Serving as Business Advisory Council to Schools Districts in Washington County
Belpre~Fort Frye~Frontier~Marietta~Warren~Wolf Creek

Building Bridges to Careers Community Meeting: March 12, 2020
**Community Conversation: Employment Data**

**Question 1**: List initial reactions and perceptions of the data provided. What other resources are used by people in the group for job openings?

| **Notes from March 12, BAC Meeting** |
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| • 60% of salary is middle income ($30,000 - $79,000)<br>• 55.6% jobs require GED/High School diploma<br>• lack of certification in education range<br>• certifications offered at WCCC and WSCC are not all listed<br>• skills other than office are related to trade<br>(other resources)<br>  ◦ Indeed<br>  ◦ organizations website<br>  ◦ word of mouth<br>  ◦ snag-a-job<br><br>• border county frustration<br>• job sites online<br>• lower level education jobs are higher %<br>• Is Google transferable enough for microsoft certification needed?<br>• adult WCCC struggles to get CDL students when commercial drivers are #2 and #3 in needed certifications<br>• Memorial Health System has way more jobs than medical jobs<br>• entry-level jobs still come from GED/High School diploma level<br>(other resources)<br>  ◦ word-of-mouth<br>  ◦ employee referral bonus<br>  ◦ Indeed<br>  ◦ social media<br>  ◦ job fairs<br>  ◦ Zip recruiter<br>  ◦ Job and Family Services/Workforce West Virginia<br>  ◦ Big signs |

- Numbers power Ohio in-demand jobs
- look at Indeed (young people)
- What do youth use as media source?
- how do we reach youth media sources?
- get Ohio Means Jobs onto young accounts
- students look at what others think is “cool” or what is popular
- list preference for jobs
    - Google
    - networking
    - Educational Testing Service
    - Ohio Teen Institute

- Medical, high school diploma, post-secondary
- main skill Microsoft Office
- no high AG jobs
- just hired by word of mouth
- more pay come from more education
- resources
    - word of mouth
    - local ads
    - Indeed

- employers want to know attendance and punctuality
- seems like BB2C student panel is too high achievers for program/leaving out students not furthering education
- actual state initiative is more inclusive

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**Question 2**: Where do you think the Portrait of a Graduate competencies fit with this data?

## Notes from March 12, BAC Meeting

- POG competencies are needed regardless of the information in the OMJ posting info, they are not reflected in the listing
- graduates don't always have what businesses need, but schools can teach some; schools can't teach all; soft skills are also taught through experiences and businesses need to understand that
- attendance is huge
- those skills are needed in all jobs
- Human Resources group member emphasizes ALL important
- attendance more important than GPA or test scores
- ghosting - def. going through the entire hiring process, get offered the job, accepting, and they do not show up
- (thinking jobs) critical thinkers and problem solvers=hands-on
- communication is all encompassing
- skills listed are very specific, not traits
- being empathetic and responsible seem to be top needs w/health care as top employer
- top certification: drivers license, GED, pass the drug test
- find positions versus postings
- every job on the list has something to do with the big 3 POG competencies: communication, critical thinking, adaptability
- responsibility should be high on the list

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**Question 3**: What educational programs or career pathways are needed for what is listed in the Ohio Means Jobs data provided?

| Notes from March 12, BAC Meeting |
| --- |
| • a lot of the top occupations are business related, using a business pathway could be beneficial<br>• varied jobs<br>• focus on additional certification pathways or more specific<br>• flawed data<br>• health Memorial Health System more than just medical<br>• CDL<br>• business management<br>• computer system analyst<br>• GED<br>• nursing<br>• CDL<br>• EMT<br>• heavy equipment<br>• IT<br>• minimum its GED for jobs, but the higher education= less jobs<br>• flawed data because it tracks postings not positions<br>• affects funding streams |

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**Question 4**: What could be done to improve the data for all age groups? What data is missing?

## Notes from March 12, BAC Meeting

- information break down
- make interactive, example click on employer to see true specific certification, occupations
- could we get information for people who were actually hired, ex. hiring people over-qualified, people under-qualified needing training
- position preparation
- questioning businesses
- hired, then get fired, how many? Who is able to keep the position
- cost of education?
- income for each job?
- which employers are looking for the different salary levels?
- where they search (young)
- can this be pushed to where students search
- market will improve career involvement
- hands-on video
- access to info; positions versus postings
- top 3 certifications for…
- ability to compare
- have need in 3-years, 5-years, compare to schools need - good data
- students with disabilities not included
- pulled from more than this source
- age groups and gender - whose working that job
- salary range? what education gets you where
- what's on the rise/decline
- least in the area?

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