

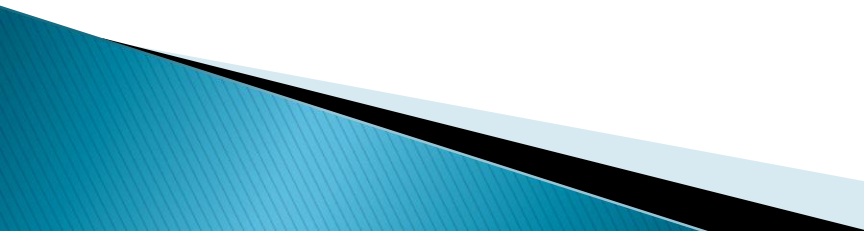
Ventura County Civic Alliance, Regional Conference

Pathways to Prosperity: Committing to Better 21st Century Systems for School to Career Transitions

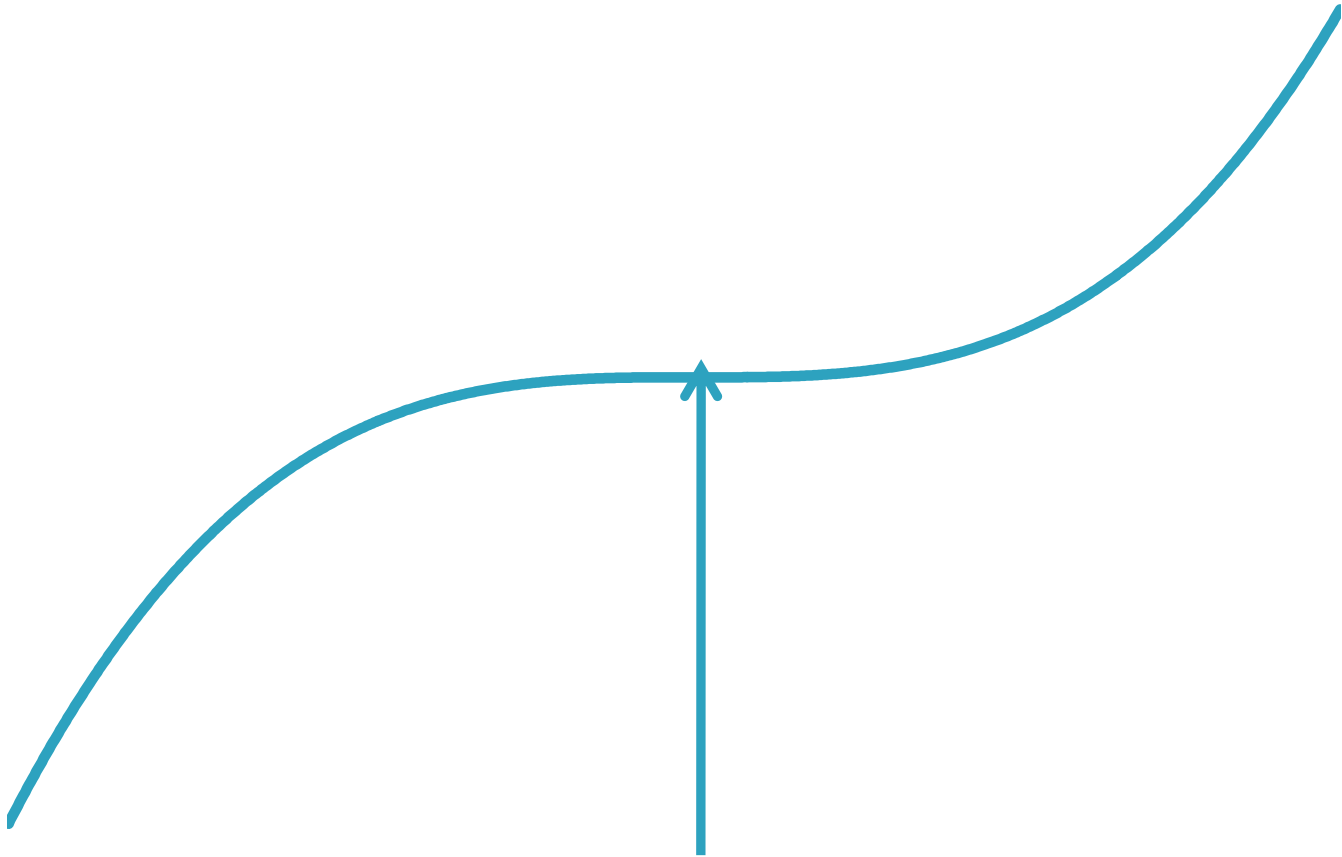
December 9, 2011

Ronald F. Ferguson

AGENDA

- ▶ The Broader Context: Pathways to Prosperity, inside a broader movement for *Excellence with Equity*
 - ▶ The Urgency of the Pathways Challenge
 - ▶ What's the Right Goal for the U.S.?
 - ▶ Building a Better Pathways System, with Embedded Developmental Pathways leading from early adolescence through a sequence of learning experiences and ending in a successful connecting with the adult world of work.
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**Inflection Point =
the Beginning of a Movement**



