

Chicago's Stepping Up Focus Groups:

A Report on the
Career Advancement Opportunities and Needs
of Supportive Housing Residents

Written by

Amy Rynell, *Mid-America Institute on Poverty*
for the Corporation for Supportive Housing

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Providing paths from harm to hope since 1888

**Mid-America Institute on Poverty
208 S. LaSalle St., Suite 1818
Chicago, IL 60604
(312) 660-1342**

Mid-America Institute on Poverty

Heartland Alliance's Mid-America Institute on Poverty (MAIP) serves as a catalyst for the amelioration and eradication of poverty and disadvantage. The Institute prioritizes improving access to quality and affordable health care, housing and human services as a means of promoting human rights.

MAIP strategies are rooted in:

- Stakeholder involvement in problem identification and the development and implementation of solutions;
- Practice-based research and action-oriented analysis and policy development;
- Diverse collaborations and partnerships to provide full information, a variety of perspectives and whenever possible, consensus implementation;
- Evaluation toward ever-more effective services and policies; and
- Heartland Alliance's mission of providing for the human needs and advancing the human rights of impoverished, endangered and isolated populations (particularly the very poor, the homeless, and new immigrants).

INTRODUCTION

In an effort to obtain resident input on issues around employment advancement, the Corporation for Supportive Housing contracted with the Mid-America Institute on Poverty to conduct focus groups. The groups focused on what employment services are needed in the supportive housing programs to help the residents with employment advancement. Thoughts were elicited from the residents about

- i. which fields/industries they most want to work
- ii. their opportunities for jobs that pay higher wages, provide benefits and have career advancement potential.
- iii. ways to structure a training program so that the most people will benefit and utilize the resources developed.

METHODOLOGY

Three focus groups were conducted with supportive housing residents in December 2001. The duration of each group was two hours and each was conducted at a different supportive housing facility in the city of Chicago. The sites the groups were held at are:

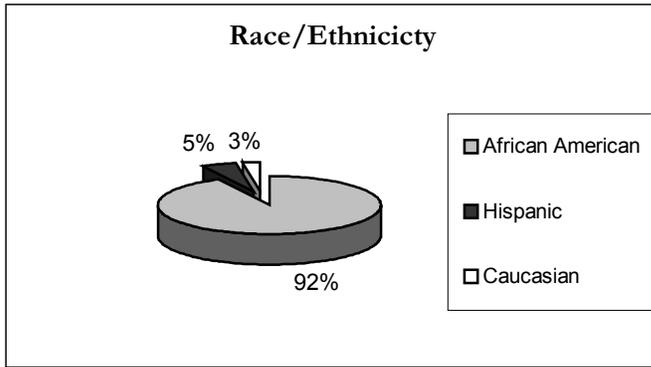
- ◆ St. Leonard's House, located on the near west side
- ◆ Renaissance Collaborative, located on the south side
- ◆ Lakefront SRO: South Loop, with residents from south loop and north side locations

Eligible focus group participants were residents of supportive housing units in Chicago who were either currently employed, or had been employed within the three months prior to the group. The groups were scheduled at times that would not interfere with participant work schedules.

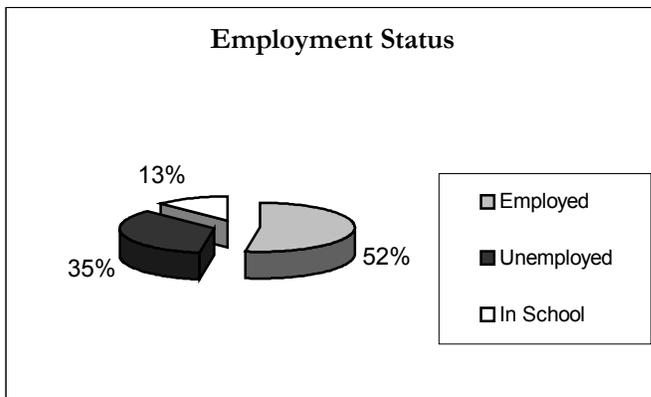
Forty residents in total attended the groups. The size of the groups ranged from 9 to 16 people. Each received \$10 for their time commitment. A staff member of the hosting agency as well as a representative from the Corporation for Supportive Housing also attended each session.

