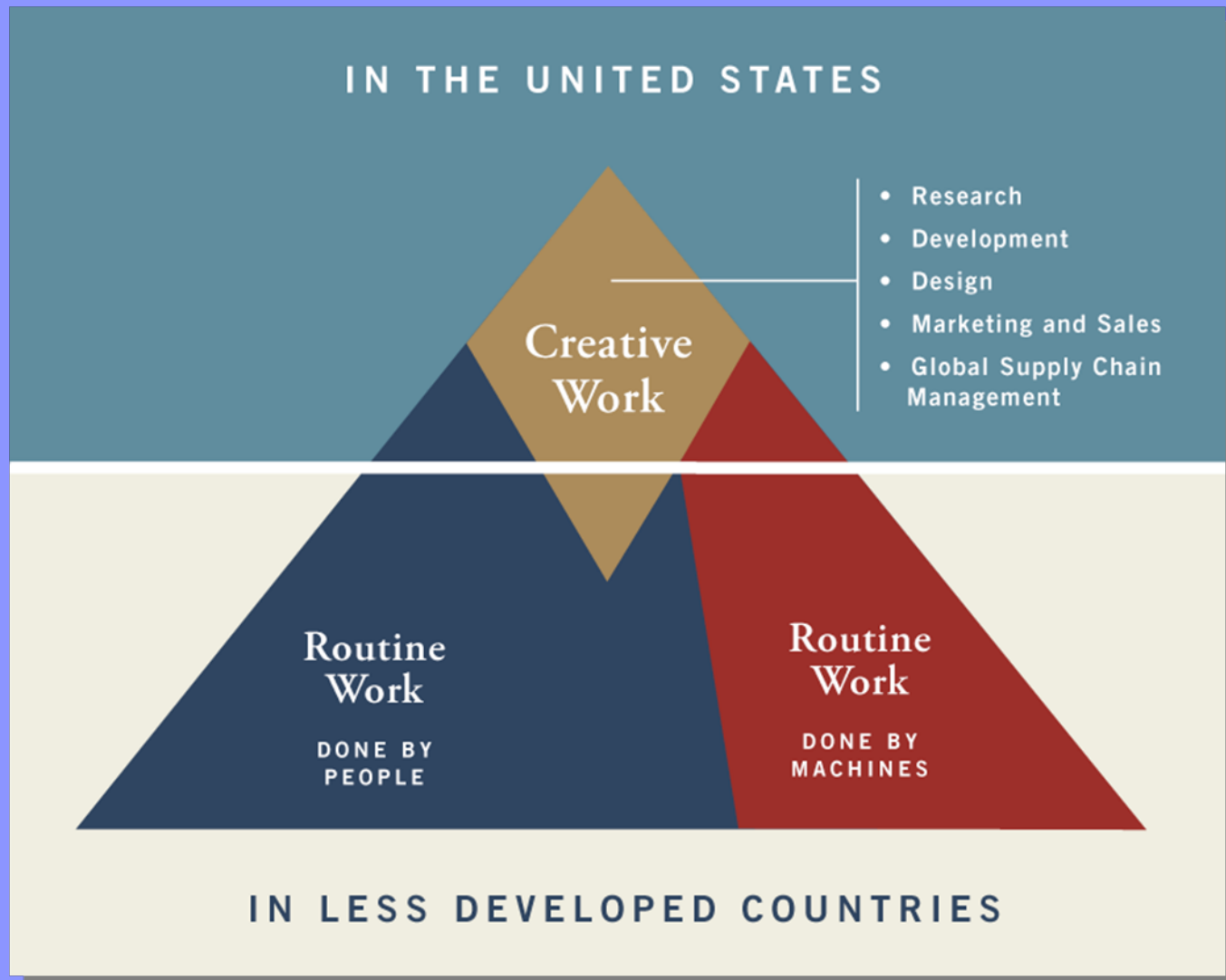


# Preparing the U.S. Workforce

Susan Sclafani

National Center on Education and  
the Economy

# Profile of Successful U.S. Firms in the Future



# Composition of the US Workforce

- White Collar Jobs Have Increased from 30% in 1973 to 40% in 2007
- Office Workers with Some Postsecondary Education Increased From 38% in 1973 to 69%
  - 40% Holding At Least BA/BS Degrees
  - 10% have AA/AS Degrees
  - 20% Have Some College
- Low Wage Service Jobs Have Remained the Same Since the 1950s: 20% of Jobs

