

# Frameworks for integrating career knowledge to help students overcome “occupational segregation”: An Equity Perspective

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# My experience with topic spans 2 decades:

- Assistant Advising Coordinator, College of Health & Social Services at New Mexico State University
- NCAA Life Skills Program Coordinator/Athletics Advisor, Athletics Academic Program at New Mexico State University
- Co-taught CEP 552/652 Career/Life Planning and Vocational Assessment for Masters/Doctoral students in Counseling and Educational Psychology program at NMSU
- Taught Coll 108 Career Exploration at Dona Ana Community College
- Ph.D. Psychology with specialization in Educational Psychology
- Worked at Hispanic Serving Institutions for over 20 years
- Equity work has been a strong focus for over 15 years

# Participant Learning Outcomes

Provide An Equity Perspective to:

- Understanding “Occupational Segregation”
- Overcoming barriers to the world of work and Integrating career knowledge
- Identify sub-texts of inequity
- Promote awareness of career counseling and guidance resources

# Occupational Segregation

Def.

- “when one demographic group is overrepresented or underrepresented among different kinds of work or different types of jobs” (Washington Center for Equitable Growth, 2017, para. 1)

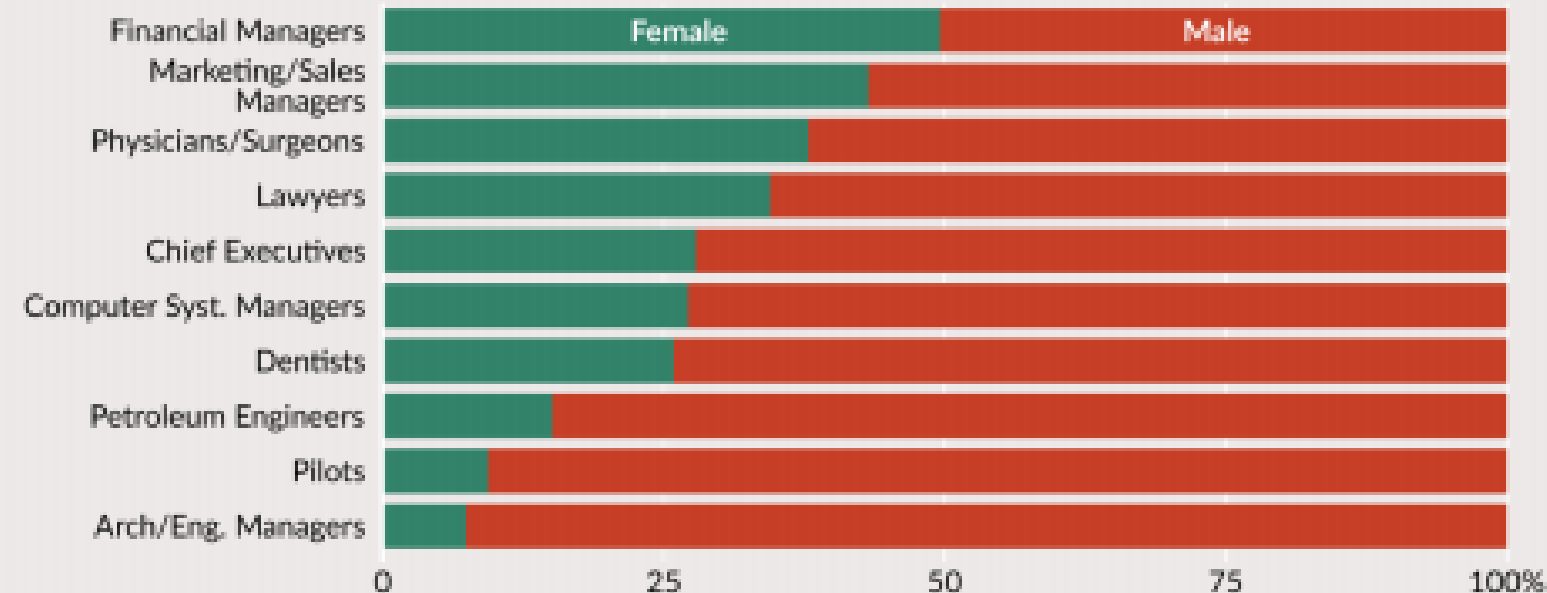
# Gender:

- Occupations with more men participating, higher wages for the position (WCES, 2017)
  - Regardless of skill or education required for the job
- Intersectionality: race and gender– women from underrepresented minority groups are further marginalized, into jobs where they are earning far less than white women, and the males in the profession
- “Occupational segregation by gender is stronger than occupational segregation by race” (Hegewisch & Hartmann, 2014, p. 8).

