Progress is Stalled:
How You Can Accelerate the Pace

Presentation to SREB 2016 Annual Meeting

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Better alignment between state workforce opportunities and college and career readiness is needed **now**.
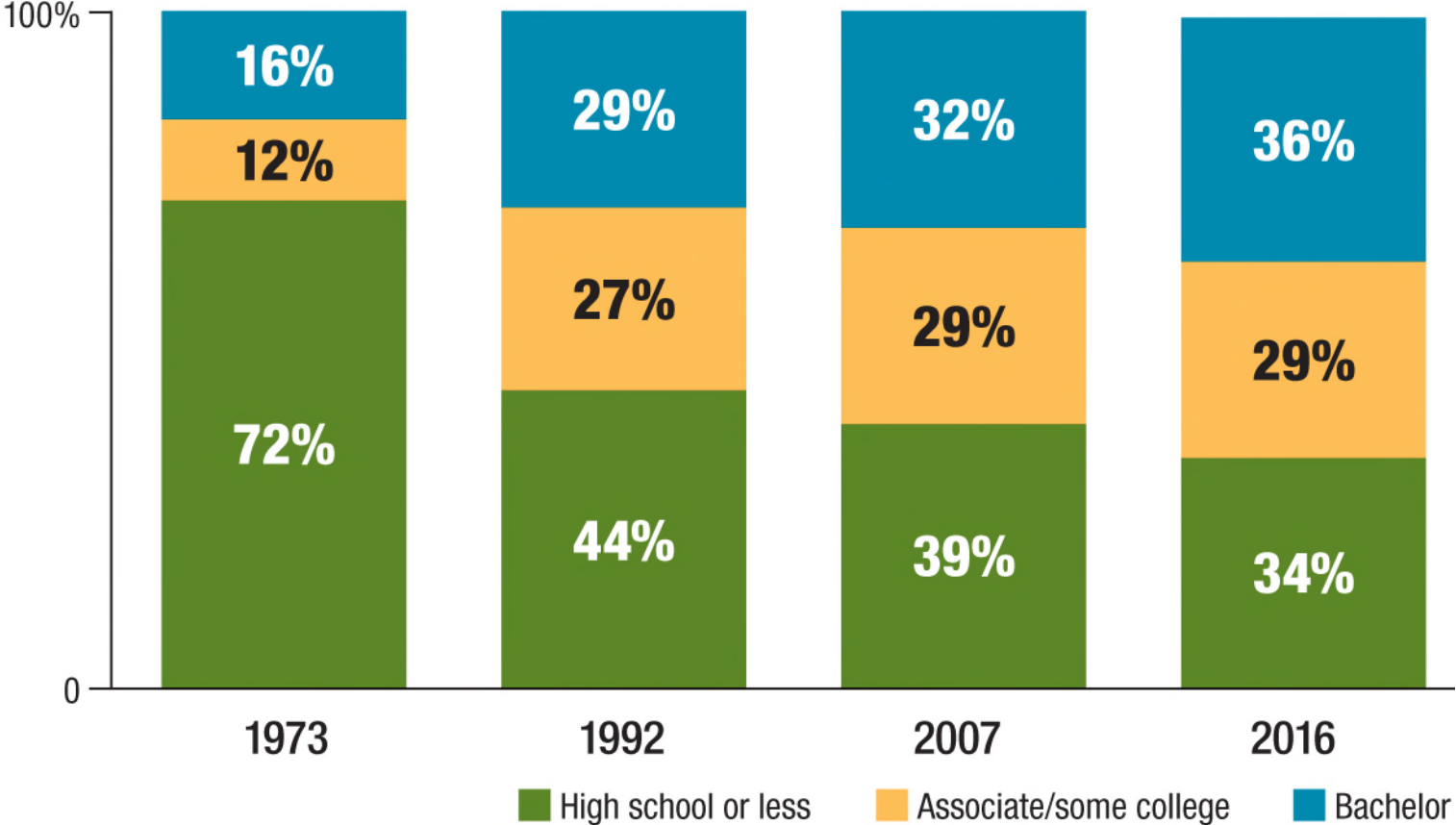
Since the 1970s, the U.S. has seen a steady rise in the education needed to obtain a good job.