Source: Carnevale, A., J. Strohl, & N. Smith, "Help Wanted: Postsecondary Education and Training Required", In *New Directions for Community Colleges*, No. 146, Summer 2009, Wiley Periodicals

# Composition of the US Workforce

- Technology Sector Jobs Increased from 4% to 8% of All Jobs from 1973 to 2007
- Factory Jobs Decreased from 32% to 17% of All Jobs since 1960 due to Technology and Higher Productivity
- Manufacturing Output Increased 3% Per Year Since 1960 With No Additional Workers
- Manufacturing Workers With Some Postsecondary Education Has Gone From 12% in 1973 to 36% in 2007

# Impact of Changes in the US Workforce

- The Wage Premium for Postsecondary Educations Has Been Rising Throughout the 1980s and 90s
- From 1983 to 2007, Numbers of Workers Increased
  - From 10M to 20M with BA/BS Degrees and Salaries Increased From \$33,000 to \$48,000
  - From 7.6M to 9.1M with AA/AS Degrees and Salaries Increased From \$25,000 to \$33,000
  - From 6 M to 17 M With Some College and From Salaries of \$22,571 to \$29,070 in 2007 Dollars
- Postsecondary Education and Training Have Become the Workforce Qualification

Where Are We Now?

# HS Graduation Rates for the United States

<b>All Students</b>	<b>70%</b>
<b>White</b>	<b>72%</b>
<b>African American</b>	<b>51%</b>
<b>Hispanic</b>	<b>52%</b>

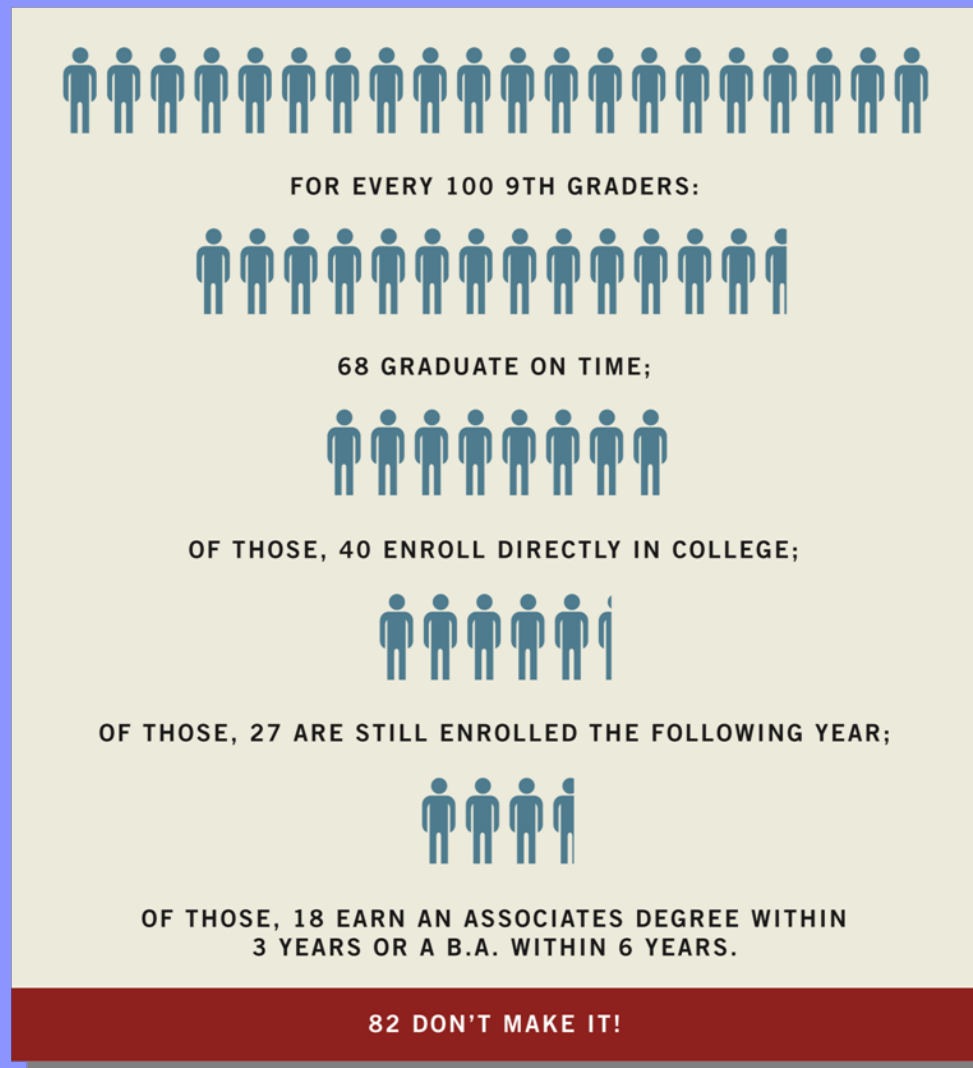
Manhattan Institute Data from *Public High School Graduation and College Readiness Rates in the U.S.*  
(September 2003)