DEMOGRAPHICS

A total of 40 residents participated in the focus groups. The majority (72.5%) were male, with just over a quarter (27.5%) female. The vast majority of participants were African American, while just a few were Caucasian or Hispanic.



In terms of employment status, over half of the participants were employed, over a third were unemployed and a few were in school. Of those who were employed, over half (58%) had been in the job for less than a year, and the rest (42%) had been in their job for over 2 years.



In sum, feedback was elicited from a diverse group of residents in terms of gender and employment status. The only area in which the focus group participants were not diverse was in terms of race.

FIELDS OF INTEREST

The employment sectors that interest the residents most were:

- ‘Trades’: maintenance, construction, remodeling
- Health care: medical billing, records, transcription;
- Social services: peer organizer, substance abuse counselor
- ‘Creative’: floral arranging, graphic design, radio host
- Child Development: child care, teacher, recreation instructor

The job title most commonly mentioned in the focus groups was maintenance. Multiple participants also expressed interest in being a chef and in being a certified addictions counselor (CADC). Other job titles mentioned include security officer, truck or bus driver, home health care worker, and medical records clerk.

Attached at the back of this report is a document entitled ‘Illinois Job Outlook in Brief 2001’, which is produced by the Illinois Department of Employment Security. Listed in this document are Illinois’ top occupations by annual job openings, organized according to education and training requirements of the occupations.

There are many openings in the areas residents are interested in with the exception of the ‘creative’ and social services categories. However, none of the occupations mentioned by the residents were listed as ‘best bets’, that is occupations that combine a high growth rate with a large number of annual openings and pay well for the level of training or education required.

CAREER ADVANCEMENT

What does career advancement mean to these residents?

Career advancement to the residents means all of the standards associated with the term advancement including:

- Wage increases and standard raises
- Getting offered benefits (health insurance, paid time off)
- An increase in the number of hours worked per week
- Becoming a permanent employee as opposed to temporary
- Getting a better shift (off the night shift)
- Getting a standard schedule
- Getting a safer job and/or a better workplace environment.

But it also meant more to this group than these tangible items. It meant getting a job that has meaning for them and that is more satisfying. It also meant being given increased responsibility and more appreciation of them shown by their supervisor.

What opportunities exist for the residents to advance in current jobs?

Opportunities to advance in current jobs varied widely, essentially with each employer. Some employers and some industries have structured career paths while others have none. Many of the residents did not know if opportunities existed with their employer. A few examples of the situations of those who did know about opportunities to advance are listed below.

- The person working in assembly has to work in same position for one year and then will be eligible to move up to the next job (a polisher) and so on.
- Those working in security reported that the firms offer classes so you can advance but they have to see that you have a high self esteem and are reliable before letting you in the class.

Are these employees notified about job openings, and if so in what manner are they notified?

Job opening notifications varied widely as well. Some residents check the company website but most heard via word of mouth. While many residents reported hearing about openings, few felt qualified for the open positions. Some expressed frustration about not knowing how to get good feedback on their current job, which could help them advance to the next.

How do these advancement opportunities play out for the residents?

For many of the residents nothing seemed to happen. For a grocery store Utility Clerk the next step would be assistant manager but he doesn't know if they will consider him. A few people reported not wanting the next position, because they 'didn't want the headache of being a supervisor.' Finally, one resident had put in promotion papers to move to next level but never heard back, leaving her feeling that they 'had given her the runaround'.

What ways do the residents think they could advance?

Four main themes emerged in the resident's discussions of methods for advancement:

1. **Get training or get more education:** 'I can make myself more marketable with credentials'. Regarding education, many did not have a GED, and no one had money to pay for school or training.
2. **Excel in current job:** Many felt that hard work, showing initiative, working overtime, sticking to the rules, and not cutting corners would help them move up. Some also remarked that if you make a commitment to an employer maybe they'd pay for training.
3. **Get a role model:** Residents felt that having a role model is most beneficial when it is a person with seniority in the company. Residents also thought that taking advice, asking people to show you how to do things, and getting mentored by those who have succeeded would lead to better job opportunities.
4. **Seek out unionized jobs:** There was general agreement that unions are one way to guarantee better wages and better protections with an employer.

In order to advance in their career, what actions do the residents feel that they themselves need to take?

