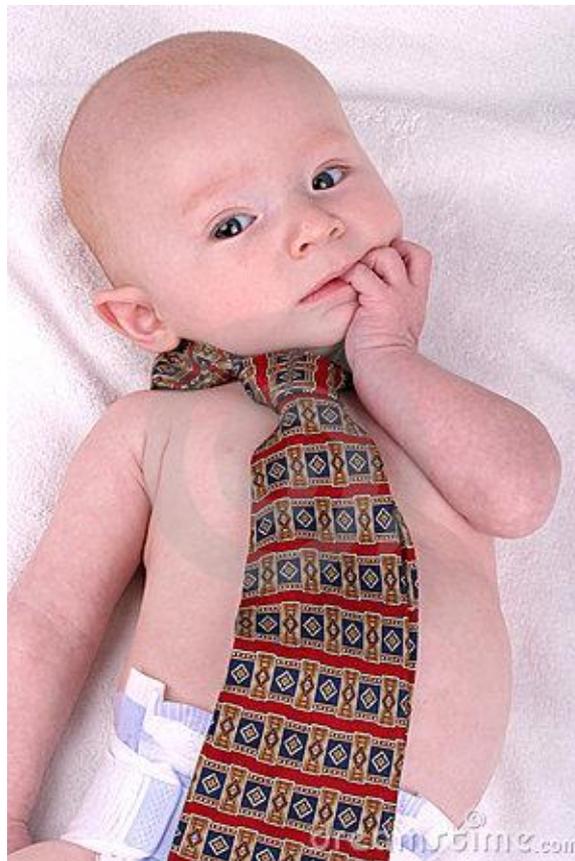


Re-imagining the Delta Workforce





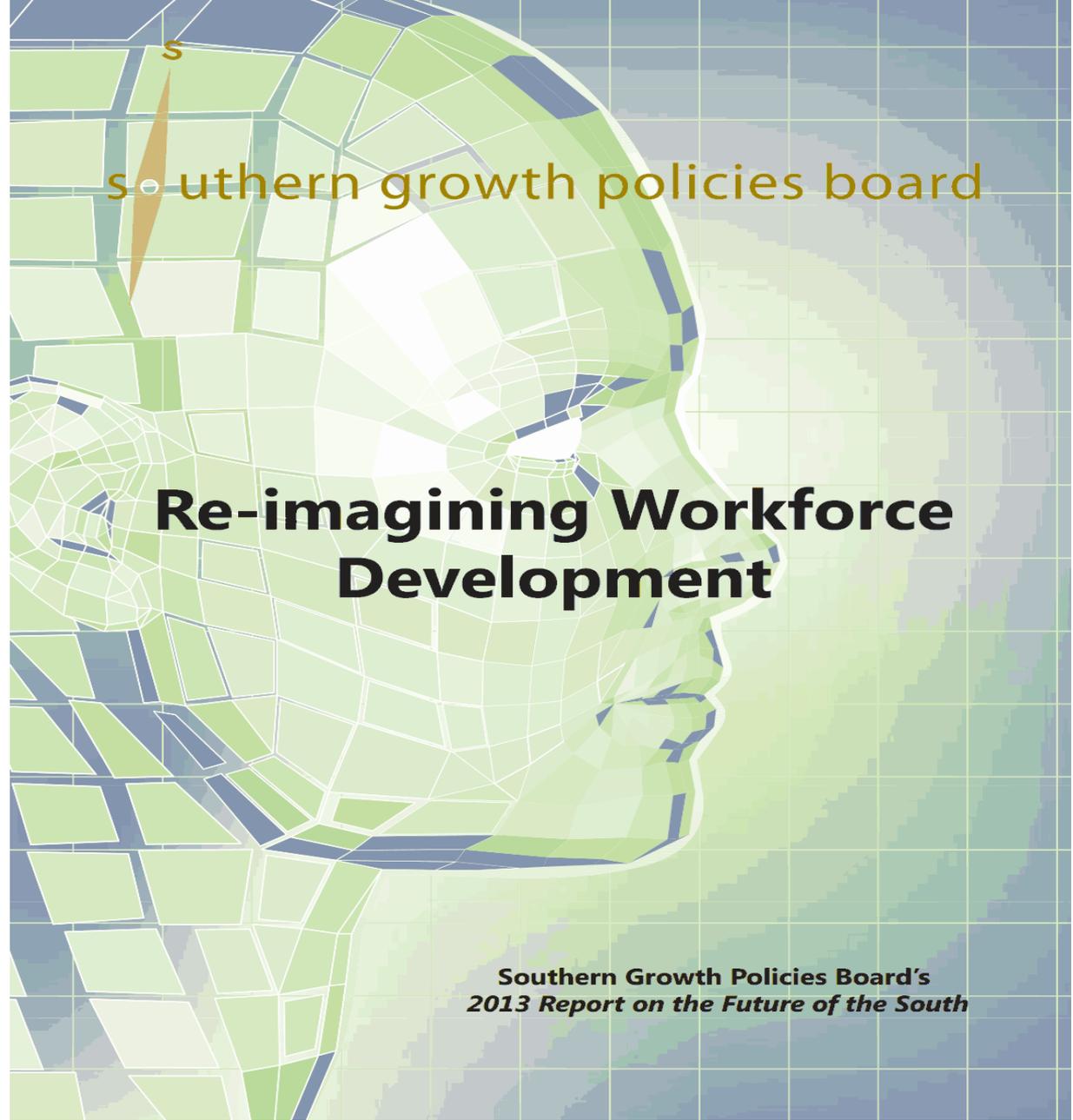
When planning for a year, plant corn. When planning for a decade, plant trees. When planning for life, train and educate people.

Chinese Proverb

**Re-imagine
Readiness**

**Re-engage Adult
Learners and
Disconnected
Youth**

**Re-align
Relationships
and Resources**



southern growth policies board

**Re-imagining Workforce
Development**

*Southern Growth Policies Board's
2013 Report on the Future of the South*

Report informed by Research

Check in the back of the report to learn more, from organizations ranging from the Alliance for Excellent Education to the Center for Digital Education to Jobs for the Future



...and Listening

- The pace of change has accelerated...we need to stop tinkering at the edges
- Learning starts before school...we need to act earlier (*"They drop out in kindergarten, but hang around to make it official."*)
- We need to promote alternative pathways to success
- It's not all about technical skills
- Businesses need to play a key role
- Success requires a systems approach



What is the Role of Higher Education?

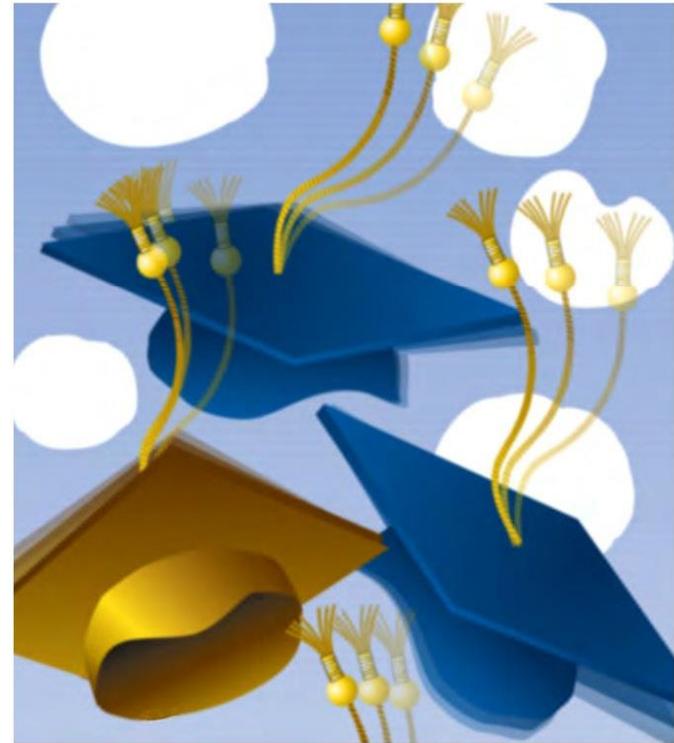


www.nifi.org



American Commonwealth Partnership
Education for the Public Good

ISSUE GUIDE



>> Shaping Our Future

How Should Higher Education Help Us Create the Society We Want?

http://www.youtube.com/watch?v=uBSQXwt09iU&feature=player_embedded

Why?