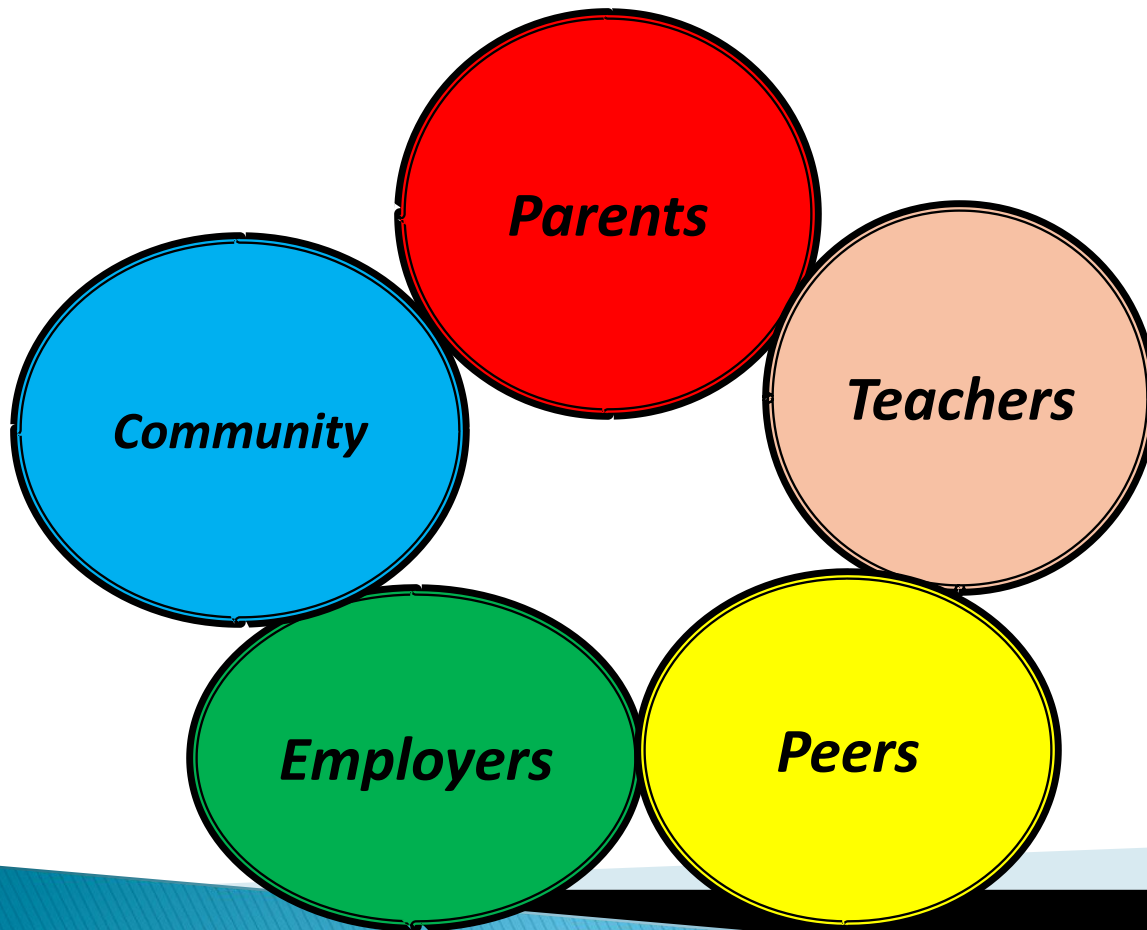
Goals inside the Movement

For example, help young people develop:

- Love of Learning
- Healthy Attitudes and Dispositions
- College and Career Readiness;
- 21st Century Skills
- Strong Performance on State Exams
- Successful Transitions into Adulthood

The Movement

I.	Goals Inside the <i>Movement</i>
II.	Strategies for achieving the <i>Goals</i> inside the <i>Movement</i>
III.	Policies that support the <i>Strategies</i> for achieving the <i>Goals</i> inside the <i>Movement</i>
IV	Programs and Projects authorized, enabled and sometimes even required by the <i>Policies</i> that support <i>Strategies</i> to achieve <i>Goals</i> inside the <i>Movement</i>
V.	Principles inside the <i>Programs</i> and <i>Projects</i>
VI.	Practices that embody the <i>Principles</i>



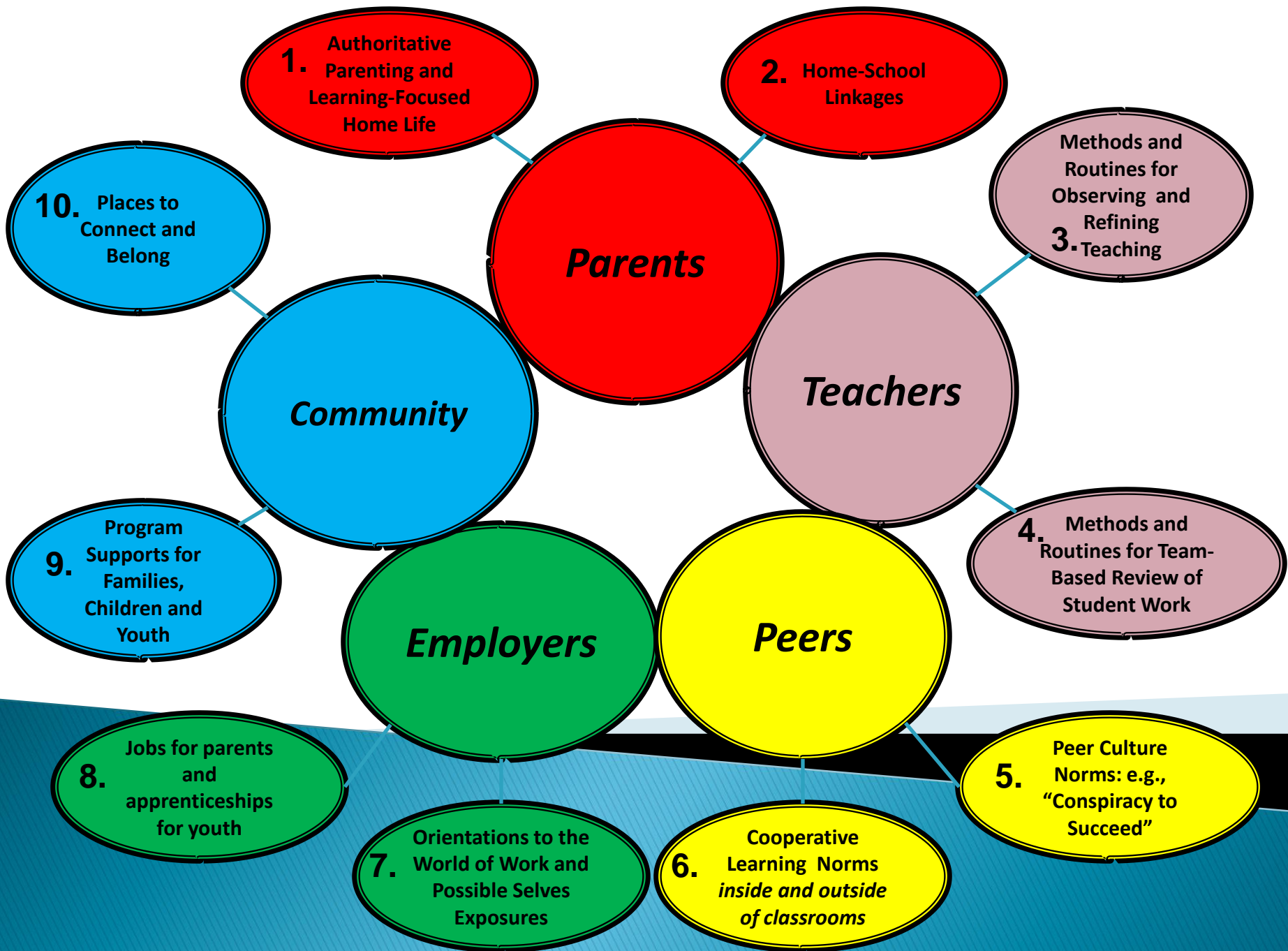
Parents

Teachers

Peers

Employers

Community



1. Authoritative Parenting and Learning-Focused Home Life

2. Home-School Linkages

3. Teaching: Methods and Routines for Observing and Refining

4. Methods and Routines for Team-Based Review of Student Work

Employers

7. Orientations to the World of Work and Possible Selves Exposures

8. Jobs for parents and apprenticeships for youth

Peers

6. Cooperative Learning Norms inside and outside of classrooms

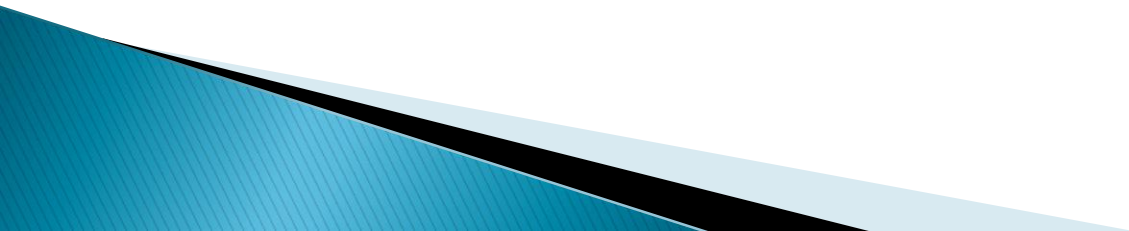
5. Peer Culture Norms: e.g., "Conspiracy to Succeed"

Community

9. Program Supports for Families, Children and Youth

10. Places to Connect and Belong

The Pathways Challenge



What is the Pathways Challenge?