## The enduring U.S. divide between men and women at work

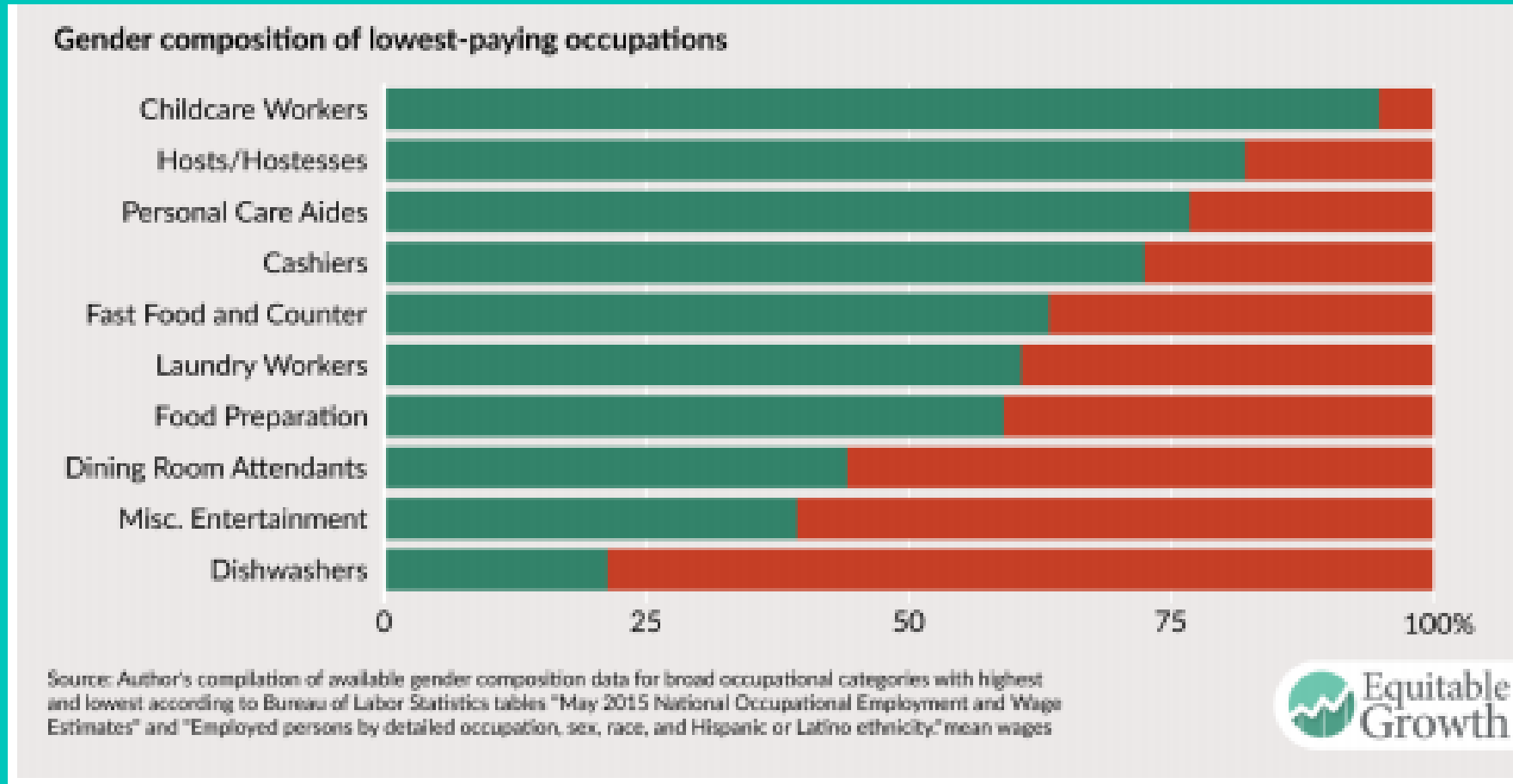
The gender composition of the highest- and the lowest-paying U.S. occupations, 2015

