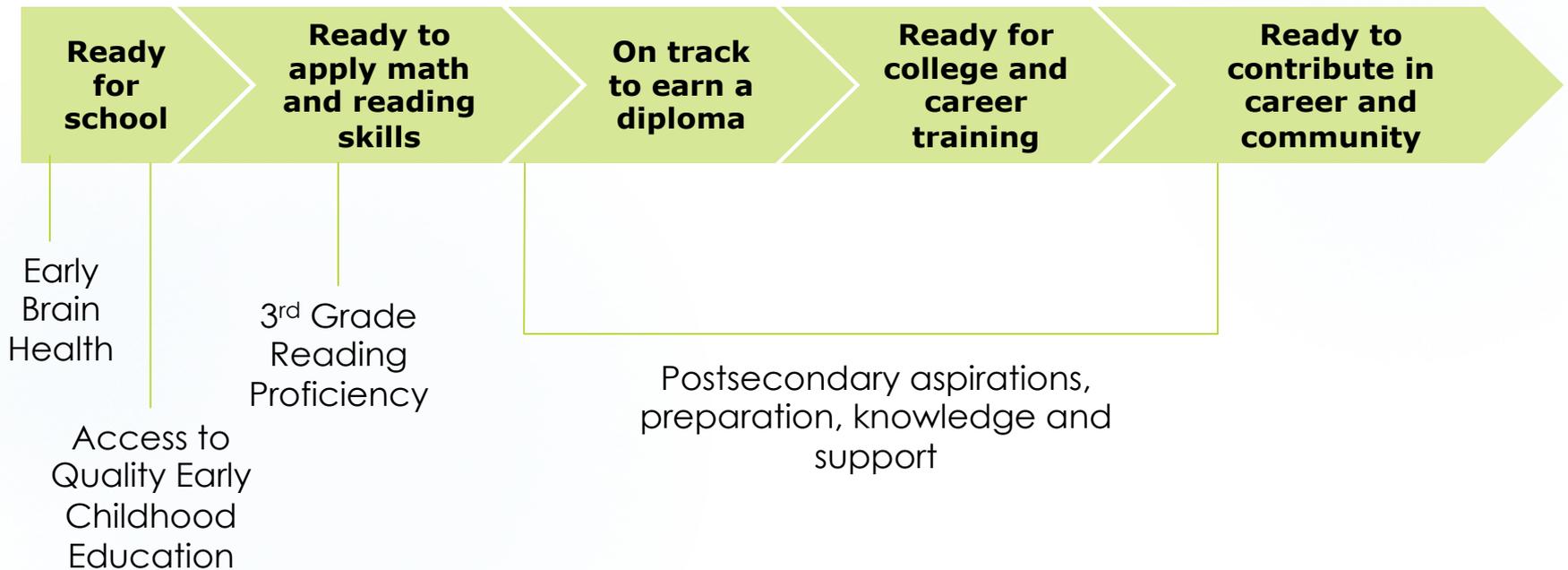


Cradle to Career Continuum for Increasing a Young Person's Chances for Success into Adulthood



Our Changing Economy and Growing Importance of Postsecondary Education



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Presentation to Charlotte-Mecklenburg
Opportunity Task Force
October 29, 2015

About Charlotte Works

Our Mission: Charlotte Works is a workforce leader that creates community partnerships and provides policy guidance to advance an integrated, market-driven workforce and economic development system.



About John M. Belk Endowment

Our Vision: A stronger North Carolina where all residents have access to educational pathways that help them realize their career goals aligned with our state's workforce needs.



**John M Belk
Endowment**
ELEVATE THROUGH EDUCATION



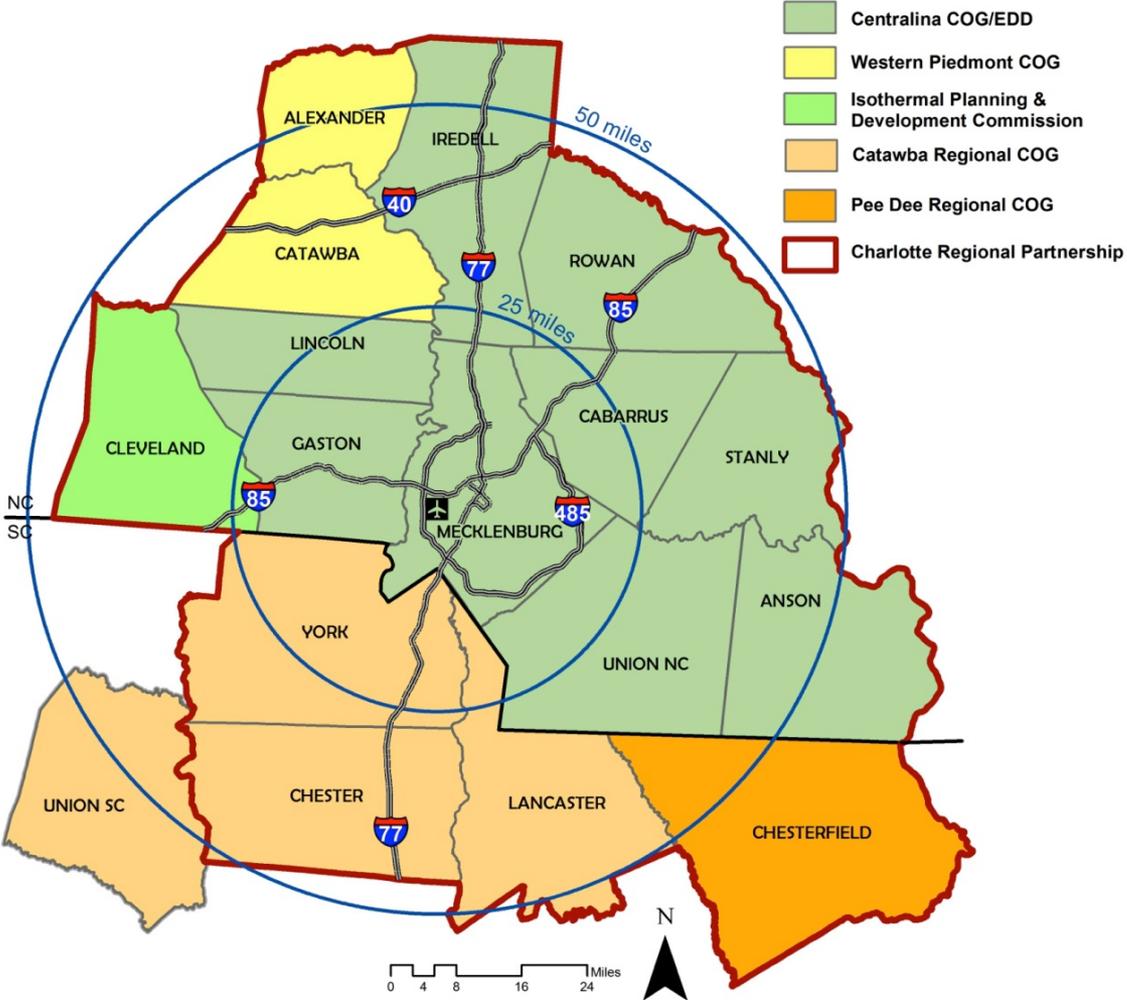
Our Changing Workforce:

DEMAND AND SUPPLY FOR TALENT



Workforce
development *is*
economic
development

Charlotte's Laborshed





Ensuring our workforce
means ensuring
participation for all.