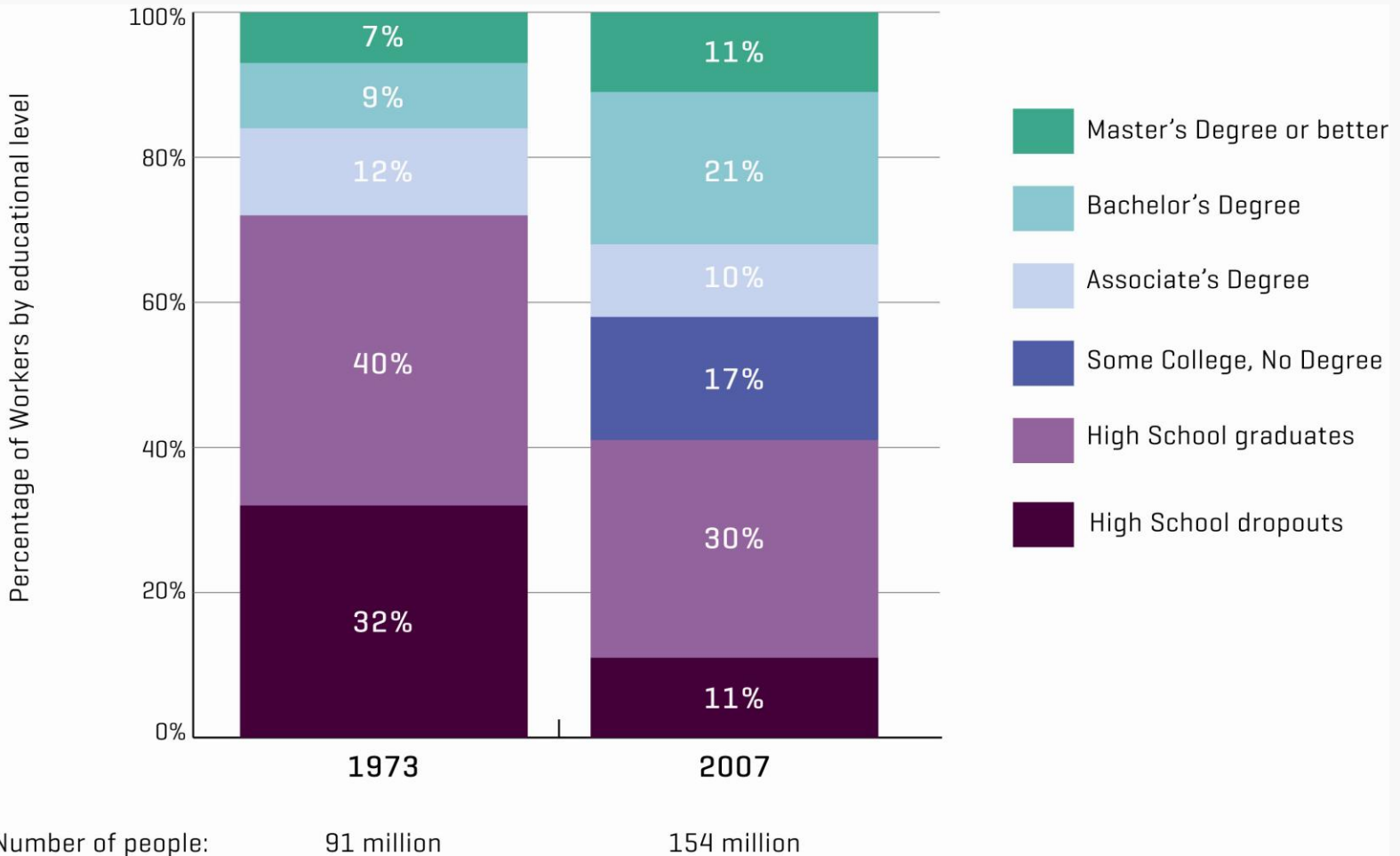
The United States is increasingly failing to prepare young people to lead successful lives as adults:

- We led the world for decades, but now 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

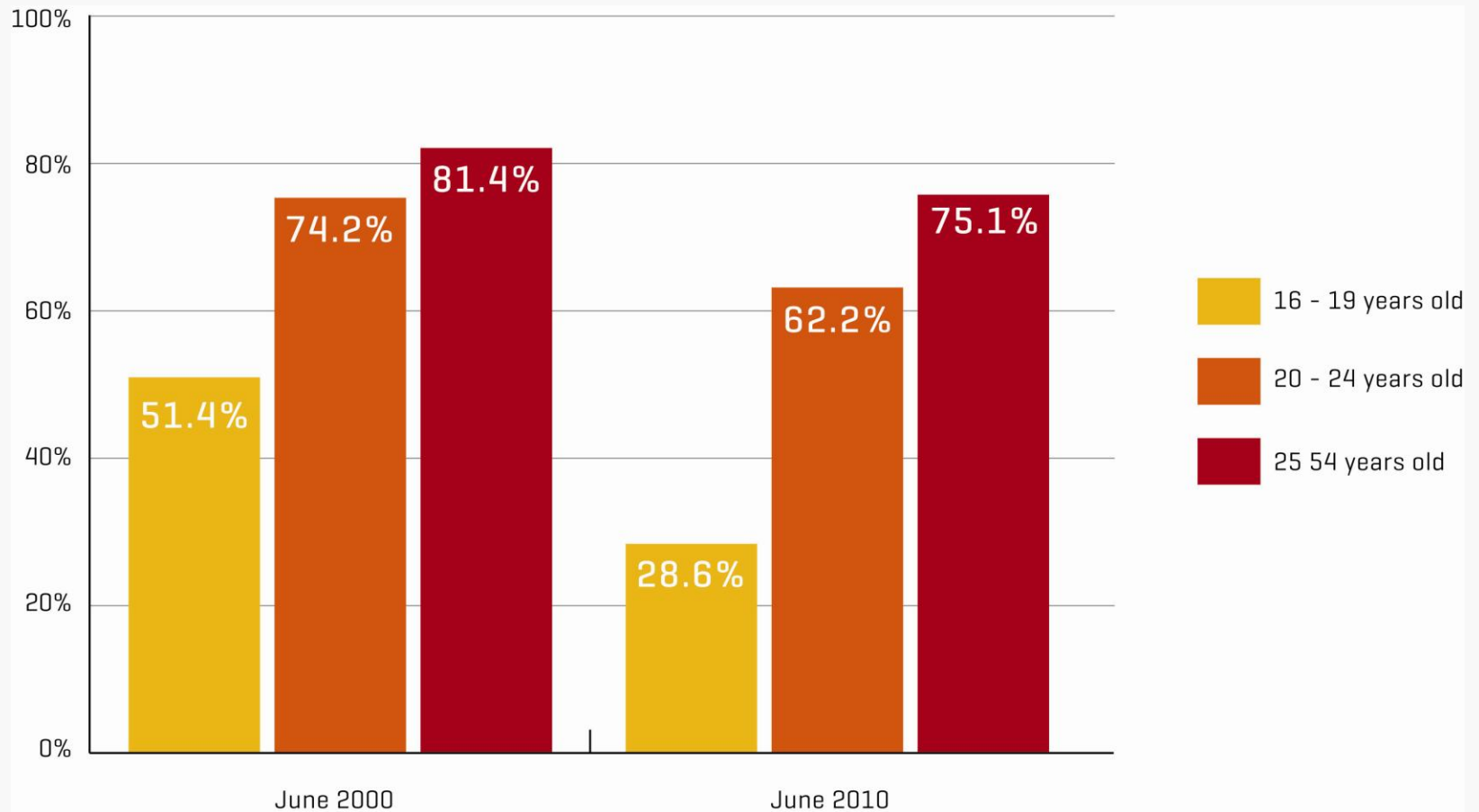
- A high school diploma was once the Passport to the American Dream. In 1973, 72% of the workforce of 91 million had HS or less.
- Between 1973 and 2007, we added 63 million jobs, but the number of jobs held by those with no more than a high school education fell by 2 million over this period
- Researchers at Georgetown University predict that 63% of all jobs created from 2008-18 will require at least some college