### Gender composition of highest-paying occupations



# Gender:

- When more women enter the profession, the pay/status of the profession decreases (WCES, 2017)
- Of the jobs with the highest increase expected by 2024, 60% are primarily occupied by women:
  - health care support, administrative assistance, early childhood care and education, and food preparation and services





# Occupational Segregation/stratification by race/ethnicity:

“Minority workers generally [hold] lower status or lower paid occupations...lower educational attainment explains much of the gap, but not all of it” (Wise, Liebler, & Todd, 2017, p. 3).

From the Stanford Center on Poverty and Inequality, Occupational Segregation by Weeden, Newhart & Gelbgiser, 2018, p. 3:

## Why Does Occupational Segregation Matter?

Segregation is of interest in its own right as an indicator of inequality, but it's also a key source of other forms of inequality, such as the gender gap in wages. In 2016, a college-educated white woman with average experience who works 40 hours a week has a predicted hourly wage of \$5.00 less (about 10%) than a white man with similar attributes. This gap decreases to \$4.10 after adjusting for between-occupation pay differences, implying that occupations “explain” about 18 percent of the human capital-adjusted gender gap in wages.

# OCCUPATIONAL SEGREGATION

Stanford Center on Poverty and Inequality

KIM A. WEEDEN, MARY NEWHART, AND DAFNA GELBGISER

## KEY FINDINGS

- Nearly half of the women in the labor force would have to move to a different occupation to eliminate all occupational segregation by gender.
- Gender segregation increased in the 1950s and 1960s, declined quite sharply in the 1970s and 1980s, but stalled starting in the 1990s. If the average annual rates of change since 1970 were to continue, it would take 150 years to reach full integration; if post-1990 rates continued, it would take 330 years.



# Some timelines:

- In 1900, labor force was comprised of 3.2% married white women, and 22.7% married African American women (Seligman, 1994).
- 1950s: two thirds of women in college were pursuing careers in education (Seligman)
- 1980s top 10 most frequent careers for women were: Secretary, cashier, bookkeeper, RN, waitress, k-12 teacher, nursing aide, salesperson &/or supervisor, typist (Seligman)
- 1980s: Men in non-traditional fields “promote rapidly”; most likely to be minority, first born, college educated with advanced education, participate more in raising their children than traditional males (Seligman)
- 1990s: college men surveyed did not anticipate having to prioritize work/family commitments (Seligman)

# Race/Ethnicity

## Emancipation and Immigration patterns impacted access and participation in labor market (Davis, 1983)

- Black women and men worked side by side in agriculture and trades
- Black women in domestic service
- 1899 study by Isabel Eaton, published by W.E.B. DuBois (as cited by Davis, 1983), 60% of all Black workers in Pennsylvania were in a domestic capacity; 91% of all women. “No other occupations open to them” (p. 93).
  - Black women who previously worked as school teachers could not get hired
  - “Black women were trapped in these occupations until the advent of [WWII]” (p. 95)
- 1890 there were 4 million women in the labor force; 25% were Black women
- 1940 census: 59.5% of Black women were employed in domestic work; 10.4% non-domestic occupation in a service related field; 16% agricultural field workers;
  - WWII– Black women entered industry (400,000 strong)
  - 1960 post- WWII– 1/3 of Black women working as domestic help; only 1/5 were non-domestic
  - Hegewisch and Hartmann (2014): In 1960, 40%+ Black women fulfilled 2 occupations: personal service and housekeepers/maid; in 2000, 34% of Black women work in Management and professional occupations

