

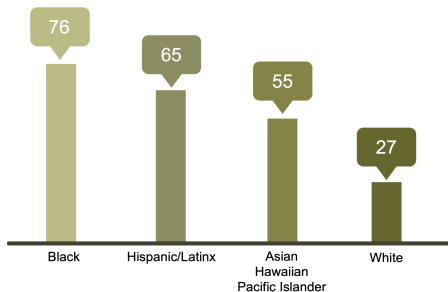
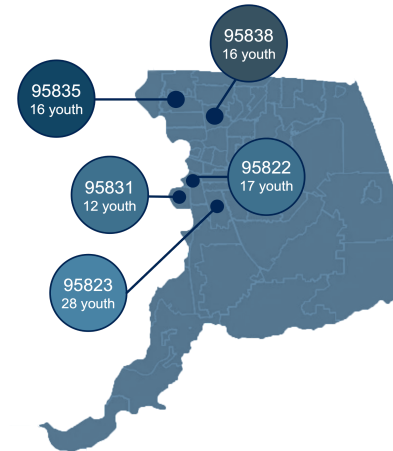
Introduction.

This report describes Alliance for Educational Solutions (AES) efforts to survey and hold listening sessions for youth throughout underserved areas within Sacramento California regarding their vocational and career aspirations. Below, we provide a short report of: the youth AES engaged with, their hopes, dreams, and career goals, opportunities and barriers to pursuing such careers (with a particular focus on STEM), as well as recommendations for city programming efforts moving forward.

Section 1: Study Demographics.

Overall, this report illustrates that AES was successful in engaging with and collecting data from youth from marginalized backgrounds whose voices are often not heard with regards to city planning efforts.

Zip Code. Youth were surveyed from a range of zip codes within the Sacramento area (See Appendix A for a full list). With the top 5 zip codes being: 95823 (28 youth), 95822 (17 youth), 95835 (16 youth), 95838, (16 youth), and 95831 (12 youth).



Race and Ethnicity. In regards to race/ethnicity, the youth AES surveyed were diverse. Over one-fifth of the youth identified as Black (28%) and or Hispanic/Latinx (24%). Around 20% of the youth identified as Asian, Hawaiian, and/or Pacific Islander. Lastly, only 10% of the youth identified as white. Please see Appendix B for a full list of identities regarding race/ethnicity.

Gender Identity. In regards to gender identity, youth predominantly identified as cisgender male (91) and cisgender female (119). The table below provides a specific breakdown.

Gender	N
Cisgender Male	91
Cisgender Female	119
Trans Male/ Trans Man	4
Trans female/ Trans woman	2
Genderqueer/ Gender non conforming	2
Non-binary	6

Age. In regards to age, youth ranged from 16-22 years old with the average age being 18 years old. Please see Appendix C for a full list of ages and corresponding frequencies.

Academics. Concerning academics, youth ranged in self-reported performance from: “mostly getting D and F’s” to “predominately receiving A’s”. However, the majority of youth reported getting a combination of A’s and B’s. The table below provides a breakdown of these self-reported grades.

Grades	N	%
Most D/F grades	3	1.4%
Mix of C and D grades	7	3.4%
Mostly C grades	10	4.8%
Mix of B and C grades	47	22.6%
Mostly B grades	18	8.7%
Mix of A and B grades	65	31.3%
Mostly A	25	12.0%
All A grades	33	15.9%

