



Current Goals for CTE in Maine

1. *Maine State Board of Education Strategic Vision for Education in Maine (2016-2021) – Goal #1 – Strengthen CTE*

The Board sets as its goal to strengthen and enhance the delivery of Career and Technical Education programs in the State of Maine.

- Direct a greater portion of CTE funds towards instruction & instructionally related services
- Double enrollment in CTE programs by 2020
- Introduce CTE instruction into Maine's middle schools
- Better align secondary and post-secondary CTE offerings and programs

2. *Maine DOE Vision, Mission, and Strategic priorities for 2019-2021*

Vision:

The people of Maine are lifelong learners served by an innovative, equitable, and learner-centered public education system that supports students – early childhood throughout adulthood - in achieving healthy, successful, and fulfilling lives that allow them to shape the future.

Mission:

To promote the best learning opportunities for all Maine students by providing information, guidance, and support to our schools, educators, and leaders and by providing adequate and equitable school funding and resources.

Strategic Priorities:

- Inspire TRUST in our organization and in our public education system
- Develop, support, and sustain a robust EDUCATOR WORKFORCE
- Promote EDUCATIONAL EXCELLENCE and EQUITY for all Maine learners
- Ensure STUDENT and SCHOOL SAFETY, HEALTH, and WELLBEING
- Support a CULTURE of INNOVATION and CONTINUOUS IMPROVEMENT led by the experts in the field

3. *Maine Community College System's Board of Trustees has adopted the following goals for the next five years (2015-2020)*

- Goal 1: Increase the number of individuals served by Maine's community colleges
- Goal 2: Increase student success rate to 57% for fall 2018 cohort and 59% for fall 2019 cohort
- Goal 3: Strengthen alignment of MCCS programs and services with the needs of Maine employers and workers to enhance the employability and career development of adults served by MCCS and to better address the state's workforce challenges.



Key Points of Perkins V

Key provisions of Perkins V

- **Collaboration among State and local-level secondary, postsecondary, and business and industry partners to develop and implement high-quality CTE programs;**
- **Local needs assessment to align CTE programs to locally identified in-demand, high-growth, and high-wage career fields;**
- **CTE teacher and faculty recruitment and support, especially in hard-to-fill program areas, including STEM;**
- **Innovative practices to reshape where, how, and to whom CTE is delivered;**
- **Career guidance and academic counseling; and**
- **CTE for all students, including special populations**

Key questions of Perkins V

- How will Maine support workforce development activities including: CTE alignment that addresses the skill needs of employers in Maine?
- What is Maine's strategic vision and goal for preparing an education and skilled workforce and meeting the workforce needs and how will CTE help meet these needs?
- How will Maine coordinate federally funded programs (Perkins, WIOA, ESEA, HEA)?
- What CTE programs or programs of study will be supported, developed, or improved with Perkins that align secondary CTE to postsecondary CTE, support special population students, have multiple entry and exit points, and address the workforce needs of Maine?
- How will Maine expand and/or improve the recruitment and preparation of CTE personnel?
- How will Maine use State level Perkins funds to support CTE?
- How will Maine support Perkins defined special (targeted) population CTE students?



Perkins V Work Plan

State's Vision for Career and Technical Education and Workforce Development

- State-supported workforce development activities
- How are CTE programs at secondary and postsecondary aligned to address the education and skill needs of Maine employers?
- State's strategic vision for preparing an educated and skilled workforce to meet the skilled workforce need.
- Leveraging of funds with other federally funded programs such as Elementary and Secondary Education Act (ESEA), Workforce Innovation and Opportunity Act (WIOA), Perkins V, and Higher Education Act (HEA) to meet State workforce goals.

