

N E B R A S K A ' S
**PATHWAYS TO
PROSPERITY**
Symposium

SEPTEMBER 5, 2012 | CORNHUSKER HOTEL | LINCOLN, NE

NEBRASKA
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Department of Economic Development


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DEPARTMENT OF
EDUCATION


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NEBRASKA'S
PATHWAYS TO
PROSPERITY
Symposium

Welcome **OPENING &**
Welcome

DR. ROGER BREED AND MS. CATHERINE LANG

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PATHWAYS TO
PROSPERITY
Symposium

WILLIAM
Symonds

KEYNOTE ADDRESS

**Pathways to Prosperity:
Meeting the Challenge of Preparing Young
Americans for the 21st Century**

**William C. Symonds
Director, Pathways to Prosperity Project
Harvard Graduate School of Education
Nebraska Pathways Symposium
Sept. 5, 2012**

RESPONSE to the Pathways Report

- **BIG 12: OK; KS; TX; CO; MO; NE**
- **BIG 10: MI; PA; OH; IN; IL; WI; NE; MN:
ONLY EXCEPTION: IOWA**
- **NATIONAL:**
 - *More than 30 states
- **EVERY GEOGRAPY:**
 - * New England/ Mid-Atlantic
 - * Midwest
 - * West
 - * Southwest and South

WHY IS THERE SO MUCH INTEREST?

- **The Record of School Reform: Disappointing at Best**
- **The American Dream is at Risk:**
 - **Near-record youth unemployment**
 - **Declining incomes/net worth**
 - **Gallup: A Good Job now the number 1 concern**
- **THE BOTTOM LINE: A HUGE OPPORTUNITY**

Agenda

- **THE PATHWAYS REPORT**
- **MOVING FROM THEORY TO ACTION:**
 - * **Massachusetts: Boston Public Schools**
 - * **New York: Regent's Exams**
 - * **Illinois: Pathways Initiative**
 - * **Washington: Career Pathways Act**
- **NEXT STEPS FOR THE PATHWAYS PROJECT**
- **IMPLICATIONS FOR NEBRASKA AND YOU!**

What is the Pathways Challenge?

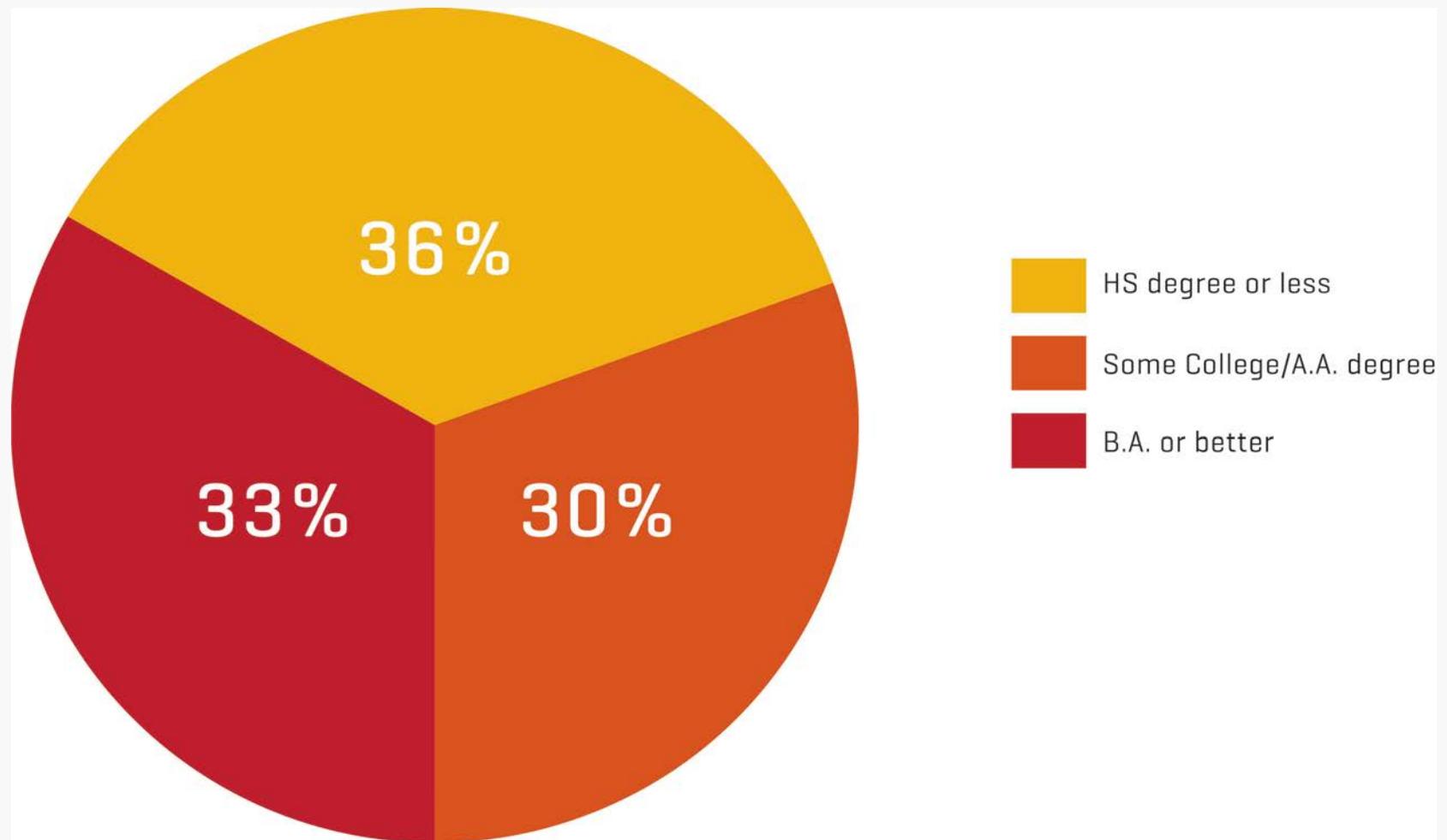
The United States is increasingly failing to prepare young people to lead successful lives as adults:

- **The Key Role of Education in the American Century**
- We have lost our global leadership in educational attainment and achievement
- Teen and young adults (20-24) are increasingly unable to find work
- Mounting social problems: Youth poverty; decline of the family; huge economic challenges
- **THE DANGER: A WASTED GENERATION**

A More Demanding Labor Market

- In 1973, a high school diploma was the passport to the American Dream. 72% of the workforce of 91 million had no more than a high school degree
- Today, PSE is the new Passport. Nearly 60% have at least some college.
- Tomorrow, PSE will become even more important. 63% of all jobs will require at least some education beyond high school.

College for All does not mean everyone needs a B.A. Even in this decade most jobs do not require a B.A.



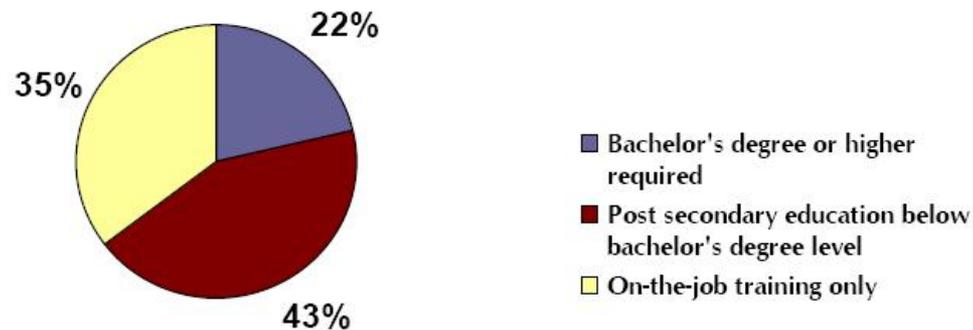
Source: March CPS data, various years; Center on Education and the Workforce forecast of educational demand to 2018.