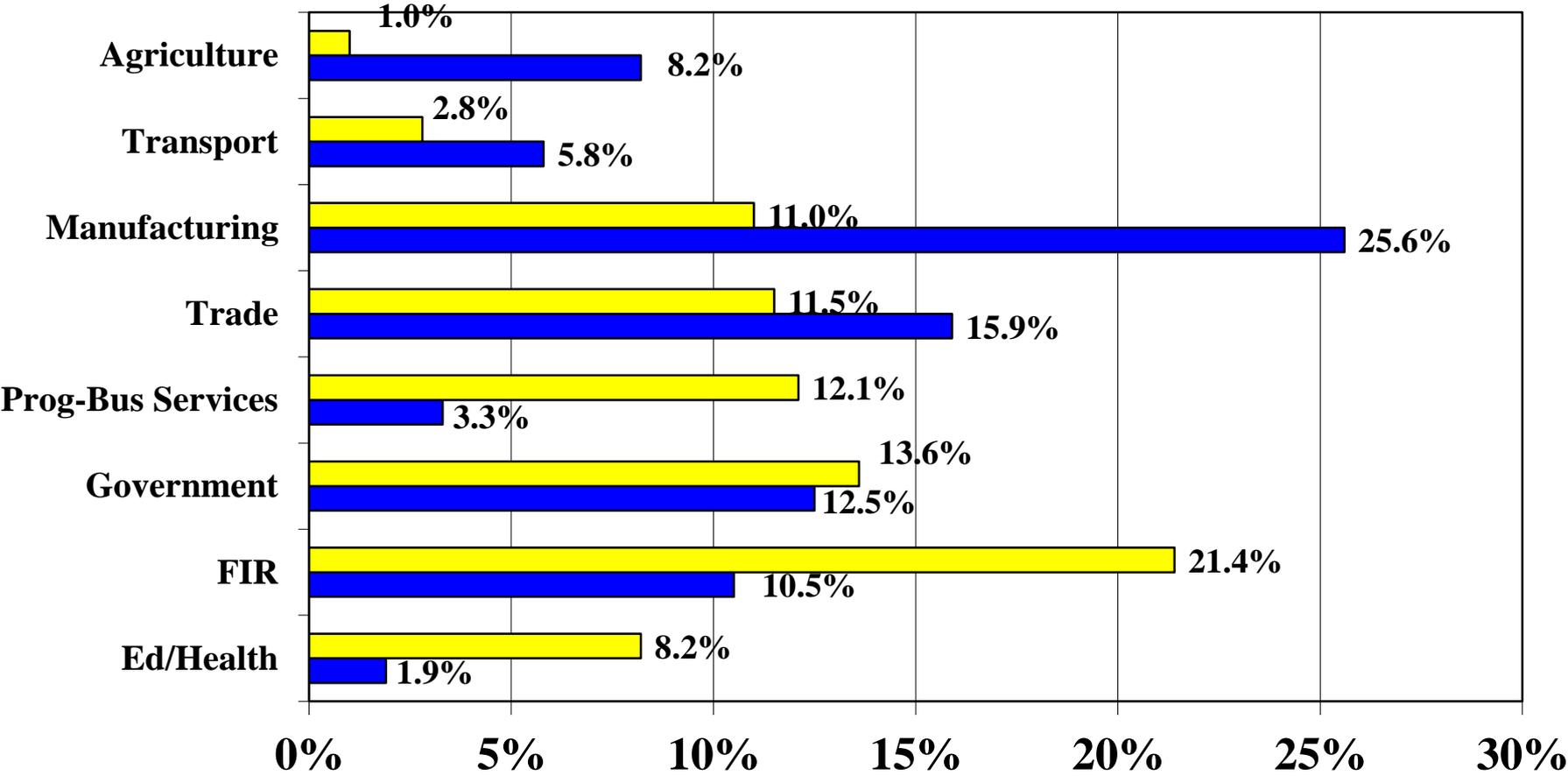
southern growth policies board

Re-imagining Workforce Development

Southern Growth Policies Board's
2013 Report on the Future of the South

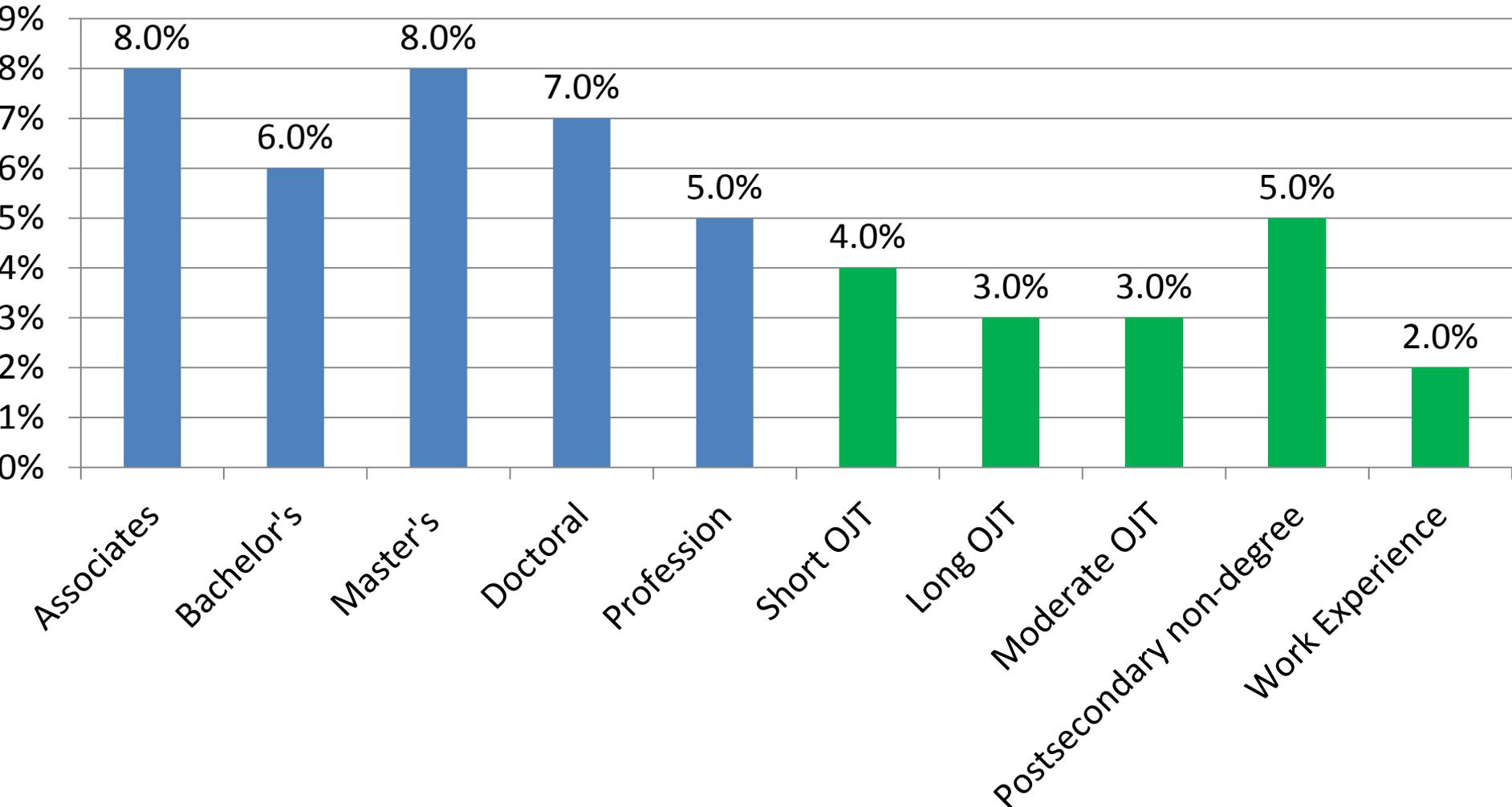
WWII to 2009 U.S. Job Shifts

■ 2009 ■ 1947

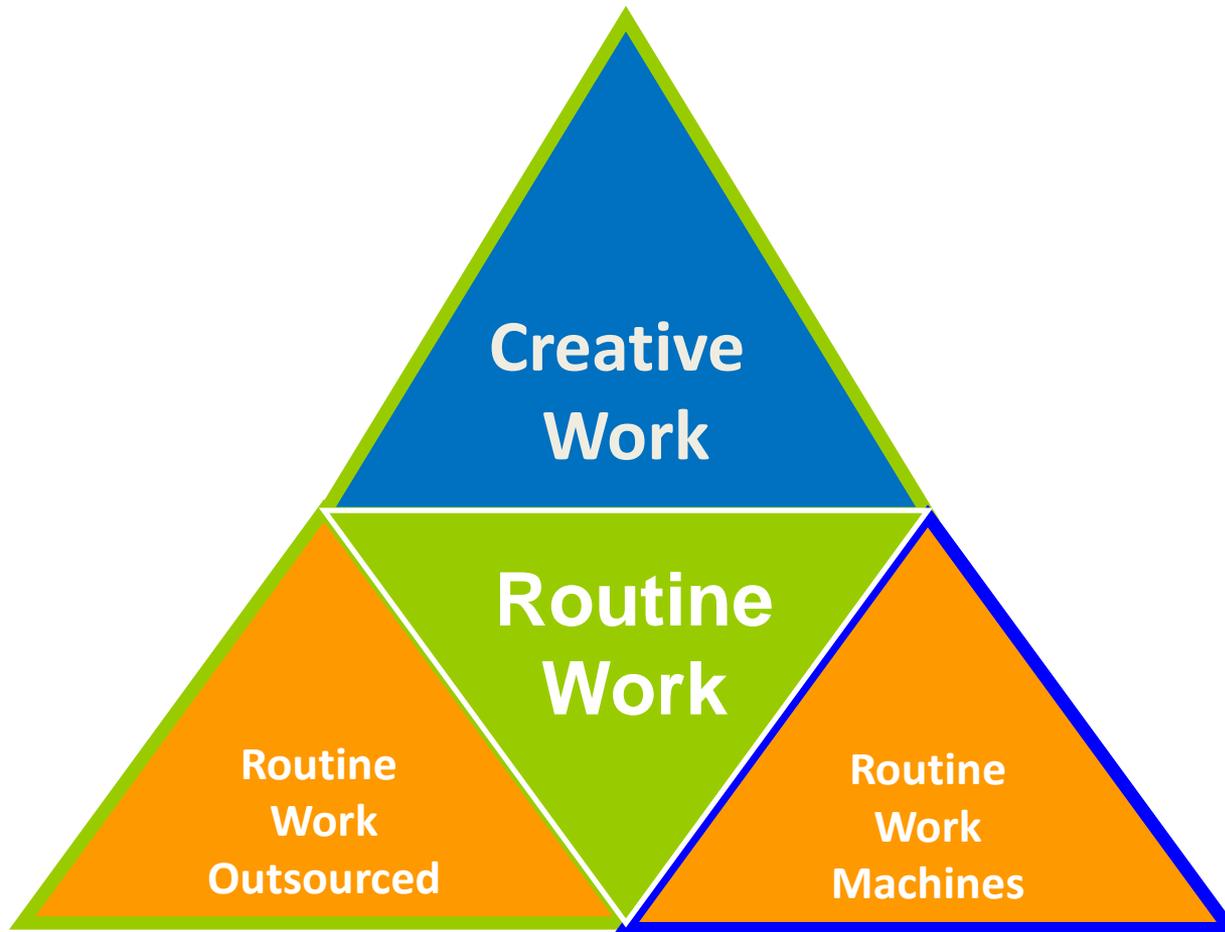


Source: Derek Thompson, *The Atlantic* (Jan. 2012)