Implementing Career and Technical Education Programs and Programs of Study

- CTE programs or programs of study that will be supported, developed, or improved at the State level.
 - State level programs of study
 - Process and criteria for approving local programs of study or career pathways and how such programs address workforce needs
 - Promote continuous improvement in both academic and technical skills
 - Expand access to CTE for special populations
 - Include employability skills
 - Provide information on programs of study, career pathways, and guidance and advisement resources to students, parents, representatives of secondary and postsecondary, and special populations (may need multiple languages)
 - Facilitate collaboration in the development of secondary and postsecondary CTE career pathways with multiple entry and exit points
 - Use State, regional, or local labor market data to determine alignment of CTE programs to the State, regional, or local economy, including State defined in-demand sectors and occupations
 - Ensure equal access for special populations to approved CTE programs
 - Coordinate with State Board to support the local development of career pathways and articulate the career pathways process to the local WIBs, as appropriate

- Support effective and meaningful collaboration between secondary and postsecondary CTE with employers to provide experience in and an understanding of all aspects of an industry – work based learning, internships, mentorships, simulated work environments, and other hands-on learning
- Improve outcomes and reduce performance gaps for CTE concentrators including special population subgroups

- How State Board/DOE might provide opportunity for secondary CTE students to participate in dual or concurrent enrollment
- Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)

Local Plans for Career and Technical Education

- Description of criteria and process for approving eligible recipients
 - In promoting academic achievement
 - Promoting skill attainment, including skill attainment that leads to a recognized postsecondary credential
 - Ensuring the local comprehensive needs assessment takes local economic and education needs into consideration
- Description of local program evaluation for improvement

Career and Technical Education Personnel

- Description of how recruitment and preparation of CTE personnel will be supported – including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations
- Professional development opportunities
 - Training on CTE and Academic Program Integration
 - Certification to keep CTE personnel current with industry standards
 - Training for CTE Personnel on ways to support special populations

Perkins Defined Special Populations

- Description of program strategies for special populations including how special populations will
 - Have equal access to CTE programs
 - Will not be discriminated against
 - Will be provided with programs to enable them to meet or exceed State levels of performance
 - Will be provided with appropriate accommodation

- Will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment

Accountability

- Description of the procedure to adopt state levels of performance
 - Description of process for public comment
 - Explanation of the State determined levels of performance
 - Description of how levels of performance were set to align with other the levels, goals, and objectives of other Federal and State laws
- Description of how disparities or gaps in performance and if no meaningful progress is made prior to the third year a description of additional actions to be taken to eliminate these disparity gaps

State Levels of Performance

- Concentrator
 - Perkins V defines what constitutes a CTE student concentrator
 - At the **secondary level**, a concentrator is defined as a student who completes at least two courses in a single program or program of study.
 - At the **postsecondary level**, a concentrator is defined as a student who earns 12 credits in a single CTE program or program of study or completes a CTE program if that program encompasses fewer than 12 credits.
 - Describe how performance indicators will be aligned, to the greatest extent possible, to similar information gathered for other State and Federal programs... ESEA and WIOA
 - Identify, in the State plan, core indicators of performance for CTE concentrators that are valid and reliable

Accountability Measures

Secondary

Graduation Rate

Percentage of CTE concentrators who graduate high school, as measured by –

- the four-year adjusted cohort graduation rate (defined in section 8101 of the ESEA Act of 1965; and
- at the State’s discretion, the extended-year adjusted cohort graduation rate defined in such section 8101.

Academic Attainment

Percentage of CTE concentrator proficiency in the challenging State academic standards adopted by the State under ESEA (for Math, English, and Science).

Placement

Percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990, are volunteers as described in the Peace Corps Act, or are employed.

CTE Program Quality

That shall include at least 1 of the following:

- Percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.
- Percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment program or another credit transfer agreement.
- Percentage of CTE concentrators graduating from high school having participated in work-based learning.

Nontraditional

Percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

Postsecondary

Placement

Percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990, are volunteers as described in the Peace Corps Act, or are placed or retained in employment.

Credential/Degree

Percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.