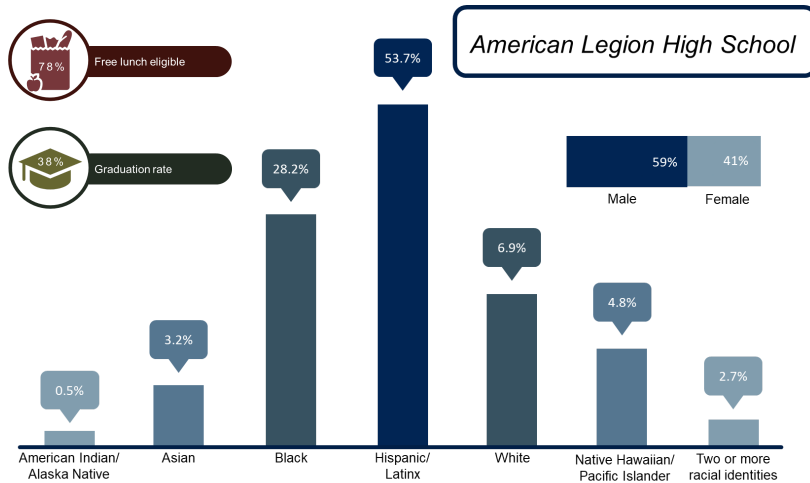
Household Income. In regards to household income, households ranged from less than \$26,000 to over \$250,000. Yet, the large majority of youth (67%) came from households that made \$53,999 or less. The table below provides a specific breakdown by income-level.

Income	N	%
Less than \$26,000	58	34.9%
\$26,000 to \$53,999	54	32.5%
\$54,000 to \$99,999	39	23.5%
\$100,000 to \$249,999	13	7.8%
\$250,000 and over	2	1.2%

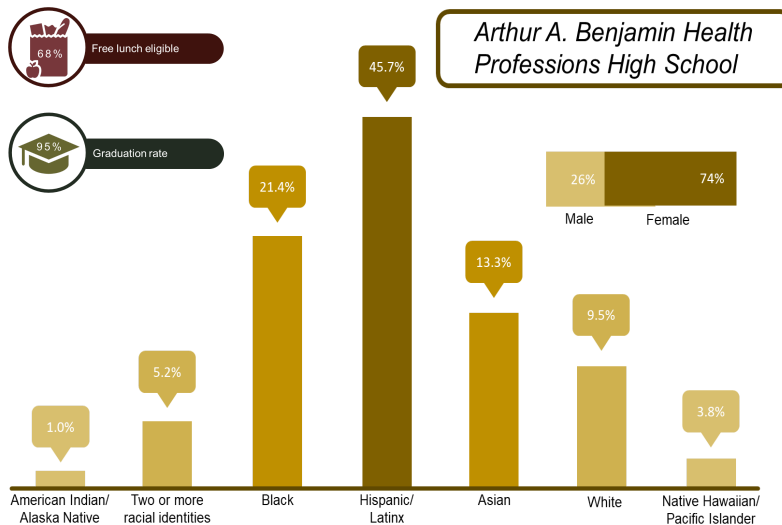
Parents Education. Concerning parents' education, youth reported a range of education levels. This included their parents having no formal schooling to their parents obtaining a doctorate. **A notable proportion of youths' parents (69%) did not go to college or obtain outside vocational training after high school.** Please see Appendix D for a full list of educational levels by survey responses.

Listening Sessions: Demographics Continued

Listening sessions took place in school and community settings throughout Sacramento, California. Consistent with the survey, the sites in which the listening sessions were held included youth with diverse racial/ethnic identities. However, demographic data for these areas pertaining to gender identity were limited to only male or female reporting.