Many Healthcare Jobs Require Less Than a B.A.

In the fast-growing healthcare sector, over 78% of jobs require less than a B.A.

Training Requirements for Healthcare Occupations:
Percent of Trained Workers Required by Training Level for
Projected National Workforce Increase 2004 – 2014

Healthcare Occupation Training Requirement	Percent	Number
First professional degree	5.5	165,000
Doctoral degree	0.3	9,000
Master's degree	5.7	170,000
Bachelor's or higher degree, plus work experience	2.6	79,000
Bachelor's degree	7.4	222,000
Associate's degree	27.4	823,000
Postsecondary vocational training	15.6	468,000
High school + moderate-term, on-the-job training	10.8	325,000
High school + short-term, on-the-job training	24.6	737,000



Source: Health Careers Futures/Jewish Healthcare Foundation, *Health Careers Pathways Study* (2008)

What are the Trends in Nebraska?

By 2018, Nebraska expected to have 1.1 million jobs:

- **66% OF THESE JOBS WILL REQUIRE PSE**
- **BUT ONLY 29% WILL REQUIRE A 4-YEAR DEGREE OR HIGHER**
- **37% WILL REQUIRE AN AA DEGREE OR SOME COLLEGE**
- **SO 2-YEAR DEGREES AND CREDENTIALS ARE MORE IMPORTANT THAN BA'S**

Why we face a Skills Gap

- We have convinced many students/parents there is only “one road to heaven”
- But this “pathway” is out of step with labor market demand
- Examples:
 - **Commercial Construction
 - **Hawaii: tourism/hospitality
 - **Wyoming: Energy
 - **Manufacturing: Puget Sound; Wisconsin; etc.

What is the right goal for the U.S.?

“College for All” needs to be broadened to mean a meaningful “post-high school credential” for all

Pathways should reflect the skills needed by industry

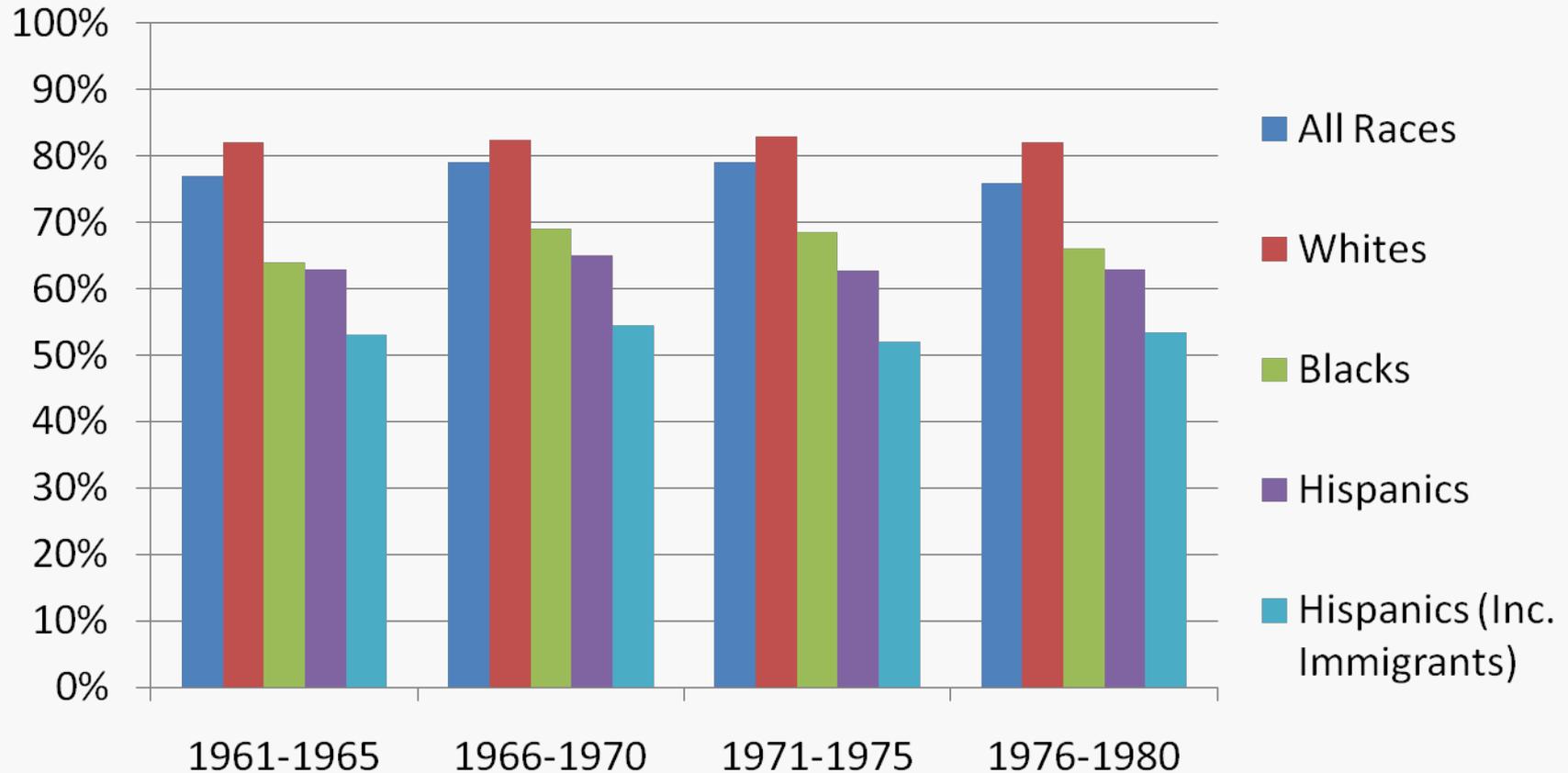
A meaningful credential can be earned in many ways:

- Community college/Technical college
- Apprenticeships
- The military/community service
- Four year college

Stagnant High School Graduation Rates

Despite two decades of reform, H.S. graduation rates have not changed much since the 1980s