Three main themes emerged in the resident's discussions of what they need to do to advance.

1. **Perform quality work in current job:** Same as number two above. Residents felt they needed to be productive on their current job, work hard, take initiative, do the job well, pay attention in the job, and never come in late.
2. **'Go the distance' with training/education program:** Residents knew that that they needed to 'stick with it' and finish any training or education programs that would help them in their career.
3. **Restructure priorities:** Residents felt advancing might entail sacrificing some things, might require humbling themselves, and does require assessing entire life and commitments and setting realistic goals.

Other ideas that came out of this discussion were finding ways to get credit for the work they do on the job, to get over fear of success, and spending time volunteering in arena in which they are interested in order to gain experience.

What, if anything, is holding the resident's back?

- Fear
- Priorities
- Lack of expectations
- Low self esteem
- Lack of information
- Discouragement
- Low education (many jobs and training programs require a diploma or GED)

TRAINING AND SUPPORTS

What kind of training would the residents participate in to advance?

The idea of training appealed to nearly everyone in the group and most felt that they needed it or at the very least a GED. However, there was no consensus as to what specific training residents needed, which coincides with the wide variety of fields that residents are interested in. The only training topics mentioned more than once were computer training, CDL license preparations and CADC certification. If training is offered in the residents' areas of interest, they felt likely to enroll.

Residents did have strong opinions about the structure of the training:

1. **There must be an assurance that they will get a job.** The training program must linked directly to employers in the field and hence linked to a job. At the very least it must be linked to placement services. To that end, residents also felt the training should be in subject areas of high job growth and demand.
2. **The training should provide hands on experience.** Residents felt much more likely to remain interested and succeed in a training program that was more like an internship, and less like school. They are most interested in training that is an apprenticeship or on-the-job and where they can get paid.
3. **Some of the training offered should not require a high level of education.** Many residents have not qualified for enrollment in training programs in the past because the programs required a high school diploma or GED.
4. **The training should be scheduled around employment hours,** which might mean offering it in the evenings or on the weekend.
5. **Regarding the length of program there was little consensus:** some said 4 to 16 weeks, others 4 to 6 months, and others one year. It was agreed that shorter class sessions should be offered for people who are working – they cannot be expected to sit through a five hour class.

What kinds of supports do the residents feel they would need to complete a training program?

1. **Tutoring,** especially in math. Multiple residents echoed this in every group. It was also suggested that having a time and place set aside to practice new skills with someone available who can answer the questions would be extremely helpful.
2. **Money** to pay for the classes and, if full time attendance is required, money for basic needs such as housing and food.
3. **Transportation assistance** to get to and from the training site.
4. **Supplies** including books, uniforms, and computers.
5. **Moral support:** this could entail help setting short-term goals, help with time management, support from a case manager, and motivational groups.

What were the resident's experiences previously in training or education?

Residents identified a wide range of reasons for not succeeding in previous training efforts. Many are listed below:

- 'The course got boring half way through.'
- 'I had trouble managing stress, especially at the end.'
- 'I loved training at the beginning but it became overwhelming quickly.'
- 'I was an employee trainee and was taken advantage of and finally had to leave.'
- 'I quit college after 2 1/2 years – I had worked previous 30 years in a steel mill and didn't like sitting in a desk.'
- 'I had constant fear that I wouldn't pass the classes.'
- 'I got an associates degree in early childhood education but my husband didn't want me to go further.'
- 'Dropped out of computer classes when I got pregnant.'
- 'Having such long terms goals is tough for me because there's no short-term gratification.'
- 'I tried to get GED 3 or 4 times but froze up during test.'
- 'I procrastinated too much.'
- 'I had poor attendance.'
- 'My alcohol and drug use interfered.'
- 'My health problems got in the way of pursuing the program.'
- 'I had other things going on which interfered with classes.'

What other information did residents want to provide to the developers of an employment program?

- 'Those on parole need permission from the parole office to leave the county – 'by the time that happens the suburban job is gone.'
- 'Bigger corporations should invest in guys coming out of prison – it will pay off – offer probationary jobs.'
- 'Consider the 'costs' of school, especially when you work less–low rent helps.'
- 'Consider the 'costs' of working – rent increases in subsidized housing when income increases.'
- 'Accepting jobs on graveyard is hard due to transportation problems.'
- 'Accepting jobs in suburbs is also problematic due to transportation problems.'
- 'For getting my GED, it took getting help from 2 places to get it. It's not easy.'