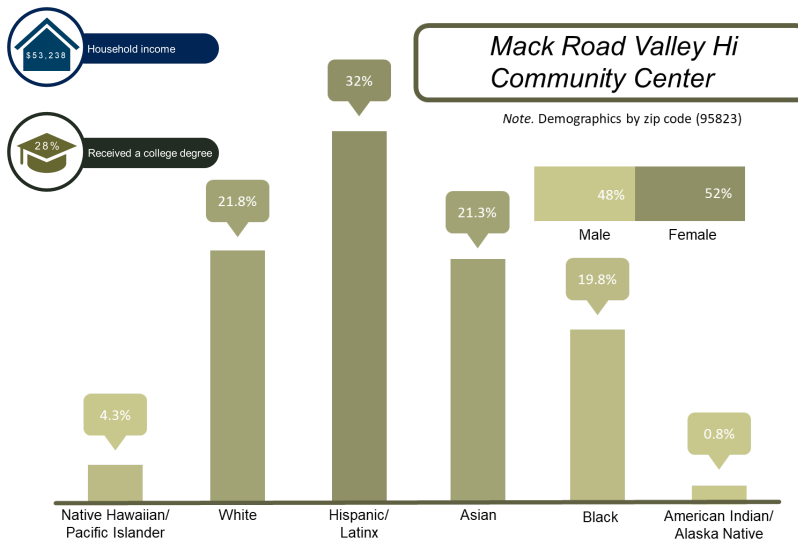


American Legion High School is a continuation school that offers personalized academic support, credit recovery, and mental health counseling and crisis intervention services to prepare students for success in academic and career settings after graduation.



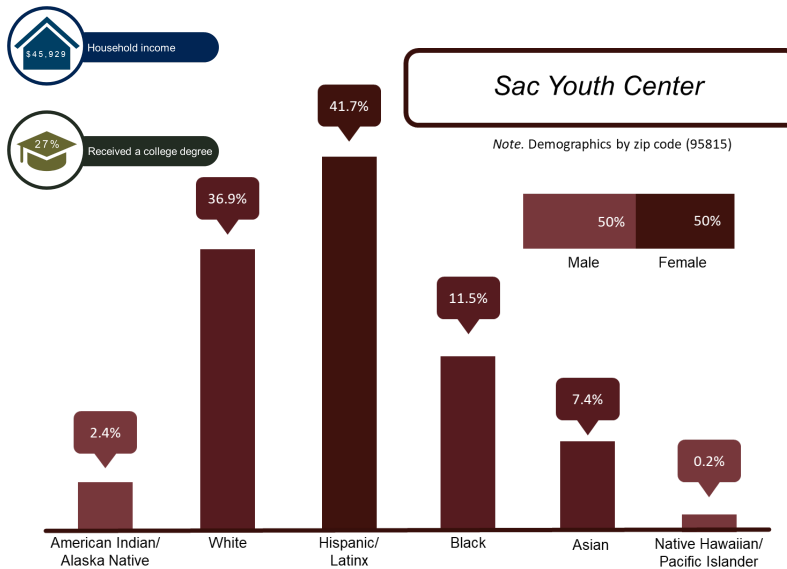
Arthur A. Benjamin Health Professions High School provides students from 9th to 12th grade with an anti-racist and culturally relevant curriculum within the domain of health and medical science.

The Health Professions High School also includes leadership and career development opportunities to ensure that students are prepared to enter the healthcare industry.

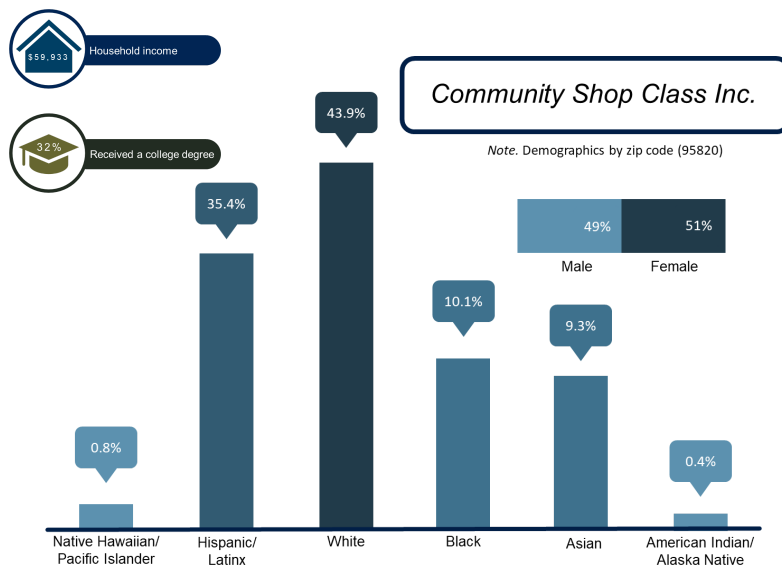


The Mack Road Valley Hi Community Center hosts after school programs, learning opportunities, and community events dedicated to youth.