# Race/Ethnicity

## ○ Latinos

- In L.A. there are a number of low level occupations “clearly identifiable as brown collar” (Catanzarite, 2000)
  - see slide 13; encapsulated in the top 10 listing
- Over past 30 years, Census data indicates increased marginalization
- Hegewisch and Hartmann (2014): in 1960, 20% of Hispanic women worked in manufacturing and “other precision, apparel and fabric workers” (p.3). In 2000, 25% of Hispanic women work in management however largest numbers of women are working in underrepresentation in technical fields persists.
- Language skills are “an important human capital characteristic that affects access to certain occupations” (Toussaint-Comeau, Smith, & Comeau Jr., 2005, p.6)
- When white men are used as the reference group, “Black and Hispanic women experience the highest levels of segregation (D=54%) while white and Asian women have the lowest levels (D=50%)” (Weeden, Newhart & Gelbgiser, 2018, p.1).

## ○ Asian

# Race/Ethnicity

- Native American/Alaska Natives
  - 1970's the rise of tribal colleges increased educational attainment (Wise, et al, 2017)
  - Census 2000, and 2008-12: "generally overrepresented in low-skilled occupations and underrepresented in high skilled occupations" when considering single-race (versus multiple race identity) (Wise, et al, p.3)
  - Census 2008-12: under-representation in "white collar" careers: legal fields, financial specialists, management by both sexes. Over-representation in "blue/pink collar" careers: healthcare support, building/grounds maintenance, construction. Trend consistent with the previous 3 decades of data (Wise, et al)
  - "Although unmeasured factors also contribute to these occupational dissimilarities, our findings suggest that further efforts to close racial gaps in educational attainment can play an important role in narrowing the occupational dissimilarity... thus improving lives and eliminating potential inefficiencies in how jobs are allocated" (Wise et al, 2017, p.20)



# Top 10 Careers by Race/Ethnicity

Becker (2017) citing the Bureau of Labor Statistics

## White:

- Veterinarians (95% of all Vets are white)
- Farmers, ranchers, and agricultural managers
- Fundraisers
- Pilots and aircraft engineers
- Writers and authors
- Advertising and promotion managers
- Animal trainers
- Surveying and mapping technicians
- Cost estimators
- Editors

## Black:

- Barbers (40% of all barbers are black)
- Nursing and home health aides
- Telemarketers
- Postal service sorters and processors
- Security guards
- Practical and vocational nurses
- Bus drivers
- Taxi drivers and chauffeurs
- Government program interviewers
- Crossing guards

## Hispanic:

- Drywall and ceiling installers
- Agricultural workers
- Roofers
- Carpet, floor, and tile installers
- Painters
- Cement and concrete masons and finishers
- Maids and housekeepers
- Sewing machine operators
- Brick masons, block masons, and stonemasons
- Construction laborers

## Asian:

- Miscellaneous personal appearance workers (57.8% of all appearance workers are Asian)
- Medical scientists
- Software developers
- Computer hardware engineers
- Gaming services workers
- Physical scientists
- Tailors and dressmakers
- Dentists
- Statisticians
- Computer programmers (19.8% of computer programmers are Asian)
- **The most jobs requiring high skill and high education**
- **High Paying jobs**

