
Labor Market Information Advisory Meeting

Careers Project

Patricia L. de Cos

California Research Bureau

James Irvine Foundation support

April 23, 2009

Careers Project: Overview

- Request of a bipartisan group of 11 legislative members.
- Goal: Study of the preparation that all middle and high school students receive to explore their career options and the relationship between that preparation and California's and its nine regional economies.
- Funding support from the James Irvine Foundation.

Careers Project: Three Study Phases

- A statewide survey of middle and high school principals and counselors.
- An economic analysis and survey of representatives of business and industry in California.
- School focus groups.

Careers Project: Objectives

- School Survey:
 - Identify resources available to students to prepare them for career options, improve their employability, and orient them to California's state and regional economies.
 - Identify ongoing local business and community partnerships that assist students to explore the world of careers (or barriers that impede the creation or the continuity of such partnerships).

Careers Project: Objectives

- Employer Survey:
 - Determine what involvement businesses have with their local public schools.
 - Verify government-collected information regarding the fastest growing and largest occupations in California through 2014 and their corresponding job skills.
 - Identify any emerging trends.

Careers Project: Objectives

- School Focus Groups:
 - Assess the understanding of students, teachers, counselors, principals, and parents of California's economy and the future of students as workers in that economy.
 - Identify any existing obstacles to providing all students with access to the tools, services, or programs they need to gain that understanding.

Findings from School Survey: Provision of Career Development to All Students

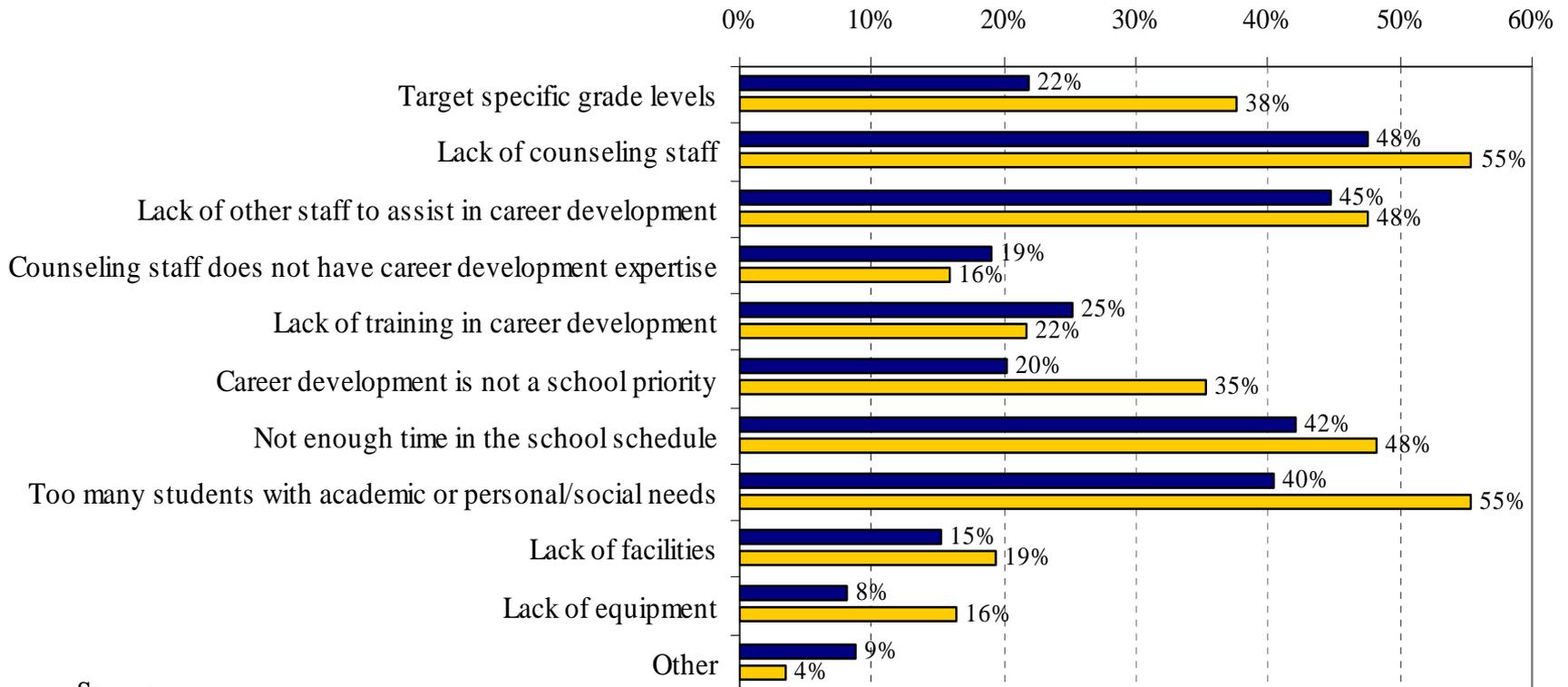
- About half offered a curriculum for career development
- A large majority provided career guidance *in addition to* academic or personal/social counseling
- Roughly half provided career development services to *all* students at their schools, including English learners and students with disabilities in a regular school year
- About 10 percent used an assessment to evaluate the effectiveness of their career development activities, programs, or tools