Based on current trends, by 2020, **65 percent of all jobs** will require some postsecondary education and training that leads to advanced credentials — i.e., associate or bachelor's degrees or higher.
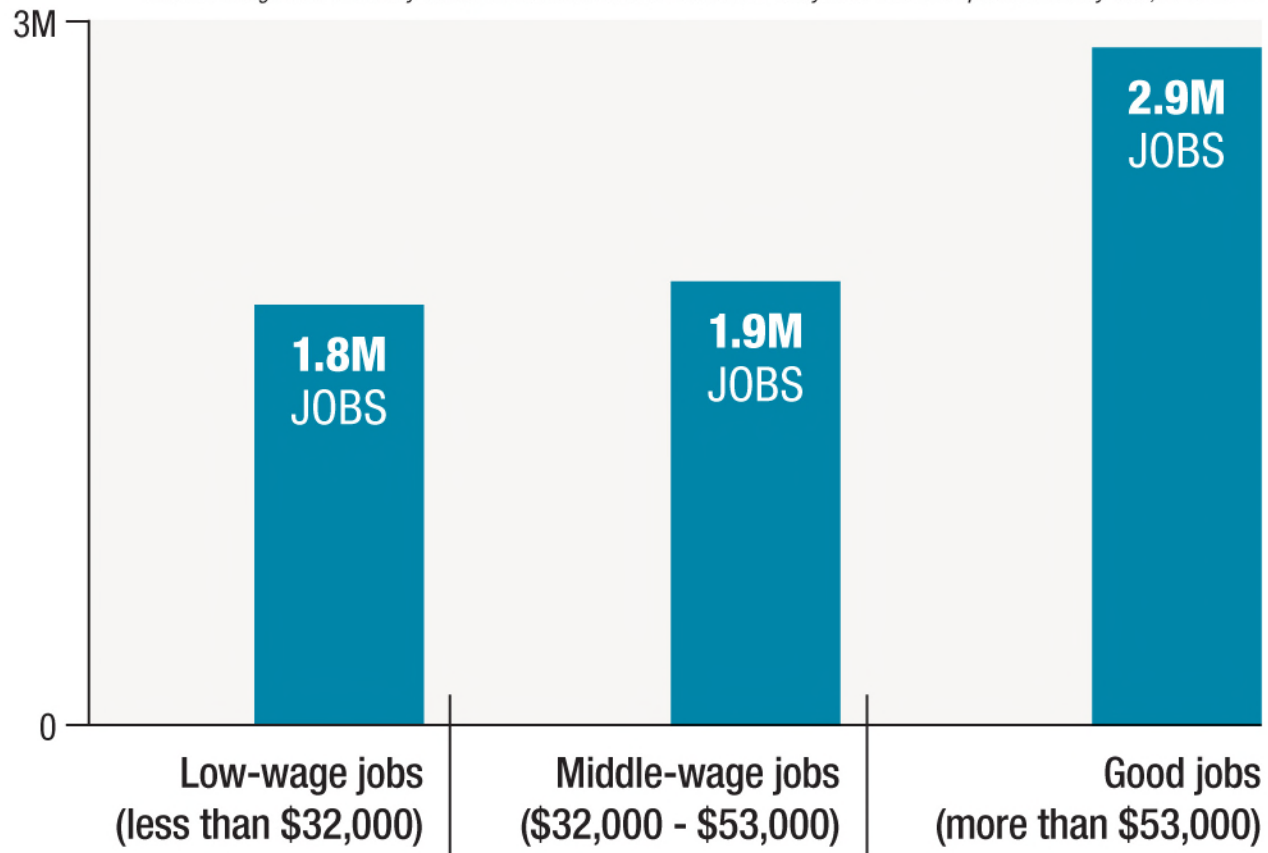
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Rise in **Education Levels** for Jobs

1973 to 2016

	1973	1992	2007	2016
Bachelor	16%	29%	32%	36%
Associate/some college	12%	27%	29%	29%
High school or less	72%	44%	39%	34%

