:15 A.M.
Cumberland C

Innovative System Developments

11:15 - 12:00 Noon
Cumberland C

Closing Session-
ACSCI Goals for 1994
Ms. Eleanor Dietrich, ACSCI President
Mr. Jan Staggs, ACSCI President-Elect

1:00 - 5:00 P.M.
Chickasaw
Volunteer A
Volunteer B
Commodore A
Commodore B

System Operators Meetings
(Make Room Reservation at Registration Table)