Community Best Practices Forum:
Putting the Career in College and Career Readiness

June 9, 2016
Lisa Castillo Richmond
Executive Director
Graduate NYC
Finding the right career is a life-long journey. With so many careers out there it can be tough to know where to begin looking. Understanding your values, interests and skills is a useful first step.

Career Maps is here to help you begin your journey—by highlighting how career opportunities and jobs are organized and raising the questions and choices you will need to think about along the way.

http://careermaps.nyccollegetline.org/
Andrea Soonachan
Executive Director, College and Career Planning
Office of Postsecondary Readiness
NYC DOE
<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15 - 8:45 AM</td>
<td>Doors open, registration, networking &amp; light breakfast</td>
</tr>
<tr>
<td>8:45 - 8:55 AM</td>
<td>Welcome/Opening</td>
</tr>
<tr>
<td>8:55 - 9:40 AM</td>
<td>Keynote: Robert Schwartz, Harvard Graduate School of Education</td>
</tr>
<tr>
<td>9:40 - 10:30 AM</td>
<td>Panel: Key Issues in Policy and Program Development</td>
</tr>
<tr>
<td>10:30 - 11:00 AM</td>
<td>Structured Networking Activity</td>
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<tr>
<td>11:00 - 11:15 AM</td>
<td>Transition to Breakout 1</td>
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<tr>
<td>11:15 AM - 12:15 PM</td>
<td>Breakout 1</td>
</tr>
<tr>
<td>12:15 - 12:50 PM</td>
<td>Lunch on 2\textsuperscript{nd} Floor/Outside Empire Ballroom</td>
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<tr>
<td>12:50 - 1:00 PM</td>
<td>Transition to Breakout 2</td>
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<tr>
<td>1:00 - 2:00 PM</td>
<td>Breakout 2</td>
</tr>
<tr>
<td>2:15 - 3:00 PM</td>
<td>Raffle Drawings &amp; Wrap Up</td>
</tr>
</tbody>
</table>
Robert B. Schwartz
Professor Emeritus, Practice in Educational Policy,
Harvard Graduate School of Education
College and Career Readiness:

Challenge and Opportunity

Graduate NYC/NYCDOE Forum
New York City
June 9, 2016
“The American system for preparing young people to lead productive and prosperous lives as adults is clearly badly broken. Failure to aggressively overcome this challenge will surely erode the fabric of our society.”
EDUCATION LEVEL OF U.S. LABOR FORCE

- No High School: 8%
- High School Diploma / GED: 24%
- Some College, No Degree: 14%
- Certificate: 12%
- Associate's Degree: 10%
- Bachelor's Degree: 21%
- Graduate Degree: 11%

Source: Georgetown Center on Education and the Workforce, 2012
U.S. HIGH SCHOOL GRADUATION RATE STAGNATING

Source: Schleicher (2007) based on OECD data. Approximated by percentage of persons with high school or equivalent qualifications in the age groups 55-64, 45-55, 35-44, and 25-34 years.
2000-2010 UPTICK IN H.S. GRADUATION RATES

College Enrollment by Income
Percentage of high-school completers enrolled in 2- and 4-year colleges, 3-year moving average.

COLLEGE COMPLETION RATES ALARMINGLY LOW

Note: Four-year schools have a six-year graduation window; two-year schools have a three-year graduation window. Source: Condition of Education, NCES, 2013
How Many New York City Students Graduate from College?

- 100 Students Begin the 9th Grade
- 71 Graduate High School within 6 years
- 48 Enroll in College at either a Two-Year or Four-Year Institution
- 21 Graduate College within 12 years earning either an Associate's or Bachelor's Degree

Source: New York City Comptroller's Office
THE U.S. LAGS IN COLLEGE COMPLETION

The U.S. is 11th in degree attainment among young adults, Ages 25-34

2020 EMPLOYMENT PROJECTIONS

- BA Degree or Higher: 35%
- HS Diploma or Less: 35%
- Some College/AA Degree: 30%

Sources: Recovery 2020, Georgetown Center on Education and the Workforce, 2013; and Complete College America
### EXAMPLES OF JOBS THAT REQUIRE MIDDLE SKILLS

<table>
<thead>
<tr>
<th>Sector</th>
<th>Type of Job</th>
<th>Number of Openings</th>
<th>Median Annual Pay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computers &amp; IT</td>
<td>Computer Support Specialists</td>
<td>607,100</td>
<td>$46,260</td>
</tr>
<tr>
<td>Engineering</td>
<td>Electrical Technicians</td>
<td>151,000</td>
<td>$56,040</td>
</tr>
<tr>
<td>Health Care</td>
<td>Respiratory Therapists</td>
<td>112,700</td>
<td>$54,280</td>
</tr>
<tr>
<td>Life, Physical &amp; Social Sciences</td>
<td>Environmental Science Technicians</td>
<td>29,000</td>
<td>$41,380</td>
</tr>
<tr>
<td>Production</td>
<td>Semiconductor Processors</td>
<td>21,100</td>
<td>$33,130</td>
</tr>
</tbody>
</table>