Nontraditional

Percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

Perkins V Timeline

Date	Event
July 31, 2018	Perkins V signed into law
December 19, 2018	Introductory Statewide Stakeholder Meeting
February 1, 2019	Stakeholder Survey (replaced cancelled meeting)
February 8, 2019	Stakeholder Meeting (cancelled due to weather)
April 23, 2019	Regional Stakeholder Meetings - Bangor
April 24, 2019	Regional Stakeholder Meetings - Westbrook)
April 25, 2019	Regional Stakeholder Meetings - Augusta
May 1, 2019	Regional Stakeholder Meeting - Caribou
May 7, 2019	Draft Transition Plan submitted to Governor
May 15, 2019	Transition State Plan approved by State Board of Education
May 15, 2019	State Board approved Final Transition Plan submitted to the Governor
May 24, 2019	Transition State Plan submitted to OCTAE
June 19, 2019	Statewide Stakeholder Meeting
July 1, 2019	Write 4-Year State Plan draft
September 1, 2019	Accountability Report finalization
September 30, 2019	Accountability Measures
October 1, 2019	60 day Comment Period for Accountability - posted on site
October 1, 2019	Schedule Full Stakeholder meeting to review draft plan
December 19, 2019	Submit final draft to CTE subcommittee
December 19, 2019	30 day Comment Period for final draft State Plan - posted on site
December 19, 2019	Notice of Public Hearing
January 8, 2020	Public Hearing - 103 A and B
January 23, 2020	Final State Plan to CTE subcommittee State Board of Education
February 12, 2020	State Board of Education State Plan Approval
March 1, 2020	Submit State Board approved State Plan to Governor
April 1, 2020	Submit 4-year State Plan to OCTAE

Statewide CTE Priorities

Pathways		
Clearly define career pathways with entry and exit points from 6th to career opportunities (individualize)	70	
Align secondary and postsecondary CTE programs - Statewide articulated pathways between secondary and postsecondary CTE - with clarity to ensure students know what credits will count	20	
Soft skills are an important piece of a career pathway	12	
Develop a universally recognized test out assessment to qualify skill attainment using industry recognized credentials secondary to postsecondary	11	
Stackable credentials	6	
Youth Correctional Facilities	4	
STEM pathways	3	
Don't let money prevent aspirations - student debt	1	
Early college opportunities		
Total Points Statewide	127	22%

Career Exploration / Career Awareness		
Middle school CTE program - see, touch, do / exploratory	44	
Career/ postsecondary Awareness	18	
Stipends for middle school teachers to offer CTE opportunities	14	
Summer Boot Camp	5	
Funding for middle school	4	
Middle School Instructor CTE professional development	3	
Industrial Arts	2	
Utilize technology to expose students - i.e. video game	2	
Understand the local needs of people and businesses	7	
Job experiences	4	
Integrate career planning into academic classes	4	
Staff position to provide service	3	
Total Points Statewide	110	19%

Funding/Equipment		
Funds to keep equipment up to date	43	
Perkins Split of funds (note this is a State Board decision)	13	
New Program costs	9	
Infrastructure costs	7	
review EPS model	5	
Track historical spending - look for high impact with limited funding	5	
Teacher salary levels	3	
Certification costs		
Scholarships		
Sustain CTE programs already in place		
Total Points Statewide	85	15%

Graduation/Access		
CTE pathway to graduation - satisfy graduation requirements with CTE	23	
Access for ALL students with student choice - remove scheduling barriers	20	
Special Populations Access	13	
9th and 10th grade access to CTE	6	
Academics incorporated into CTE	4	
Revise academics to better align with career/industry needs	3	
Use facilities after hours to expand access	2	
Transferrable of skills	2	
Utilize technology to address travel	5	
Reduce graduation requirements		
Capacity issues		
Total Points Statewide	78	14%

Partnerships

internships / apprenticeships	21	
Collaborate with industry - i.e. tax credits for businesses to offer CTE at their site	22	
Adult Ed and CTE partnerships to address remediation - offer funding support	11	
Community Engagement	8	
Universal initiatives	1	
Break down barriers and eliminates silos	2	
Leverage Technology connections	2	
Redefine CTE to include more aspects of industry	2	
Support out of work populations	2	
Collaborate with workforce to know and address needs		
Satellite programs		
Total Points Statewide	71	12%

Marketing CTE

Parent awareness starting early	22	
PR campaign - show what CTE is	19	
Reach out to and invite all stakeholders into the CTE schools (high light programming at all of the CTE schools)	15	
Promote CTE pathways to students - CTE is ok for college bound	2	
CTE education is pathway out of poverty		
Involve trade associations		
Reach out to 4-year institutions to demonstrate value of CTE		
Careers in demand PSA		
CAREER is end goal whether go to CTE or college		
Total Points Statewide	58	10%

Teachers

Professional Development	34	
Teacher sharing to solve rural area distance issue	2	
Require CTE in ALL teacher training	7	
More CTE teacher prep programs	3	
Review certification requirements / process		
Total Points Statewide	46	8%

Total available points = 575

Survey Responses

What is CTE?

