

Career Readiness

For All

Spring

2019



Coalition For
Career Development

Coalition for Career Development

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Our Vision

The Coalition for Career Development is **committed** to making career readiness the **first priority of American education**.

We believe that providing *ALL* learners with high- quality career development services and technology will help ensure that they secure productive employment in their chosen career as efficiently and cost-effectively as possible. This will also better meet the needs of employers for a skilled workforce, elevate the dignity of all work and help more young people achieve the **American Dream**.

Executive Summary

Overview

The goal of the Coalition for Career Development is to make career readiness the first priority of American education. Our vision is to ensure that ALL students secure productive employment in their chosen pathway as efficiently and cost-effectively as possible.

This paper offers a starting point for building a national consensus behind the achievement of that goal and vision. The paper begins by defining the underlying challenge:

- ▶ While our nation has invested hundreds of billions of dollars in improving education, we have devoted relatively few resources to providing quality career development¹: the process that helps individuals establish career and life goals and to then develop the skills needed to pursue personalized career pathways.
- ▶ Because of inadequate self-exploration, career exploration, career planning, and skills development, many students leave high school without a clear plan for their future. As a result, many flounder. About a third of high school graduates don't go to college right away and often struggle to find meaningful work. And even many of those who do go to college lack direction and drop out. Only 60% of first-time undergraduates finish a four-year degree within six years, and only 30% of students at community colleges earn an associate's degree within three years.² As a result, the U.S. has the highest college dropout rate in the industrialized world.³ Student loan debt has soared to \$1.5 trillion⁴, almost triple the level in 2007, and students with loans carry a crippling average balance of \$37,000.⁵

- ▶ These factors also contribute to a labor force/ industry skills gap crisis that over 90% of CEOs see as a serious problem.⁶ Quality career development programs address the skills gap by building stronger connections between school and work so that youth are able to gain access to work-based learning opportunities that equip them with the skills needed in today's economy.

In recent years, this crisis has received growing attention, and many initiatives have been launched to address the problems. While encouraging, these efforts are just a beginning. After describing the implications of these challenges for both students and the economy, this paper proposes a framework of practical, cost-effective solutions to accelerate progress and ultimately achieve a nationwide scale.

Proposed Solutions Framework

The following solutions are an outgrowth of the National Career Development Summit that the Coalition (referred to in this paper as CCD or The Coalition) convened in Washington, D.C., in September 2018. The Summit involved some 200 leaders from education, business, government and philanthropy, who reviewed and revised a draft of these solutions. We believe these solutions would produce

enormous benefits for both students and the economy, and that the returns would far outweigh the required investment.

Our Framework is built around five pillars, each of which is a critical component in creating high-quality systems of career development. We believe all of this work must be guided by a set of Overarching Principles. These include the need to fully engage business and industry in this effort, since it will have a huge bearing on their ability to recruit the kinds of skilled workers they need to prosper. We must also make a much greater effort to promote equity, which is essential if we are to develop a workforce that reflects the rapidly changing demographics of America. Other overarching principles include starting career development in elementary school, or middle school at the latest; giving this work more time in the school day, as well as greater financial resources; and the need to engage the broader community in career development.

The Five Pillars for Creating High-Quality Career Development Systems:

- 1 Prioritizing Career Planning:** Efforts to increase career readiness are critical to improving post-secondary readiness—therefore career development activities should begin no later than middle school, and require all students to develop and maintain a personal Career and Academic Plan that aligns career and life goals to academic, postsecondary, and career pathways.⁷
- 2 Providing Professional Career Advising:** To ensure that career development becomes a central priority, schools and post-secondary institutions need to appoint trained professionals to oversee this work. Providing access to high-quality career development will require more credentialed career advisers and licensed counselors in every school and post-secondary institution. These advisers must have specific career-development knowledge and competencies. To help meet this need, the Coalition has worked with the National Career Development Association to create a new staff position, School Career Development

Advisors (SCDAs), who would be expected to involve the whole school, families, employers and the broader community in this effort. SCDAs would play both a direct service role in working with students, and a coordinating role, helping integrate career development activities throughout the school experience, and working with employers to increase opportunities for work-based learning.

3 Emphasizing Applied and Work-Based Learning:

Applied and work-based learning should be an integral part of education in high school and beyond. Business, government, and educators must collaborate to scale up a continuum of options, such as job shadows, internships, apprenticeships, etc. States, school systems, and post-secondary institutions should set bold goals for increasing these opportunities. Educational programs should also encourage students to earn high-quality, industry-recognized certifications where available.

4 Providing High-Quality Career Development

Technology: High quality career development technologies should play a key role in helping students develop their personal career and education plans. All students, teachers and career development advisers should be provided access to a defined baseline level of technology that will ensure they can make good use of these tools.

- 5 Ensuring Accountability:** While most states have adopted measures of accountability that recognize the importance of career readiness, they now need to concentrate on rigorous implementation to ensure all students have access to quality career pathway programs and student supports to ensure success. States should base funding of post-secondary institutions on outcome measures, like job placement and graduation, rather than input measures such as enrollment.



