

**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
Seattle, Washington
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Agenda

- **The Challenge Facing the U.S.**
- **A More Demanding Labor Market**
- **Our Failure to Meet the “College for All” Goal**
- **Why are we failing to prepare so many Young Adults?**
- **Lessons from Abroad**
- **The Road to an American Solution**
- **The Implications for Seattle and Washington**

What is the Pathways Challenge?

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

- We have lost our global leadership in educational attainment and achievement
- Teen and young adults (20-24) are increasingly unable to find work
- The transition to adulthood is far longer

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

Source: Center on Education and the Workforce, Georgetown University

Today's Reality: PSE Credential is the New Passport

Post-secondary education (PSE) is necessary to compete in the global economy in 2010 and beyond:

- Between 1973 and 2007, we added 63 million jobs
- Jobs held by those with no more than a High School education fell by 2 million over this period
- Workers with a HS education or less now make up just 41% of workforce, as compared to 72% in 1971

Source: Center on Education and the Workforce

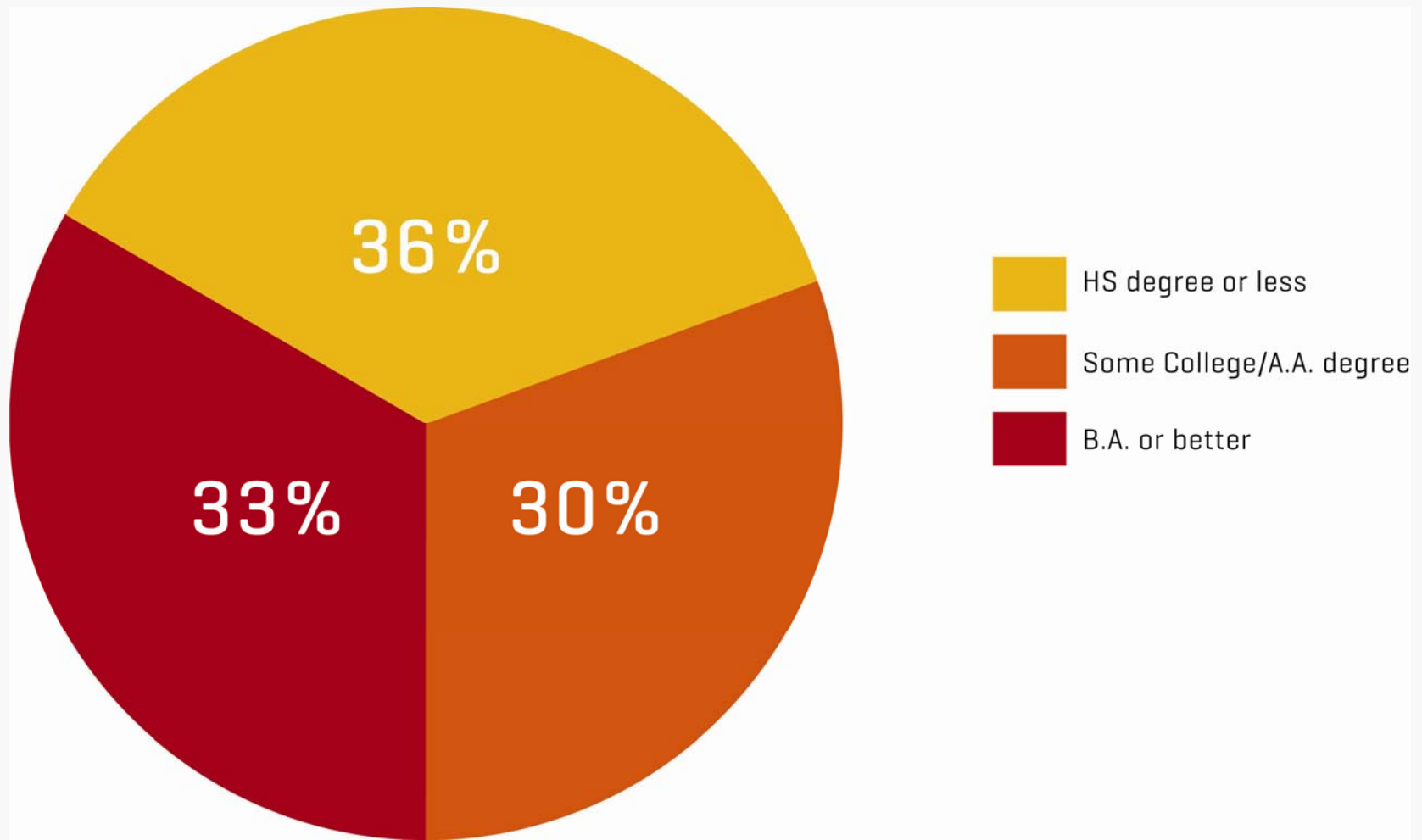
PSE Will Be Even More Important Tomorrow

Economic forecasters widely agree that these trends will continue

For example, the Georgetown Center on Education and the Workforce forecasts:

- 63% of all jobs will require at least some college in 2018, up from 59% now
- The U.S. will need to produce 22 million more PSE degrees by 2018, but we are likely to fall short

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



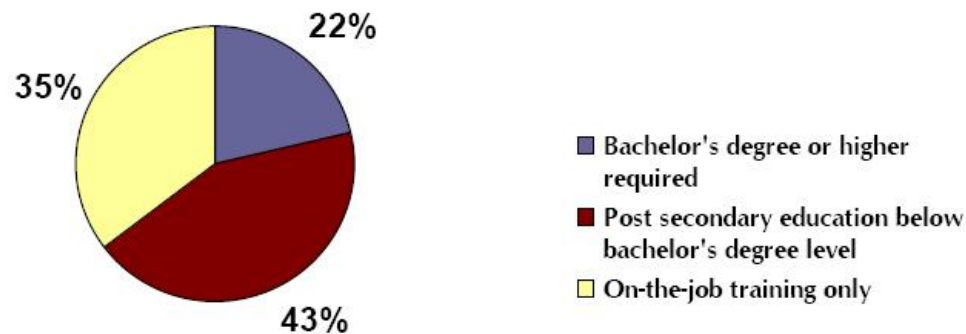
Source: March CPS data, various years; Center on Education and the Workforce forecast of educational demand to 2018.

