

Schoolwide Employment Survey

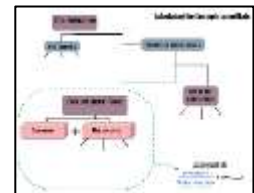
➤ Conducting the survey:

- Several days before the lesson, students distribute surveys to peers to fill out. Any student can fill out a survey.
- Label 4 different envelopes: Under 16; Paid for Work; No Job-Currently Looking; No Job-Not Currently Looking
- Collect all the surveys. Students sort the surveys by envelope as they come in.



➤ Day of the lesson:

- Hook- ask students questions similar to the survey: “Are you 16 or older?” “Were you paid for work recently?” If they weren’t, ask: “Are you looking for a job?” Tally the responses that say they *were paid/have a job*, *weren’t paid and are looking*, and are *not looking*. Explain that this is very similar to how the BLS goes about trying to figure out the national unemployment rate. Share the total number of students the BLS considers to be employed and unemployed in just the classroom.
- Watch the video [The Fed Explained: Labor force and unemployment](#) from the Atlanta Federal Reserve (til about 2:20)
- Complete/label the flow chart categorizing groups described in the video
- Count the surveys in each envelope. Post the numbers.
- Calculate your school’s unemployment rate using the formula shown on the flow chart.
 - Option: Use slide deck to understand different types of Unemployment and include on the flow chart for the student surveys



❖ Analyze the *school survey* data- draw from this bank of questions:

- **What was the most common employment status among students surveyed (employed, unemployed, or not in the labor force)? Why do you think this was the case?**
- **Which reason for unemployment was selected most often? What does this tell us about the job market for teenagers in our community?**
- **Compare the number of students who are unemployed with the number who are not in the labor force. Why might these numbers be different?**
- **What percentage of students age 16 or older are currently employed? What factors might explain this percentage?**
- **Which type of unemployment (frictional, structural, or cyclical) appeared most often in the survey results? Use evidence from the data to support your answer.**
- **How might the unemployment rate at our school be different from the unemployment rate for adults in Maryland? Explain your reasoning.**

Category	Count	Percentage
Employed		
Unemployed		
Not in the Labor Force		

- **Why is it important to separate students who are unemployed from students who are not in the labor force when calculating unemployment statistics?**
- **Based on the survey results, what challenges do students face when trying to find jobs?**
- **If local businesses wanted to help reduce student unemployment, what actions could they take based on the survey findings?**
- **What conclusions can you draw about the relationship between school activities, athletics, and employment among students?**

Higher-level evaluation questions:

- **Which type of unemployment (frictional, structural, or cyclical) was most common among students in our survey? How does this compare to what economists often observe in the overall economy?**
- **Do you think the survey results accurately represent all students in the school? Why or why not?**
- **What additional question would you add to the survey to better understand student employment, and why would it be useful?**
- **If the survey showed a high number of students who lack job skills, what programs could the school offer to help?**
- **How could economic conditions in the community affect the survey results? Provide at least two examples.**
- **What percentage of unemployed students reported frictional unemployment? What does this suggest about the challenges of finding a first job?**
- **What is the most important thing you learned about unemployment from this survey? Support your answer with evidence from the data.**

Evaluating the Survey

- **What are the strengths and weaknesses of using a school survey to measure unemployment?**
- **Does our survey accurately represent the entire student population? Why or why not?**
- **What additional question would improve our survey's ability to measure unemployment and labor force participation?**
- **If you were a local employer, what could you do to reduce student unemployment based on the survey results?**
- **If our school wanted to increase student employment opportunities, what programs or partnerships should it create? Use evidence from the survey to support your answer.**
- **Based on the survey and government data, what conclusions can you draw about the job market for teenagers in Maryland?**
- **Do you think the unemployment rate alone gives a complete picture of the labor market? Why or why not? Consider labor force participation rates and discouraged workers in your answer.**

- Which statistic from the chart do you think provides the most useful information about employment in our community? Defend your choice using evidence from the data.

❖ **Extension Activity:** Compare your school's results federal and state employment data.