*Data from Occupational Outlook Handbook, U.S. BLS, 2010*
• 43% of young workers with Licenses and Certificates earn more than those with an Associate’s degree

• 27% of young workers with Licenses and Certificates earn more than those with an Bachelor’s degree

• 31% of young workers with an Associate’s degree earn more than those with an Bachelor’s degree

Source: Georgetown University Center on Education and the Workforce
MEDIAN EARNINGS AT YEARS 1, 5, AND 10 IN COLORADO BY CREDENTIAL LEVEL

<table>
<thead>
<tr>
<th>Major</th>
<th>Unemployed</th>
<th>BA Not Required</th>
<th>BA Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leisure &amp; Hospitality</td>
<td>4%</td>
<td>63%</td>
<td>33%</td>
</tr>
<tr>
<td>Ag &amp; Natural Resources</td>
<td>5%</td>
<td>57%</td>
<td>38%</td>
</tr>
<tr>
<td>Technologies</td>
<td>6%</td>
<td>55%</td>
<td>38%</td>
</tr>
<tr>
<td>Communications</td>
<td>6%</td>
<td>54%</td>
<td>40%</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>8%</td>
<td>52%</td>
<td>40%</td>
</tr>
<tr>
<td>Business</td>
<td>6%</td>
<td>50%</td>
<td>44%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>7%</td>
<td>48%</td>
<td>45%</td>
</tr>
<tr>
<td>Sciences</td>
<td>6%</td>
<td>43%</td>
<td>51%</td>
</tr>
<tr>
<td>Architecture &amp; Construction</td>
<td>8%</td>
<td>32%</td>
<td>60%</td>
</tr>
<tr>
<td>Math &amp; Computers</td>
<td>6%</td>
<td>29%</td>
<td>65%</td>
</tr>
<tr>
<td>Health</td>
<td>4%</td>
<td>22%</td>
<td>75%</td>
</tr>
<tr>
<td>Education</td>
<td>4%</td>
<td>22%</td>
<td>75%</td>
</tr>
<tr>
<td>Engineering</td>
<td>5%</td>
<td>20%</td>
<td>75%</td>
</tr>
</tbody>
</table>

Recent college graduates: 22-27y/o w/ BA+

In strong vocational systems, 40% to 75% of upper secondary students choose to participate: VET can be school based or mix of school and work.

Upper-Secondary Attainment

Source: SERI (2015), Facts & Figures, VET, Berne
Twelve states with 40+ regions, rural to urban, serving as starting places for demonstrating success, with a focus on scaling grades 9-14 integrated academic and career pathways statewide. Not a new program or add-on reform, but a strategic alignment and bolstering of existing initiatives to improve education, workforce, and economic outcomes.
THREE LEVELS OF CONSIDERATION FOR “WHY PATHWAYS?”

**Students**
- High school (or K12) success
- Postsecondary success
- Career & community success

**Employers**
- Skills gap/talent shortage addressed
- Pipeline of young professionals
- Increasing number of jobs

**Economies**
- State and regional economies thriving and growing in key industry sectors
OUR GOAL: SYSTEMS OF 9-14+ PATHWAYS

Complete high school with at least 12 college credits and WBL experience

Attain postsecondary credential with value in regional labor market

Advance in career and pursue further education as interested

Launch a career in a high-demand, high-growth, high-wage occupation

ALL YOUNG PEOPLE
KEY PATHWAYS IMPLEMENTATION LEVERS

- Engaged employers: work-based learning opps. & curricula support
- Intermediary links between education and employers
- Early, sustained career counseling and information
- Committed state leaders and favorable policy environment

Rigorous Academic and Career 9-14 Pathways
All young people need help to understand the world of work:

- Most young people **get little advice about pathways** from education to careers, and career possibilities
- Nobody talks about the **critical role of productive work** in human lives
- Even the most educated parents **don’t know about the future labor market**—or even the current one
- Teachers typically have **little experience of contemporary workplaces** and know little about labor market data and shifts in education
Comprehensive Program:
PFPS/LBS2.0 SKILLS for SUCCESS Pilot

6th Grade

Competencies
Activities that build academic and professional skills and knowledge

Career Awareness
Opportunities for young people to experience and envision future possibilities through interacting with professionals

STEMploration
CCSS aligned modules of 20 lessons that put young people in the role of STEM professionals

8th Grade

Advising
A guidance component that helps young people set goals—and offers targeted support

Young Professional Portfolios
Competence-based portfolio to document growing skills and achievements
Information Technology

Young Coders survey their community and identify a need that can be addressed with mobile technology. Using coding, design thinking, and business savvy students design, create, and market their app solution.