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 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

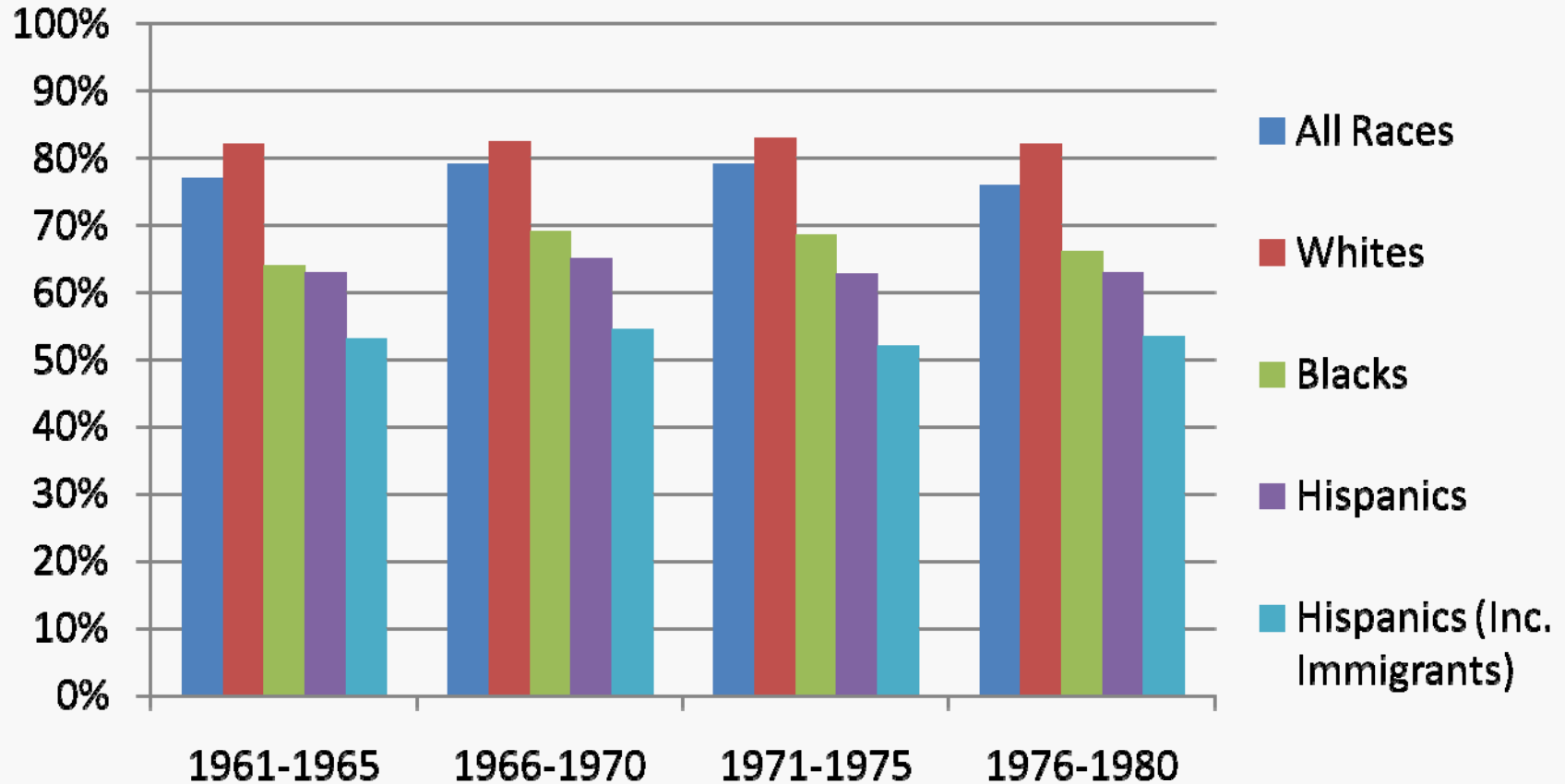
A meaningful credential can be earned in many ways:

- Community 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

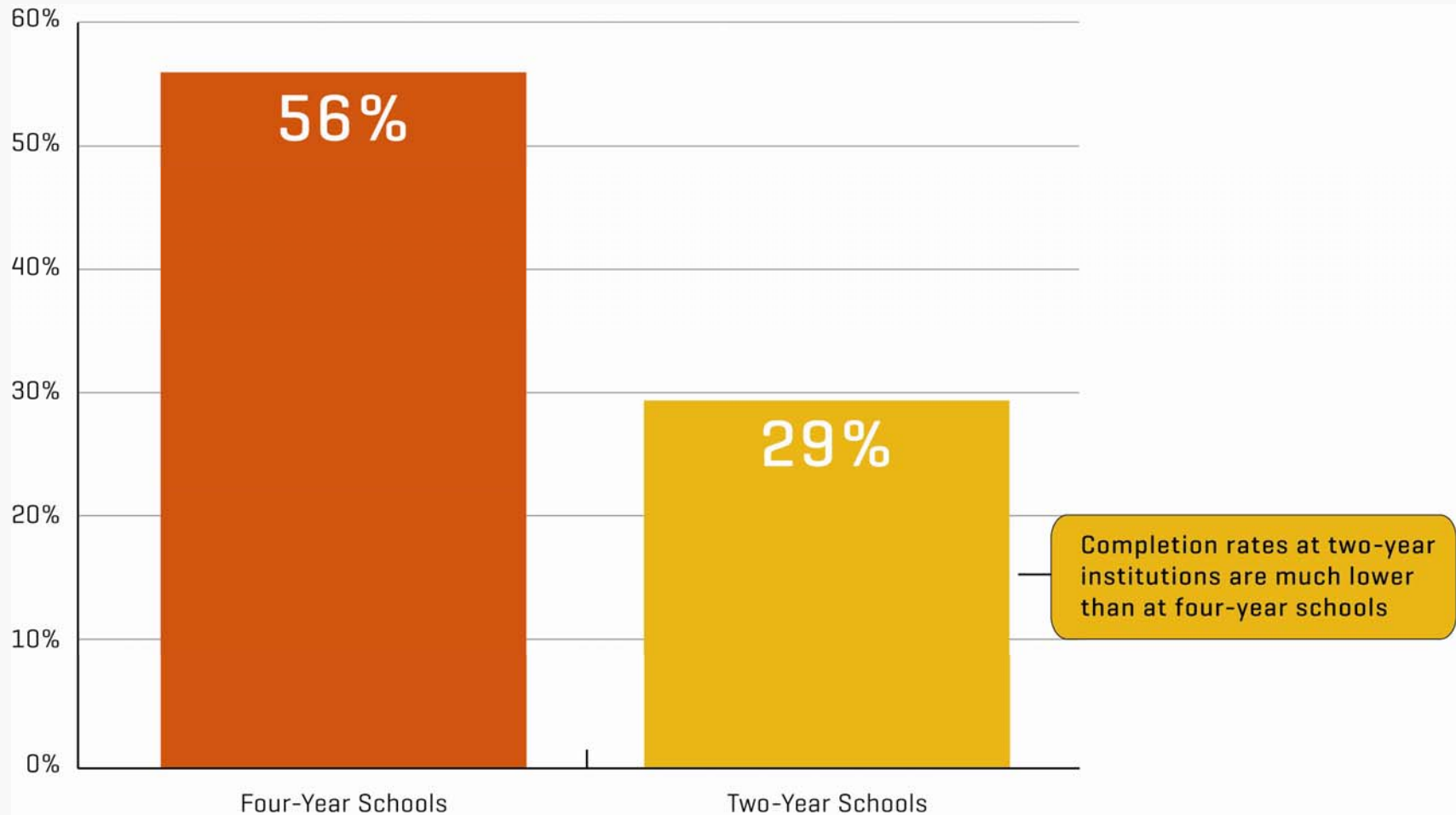
High School Graduation Rates by Race and Birth Cohort