- Add the results from the school to the chart.
- Have students complete the rest of the chart by researching current data from the BLS' [Employment Status of the Civilian Population](#) and the MD Department of Labor's [Local Area Unemployment Statistics \(LAUS\)](#). County by county unemployment rates can also be found on the Department of Labor's site.
- Use this bank of questions to analyze, compare and evaluate the information from the chart:
 - How does our school's unemployment rate compare to the unemployment rates of Maryland and the United States? What factors might explain the differences?
 - Which group had the highest labor force participation rate: our school, Maryland, or the United States? Why do you think this group participates in the workforce more often?
 - Why might our school's labor force participation rate be much lower than the state or national rate?
 - How does the unemployment rate for students compare to the unemployment rate for all workers ages 16–19 in the United States?
 - If our school's unemployment rate is higher than Maryland's, does that necessarily mean our local economy is weaker? Explain your reasoning.
 - How does Baltimore County's unemployment rate compare to neighboring counties and Baltimore City? What patterns do you notice?
 - Do unemployment rates appear to be related to whether an area is urban, suburban, or rural? Use evidence from the county data.
 - How might job opportunities available in Baltimore County affect employment outcomes for students at our school?
 - How has our school's unemployment rate changed over the semesters recorded in the chart? What factors may have influenced those changes?
 - Did our school's unemployment rate move in the same direction as Maryland's and the U.S. rates over time? Explain.
 - What events (economic, social, or local) could cause unemployment rates to rise or fall from one semester to the next?
 - Why is it important to compare local data (our school) with state and national data when studying unemployment?

Employment Survey

- Are you 16 years or older? Yes No
- Were you recently paid for work/have a job? Yes No
- If you do not have a job, are you currently looking for a job? Yes No

If you are currently looking for a job, which of the following reasons best describes why you have not found one yet?

- I just started looking and it is taking a while to match myself up with the right employer.
- I have been offered jobs, but I want one that pays a higher wage or has better working conditions.
- I don't seem to have the skills employers want.
- My job was eliminated by technology like computers or robots.
- It seems like employers do not need more workers because the economy is bad.
- Other reason: _____

If you do not have a job and are not currently looking for a job, which of the following reasons best describes why you are not looking for work right now?

- My focus is on school, athletics, and/or community service rather than working.
- I looked for a job for a long time and eventually gave up because no one was hiring.
- I have to take care of a family member in the afternoon/evening so I cannot work.
- Other reason: _____

Employment Survey

- Are you 16 years or older? Yes No
- Were you recently paid for work/have a job? Yes No
- If you do not have a job, are you currently looking for a job? Yes No