# College Remediation Rates Entering Freshmen, 2000

All	28%
Public 2-year	42%
Public 4-year	20%
Private 4-year	12%

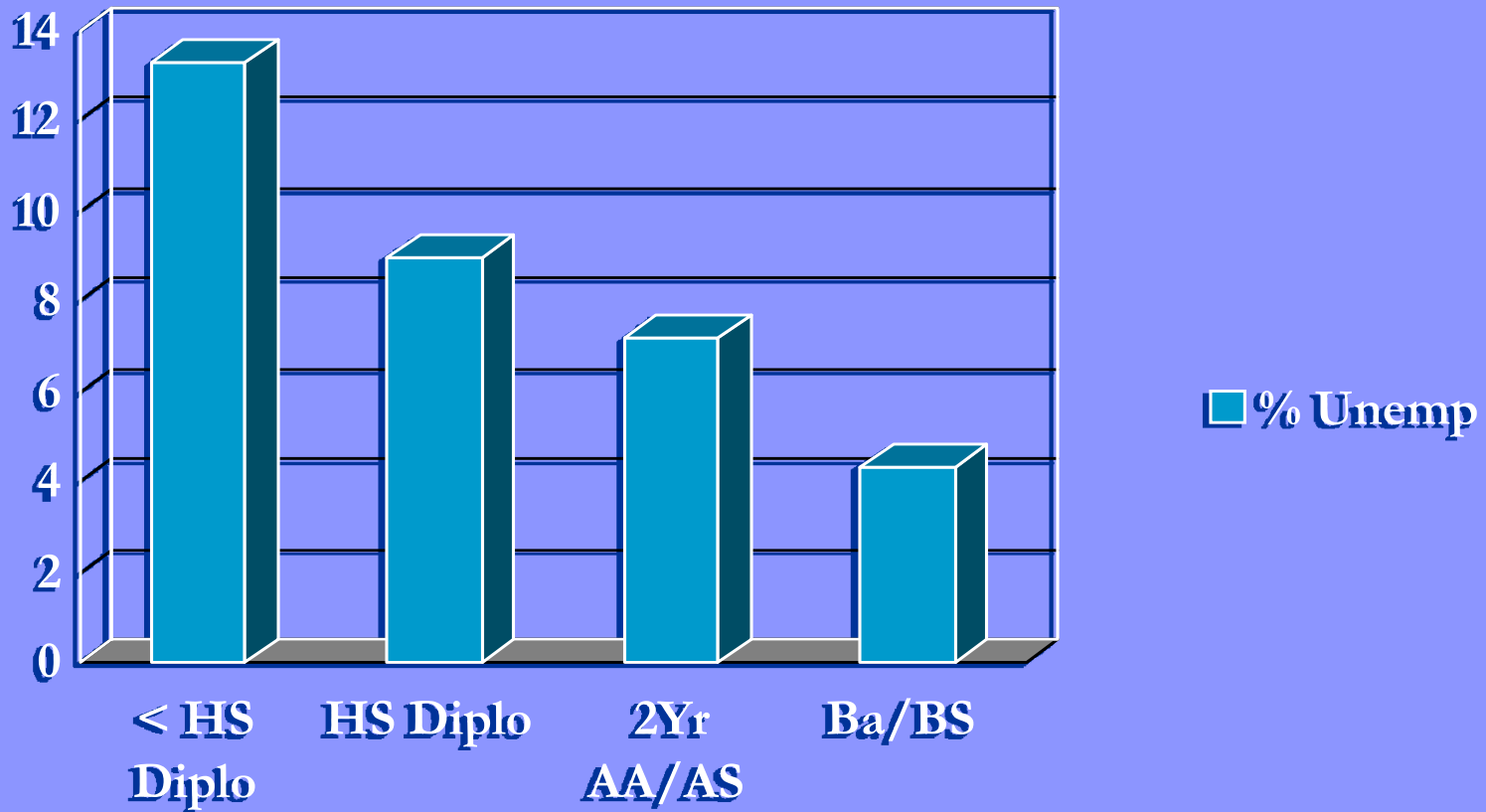
*Source: NCES, Remedial Education at Degree-Granting Postsecondary Institutions in Fall 2000,*