Hands-on based learning

Applied academic learning

Project based learning

Skillsets that prepare for workforce

Certifications or credentials

Occupational opportunity awareness

Career choice exploration

Career pathways

WHAT IS POSTSECONDARY EDUCATION

Who does CTE serve?

Business and industry

Skills for postsecondary education

Awareness of postsecondary opportunities

Who does CTE serve?

Business and industry – skilled workers for employers

Workforce development

Citizens of Maine

Students of Maine (middle school, high school, adult education, postsecondary) (all ages and all academic levels such as at-risk students)

What is the purpose of CTE in Maine?

Prepare students with high-demand skillsets

Prepare students for gainful employment

Provide students different graduation pathway

Lifetime learner pathway

Provide talent pool for business

Prepare for future workforce

Teach students a skill or trade they cannot learn at a typical high school

Bridge between secondary and/or workforce or postsecondary

Assist students in finding their passion

How can CTE help with workforce need and more skilled and educated workers for both current and future needs?

CTE provides high-demand skills to open doors to multiple education/career pathways

Occupational awareness and employment opportunities

Workforce training – to establish pipeline for future workers

Provides students with opportunities to determine interests and aptitudes

Bring employers and education together to better align job/career market needs to curriculums and training at both secondary and postsecondary levels

Real life training in an educational environment

Build more worksite placement opportunities (apprenticeships, internships, job shadowing)

Expose students to CTE earlier in their education pathways

Collaboration with stakeholders

Provide students with soft skills

Collaboration between secondary and postsecondary education.

Dual enrollment – for high school academics and postsecondary education

How can we attract more professionals into teaching CTE – especially at the secondary level?

Review the process to remove the redundancies of certification – make more efficient

Give credit for time in the field and expertise

Revise credential requirement to value years of time in profession and industry licensures.

Leadership or teaching programs within the CTEs at secondary level and postsecondary level to recruit younger generation

Local salary scales???

Look at ways to combine teaching and working in the field – like adjunct teaching at postsecondary... one teacher is for specific technical skills and have other teachers do the “classroom” portion of program.

How can we make CTE programs more robust and equitable across the State while ensuring we are serving all populations of students?

Identify areas that currently are not equitable and robust

Use of technology – virtual/simulated/online

Marketing campaign to educate people about CTE and opportunities

Develop statewide partnerships

Evaluate programs to ensure all populations are being served.

Comprehensive program models for academic and CTE – cross-platformed

Provide funding for equipment to meet industry standards needs

Recruit the right students in the right program for right reason and at the right time... who determines “right” – increased collaboration between sending schools, CTEs, students, parents

Review the secondary CTE governance structure

Increase CTE programs through satellites – does this restrict access to the number of CTE programs available – provide information to stakeholders on satellites

Align secondary CTE programs across the state

Make the school review process more robust ... build better tools

High school scheduling

Funding formula

Perkins V State Plan Requirements (Sec. 122. State Plan)

1. How will Maine support workforce development activities including CTE alignment that addresses the skill needs of employers in Maine?
 - Continued collaboration with the workforce.
 - Keep programs and equipment current with industry standards.
 - Use secondary CTE facilities after school hours for additional training programs.
 - Reach out to the immigrant populations to enter training programs and/or the workforce.
 - Additional support for the high-wage, high-skill, in-demand occupations and programs.
 - Define the workforce needs for Maine - what skills do the jobs require both now and future?