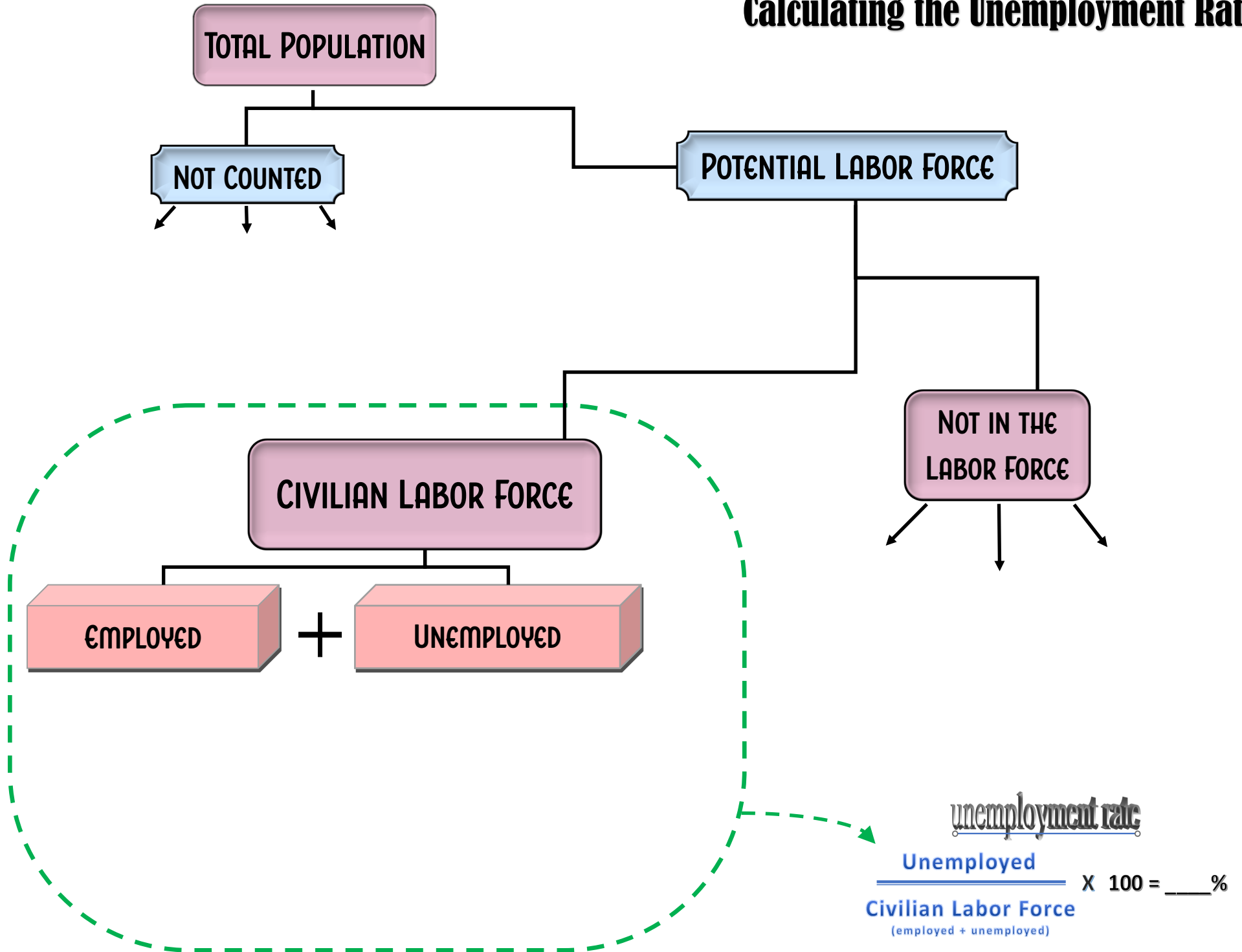
If you are currently looking for a job, which of the following reasons best describes why you have not found one yet?

- I just started looking and it is taking a while to match myself up with the right employer.
- I have been offered jobs, but I want one that pays a higher wage or has better working conditions.
- I don't seem to have the skills employers want.
- My job was eliminated by technology like computers or robots.
- It seems like employers do not need more workers because the economy is bad.
- Other reason: _____