Ensuring our workforce is a community-wide issue



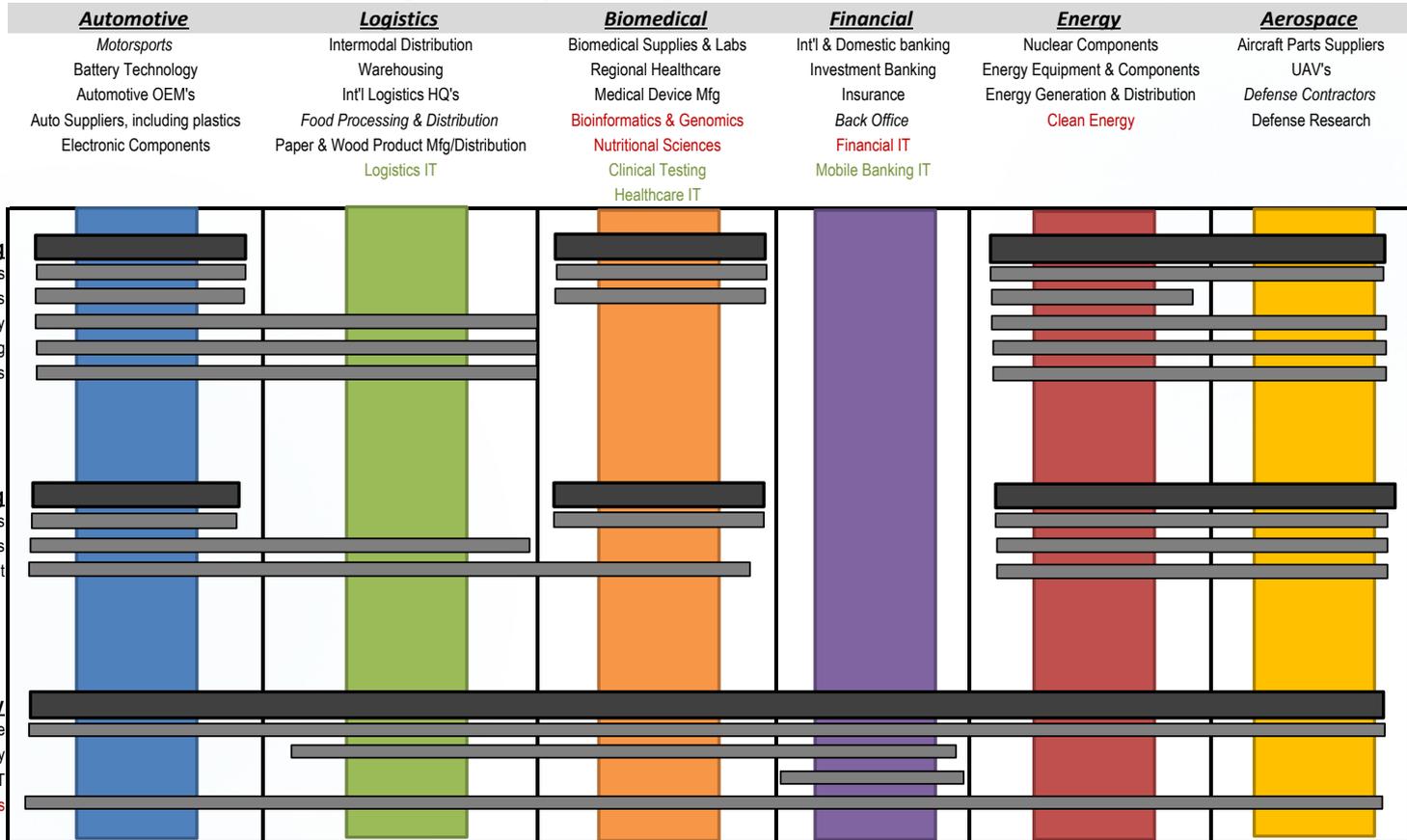
Mecklenburg County's Projected Population (2015)	1,036,498
Mecklenburg County adults with a high school diploma or less (25-64)	152,580 (28.7%)
Mecklenburg County's labor force	526,058
Mecklenburg County's unemployment (Estimate 2013)	34,385
Number of jobs in Mecklenburg (Q4 2014 BSLA)	627,087
NET number of commuters into Mecklenburg each day	128,655

What Employers Want



Our Focus

Target Competency Matrix: Charlotte USA



RED = emerging

GREEN = aspirational

Vertical Industry = Industries that focus on specific market or product.

Horizontal Industry = Competencies which focus on unique technology, workforce skill, or physical asset that supports numerous vertical industries.

Source: CEDS Study, 2012

Workforce Trends



- ▶ Traditional manufacturing continues to shed jobs
- ▶ Traditional “middle jobs” — those that paid a family-sustaining wage and required minimal formal education or training — are disappearing
- ▶ Baby-boom retirements will exacerbate an emerging skills gap among experienced, skilled workers
- ▶ High-skill in-migrants will help fill part, but not all, of this skills gap; not enough high skill **workers grown locally** to keep up with long-term demand

Shortage of Skilled Workers



- ▶ NC Dept. of Commerce 2014 Employer Needs Survey found 45% of all employers had difficulty finding qualified employees.
- ▶ Half of US manufacturing companies report plans to increase US-based production by at least 5% over the next five years. Yet more than 75% report a moderate to severe shortage of skilled workers. (Accenture, 2014)



But all of these jobs
won't require a 4-year
degree!



“ ... as many as **25 million new** **job openings** in the US between 2010 and 2020 (47 %) will fall into the middle-skills category. ”

HARVARD BUSINESS REVIEW, DECEMBER 2012



“Middle Skills” jobs

are those that require at least a high school diploma but less than a 4-year degree.