We believe this moment marks an inflection point, not just for our company, but for business and society at large. [...] IBM does not believe that the future belongs to the few. We believe it belongs to all of us—and we translate that belief into practice and policy.

— Ginni Rometty
Chief Executive Officer, IBM

The Challenge

Introduction

The greatest obligation of our education and workforce development system is to prepare young people for successful lives as adults, including satisfying careers that will allow them to achieve economic independence.

Despite the economic recovery, we are failing to meet this obligation for millions of young people. That failure is imposing a huge burden on young people and their families; on educational institutions and the governments that pay for them; and on companies and the broader economy.

Our current system of preparation is very inefficient; it simply doesn't work well for many students or their parents. While we encourage most students to attend college, many are ill-prepared and subsequently drop out before graduating, leading to the world's highest college dropout rate. Many of those who do graduate struggle to find satisfying, good-paying jobs, but still must contend with huge student loan debt. Because we increasingly view higher education as a "private good," student debt has skyrocketed to \$1.5 trillion – surpassing all other forms of debt except mortgages.

Our current system is also ineffective. Our schools and colleges often do a poor job of exposing students to in-demand careers and equipping them with the skills needed to succeed in those fields. This disconnect between education and the economy has created a skills shortage (or skills mismatch) that over 90% of CEOs consider a serious problem. Meanwhile, Gallup reports that only 33% of U.S. employees are "engaged" in their jobs, meaning they love their work and strive to make their organizations better every day. In sharp contrast, 16% are "actively disengaged," meaning they are miserable at work and undermine the organization. The remaining half, 51%, are "not engaged": they show up, but are not committed.⁸ This is a stunning

indictment of our failure to prioritize career development.

And perhaps most troubling, our system is inequitable. The demographics of the American workforce are changing beyond recognition. As recently as 1980, the workforce was almost 80% white. Today, whites account for fewer than two-thirds of workers, and by 2050, if not sooner, they will constitute a minority of workers. Yet our education system often ignores or is ill-equipped to deal with these realities. While the majority of public school students are now students of color, huge gaps in academic achievement and economic opportunity continue to separate black, Hispanic, Native and some other racial minority students from their white counterparts. These trends pose a major challenge to an economy that increasingly requires workers to have completed at least some post-secondary education and training. And they also help explain why economic mobility has fallen sharply in the U.S., and is now far behind where it stood at the end of World War II.⁹

All of these problems stem from our shocking national neglect of career development: the essential process that helps individuals decide what career they are best suited for, and to then map out the best pathway to that career, including the time, personal effort and education needed to successfully pursue it. The Coalition believes that we would make enormous progress in addressing these problems if we reversed this neglect by establishing career development and readiness as the central priority of education. This is hardly a call for radical reform. Rather, it is really a call to return to common sense.

A Flawed Paradigm

Over the past generation, the pendulum in education reform swung almost entirely towards academic attainment and achievement, while de-emphasizing career development and preparation. This culminated in a paradigm (established through explicit policies and reinforced by the prevailing culture) that promoted a policy of “college for all,” especially the four-year college experience, as the ultimate goal of K-12 education. While four-year degrees are essential for many of the best-paid careers, and colleges certainly prepare many graduates for success, the “college for all” approach has proven inadequate for the majority of students. Consider the following:

- ▶ Though the goal of earning a bachelor’s degree is almost universally embraced, only 33.4% of U.S. adults over the age of 25 have actually achieved this goal – meaning two-thirds have fallen short.¹⁰
- ▶ Many students who enroll in college are not academically prepared and/or lack clear career objectives.¹¹ Many of them drop out before earning a degree, giving the U.S. the dubious distinction of having the highest college dropout rate in the developed world. And even many of those who do graduate require six years to earn a four-year degree.
- ▶ While 80% of jobs require some form of postsecondary education or credentialing, our cultural focus on four-year degrees ignores the fact that 54% of credentialing programs take one year or less to complete. These short-term programs are especially valuable to nontraditional students, who now constitute the vast majority of students in postsecondary education, because they provide pathways that can be completed in far less time and cost than conventional degree programs.¹²
- ▶ The “college for all” focus (often understood as “university for all” or “four-year degrees for all”) has unintentionally fostered an elitist environment in which community/technical colleges—and the careers for which they prepare students—are often under-

valued and underfunded. Yet according to Georgetown’s Center on Education and the Workforce, 44% of all “good jobs” in America – those that pay at least \$35,000 for workers aged 25-44 – are held by people who have not earned a bachelor’s degree. This includes people who have earned a certificate, completed some post-secondary education, or even just earned a high school degree. In all, there are almost 30 million good jobs for these people: jobs that provide access to the middle class.¹³

This is not only a K-12 education problem. Many students also are dissatisfied with the career preparation they receive in college. Consider:

- ▶ Though the vast majority of college students entered college with the expectation that it would prepare them for the world of work, only about a third are confident they will graduate with the skills and knowledge to be successful in the job market.¹⁴

More specifically, college graduates cited these shortcomings:

- ▶ Nearly four in 10 students – including more than one-third of seniors—have never visited their school’s career services office or used online career resources. And only 28% said their academic advisers are very helpful in identifying career options.¹⁵
- ▶ Only 29% of graduates report they had an internship or job that allowed them to use what they learned in the classroom, and students overwhelmingly want more internships.¹⁶
- ▶ 61% want classes designed to help build career skills.¹⁷
- ▶ 58% want more time focused on career preparation.¹⁸

Clearly, it is time to develop and embrace a new paradigm designed to work for ALL students, and to better prepare them for career success. This cannot be accomplished without providing more professional career advising.