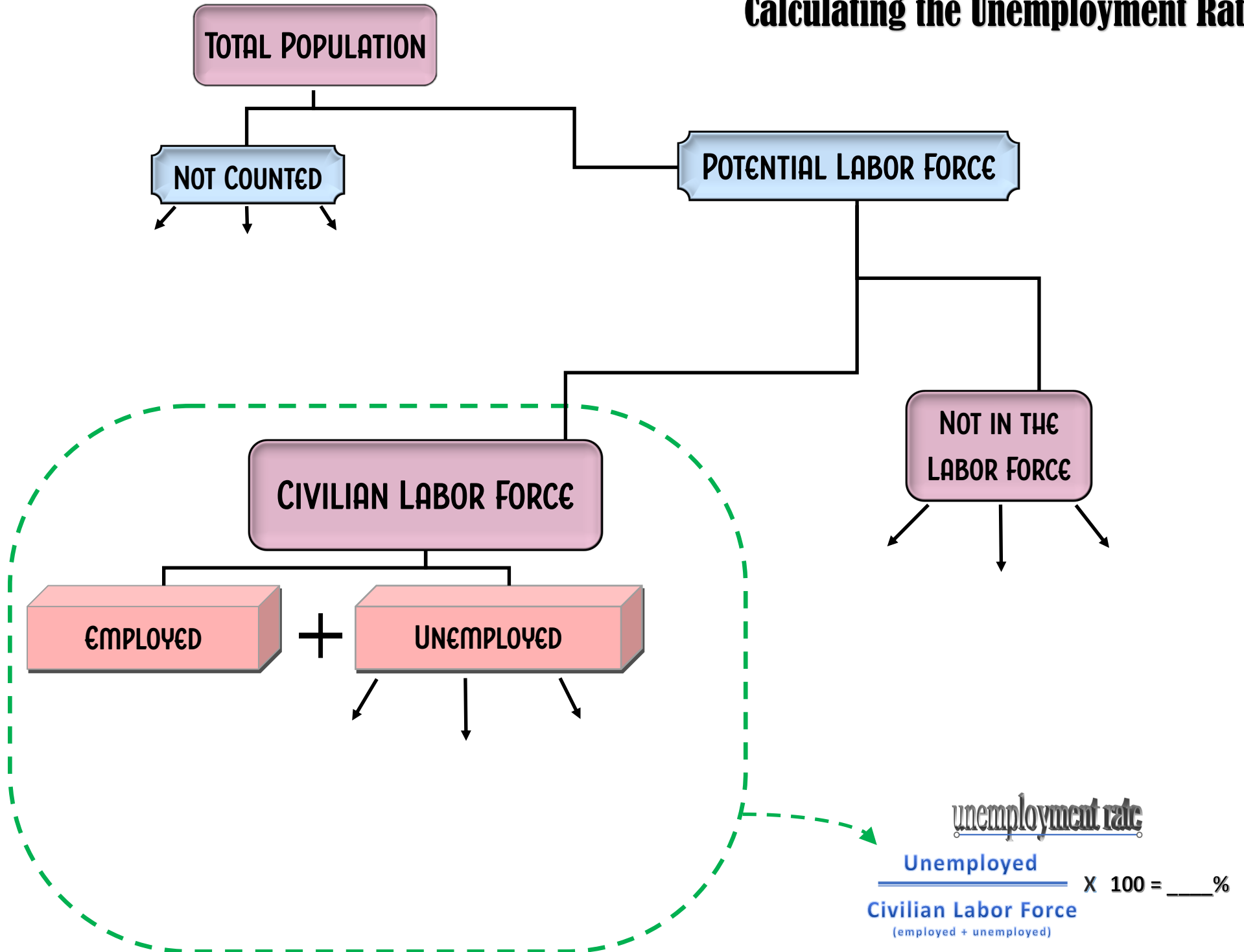
If you do not have a job and are not currently looking for a job, which of the following reasons best describes why you are not looking for work right now?

- My focus is on school, athletics, and/or community service rather than working.
- I looked for a job for a long time and eventually gave up because no one was hiring.
- I have to take care of a family member in the afternoon/evening so I cannot work.
- Other reason: _____