2. What is Maine's strategic vision and goal for preparing an education and skilled workforce and meeting the workforce needs and how will CTE help meet these needs?
 - Determine the barriers keeping students from CTE and work to address them.
 - Give sending high schools credit for sending students to CTE and having those students complete CTE.
 - Build understanding that secondary CTE schools are partners with high schools and not competitors. We are working together to educate students.
 - Increase student access including recently graduated students.
 - Develop CTE programs for 9th and 10th graders.
 - Overcome stigma of CTE and Adult Education in Maine.
 - Focus on the end goal... a career is the end goal even for college bound students.

3. How will Maine coordinate federally funded programs (Perkins, WIOA, ESEA, HEA)?
 - Continue the current initiatives and leverage Perkins funds to move them forward.
 - Continue and build upon current collaborations between State Board of Education, Department of Education, Maine Community College System, Maine Department of Labor, etc.

4. What CTE programs or programs of study will be supported, developed, or improved with Perkins that align secondary CTE to postsecondary CTE, support special population students, have multiple entry and exit points, and address the workforce needs of Maine?
 - Increase dual/concurrent credit options for secondary students.
 - Continue alignment of secondary standards to National Industry Standards.
 - Increase apprenticeship and internship opportunities.
 - Be flexible and fluid when it comes to CTE and academics so students in any pathway have the option of college and career.

5. How will Maine expand and/or improve the recruitment and preparation of CTE personnel?
 - Review the certification of CTE teachers that might keep experts in the field from entering CTE teaching.
 - Increase wages of CTE teachers to better align with what experts make in the field.
 - Reach out to veterans as military training may align well with CTE needs.

6. How will Maine use State level Perkins funds to support CTE?
 - Explore ways to support areas that do not have the business resources.
 - Explore ways to reduce the impact of travel time for secondary CTE students... especially in the rural areas.

7. How will Maine support Perkins defined special population CTE students?
 - CTE schools are public schools and need to accept all students regardless of their abilities and work to ensure they succeed. Be sure the Directors' voices are not lost as they need Perkins resources to run quality programs... without Perkins funds both the secondary and postsecondary CTEs would lose programs.

8. How will Maine include stakeholders in the planning, development, implementation, and evaluation of CTE programs?
 - Statewide stakeholder meetings.
 - Regional stakeholder meetings.
 - DOE website
 - Surveys to stakeholders.
 - Surveys to students.
 - Develop a marketing plan for CTE.



WIOA Summary

The Workforce Innovation and Opportunity Act (WIOA), a federal workforce law, is designed to strengthen and improve our nation's public workforce system and help get Americans, including youth and those with significant barriers to employment, into high-quality jobs and careers and help employers hire and retain skilled workers. In Maine the core programs of the WIOA are Adult, Dislocated Worker, Youth; Wagner-Peyser; Adult and Basic Education; and Vocational Rehabilitation.

The Maine State WIOA plan begins and ends with the following premise: the success of Maine's economy will ultimately be determined by the strength and quality of its workforce and the ability of employers to fill their need for skilled labor.

The Maine WIOA plan will focus on competing in both the regional and global workforce by:

- developing a world-class talent pool and lead in technology and innovation
- developing an education and training system that is inclusive and meets the needs of diverse learners
- building a workforce through a multi-faceted approach that includes developing career pathways that lead to in-demand jobs
- coordinating and aligning activities that build the foundational skills of workers and individuals, improve the transitions between education and employment, and foster greater occupational awareness
- enhancing the workforce development system to be more responsive to the needs of businesses in order to develop a pipeline of workers in high growth, high demand fields.

To accomplish these goals Maine will:

- Increase the relevance of the workforce development system to employers. Developing better alignment between the supply and demand for labor will result in fewer 'difficult to fill' positions, more efficient use of resources and a greater number of Maine residents with quality jobs.
- Produce an educated and skilled workforce through the development of a comprehensive Career Pathways system. Maine's Career Pathways approach will focus on building the educational, employability and occupational skills of the population and articulating pathways that lead to in-demand credentials and jobs.
- Align the state's commitment and investment in its workforce. Developing a workforce that is globally competitive and continuously well prepared to succeed in current and future careers will require the commitment and alignment of resources that extend beyond the public workforce

system; employers, policy makers, legislators and administrators must be invested in the process and outcome.