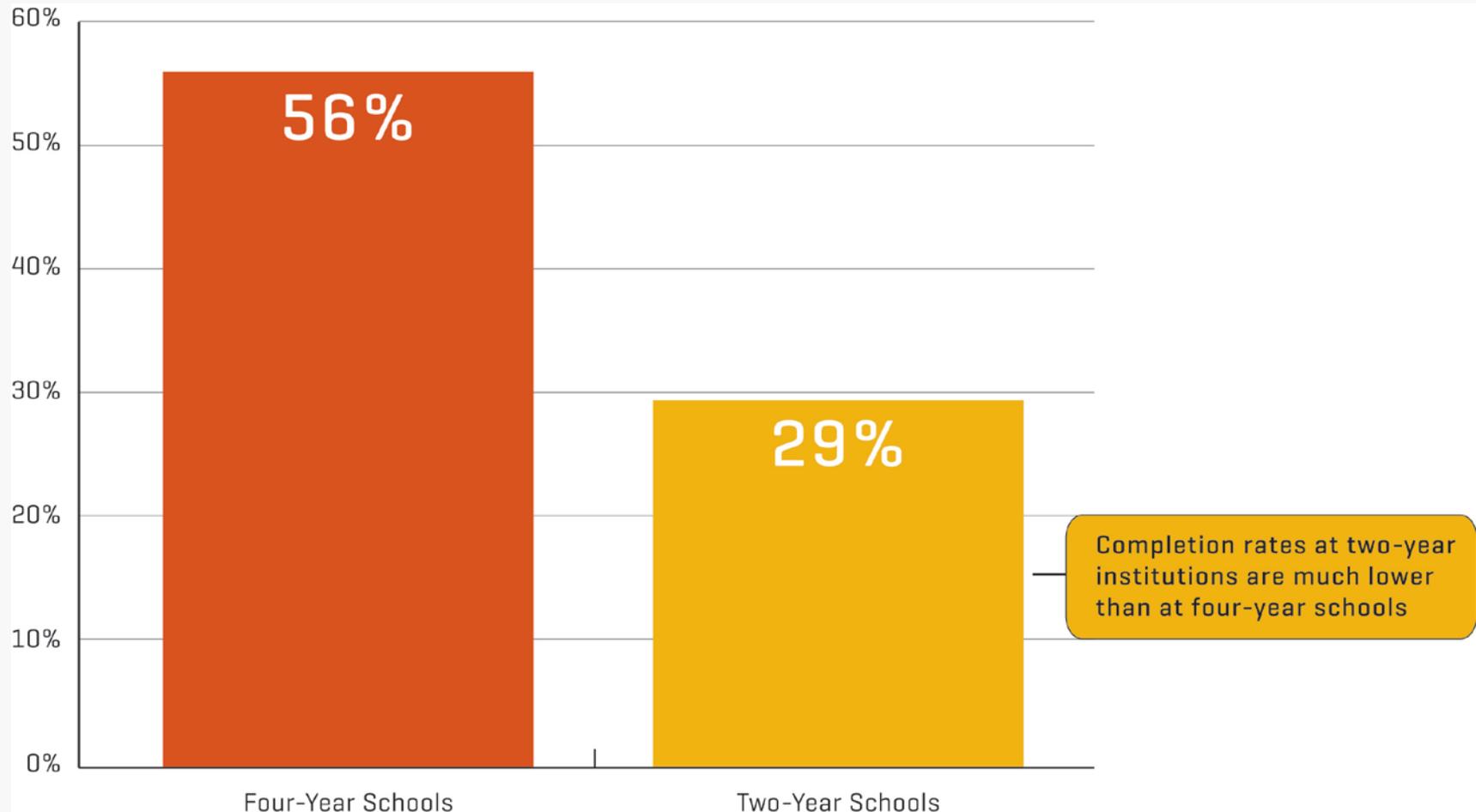
High School Graduation Rates by Race and Birth Cohort



Note: Does not include GED recipients. Unless indicated, does not include recent immigrants. Rates are for age group of 20-24 or 25-29 dependant on their age at the time of census

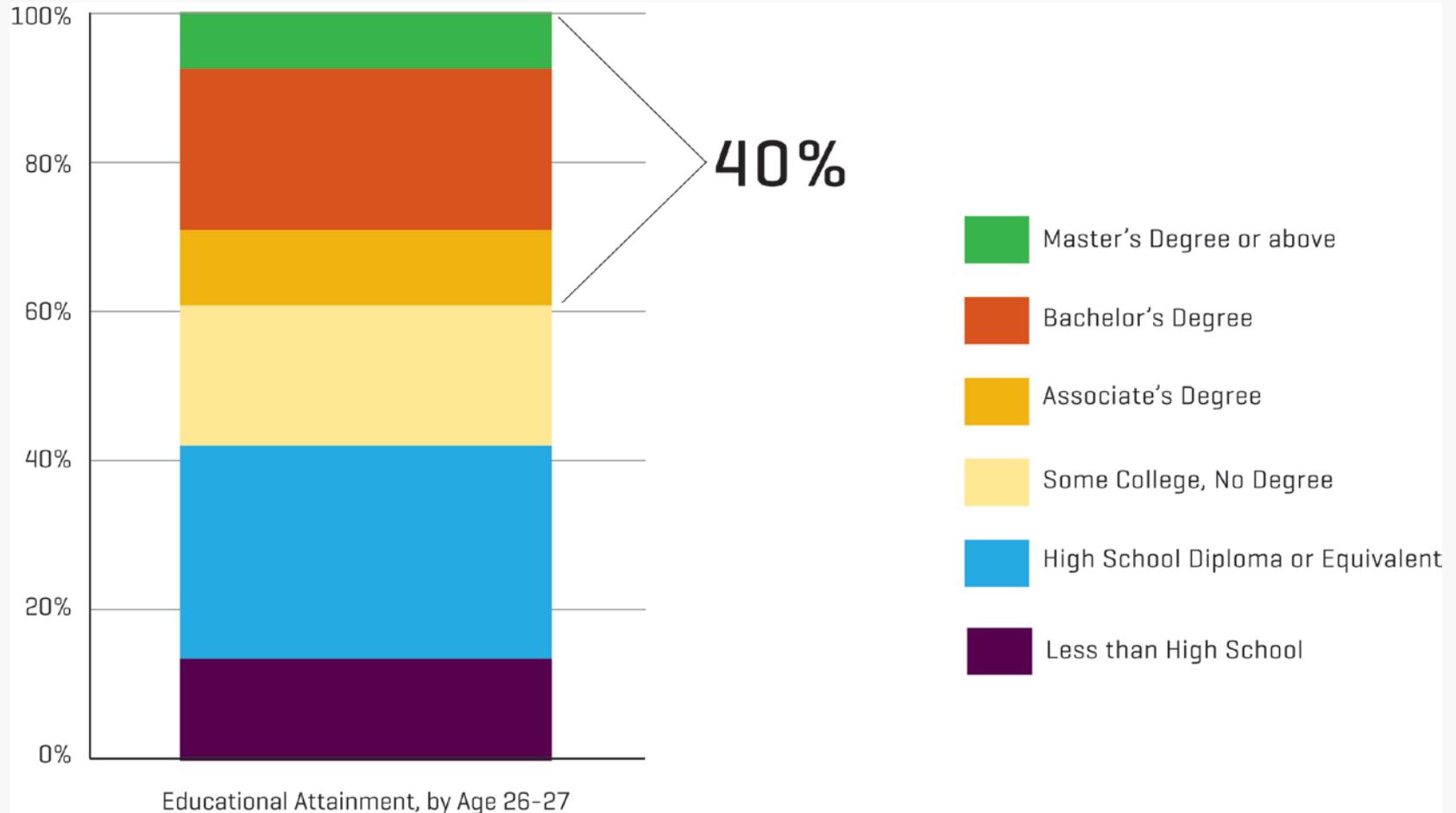
Source: Heckman and LaFountaine (2007), U.S. Census data, and other sources

U.S. “on time” college completion rates are alarmingly low



Note: Two-year schools have a three year graduation window. Four-year schools have a six-year window
Source: Higher Ed info-NCES/IPEDS Graduation Survey.

The current U.S. reality: only 40% of 27-year olds have earned an A.A. degree or higher



Note: Represents data collected in surveys between 2006-2008; GED is approximation based on data from GED Testing Program.
Source: Current Population Survey Annual Social and Economic Supplement.

Are our youth Career Ready?

U.S. Employers increasingly complain that young adults lack “21st Century Skills”:

- “Are They Ready To Work?” Report
- Partnership for 21st Century Skills
- Tony Wagner’s “Seven Survival Skills”

