NEBRASKA'S PATHWAYS TO PROSPERITY Symposium

SEPTEMBER 5, 2012 | CORNHUSKER HOTEL | LINCOLN, NE
NEBRASKA’S
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 GEOGRAPHY:**
  * 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.

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

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

*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

Completion rates at two-year institutions are much lower than at four-year schools

Note: Two-year schools have a three year graduation window. Four-year schools have a six-year window
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.
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


![Bar graph showing employment rates by age group in June 2000 and June 2010.](graph)
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.

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%)

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MR. BRUCE RIEKER
Nebraska's Pathways to Prosperity Symposium

Lunch & Conversation

Mr. Richard Baier
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
Nebraska’s Workforce System

Innovative Solutions

Nebraska Employer “Voice” on Workforce Issues
Employers, Industry Councils, Economic Developers, Chambers of Commerce, State and Local WIBs

Target Industries
Transportation Distribution, Manufacturing, Technology, Bio-Science, Finance/Insurance, Health Services

Program Stakeholders

Education

Labor Market Analysis

Partner Council

Prepared Workforce meeting Employer Needs

Resource Solutions

Skills Gap Solutions

Work Readiness Solutions
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”
How Is Career Guidance/Development Done?

- Separate Class
- Career Center
- Infusion in Courses
- Individual Plan Sessions
- Individual Career Plans
- Programs of Study
- Career Pathways

<table>
<thead>
<tr>
<th>Work Based Interventions</th>
<th>Advising Interventions</th>
<th>Introductory Interventions</th>
<th>Curriculum Based Interventions</th>
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<tr>
<td></td>
<td>Career Focused Parent/Student Conference</td>
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<td>Career Peer Advising/Tutoring*</td>
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<td>Career Maturity Assessment</td>
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<td>Job Coaching</td>
<td>Career Interests Assessment</td>
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<td>Job Placement</td>
<td>Career Library/Career Resource Center</td>
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<td>Career Cluster/Pathway/Major</td>
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<td>Service Learning/Volunteer</td>
<td>College Admissions Testing</td>
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<td>Programs</td>
<td>Computer Assisted Career Guidance</td>
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<td>Job Hunting Preparation</td>
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<td>Personal/Social Counseling</td>
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<td>Portfolio/individual Career Plan Recruiting</td>
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<td>Referral to External Counseling/Assessment</td>
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Hope = **Goals** and **Pathways**

Rick Snyder

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

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<tr>
<th>Goals</th>
<th>Pathways</th>
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<tr>
<td>LOW</td>
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<tr>
<td>Don’t know what they want, or how to get there.</td>
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<tr>
<td>Interventions:</td>
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<td>Individual career counseling</td>
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<tr>
<td>Assessments (Interests, skills...)</td>
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<td>Informational Interviewing</td>
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<td>Career information/resources</td>
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<td>Job search seminars/workshops</td>
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<tr>
<td>HIGH</td>
<td>LOW</td>
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<tr>
<td>Don’t know what they want, but know how to get what they want, once decided.</td>
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<tr>
<td>Interventions:</td>
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<td>Assessments (Interests, skills...)</td>
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<td>Job search seminars/workshops</td>
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<td>Reassurance</td>
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<td>Encouragement</td>
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Student Commitment to Career Pathways/ Program of Study/ ICP

**Relevance** = Student constructs meaning about how the context/experience will improve their FUTURE

**Readiness** = Willing and able to invest focus, energy, and interest

**Internal Motivation** = Sees
1. how they can direct own experience,
2. they can get better at something meaningful,
3. serves something larger than SELF
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”

Student Self Awareness & Career Exploration

Value of Educ. and Occup. Information
Employers/Mentors & Connection to Career Pathways/Program of Study/ICP

Quality of Employer Relationships/Mentors at Individual School Level

Clarity and Agreement about Rigor and Relevance of Course Offerings
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
NEBRASKA'S PATHWAYS TO PROSPERITY Symposium

TABLE Conversation
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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