■ High school or less   ■ Associate/some college   ■ Bachelor

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Jobs Added **in the Economic Recovery**

Good jobs account for 44%. Low-wage jobs stand at 29% (2010-2014)
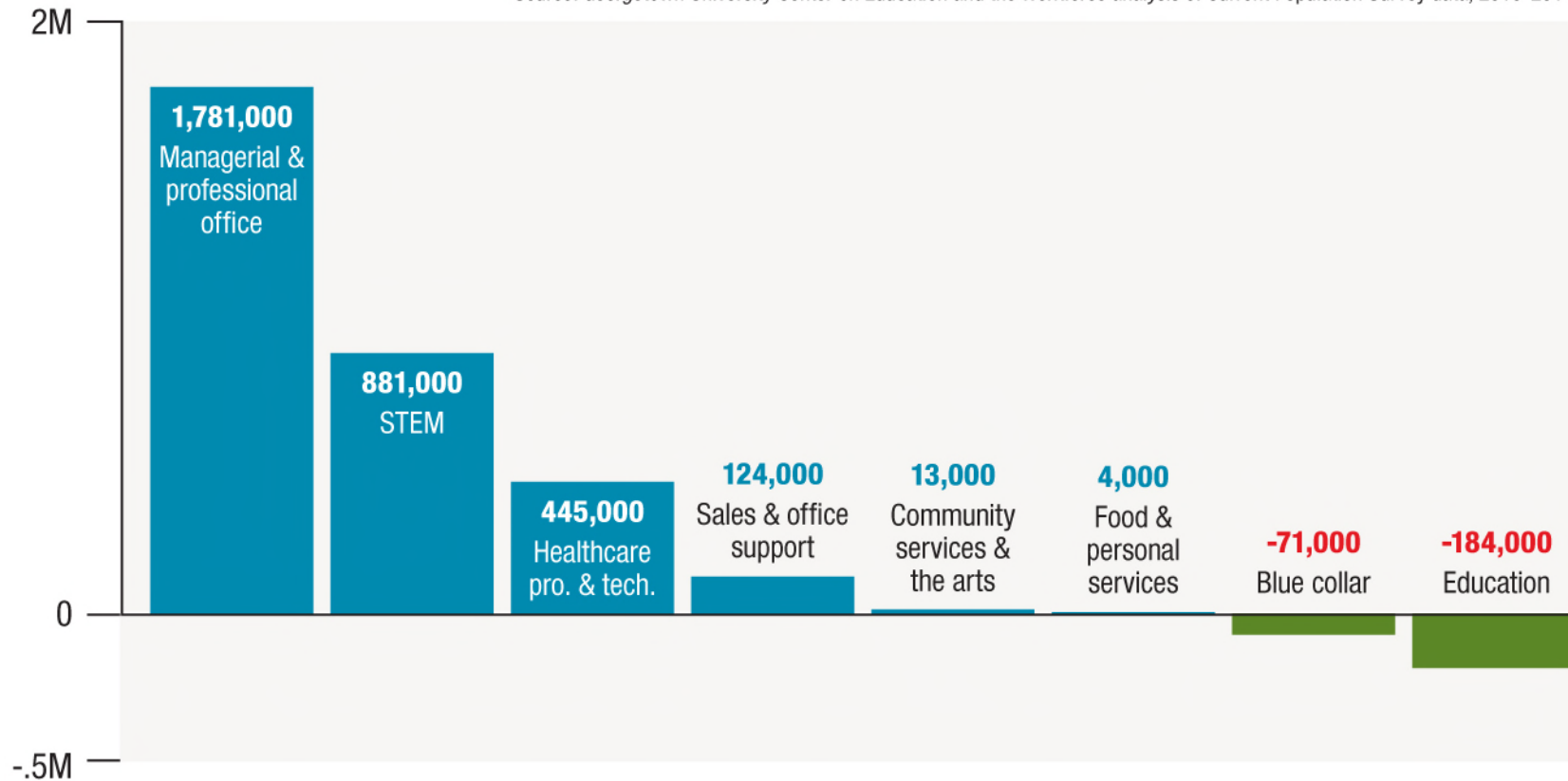
Source: Georgetown University Center on Education and the Workforce analysis of Current Population Survey data, 2010-2014