U.S. Projected Job Growth 2013-2017



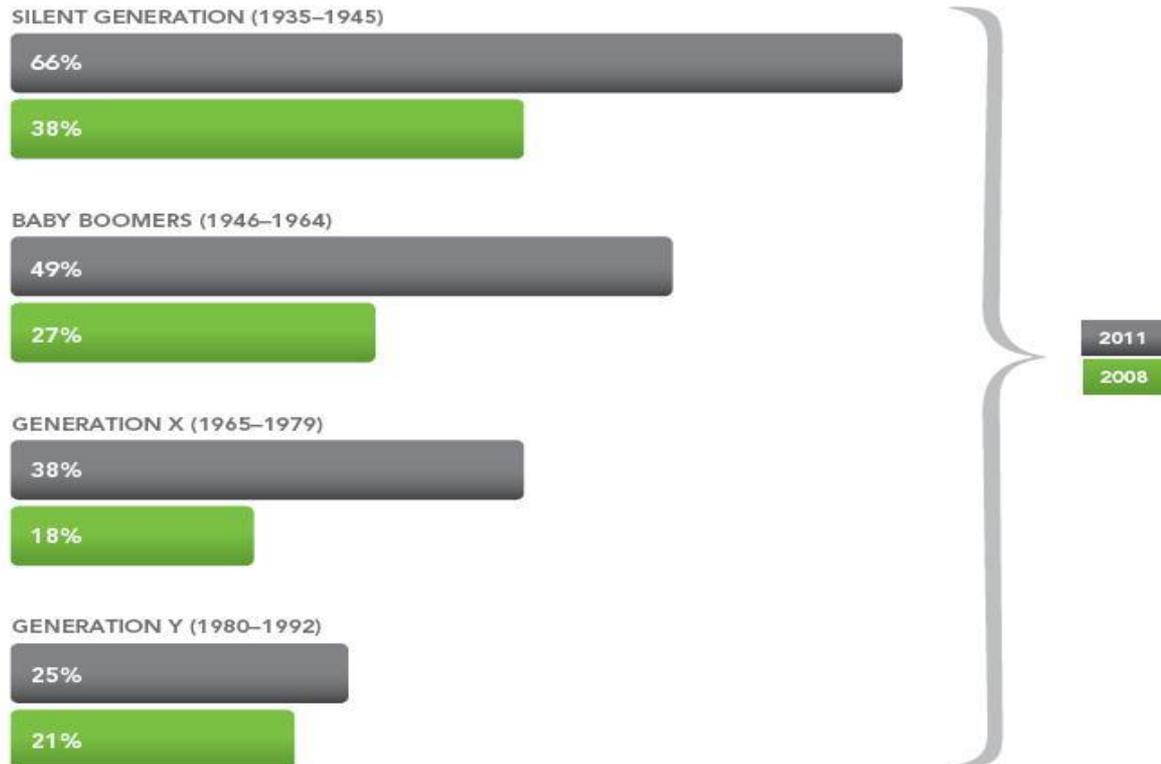
Work Shifts



Free Agent Workers

% of free agent workers by generation

Numbers are on the rise across all generations

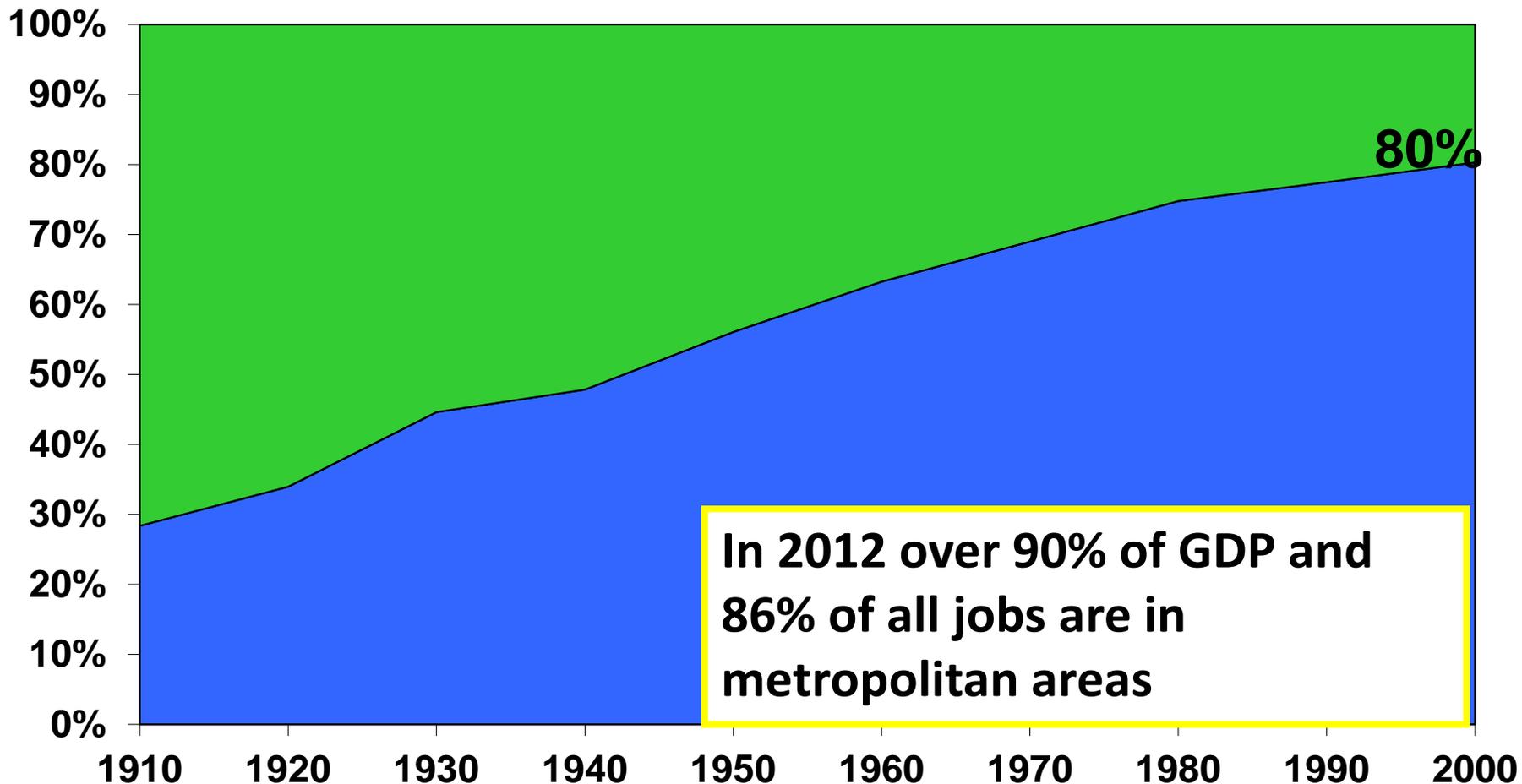


Source: Kelly Services

Urbanization

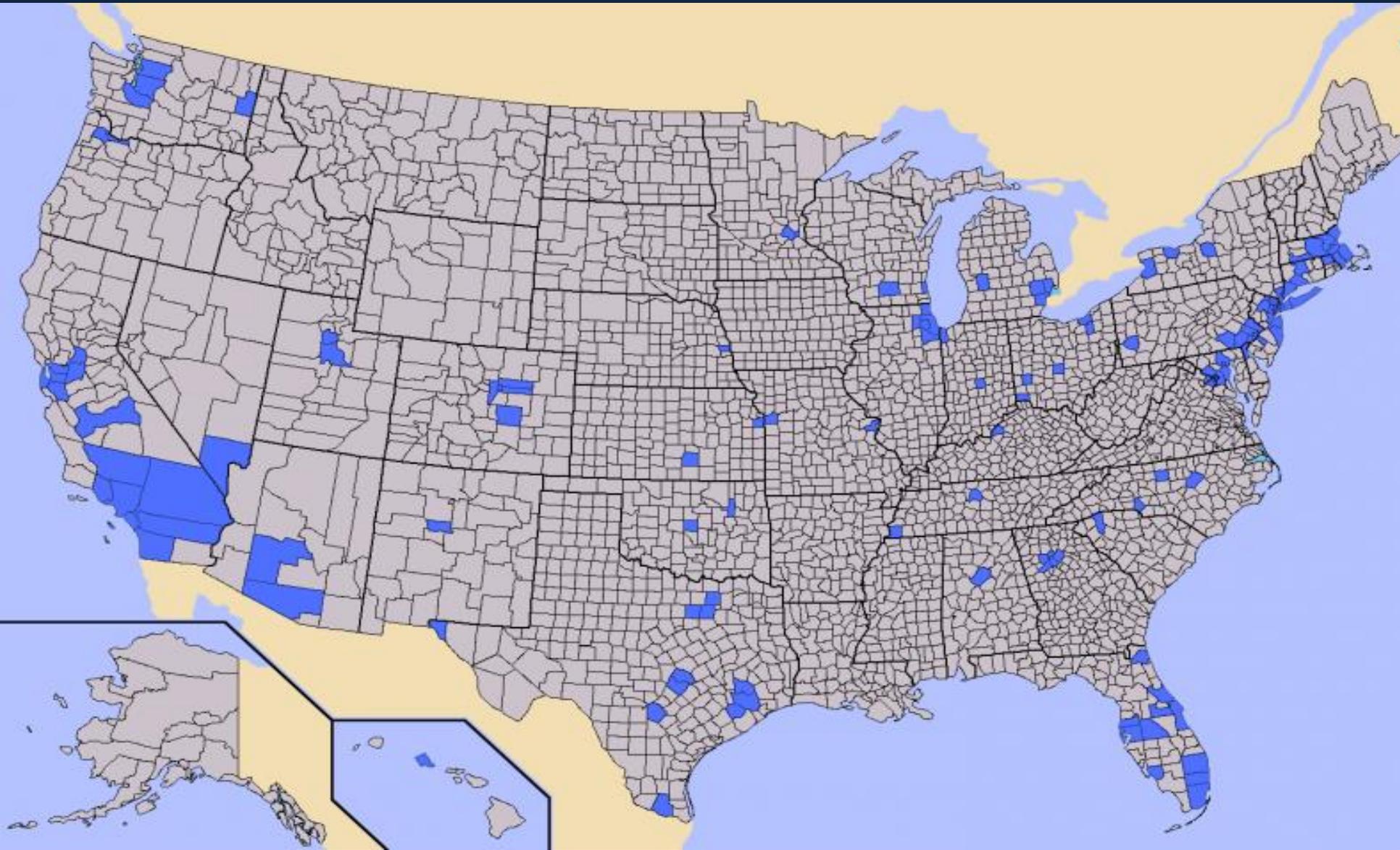


U.S. Population Concentration Metro-Non-Metro

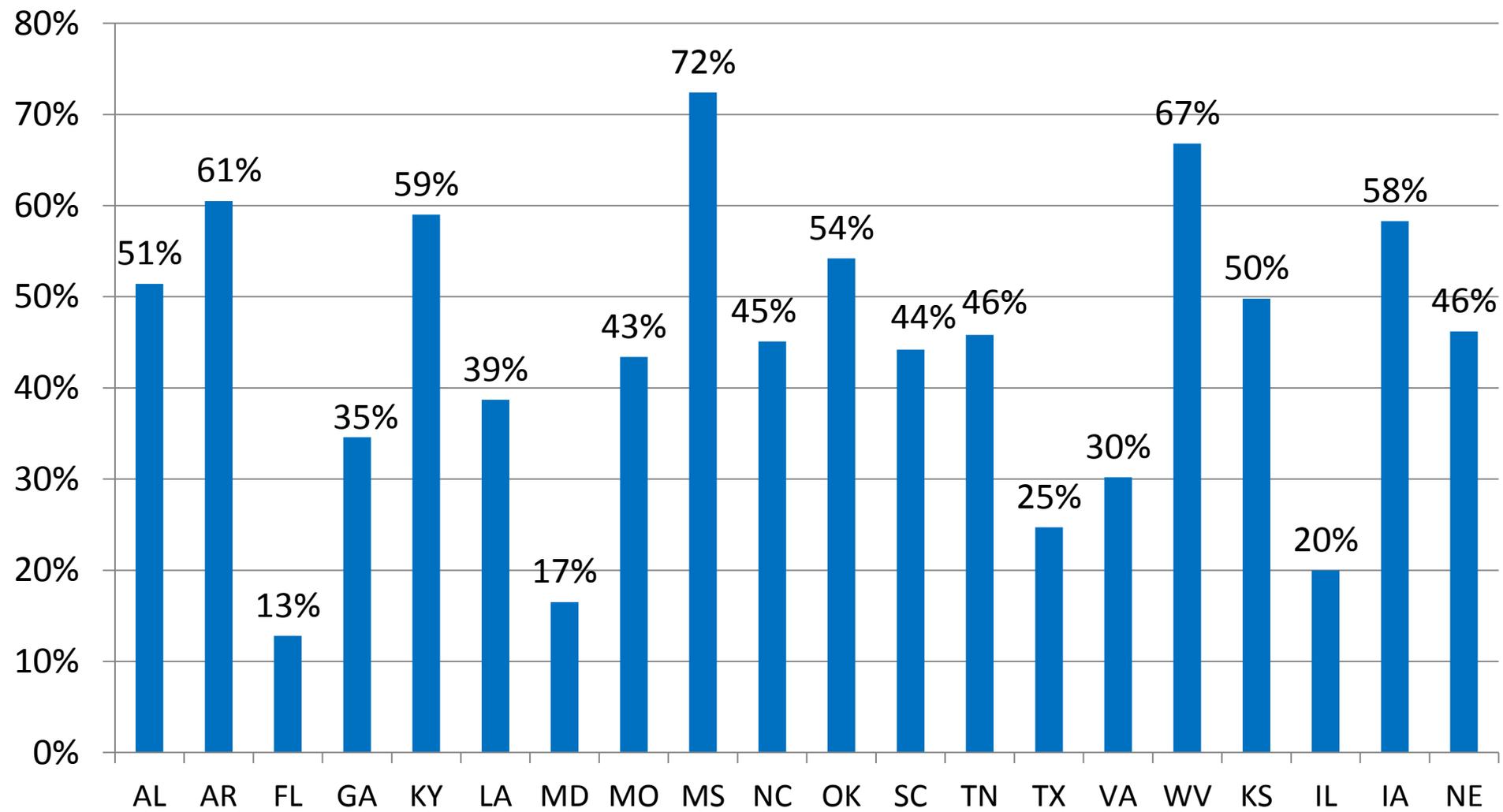


In 2012 over 90% of GDP and 86% of all jobs are in metropolitan areas

Half of the US Population Lives in these 146 Counties



Southern States % of Population Rural & Small Cities 2010



The Individual Focus Workforce Conundrum for Places



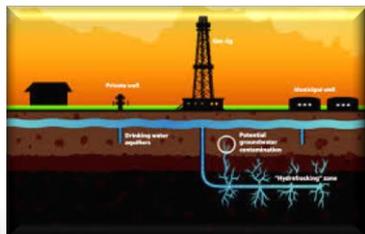
Technology



McKinsey & Company

Disruptive Technologies: May 2013

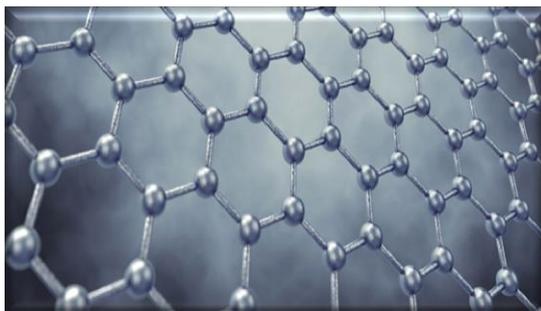
Energy



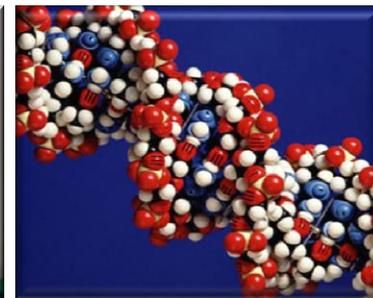
Mobile Internet



Advanced Materials



Next Generation Genomics



Robotics, Cloud, Digital-intel, 3D Printing



www.nifi.org



>>Shaping Our Future

How Should Higher Education Help
Us Create the Society We Want?

“Every business has had to change to stay in business, but if we expect our citizens to get the skills they need, those education people will have to change too.”

--Businessman at a *Shaping the Future* forum

“The status quo can be changed, but it takes a lot of outrage.”



Bill Gates

(talking about the educational system.)

**Re-imagine
Readiness**

**Re-engage Adult
Learners and
Disconnected
Youth**

**Re-align
Relationships and
Resources**

**Listening to the
South**

southern growth policies board

**Re-imagining Workforce
Development**

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Re-imagine Readiness

- Strengthen the connections between education and job skills
- Re-think credentials and their value in the workplace
- Give students more exposure to the world of work
- Scale technology so that every student can benefit from a high quality, personalized learning experience



Strengthen Connections Between Education and Job Skills

How many think “job preparation” should be the **top** priority of education?



Top Factors for Companies Considering New Investment

- 1) **Availability of skilled labor**
- 2) Highway accessibility
- 3) Labor costs
- 4) Occupancy or construction costs
- 5) Availability of advanced ICT services
- 6) Availability of buildings
- 7) Corporate tax rate
- 8) State & Local Incentives
- 9) Low union profile
- 10) Energy availability and costs



- *“A top priority of the nation’s governors is developing the skilled and knowledgeable workforce required for states to be economically competitive in a global economy.”*

--National Governors Association, 2013

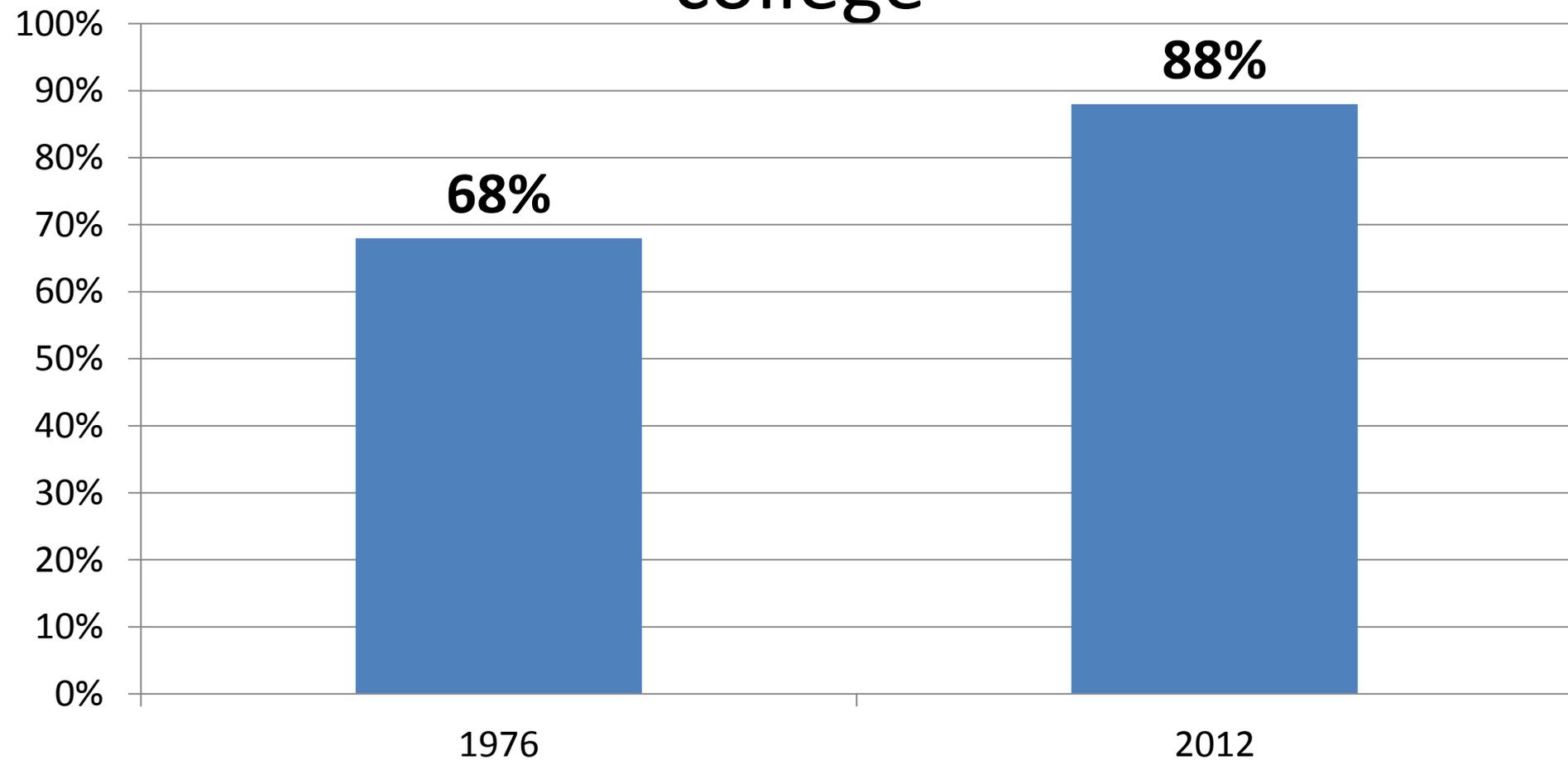