Examples of
middle-skills
jobs that
don't require
a 4-year
degree

COMPUTERS AND IT COMPUTER SUPPORT SPECIALISTS 607,100 NUMBER OF JOBS	\$46,260 MEDIAN ANNUAL PAY
ENGINEERING ELECTRICAL TECHNICIANS 151,100	\$56,040
INDUSTRIAL ENGINEERING TECHNICIANS 62,500	\$48,210
HEALTH CARE SUPPORT CARDIOVASCULAR TECHNICIANS 49,400	\$49,410
RESPIRATORY THERAPISTS 112,700	\$54,280
INSTALLATION, MAINTENANCE, AND REPAIR HVAC INSTALLERS 267,800	\$42,530
TELECOMMUNICATIONS INSTALLERS 194,900	\$54,710
LIFE, PHYSICAL, AND SOCIAL SCIENCES FOOD SCIENCE TECHNICIANS 21,300	\$32,760
ENVIRONMENTAL SCIENCE TECHNICIANS 29,600	\$41,380
PRODUCTION SEMICONDUCTOR PROCESSORS 21,100	\$33,130

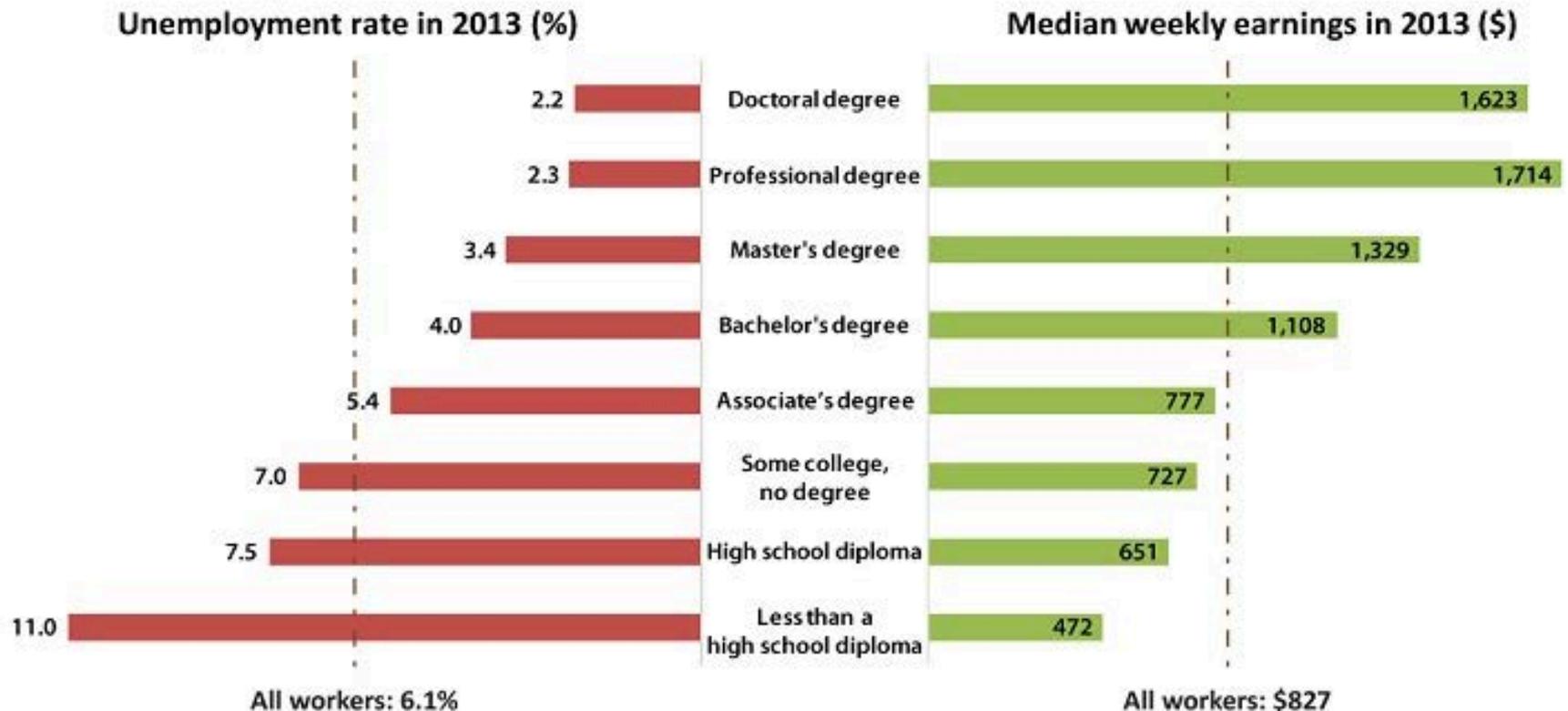
SOURCE OCCUPATIONAL OUTLOOK HANDBOOK (U.S. BUREAU OF LABOR STATISTICS, 2010)



The value of a high school education has gone down dramatically over the last several decades.

U.S. Earnings and Unemployment by Educational Attainment

Earnings and unemployment rates by educational attainment



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

Median Adjusted Household Income of Households Headed by 25-32 Year-Olds by Educational Attainment



In 2012 Dollars

	All	Bachelor's degree or more	Two-year degree/ Some college	High school graduate
Millennials in 2013	\$57,175	\$89,079	\$51,962	\$39,842
Gen Xers in 1995	\$54,081	\$86,237	\$55,168	\$45,164
Late Boomers in 1986	\$54,140	\$81,686	\$59,518	\$47,986
Early Boomers in 1979	\$55,384	\$71,916	\$58,432	\$50,097
Silents in 1965*	NA	NA	NA	NA

A living wage for a family of three in Char-Meck is **\$23/hr**



Monthly expenses for a family of 3	
Housing	\$793
Food	\$361
Childcare	\$1,339
Healthcare	\$343
Transportation	\$377
Other necessities	\$296
Taxes (payroll and income)	\$547
Total	\$4,057
Annual total	\$48,680
Hourly wage needed	\$23

North Carolina Projected Job Growth by Occupational Category, 2014 – 2024

**Note: Median Hourly Earnings in red are those that fall below the minimum amount of money (\$21.63) needed to cover basic living expenses for 1 Adult, 1 child*

SOC	Description	2014 Jobs	2024 Jobs	New Jobs	Change, 2014 - 2024	Replacement Jobs	Total Openings	Median Hourly Earnings*
11	Management Occupations	220,250	245,194	24,944	11.3%	50,455	75,399	\$43.12
13	Business and Financial Operations Occupations	205,058	238,324	33,266	16.2%	45,001	78,267	\$29.32
15	Computer and Mathematical Occupations	120,514	143,680	23,166	19.2%	21,591	44,757	\$36.16
17	Architecture and Engineering Occupations	61,585	70,326	8,741	14.2%	15,588	24,329	\$32.45
19	Life, Physical, and Social Science Occupations	39,039	45,811	6,772	17.3%	12,075	18,847	\$29.12
21	Community and Social Service Occupations	70,089	81,912	11,823	16.9%	18,025	29,848	\$20.44
23	Legal Occupations	29,303	33,544	4,241	14.5%	5,133	9,374	\$33.51
25	Education, Training, and Library Occupations	269,447	315,039	45,592	16.9%	60,952	106,544	\$19.92
27	Arts, Design, Entertainment, Sports, and Media Occupations	66,338	76,342	10,004	15.1%	17,494	27,498	\$19.11
29	Healthcare Practitioners and Technical Occupations	257,794	301,173	43,379	16.8%	58,158	101,537	\$33.13
31	Healthcare Support Occupations	157,379	179,658	22,279	14.2%	32,726	55,005	\$11.65
33	Protective Service Occupations	103,679	116,232	12,553	12.1%	30,633	43,186	\$15.72
35	Food Preparation and Serving Related Occupations	394,615	443,876	49,261	12.5%	162,465	211,726	\$9.39
37	Building and Grounds Cleaning and Maintenance Occupations	176,359	209,105	32,746	18.6%	40,961	73,707	\$10.26
39	Personal Care and Service Occupations	148,074	169,962	21,888	14.8%	37,992	59,880	\$10.00
41	Sales and Related Occupations	493,860	541,665	47,805	9.7%	158,096	205,901	\$15.00
43	Office and Administrative Support Occupations	674,982	748,113	73,131	10.8%	158,930	232,061	\$15.36
45	Farming, Fishing, and Forestry Occupations	29,626	28,085	(1,541)	-5.2%	9,708	8,167	\$11.12
47	Construction and Extraction Occupations	194,916	213,035	18,119	9.3%	40,246	58,365	\$15.85
49	Installation, Maintenance, and Repair Occupations	186,337	205,428	19,091	10.2%	47,053	66,144	\$18.75
51	Production Occupations	340,208	348,200	7,992	2.3%	86,858	94,850	\$14.98
53	Transportation and Material Moving Occupations	305,438	326,900	21,462	7.0%	77,392	98,854	\$13.91
55	Military occupations	140,901	141,085	184	0.1%	33,229	33,413	\$15.78
	Total North Carolina	4,685,790	5,222,688	536,898	11.5%	1,220,761	1,757,659	\$18.62