The Community Center also provides support services such as access to workstations, school supplies, mentors, and meals.



The Sac Youth Center offers empowerment-driven services including mentoring, events, and field trips to aid in positive youth development.



The Community Shop Class offers after school programs that teach youth trade specific programs such as; carpentry, electrical work, and plumbing.

Section 2: Career Aspirations and Opportunities

In this section, we report youth's career aspirations, their knowledge of STEM, key skills they need to pursue their career goals as well as opportunities and barriers in obtaining such skills.

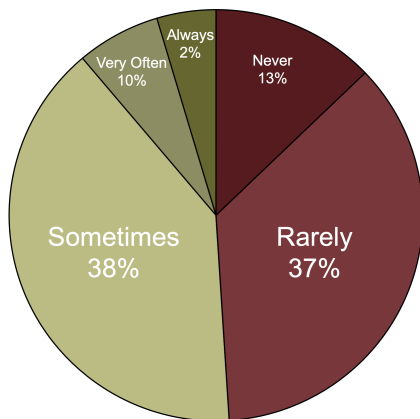
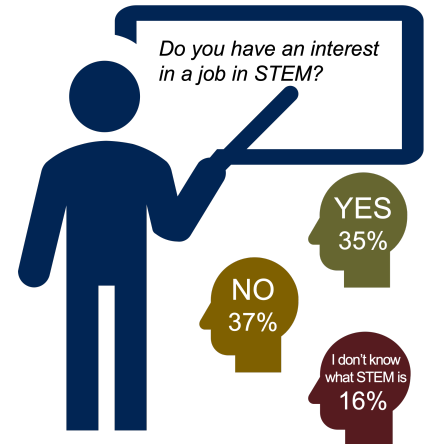
Career Aspirations. Youth were asked their career aspirations. Here, we identify the top 10 reported careers. Notably, careers varied from STEM related to non-STEM related careers.¹ Approximately, 42% of youth reported an interest in a STEM related career.



¹ STEM-related careers are identified in bright yellow.

Do youth have an interest in STEM-related careers?

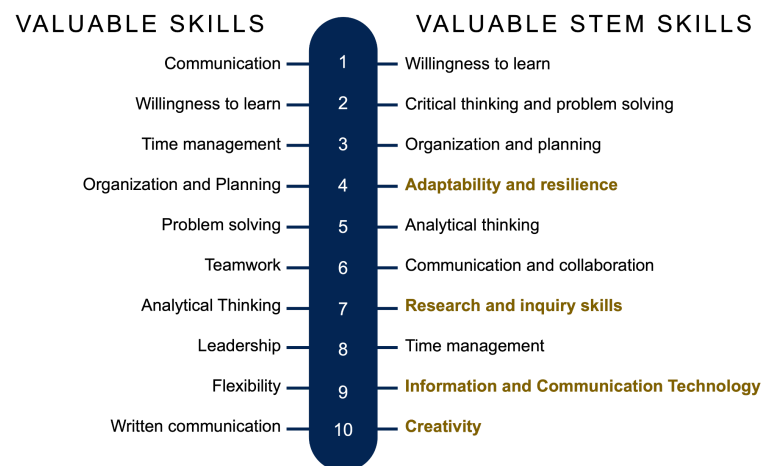
Over 1/3rd of the youth (35%) surveyed indicated an interest in a job in STEM. However, a larger proportion of youth (37%) indicated not having interest in a STEM-related career. Notably, 16% of the youth who completed the survey didn't have a clear understanding of STEM prior to taking the survey.



Are opportunities to develop STEM-related skills available to youth within their local neighborhood?

