

TO LEARN AND EARN: A RACE TO GOOD JOBS

Hiring Today

What lessons should educators and policy makers take from employers' experiences?

- A diverse workforce is now an economic asset. Filling disparities is necessary.
- Arizona should embrace moving to the top tier in human resources.
- Employability is a key skill that many Arizona students and workers lack.
- Employers agree with parents. Career planning should start earlier and include employers.
- A 21st century "safety net" for workers may be needed given the frayed connections between employees and employers.

What stands out on the ground?

Employers want to be central to improving the workforce. Schools and workforce intermediaries are important as bridges between the insular world of business and residents.

Getting Started

Does career planning now serve a 21st century worker and workforce?

- Career planning has been hit or miss—mostly a miss.
- Students' aspirations often don't match plans and actions.
- Parents and students agree with employers. Start career activities earlier.

What would young adults say about getting started?

- The process of finding information and a career is mysterious.
- Finding one's way takes effort, even for the aimed.

What stands out on the ground?

Plenty of information and alternatives are not reaching many students. The fortunate few exemplify how things should go for far more Arizonans.

Moving Up/Moving On

What are the issues for low-skill adults?

- Insufficient information about career pay career path opportunities
- Pressures of combining learning, work, and family
- Outdated learning modes
- Negative experiences in early workforce years
- Lack of completion and success—more than 2nd chances have been needed
- Language, literacy, and basic skills
- Learning and skills must go hand in hand for earnings gains

What would bring them back or keep them learning?

- Direct connection to good jobs
- Support, skills, connections, and credentials
- Combining learning and work
- Incentives and bonuses for achievement

What stands out on the ground?

Frustration stands out among many. Sector strategies, even in innovation fields, integrated services, and incentives hold promise. Adult education has been at the margins.

Completing Arizona's Unfinished Business in Human Capital

How can Arizona improve its human capital system?

- Use structure, connection, information, communication, direction, support, and achievement as guiding principles as additional education and employment policies are considered.
- Redefine achievement (and college and career ready) as the combination of academic, employability, and applied skills.
- Evaluate and expand programs to enhance in-school and on-the-job achievement beyond the fortunate few.
- Improve adults' prospects in the short term, while enhancing the P-20 experience.
- Expand human capital and employer incentives to foster learning and more career pay career path jobs.

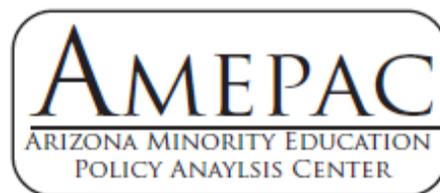
What stands out on the ground?

The talents among Arizona's low-skill adults represent an untapped resource, as do parents as partners with employers and sources of support for college. New approaches should address the frustrations among workers and employers, the development of a 21st century safety net, and a statewide approach to compelling information for consumers, leaders, and professionals. The number of low-skill adults and the calls for diversity, employability, STEM, and greater postsecondary completions show disparities are an economic drawback to be changed once and for all.

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Prepared for

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By