What are the career prospects for individuals with only a high school diploma or less?

Many jobs will require a high school diploma or less, BUT they

- ▶ Often pay less;
- ▶ Offer fewer opportunities for advancement and leadership; and
- ▶ Require far fewer skills than middle skills jobs, suggesting individuals really do need additional education/ training across skills areas to advance.

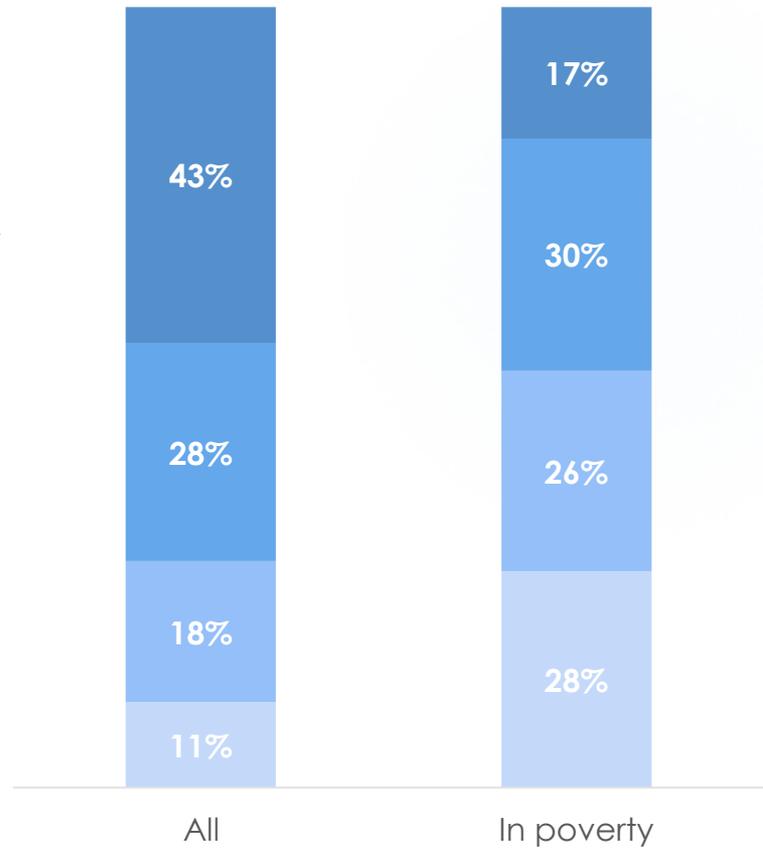


4 out of 10 adults in Mecklenburg have a college degree

Higher than the national average of 30%

Educational Attainment of individuals 25 years and over in Mecklenburg

- Bachelor's or higher
- Some college or associate's
- High school or GED
- Less than high school

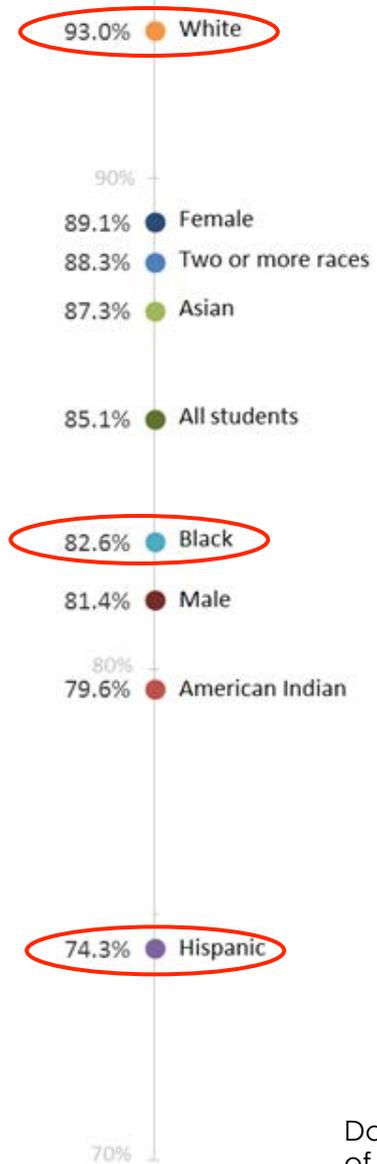


Data source: U.S. Census Bureau, 2014 American Community Survey 1-year Estimates

CMS high school graduation rate has risen from 70% in 2010 to 85% in 2014

Graduation rates vary widely across demographic groups

High School Graduation Rate by Race/Ethnicity, Gender

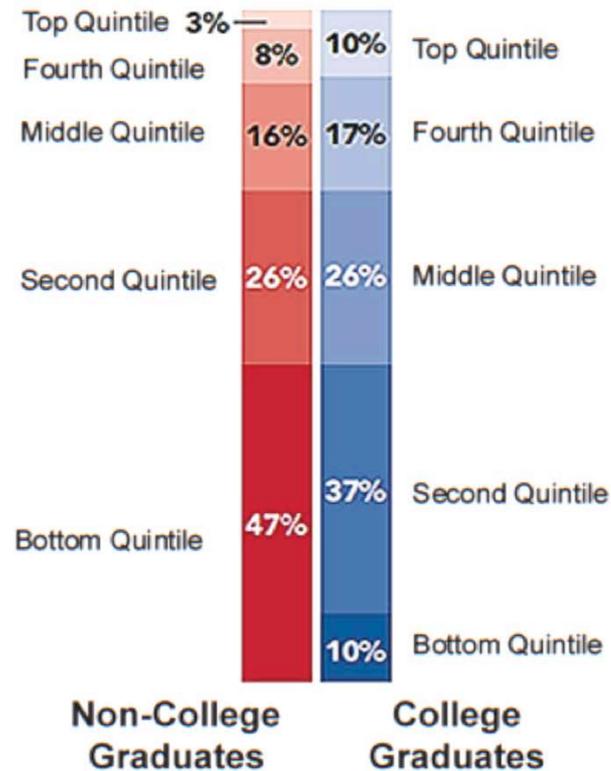


Data source: North Carolina Department of Public Instruction, 2013-14

Children of college graduates have greater upward mobility

How Does Education Affect Income Mobility?