Our Neglect of Career Development:

The Critical Shortage of Counselors and Career Advising

Even as we have greatly expanded efforts to promote college, we have devoted few resources to career development, despite the fact it has such enormous potential to help students figure how they can achieve the greatest return on this major investment. A striking symptom of this neglect is the acute shortage of in-school career counselors—especially counselors with expertise in career development. This means that most students in the United States have minimal access to formalized career development activities and instruction.

The American School Counselor Association (ASCA) has adopted three components of work for the school counselor. School counselors should address the academic, career, and social-emotional needs of students. A 2018 national survey conducted by Advance CTE and the American School Counselor Association found that many states are increasingly emphasizing career advising and development, and that on average they employ more than five strategies to support these goals. Nevertheless, the report concluded, “Across the board, states are not overly confident in the effectiveness of their career advising and development systems.”¹⁹

One reason is that because of their administrative responsibilities and huge caseloads (often hundreds of students for each counselor) many school counselors are simply unable to spend significant time working with individual students on customized career development and planning. While many school counselors have worked to establish career development activities, it is a frustratingly uphill battle.

In U.S. high schools today, the average student-to-counselor ratio is a staggering 464-to-1.²⁰ However, these national averages can be misleading, because our better-funded

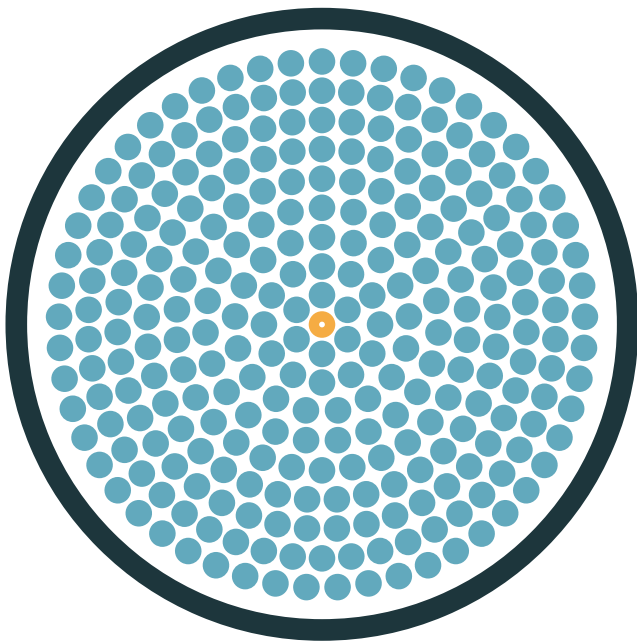
schools typically have larger counseling staffs (often including counselors dedicated to college admissions counseling), while less-resourced schools tend to have few counselors. Students from lower-income communities typically need more social-emotional supports as well as more career-focused counseling, and so often are short-changed on both fronts.

Counseling and advising professionals need significant additional resources to reach the ASCA’s national goal of lowering the current student to counselor ratio down to 250-to-1. And the reality is that to meet the needs of students in schools heavily impacted by poverty and related social challenges, we would need to go even further in these schools.

Adding to the challenge, marketplace career opportunities are evolving at a faster pace than students’ and counselors’ access to accurate career development information. The lag time between real-world career trends and school-based information only exacerbates students’ uncertainties about the career and postsecondary choices they should make.

The current situation was summed up by a 2016 SkillsUSA/Manufacturing Institute/Student Research Foundation survey, which gave 57,000 high schoolers the choice of 12 “influences on their career choices.” The top choice, selected by 63%, was their “own interests and experiences.” Only 2% selected counselors.²¹ Even given the best efforts of the school counselors, in the face of inadequate resources available on campus, many students must look elsewhere for career guidance.

As a nation, we must create and fund high-quality career pathway exploration programs and focused career development opportunities for all students.



In U.S. high schools today, the average student-to-counselor ratio is 464-to-1.



Photo courtesy of: IBM

The Consequences for Students

The lack of resources and programming for systemic career pathway exploration, planning, and work-based learning has a negative impact on student outcomes and welfare. Because so little time is devoted to career exploration, many students have only very limited awareness of their career opportunities, including those that provide faster and less expensive pathways to the middle class than four-year college. This helps explain the stunning decline in economic mobility the U.S. has witnessed since World War II, while increasing the likelihood that today's youth will be trapped in the cycle of poverty.