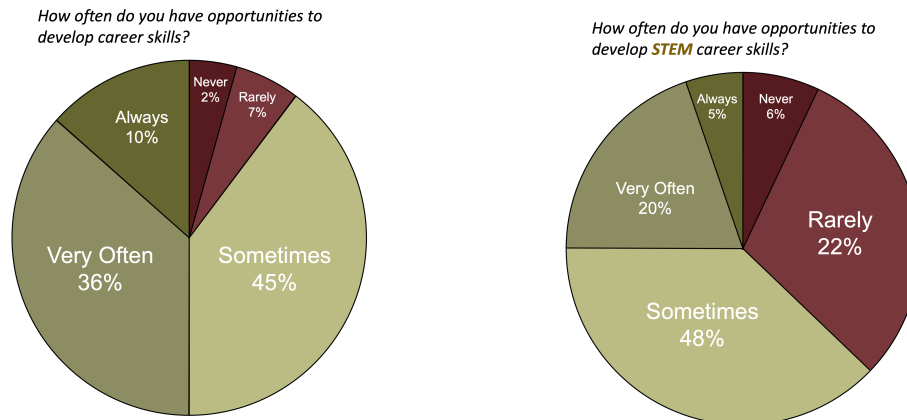
Approximately, 50% of the youth surveyed indicated that opportunities to develop STEM related skills were not at all or rarely available within their neighborhoods. Please see Appendix E for a full list of zip codes that indicated “Never” or “Rarely” when inquired about opportunities for STEM related skills. Notable zip codes with the most reported **barriers to STEM related opportunities include: 95823, 95822, 95831, and 95832.**

Skill Ranking. Youth also ranked valuable skills needed to pursue their desired career. Below, we highlight the top 10-skills youth value in pursuing their desired career as well as STEM-related skills².

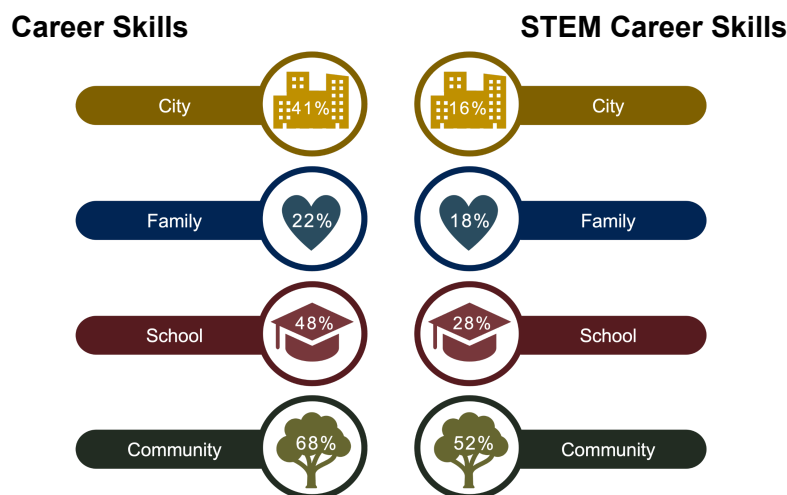


² The text in gold indicates new skills identified by youth when thinking about STEM-specific careers.

Opportunities to Develop Career Related Skills. In the chart below, we compare youths' responses surrounding opportunities to develop career skills as compared to STEM-career related skills. Notably, a larger portion of youth indicated having few to no opportunities to develop STEM-related skills (**28%**) as compared to career skills (**9%**)?



Available Programming. Youth also indicated areas in which they had opportunities to develop skills focused on their career of choice as well as STEM-specific skills. Notably, youth indicated more opportunities to develop career-related skills as compared to STEM-specific skills across the domains of: city programming, family, school services, and community.



Desire for Early Career Education and Hands On Experience. Regarding expanding opportunities for developing career skills, youth across listening sessions indicated a desire to become exposed to and learn about the workforce earlier in their education (elementary and middle school). For example one youth noted:

“I wish early on, like in elementary school, that they would show you the branches to that stuff and even in middle school maybe you can explore the different careers.”