Children born in families in the bottom quintile grow up to be in the:



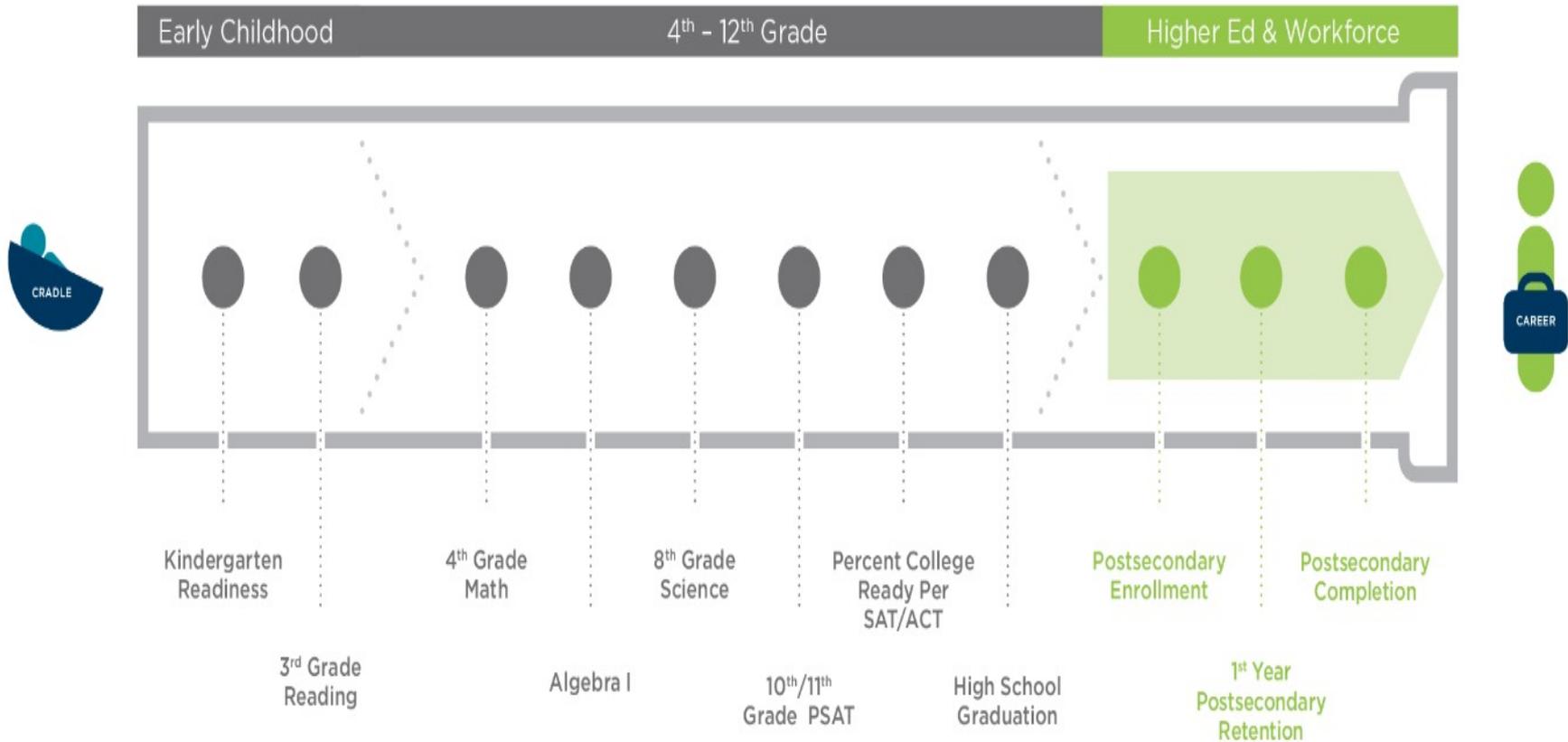
College Access and Success Remains Unequal

- ▶ In 2012, only 52 percent of children from families in the bottom fifth of the income distribution in US enrolled in postsecondary education right after graduating from high school, compared to 82 percent of graduating students from families in the top fifth of the income distribution, despite considerable gains in low-income college enrollment over the past 30 years.
- ▶ Low-income students who performed in the top third of students in 8th grade math were just as likely to graduate college as their high-income peers who performed in the bottom third in math.



Preparing our young
people for
postsecondary success
doesn't just start in high
school

Cradle to Career Model



Source: Dallas
COMMIT!

College and career readiness counseling: from elementary to high school

The Eight Components of College and Career Readiness Counseling should be applied in elementary, middle and high schools.

Component	Elementary	Middle	High
College Aspirations	•	•	•
Academic Planning for College and Career Readiness	•	•	•
Enrichment and Extracurricular Engagement	•	•	•
College and Career Exploration and Selection Processes	•	•	•
College and Career Assessments	•	•	•
College Affordability Planning	•	•	•
College and Career Admission Processes			•
Transition from High School to College Enrollment			•

Source: The College Board National Office for School Counselor Advocacy, 2010

Elementary Parent Guide to College & Career Readiness

Really? I need to think about life after high school while my child is in elementary school?

Yes, you really do. Research shows that the progress a child makes towards college and career readiness by 8th grade is critical to their future success. That means that the foundation is laid during the upper elementary years.

Here are some career development and academic skills and knowledge that will help your child be ready for college and career.



Success in early reading and math:

The student can read on grade-level and do grade-level math by the end of second grade.

Personal Responsibility: The student exhibits good work habits. Help your child by increasing responsibility around the house and for doing schoolwork.



Interpersonal relationships: The student interacts positively with those around him/her. Help your child by exposing them to experiences that require that they work or play with others.

Decision making: The student understands the decision-making process. Encourage your child to make decisions on their own – perhaps with a small spending budget or arranging a family day out. Anything that involves choices.

Career Development Skills: *

- Awareness of the relationship between school and work.
- Skills to understand and use career information.
- Awareness of the benefits of academic achievement.
- Awareness of different occupations and the changing gender roles.
- Awareness of the career planning process.



* NCDA Guidelines

Middle School Parent Guide to College & Career Readiness

Really? I need to think about life after high school while my child is in middle school?

Yes, you really do. Research shows that the progress a child makes towards college and career readiness by 8th grade is critical to their future success. In one study, only 2 of 10 eighth-graders were on track for successful college-level work by the time they graduate from eighth grade.*

Here are some career development and academic skills and knowledge that will help your child be ready for college and career.

*Adapted from:
Paving the Way for Success in High School and Beyond: The Importance of Preparing Middle School Students for the Transition to Ninth Grade; P/PV Groundwork; Grossman & Cooney*

Meeting grade-level standards in core classes. This is the biggest predictor of success in high school and post-secondary. Students struggling in a core class in 8th grade have a difficult time meeting standards in high school.

Ability to manage time and planning for projects and commitments. Help your child plan their assignments and projects.