The neglect of career development also contributes to the lack of student engagement in school. According to Gallup, while 74% of fifth-graders are actively engaged, this falls to just 33% of tenth-graders.²² Put another way, high school is still boring for too many students. Clearly, it isn't enough to simply tell secondary school students they must learn material just because it will be on the test or help them pass a course so they can go to college. Today's students require

and deserve more compelling answers to the questions, "Why do I need to learn this?" and "How will I ever use it?", so they can make a stronger connection between their education and future career.

The lack of career development resources and programming also contributes to the inefficiency of our higher-education system. Many students either do not have clear goals or lack understanding of what degrees, majors and courses will increase their chance of employment. Consider:

- ▶ Even after six years, only 60% of first-time, full-time college students complete their bachelor's degree.
- ▶ Only 30% of first-time college students pursuing an associate's complete their degrees in three years (150% more time than the degree is supposed to take).²³
- ▶ Only 40% of high school grads tested by ACT were interested in the fastest-growing career fields.²⁴

- ▶ Even many students who do graduate often end up underemployed or working in fields unrelated to their college major. This contributes to frequent job changes and long-term underemployment. While the median worker spends 4.2 years in each job, and adults 55 to 64 have a median tenure of 10 years, young adults aged 28 to 34 spend only 2.8 years in each job—making it more difficult to embark on a promising career pathway.²⁵

Perhaps the most punitive result of this disconnect between school and work is college debt, which now averages \$37,000 per student. Moreover, many students aren't making enough money to pay back these loans. This explains why more than 1 million people default on their student loans each year, putting them at risk of losing access to credit to purchase a home or other goods and services critical to the economy.²⁶ To help make ends meet, more students are forced to return to their parents' home after graduation, rather than fully entering the economy as independent adults.

It is important to emphasize that investing in one's education is still a wise investment, as long as that investment has a good chance of leading to entry into a good-paying career and successful advancement through one's consciously chosen career pathway.

The Negative Consequences for the Economy

Together, these problems have a massive, debilitating impact on our economy, including:

- ▶ First, the enormous \$1.5 trillion in student loan debt puts student loans just behind mortgages as the largest form of debt in the nation, greater than credit card debt and car loans. Even worse, the non-dischargeable nature of college debt (meaning it cannot be eliminated through bankruptcy) literally requires students to bet their economic future on the claims made by the colleges regarding the financial return they will earn on the investment they made to earn their degree.
- ▶ Second, the inefficiencies in our system of education result in billions of dollars of expenditure that ultimately do little to benefit the economy. By the time an American student finishes college, more money is spent on his or her education than in nearly every other country in the world, yet even that much money is producing only middling results on international tests.²⁷
- ▶ Third, the disconnect between the programs students choose and the actual jobs in the economy has created a wide skills gap. In June 2018, the Western Governors' Association reported that there are 6.6 million unfilled jobs in the United States due in part to shortage of workers with the skills and qualifications to fill those jobs. The largest gap is in middle skills jobs, which require more than a high school diploma but less than a four-year degree.²⁸ And this skills gap is widely projected to increase in coming years, because there won't be workers with adequate skills to keep pace with technological change. The problem is so pervasive that 90% of CEOs say they struggle to find skilled talent.²⁹



Encouraging Efforts to Address the Challenge

In recent years, there has been a growing recognition of these challenges. In response, a number of innovative and ambitious efforts have been launched to address them — many of which have involved members of the Coalition’s Advisory Board.

The vast majority of states now embrace Individual Learning Plans (ILPs) to promote academic and career planning, and some 40% of states mandate that they be used by all students.³⁰ Some states have gone much further. Wisconsin implemented its Academic Career Planning process statewide in the 2017/18 school year to ensure students are engaged in career exploration and planning beginning in middle school. South Carolina has a Personal Pathways to Success program that requires all high school students to declare a career major aligned to one of the nationally recognized career clusters. Colorado, Massachusetts, and Oklahoma also have launched ambitious programs.

While these examples are encouraging, most states have not provided adequate funding, time or resources to support high-quality use of the ILP process. Further, some of the state-based ILPs only focus on the academic planning needed to graduate from high school and neglect career planning. The Advance CTE/ASCA national survey of counselors and State CTE Directors found widespread skepticism. “Only 7% (of school counselors) feel that the ILPs are extremely effective for career advising and development, and 40% believe they are only somewhat effective or not effective,” the report stated.

Career and Technical Education has undergone a significant transformation during the past 20 years, evolving from its past providing the more traditional forms of vocational/technical education. The best CTE teachers and leaders have upgraded the quality of their programs, involved employers more directly, and realigned content and upgraded technology to meet the needs of the modern skilled workforce. Yet only a minority of students truly benefit from these improvements. Today, only about 15% of high school students “concentrate” on a career interest by taking two or more courses in the same career field.