Regarding programming:

- Have people come out and discuss different types of jobs and what it takes to get them, have a class where people who have advanced talk about how they did it – a 'speakers bureau'.
- All tenants should have to take job readiness classes – make them mandatory.
- Instead of doing the employment piece of assessment with case manager, they should do it with an employment counselor.
- Have tenant mentors show other tenants how to better utilize existing resources.

BUSINESS OWNERSHIP

Have any of the residents ever considered working for themselves or running their own business?

Over half (57.5%) of the residents were interested in running their own business and one person was in process of starting his own business.

Businesses residents were interested in running include:

- truck driver
- house painter
- handyman
- daycare
- mechanic
- real estate broker
- barber
- writer
- media
- marketing
- florist

Most of these can be run as very small businesses, some as a one-person operation.

What types of courses and skills did residents feel they needed to acquire in order to run their own business?

- Business management
- How to write a business plan
- How to bid on contracts
- How to maintain the cost of overhead
- Marketing/ advertising
- Supervisory skills/ interpersonal skills
- Bookkeeping/ accounting/finance/ money management

What other thoughts did residents have regarding running their own businesses?

- It would not be easy.
- They would need to come up with a lot of money and capital.
- They could partner with someone who has other areas of expertise.
- They would have to get their credit straightened out first.
- May need proper certification related to the field they choose.
- Would need to do research to get to know the industry.

KEY FINDINGS

The fields/industries the residents most want to work in varied nearly with each of the 40 people who participated. General groups of fields of interest expressed were ‘trades’, health care, social services, ‘creative’ fields, and child development. The job title most commonly mentioned in the focus groups was maintenance. Multiple participants also expressed interest in being a chef and in being a certified addictions counselor (CADC).

The residents’ definition of what advancement means was in line with what is commonly thought of as advancement. This includes wage increases, getting offered benefits, getting an increase in the number of hours worked per week, and becoming a permanent employee as opposed to temporary. But it also means more to this group than these tangible items including getting a job that has meaning for them and that is more satisfying.

Four main themes emerged in the resident’s discussions of methods for advancement:

- Get training or get more education
- Excel in current job
- Get a role model
- Seek out unionized jobs

Opportunities to advance in current jobs varied widely, essentially with each employer. Some employers and some industries have structured career paths while others have none. Many of the residents did not know if opportunities existed with their employer. Some expressed frustration about not knowing how to get good feedback on their current job, which could help them advance to the next.

Regarding training interests, the idea of training appeals to everyone in the group, though the training subjects vary as widely as career interests. Residents did, however, have very strong opinions about the structure of the training:

- Training should be tightly linked to jobs at the end
- Training should be in a ‘hands on’ format
- Some of the training offered should have low educational requirements

The residents also had many thoughts on what supports were necessary for them to succeed in a training program:

- Tutoring, especially in math
- Money to be used for classes, transportation, supplies, and basic needs if necessary
- Moral support

Finally, over half of the residents were interested in running their own business and one person was in process of starting his own business. Most realized that there were many obstacles and that there was a lot to learn prior to taking this on.

LESSONS LEARNED FROM OTHER RESEARCH

The majority of the findings below were drawn from one report that is a compilation of much of the recent research on retention and advancement:

Strawn, Julie and Martinson, Karin. June 2000. *Steady Work and Better Jobs: How to Help Low-Income Parents Sustain Employment and Advance in the Workforce*. Manpower Demonstration Research Corporation, New York, New York.

This book can serve as an extremely useful resource when developing programming.

What do we know from research about work situations and success factors for low-income workers?