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

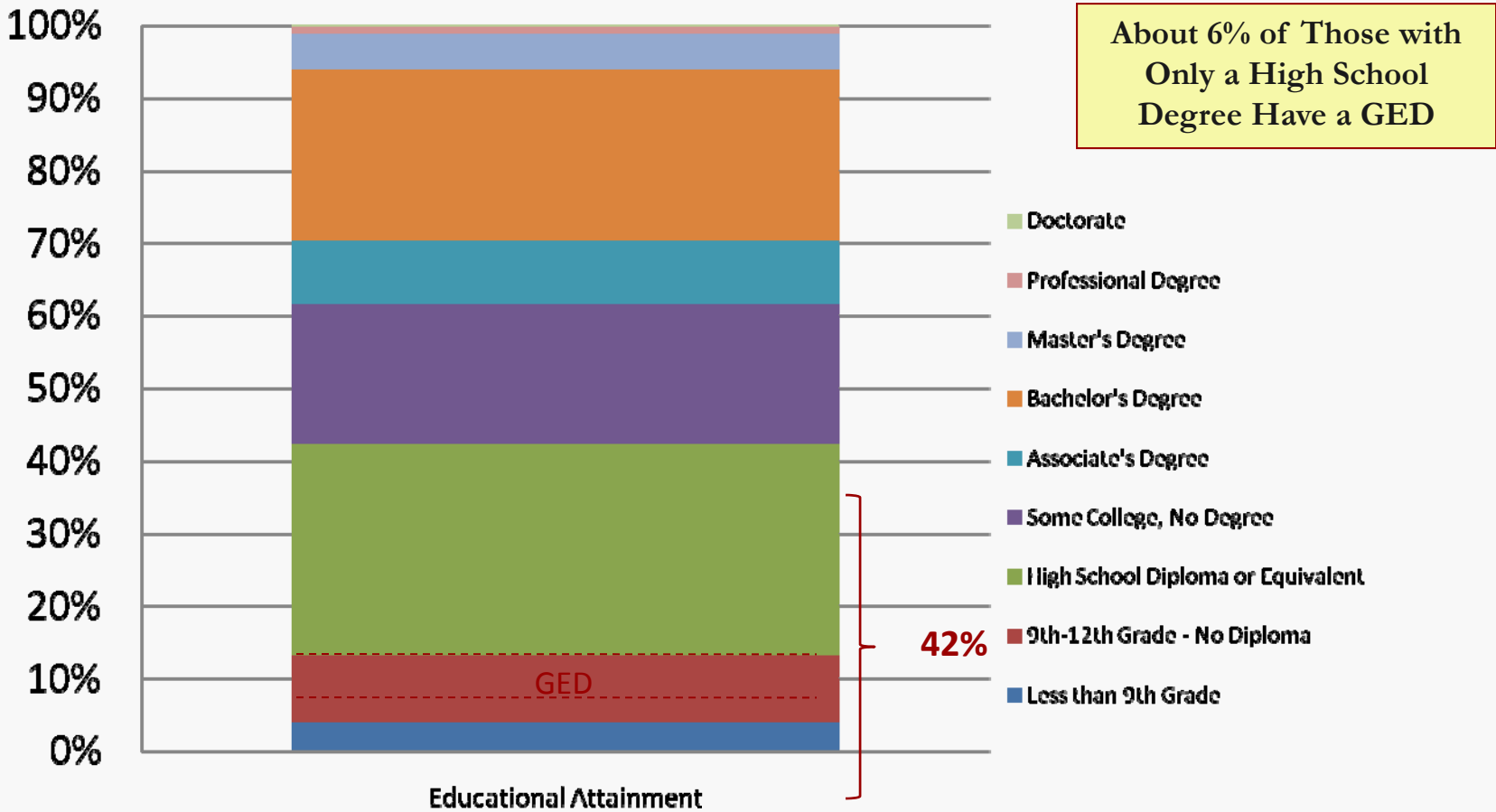
U.S. “on time” college completion rates are alarmingly low



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.