Similarly, there has been growing recognition of the value and importance of giving students the opportunity to engage in work-based learning (WBL), which can range from job shadowing and career fairs to internships, co-op programs and apprenticeships. Colorado has created CareerWise, a non-profit intermediary that aims to create over 20,000 apprenticeships in high-demand occupations. Washington’s Career Connect program aims to create 100,000 opportunities for various forms of WBL. The Trump Administration is championing expansion of apprenticeships, where the U.S. has long lagged behind such countries as Switzerland and Germany. Further, the National Governors Association and the American Institutes

for Research have each worked with groups of states to help them learn how to scale high-quality forms of WBL. Yet while all these efforts are heartening, WBL remains the exception rather than the rule, and the vast majority of students do not have access to such programs.

Several initiatives to improve career pathway programs and career readiness have also been launched in the past few years. J.P. Morgan Chase's New Skills for Youth project is providing \$2 million to each of 10 states that are working to improve and evaluate their demand-driven career pathway programs. The Business Roundtable reports that most of its members – which comprise America's largest employers – have launched efforts to improve their talent pipelines and close the skills gap. IBM, for example, created an entirely new model for preparing students for “new collar” jobs (which combine technical and professional skills) through its P-TECH schools, which span grades 9 to 14. P-TECH equips graduates with no-cost associate degrees in competitive STEM disciplines and has grown from one school in 2011 to more than 100 today.

Similarly, the Pathways to Prosperity Network, led by Jobs for the Future and the Harvard Graduate School of Education, is working with 14 states and regions to help them develop grade 9-14 systems for preparing students for well-paying middle skill jobs. And in 2018, The Western Governors' Association completed the first year of its Workforce Development Initiative, designed to improve education and workforce development in the Western U.S.

The Coalition applauds these efforts. But while they represent encouraging innovation, they still serve a very small percentage of our students. By themselves, they are hardly sufficient to meet the goal of serving ALL young adults. The Coalition believes it is imperative that we now build on the best work being done with the goals of accelerating progress and taking this work to scale.

The CCD believes we need a new national movement to make career readiness the first priority of American education. To help spearhead this movement, the CCD has identified a series of solutions that can achieve our vision.



“New Collar”
jobs combine
technical and
professional
skills.

Photo courtesy of: SkillsUSA

A Solutions Framework:

How We Can Meet the Challenge

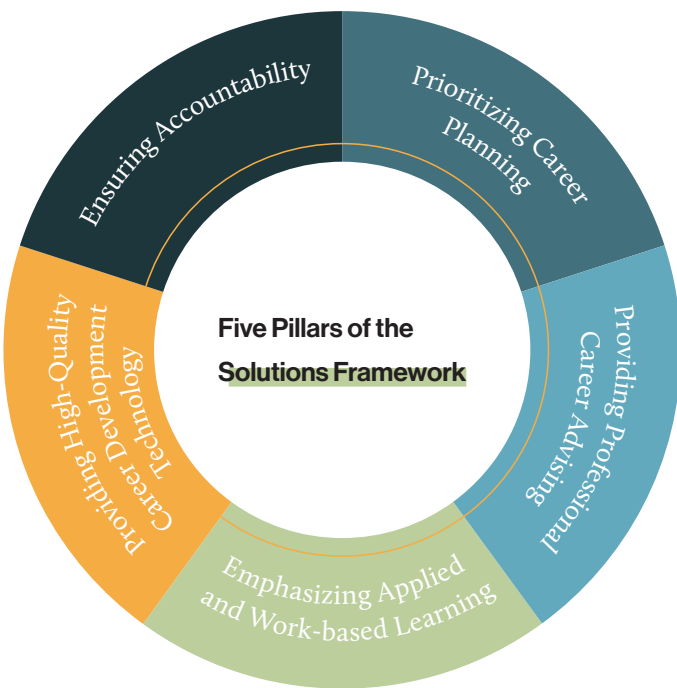
Introduction

The Coalition recognizes that realizing our vision of making career readiness the first priority of American education will require profound changes in the culture of education, as well as in long-standing educational practices and programs.

We are convinced, however, that it is imperative that we embark on this agenda for change now. Otherwise, the costs of continuing on our current course will become increasingly unsustainable, as problems such as the rise in student debt and the widening of the skills and equity gaps increasingly threaten the future of our economy and society.

To guide this work, the Coalition has developed a comprehensive Solutions Framework for transforming career development. A draft of the Framework was thoroughly reviewed at the National Career Development Summit held in Washington, D.C., on Sept. 12, 2018. The Summit attracted over 200 prominent educators, policymakers and business leaders deeply involved in career development. All of them had an opportunity to provide suggestions and feedback on the draft during two lengthy breakout sessions. The Framework we are publishing now has been synthesized, revised and we trust improved upon based on this feedback.

Our Solutions Framework is built around five pillars, all of which are critical components in creating high-quality systems of providing career development. In each, we identify the most important things that need to be done to advance this effort. These suggested solutions are not meant to be comprehensive, but rather to call out the critical priorities for near-term action. The effort to construct this Solutions Framework also made it clear that there are a set of overarching principles that must inform the entire effort to improve career development. We begin with these.