- Research has shown that wages of low-income workers increase little over time, despite steady work (Rangarajan, Schochet, and Chu, 1998).
- Research has found that some job turnover is an important mechanism for wage growth among low skilled workers, but only in moderation: one voluntary job change a year is associated with higher wages, but more job changes are linked with lower wages, as are involuntary job changes (Gladden and Taber, 1998).
- Starting out in better jobs (jobs with higher hourly wages or benefits) or in certain occupations is linked both to being employed and to having higher wages in later years (Strawn and Martinson, 2000).
- It has been widely documented that low basic skills and limited English are common among low-wage workers and pose a formidable challenge to helping them gain entry to training and move up to better jobs (Strawn, 2000).
- Many of the factors that interfere with low-income parent's ability to sustain employment can also prevent them from participating in program services. Working with employers to offer upgrading services at the worksite might lessen the participation problem; participation also increases when education and training courses are made more intensive and shorter so they can be completed more quickly. (Strawn and Martinson, 2000)
- Both the chances of working steadily initially and of finding better jobs initially are likely related to factors that are more difficult to observe such as motivation, interpersonal and problem-solving skills, and differing labor market opportunities. (Strawn and Martinson, 2000)

What holds people back from advancing?

- Lack of job skills
- Lack of work experience
- Lack of jobs with a career path
- Low skilled labor market: jobs that are temporary, or that have non standard or irregular hours, offer little opportunity for advancement
- Lack of education
- Fear
- 'Trapped' in current jobs

In some lower-skilled jobs, instability is structured into the work. This instability is manifest in high turnover rates among new hires, scheduling practices that require child care almost 'on call', and workload adjustments that may leave workers with a job but no pay (Lambert and Waxman, 2002).

What does research suggest about programming for low-income workers?

Set clear job retention and/or advancement goals upon understanding the population. Possible goals include

- increase the number of weeks of employment over a specific time period
 - increase the number of hours worked per week
 - increase hourly wage, either initially or over time
 - reduce job loss within the first ‘x’ number of months
 - reduce the time unemployed between jobs
 - increase employment in jobs with benefits (health insurance, sick leave, vacation)
 - increase employment in jobs with the potential for advancement
- (Murphy, et. al., 1999)

The transition to steady employment (retention) is often difficult. This can be better facilitated by programs that

- **Emphasize initial job quality.** Research shows that job placement that focuses on good jobs (full time, higher wage, with benefits) is more likely to lead to sustained employment. This requires in-depth understanding of client’s needs and abilities as well as knowledge of local labor market conditions. Must develop relationships with employers to do this well.
- **Offer retention services that address barriers to employment.** Frequent follow up during the first few weeks on the job that is available during non-standard hours is key.
- **Offer soft skills/job readiness training.** This type of training is important for both job placement and retention. These concepts should also be reinforced once the person is on the job.

Some methods of promoting advancement include:

- **Develop relationships with employers.** Work with employers to better identify and meet their labor force needs, help them create job paths, and partner with them to create customized entry level and upgrade training.
- **Training** (preferably ending in recognized occupational credentials): Research suggests that additional training or skill upgrades often are needed to achieve career advancement goals. (Strawn and Martinson, 2000)
- **Blend work and learning wherever possible.** Linking classroom education and training with hands-on application of the skills being taught has been shown to be more effective than classroom instruction alone. (Isbell et. al., 1997; Pindus and Isbell, 1997.) This often translates into paid or unpaid work experience.
- **Avoid the training fixes everything trap.** While job training is a key component of helping low-income parents access better jobs, so are helping employers improve operations; helping workers navigate the labor market; and addressing personal, family, and logistical barriers to steady work. (Moy, 1998)
- **Integrate adult education and training:** Research has repeatedly found that relying on traditional, stand-alone adult education services does not result in increased hourly earnings for low-income parents. (G. Hamilton et. al., 1997; Bloom, 1997; Strawn, 1998b.)

RECOMMENDATIONS

Emphasizing initial job quality can go a long way towards enhancing retention and advancement options. Research shows that job placement that focuses on good jobs (full time, higher wage, with benefits) is more likely to lead to sustained employment.

Relationships with employers is a key strategy for advancing career advancement goals: This can include identifying employers with higher wage entry level jobs, helping employers design career ladders, encouraging employers to develop feedback mechanisms so the employees know how they are doing on the job, and partnering with them to create training programs.

Address reality that low education prohibits entry to many training programs. One way to address this is to help residents enhance their basic education skills and to help those who are able to get a GED. Another way is to integrate adult basic education with a training program. Sometimes this is done through 'bridge' programming. Finally, training programs that place people in decent jobs but do not require high educational capacity should be identified.

Any training program that is decided on must be closely linked with the labor market and a job. Both the residents and the research emphasize the importance of this. Residents are also more likely to enroll in the training if it is designed as a 'hands –on' program. This can take the form of on-the-job training, work experience, or a workshop-like training program.