- *“In business today, no competition is tougher than the global race for talent. In every industry, every job sector, and every part of the world, employers are asking the same question: How are we going to find, train, and retain the best workers?”*

--U.S. Chamber of Commerce, 2013

- *“I think higher education should keep in mind who their ultimate customers are – which are the employers in most cases. They should put out a product that the customers can use.”*
- *“I think our role is to provide the quality and quantity of workers that give employers in this region a competitive advantage.”*
- *“Higher education needs to step back and prioritize the use of their resources for programs that are relevant to the needs of the workforce instead of doing what they’ve traditionally done.”*

--Participants in *Shaping the Future* forums

% of college freshman “to be able to get a better job” as an important reason for college



If job preparation is a key
priority...

What are employers
looking for?



"We're looking for someone with the wisdom of a 50-year-old, the experience of a 40-year-old, the drive of a 30-year-old and the pay scale of a 20-year-old."

Everyone has time for FUNsubstance.com

Martin Dempsey

Chairman Joint Chiefs of Staff



“In the past we wanted men who were physically fit, educated, and disciplined.”

“Now, we want someone who wants to belong to a value-based group, who can communicate, who is inquisitive, and who has an instinct to collaborate.”

Top Skills Employers Say They Want (2014)

1. Ability to work in a team
2. Ability to make decisions and solve problems
3. Ability to plan, organize and prioritize work
4. Ability to communicate verbally
5. Ability to obtain and process information
6. Ability to analyze quantitative data
- 7. Technical knowledge related to the job**
8. Proficiency with computer software programs
9. Ability to create and/or edit written reports
10. Ability to sell and influence people

3 Types of Skills

Job Specific Skills

(Such as construction trades, coding, or customer service)

Work Skills

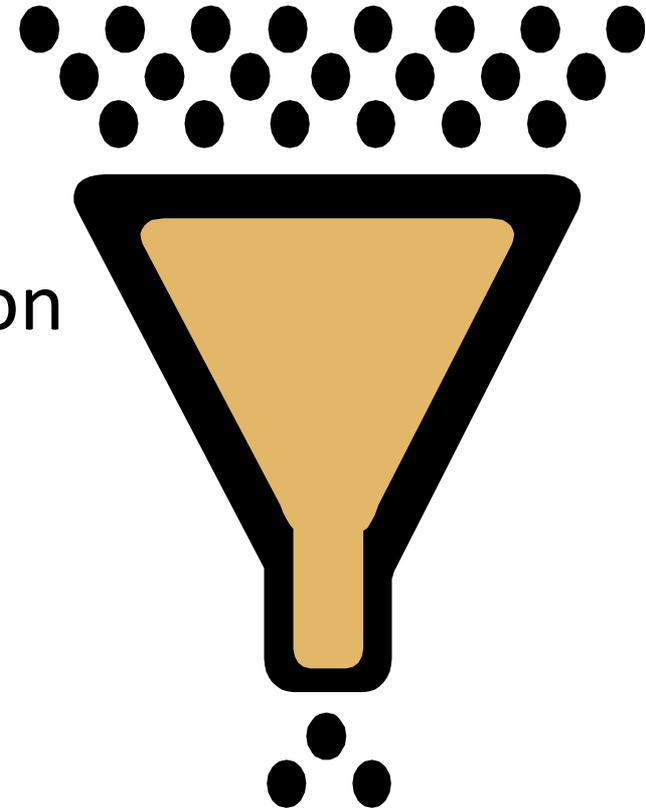
(Such as communication problem solving, and critical thinking)

Life Skills

(Such as honesty, dependability, teamwork and, positive attitude)

Let's Talk Barriers To Employment

- Drug tests
- Criminal background checks
- Credit checks
- Reading, math and comprehension
- Social media checks
- References
- Interviews



Re-Think Credentials and their Value in the Workplace

The report challenges us to re-think some of our long-standing assumptions:

Four-Year College = the ultimate goal for everyone

Credential = Competence

College Readiness = College and Career Readiness

Re-Think Credentials and their Value in the Workplace

Much of our recent focus has been on expanding college for all.