# Portrait of a Failing System



Source: James Hunt, Jr. and Thomas Tierney, American Higher Education: How Does It Measure Up for the 21st Century? <sup>L</sup>(San Jose, CA.: National Center for Public Policy and Higher Education, May 2006).

# Unemployment Rates Comparison



US Dept. of Labor, Bureau of Labor Statistics, Current Population Survey, Washington, DC 2009

# Board Exam Systems

A sound core program  
of courses defining  
what it means to be  
an educated person

Thoughtfully  
constructed course  
designs captured  
in a syllabus

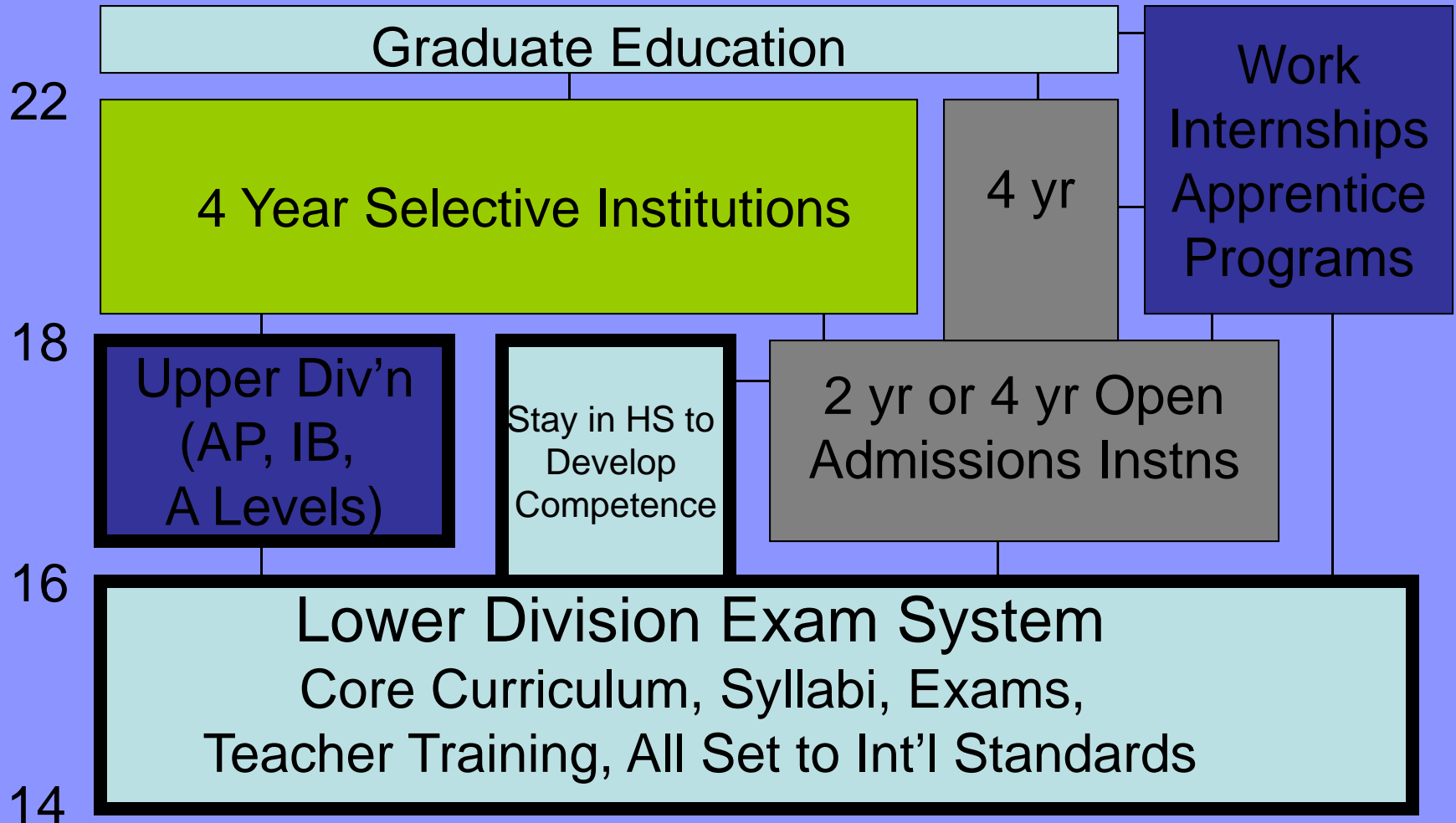
High quality exams  
derived from the  
curriculum using  
multiple assessment  
methods

Quality teacher  
training  
matched to  
the course syllabi

# Why Board Exams?

- Best global research shows that board exam systems key to success of world's best performing systems for ALL students
- Why? Because they provide the support students must have to succeed
- Crucially important for low-performing schools and students

# How our System Would Work



# Board Exams: The Best

ACT QualityCore

Cambridge International Exams

College Board APs

Edexcel

International  
Baccalaureate

# Lower Division Ready Now

- ACT QualityCore
- Cambridge International General Certificate of Secondary Education (IGCSE) Exams
- Edexcel IGCSE Exams

# Lower Division: A Closer Look

- Not elite programs
- But designed to prepare students for elite programs
- Can get students college-ready by 16
- Many bright students are dropping out because they are bored
- But give less-prepared students until 18
- Help targeted to students weak points in grades 11 and 12 can make all the difference

# Upper Division Ready Now

ACT QualityCore

Cambridge AIICE Exams

College Board Advanced Placement

Edexcel A-level version

International Baccalaureate

# Key Benefits for Schools

- Students motivated to take tough courses and study hard
- A very strong curriculum and teachers trained to teach it for schools and students with weak instructional resources
- A strong system for preparing the most able students for selective colleges
- A way to identify students not college-ready by the end of the their sophomore year and to provide instruction carefully focused on the things they must do to succeed
- Trading a time-in-the-seat system for one that rewards performance

# Key Benefits for Higher Ed Institutions?

- Will eventually get colleges out of the remedial education business, while, at the same time:
- Will get many more students applying to H.E. institutions ready to do the work
- Access will improve and *persistence will greatly increase*