Training supports will be necessary in order for residents to succeed in completing a program. There appears to be a great need for tutoring, both in basic reading, writing and math, but also in what is being learned in the training programs. The idea to have a time and place set aside for study hour or lab hour should be considered. Moral support could also be provided in that context.

Supportive housing providers should continue to utilize their strengths in addressing employment barriers. Some residents may need continued support and assistance in addressing personal and logistical barriers even once employed in an initial or better job. Residents may also need support in addressing barriers that may interfere with their participation in and completion of a training or education program.

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ATTACHMENT



ILLINOIS JOB OUTLOOK IN BRIEF

Jobs Requiring...

Short-Term On-the-Job Training

Occupational Title	Annual Openings	Best Bets	Hourly Wages Entry-Experienced		
Cashiers	9,583		\$5.67	-	\$8.16
Retail Salespersons	8,435		\$5.82	-	\$11.13
Waiter & Waitresses	6,285		\$5.50	-	\$6.55
Office Clerks, General	5,332	•	\$6.81	-	\$11.89
Helpers/Laborers/Movers	4,119		\$6.19	-	\$12.65
Food Prep/Service Wkrs, Fast Food	3,798		\$5.49	-	\$7.10
Food Preparation Workers	3,792		\$5.50	-	\$7.62
Janitors & Cleaners	2,999		\$5.97	-	\$10.07
Hand Packers & Packagers	2,787		\$5.95	-	\$8.81
Landscapers & Groundskeepers	2,632	•	\$6.62	-	\$13.32
Counter Attendants/Lunchrm/Cftra	2,391		\$5.50	-	\$7.14
Hand Movers, Freight & Stock	2,004		\$6.55	-	\$11.10
Guards	1,948		\$6.81	-	\$9.68
Reception & Information Clerks	1,917		\$6.90	-	\$10.52
Truck Drivers, Light	1,775	•	\$7.46	-	\$14.87
Counter & Rental Clerks	1,432		\$5.67	-	\$8.64
Cooks, Fast Food	1,058		\$5.51	-	\$6.95
Food Service Workers	1,047		\$5.58	-	\$8.87
Telmktrs/Door Sales/Related Wkrs	1,022	•	\$7.01	-	\$12.12
Dining Room/Cafe Attnds/Bar Helpers	992		\$5.50	-	\$6.90
Bank Tellers	979		\$6.92	-	\$8.90
Bartenders	959		\$5.55	-	\$7.98
Admin Support/Clerical Occs, Misc.	922		\$7.73	-	\$14.71
Assemblers/Fabctr, Exc Mach/Elec	899		\$6.93	-	\$11.59
Stock Clerks, Stockroom/Warehouse	885		\$6.79	-	\$11.71
Maids & Housekeeping Cleaners	846		\$5.61	-	\$8.01
Shipping/Receiving/Traffic Clerks	838	•	\$7.86	-	\$14.22
Protective Service Workers, Misc.	817		\$6.42	-	\$13.03
Bill & Account Collectors	759		\$7.97	-	\$13.30
Personal/Home Care Aides	723		\$5.49	-	\$10.34
Mechanic & Repairer Helpers	683		\$6.62	-	\$12.89
Teacher Aides/Educational Assistants	640		\$5.94	-	\$8.78

• “Best Bet” occupations combine a high growth rate with a large number of annual openings and pay well for the level of training / education. **Sources:** Long-Term Occupational Projections, Short-Term Occupational Forecasts, and Occupational Employment Statistics Wage Data; Illinois Department of Employment Security.



Jobs Requiring...