After-school programs that are school-based and high quality can provide children with a sense that they can do well academically. They also try harder at school.

Healthy coping strategies for problems and challenges that come their way. Don't be quick to rescue your middle-schooler; rather, encourage him/her to strategize healthy ways to meet the challenge.

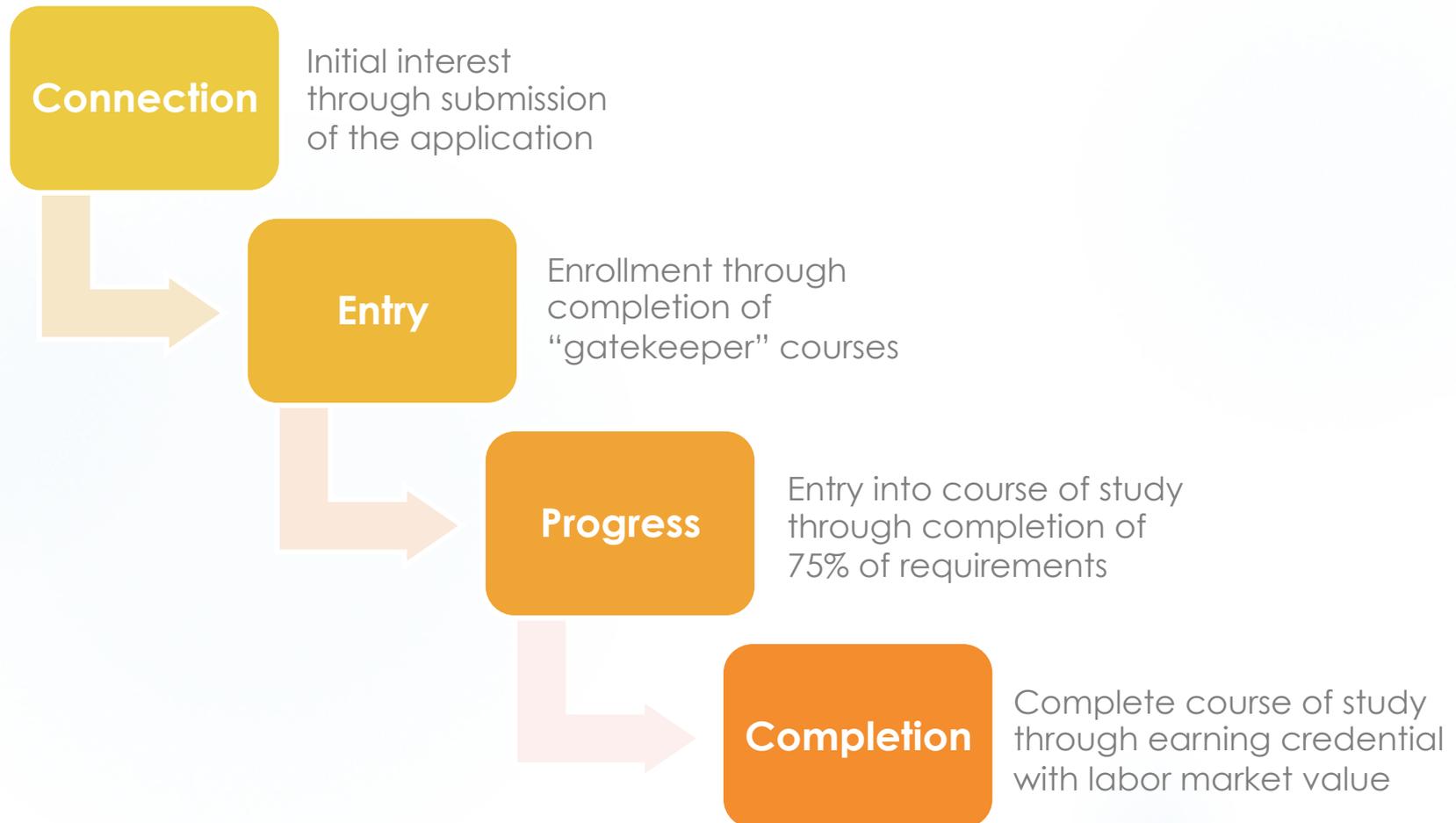
School attendance is a strong indicator of success in high school and beyond.

Career Development Skills:

- Understanding the relationship between learning and work.
- Can clearly articulate areas of strengths and interests.
- Knowledge of skills necessary to seek and obtain employment.
- Understands the process of career development.
- Skills to understand, locate, and use career information.



Creating Momentum Framework

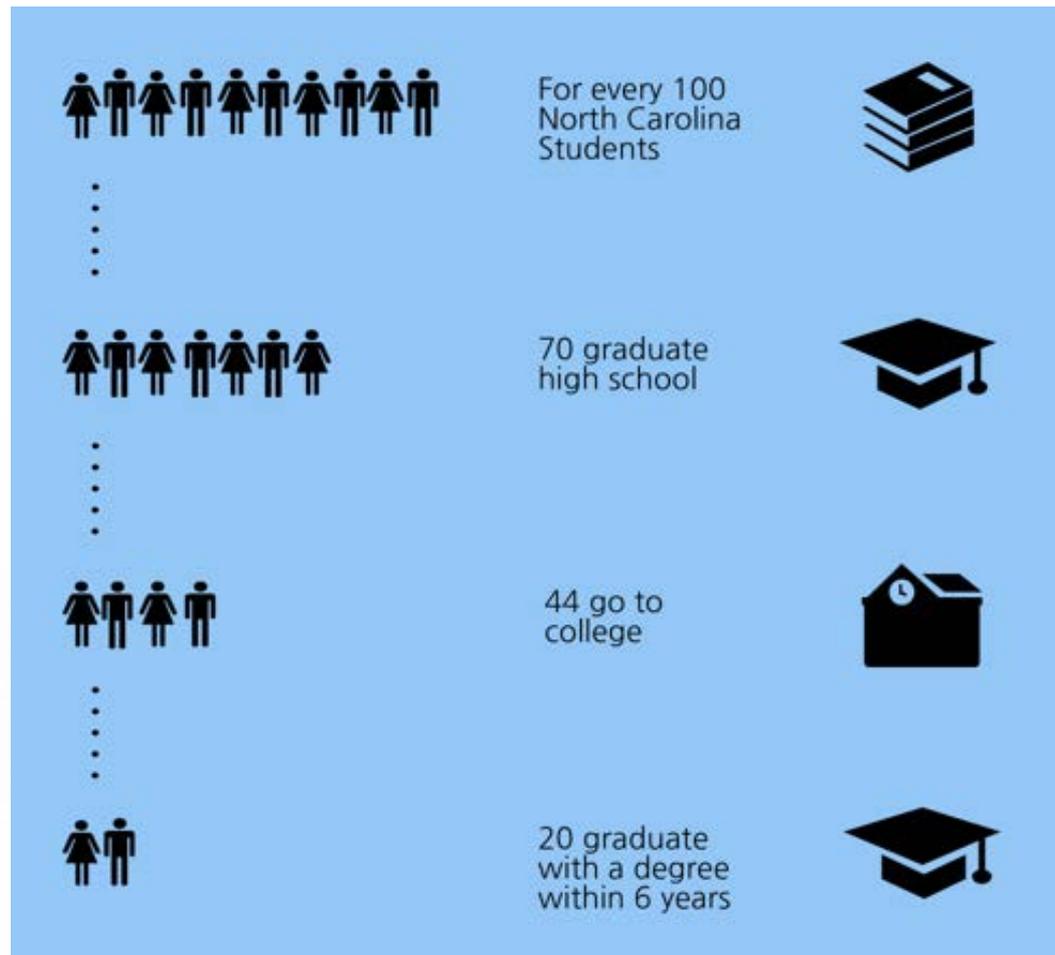


What does the data tell us?