The Crisis in Youth Employment

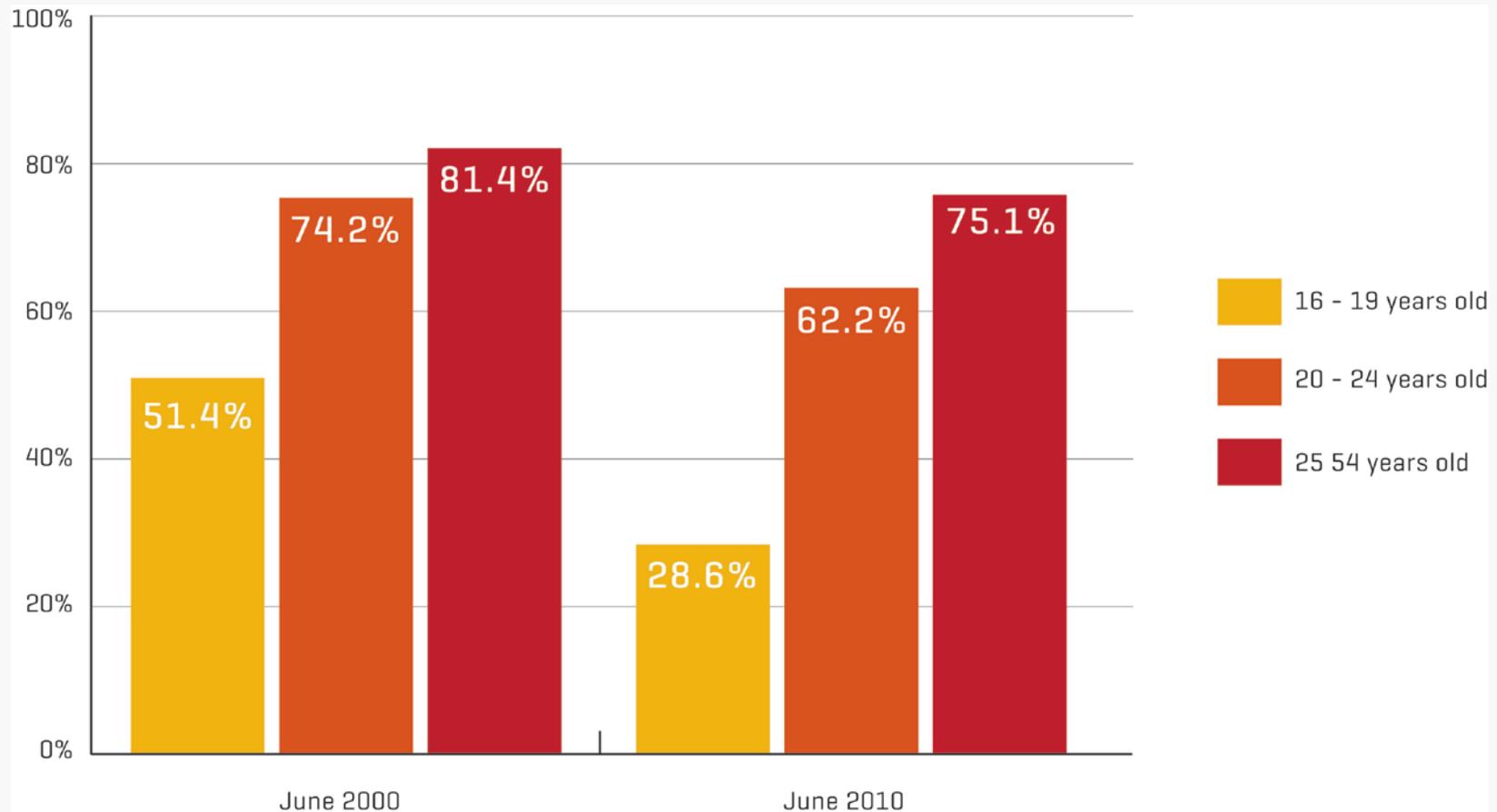
Teen employment:

- **Has Plunged to lowest levels since the Great Depression**
- **Low-income and minority teens have been hit hardest**

Young Adult (20 to 24) employment:

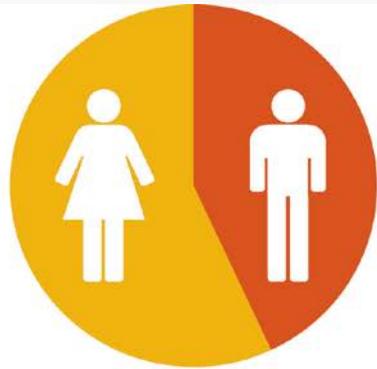
- **Have been hit far harder than older adults**

Shrinking employment opportunities: Teens and Young Adults have been hit the hardest by the Great Recession



Source: Center for Labor Market Studies; U.S. Bureau of Labor Statistics, "CPS Labor Force Statistics".

The growing gender gap in our nation's colleges: what are the implications?



WOMEN NOW ACCOUNT FOR **57%** OF COLLEGE STUDENTS



WOMEN EARN **57%** OF COLLEGE DEGREES

MEN EARN JUST **43%** OF COLLEGE DEGREES



WOMEN NOW ACCOUNT FOR **60%** OF GRADUATE STUDENTS

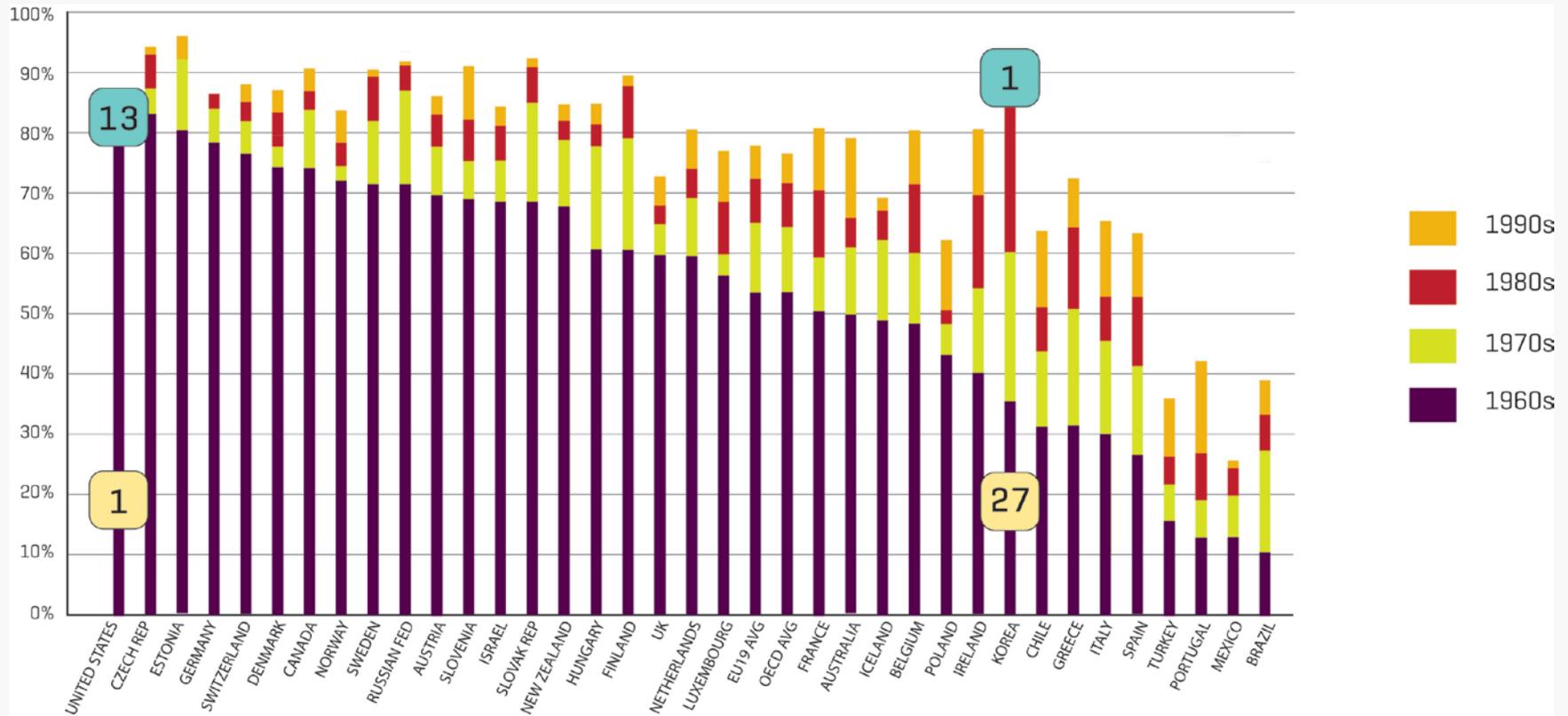
Why Are We Failing To Prepare So Many Youth?