- Increase the operational effectiveness of the workforce development system. Aligning and integrating systems, services and operations to enhance customer services will result in critical efficiencies.
- Grow and diversify the workforce through the development of innovative strategies that result in more Mainers with jobs and a larger workforce.

ESSA Summary

The Every Student Succeeds Act (ESSA), a federal education law, creates a long-term stable commitment to equal opportunity for all students. The new ESSA law provides states additional flexibility and encourages states and schools to innovate and build upon past success while at the same time, being accountable for students. This increased flexibility gives states and school districts an opportunity to tailor strategies and interventions to meet the needs of students and schools.

ESSA included provisions that will help to ensure success for students and schools; below are just a few. The law:

- Advances equity by upholding critical protections for America's disadvantaged and high-need students.
- Requires that all students be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensure educators, families, students and communities receive annual statewide assessment information that is vital to measuring a students' progress toward high standards.
- Helps support innovative approaches including evidence based strategies developed by local educators and school leaders.
- Maintains an expectation of accountability and action to effect positive change in Maine's most challenged schools.

Workforce Summary

Below is a list of the top 20 CTE projected annual job openings between 2016-2026. This information was gathered on the Maine Department of Labor-Center for Workforce Research and Information web site. We came up with the top 20 by extracting all of the job openings and then filtered them to align with relevant CTE programming.

CTE Program and Occupations	Annual number of Openings in Top 20 Occupations
(11.0103) Information Technology	322
Computer User Support Specialists	163
Software Developers, Applications	159
(12.0503) Culinary Arts/Chef Training	306
Chefs and Head Cooks	113
Food Service Managers	193
(15.1202) Computer Technology/Computer Systems Technology.	70
Computer Network Support Specialists	70
(15.1302) CAD/CADD Drafting and/or Design Technology/Technician	125
Engineering Technicians, Except Drafters, All Other	61
Mechanical Drafters	64
(46.0000) Construction Trades, General	70
Cabinetmakers and Bench Carpenters	70
(46.0201) Carpentry/Carpenter	1351
Carpenters	625
Maintenance and Repair Workers, General	482
Painters, Construction and Maintenance	244
(46.0302) Electrician	356
Electricians	356
(46.0503) Plumbing Technology/Plumber	254
Plumbers, Pipefitters, and Steamfitters	254
(47.0201) Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician	204
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	204
(47.0302) Heavy Equipment Maintenance Technology/Technician	201
Bus and Truck Mechanics and Diesel Engine Specialists	125
Mobile Heavy Equipment Mechanics, Except Engines	76
(47.0604) Automobile/Automotive Mechanics Technology/Technician	86
Automotive Body and Related Repairers	86
(48.0501) Machine Tool Technology/Machinist	131
Machinists	131
(48.0508) Welding Technology/Welder	189
Welders, Cutters, Solderers, and Brazers	189
(49.0202) Construction/Heavy Equipment/Earthmoving Equipment Operation	272
Excavating and Loading Machine and Dragline Operators	69
Operating Engineers and Other Construction Equipment Operators	203

CTE Program and Occupations	Annual number of Openings in Top 20 Occupations
(49.0205) Truck and Bus Driver/Commercial Vehicle Operation	984
Heavy and Tractor-Trailer Truck Drivers	984
(50.0409) Graphic Design	89
Graphic Designers	89
(51.0801) Medical/Clinical Assistant	234
Dental Assistants	139
Medical Records and Health Information Technicians	95
(51.3902) Nursing Assistant/Aide and Patient Care Assistant/Aide	944
Registered Nurses	944
(52.0201) Business Administration and Management, General	141
Paralegals and Legal Assistants	141
(52.0302) Accounting Technology/Technician and Bookkeeping	787
Bookkeeping, Accounting, and Auditing Clerks	787
(52.0407) Business/Office Automation/Technology/Data Entry	845
Insurance Sales Agents	405
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	440
(52.1401) Marketing/Marketing Management, General	293
Sales Representatives, Services, All Other	293
Grand Total	8254