Since 1973, the percentage of jobs held by people with at least some college have exploded while opportunities for those with just a high school education have shrunk dramatically



Source: March CPS data, various years; Center on Education and the Workforce.

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 Teen employment gap: low income Black and Hispanic Teens have a much harder time finding jobs than affluent White Teens

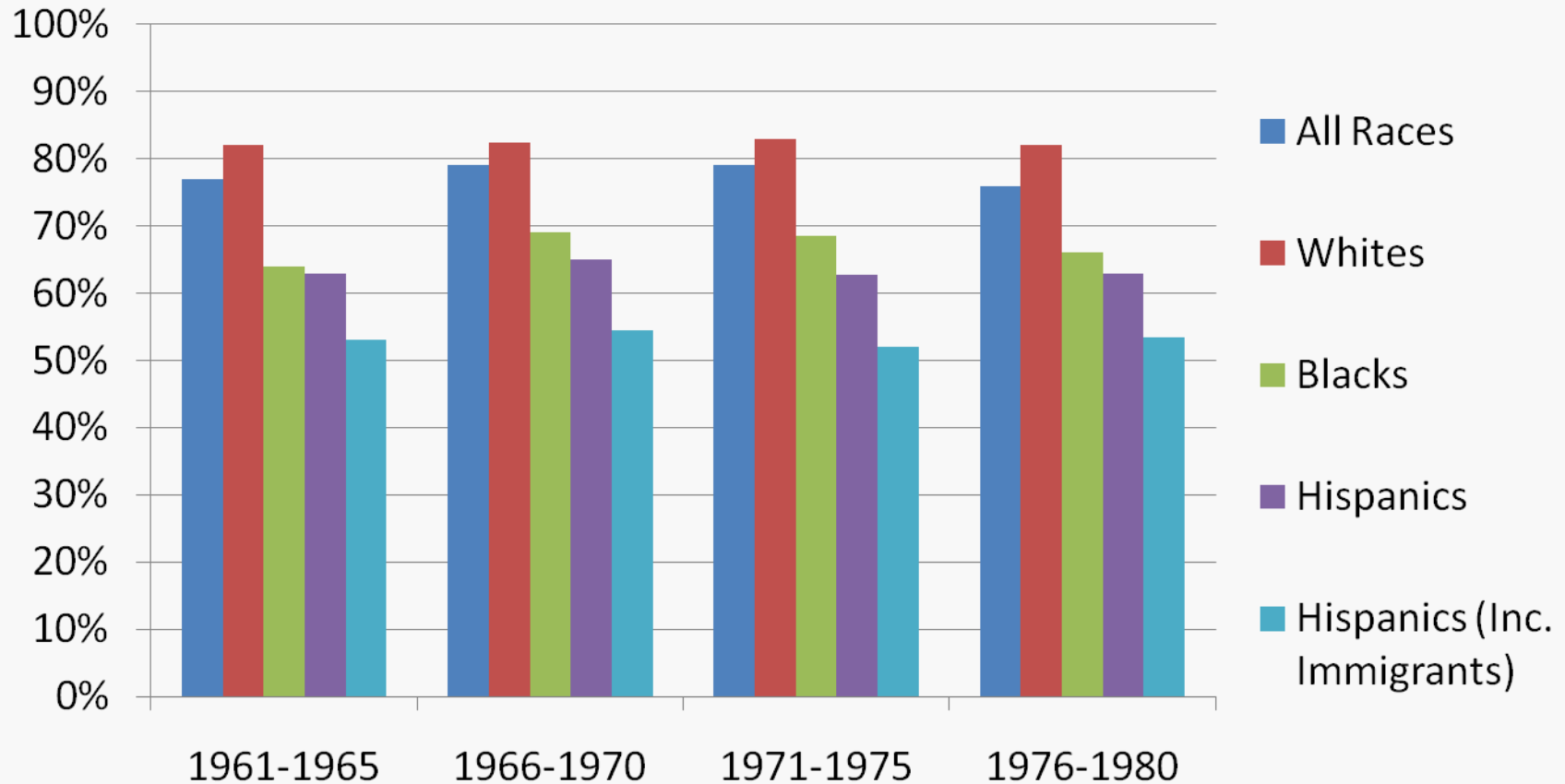
Family Income (in 100s)	Black	Hispanic	White
< 20	9.2	15.4	30.3
20 - 40	14.7	20.5	33.8
40 - 60	23.2	24.9	37.4
60 - 75	29.6	24.1	37.2
75 - 100	25.0	33.6	40.7
100 - 150	32.8	35.5	37.8
> 150	4.6	19.7	35.1

Source: Data is for June, 2010 and taken from, "Vanishing Work Among U.S. Teens 2000-2010," and "How the U.S. Economic Output Recession of 2007-2009 led to the Great Recession in Labor Markets." Both published in July, 2010, by the Center for Labor Market Studies, Northeastern Univ.