- **Our focus has been too narrow**

- **We need a broader, more holistic system of Pathways to Prosperity**

Lessons from Abroad

The U.S. has fallen from 1st place to 13th in high school graduation

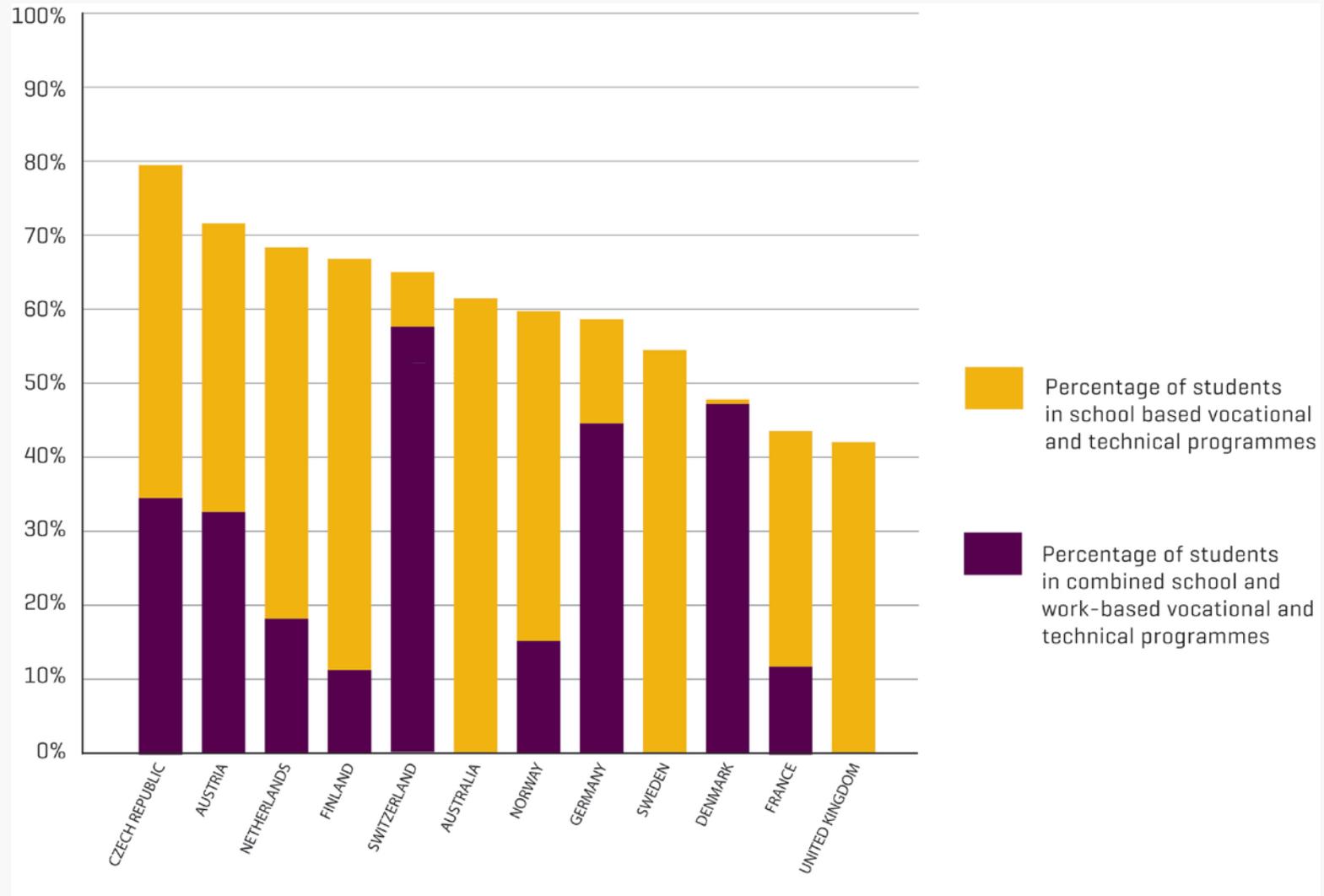


Note: Approximated by percentage of persons with upper secondary or equivalent qualifications in the age groups 55-64, 45-54, 35-44, and 25-34 years.
 Source: Organization for Economic Cooperation and Development.

Why Are Other Countries Surpassing the U.S.?

- The key role of Vocational Education
- The OECD's "Learning for Jobs Report:
Reviewed VET (Vocational Education Training in
17 Countries

In many European countries over half of upper secondary students are in vocational educational and training



Source: OECD (2008), Education at a Glance 2008, OECD indicators, Table C1.1, OECD, Paris.

The Case for Vocational Education Training

Pedagogical

- Best way for many young people to learn
- Apprenticeships support developmental needs of young people

Higher attainment

- Many countries with best VET systems surpass the U.S.

Finding work

- Facilitates transition to labor market

The Bottom Line

- Foreign systems are far from perfect, and cannot be imported directly to the U.S.
- BUT: The U.S. is increasingly an outlier on vocational education
- We can use the principles and practices of the best VET systems to develop an improved American approach

The Road to an American Solution

Three Core Elements of the Pathways System

1. **Multiple Pathways**
2. **An Expanded Role for Employers**
3. **A new Social Compact with Young People**

Multiple Pathways

Key Elements:

- **Elevate career education to world-class levels**
- **Provide high-quality career counseling**
- **Greatly expand and improve opportunities for work-based learning**

U.S. Examples of High-Quality CTE

- **Oklahoma Technology Centers**
- **Massachusetts Regional Vo-Tech HS**
- **Career Academies**
- **U.S. Military**

Barriers We Must Overcome

- **Cultural Resistance**
- **Taking high-quality programs and reforms to scale**

Expanded Role for Employers

Goal: Businesses need to become full partners in the Pathways system.

Key roles for business/employers:

- **Career guidance**
- **Designing/developing Programs of Study**
- **Providing Opportunities for Work-based learning and Work**

Excellent Examples of Employer Engagement

- **US First Robotics Competition**
- **Wisconsin Youth Apprenticeship**
- **National Academy Foundation**
- **Year Up**

A New Social Compact

- **Why a Compact is Needed**
- **National Action Steps**
- **Regional Action Steps**

INITIAL RESPONSE

- **WASHINGTON: Career Pathways Act**
- **NEW YORK: Regent's Exams**
- **BOSTON: Review of Vocational Education**
- **ILLINOIS: Pathways Initiative**
- **PATHWAYS CONFERENCES: MN; HI; RI**

NEXT STEPS FOR PATHWAYS

- **“CREATING PATHWAYS TO PROSPERITY:”**
 - *Next Spring
 - *Who Will Attend
 - *Goals

- **EXPAND THE PATHWAYS NETWORK**

What is the Situation in Nebraska?

- **What is the Pathways Challenge here? Who is being left behind?**
- **What is the mismatch between education and emerging employment opportunities?**
- **How can we address skills gaps?**
- **How can we create an effective Pathways movement in Nebraska?**

ISSUES TO CONSIDER TODAY

1. **Promoting World-class CTE**
2. **Providing effective career counseling**
3. **Expanding work-based learning**
4. **Forging business-education partnerships**

What Can YOU Do?