3M

1.8M JOBS

1.9M JOBS

2.9M JOBS

0

Low-wage jobs
(less than $32,000)

Middle-wage jobs
($32,000 - $53,000)

Good jobs
(more than $53,000)

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Areas Representing the **Majority of Good Jobs**

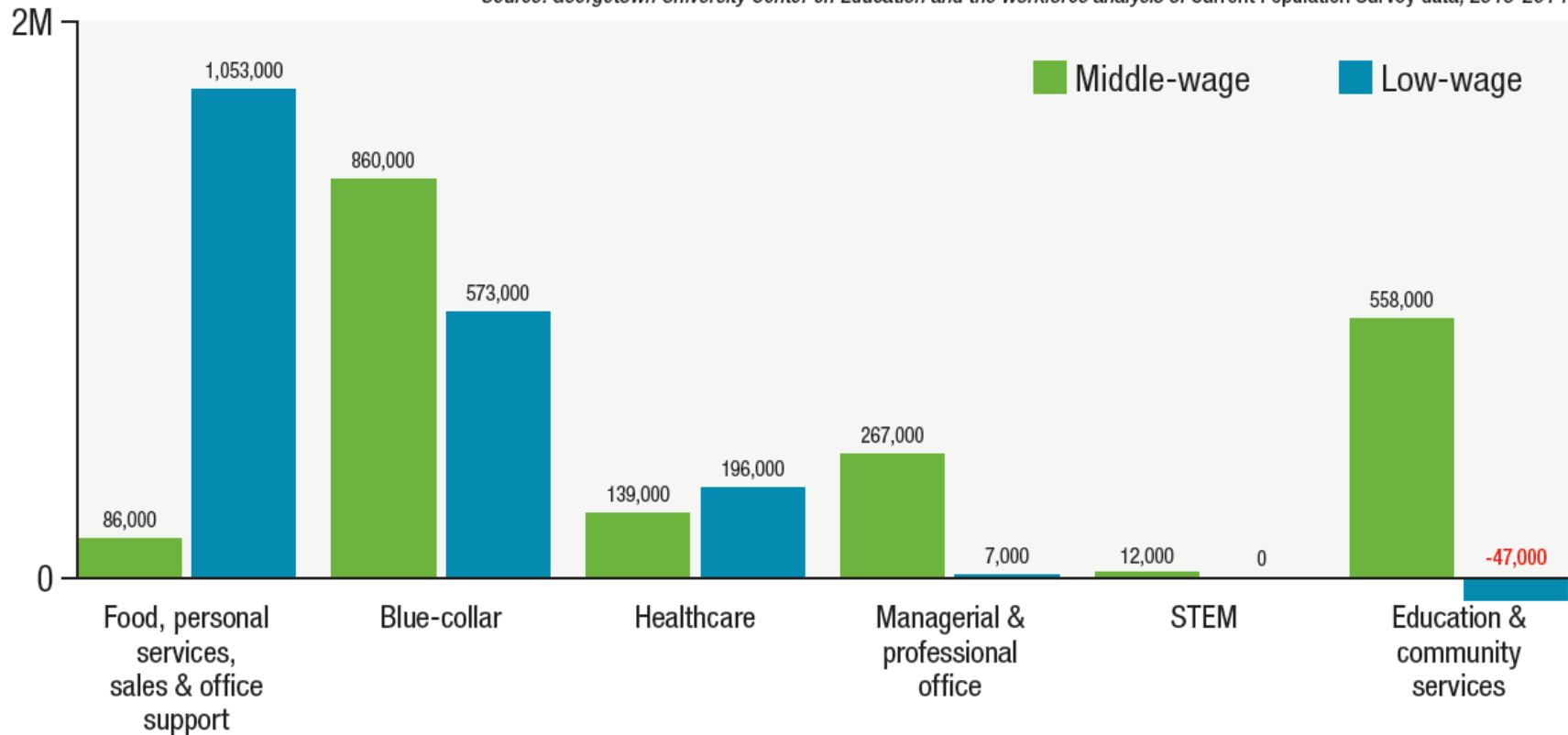*Employment change in high-wage occupations, 2010-2014*