# Cerritos College Segmentation Study in 2016

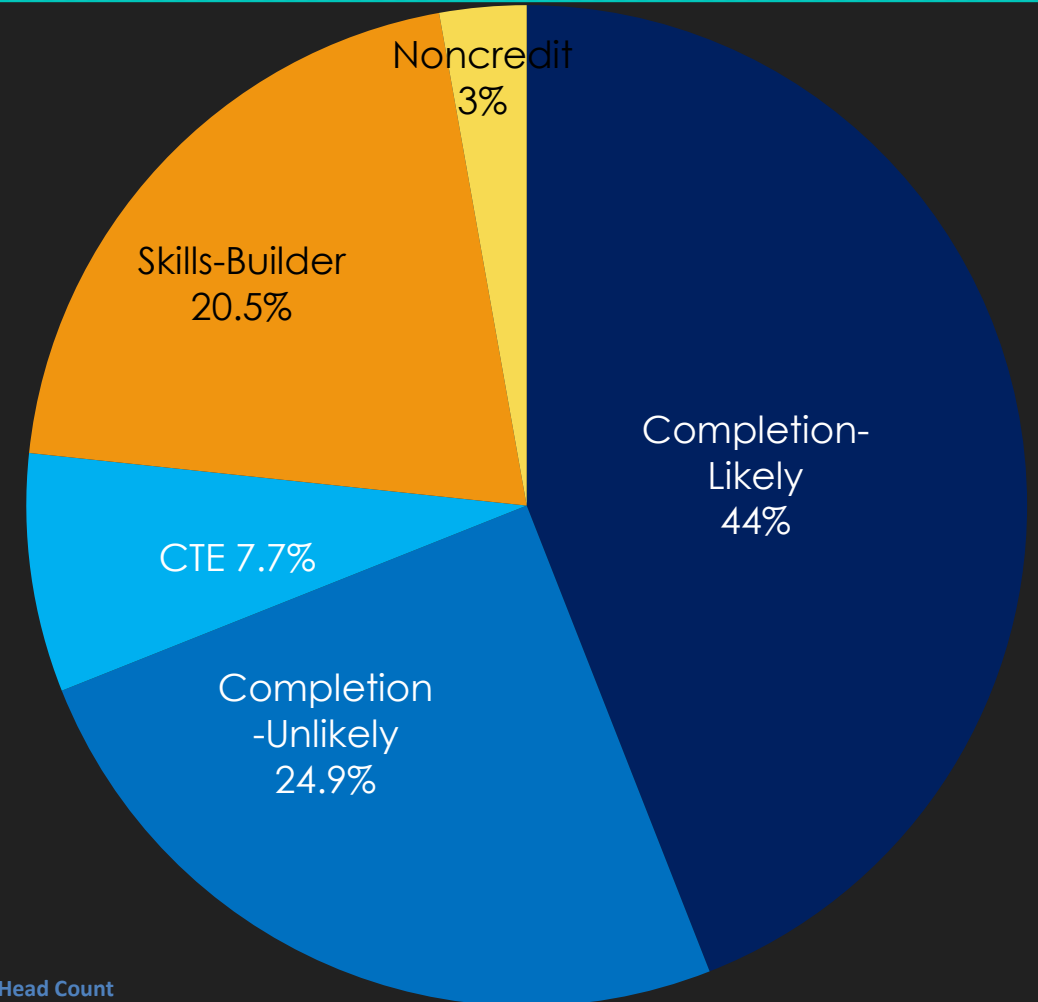
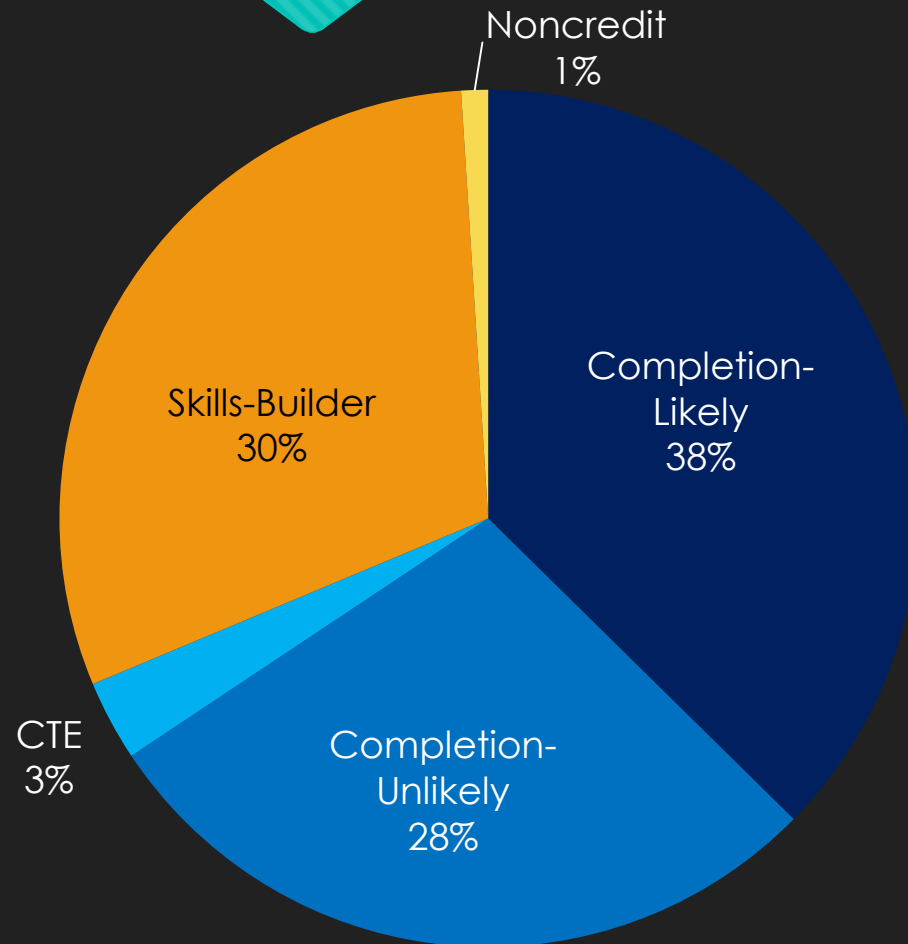
- Followed Bahr's (2010) methodology from "Segmentation Model for Assessing Course Taking Patterns"
  - Completion directed pathway: Completion-Likely, Completion Unlikely, and CTE ("Terminal Vocational")
  - Non-completion pathway: Skills Builder, Noncredit
  - Revealed equity gaps in students pursuing completion outcomes
  - CA community college students average 4-6 years to complete, amassing between 65-125 units
- Findings at Cerritos College:
  - CTE ("Terminal Vocational") pattern: Black students were over-represented; Asian students under-represented
  - Skills Builder: White and Asian students over-represented; Hispanic students under-represented
  - Non-credit: Asian students over-represented; Black, Hispanic, and White students under-represented