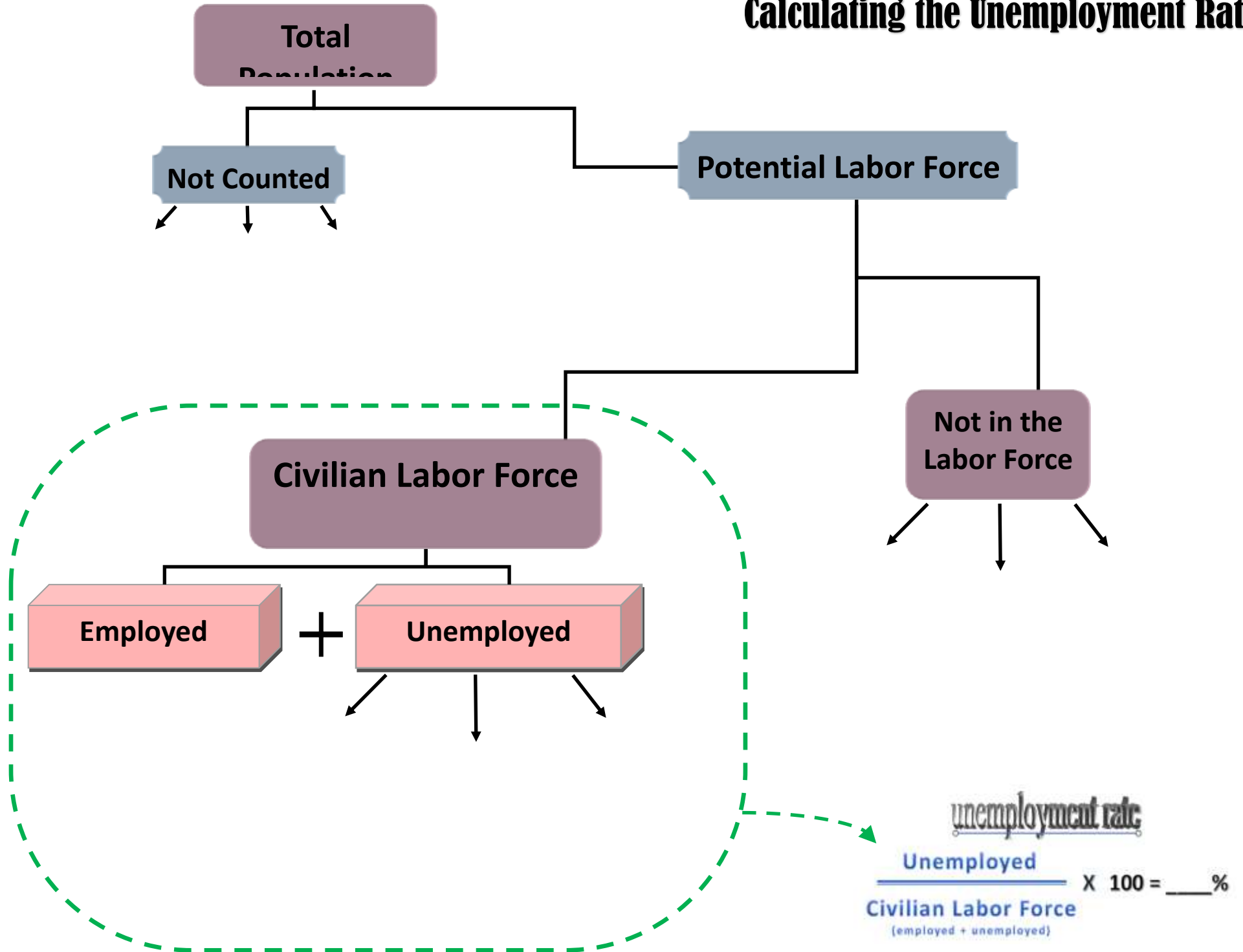
Calculating the Unemployment Rate



Calculating the Unemployment Rate



Calculating the Unemployment Rate

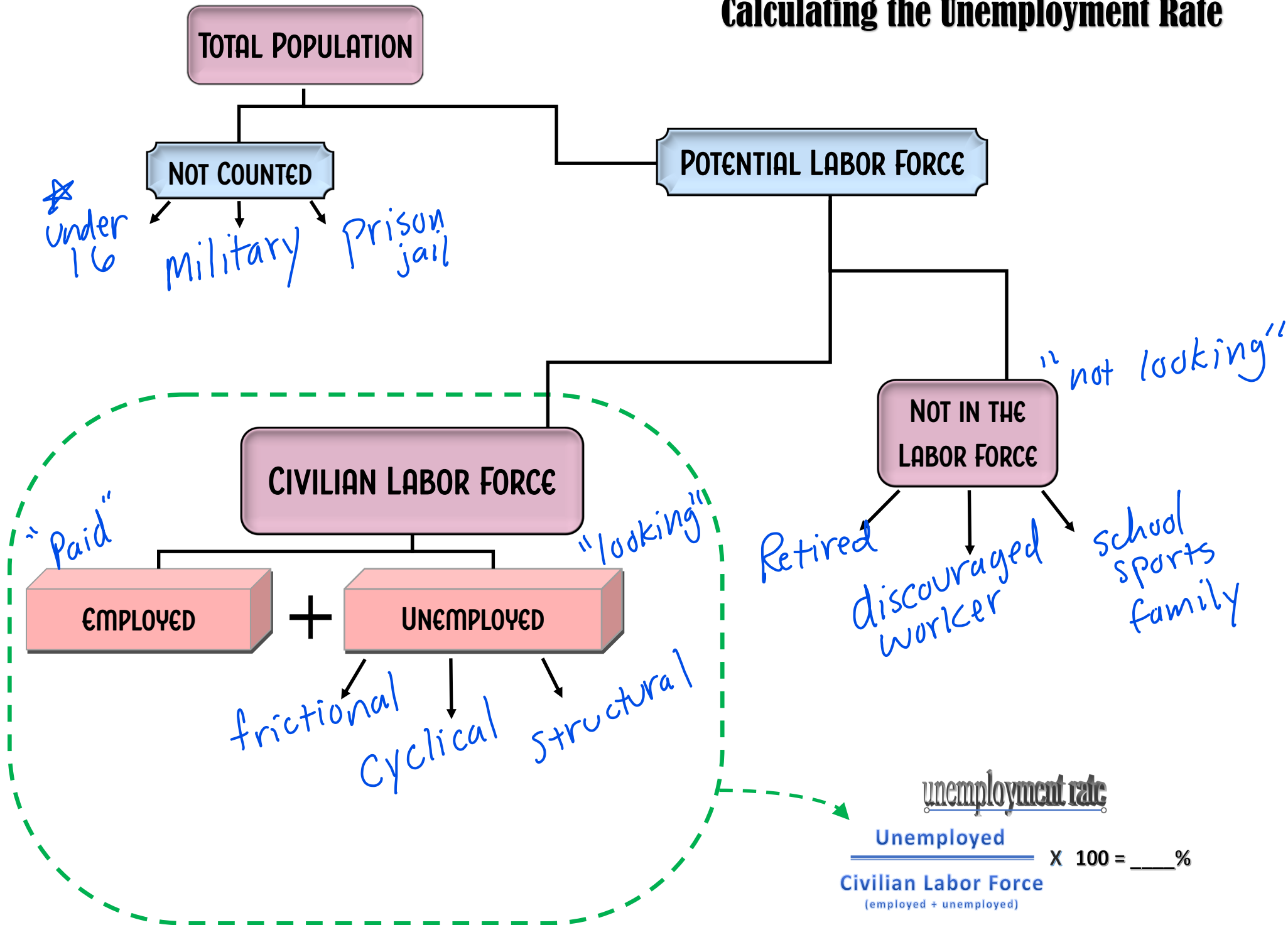


School Historical Unemployment rate:

Fall ____	Spr ____	Fall ____	Spr ____	Fall ____	Spr ____	Fall ____	Spr ____

Reasons for Not in Labor Force	# of students		Type of Unemployment	# of students
School/sports			Frictional (new to job search, holding out for more pay)	
Family			Structural (not matched for skills, replaced by tech or overseas)	
Discouraged workers			Cyclical (business cycle, slowing economy)	