Furthermore, youth indicated across listening sessions the value of building connections with professionals across diverse career fields. To illustrate one youth stressed the value of:

“Getting the point of view of someone who’s actually doing that profession to see what it’s like.”

Mentoring. Youth also indicated throughout listening sessions the value of having opportunities for mentoring and building networks with professionals within their community. As one youth noted:

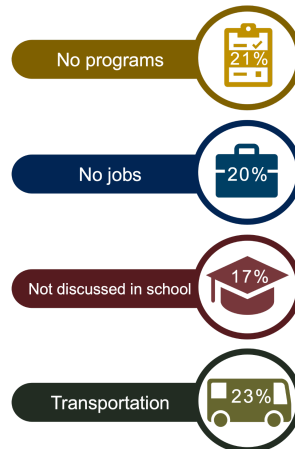
“I wish I had connections because you can have opportunities come up but unless you know how to get to them it’s really hard.”

Another youth noted the value of having such connections in helping them navigate real-world challenges:

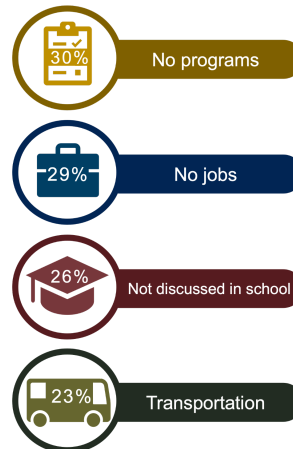
“We learn a lot in school but it doesn’t really apply to how you actually live your life in the real world and like it’s hard sometimes like you don’t have people that will guide you through it.”

Barriers. Youth also identified key barriers in developing both career and STEM-related skills. These barriers tended to be notably similar with regards to limited programming, job opportunities, exposure to diverse careers within school, as well as transportation barriers.

Career Skills



STEM Career Skills



Need for Professional Development and Life Skills. In regards to barriers in career development, youth across listening sessions reported uncertainty surrounding the

responsibilities of transitioning into adulthood. Thus, they stressed the need for programs (e.g., adulting 101) and resources that could further help support this transition. As one youth noted:

“I didn’t know it could be this hard being an adult, you know? So at least a program that is geared toward just: how do you survive in the real world?”

Additionally, youth highlighted the importance of being competitive on the job market and needing opportunities to get specialized training and certificates. As another youth expressed:

“Like with osha that can help you get hired and what not. Like if you want to get into, like if you want to work at a Food Company and you want to be like a forklift operator, you gotta be forklift certified. You need an opportunity to get forklift certified. So you’re more qualified.”

Accessibility and Financial Assistance. Across listening sessions, youth also noted challenges in being able to access and/or afford educational and professional development opportunities. As one youth noted the financial burden of being able to access specific programming:

“I feel like everything, all these opportunities, they cost somehow... not everybody has enough money to do all that.”

And another youth noted having limited information surrounding requirements around applying to college as well as scholarship opportunities:

“The playing field is never level, it never has been. Why is it so difficult to obtain information about the SAT, these grants, scholarships, etc?”

Recommendations for City Programming

Informed by the surveys and listening sessions, we offer the following recommendations to help inform and support city future programming and outreach efforts:

- **Expand Career Development Programming to an Early Age.** Develop programs for children of all ages to learn about and explore diverse career fields. Specifically, expose children early to STEM-related opportunities.
- **Create Opportunities for Social Capital and Networking.** Provide forums, workshops, assemblies, and networking events to allow youth the opportunity to connect with and engage in conversation with professionals from diverse fields. Additionally, provide formal mentoring programs in which youth can shadow, routinely connect with, and seek advice from a designated mentor.

