SREB

Preparing for the Workforce of 2030

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Preparing Now for the Workforce of 2030

- Cheryl Blanco, Vice President, Postsecondary Education
- Dale Winkler, Vice President, School Improvement, SREB
- Representative Craig Horn, North Carolina
- Senator Bob Plymale, West Virginia

Who Is Ready for the Coming Wave of Automation?

Stackable degrees could be the future of higher education

In the world of the gig economy, the currency has gone from just the paper degree to the competency-based credentials.

US economy faces impending skills gap

Stackable degrees could be the future of higher education

The biggest issue facing higher ed is complacency.

A strong apprenticeship model can help solve America's workforce challenges.

The workforce of 2030

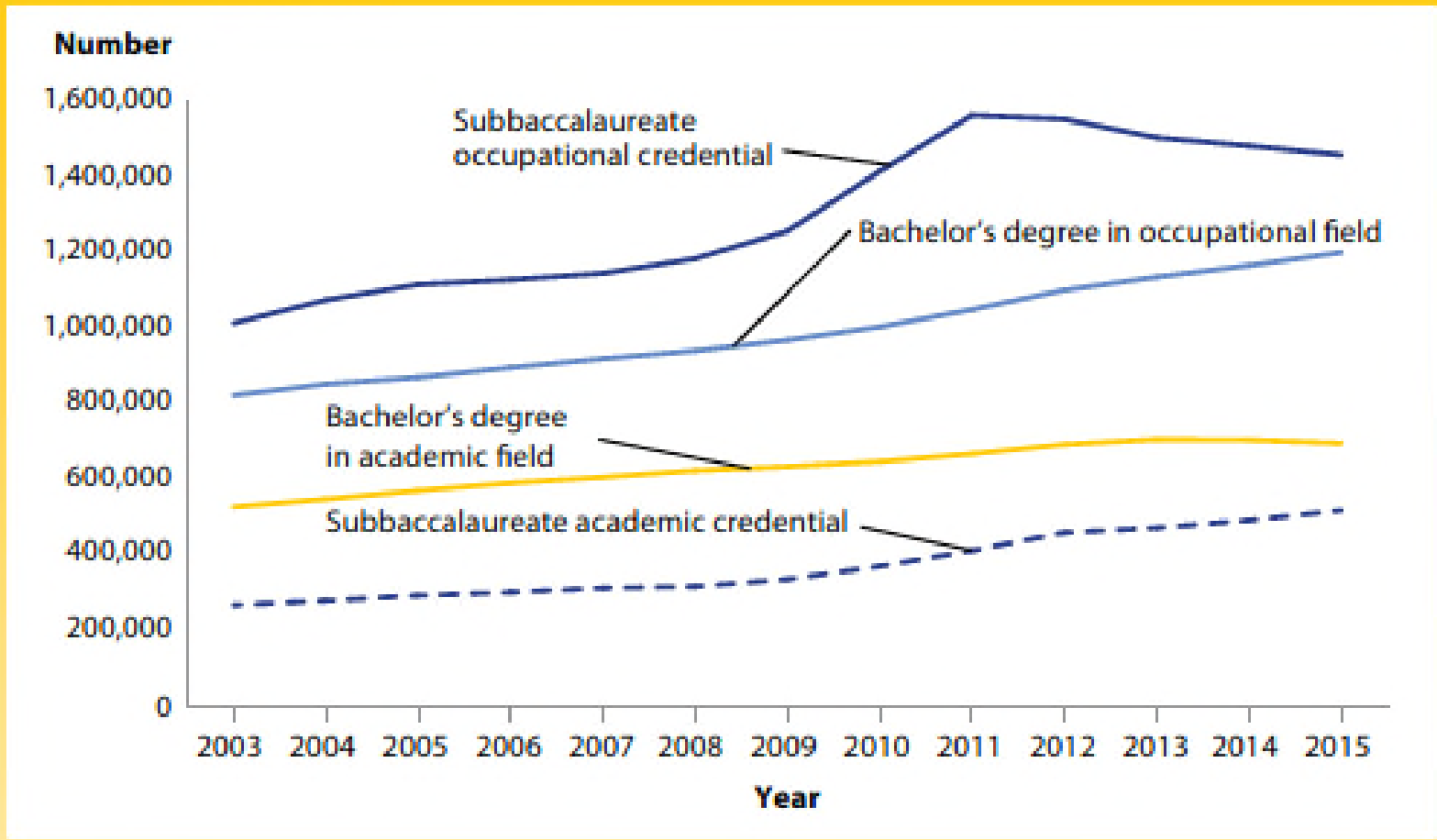
- Now between 5 years old and about 50 years old

- Gen Z
  - College is important, but what's the ROI?
  - Education should focus on preparing for the real world
  - College is a tool for getting to the best job possible – highly motivated by career outcomes
  - Top priorities: getting a job, graduating from college, and saving for the future

(Source: Vander Linde, R. and Weatherly, Ra. 2018. "Engaging Gen Z on Social.")

TREND IN OCCUPATIONAL AND ACADEMIC CREDENTIALS

Number of occupational and academic credentials awarded, by credential level: 2003 to 2015



Source: U.S. Department of Education. June 2018. "Trends in Subbaccalaureate Occupational Awards: 2003 to 2015.

Educational adequacy

In order to be educationally adequate, a postsecondary program must provide its graduates with economic self-sufficiency.

To be recognized as leading to such self-sufficiency, a program must leave its graduates earning more than $35,000 per year ten years after they have completed it.

Over that 10-year period, that program also must provide its graduates with a sufficient earnings premium, compared to the earnings of worker with only a high school diploma, to cover the program's total cost to the student.