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Areas with Majority of **Middle- and Low-Wage Jobs**

Job growth recovery, 2010-2014

Source: Georgetown University Center on Education and the Workforce analysis of Current Population Survey data, 2010-2014
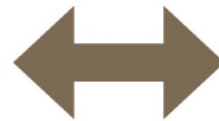
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The Great Skill Mismatch

Job Openings Rise, Hiring Slows

Looking for Jobs

Help Wanted

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Skills most needed to succeed in a changing workforce

APPLIED KNOWLEDGE

- Reading
- Writing
- Mathematics
- Science
- Technology
- Critical Thinking

PERSONAL SKILLS

- Integrity
- Initiative
- Dependability & Reliability
- Adaptability
- Professionalism

PEOPLE SKILLS

- Teamwork
- Communication
- Respect

WORKPLACE SKILLS

- Planning & Organizing
- Problem Solving
- Decision Making
- Business Fundamentals
- Customer Focus
- Working with Tools & Technology

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Too many students are headed for the **shallow end** of the **employment pool**.

We're preparing **60% of students** for the **33% of jobs** that are **low-wage**.

We're preparing **40% of students** for the **67% of jobs** that are **good- and middle-wage**.

60%
Shallow learning

40%
Deeper learning

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Shallow Education

Deeper Learning

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Unemployment Rates of Three Groups

Select SREB states, 2015

Source: Bureau of Labor Statistics

	Under Age 25	All Workers	Adults PS Certified
State A	10%	4%	7%
State B	13%	5%	15%
State C	15%	6%	8%
State D	16%	6%	4%

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Pathways vs. Expectations

National transcript outcomes of 2013 HS graduates

Pathway / curriculum completed	% who completed	% who planned bachelor's or higher	% who planned associate or higher
College and Career Ready	8%	77%	11%
College Ready	31%	78%	12%
Career Ready	13%	52%	22%
No Cohesive Curriculum	47%	61%	17%

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Career and Technical Education **Concentrations**

High Schools That Work schools, 2014

	College-ready core + Rigorous career pathway pathway	College-ready core + Weak career pathway	Weak academic core + Career-ready pathway
Completed all of HSTW-recommended academic core	15%	14%	71%
1. Met college-readiness standards			
Reading	81%	64%	40%
Math	81%	64%	50%
Science	78%	62%	45%
2. Percentage with postsecondary aspirations			
BS degree or higher	73%	63%	46%
AA/AS/Postsecondary training	19%	20%	24%

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High school career **pathways** must be aligned with postsecondary and workforce **opportunities.**

The number of students choosing CTE career clusters has **declined** since 2007, especially in high-demand clusters.

There is a **disconnect** between career pathway enrollments and labor market opportunities.

There are **disparities** between high school CTE concentrations and postsecondary career clusters.

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Career and Technical Education (CTE) **Enrollments** — High School vs. Postsecondary