Lumina Foundation: 2025 goal of 60% higher education attainment

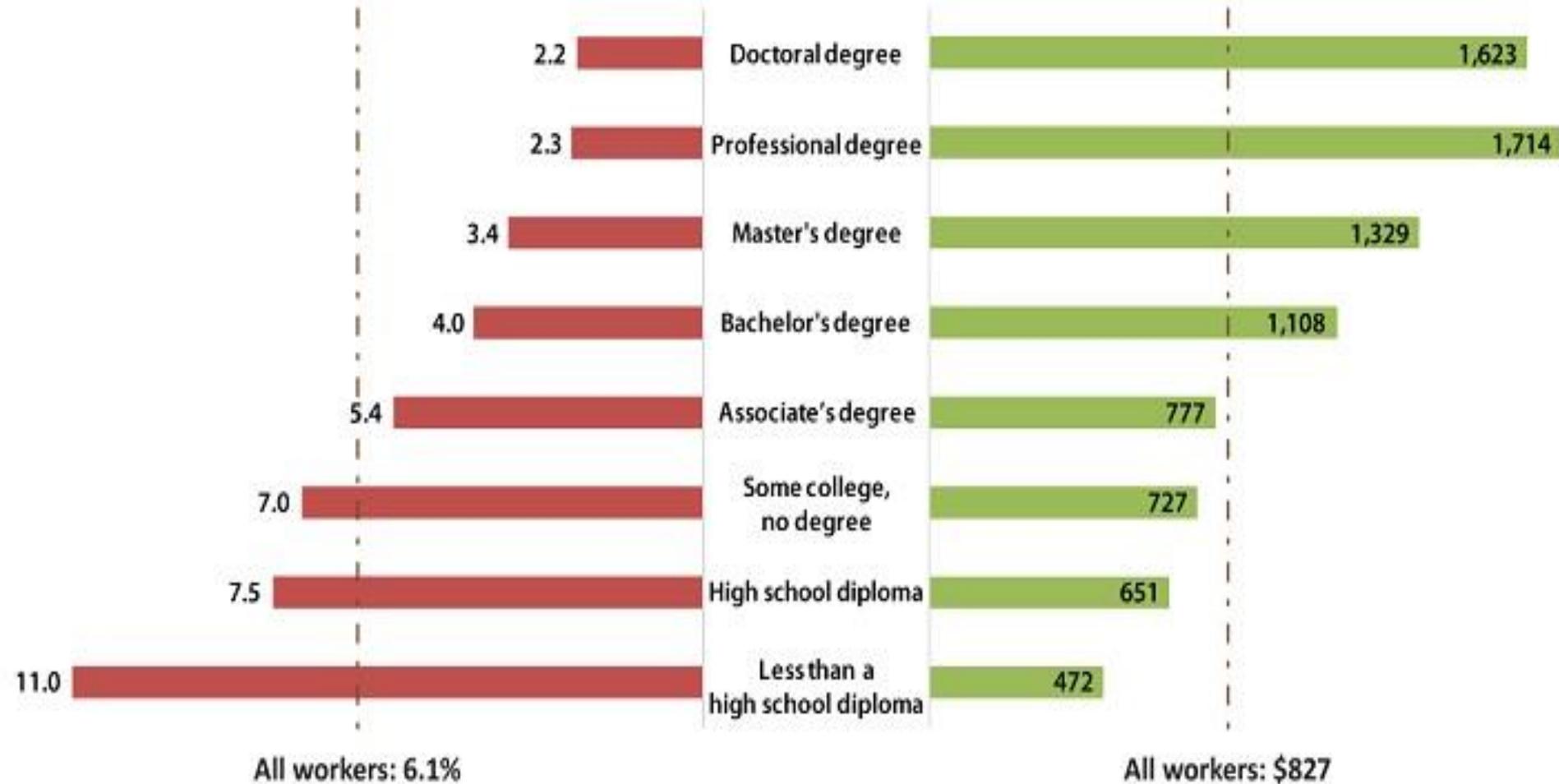
Talent Dividend Project: Raising the median adult four-year college attainment rate of the top 51 metro areas from 30.7 percent to 31.7 percent would be associated with an increase in income of \$143 billion per year for the nation.

An important goal, and one that has seen significant progress.

Earnings and unemployment rates by educational attainment

Unemployment rate in 2013 (%)

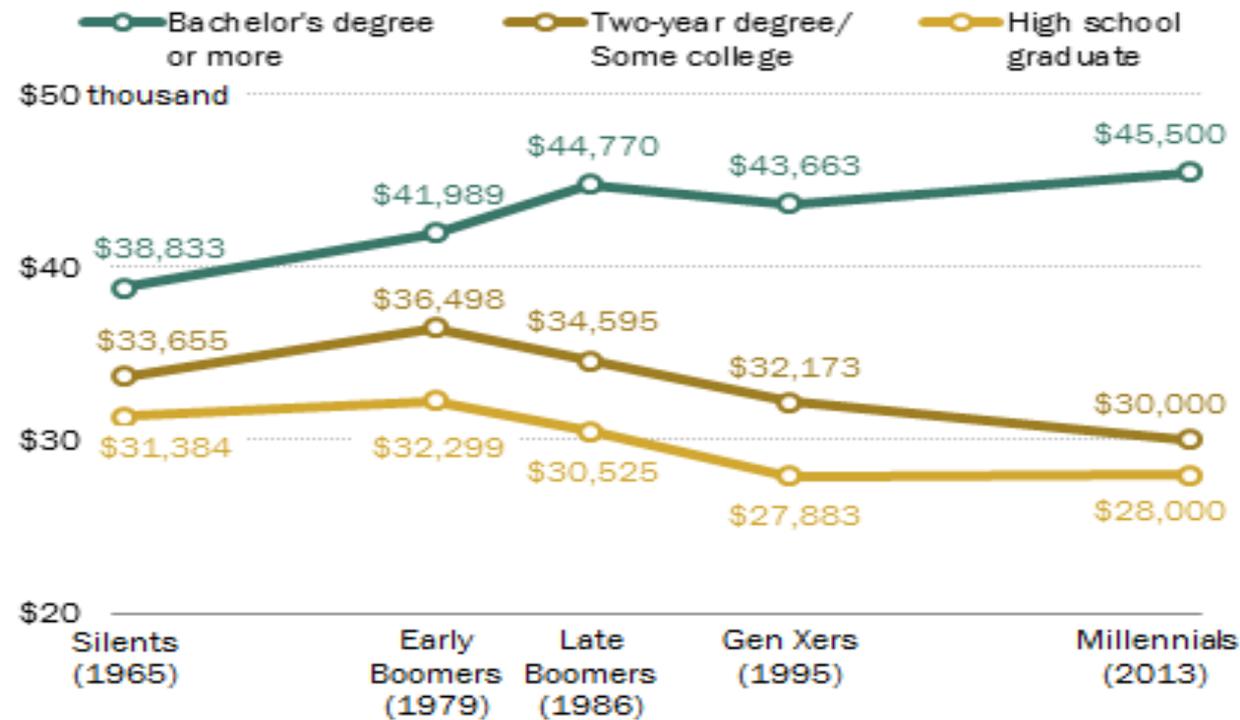
Median weekly earnings in 2013 (\$)



Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.
Source: Current Population Survey, U.S. Bureau of Labor Statistics, U.S. Department of Labor

Rising Earnings Disparity Between Young Adults with And Without a College Degree

Median annual earnings among full-time workers ages 25 to 32, in 2012 dollars

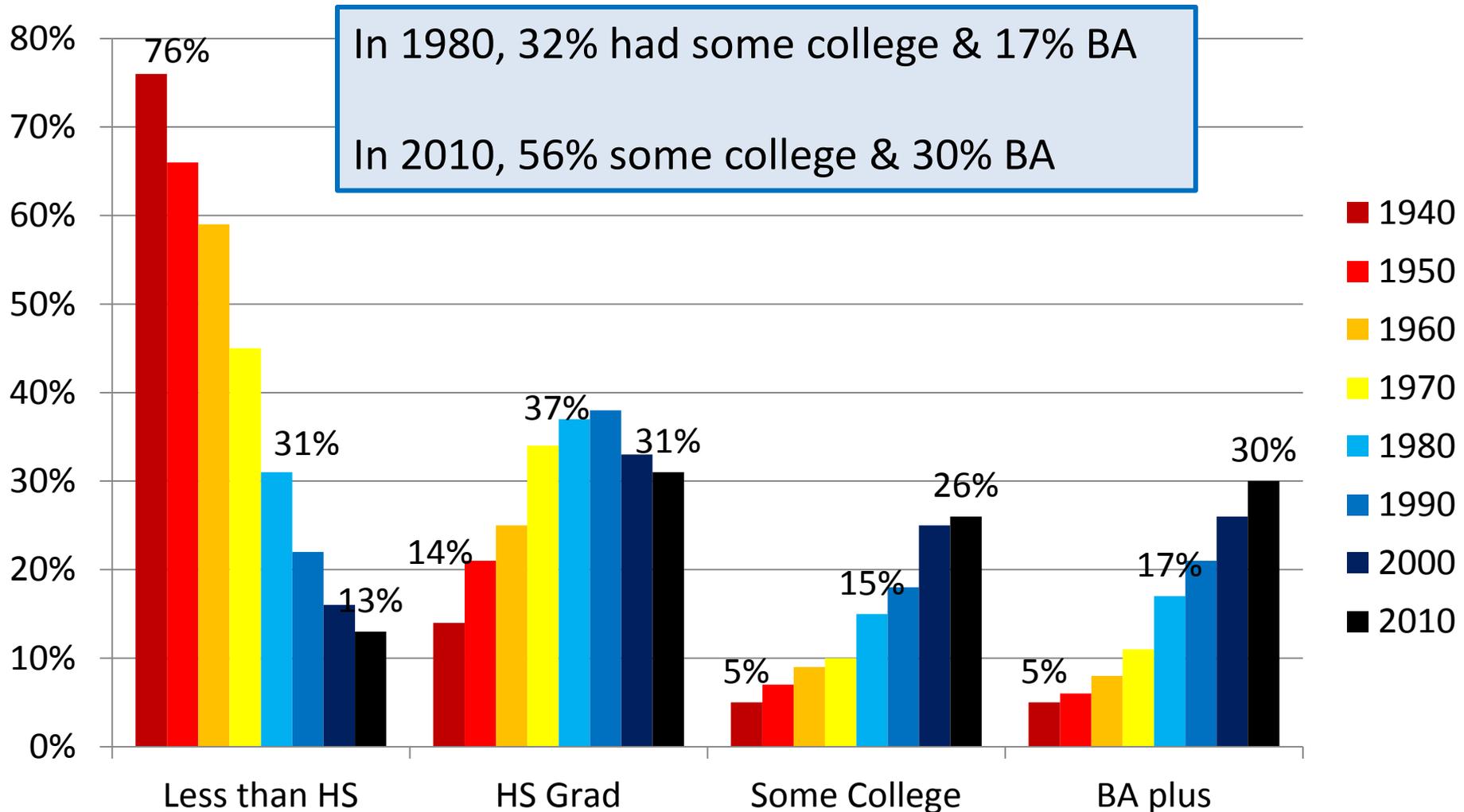


Notes: Median annual earnings are based on earnings and work status during the calendar year prior to interview and limited to 25- to 32-year-olds who worked full time during the previous calendar year and reported positive earnings. "Full time" refers to those who usually worked at least 35 hours a week last year.