- **Spark the Dialogue**
- **Organize a Local Pathways Conference**
- **Get Involved Nationally**
- **Educators: Work to raise the bar in career education; career counseling**
- **Employers: Enlist other companies; provide work-based learning and mentoring**

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TABLE
Conversation



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EXPERT
Panel

DR. MICHAEL CHIPPS, MR. MICHAEL FLINT,
DR. STEVE JOEL AND MR. BRUCE RIEKER

Forecast

- Optimize processes, reduce waste and improve analytics
- Meaningful use, accountable care, quality and performance
- Incentives tied to outcomes
- Information transfer must be seamless
- Industrialization will create efficiencies and reduce costs
- Secure communications with mobile solutions/apps
- Patient engagement expected to grow in leaps and bounds
- Creating and maintaining patient portals/apps
- Image exchange will be more prevalent
- Privacy and security

MR. BRUCE RIEKER

Projected Demand (2008-2018)

• Diagnostic Sonographers	75	(+19%)
• LPNs	1,111	(+19%)
• Lab Techs	467	(+16%)
• Occupational Therapists	200	(+26%)
• Pharmacists	385	(+17%)
• Physical Therapists	400	(+29%)
• Rad Techs	296	(+18%)
• RNs	5,103	(+24%)
• Respiratory Therapists	268	(+26%)

MR. BRUCE RIEKER

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Lunch
& CONVERSATION

MR. RICHARD BAIER

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Solutions

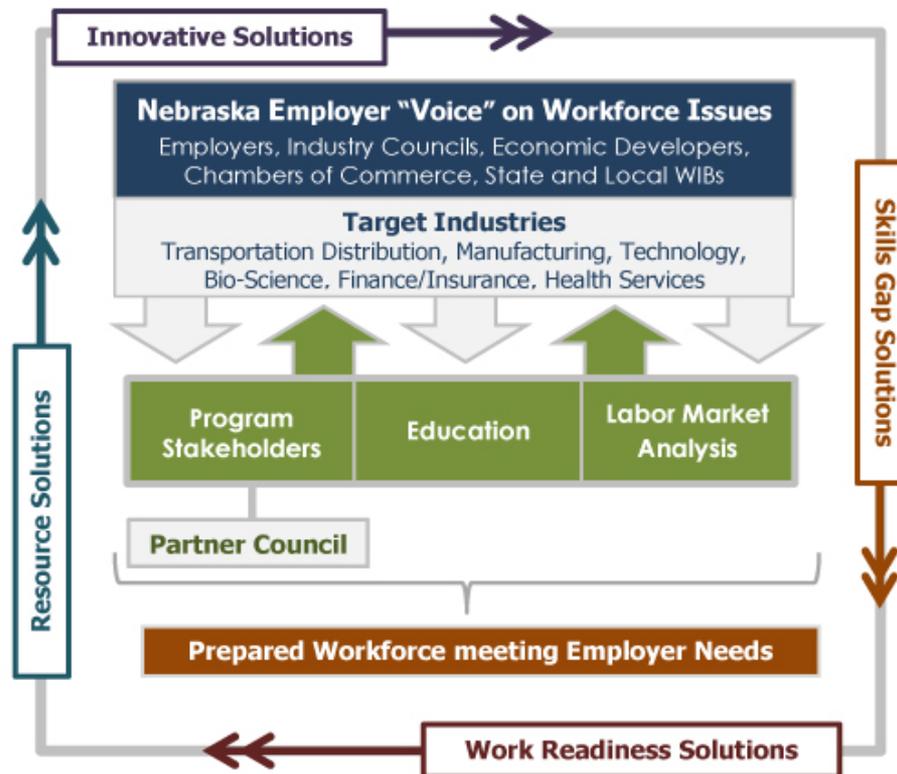
DR. RICH FELLER, MR. RICHARD KATT AND MS. CATHERINE LANG

Education, Business & Industry Partnerships

- Nebraska's Workforce System
 - Workforce system is a process of collaborative efforts - it is not a program
 - Connects the employer “voice” with education and workforce efforts
 - Through innovation find and implement work readiness solutions, skill gap solutions, and resource solutions

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Nebraska's Workforce System



Education, Business & Industry Partnerships

- Employer Involvement
 - For solutions to be successful the employer involvement must be meaningful - finding the “right” format and balance is critical
 - Currently, there are employer advisory committees at the secondary and post-secondary levels, there are state and local Workforce Investment Boards, and employers are surveyed
 - Industry Councils are now being formed for the Target Industries
 - Are there more effective ways to receive employer/business guidance?

Work-Based Learning

- Grow the concept of work-based learning opportunities like the InterNE program which connects business and students across the state
- Explore the idea of Externships which would connect businesses and teachers
- What about virtual business tours that describe occupations?

World Class Career & Technical Education

- CTE Standards Revision
- Secondary/Postsecondary program of study alignment
- Career Readiness Standards
- reVISION
- Equity of CTE delivery
- Funding based on Program Quality

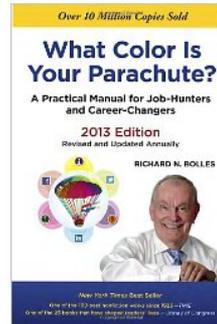
Effective Career Counseling

Three Boxes of Life

Education

Work

Retire



Life Work Planning

Lifelong Education →

Work →

Play and Self Care →

Developmental but NOT Linear

Growth

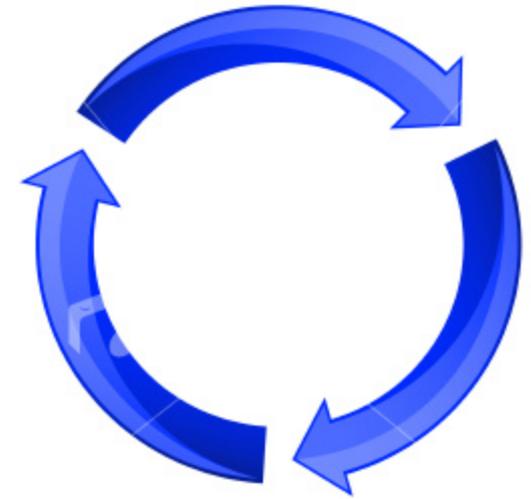
Exploration

Establishment

Maintenance

Decline/Disengagement

**Career and Educational Choices
are about “chasing self-concept”**



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How Is Career Guidance/Development Done?

Separate Class

Career Center

Infusion in Courses

Individual Plan Sessions

Individual Career Plans

Programs of Study

Career Pathways

Work Based Interventions	Advising Interventions	Introductory Interventions	Curriculum-Based Interventions
1.Cooperative Education	1. Academic Planning Counseling Career Focused Parent/Student Conference Career Peer Advising/Tutoring*	1.Career Day/Career Fair*	1.Career Information Infused Into Curriculum
2.Internship	2. Career Map Career Maturity Assessment	2.Career Field Trip	2.Career/Technical Education Course
3.Job Shadowing Job Coaching Job Placement	3. Career Counseling Career Interests Assessment Career Library/Career Resource Center Career Cluster/Pathway/Major	3.Career Aptitude Assessment	3.Career Skills Infused into Curriculum
4.Mentorship Programs Service Learning/ Volunteer Programs	4.Career Passport/Skill Certificate College Admissions Testing Computer Assisted Career Guidance	4.Community Members Teach In Classroom	4.Career Academy/Career Magnet School
5.Work Based Learning Project	5.Cooperative/Dual Enrollment	5.Guidance Lessons on Personal/Social Development	5.School Based Enterprise
6.Work Study	6.Information Interviewing Job Hunting Preparation Personal/Social Counseling Portfolio/individual Career Plan Recruiting	6.Guidance Lessons on Career Development	6.Student Clubs/Activities
7. Youth Apprenticeships	7.Referral to External Training Programs Referral to External Counseling/Assessment	7.Guidance Lessons On Academic Planning	7.Tech Prep/2+2 Curriculum*

Dykeman, C. et al. (2003). The Structure of CDD Interventions: Implications for School Counselors.