Findings from Schools: Considerations for Providing Career Development to All Students

- Awareness of and interest in potential careers in their local regions
- Consultation with school counselors regarding career exploration or development
- Teachers' role
- Access to career development services
- Demand for programs
- Conflicting enrollments

Findings of School Survey

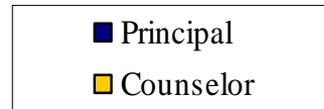
Impediments to Providing Career Development Services to All Students in 2007



Source:

School Principal Survey, CRB; N=183.

School Counselor Survey, CRB; N=170.

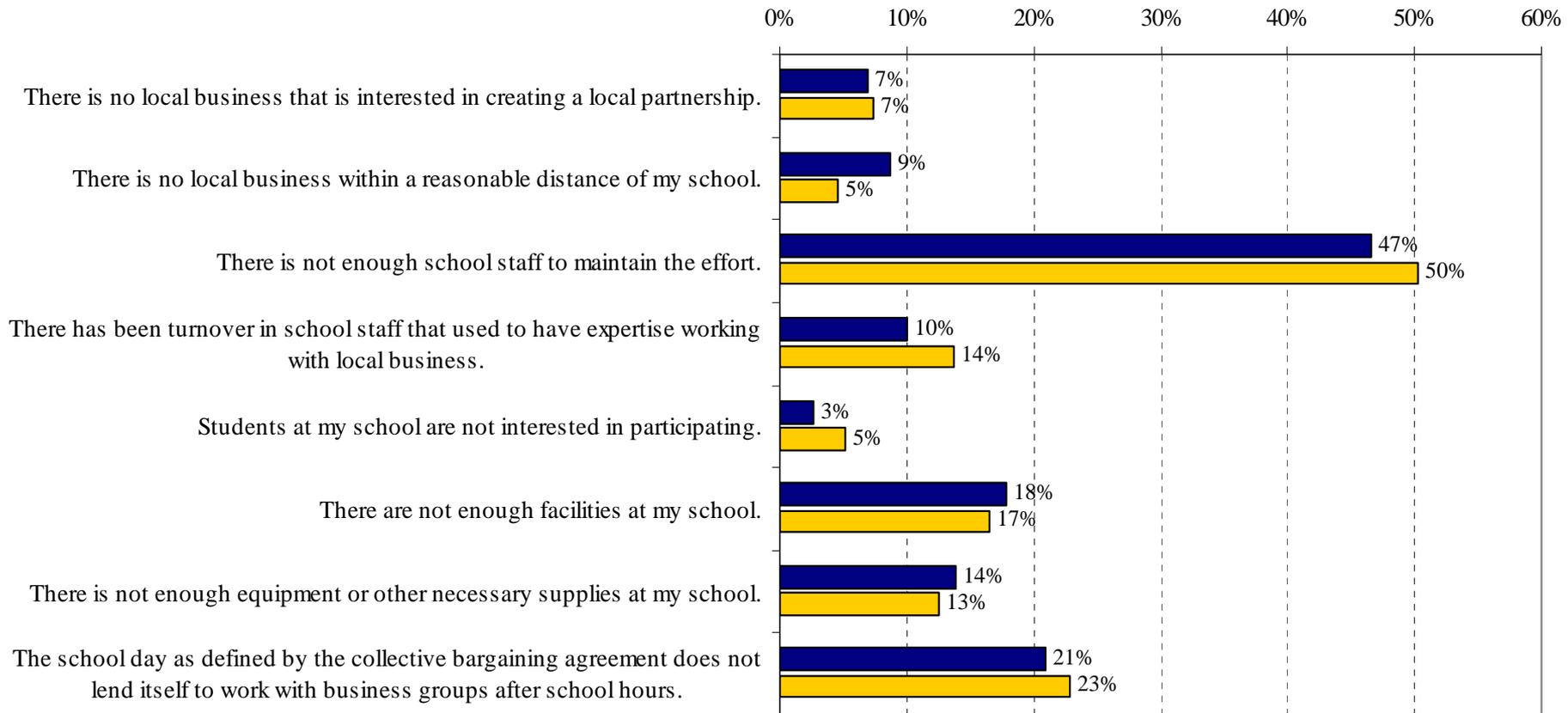


Findings of School Survey

- Less than half of the responding principals and counselors reported that their schools were involved in partnerships with community colleges or local business or industry groups.
- Of the respondents who had established a partnership with business or industry, about 20 percent had evaluated the effectiveness of these partnerships.

