

Women in the Economy Commission Meeting - Minutes

Tuesday, October 13, 2015

8:30 a.m. to 10:00 a.m.

House Room 20

Commission: Rep. Rebecca Chavez-Houck, Rep. Becky Edwards, Sen. Luz Escamilla, Ann Marie Thompson, Anne Burkholder, Jennifer Robinson, Judy Barnett, Kathy Bounous

Excused: Sen. Deidre Henderson

Staff Support: Gail Tilson with additional support from Jen Jankowski

Attendees: Kathy Einhorn, Assoc. Superintendent, Park City Schools; Cheryl Hanewicz, UVU; Ember Conley, Superintendent, Park City Schools; Christopher Collard, Utah Foundation; Susan Thackeray, UVU; Tami Goetz, Executive Director, STEM Action Center; Matthew Weinstein, Voices for Utah Children; Curtis Miller; Parker Fawsom, Dean, School of Education, UVU; Melissa Proctor, Utah Foundation

AGENDA	DISCUSSION	RECOMMENDATIONS/ACTION
Welcome	<p>Welcome (Rep. Rebecca Chavez-Houck)</p> <p>The minutes from our last meeting were approved.</p>	<p>A motion was made to approve the minutes from our Sept. 14, 2015 meeting. Motion carried.</p>
Presentation on the Root Cause Analysis Study	<p>Tami Goetz asked Kathy Einhorn, Assoc. Superintendent, Park City Schools and Ember Conley, Superintendent, Park City Schools to explain the Root Cause Analysis Study. This is a great foundation for collecting data and was created to find out why girls and Latinos are not being recruited or engaged in STEM area classes. The Park City School District and UVU have teamed up to identify and address the needs of students in this district.</p>	<p>Four females are teaching upper-level math and science courses. These role models are having a very positive effect.</p> <p>Teachers encouraging students to attend AP classes.</p>

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<p>Matthew Weinstein, Voices for Utah Children and Curtis Miller, Gender Gap Research</p>	<p>Some of the root causes for the low number of students in STEM classes were: 1) In English Arts, only 9% of Hispanic students were proficient; 2) Student fear; 3) Students had been discouraged from taking STEM courses.</p> <p>Teachers and counselors will use survey data and ask students where they see themselves. They can then help students understand how STEM courses can help them reach their goals.</p> <p>Parents are becoming more involved. They want coding for their children.</p> <p>Commissioner Judy Barnett asked what is being addressed as far non-traditional jobs and education.</p> <p>Tami Goetz requested a follow-up meeting.</p> <p>Curtis Miller did this work for his thesis. Nationally, women make 79 cents for every dollar earned by men. In Utah, the equivalent figure is 70 cents. This is the fourth largest wage gap in the nation. Men earn 26.3% more than women, compared to 20% for the region and 17.6% for the nation.</p>	<p>Eliminate “fluff” classes from curriculum and encourage students to try STEM classes.</p> <p>Starting with first graders now, students are using coding.</p> <p>A STEM Career Fair was held in the Park City School District. 150 students and their parents attended. There were hands-on demonstrations and robotics.</p> <p>Every Friday is STEM Day.</p> <p>Sixteen percent of students this year are enrolled in the construction class, as opposed to 0 last year. Teachers are engaging the kids and making them aware of certificates and non-traditional jobs.</p> <p>The Policy and Research Sub-Committees could work with Tami.</p>

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	<p>Using the Oaxaca-Blinder decomposition, we break down the total wage gap into the returns and endowment effects: In Utah, the endowment effect result shows men earn 7.2% more than women because of men’s measured characteristics relative to women. Men are more educated, have higher paying occupations and work in higher paying industries.</p> <p>Utah’s returns effect result shows that the remaining difference (19.1%) is due to men and women being paid differently for the same qualifications (discrimination).</p> <p>The conclusion of this is that the returns effect, which is intended to measure discrimination, is nearly 3 times as influential as the endowment effect in explaining Utah’s gender wage gap. However, the endowment effect explains most of why Utah’s gap is so much worse than the nation’s.</p>	<p>Policy Recommendations:</p> <ol style="list-style-type: none"> 1) Pursue policies that seek to end direct wage discrimination. 2) Investigate methods to improve women’s educational attainment. 3) Address workplace and other practices and policies that have a disparate impact on women by making it more difficult to balance work or education with family responsibilities. 4) Pursue policies such as the EITC that increase take-home pay at the lower wage levels, since women make up the majority of lower-wage workers. 5) Surveys – Tracking graduates 6) Commissioner Burkholder suggested that the Public Policy Sub-Committee look into the EITC at the state level.