Source: Pew Research Center tabulations of the 2013, 1995, 1986, 1979 and 1965 March Current Population Survey (CPS) Integrated Public Use Micro Samples

PEW RESEARCH CENTER

US Adults Years School Completed



The Evolution of the Conversation

How can we get people to get more degrees?



Are credentials meeting employer needs?

and

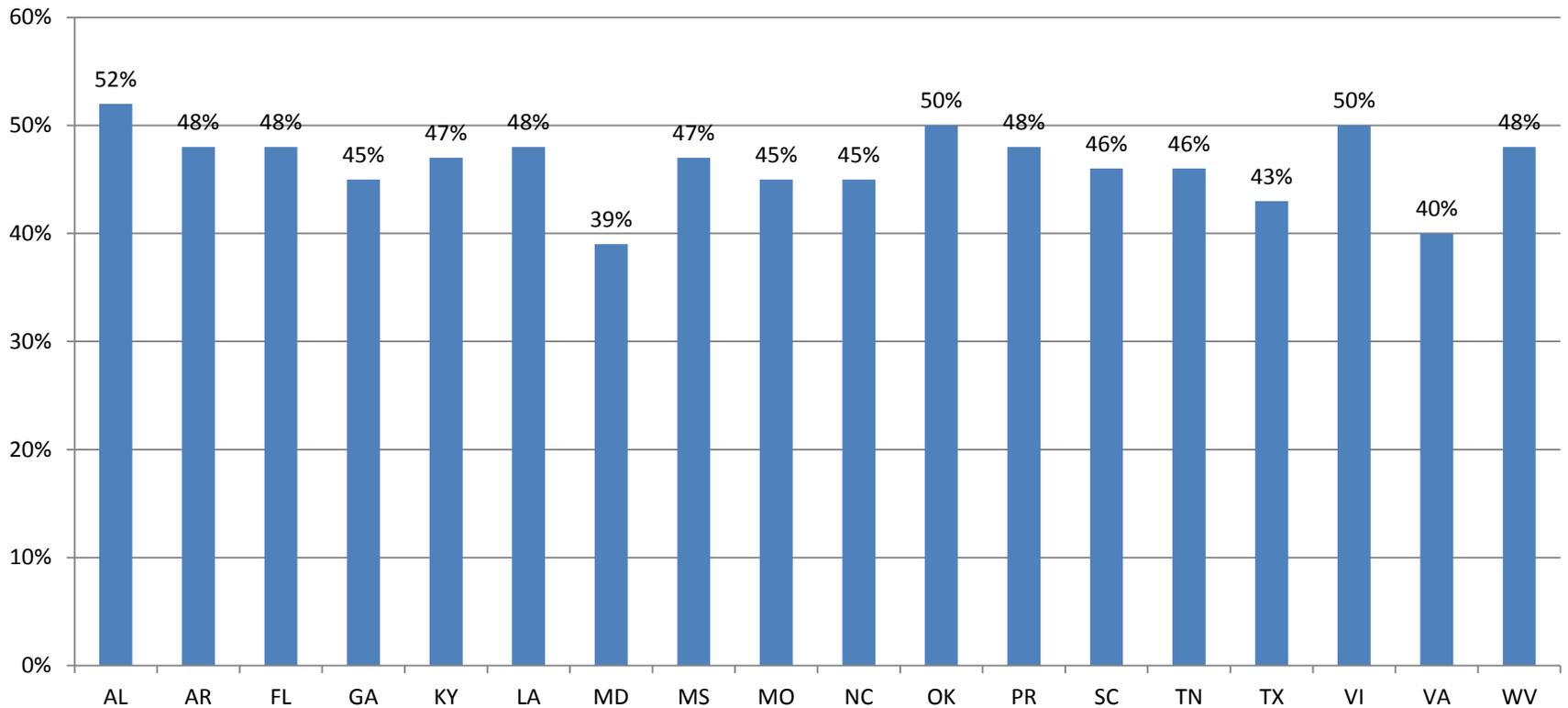
Are credentials meeting student needs (i.e. do they have value in the workplace?)

Workforce Preparedness: Perception Gap Between Business and Academic Leaders

- Gallup/Inside Higher Ed Poll: 96% of percent of college and university chief academic officers said they are extremely or somewhat confident in their institution's ability to prepare students for success in the workforce.
- Gallup/Lumina Foundation Poll: just 11 percent of business leaders strongly agree today's college graduates have the skills and competencies that their business needs

Middle Skills Gap

% Job Openings for Middle Skills Jobs 2008-2018

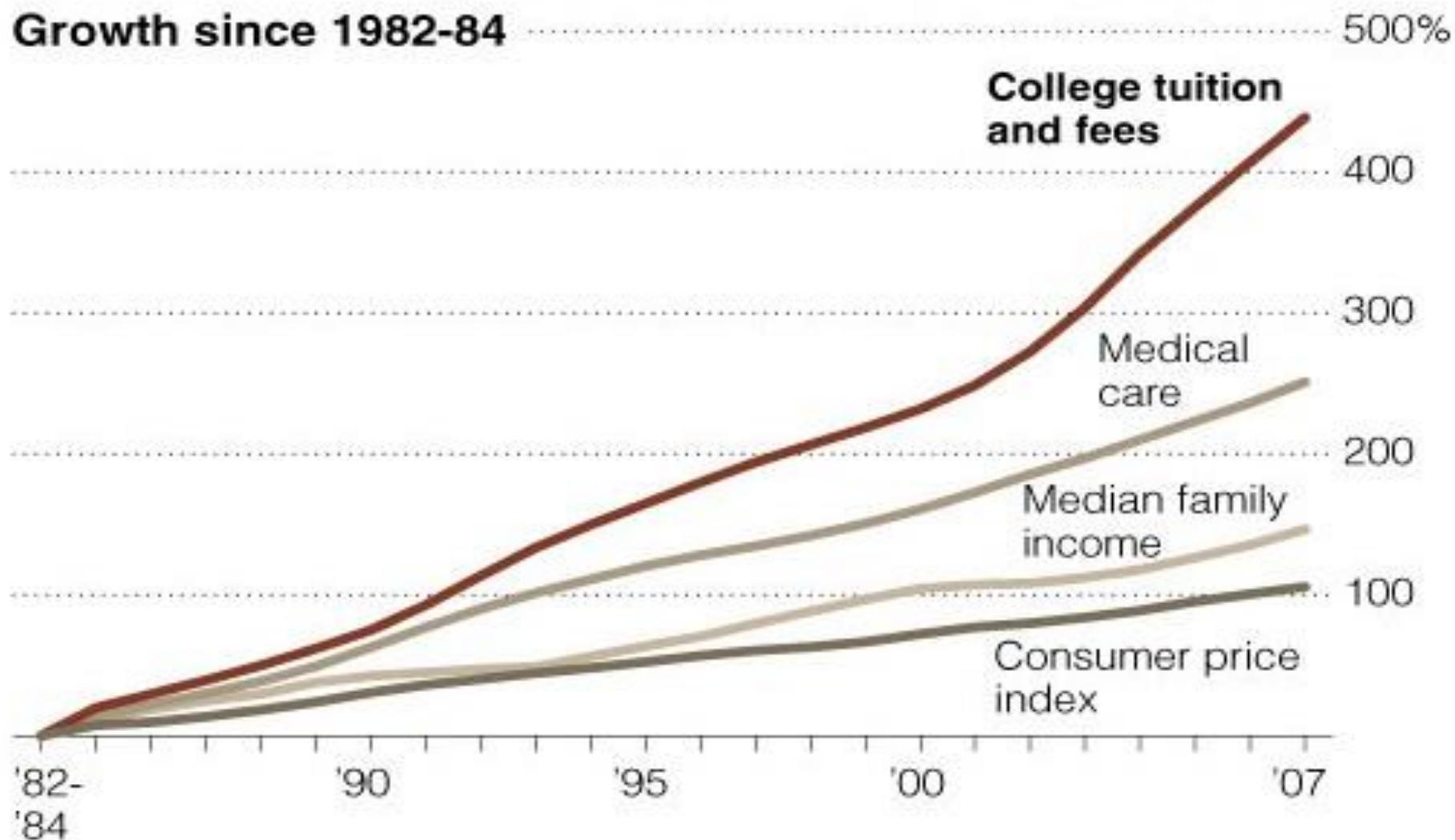


Source: Southern Governors Association

Soaring College Tuitions

College tuition continues to outpace median family income and the cost of medical care, food and housing.