Findings of School Survey

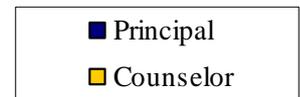
Impediments to Establishing Partnerships with Local Business or Industry in 2007



Source:

School Principal Survey, CRB; N=230.

School Counselor Survey, CRB; N=175.



Findings of Barriers: Perspectives from Employers

- About half believe that existing educational programs do not adequately prepare high school students for employment in the industries they represented.
- Several themes emerged including:
 - Students do not have the necessary skills.
 - The quality of education varies considerably among schools.
 - The nature of jobs has changed, but the educational system has not.
 - Critical jobs require postsecondary education in some industries while other industries offer extensive opportunities for entry-level training.
 - The lack of experiential learning (such as career technical education) because of the emphasis on theory in schools.
 - Students are not taught “why” they need to have basic skills nor are they exposed to important industries exist in the state (i.e., health, agriculture, engineering and architecture).
- Three-quarters had established a partnership with public schools.
- The majority believed that they were beneficial to both firms and students.
- Employers who did not cite a benefit reported a lack of staff resources, which limited their ability to work with students as well as a lack of school staff to support the effort.

Findings of Barriers: Perspectives from Employers

- About 60 percent reported a lack information or interest
 - Nearly 80 percent indicated that they do not have the staff to initiate the effort
 - A majority stated that they do not have enough staff to supervise or mentor students
 - More than half reported not having suitable work for middle or high school students
 - Almost 90 percent reported that they recruit from four-year universities
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Findings of Barriers: Perspectives from Employers

- A majority of employers agreed with our list of the fastest growing and largest occupations in their industries.
- For employers who identified job shortages in their industries,
 - 68 percent attributed them to workers leaving the workforce and the inability of their industries to keep pace with replacements.
 - 64 percent indicated that workers do not have the necessary skills to perform the jobs in their industries.
- More than half of employers agreed with our analysis of the top third most commonly identified job skills that corresponded to the list of fastest growing and largest occupations in their industries. Other important skills respondents offered included:
 - Communication skills such as basic reading and writing
 - Mathematics
 - Critical reasoning
 - Computer skills
 - Ability to work in teams
 - Interpersonal skills

Findings of Barriers: Perspectives from Employers

- About 70 percent of employers agreed that emerging trends would affect occupations or needed job skills in their industries.
 - Almost half reported that producing or adopting new technology (i.e., green technology).
 - A third indicated that changes in staffing patterns and international implications.
- 43 percent of employers reported “some pressures” or “enormous pressures” to leave the state.
 - 55 percent from higher taxes.
 - 30 percent attributed the pressures to the unpreparedness of the labor force.
 - 20 percent thought pressures were due to a lack of infrastructure.

Policy Options for Consideration

- Resources
- What works?
- Raising Awareness
- Encouraging Business Involvement
- Encouraging Involvement with Other Stakeholders

Policy Options for Consideration

■ Resources

- Provide for additional counseling staff at schools.
- Infuse developmentally appropriate career exploration and development in all standards and frameworks as part of the skills and knowledge required for adult life.
- Provide for a career exploratory class for all students in two grade levels, at both middle and high schools that could be one semester- or year-long in duration.
- Provide students and their parents more information regarding the educational program offerings at students' assigned (home) high school or at another school of their choice.

Policy Options for Consideration

- What works?
 - Commission a study using the California Longitudinal Pupil Achievement Data System (CALPADS) to learn how student enrollment in various courses of study affects student performance.
 - Develop a technical skills assessments for students enrolled in career technical education courses.
 - Develop a longitudinal database, using information from CALPADS and data of enrollments in postsecondary educational institutions, technical schools, apprenticeship programs, or other employment and training (using base-wage files from the Employment Development Department (EDD)) to learn about students' progress after leaving high school, based on the courses they completed while enrolled in public schools in California.

Policy Options for Consideration

■ Raising Awareness

- Establish a central clearinghouse for information
- Solicit assistance from other non-governmental entities to “get the word out” to their membership including school-related, workforce preparation, economic development, and business associations.

■ Business Involvement

- Create a tax incentive for employers to subsidize dedicated staff time for outreach activities and partnerships with public schools in the state, particularly for small business.

Policy Options for Consideration

- Partnership Opportunities with Other Stakeholders
 - State Superintendent may wish to collaborate with:
 - The Economic Strategy Panel
 - California Workforce Investment Board/California Chamber of Commerce to:
 - Provide professional development training for teachers and counselors
 - Have teachers and counselors participate in a two-week summer or off-session internship with business or industry and grant them “continuing education credits” for maintaining their professional credentials.
 - Establish “partnership” funding for LMID local area consultants

Contact:

- Patricia L. de Cos
Director, Careers Project
California Research Bureau
900 N Street, Suite 300
Sacramento, CA 95814
(916) 653-5207
pdecos@library.ca.gov