Stagnant High School Graduation Rates

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

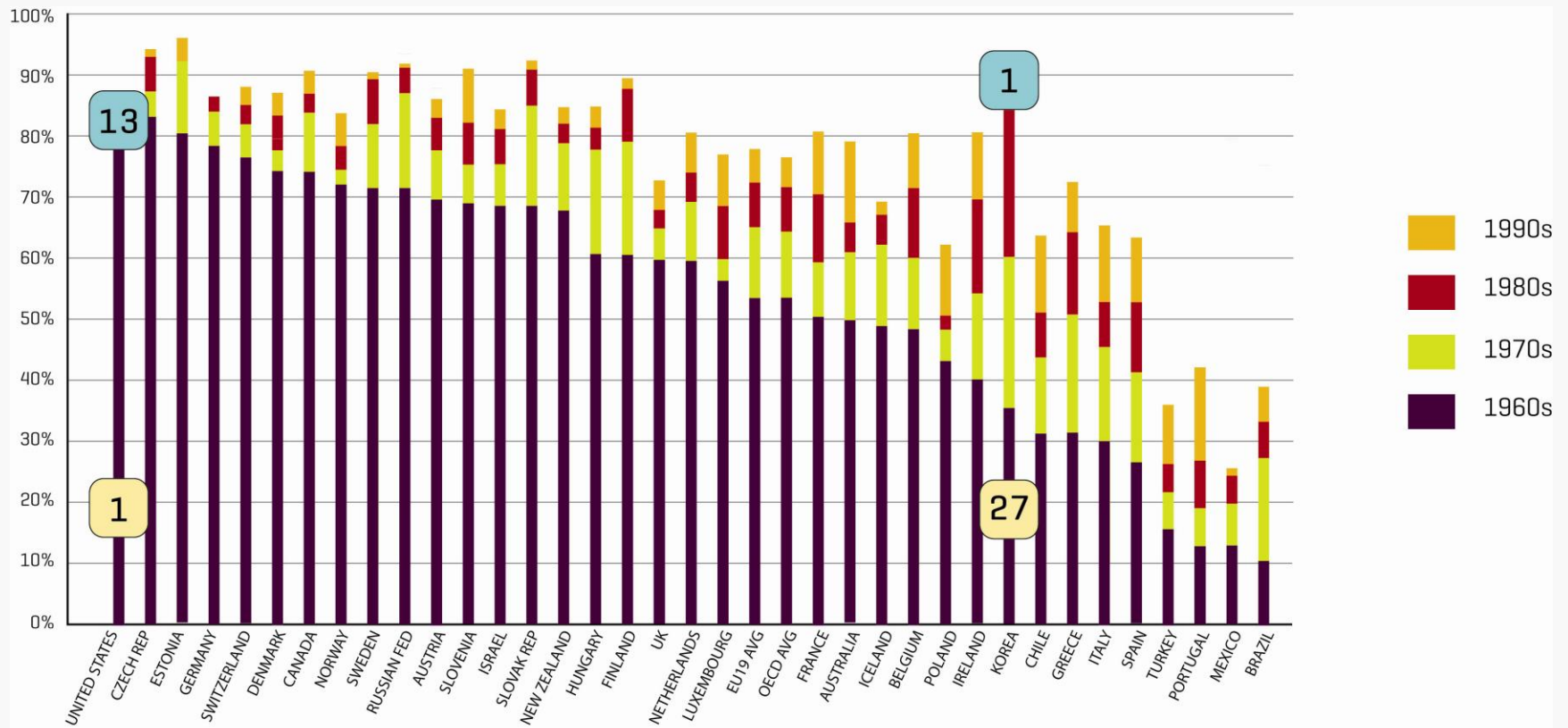
High School Graduation Rates by Race and Birth Cohort



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

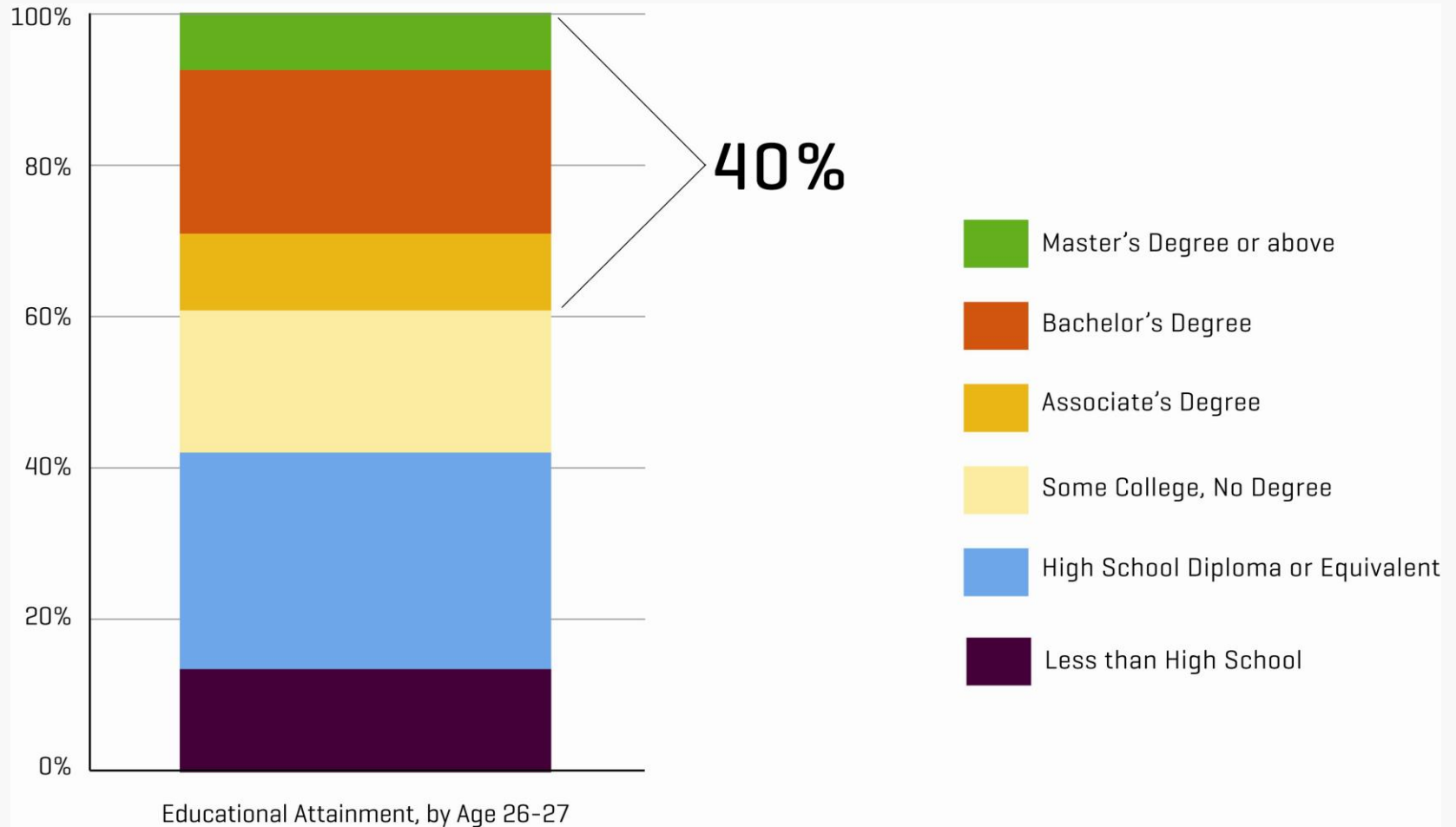
Source: Heckman and LaFountaine (2007), U.S. Census data, and other sources

