

Curriculum Ideas for "High Demand Jobs in Technical Fields Requiring 1-2 Years of College"



Introduction

This booklet is designed to help students learn about promising careers which require technical college training and to use labor market information in career planning. Although new workers are in high demand right now in the local labor market, postsecondary education opens up many more opportunities for jobs that are challenging and pay family-supporting wages.

Competency: Use labor market information to help develop career goals.

1. Help students use the U.S. Department of Labor's **Occupational Outlook Handbook** (book version or CD-ROM) to find out about careers that interest them. For each career, prepare a brief description of the kind of work done, qualifications for this work, and the national outlook for jobs in this area.
2. Use the computer to identify job openings in the Milwaukee area through the Milwaukee Journal Sentinel's listings or the Wisconsin Job Service (see booklet, p. 36). Help students record and graph the number of jobs in one field by whether they require college, technical training, occupation-specific work experience, or no experience. Compare pay rates for these openings.

3. Organize school field trips or invite workers from local companies and agencies in each of the five areas featured in the booklet -- health, computers and technology, business and management, services, and manufacturing. Arrange for students to talk with workers about their responsibilities, job preparation and changes they've seen in their field. Help students videotape the visits, so that they can share their findings with other classes.
4. Invite college students from your school district back to talk about what they've learned since they left high school. Which high school subjects are they finding important in college? Are there other subjects they wish they had taken?
5. Encourage students to invent a "job in the future" which may not be important now, but which could be very important in the future. What kind of training and talents do they think people would need to do this job?
6. Tap into the resources available within your school district to learn more about the high demand jobs featured in the booklet. For example, interview the school business office and computer staff about how computer and technological needs are changing. Interview custodial staff about the skills needed for building maintenance within a school setting. Invite a company that does printing jobs for the school district to discuss changes in that industry and emerging careers.

Competency: Identify training and skills needed for careers.

1. Ask each student to select one interesting occupation in this booklet. Using the list of SCANS skills discussed in the student booklet on "Job Opportunities in the Milwaukee Labor Market," identify 5 or 6 workplace skills which would be critical for this occupation. Help students identify ways they can improve these skills now.
2. Encourage students to interview workers who have held non-traditional jobs or who have dealt with racial, cultural or gender barriers. What advice do they have for new workers?

Reading Review Questions

"Thinking About the Future: High Demand Jobs in Technical Fields Requiring 1-2 Years of College"

1. Find several careers which require a person with talents or interests like you. Do you think you would like these jobs? Why or why not?
2. Examine the personal skills and talents needed for the high demand jobs in this booklet. What are frequently mentioned skills? How can you improve these skills while in school?
3. Based on the "Training Required" sections in the booklet, what high school courses do you think would help you in some of these job areas?
4. How many factors can you identify from the "National Job Outlook" sections that are increasing the number of jobs in high demand fields? What other jobs (not listed in this booklet) are also probably increasing because of these factors?
5. Many jobs in high demand require computer skills. Why do you think computers are used so often in business and industry today?
6. "Where's Waldo?" Find at least two jobs that are declining nationally but in high demand in the Milwaukee area.
7. Graph the job areas with the highest number of requests for recent MATC graduates. Why do you think these areas are showing more job requests than graduates? *[Consider both supply and demand.]*

3. Use your school's science fair as an opportunity to bring representatives from area businesses, MATC and other colleges to your school and to give students a chance to learn about careers and technological innovations that are affecting the labor market. Reward science fair participants with a VIP day at an area company where they can learn about the company's use of new technology.

Competency: Identify resources available for students interested in college education and training.

1. Help students request (or download from the Internet) information from colleges, other postsecondary educational institutions and training schools about programs available. Check on admission requirements, courses offered, certificates or degrees awarded, tuition and other costs, and the location and size of the school.
2. Invite college admission staff to speak about financial aid available, including grants, scholarships, college loans, and work-study jobs. Ask about employment services

available to help students find jobs during college and when they graduate.

3. Browse the U.S. Department of Education's Internet site on planning for your education (<http://easi.ed.gov/>).
4. Arrange for a day tour of Milwaukee area college campuses.

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