Most Students Still Do Not Earn a College Degree

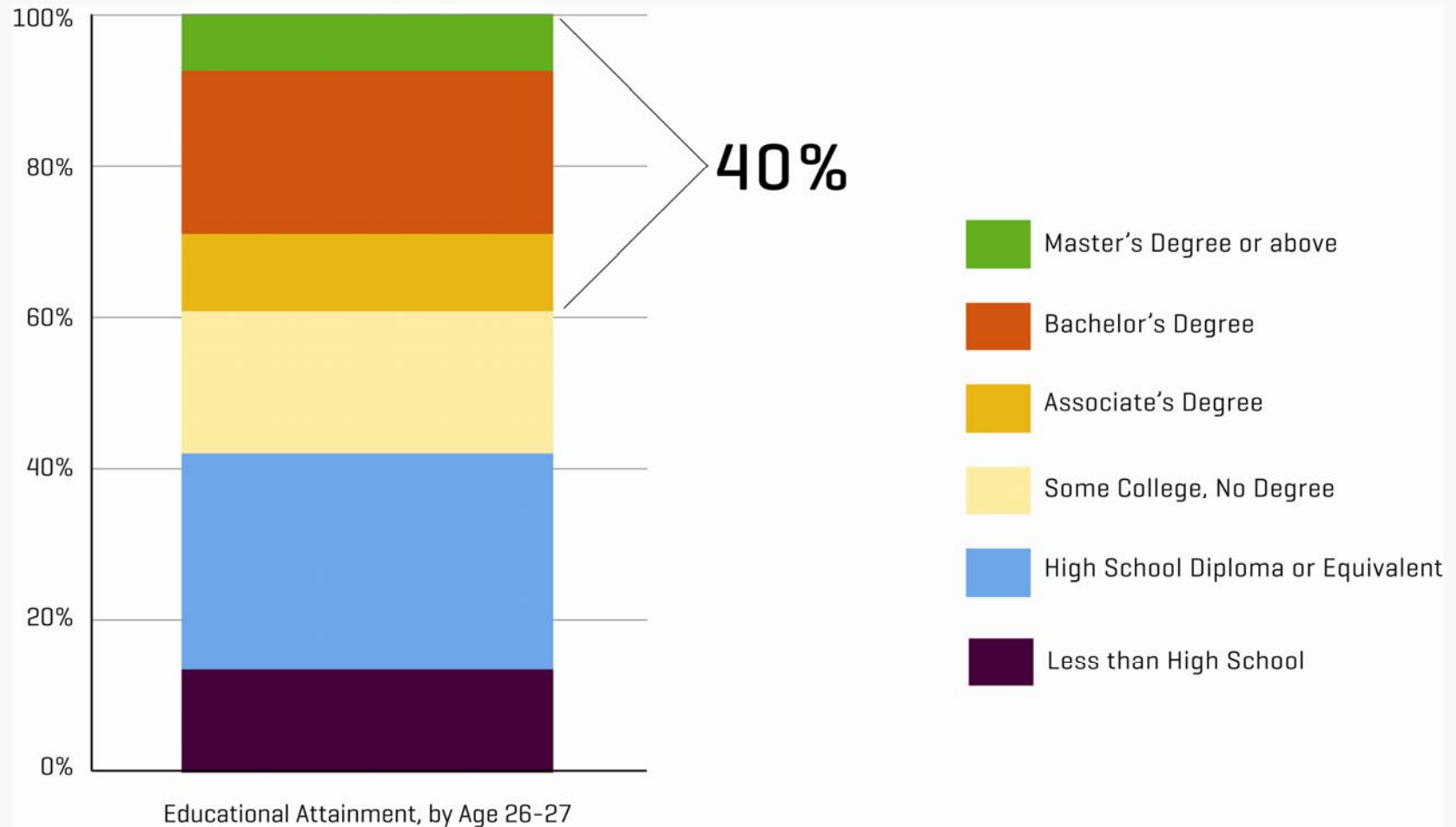
Educational Attainment, by Age 26-27



Note: Represents data collected in surveys between 2006-2008; GED is approximation based on data from GED Testing Program

Source: US Census - Current Population Survey (CPS) Annual Social and Economic Supplement, 2006-2008; GED Testing Program

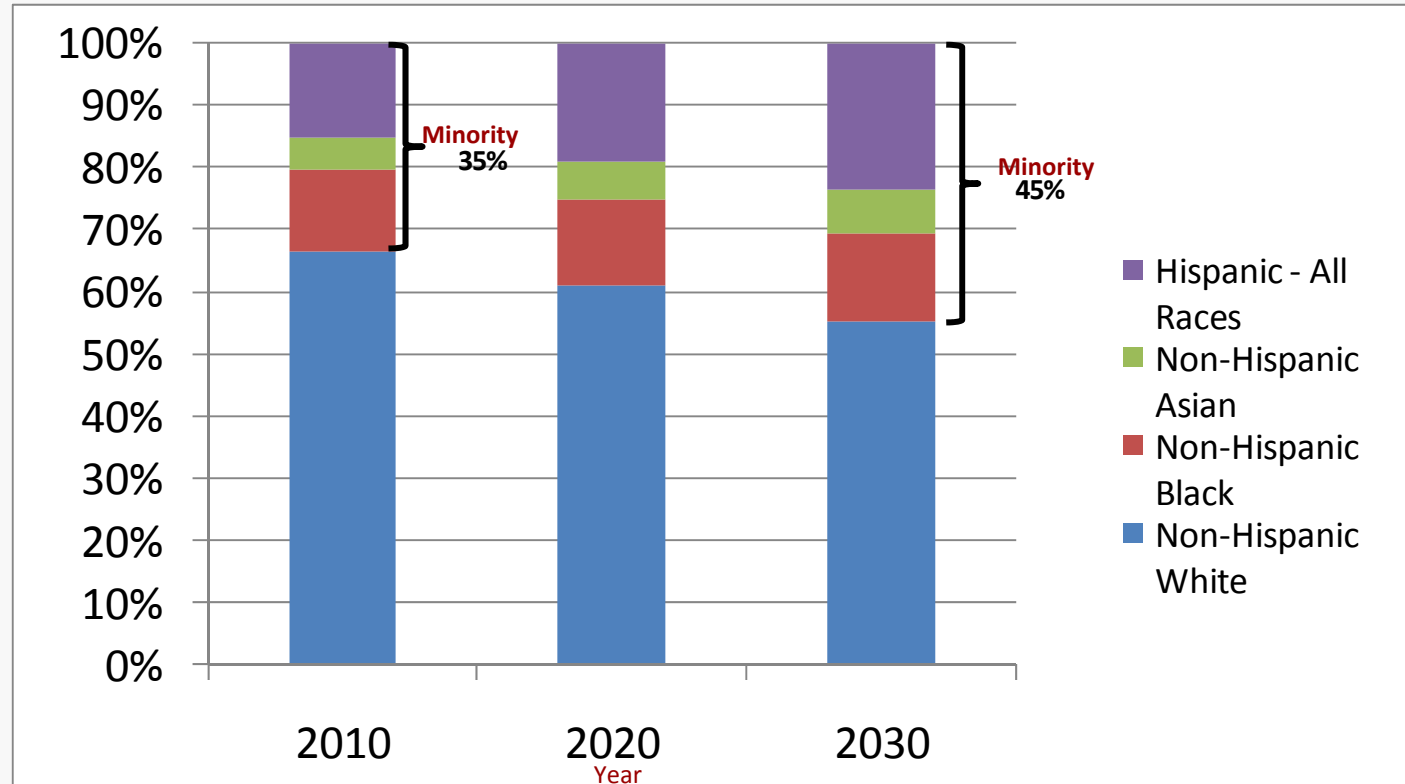
The current U.S. reality: only 40% of 27-year olds have earned an A.A. degree or higher