Five-year average percentages (2011-2015) by career cluster
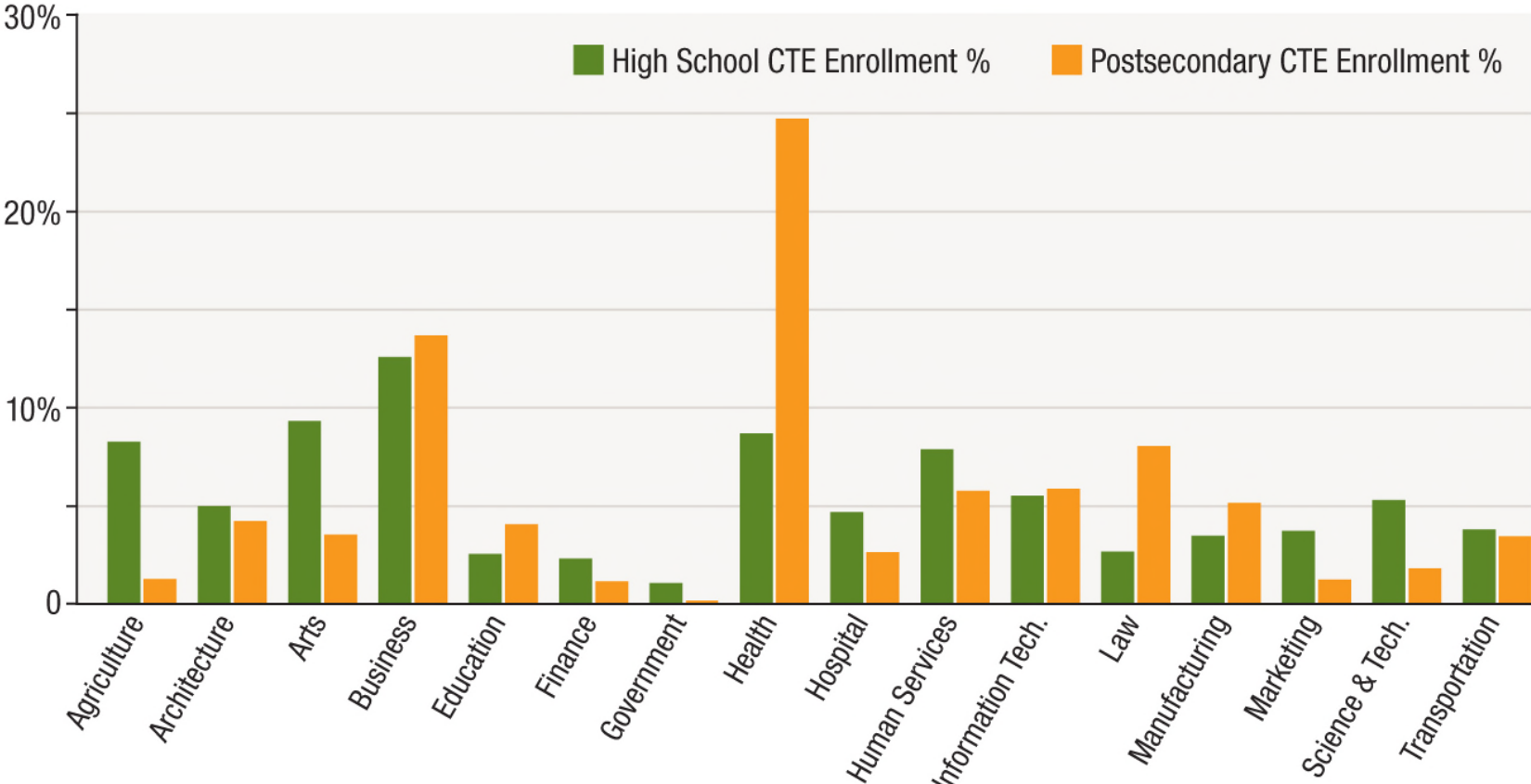
Projected Needs in Computer Science Workforce

By 2020 for computer science-related occupations

Occupation	Percent of Total by Education Level				
	Total	HS	SC	AA	BA+
Computer software engineers, applications	593,000	3	7	6	84
Computer software engineers, system software	453,330	3	7	6	84
Database administrators	113,640	3	7	6	84
Computer systems analysts	597,800	2	17	0	81
Operations research analysts	63,690	8	6	9	77
Computer programmers	358,530	8	9	12	71

A vision for new high schools that **work:**

Accelerated Career Academies

Connecting high school,
postsecondary studies and the workplace

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The road to the **middle class** begins with:

1 Increasing greatly the **college- and career-readiness** of high school graduates

2 Structuring **career pathway programs** that
- span high school and postsecondary studies
- align with good career opportunities
- are combined with a college-ready academic core

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Actions States Can Take

*Developing career pathways that align with the workforce
and postsecondary studies*