# Bahr's findings: Statewide

*Averages varied by college*

## Cerritos College:



First-Time Student Types, Based on Head Count

# Gottfredson's Theory of Circumscription & Compromise

## Circumscription

We Eliminate careers which don't align with self concept

## Compromise

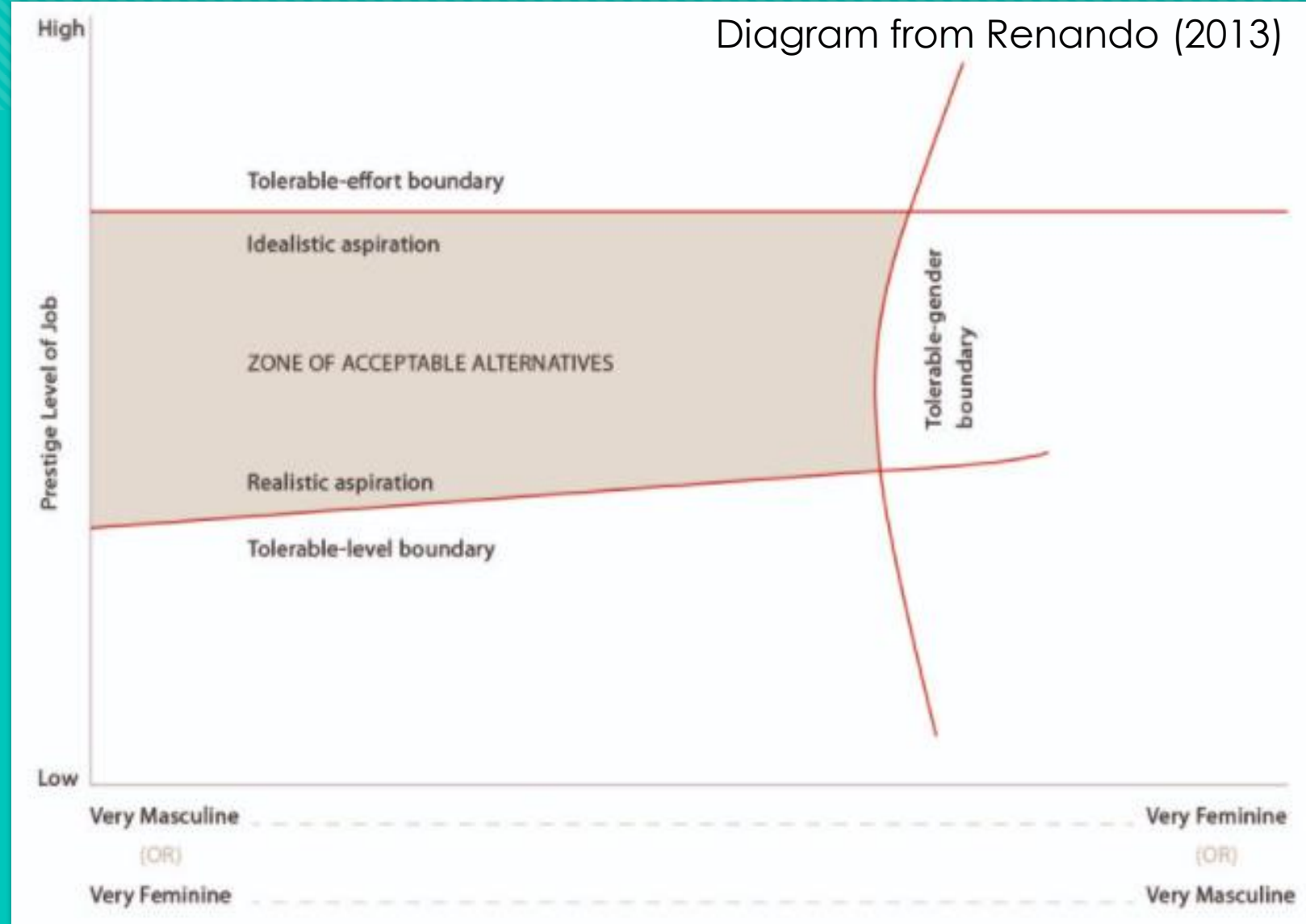
On remaining criteria for fit of position with self concept

Self Concept develops in stages throughout life span

Influenced by:

Gender  
Culture

As maturation takes place, the narrowing of acceptable alternative progresses  
(Duane Brown & Assoc, 2002)



# Overcoming Occupational Segregation: Help Students recognize subtexts of inequity

- Avoid encouraging student to pursue a career which does not meet the student's perceptions of:

## **Aspiration X Effort required for the job X Prestige of job**

- Example: "You should pick a career that doesn't involve much math"
  - Subtext: Invalidate student's aspirations and/or effort for which they will exert professionally
- Avoid ascribing work as "women's work" or "men's work"
  - Example: "Nursing is a woman's career" or imply that only females can nurture and provide care for others.
  - Subtext: Invalidate the student's gender and/or cultural identity; invalidate skills the student possesses

# Help Students recognize subtexts of inequity

- Accept that “Happenstance” can and does happen
- Happenstance: planned and unplanned opportunities converge to create a path to a career
  - Example:
    - Subtext: You should have to plan, work hard, and struggle to find a career. “You got lucky”.
- OTHERS?

# Help Students Learn about World of Work

- Encourage students to explore occupations in the different courses they take, and not focus solely on what they read and hear in lecture
  - What would a career in this field look like?
  - How do they spend their time? What would be an average day?
  - Who do they interact with?
  - What are the challenges?
  - What are the rewards?

# Promote Career Counseling & Resources

- Career Counseling is a gateway for males to receive other types of counseling
- Career Counselors should be culturally competent and aware of factors which have contributed to a history of occupational segregation
- Career Counseling and Resources will help Prepare students to:
  - Anticipate the stress of obtaining employment (Seligman)
  - Anticipate that they may become employed in a field different from their major; and for a while as they enter career field may find themselves underemployed/overqualified for positions for a period of time (Seligman)
  - Obtain career counseling to prepare for career entry and managing the process (Seligman)
- “Improving career advice about nontraditional fields and tackling discrimination in nontraditional fields remain important building blocks for women’s economic equality (Hegewisch & Hartmann, 2014, p. 24)



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