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.

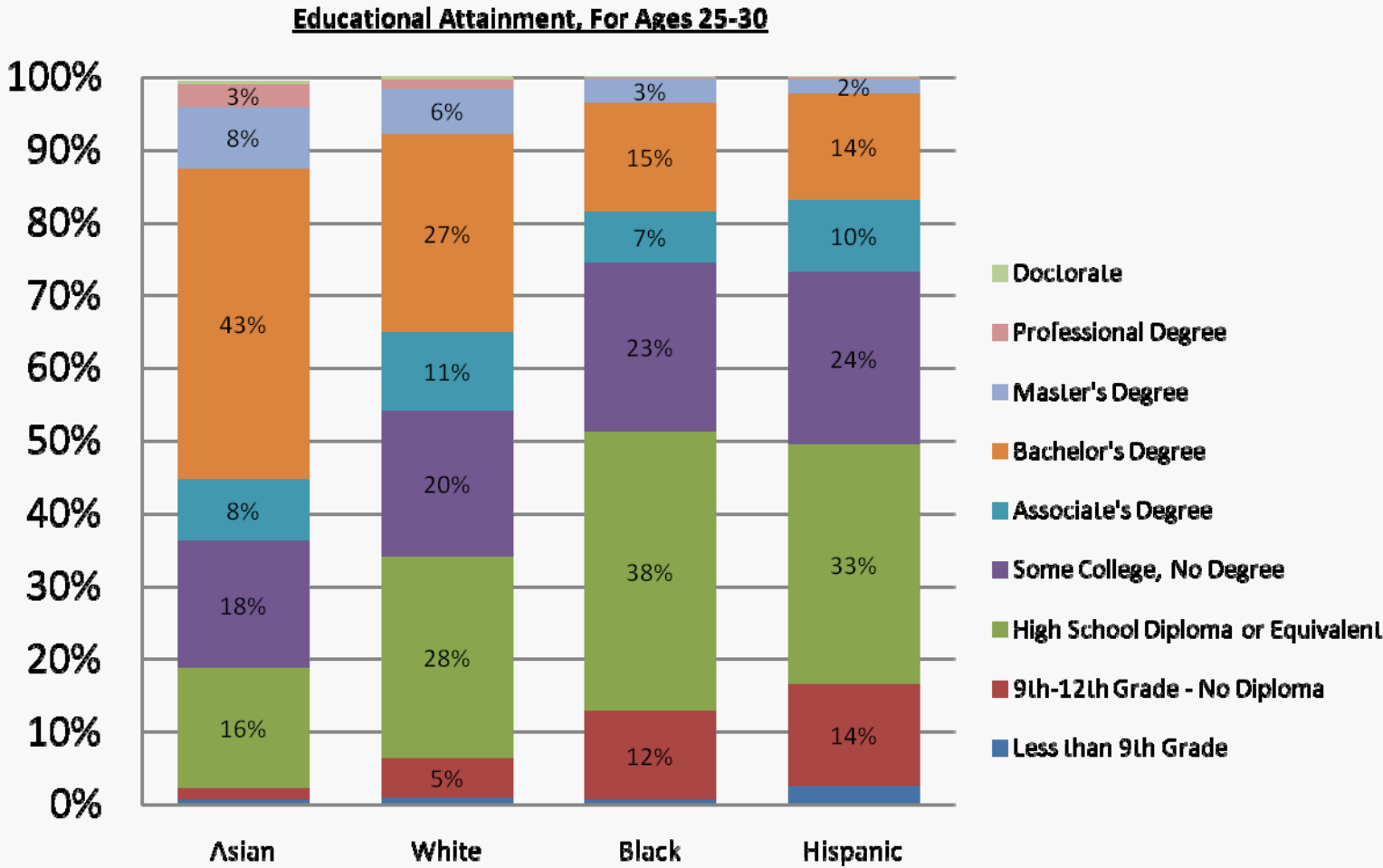
The Demographic Dilemma

Hispanics are expected to become a much larger part of the working age population in the coming decades