Growth since 1982-84



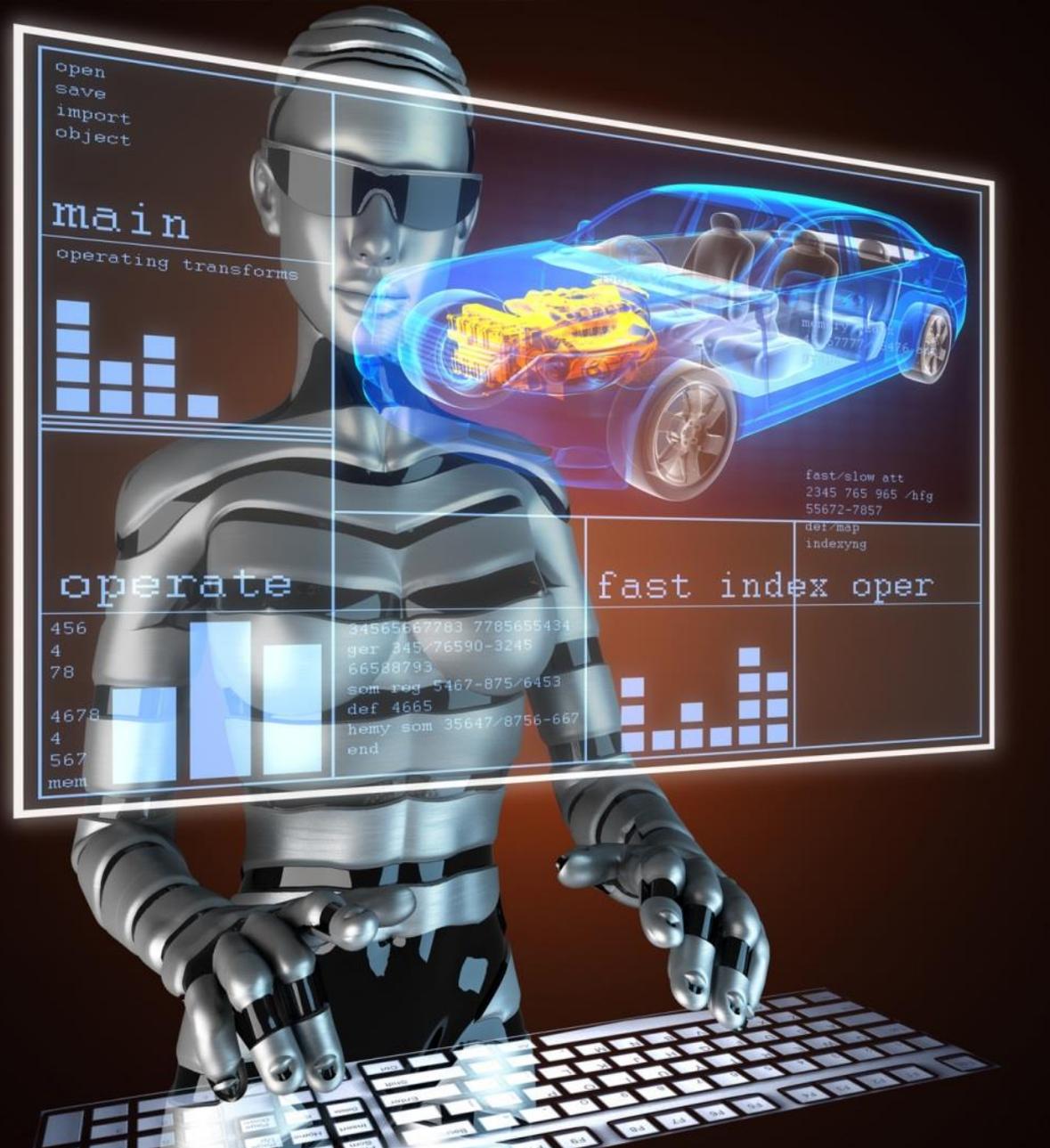
- *“Are we talking about two- or four-year institutions, or are we really talking about the skills and competencies that people need that they can get at any stage in their life?”*
- *“I think long-term, industry may not be interested in those milestone certifications like a baccalaureate degree or a masters or a PhD.”*
- *“I think we’re going to see a lot more blurring as students are accessing information on YouTube and they acquire skills however they can come by them. As long as they can do a job, industry may not care any more about the actual piece of paper.”*

*--Participants in *Shaping the Future* forums*

Show of Hands

- How many have learned how to do something on YouTube?
- How many know someone that has done a tutorial on Khan Academy?
- How many have taken an online class or MOOC?





- MOOCs
- Khan Academy
- Virtual High School
- E-textbooks
- Digital gaming content (competency based)
- Ubiquitous learning content

How do Employers View MOOCs?

2014 Survey of NC Employers by Duke and RTI

- About $\frac{3}{4}$ had positive views with respect to potential influence in hiring decisions (even higher for those who had actually heard of MOOCs!)
- More than $\frac{3}{4}$ had used (7 percent), considered using (5 percent), or could see their companies using MOOCs (71 percent) for employees' professional development.

Competency vs. Credential

- Career readiness credentials
- Competency-based educational models
- Lumina's Degree Qualifications Profile
- Mozilla and MacArthur Foundations: Digital badges



Give Students More Exposure to the World of Work

The Employer Perspective:

Employers “admit that the degree alone is not the ace it once was; now they emphasize work experience as a way to make yourself stand out.”

--Kristi Oloffson, in “The Job Market: Is a College Degree Worth Less?”

Give Students More Exposure to the World of Work

The Student Perspective:

“So many of our students don’t know life beyond a two mile radius. As a result, 75 percent want to be a nurse, because that’s all they’ve heard is the only job that pays well. They don’t know that there are other options out there.”

“If people knew that there were 1,000 welding career opportunities that potentially could make between \$40,000 and \$80,000 a year...then maybe they would go into welding.”

--Participants in *Shaping Our Future* forums

Give Students More Exposure to the World of Work

- Career awareness campaigns
- Career coaching
- Career academies
- Apprenticeships
- Internships
- Externships for teachers
- Employer/academic partnerships



Arkansas State Chamber
Young Manufacturers Academy

Scale Technology so that Every Student Can Benefit from a High Quality, Personalized Learning Experience

“In contrast to trends to personalize products, services and the use experience throughout our economy, society and daily lives – in part by leveraging continually evolving technologies – education has only scratched the surface on personalizing the learner experience.”

--Mary Ann Wolf, in *Innovate to Educate*

Approaches to Personalized Learning Have Included:

- Creating individualized education plans for every student
- Conducting personalized assessments of students
- Combining face-to-face instruction and online learning, including “flipped” learning
- Developing online credit-recovery courses to motivate underachieving students

Re-engage Adult Learners and Disconnected Youth

- Target workers with some credits, but no degree or credential
- Help dislocated workers rejoin the workforce
- Recover disconnected youth





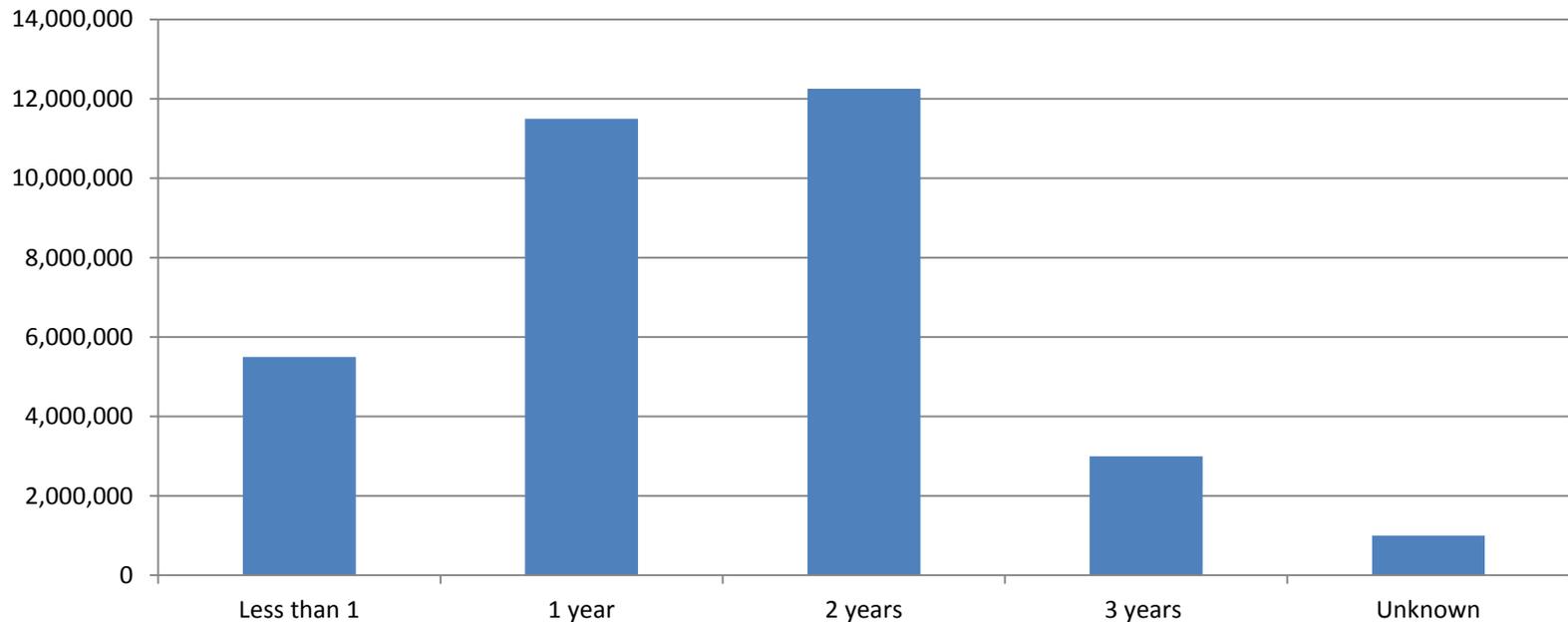
**More than two-thirds of the workforce in 2020 and
nearly half of the workforce in 2030 are already
working today**



Most educational reforms won't reach this group

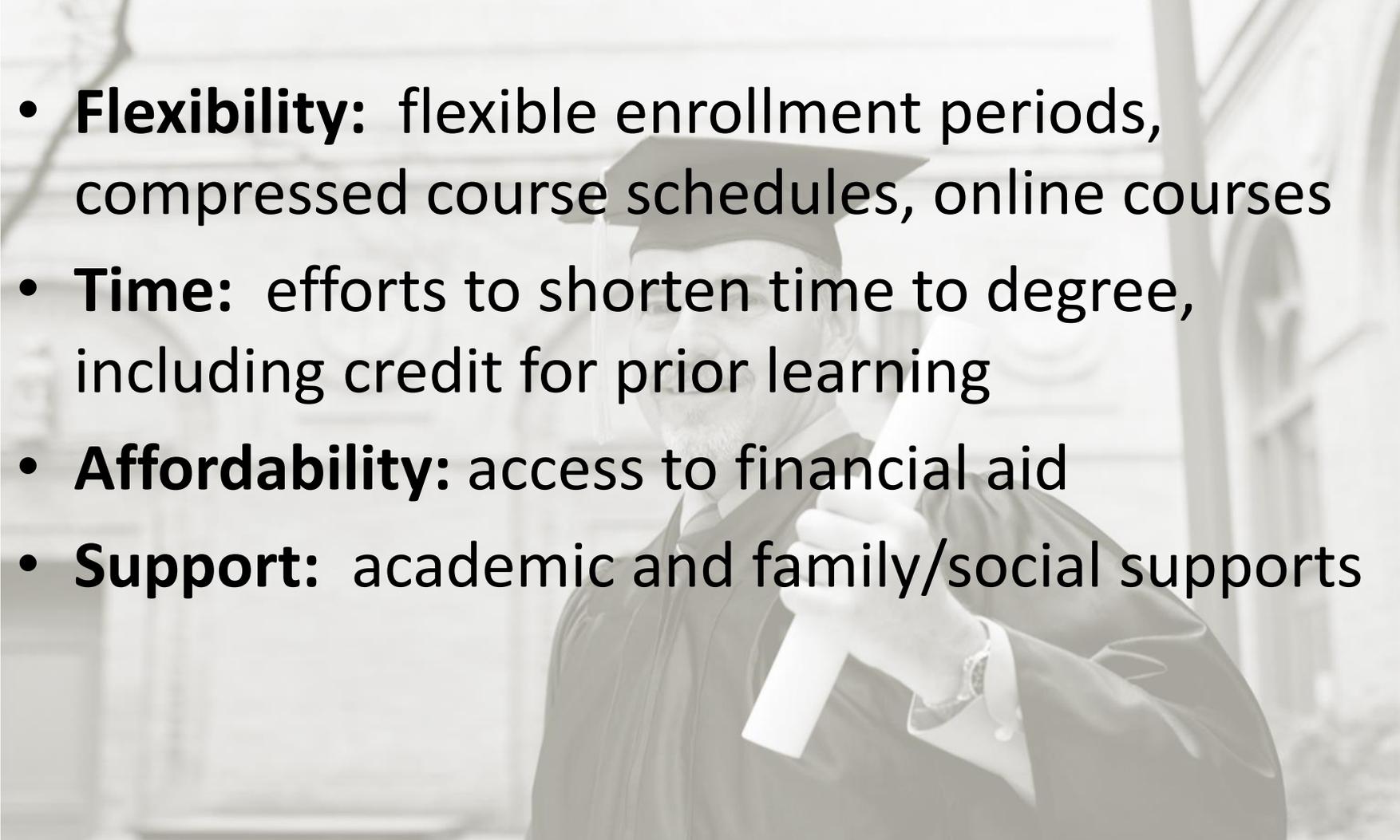
Target Workers with Some Credits, but No Credentials