Moderate-Term On-the-Job Training

Occupational Title	Annual Openings	Best Bets	Hourly Wages Entry-Experienced		
Truck Drivers, Heavy	2,713	•	\$9.66	-	\$17.50
Sales Rprs, Mfg and Wholesale	1,704	•	\$11.38	-	\$25.85
Sales & Related Workers, Misc.	1,490		\$7.26	-	\$18.12
Nursing Aides/Orderlies/Attends	1,450		\$6.75	-	\$8.60
Bookkpng/Acctntng/Auditing Clerks	1,075		\$7.73	-	\$13.84
Painters & Paperhangers	967	•	\$10.40	-	\$21.12
Packaging/Filing Mach Oprs/Tenders	798		\$7.44	-	\$12.43
Sales Agents, Business Services	764	•	\$10.20	-	\$27.53
Sales Rps/Salespersons, Bus Serv	732		\$8.47	-	\$19.48
Home Health Aides	692		\$6.24	-	\$9.11
Medical Assistants	576		\$7.32	-	\$11.64
Machine Operators/Tenders	540		\$6.84	-	\$13.04
Roofers	506	•	\$10.48	-	\$22.99
Dental Assistants	496		\$7.28	-	\$11.39
Sports Coaches & Instructors	378		\$5.58	-	\$14.75
Parts Salespersons	375		\$7.65	-	\$15.92
Numerical Control Machine Operators	326		\$8.41	-	\$15.71

• “Best Bet” occupations combine a high growth rate with a large number of annual openings and pay well for the level of training / education.

Sources

Long-Term Occupational Projections, Short-Term Occupational Forecasts, and Occupational Employment Statistics Wage Data; Illinois Department of Employment Security.



Jobs Requiring...

Long-Term On-the-Job Training

Occupational Title	Annual Openings	Best Bets	Hourly Wages		
			Entry-Experienced		
Carpenters	2,058	•	\$10.70	-	\$24.22
Police Patrol Officers	1,407	•	\$13.65	-	\$24.95
Maintenance Repairers, Gen Util	1,324		\$7.37	-	\$15.88
Electricians	1,300	•	\$14.29	-	\$27.22
Correctional Officers	688		\$13.37	-	\$17.21
Plumbers/Pipefitters/Steamfitters	665	•	\$14.89	-	\$29.46
Brickmasons/Blockmasons	632	•	\$17.24	-	\$29.38
Cooks, Institution/Cafeteria	504		\$6.12	-	\$9.33

• “Best Bet” occupations combine a high growth rate with a large number of annual openings and pay well for the level of training / education.

Sources

Long-Term Occupational Projections, Short-Term Occupational Forecasts, and Occupational Employment Statistics Wage Data; Illinois Department of Employment Security.



Jobs Requiring...

Postsecondary Vocational Training

Occupational Title	Annual Openings	Best Bets	Hourly Wages Entry-Experienced		
Secretaries	1,752		\$7.86	-	\$14.19
Cooks, Restaurant	1,661		\$6.00	-	\$9.47
Automotive Mechns/Service Techns	1,361	•	\$9.25	-	\$17.31
Computer Support Specialists	1,302	•	\$13.01	-	\$24.75
Teacher Aides, Paraprofessional	1,193		\$5.95	-	\$9.59
Hairdressers/Hairstylists/Cosmtgts	985		\$5.56	-	\$10.17
Licensed Practical Nurses	794	•	\$9.89	-	\$14.68
Food Service & Lodging Managers	761		\$6.80	-	\$14.46
Recreation Workers	673		\$5.68	-	\$11.03
Welders & Cutters	575	•	\$9.50	-	\$15.59
Child Care Workers	526		\$5.70	-	\$8.71
Machinists	483	•	\$9.52	-	\$16.90
Heat/AC/Refrig Mechanics/Installers	480	•	\$8.39	-	\$20.65
Industrial Machinery Mechanics	400	•	\$11.72	-	\$17.86
Automotive Body Repairers	392	•	\$9.44	-	\$19.76
Sales Agents, Real Estate	318	•	\$8.09	-	\$23.95
Drafters	202		\$10.92	-	\$18.98
Data Entry Keyers	198		\$7.10	-	\$11.07
Medical Secretaries	197		\$8.14	-	\$15.61
Emergency Medical Techns/Paramds	194		\$6.25	-	\$14.72
Pharmacy Technicians	174		\$7.05	-	\$9.71
Radiologic Techns/Technologists	165		\$11.03	-	\$17.02

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Sources

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Getting More Information

You can obtain more information regarding vocational training programs for these and other occupations by contacting the guidance counselor at your local high school or community college, or through services available at your local Illinois Employment and Training Center (dial 1-888-FOR-IETC for the office nearest you). You can also find out how to contact your Illinois Department of Employment Security local labor market economist by selecting the Contact Info link at the Web site <http://lmi.ides.state.il.us>