Source: US Census, Projections

But Because Attainment Differs by Race

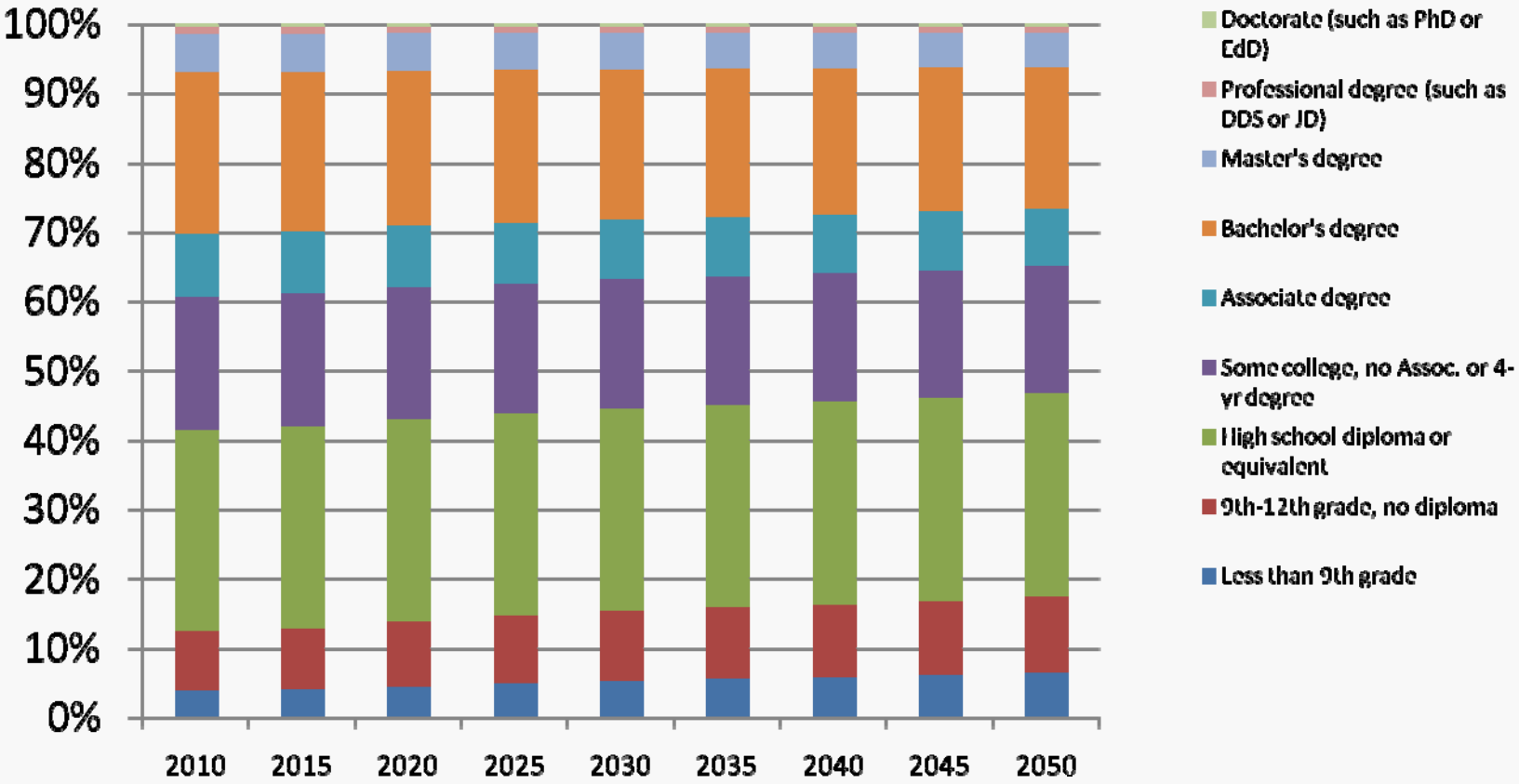


Note: Represents data collected in surveys between 2006-2008; Includes Native Born only

Source: US Census, Current Population Survey (CPS) Annual Social and Economic Supplement, 2006-2008

Attainment May Fall for First Time in History

Educational Attainment, Projections



Note: Assumes constant educational attainment growth; Includes Immigrants and Native Populations

Source: US Census Projections; Author Calculations

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

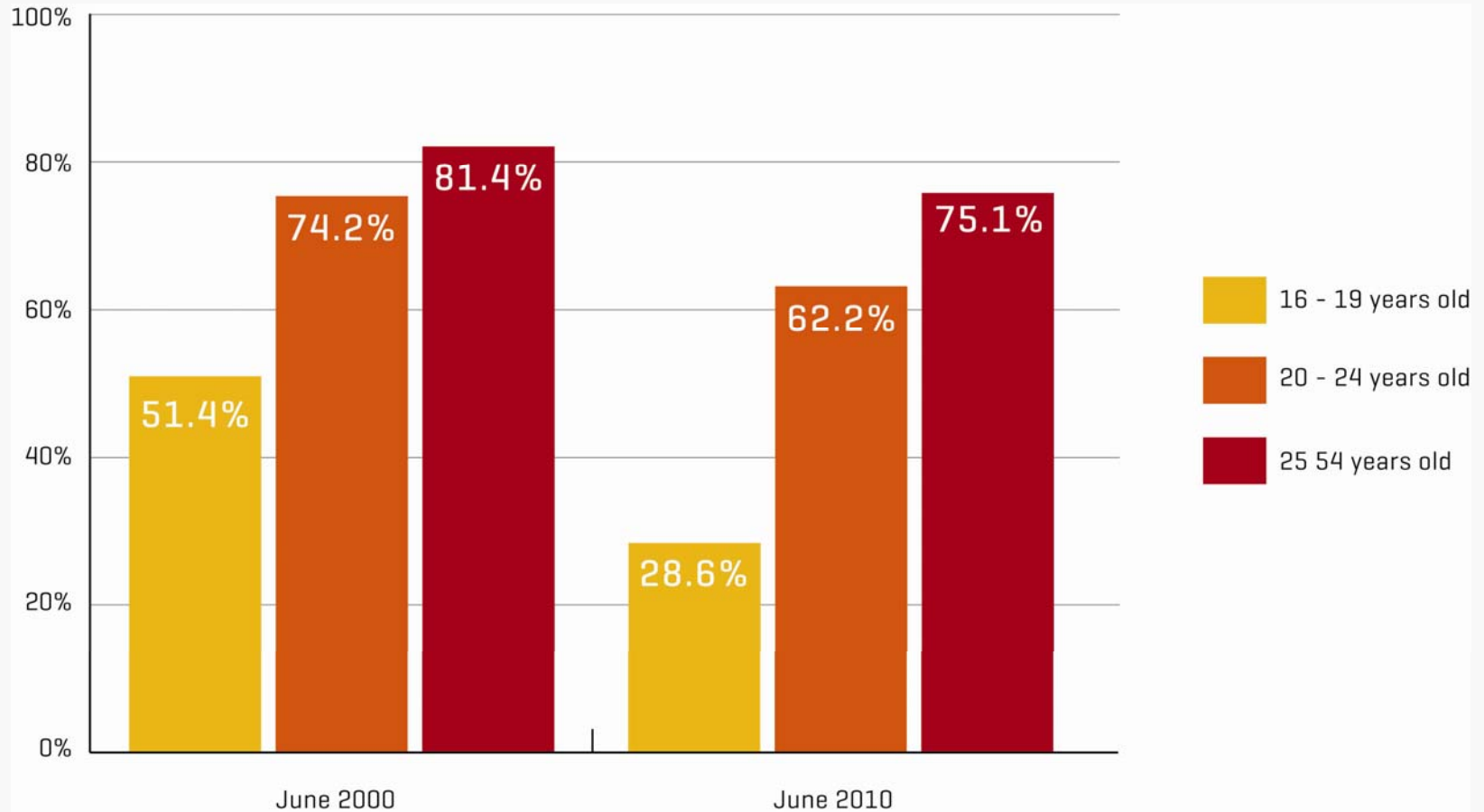
Teen employment:

- **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
- The transition to adulthood has changed radically, but our system has not evolved
- We need a broader, more holistic system of Pathways to Prosperity

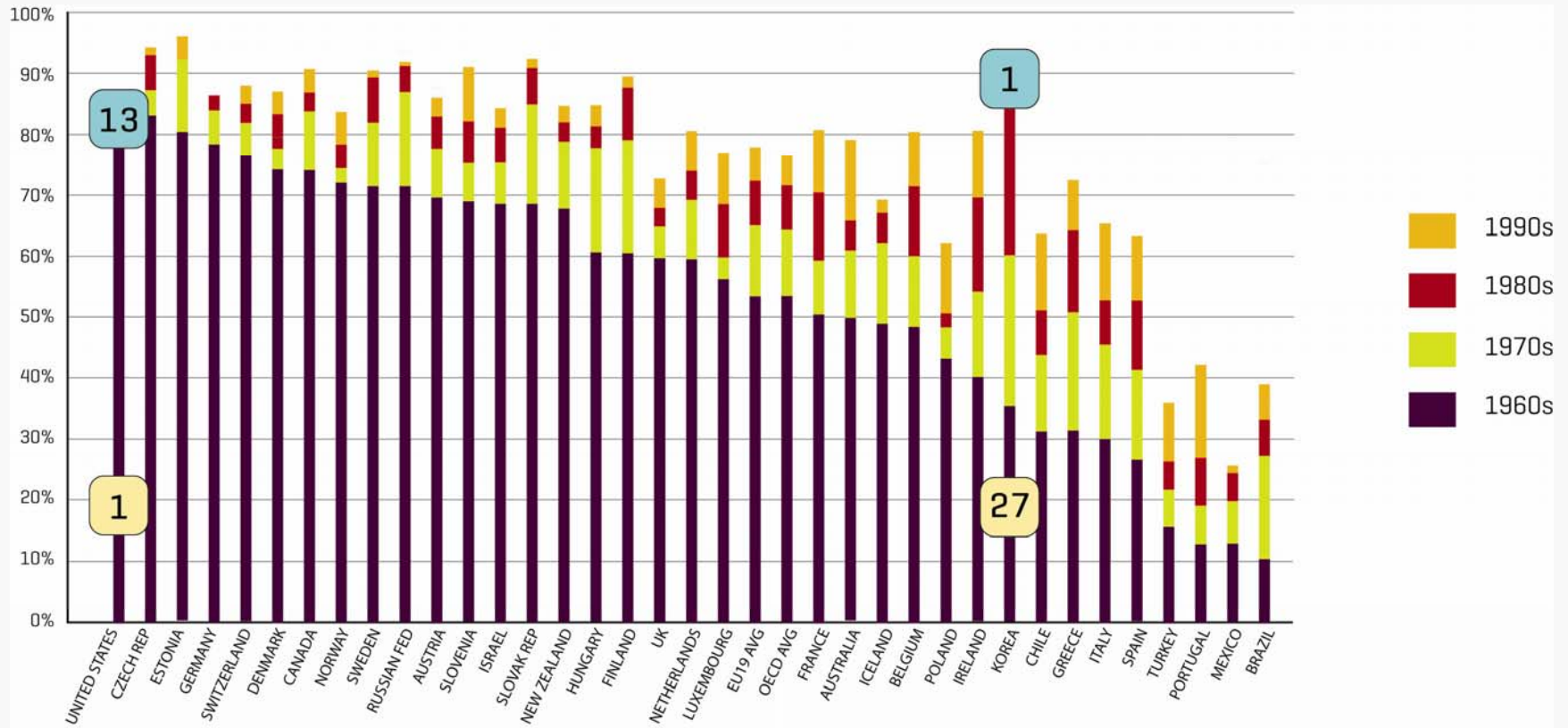
What Young People Need to Succeed

Three Lenses For Answering this Question:

- College Readiness
- Healthy Youth Development
- Workforce Readiness

Lessons from Abroad

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

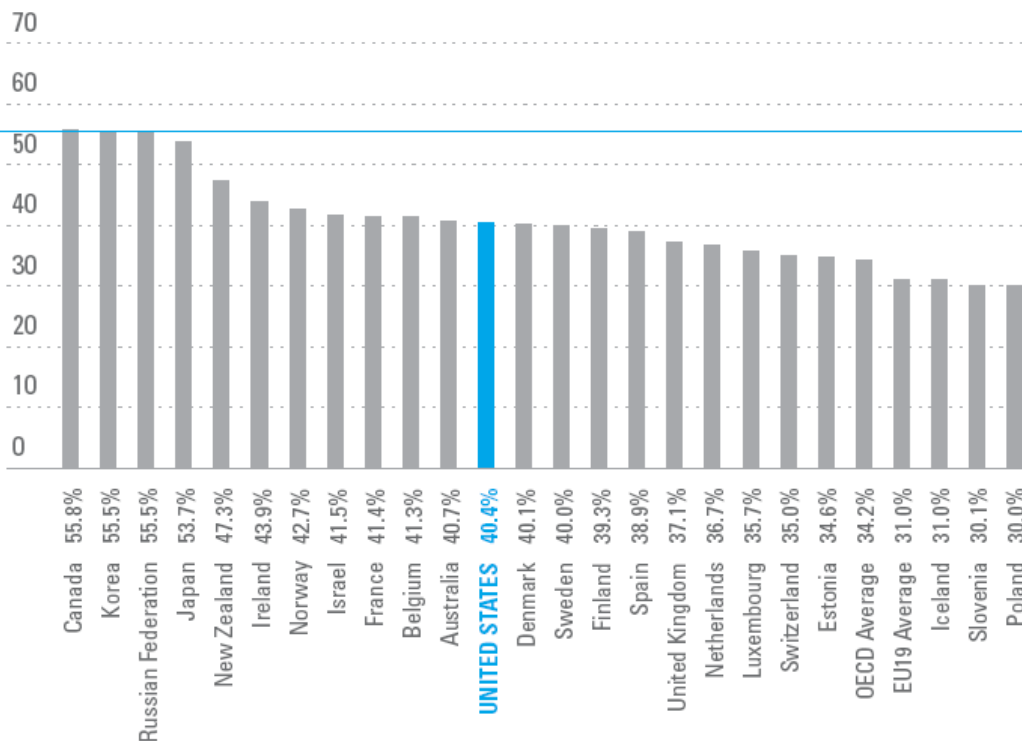


Note: Approximated by percentage of persons with upper secondary or equivalent qualifications in the age groups 55-64, 45-54, 35-44, and 25-34 years.
 Source: Organization for Economic Cooperation and Development.