Overarching Principles

1 Engage Employers as Full Partners in Career

Development: No sector of our society has a greater stake in this effort than American business and industry. The quality of career development will have a huge bearing on their ability to recruit the kinds of skilled workers they need to continue to prosper. Yet today, virtually all CEOs complain that this is one of the greatest challenges they face. Solving this problem will require a much larger level of involvement from business. Until now, while some companies and industries have made commendable efforts to address this problem, they have been the exception rather than the rule.

What's needed is a fundamental shift in how companies, as well as industry associations and organizations, view their role in career development. They should view this effort as a strategic imperative. Their future will depend on how well today's young adults understand the career pathways their industry offers, and to what extent those young adults have meaningful chances to learn about these opportunities and acquire essential skills through internships, apprenticeships and other forms of work-based learning.

To meet this obligation, business needs to provide



Image courtesy of: National Career Development Association

substantial financial and in-kind support. Businesses must make the effort to inform young adults through career fairs, job shadowing and mentoring; create meaningful opportunities for work-based learning; and ask some of their best employees to contribute time to this worthy endeavor. Industry must also agree to do far more to fund this effort. Career development cannot be confined to education and government. The ultimate beneficiaries will be business and industry. And they must invest accordingly.

2 Promote Equity to Propel Upward Mobility: Career development for all youth provides a powerful opportunity to create a more equitable economy and society. Through career development, the ideals of the American Dream can be reawakened in many young people who now believe it is dead or on life support. This is not simply a matter of social justice; increasingly, it is an economic imperative, as the demographics of the American workforce are changing beyond recognition. Indeed, research demonstrates that companies that increase gender and racial diversity tend to outperform those that don't. Even so, low-income and Hispanic, African American, Native and some other racial minority students continue to suffer from huge academic achievement and opportunity gaps.

Accelerating academic achievement and economic mobility for disadvantaged children and youth will require concerted efforts to promote equity and inclusion by helping all individuals find opportunities for meaningful work, regardless of ability, economic status or other risk indicators. This includes the more than 50 million individuals with disabilities in the U.S. who need support to self-identify in college and job settings. All means *ALL*.

3 Collaboration is Critical: Providing high-quality career development is a community-wide responsibility. It cannot be solely delegated to school counselors or college career services offices. Rather, there should be a continual effort to broaden the scope of people and organizations invited to participate in this work.

This community should grow to include every teacher and school administrator; employees and executives from business and industry; retirees and other adults who can serve as mentors and coaches; parents and guardians; and critically, the young people who are the intended beneficiaries of this effort. Ultimately, we all have a huge stake in the futures of today's students, and so we must all contribute to the solution.

4 Start Early: Career development should not be put off until students graduate from high school or even college, as is too often the case today. Rather, students and their parents/guardians should be exposed to career development—and the core idea that they have access to economic opportunity—beginning in elementary school. Starting early will not provide an immediate economic payoff. But as these students grow up, they should be substantially better prepared to develop and pursue viable personal career plans.

5 Increase Investments of Money and Time: Career development has long been starved for resources, because it was often seen as just another activity, rather than as a core mission. Many schools allocate little time to career development. And funding for virtually all key elements of career development—from counselors and coaches to technology and efforts to expand work-based learning—has long been wholly inadequate.

If we are to elevate career development to a central role in education, we simply must give it far more resources. More money is needed to provide professional advising and adequate career development technology, and to increase opportunities for applied and work-based learning. This effort will also require more time in schools and on college campuses. We can no longer afford to treat career development as if it were an afterthought or a frivolous addition to education and workforce development.

6 Foster Flexibility and Innovation: Because career development is still adapting to the needs of the modern, global economy and needs to scale to reach all

students, we must encourage innovation and flexibility in designing systems. One reason for this is that students learn in radically different environments, from urban neighborhoods to isolated rural communities, where they don't have access to the multiplicity of educational choices or companies and industries found in cities. Encouraging innovation will help speed the emergence of more effective solutions.

7 Develop definitions and employ better data to drive quality practices: Enormous confusion still surrounds many terms associated with career development. While most educators now embrace the value of “industry-recognized credentials,” for example, there is a lack of consensus on what constitutes a quality certification or program. Terms such as internships, apprenticeships, and job shadowing often are used interchangeably, yet involve a wide range of experiences for students. The Coalition commits to helping lead the effort to develop

and/or identify definitions and common nomenclature for terms used in career development and to then build consensus for embracing them.

There is also a huge need for generating and improving the data critical to evaluating the impact of career development. States must devote more resources to obtaining the data needed to understand the equity challenges we face. Far more data must be collected on career development efforts and work-based learning, and we must develop better metrics for measuring how well schools, colleges, and other institutions are serving students, especially in job placement rates after graduation in their chosen career pathways.

Through career development, the ideal of the American Dream can be reawakened in many young people who now believe it is dead or on life support.