- **Offer Certification Programs and Leadership Development Opportunities.** Provide opportunities for youth to obtain certificates in specialized fields as well as leadership roles within local business or city offices.
- **Invest in Job Preparation Skill-Building Programs.** Hold workshops for youth on drafting resumes, college applications, and preparing for interviews.
- **Provide Adulting and Emerging Adult Skill-Building Supports.** Offer specialized courses in life skills. Some courses identified by youth included: financial literacy, self-care, and interpersonal skill development.
- **Strategic Outreach:** Provide targeted programs and support to the following areas, 95823, 95822, 95831, and 95832, in which youth indicated a greater need for resources related to STEM career development.

Appendix A

Survey Demographics: Zip Codes

Zip Code	N
No Answer	60
95823	28
95822	17
95835	16
95838	16
95831	12
95815	11
95820	9
95826	9
95832	8
95817	7
95818	7
95824	7
95825	6
95828	6
95833	6
95816	5
95834	5

Zip Code	N
95842	4
95608	3
95691	3
95819	3
95821	3
95624	2
95660	2
95670	2
95811	2
95843	2
95621	1
95661	1
95673	1
95695	1
95762	1
95814	1
95827	1
95841	1

Appendix B

Survey Demographics: Race

Race	N	%
Black	76	28%
Hispanic/Latinx	65	24%
Asian/Hawaii/PI	55	20%
White	27	10%
Hisp/Latinx-White	9	3.30%
3+ racial/ethnic categories	9	3.30%
No Answer	9	3.30%
American Indian/Alaskan Native	8	3.00%
Black/AA-Hisp/Latinx	7	2.60%
Asian/NH/PI-Hisp/Latinx	6	2.20%
Asian/NH/PI-White	4	1.50%
Asian/NH/PI-Middle Eastern	3	1.10%
Hisp/Latinx-American Indian/AN	3	1.10%
Black/AA-American Indian/AN	2	0.70%
Middle Eastern	1	0.40%
Asian/NH/PI-American Indian/AN	1	0.40%
American Indian/AN-White	1	0.40%
American Indian/AN-Middle Eastern	1	0.40%

Appendix C

Survey Demographics: Age

Age	N
16	84
17	54
18	23
19	9
20	8
21	11
22	17
23	9
24	4
25	10

Appendix D

Survey Demographics: Education

Parent's Education	N
Middle School	17
High School/GED	68
Some College	47
2-year College Degree	19
4-year College Degree	20
Masters Degree	19
Doctoral Degree	3
Professional Degree	1
No School	11
No Answer	21

Appendix E

Skill Development Opportunities “Never Available” by Zip Code

Skills Never	N
95838	2
95811	1
95817	1
95818	1

STEM Never	N
95823	3
95817	2
95691	1
95811	1
95822	1
95826	1
95832	1
95833	1
95838	1
95841	1

STEM Neighborhood Never	N
95823	5
No Response	3
95817	2
95822	2
95825	2
95826	2
95831	2
95832	2
95608	1
95691	1
95811	1
95814	1
95818	1
95827	1
95828	1
95833	1
95843	1

Appendix E (continued)

Skill Development Opportunities “Rarely Available” by Zip Code

Skills Rarely	N
No Response	3
95817	2
95818	2
95835	2
95608	1
95660	1
95820	1
95823	1
95831	1
95832	1
95833	1

STEM Rarely	N
No Response	9
95831	5
95822	4
95826	3
95832	3
95819	2
95820	2
95821	2
95823	2
95835	2
95843	2
95608	1
95621	1
95660	1
95673	1
95814	1
95815	1
95817	1
95818	1
95825	1
95827	1
95828	1
95833	1
95834	1
95838	1
95842	1

STEM Neighborhood Rarely	N
No Response	8
95822	8
95835	6
95823	5
95831	5
95832	5
95838	5
95815	4
95818	4
95820	4
95825	4
95842	3
95660	2
95817	2
95819	2
95821	2
95621	1
95624	1
95670	1
95673	1
95691	1
95811	1
95816	1
95824	1
95826	1
95828	1
95833	1
95834	1
95843	1

Appendix E (continued)

Skill Development Opportunities Combined “Never and Rarely Available” by Zip Code