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



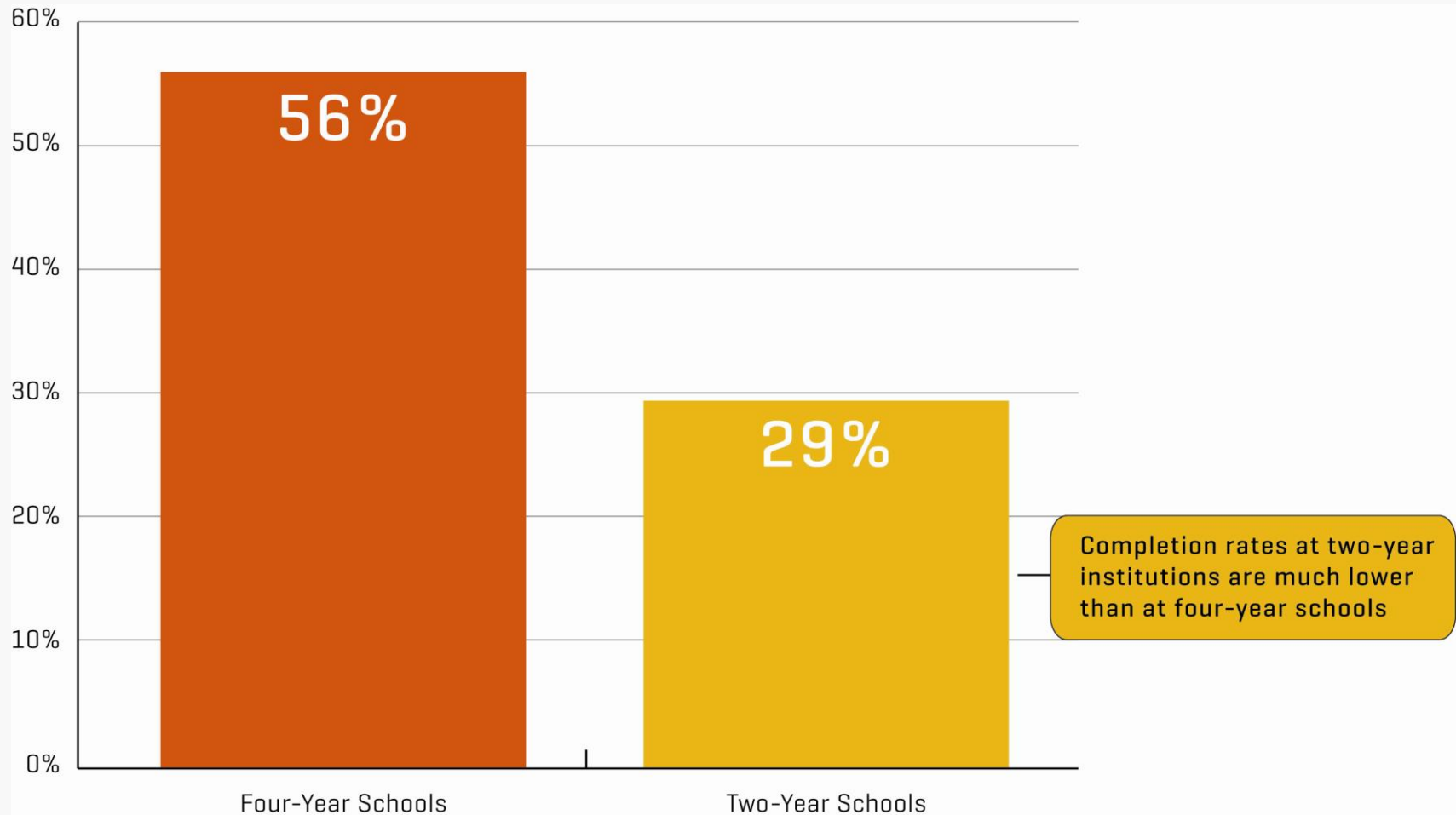
Note: Approximated by percentage of persons with upper secondary or equivalent qualifications in the age groups 55-64, 45-54, 35-44, and 25-34 years.
 Source: Organization for Economic Cooperation and Development.

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.

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.

Again, reasons for a sense of urgency:

- Stagnant high school completion rates
- U.S. “on time” college completion rates are alarmingly low
- U.S. Employers increasingly complain that young adults lack the work habits, skills and dispositions that employers value
- Only 40% of 27-year olds have earned an A.A. degree or higher.
- Teen employment has plunged to lowest levels since the Great Depression. Low-income youth and young people-of-color have been hit hardest.

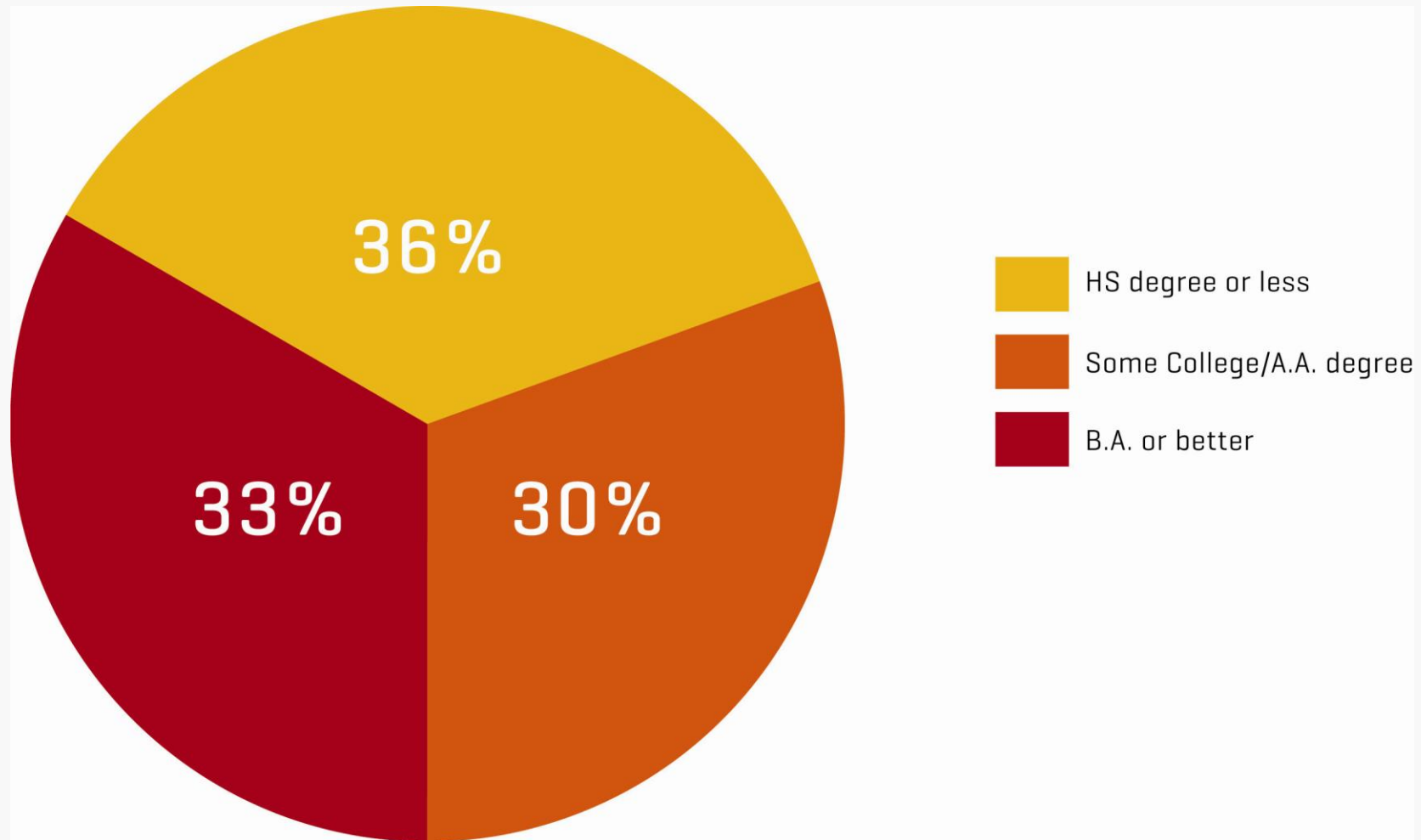
What is the right goal for the U.S.?

If “College for All” remains the slogan, it needs to connote a meaningful “post-high school credential” for all, not necessarily a B.A.