Photos courtesy of IBM, P-Tech Program

A Solutions Framework:

What Must be Done Now

[1] Prioritizing Career Planning

Proposed K–12 Strategies

- 1 Promote funding efforts that expand access to quality career development (including career awareness, career exploration, and career planning) for all school-aged youth in K-12 settings.
- 2 Encourage the role of career counseling intermediary organizations to promote the high-quality implementation of career development efforts.
- 3 Establish career readiness/development criteria that can be used to evaluate the quality of career development design and implementation in local schools.
- 4 Establish federal model legislation that clearly identifies career readiness/career development as a national priority. This would send a strong message to state and local education entities, which rely heavily on federal funds, especially to address problems of economic and academic disadvantages.
- 5 Similarly, create model legislation for use by state legislatures that clearly identifies career readiness/career development as a priority of that state.
- 6 Identify strategies for using the state's postsecondary and employment data systems to validate impact and economic return on investment in personalized career and academic planning for K-12 and college students.
- 7 Encourage formation of Career Readiness Advisory Councils (either at the school district level or regional level). Each Council will be focused on promoting whole-school educator engagement in college and career advising services as well as employer-school collaborations.
- 8 Establish the goal of expanding work-based learning opportunities to all students and specify activities by grade level that all students will experience.
- 9 Consider making a senior-level capstone work-based learning experience a high school graduation requirement, with carefully crafted opt-out criteria.
- 10 Encourage the use of volunteers from business and industry to serve as role models and mentors for youth.



National Career Development Association

Proposed Higher Education Strategies

- 1** Reform the student experience of admissions, advisement, and registration to include an intensive and non-negotiable focus on career goals [placement into programs or work vs. graduation].
- 2** Every incoming postsecondary student should be advised through the process of developing and adopting a personal career plan (either newly created or adapted from a plan the student developed in high school).
- 3** Establish a mandatory freshmen course or seminar that focuses on career exploration and planning with the goal of selecting a program of study or major.
- 4** Work to build sustainable relationships between postsecondary education and employers in the community and region.
- 5** Create opportunities for ongoing professional development of faculty, staff members and career advisors that would include the principles of career development, as well as the needs of the modern workplace.
- 6** Create grade-level advisement on career plan strategies for freshmen through graduate education.

[II] Providing Professional Career Advising

- 1 Put Professionals in Charge:** To ensure that career development becomes a central priority, schools and post-secondary institutions need to appoint qualified professionals to oversee and shape this work. If no one is responsible, it will not happen. The new School Career Development Advisor (SCDA) position—developed by NCDA with assistance from Coalition members—is designed to meet this need.

These SCDA's should be placed into every school to supplement the counseling staff by focusing solely on the career development needs of students. SCDA's will have the expertise to help students better understand their interests and abilities and the full range of career options open to them, and to also help them pursue opportunities for work-based learning and efficient pathways toward their chosen careers. They are expected to embrace a comprehensive approach to career development by involving families, employers, and the broader community.

- 2 Prioritize Professional Development:** To help create a career development culture, provide sustained professional development to teachers, counselors, administrators, and staff, all of whom have an important role in this work. Teachers and counselors should be incentivized to participate in summer externships (short-term experiences in the workplace), which will expose them to the realities of the modern workplace and help them identify ways to integrate real-world challenges into the classroom.
- 3 Engage Parents and Guardians:** Parents and guardians play a critical role in their children's career and college choices. They should be introduced to career development no later than middle school; exposed to the wide range of options open to their children; and actively engaged as their children develop career plans.
- 4 Involve the Broader Community:** Career development is too important to be confined to schools. We must do far more to engage business and industry, which have a critical role in providing opportunities for work-based learning. More adult career mentors also are needed, and many could be recruited from the ranks of retiring Baby Boomers. Ultimately, career development is the responsibility of the entire community, including volunteer organizations, the faith community, and government officials.



Photo courtesy of: National Center for Construction Education & Research

5 Provide Guidance on All Pathways: K-12 students should be provided unbiased information on the range of pathways to productive careers. Over-emphasis on four-year “college for all” has discouraged many students from considering other options, while exacerbating such problems as the high college dropout rate, soaring debt levels, and the severe skills gaps in fields that don’t require a four-year degree. A more holistic approach is needed to serve *ALL* students.

6 Establish Career Development Demonstration Projects: To accelerate progress, a number of Career Development Demonstration Projects should be launched, designed to implement the principles in this White Paper. This effort should encourage innovation, meaning the projects need not be identical. But all projects should be carefully evaluated to measure their impact on participating students and the regional workforce they are preparing to enter, as well as the lessons the projects offer for future efforts. Funding should be provided by key stakeholders in this effort, including the federal government, states, and local communities.