College Completion Rank Declining

Percentage of 25- to 34-Year-Olds with an Associate Degree or Higher, 2007

Source: Organisation for Economic and Co-operative Development, 2009

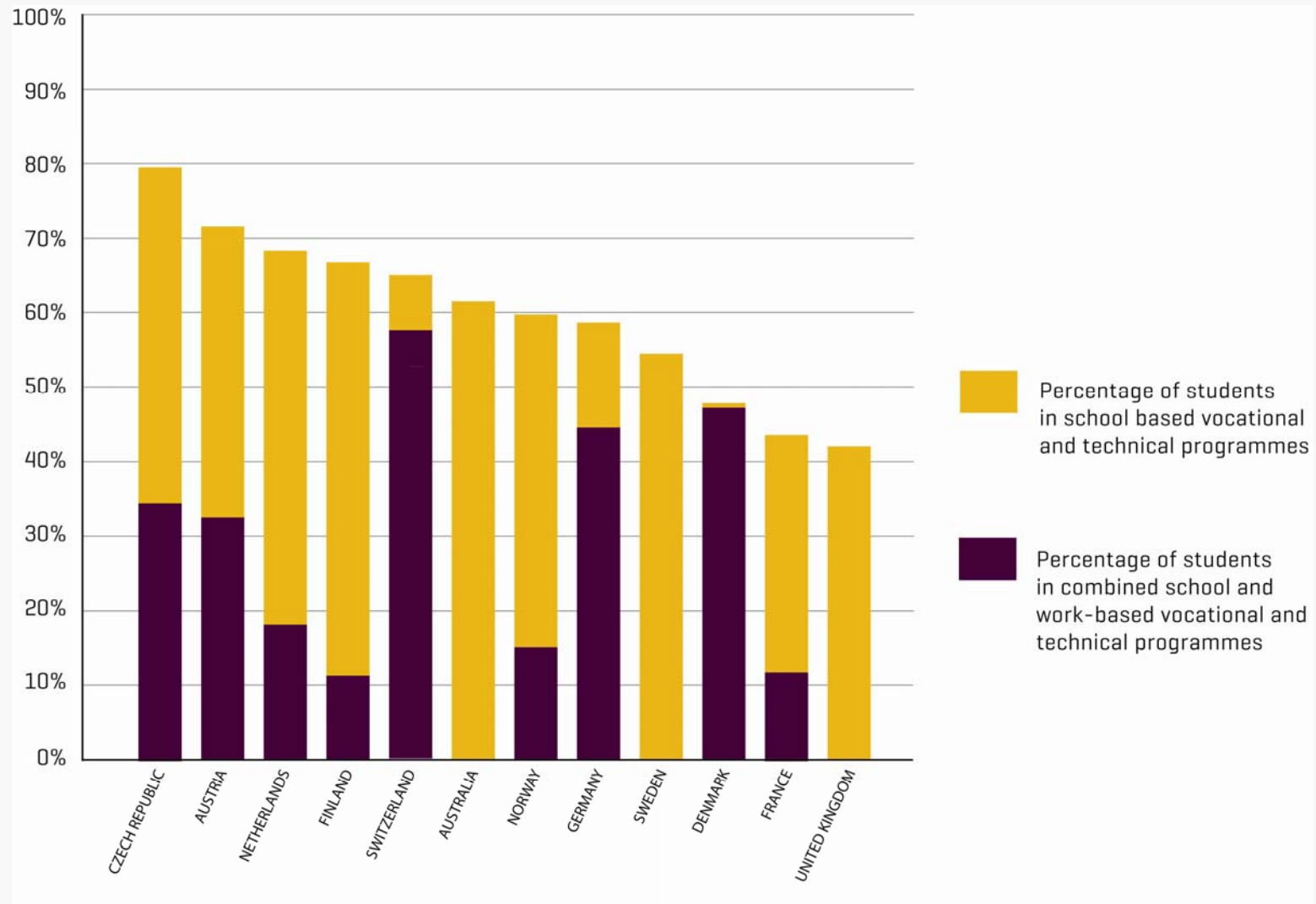


Note: College Board. (2010). *The College Completion Agenda 2010 Progress Report*. Retrieved from <http://completionagenda.collegeboard.org>.
Source: Organization for Economic Cooperation and Development.

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.

Variations in VET By Country

The Dual-Apprenticeship Model:

- Germany
- Switzerland
- Denmark
- Austria

School-based model:

- Australia
- Sweden

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

Key Principles of Effective VET

- Extensive Employer Involvement
- Integration of work and academic learning
- Opens pathways to multiple options
- Intensive career counseling
- High-quality teachers

Shortcomings of some VET systems

- Tracking
- Most VET systems are far from perfect
- Individual systems are a product of a country's culture, and so hard to import

The Bottom Line

- **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**

Proven Examples

- Career Academies
- Project Lead the Way
- Massachusetts Regional Vo-Tech HS
- Tennessee Technology Centers
- 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**

Next Steps

- **Begin a national conversation on the reforms needed to prepare far more youth for success**
- **Engage employers in Pathways to Prosperity**
- **Work with regional and state partners who want to create robust pathways systems**
- **Focus on industries like healthcare, where there is strong interest in improving pathways**

Implications for Washington and Seattle

- What is the Pathways Challenge here?
Who is being left behind?
- What is the mismatch between education and emerging employment opportunities?
- How can we improve success rates?
- Creating a Pathways movement in Washington: expanding our focus