Americans over 25 with postsecondary education, but no degree



Source: Georgetown University Center for Education and the Workforce

Common Features of Programs Targeting Adult Learners

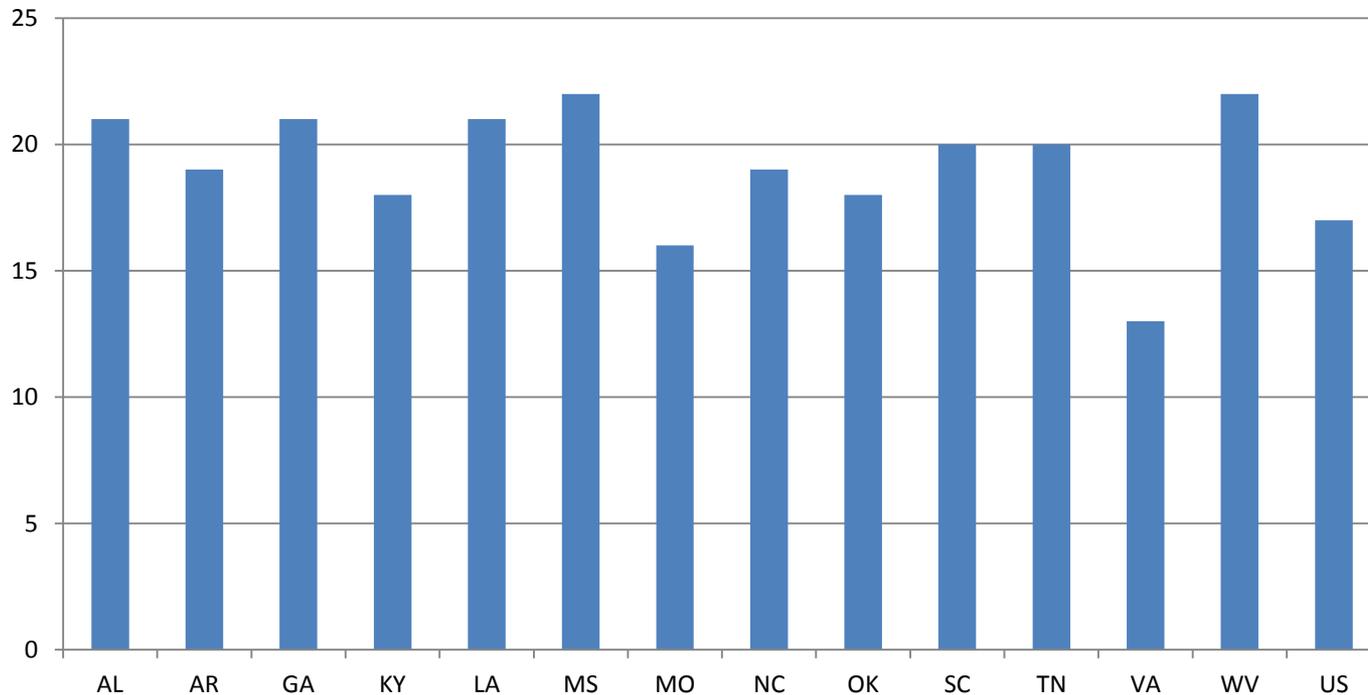
- **Flexibility:** flexible enrollment periods, compressed course schedules, online courses
 - **Time:** efforts to shorten time to degree, including credit for prior learning
 - **Affordability:** access to financial aid
 - **Support:** academic and family/social supports
- 

Help Dislocated Workers Rejoin the Workforce

- Challenges are particularly acute for older workers and those with lower levels of education
- Responses include programs targeting these groups, such as:
 - Break Through: targets low-skilled adults
 - AACC's Plus 50 Initiative

Recover Disconnected Youth

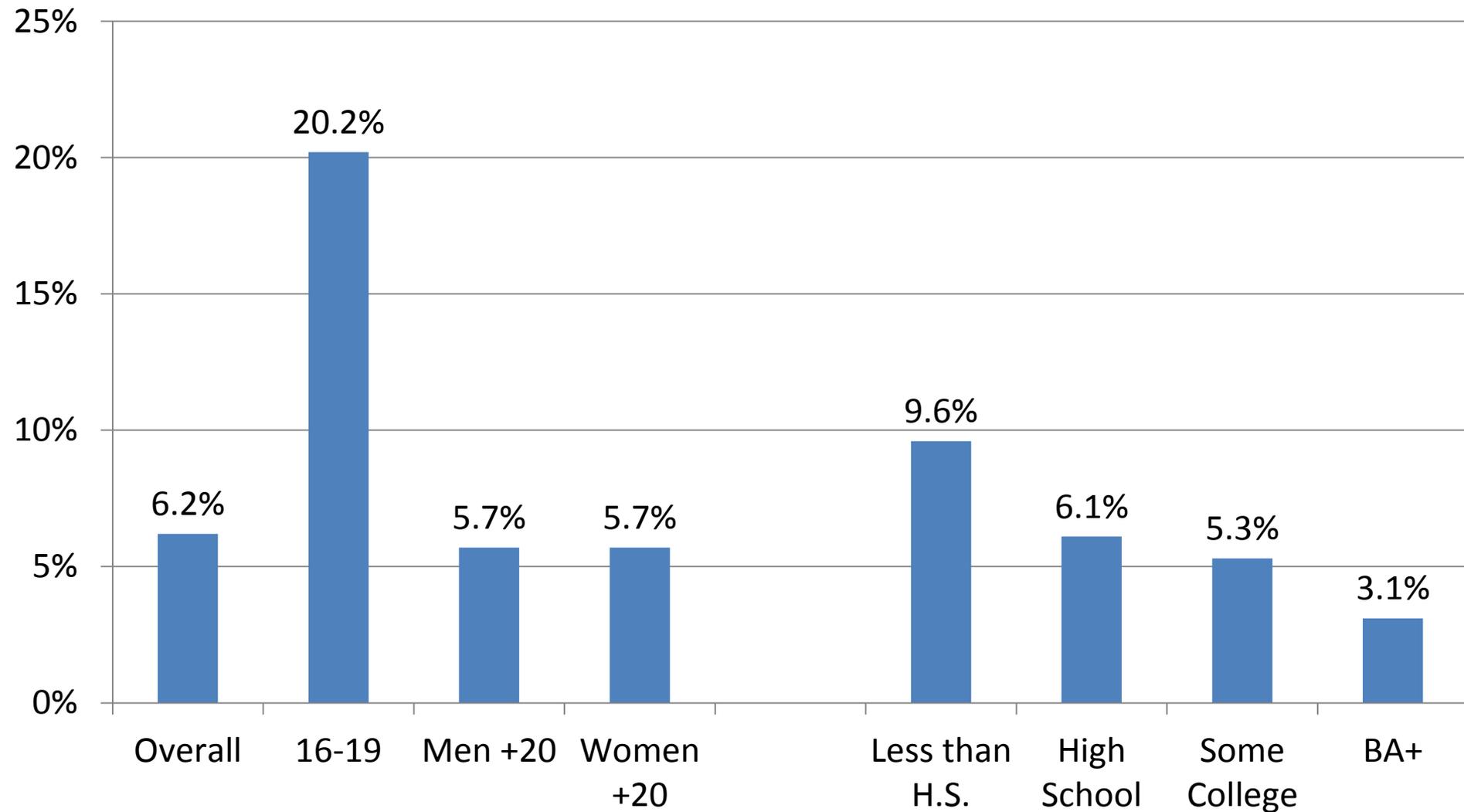
Disconnected Youth, Ages 18-24, 2011



% 18-24, not in school, not working, no degree beyond HS

Source: Annie E. Casey Foundation

U.S. Unemployment Rate July 2014



Re-align Relationships and Resources

- Create a continuity in education and workforce development from early childhood through career
- Align and track data across the education and workforce pipeline
- Engage business in a meaningful way



Create Continuity from Early Childhood Through Career

- “Currently, K-12 and postsecondary education exist in separate worlds in the United States.”
--National Center for Public Policy and Higher Education
- “The lack of alignment between what employers need and what skills are taught and delivered has become a critical problem for U.S. competitiveness.”
--The President’s Council on Jobs and Competitiveness

Align and Track Data Across the Pipeline

Arkansas and Delaware are the first states to achieve all 10 State Actions recommended by the Data Quality Campaign

Including:

Action 6: Create progress reports with individual student data to improve student performance

Action 7: Create reports that include longitudinal statistics to guide system-wide improvements

Action 8: Develop a P–20/workforce research agenda

Engage Businesses in a Meaningful Way

- Development of more diverse assessment instruments to measure and certify skills and competencies in demand in the workplace
- Alignment of education and workforce data systems
- Development of customized instructional models to meet needs of a diverse student population

--Bruce Vandal, *Revvng the Education Engine*

What to do Next?





Ramp Up

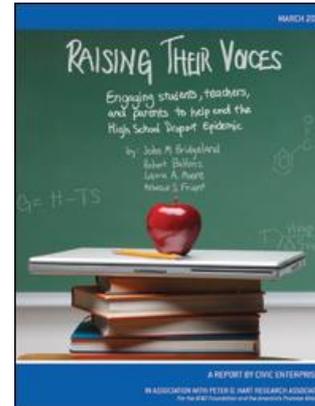
“We have at least one example of something great happening [in every area of education and workforce development]...the last thing we need is more innovation...what we need is to learn how to take things to scale.”

--Mark Tucker, National Center on Education and the Economy

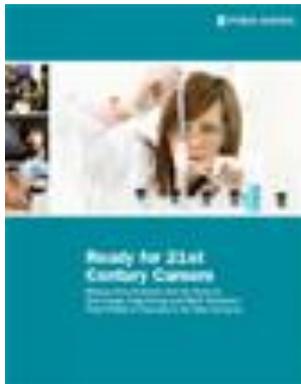


Resources for Starting a Dialogue

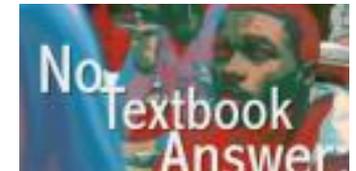
Everyday
Democracy



Civic
Enterprises



Public
Agenda



Videos





ECONOMIC LEADERSHIP

*"Leadership and learning are
indispensable to each other."*

John F. Kennedy