A meaningful credential can be earned in many ways:

- Community colleges/Technical Colleges
- Apprenticeships
- The military/community service
- Four year college

“College for All” does not need to mean a B.A. for all. 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.

Why Are We Failing To Prepare So Many Youth?

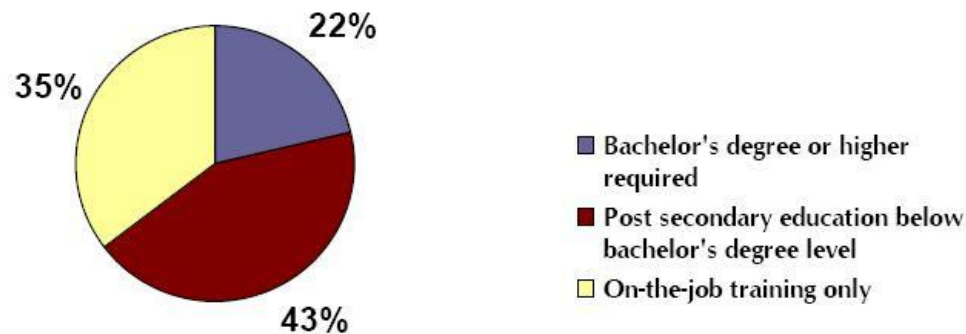
- **Our focus has been too narrow**
- **The transition to adulthood has changed radically, but our system has not evolved**
- **We need a broader, more holistic system of Pathways to Prosperity**

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

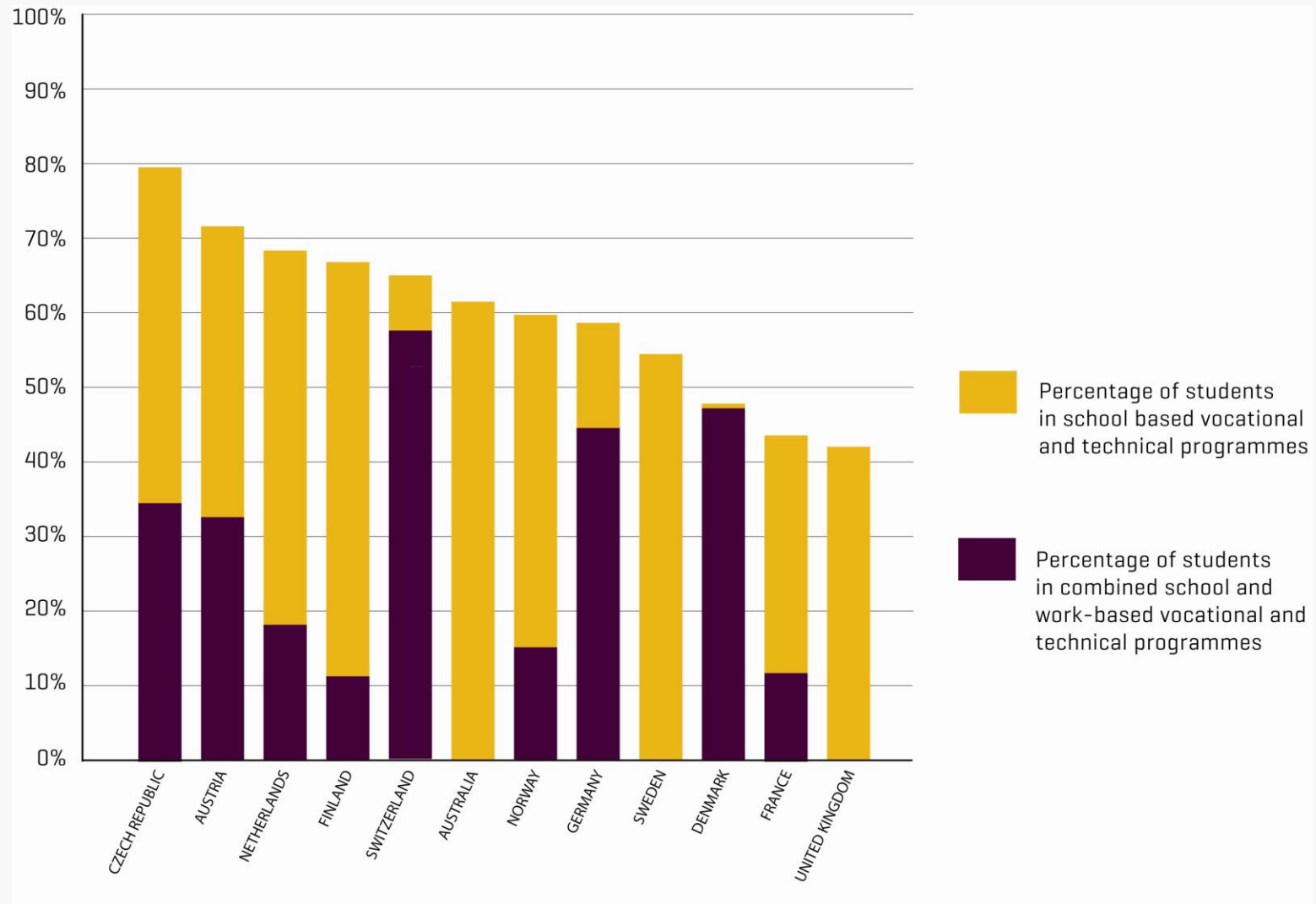


Source: Health Careers Futures/Jewish Healthcare Foundation, *Health Careers Pathways Study* (2008)

Why Are Other Countries Surpassing the U.S.?

- **The key role of Vocational Education: In many European countries over half of upper secondary students are in vocational educational and training**
- **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 young people's developmental needs

Higher attainment

- Many countries with best VET systems surpass the U.S. in the years that students stay in school

Finding work

- Facilitates transition to labor market

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

Cultivating a Sense of Possibility: 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**

Prominent Examples

- **Massachusetts Regional Vo-Tech HS**
- **Career Academies**
- **Project Lead the Way**
- **Oklahoma Technology Centers**
- **U.S. Military**

Barriers to 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**

Next Steps

- **Begin a national conversation on the reforms needed to prepare far more youth for success**
- **Engage employers in Pathways to Prosperity**
- **Create a National Network of Pathways States**

Actions You Can Take

- Start the conversation with your network of friends and colleagues
- Champion Career Counseling
- Increase awareness of outstanding examples
- Develop more opportunities for work-based learning

For example,

Jerry Beckerman's Segue Program

Mastery Orientation

- I am highly motivated to do well in school.
- I work very hard to learn as much as I can in school.
- I want to learn as much as I can in school.
- When teachers give homework I finish it.

10th and 11th graders who had 5 or more Segue speakers visit class during the 2010-2011 school year to talk about their lives and careers, were 24 percentage points more likely at the end of the school year to say that the statements above were “Mostly true” or “Totally True,” compared to peers who had only 1 or 2 speakers visit class.

Future Talk

- I talk with adults about my plans for after high school
- I spend time asking adults questions about future jobs and career options
- My friends and I talk about what we want to be when we grow up
- I know people I can talk to who can help me decide what to do after high school

10th and 11th graders who had 5 or more segue speakers visit class during the 2010-2011 school year to talk about their lives and careers, were 21 percentage points more likely at the end of the school year to say that the statements above were “Mostly true” or “Totally True,” compared to peers who had only 1 or 2 speakers visit class.