Health Sciences

From responding to an accident scene to addressing a life-threatening infection, students use principles from biology, chemistry, and physics on their tour of the allied health professions.

STEM

Young engineers join the D-lab to learn to prototype, iterate, and innovate. When disaster hits, students harness the engineering design cycle to build life-saving solutions.
Career Awareness Module

In an 18-20 class experience, students take on the roles of young STEM professionals.

After-School

In a ten class after-school course, students experience a STEM profession, engage with STEM professionals from the community, and focus on one 21st century skill.

Settings with limited time and/or targeted outcomes.

Career and College Exploration Experiences

Students experience structured and sequenced STEM and careers exploration visits within a real-world context.

Future Success Lessons

Modules that teach skills for young adult success: building agency, mindsets, skills and knowledge for high school success and beyond.
Early College High Schools

- Located in 26 states and the District of Columbia
- Around 300 schools from initial JFF Gates initiative; others started on their own
- Serve over 100,000 students
- Annual gathering of ~600 faculty, principals, and leaders
OUTCOMES FROM EXTERNAL EVALUATION

- High School Graduation Rate: 92 percent
- College Enrollment Rate: 86 percent
- 1 Year + Transferrable Credits: 44 percent
- Earned Associate’s Degree: 25 percent
TRENDS IN THE EMPLOYMENT / POPULATION RATIOS OF TEENS, SELECTED YEARS, 2000 – 2011 (IN %)

Year | Per Cent
---|---
2000 | 45.5
2003 | 37.2
2006 | 37.6
2010 | 26.8
2011 | 26.3
2012 | 26.2
Comparisons of the Employment/Population Ratios of 16-17 Year Old Males and 68-75 Year Old Males in the U.S. in 1999-2000 and 2011-2012 (in %)

Source: Andy Sum, Key Findings on the Labor Market Experiences of Teens and Young Adults (16-24 Years Old) in the U.S. from 2000 – 2012: Implications for Pathways to Prosperity, 2013
YOUTH UNEMPLOYMENT: 2007 AND 2011

Figure 2
Youth Unemployment Rate Has Increased During the Crisis, OECD Countries
As a percentage of the labour force aged 15/16-24

Note: Countries are shown in ascending order of the youth unemployment rate in 2011 Q3. Figures are seasonally adjusted. International averages refer to weighted averages. * Data refer to 2007 Q2-2011 Q2 for Iceland.

Source: OECD calculations based on Eurostat, Short-Term Indicators and various national sources.
## Competitiveness: Switzerland at the Top

<table>
<thead>
<tr>
<th>Ranking</th>
<th>European Innovation Scoreboard</th>
<th>Global Competitiveness Report</th>
<th>World Competitiveness Yearbook</th>
<th>Global Talent Competitiveness Index 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Switzerland</td>
<td>Switzerland</td>
<td>Hong Kong</td>
<td>Switzerland</td>
</tr>
<tr>
<td>2</td>
<td>Sweden</td>
<td>Singapore</td>
<td>USA</td>
<td>Singapore</td>
</tr>
<tr>
<td>3</td>
<td>Denmark</td>
<td>Sweden</td>
<td>Switzerland</td>
<td>Luxembourg</td>
</tr>
<tr>
<td>4</td>
<td>Germany</td>
<td>Finland</td>
<td>Singapore</td>
<td>United States</td>
</tr>
</tbody>
</table>

Sources:
EIS: European Innovation Scoreboard, 2012
WEF: Global Competitiveness Report, 2012
IMD: World Competitiveness Yearbook, 2012
GTCI: Global Talent Competitiveness Index, 2014
PATHWAYS TO PROSPERITY

MEETING THE CHALLENGE OF PREPARING YOUNG AMERICANS FOR THE 21ST CENTURY

PATHWAYS TO PROSPERITY PROJECT

HARVARD GRADUATE SCHOOL OF EDUCATION

FEBRUARY 2011

FOR MORE INFORMATION, CONTACT:

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Bob Schwartz
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617.496.6303
Panel:
Key Issues in Policy and Program Development
Networking Activity
Breakout Sessions
Raffle Sponsors

John Jay College of Criminal Justice

NYC Center for Youth Employment
Thank you for coming!

All materials we are given permission to post will be on the GNYC website.