Pay attention to the Council of Chief State School
Officers' (CCSSO) grant for career pathway **needs
assessments:**

Delaware	North Carolina
Kentucky	Oklahoma
Louisiana	South Carolina
Mississippi	Tennessee

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Six Areas of **Focus**

Addressed by state needs assessments for career pathways

1. Labor market **data**

2. **Rigor and quality** in career pathway programs of study for all students

3. Career-focused **accountability** system

4. **Scaled pathways** that culminate in credentials of value

5. Alignment of state and federal **funding streams**

6. Cross-institutional **alignment**

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Accelerate the Pace: **Redesign Senior Year**

Blend high school and postsecondary studies

1. **Allow** students to earn 30 hours of college credit

2. **Blend** college and high school studies

3. **Retain** the senior-year high school experience

4. **Personalize** the design for:
   - Earning an advanced credential
   - Earning 30 hours toward an associate or bachelor's degree
   - Creating a transitional bridge between high school and postsecondary education.

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Accelerate the Pace: **Give Accountability Points**

Award them to each career pathway student who:

- **Completes a true college-ready core** and at least 4 quality courses in a career pathway

- **Meets college readiness standards** in literacy and math or meets **career academic readiness** standards in literacy and math (KY)

- **Meets technical readiness standards** by acquiring a credible industry credential that earns significant credit toward an advanced postsecondary credential or degree (FL)

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Accelerate the Pace: **Give Accountability Points**

Award them to high schools that:

- **Adopt new career pathway programs** aligned with growing job opportunities (DE)

- **Redesign existing pathways** to reflect changing workplace requirements and provide more advanced postsecondary credits (TN)

- **Redesign the senior year** so it leads to an advanced credential or significant credit toward an associate or bachelor's degree (GA)

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Kentucky College & Career **Readiness Measures**

College Ready (1 Point) A student must meet benchmarks on one of the following	Career Ready (1 point) A student must meet benchmarks on one from each of the following columns		College & Career Ready (1.5 Points) A Student must meet benchmarks on one from each of the following columns	
	Career Ready Academic	Career Ready Technical	College Ready Academic	Career Ready Technical
ACT or COMPASS or KYOTE	ASVAB or WorkKeys	KOSSA or Industry Certificate	ACT or COMPASS or KYOTE	KOSSA or Industry Certificate

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Kentucky Career Ready: **Accelerating Change**

College and Technical Career Ready	
2011-2012	13%
2012-2013	18%
2013-2014	27%
2014-2015	33%

Academic and Technical Career Ready Only	
2011-2012	8%
2012-2013	12%
2013-2014	18%
2014-2015	21%

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Kentucky half-point Bonus:
Accelerating Readiness for Career-Oriented Students

Administrators, counselors, and teachers provide students with a **program of study** that includes:

- a college-prep academic core
- a four-course sequence of CTE courses

CTE teachers are trained to design more **rigorous assignments** with embedded applied academics.

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Accelerating Readiness: Fix Low-Performing Middle Grades and High Schools

Redesign low-performing high schools with rigorous pathways that

- align with a solid academic core
- lead to postsecondary credentials that help secure good jobs

Restructure low-performing high schools to include elements in the "Credentials for All" report • See: SREB.org/CTECommission

Reform middle schools feeding into low-performing high schools using "A New Mission for the Middle Grades" report

Align students' assignments with grade-level work

Create a strong career and college counseling program

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SUMMARY | Accelerate the Pace
to Meet Workforce Needs

- Align more high school and postsecondary pathways to **high-demand** and **high-paying** career fields

- Combine a **college-ready core** with a **career pathway** program of study

- Redesign the senior year to allow prepared students to earn an **advanced credential** or **significant credit** toward a AA/AS/BS degree.

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SUMMARY | Accelerate the Pace of Change by:

- **Redesigning assignments** in the middle grades and high school in all core academic courses to state college- and career-readiness standards

- Establishing an **accountability system** that values both college- and career-readiness standards

- Using SREB's **CTE commission report** as a framework for redesigning low-performing middle grades and high schools

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