College Intentions

- When I grow up, I am likely to have a job that requires a college education
- I am interested in going to college

10th and 11th graders who had 5 or more segue speakers visit class during the 2010-2011 school year to talk about their lives and careers, were 27 percentage points more likely at the end of the school year to say that the statements above were “Mostly true” or “Totally True,” compared to peers who had only 1 or 2 speakers visit class.

A Scaffolded Sequence of Learning Experiences, beginning around 5th Grade.

Grades 5 and 6: Employers enable employees to visit 5th and 6th grade classrooms where they tell their life stories, beginning when they were in 5th and 6th grades. Classrooms are visited multiple times during the school year by multiple visitors.

Grades 7 and 8: Field trips take students to adult employment sites and to go behind the scenes to see things they would otherwise seldom see or imagine. Information about careers are integrated into the core curriculum at school.

Grades 9 and 10: Employers delegate staff members to help schools provide career counseling. Young people in small groups visit employment sites that interest them. Career information gets embedded more deeply in school curriculum. Vocational options become routinely available in the high school curricula.

Grades 11 and 12: Options for combining work and learning expand greatly for students who want them. Employers provide loaned employees to supplement the career counseling that schools provide.

Grades 13 and 14: High quality workforce preparation programs in junior colleges and other institutions work closely with employers to help youth develop marketable skills, market knowledge and networks of contacts. Registries track youth for several years after training in order to document their experiences, diagnose the need for additional supports, and identify ways to refine the system.

Grades 15 and 16: Youth who chose to complete four-year degrees do so. Others combine work and learning or participate full-time in the adult world of work.

Key Elements of a Regional Pathways System

Powerful Leadership that Proclaims, Supports and Sustains a Strong Mandate

Chairs and Top Executive Officers from:
Major Businesses, Leading Civic Organizations, Colleges and Universities,
State and Local Government Officials, Philanthropies



Private or Quasi-Public Intermediary Organization(s) as Major “Engines”

Tasks: Elicit youth perspectives, map the system to identify gaps, document, track and monitor performance for support and accountability, maintain a youth registry, . . .



Front Line Organizations that work with Young People

Elementary and
middle schools



High
Schools

Community &
Four-Year
Colleges

Independent
Training
Programs

Training
Programs in
Firms



Post-Secondary Outcomes for Young Adults

TEN STRATEGIC THREADS OF A *PATHWAYS TO PROSPERITY* STRATEGY

- 1. Leaders from Private, Nonprofit and Public Sectors who Combine Passion with Competence and High-Level, Elite Social Capital:** People with the name-recognition, skills and personalities to effectively cultivate not only a sense of urgency but also a sense of possibility, built on *belief in youth*, the *resource flows* that these leaders can influence and their *track records* of past accomplishment.

TEN STRATEGIC THREADS OF A *PATHWAYS TO PROSPERITY* STRATEGY

- 2. Instigators:** Individuals who work, often behind the scenes, to plant seeds of change and to propose and refine the ideas that effective leaders then promote.
- 3. Dedicated Staff:** Committed and talented people who do the day-to-day work (indicated below) inside the engines that drive the change process.

TEN STRATEGIC THREADS OF A *PATHWAYS TO PROSPERITY* STRATEGY

4. **Clear Central Themes:** compelling *facts and ideas* concerning the urgency of the work and **pertaining to the structures and routines to establish and maintain** inside an effectively operating system of *pathways to prosperity*; leaders work to establish these as a “common language” –*ever-present themes*—in the region.

TEN STRATEGIC THREADS OF A *PATHWAYS TO PROSPERITY* STRATEGY

- 5. Streamlined and Coherent “Curriculum” for the Change Process:** Materials that educate stakeholders concerning the central themes and do so in ways that support their work in the change process.

TEN STRATEGIC THREADS OF A *PATHWAYS TO PROSPERITY* STRATEGY

- 6. Organizational Structures and Personnel with Capacity to Teach and Motivate Adults:** Routines and structures inside various public, private and nonprofit institutions that help people to learn their roles—including but not limit to roles as teachers, trainers and supervisors—and feel motivated to play them effectively. **Institutional mechanisms for coaching, observing, and sharing that make it difficult for individuals to avoid the change process.**

TEN STRATEGIC THREADS OF A *PATHWAYS TO PROSPERITY* STRATEGY

- 7. Patient but Tough Accountability:** Tools and routines for monitoring practices and outcomes, targeting assistance where needed, sometimes replacing people or organizations that fail to improve.
- 8. Institutionalized Data Gathering on Young People:** Mechanisms for gathering and organizing data, including a regional registry for young people who chose to have their progress tracked and to benefit from associated information or counseling services.

TEN STRATEGIC THREADS OF A *PATHWAYS TO PROSPERITY* STRATEGY

9. **Data-Driven Decision Making and Transparency:**

Staffers are assigned to track, analyze and summarize key patterns. Using data from the regional registry and other sources, schooling status, job status, and academic or training credentials achieved are reported for several categories of young people. Categories include age, years of formal schooling, disability status, English as a second language status, race/ethnicity, gender and perhaps others. The region publicizes strategic goals and tracks progress in visible ways.

TEN STRATEGIC THREADS OF A *PATHWAYS TO PROSPERITY* STRATEGY

10. Community Involvement and Resources: Leaders and participating organizations engage a broad range of stakeholders—including employers, school board members, colleges, other education and training organizations and parents—to contribute ambitiously to preparing young people for adulthood and building and maintaining better *pathways to prosperity*.

SYSTEM DESIGN & BUILDING

Whose Responsibility?

What key structures? What key roles?

What's feasible?

- The Review Team recognizes that Madison Park faces many challenges. Transformation requires clear goals and targets and a common understanding among school-based stakeholders and other constituents.
- In addition to restructuring governance practices, the Review Team identified six high-priority issues that must be addressed if Madison Park is to be transformed:
- **Create considerably more opportunities for students to do authentic work:** More Madison Park students need access to work outside the building or to participate in other meaningful forms of work-based learning. Madison Park needs to increase partnering with the business community to greatly expand such opportunities, which are critical to high-quality vocational education.
- **Integrate academic and vocational education:** Such integration is the “secret sauce” to success, and a key ingredient to reconnect with students from traditional academic programs.
- **Adopt a new schedule:** Madison Park’s current schedule does not offer high-quality vocational education as there is not enough time to do authentic work. Like most of the state’s vocational high schools, Madison Park needs to create a new schedule that provides students with the opportunity to enroll in a full week of vocational classes, followed by a full week of academics. This schedule would be especially beneficial for juniors and seniors.
- **A New Admissions Protocol:** Madison Park is a vocational technical high school. Like the exam schools and the arts academy, it needs its own application process to insure that it is attracting students who understand the school’s unique mission, and who are committed to taking advantage of it.
- **Raising Expectations:** Madison Park's academic practices should embrace the belief that *all* students can succeed at high levels of learning. The entire school community - students, teachers and staff - needs to demonstrate the belief that effective effort can lead to improved performance. Students must be inspired to reach for success, which also includes earning industry-recognized credentials with value in the workplace.
- **Reinvigorate the 9th Grade Transition:** As a strategy to avoid potential for students to drop out of Madison Park, the 9th grade program must be redesigned to include more hands-on experience before a career pathway is selected. Freshmen students should be immersed in vocational education in a way that reawakens their interest in academics.