Zip Code	N
No Response	14
95823	11
95822	10
95831	9
95832	7
95825	6
95835	6
95838	6
95817	5
95818	5
95815	4
95820	4
95826	4
95819	3
95842	3
95660	2
95691	2

Zip Code	N
95811	2
95821	2
95828	2
95833	2
95843	2
95608	1
95621	1
95624	1
95670	1
95673	1
95814	1
95816	1
95824	1
95827	1
95834	1
95811	2

Appendix F

Career Aspirations

Career Aspirations	N	%
Dentists, Doctors, Nurses, and Veterinarians	64	24%
Artists and Designers	58	21.60%
Nursing Assistants, Medical Assistants, and Other Healthcare Support Occupations	53	19.70%
Architects and Engineers	46	17.00%
Actors, Dancers, and Musicians	43	16.00%
Psychologists, Environmental Scientists, Politicians, Forensic Scientists, and Researchers	34	12.60%
Lawyers, Judges, and Paralegals	30	11.20%
Athletes, Coaches, and Referees	26	9.70%
Chefs, Bartenders, and Waiters	26	9.70%
Barbers/Hairdressers, Cosmetologists, and Personal Trainers	26	9.70%
Reporters, Journalists, Authors, and Public Relations	24	8.90%
Social Workers, Guidance Counselors, Career Advisors, and Religious Occupations	23	8.60%
Teachers and Librarians	23	8.60%
Auto Mechanics, Aircraft Mechanics, and Other Maintenances and Repair Occupations	23	8.60%
Other	23	8.60%
Computer Support, Programmers, and Data Analyst Occupations	21	7.80%
Managers and Chief Executives/CEOs	19	7.10%
Firefighters, Animal Control, Police Officers, and Criminal Investigators	19	7.10%
Accountants, Marketing Specialists, Human Resources Occupations, and Event Planners	18	6.70%
Salespersons, Cashiers, Real Estate Agents, Travel Agents, and Telemarketers	15	5.60%
Airline Pilots, Bus Drivers, Taxi Drivers, Railroad Conductors, or Other Transportation	13	4.80%
Construction Workers, Electricians, Plumbers, and Other Related Occupations	11	4.10%
Customer Service Representatives, Receptionists, and Secretaries	9	3.30%
Farmers, Fishermen, and Loggers	7	2.60%
Janitors, Maids, Pest Control, and Landscapers	5	1.90%
Butchers, Food Processing Workers, Assembly Line Workers, and Power Plant Operators	4	1.50%

Appendix G

Valuable Skills

Valuable Skills	Mean	SD
Communication	4.69	0.71
Willingness to learn	4.64	0.7
Time management	4.61	0.67
Organization and Planning	4.6	0.64
Problem solving	4.59	0.71
Teamwork	4.51	0.84
Analytical Thinking	4.39	0.81
Leadership	4.29	0.94
Flexibility	4.26	0.84
Written communication	4.23	0.95
Creativity	4.11	0.94
Work Independently	3.97	1.02
Evaluating other's performance	3.95	1.02
Information and Communication Technology	3.9	0.96
Awareness of global issues	3.89	1.14
Computer skills	3.71	1.04
Knowledge of another language	3.69	1.12

Appendix H

Valuable STEM Skills

Valuable STEM Skills	Mean	SD
Willingness to learn	4.63	0.74
Critical thinking and problem solving	4.57	0.8
Organization and planning	4.48	0.79
Adaptability and resilience	4.46	0.75
Analytical thinking	4.45	0.79
Communication and collaboration	4.43	0.89
Research and inquiry skills	4.43	0.78
Time management	4.41	0.85
Information and Communication Technology	4.37	0.89
Creativity	4.36	0.8
Design thinking	4.32	0.78
Coding and data analysis skills	4.26	0.92
Emotional intelligence	4.09	0.99
Work Independently	4.05	0.99
Awareness of global issues	4.05	1.13
Evaluating other's performance	3.96	1.06