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Hope = **Goals** and **Pathways**

Rick Snyder

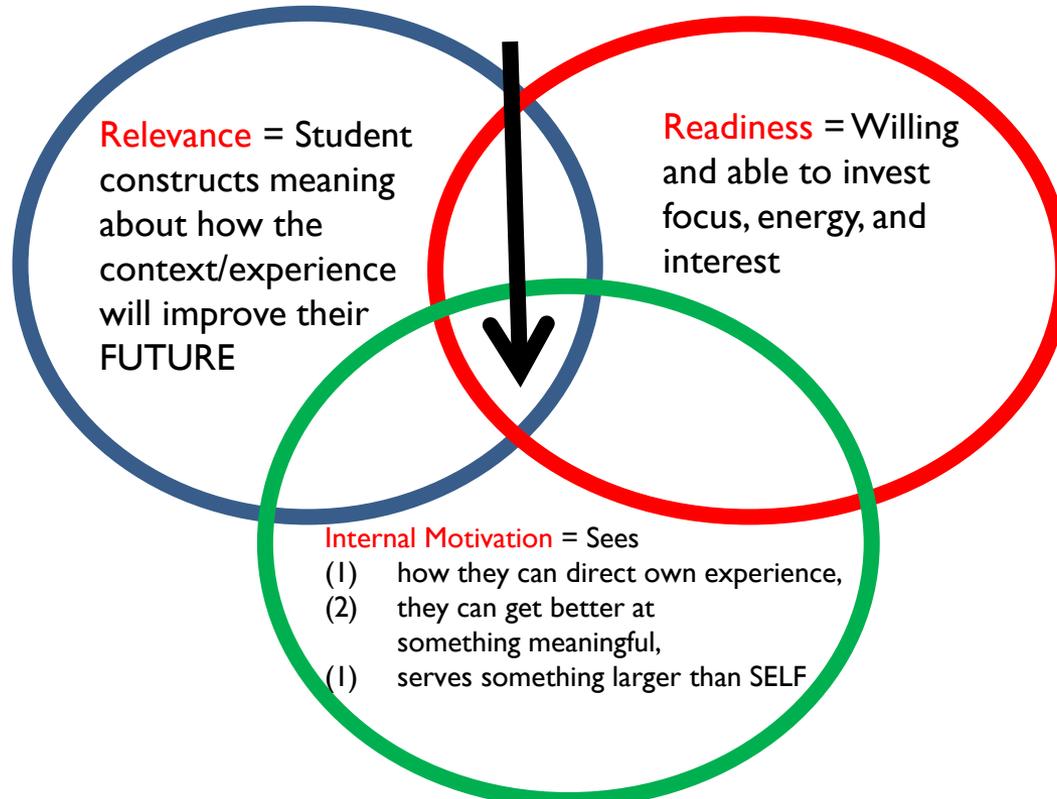
A sense of investment, energy, and a willful determination to achieve one's goal

Able to generate viable avenues to achieve one's goals...goal-directed planning and finding available resources.

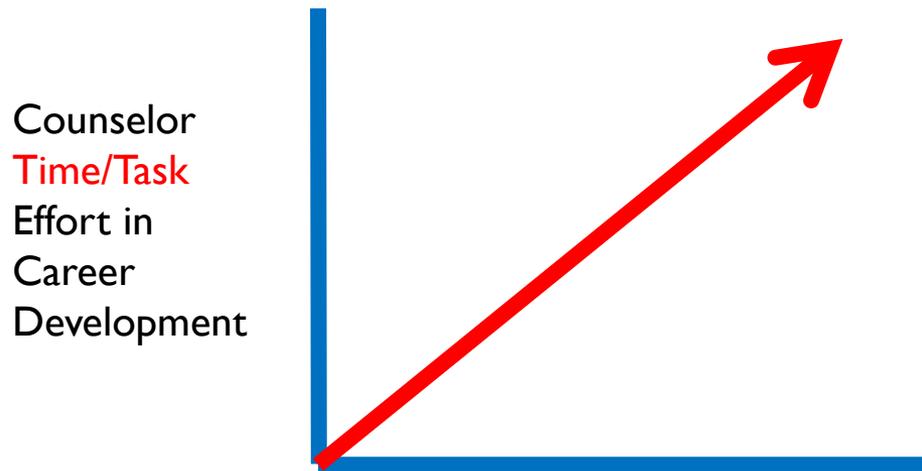
		GOALS	
		LOW	HIGH
P A T H W A Y S	LOW	<p><i>Don't know what they want, or how to get there.</i></p> <p><u>Interventions:</u></p> <ul style="list-style-type: none"> • Individual career counseling • Assessments (Interests, skills...) • Informational Interviewing • Career information/resources • Job search seminars/workshops 	<p><i>Know what they want, but don't know how to get there.</i></p> <p><u>Interventions</u></p> <ul style="list-style-type: none"> • Career information/resources • Job search seminars/workshops
	HIGH	<p><i>Don't know what they want, but know how to get what they want, once decided</i></p> <p><u>Interventions:</u></p> <ul style="list-style-type: none"> • Assessments (Interests, skills...) • Informational interviewing • Individual career counseling 	<p><i>Know what they want, and know how to get there.</i></p> <p><u>Interventions:</u></p> <ul style="list-style-type: none"> • Reassurance • Encouragement 

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Student Commitment to Career Pathways/ Program of Study/ ICP



Did You Receive Career Guidance from Your Counselor?



Creative Alternatives to Post-HS Learning and Work Options

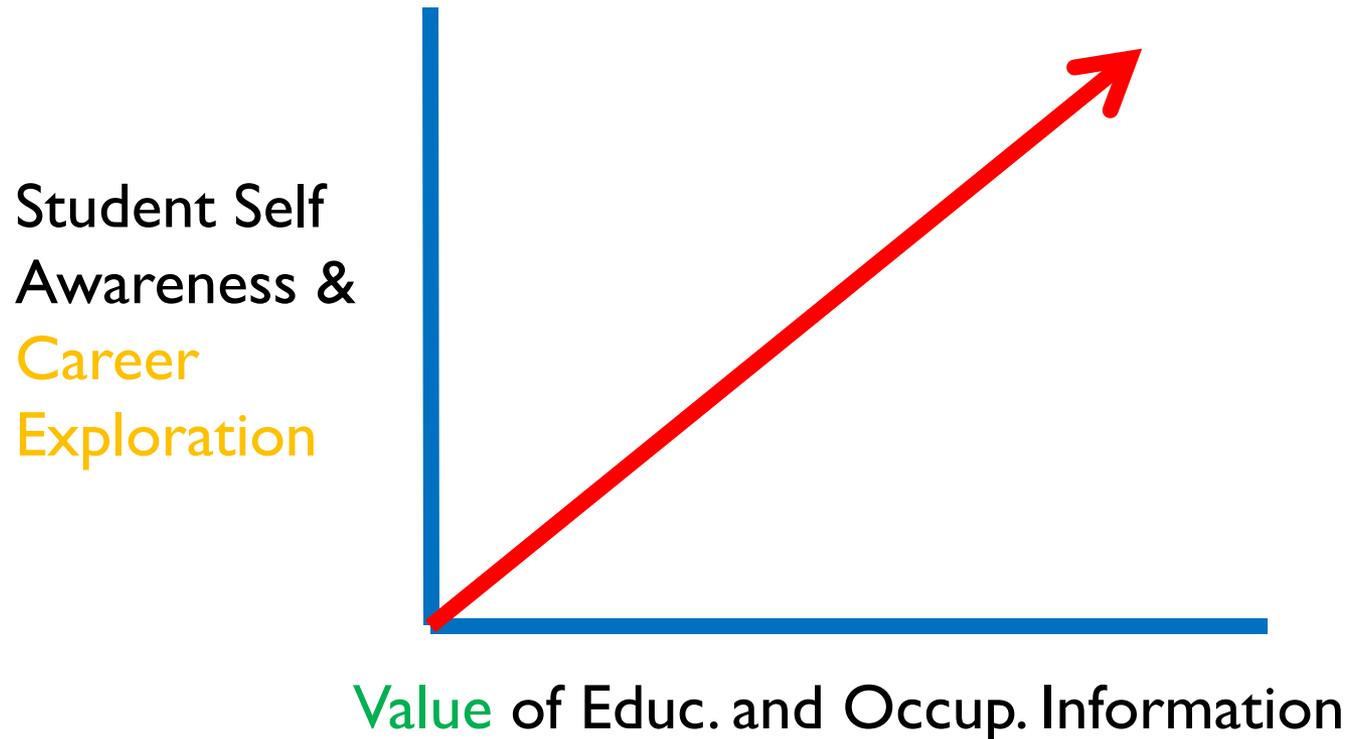
*Honoring Individual Differences (personality/learning styles/social support)