- ▶ CMS overall graduation rate for 4-yr cohorts improving: 69.9% in 2010 to 85.1% in 2014
- ▶ 48% of CMS 2013-14 graduates reported planning to attend a 4-year college or university (intention)
- ▶ 23% of 2013-14 graduates enrolled at CPCC
- ▶ On average, 70% of CMS grads matriculating to CPCC require remediation in reading and/or math
- ▶ CPCC's graduation rates for cohorts of first-time, full-time freshmen have not exceeded 16% since beginning of data collection in 2009

The Leaky Pipeline:

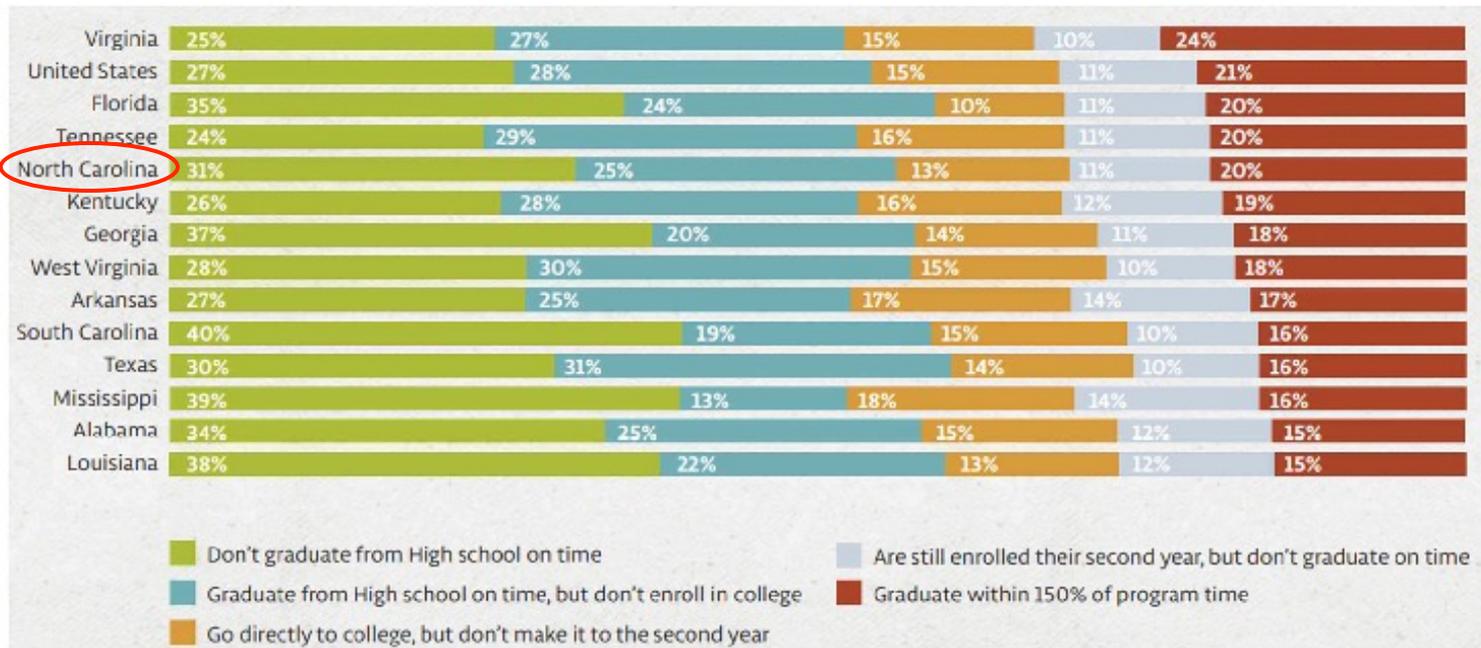
High School to College Graduation



Data Source: NCHEMS Information Center for Higher Education and Policy Making, 2010

How does North Carolina compare?

For Every 100 9th Graders
Estimated Educational Completion and Persistence, 2010



Source: NCHEMS Information Center estimate using data from Tom Mortenson—Public high school graduation rates and College-going rates of students directly from HS, ACT Institutional Survey—Freshmen to sophomore retention rates, NCES-IPEDS Graduation Rate Survey—Graduation Rates.

Sample Loss Points

Connection

- Lack of information about
 - college options
 - financial aid availability

Entry

- Not prepared for placement tests
- Not seeking help to choose program of study
- Not prepared for college-level work