Calculating the Unemployment Rate



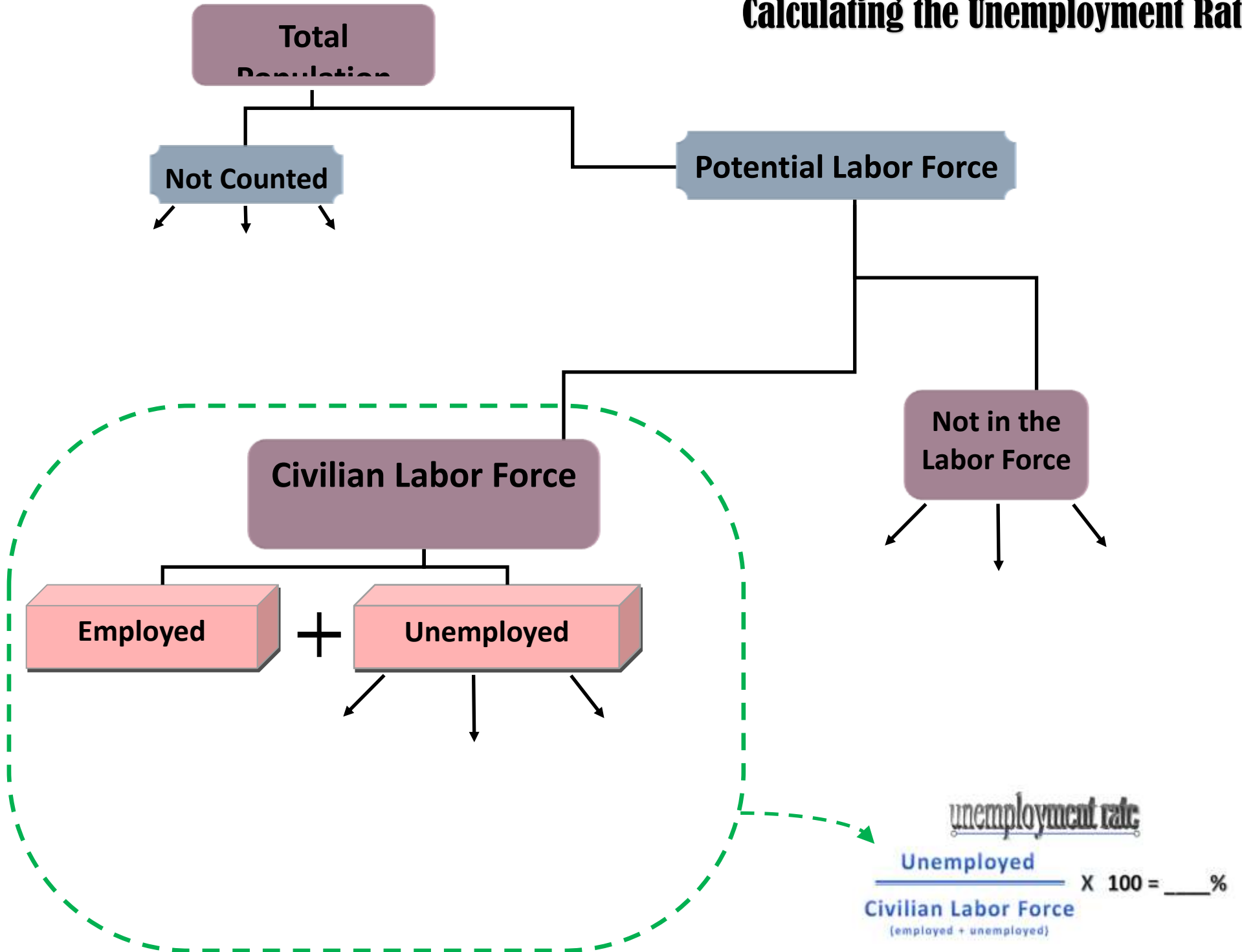
U.S. Table A-1. [Employment status of the civilian population](#)

[school]	[semester/ yr]		<u>US</u> <u>Population</u>			<u>US</u> <u>Population</u>			<u>MD</u>			Seasonally Adjusted		
			Total	[month / yr ago]		[current month/yr]	Both sexes, 16- 19 years		[month / yr ago]	[current month/yr]		LAUS	[month / yr ago]	[current month/yr]
Total students surveyed:														
Labor force			Civilian labor force				Civilian labor force					Labor Force		
Participation rate			Participation Rate				Participation Rate					Participation Rate		
Employed			Employed				Employed					Employment		
Unemployed			Unemployed				Unemployed					Unemployment		
Unemployment rate (calculate)			Unemployment rate				Unemployment rate					Unemployment Rate		
Not in the labor force			Not in the labor force				Not in the labor force							

➤ **Unemployment Rate by County**

[School]	Baltimore County	Baltimore City	Anne Arundel	Harford	Howard	Carroll

Calculating the Unemployment Rate



Types of Unemployment

Frictional

- *first-time job seeker or reenter the work force-*
- move to a new city or change careers
- holding out for a better-paying job.

Structural

- lack necessary job skills
- technology/automation replacing workers
- jobs moving overseas/offshoring

Cyclical

- due to slow down in the business cycle (*contractions* or *recessions*)
- Consumer spending down, businesses not having enough need for workers