*Insights about Workplace and Labor Market Issues

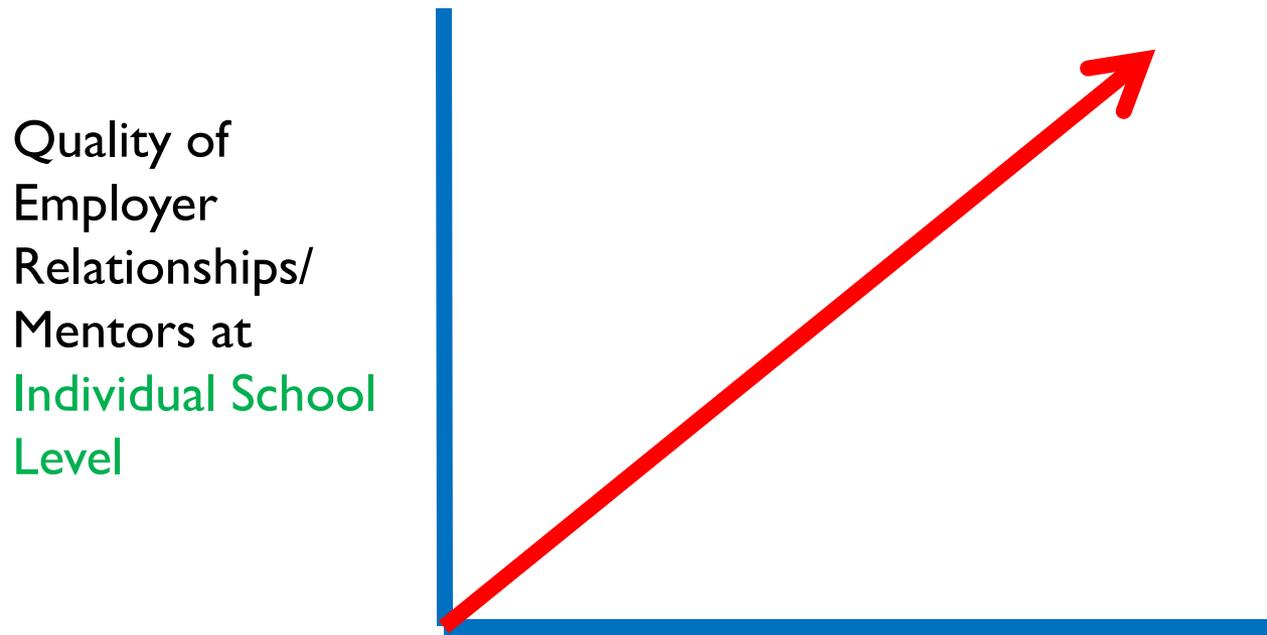
*“Conscious Competence” about Learning and Work Options (CDI)



Preventing the Career Information “Dump”



Employers/Mentors & Connection to Career Pathways/ Program of Study/ICP)



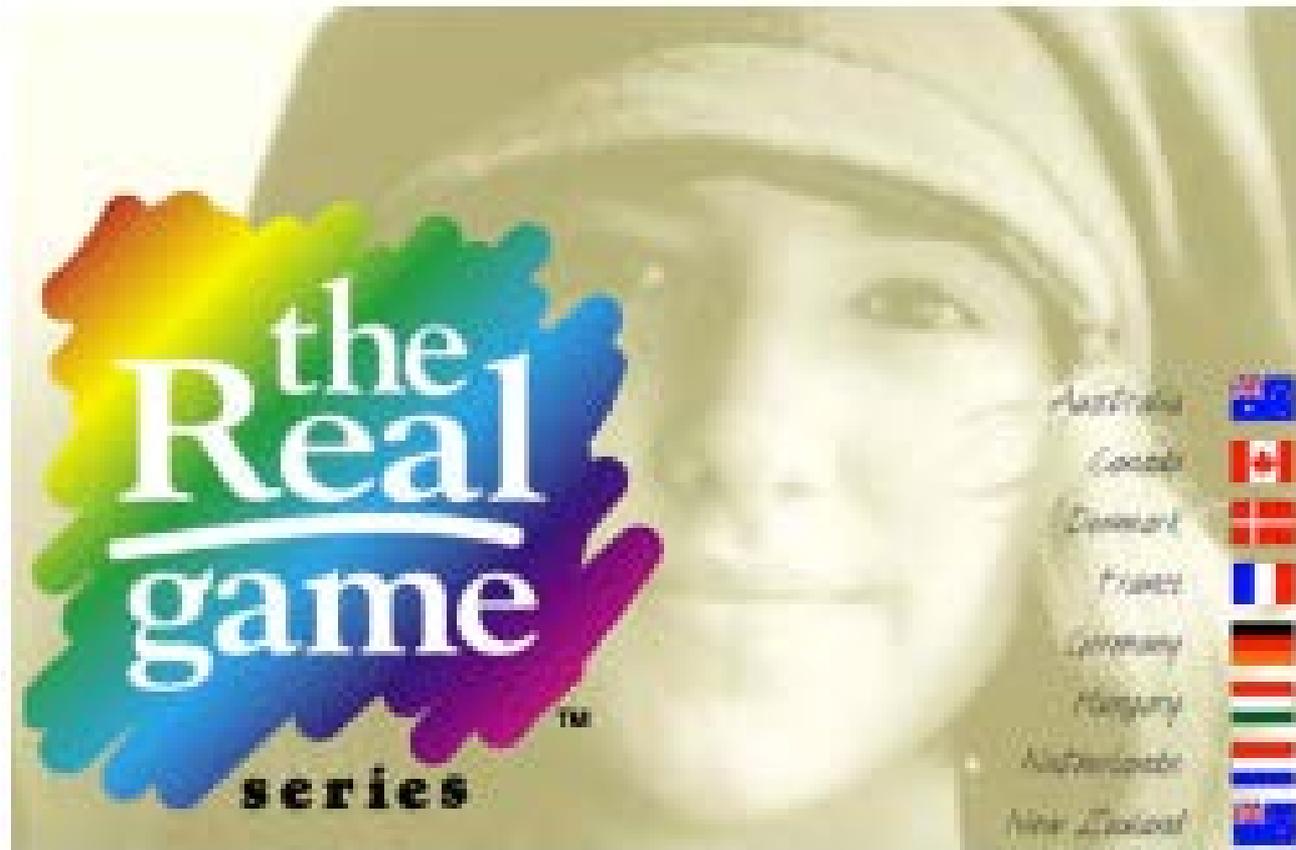
Pathways for Students

- Livable wage jobs **require both** CTE and academic learning (reverse transfer)
- Jobs requiring **math** are increasing 4X faster (PISA, 2004), technical competencies 3X faster (Innovation Nation, 2010) than overall job growth
- 27% of people with certificates and 31% of people **with AA degrees earn more than the average BA graduate**
- Non-tech college grads **don't replace** technical workers...
- Non-technical workers replace **service and retail** workers with less education

Accelerated Career Development:
When Students Can Answer This Question

“In 5-7 years, where do you want to be in terms of functional role, **industry knowledge**, **organizational culture**, **skill acquisition**, **relationships with significant others**, **work/life balance**, **geographical location**, **community involvement**, and your daily expression of your core life values?”

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Models

FROM OTHER STATES

REP. TIM PROBST

Models

FROM OTHER STATES

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CLOSING
Remarks

DR. RICH FELLER AND MR. WILLIAM SYMONDS

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Thank You

www.education.ne.gov/nce/p2p.html