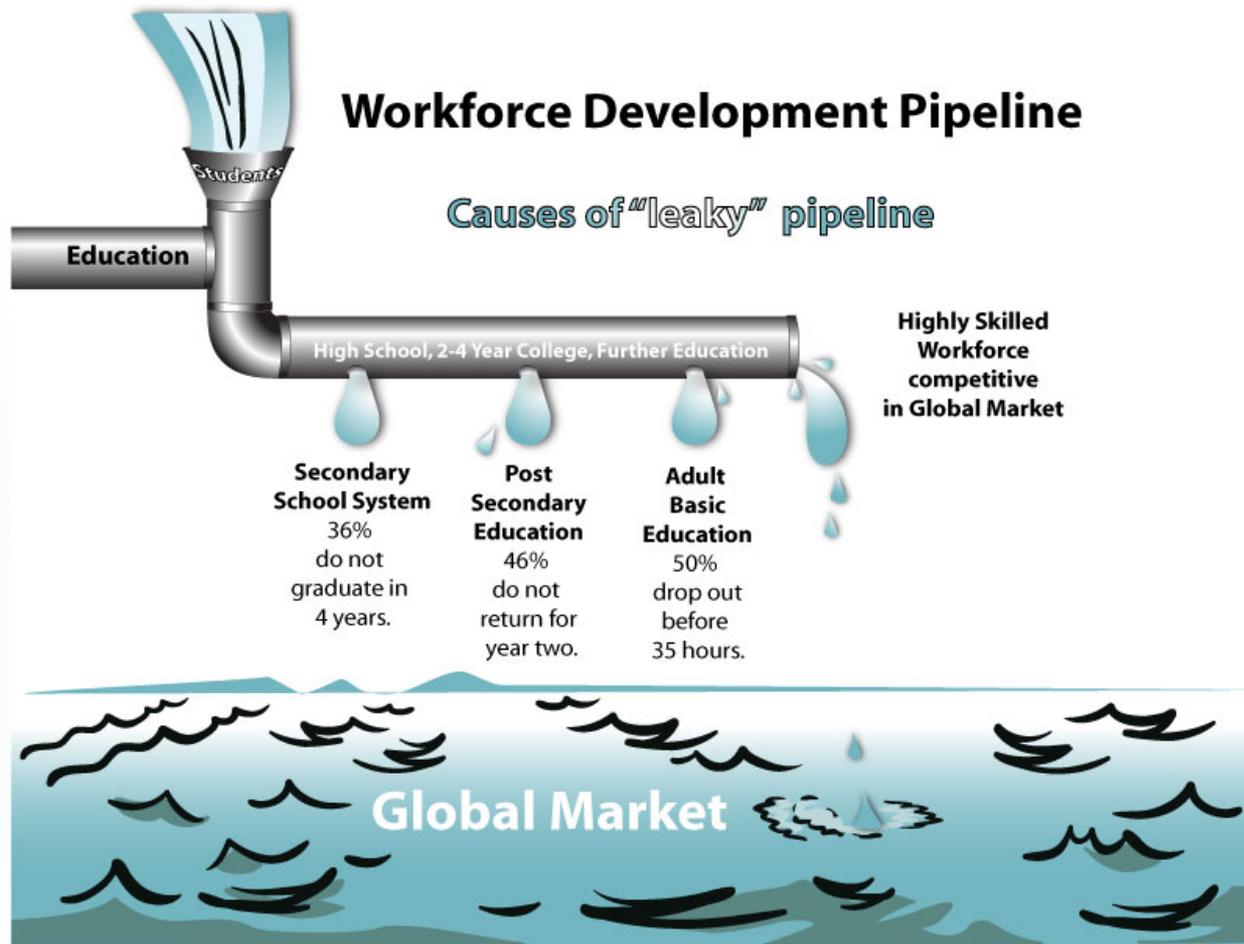
Progress

- Not enrolling in the right courses in right order
- Limited availability of required courses
- Lack of information connecting program of study to desired career

Completion

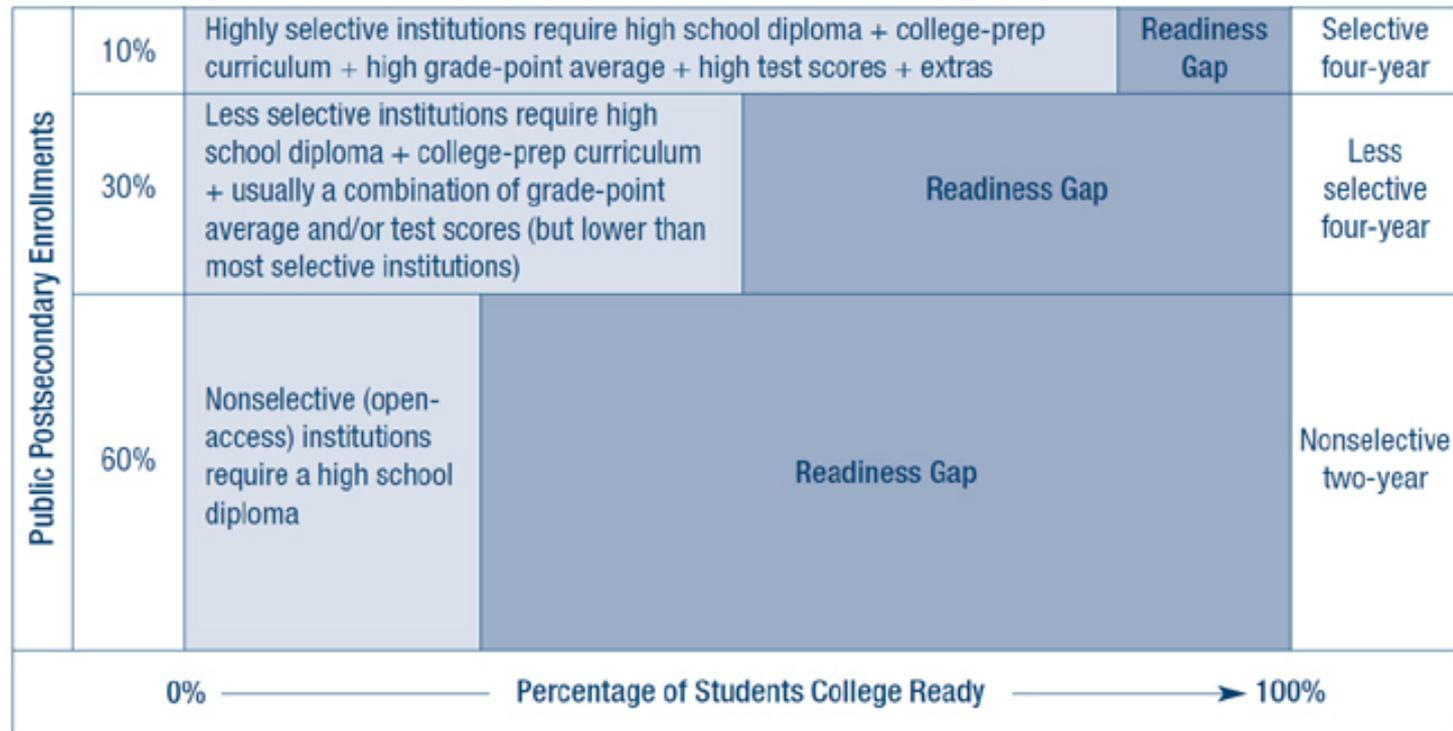
- Credentials lack proper sequence
- Lack of guidance in counting credits toward credential

Why aren't all students making it into the workforce?



Gap between college *eligibility* and *readiness* to do college-level work among HS graduates (US)

Figure 1: The Readiness Gap by Institutional Sector





What do we need to
focus on to increase
postsecondary
attainment?

Key “System/Structural” Challenges

- ▶ **Shortage of informed career advising** for both students and adults (often due to lack of awareness of local workforce intelligence and low ratio of counselors to students)
- ▶ **Students’ lack of awareness and exposure** to options/procedures—e.g. starting earlier in school, college application processes, financial support available, etc.
- ▶ **Massive shortage of work-based learning** opportunities for students (which generates interest in high-demand careers...paid internships, apprenticeships, etc.)
- ▶ **Shortage of support for retention and completion** after enrolling in postsecondary

Key “System/Structural” Challenges

- ▶ **Disconnect between the institutions**
(K-postsecondary) serving students
- ▶ **Lack of shared data** systems/exchange to follow and share information on students
- ▶ **No shared metrics or community goals** among education (K-12 to postsecondary), business and workforce partners (what is our post-secondary goal?)
- ▶ **The meaning of a high school diploma:** It has to mean that ALL students are college and career ready

Mapping Our Postsecondary “Ecosystem”

- ▶ **An inventory:** Who’s doing what in our community along the postsecondary workforce development pipeline?
- ▶ **Interconnectedness** among the various postsecondary players and resources
- ▶ **Who’s missing** in the postsecondary conversation
- ▶ **What’s working well** that might be scalable
- ▶ **Major postsecondary initiatives in other communities** that we should pay attention to



Q and A