Source: Carnevale, A.P., Gulish, A. & Jeff Strohl.. (2018). *Educational Adequacy in the Twenty-first Century..*

Business Roundtable, June 2017

"As America continues to recover from the worst recession since the 1930s, our economic growth is hindered because the skills of today's workforce have not kept up with the requirements of current and future jobs."

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 2025, **two out of every three jobs** will require some postsecondary education and training that leads to advanced credentials — i.e., associate or bachelor's degrees or higher.

Measuring College Readiness

- **State-specific benchmarks** on the ACT, SAT or NAEP assessments
- A **high school grade-point average** on select courses that predicts success in college
- Completion of **end-of-course exams** in Advanced Placement, International Baccalaureate or academic dual credit courses
- Completion of **math pathways** that prepare students for STEM and non-STEM postsecondary programs

Measuring Career Readiness

States can use a range of valid, reliable measures to assess technical career readiness, like:

- Completing a **college-ready academic core** plus at least four career pathway courses in a coherent sequence
- Passing a **state licensure exam**
- Earning an externally vetted **industry-recognized credential** that carries college credit and confers a hiring preference
- Completing **technical dual credit courses** that shorten students' time to a credential or degree
- Passing state-approved **end-of-course exams** in career pathway courses for college credit
- Participating in a high-quality, structured **work-based learning experience** or completing a complex, long-term **capstone project** that integrates academic, technical, cognitive and workplace readiness skills and may involve work in the community or at a job site

Credentials

Certificates

Educational institutions award certificates to indicate completion of a program of study that does not culminate in a degree. Criteria vary widely among institutions – even within the same higher education system or state. Certificates are not the same as certifications.

Certifications

Certifications are closer to qualifications than certificates are in that they are awarded by a third party, often a professional organization. A standard setting entity assesses the applicant's competence against standards in a particular occupational area.

Licenses

Licenses are the credential most similar to qualifications in that they serve as the sole ticket of admission to an occupation; one cannot practice without one. Earning a license to practice usually requires examination by a licensing board of experienced practitioners in the same field. It frequently requires that the applicant complete a prescribed course of study that present a certificate or degree attesting to successful completion of that program.

Degrees

An academic degree can be earned at many levels, including the associate's (two years); bachelor's (four years); master's (two years beyond a bachelor's degree); and doctoral, which is several years beyond a master's degree.

Recent Work in SREB States

- Career Pathway Reviews
  - North Carolina
  - Oklahoma
  - South Carolina
  - Tennessee
- Credentials of Value
  - Georgia
  - Oklahoma
- Profile of a Graduate
  - Kentucky

Trends Impacting Businesses

- Population Shifts – Some regions have experienced a substantial decrease in population while other regions have witnessed an increase in population.
- Low Unemployment – “The competition for employees is fierce, both in sheer numbers of people and qualifications; the labor pool is shallow.”
- Technology Advances – The fast-paced changes in technology have caused the need for fewer people to fill jobs, but the advances require greater skill in employees.
- Regulation – In many clusters there is tension between global wage pressure versus government safety nets.
- Drug Use – The number of employee candidates that fail drug tests are increasing.
- Postsecondary Enrollment – Fewer people are obtaining credentials that are valued by employers.

Most Commonly Identified Skillsets

- Communicate
- Think Critically
- Collaborate
- Adapt to Changes

Credential Studies

- Determine whether the credentials offered are linked to high-wage, high-demand jobs.
- Design a protocol that secondary and postsecondary educators and employers can use to review industry credentials in the future.
- Work with the postsecondary agencies to design a protocol for determining the number of college credits industry credentials might carry.

Review Questions

- Is the credential, licensure or certification exam linked to high-demand industries in the state or region, as demonstrated through analyses of current labor market data? (Yes/No)
- Will this credential, licensure or certification help candidates secure high-demand jobs that pay a self-sustaining wage of $35,000 or more? (Yes/No)
- Would you or your company offer an interview or hiring preference to a candidate who held this credential, licensure or certification? (Yes/No)

Questions continued…

- Does the credential, licensure or certification exam require students to demonstrate the appropriate level of academic, technical, cognitive and workplace skills required for employment in a high-wage, high-demand job at the entry level or above? (Yes/No)
  - Does the exam require students to demonstrate the ability to read and comprehend complex technical manuals or other industry-specific documents, synthesize information, and communicate effectively orally or in writing? (Yes/No/Insufficient information to determine.)
  - Does the exam require students to understand and apply appropriate math concepts and skills to accomplish workplace tasks or solve workplace problems? (Yes/No/Insufficient information to determine.)

Questions continued…

  - Does the exam require students to demonstrate mastery of industry-specific technical standards? (Yes/No/Insufficient information to determine.)
  - Does the exam require students to demonstrate key cognitive skills such as the ability to analyze information, evaluate potential approaches and tools, and plan solutions to complex problems? (Yes/No/Insufficient information to determine.)
  - Does the exam require students to demonstrate an understanding of relevant workplace skills, such as the ability to work autonomously or as a member of a team, anticipate problems and take personal responsibility for solving them, and communicate well with coworkers or clients? (Yes/No/Insufficient information to determine.)
- Can the credential, licensure or certification exam potentially be offered as part of a system of stackable credentials? (Yes/No)

Effective Career Pathways

- Combine a college-ready academic core with challenging technical studies and require students to complete real-world assignments;
- Align three stages of learning – secondary, postsecondary and the workplace – through strategies like dual enrollment and work-based learning;
- Create guidance systems that include career information, exploration and advisement and engage students in ongoing career and college counseling beginning in the middle grades;
- Allow students to choose accelerated learning options in settings that provide the extended time needed to earn advanced industry credentials; and
- Lead to further education and training and high-skill, high-wage jobs in high-demand industries.