III] Emphasizing Applied and Work-Based Learning

- 1 Expand Work-Based Learning:** Exposure to real-world learning experiences and work-based learning should be a central aim of education. The Coalition will champion efforts to increase access to work-based learning. We encourage states to set bold goals, including making participation a high school graduation option. Similarly, postsecondary institutions should focus on expanding opportunities for work-based learning and eventually offer it to all graduates.
- 2 Recognize the Critical Role of the Private Sector:** Scaling work-based learning will require a much larger effort by employers and foundations to fund on-the-job learning, internships, apprenticeships, and related activities. To encourage expansion, we should identify and publicize the efforts of companies that are leading the way.
- 3 Define Quality Work-Based Learning:** Currently, there is great confusion surrounding the meaning of

“work-based learning.” Terms such as internships, apprenticeships, on-the-job training, job shadowing, etc., are often used interchangeably yet involve a wide variety of different experiences for students. The Coalition will work to form a consensus on the terminology for work-based learning, including its different forms and the goals, objectives, and quality standards for each. This clarity will be extremely beneficial to both the education community and business and industry as they work to expand and improve work-based learning.

4 Improve the Quality and Utility of Industry

Certifications: Similar confusion surrounds industry certifications. There has been a huge proliferation of such certifications, but many are not relevant to employers and often don’t meet rigorous quality standards. The Coalition will champion efforts to reach consensus on certifications that are truly valuable to industry. We will also advocate that apprenticeships and industry certifications meet the high standards of quality recommended by the National Network of Business and Industry Associations. Consistent with federal legislation on this topic, these recommendations require that these credentials be accredited by a third-party personnel certification accreditor, or endorsed by a prominent national industry association.

5 Increase Funding for High-Quality CTE: Increased investment in CTE is critical to advance economic development, address the skills gap, and ensure that low-income and disadvantaged students have equitable access to high-quality programs. We applaud the recent reauthorization of “Perkins V,” the federal legislation that funds and shapes state and local CTE programs. To improve quality, educators should use the frameworks developed by the Association for Career and Technical Education and Advance CTE for “High Quality CTE Programs of Study.”

6 Pay Students for Participation in Internships and other forms of Work-Based Learning: For many students, part- to full-time employment is required to meet living

expenses while participating in educational programs. Unpaid work-based learning experiences create a huge dilemma for these students, since they are being asked to forgo the opportunity to support themselves and sometimes their families or miss out on the invaluable training of an internship. The Coalition will promote standards for treating students with substantial economic needs fairly and equitably.

7 Encourage Students to Earn Industry Certifications:

All students should be encouraged to earn at least one high-quality industry-recognized certification where available to ensure they graduate with the necessary career and workforce competencies. These credentials are especially important to students who do not have the opportunity to engage directly with employers in work-based learning. Congress should enhance equity and increase student access to short-term education and skills training programs by expanding Pell Grants to include high-quality, short-term training programs leading to industry-recognized certifications.

8 Address Barriers to Youth Participation in Work-Based

Learning: A host of barriers currently impede high-school students under the age of 18 from participating in meaningful internships and other forms of work-based learning. A national effort is needed to reform restrictive state laws and regulations, insurance restrictions, and other barriers to participation. We cannot begin to realize the potential of work-based learning if many youth are barred at the door by such obstacles.

9 Invest in Equitable Opportunities:

The federal and state governments, as well as philanthropy, should increase investment in programs designed to provide jobs or work-based learning opportunities for low-income and “opportunity youth,” young people aged 16 to 24 who are not in school or at work. Employment can provide a promising pathway to lasting success, especially when coupled with intensive, well-structured education and career development services.



The federal and state governments, as well as philanthropy, should increase investment in programs designed to provide jobs or work-based learning opportunities for low-income and “opportunity youth.”

[IV] Providing High-Quality Career Development Technology

The Role of Technology in Career Development:

High-quality, accessible career development technologies are an essential component of any effort to provide comprehensive career development. While technology alone is not sufficient—a student’s future cannot be turned over to an app!—technology plays a vital role in complementing what career development professionals, peers, mentors, employers, and others do to encourage and support people throughout life-long learning and career development.

There is not just one form of career development technology. Rather, career development technologies can be divided into a number of categories, based on the

problems/needs they are trying to address. The following list captures critical categories, but is not meant to exclude new categories or combination of categories. These key categories include:

- ▶ **Career and labor market information**
- ▶ **Career/internship/apprenticeship matching/fitting**
- ▶ **Career/aptitude/strength/interest assessment**
- ▶ **Career planning**
- ▶ **Career portfolio**
- ▶ **Career support**
- ▶ **On-line, real-time support**



Photo courtesy of: IBM, P-Tech Program

Recommended Solutions:

1 Define a “baseline” level of technology that all students, teachers and career development advisors need: The Coalition commits to developing standards for the baseline level of technology that should be provided to all students to help them develop their personal career and academic plans. We will define the baseline level of technology expertise expected of career guidance specialists. And we will recognize and encourage technology providers’ adherence to industry-standard data privacy and security practices. Such standards are essential if we are going to give career development the priority it deserves. The Coalition will form a Technology Working Group to help develop criteria for high-value technology applications that students and career development professionals should use to develop personal career plans.

2 Provide Adequate Funding: While it can open doors for students to new possibilities, and provide numerous other benefits, technology is not free. Career development technology and associated training require an investment of real resources. Unfortunately, existing funding has often been insufficient to provide students and educators with access to effective technology that serves at least the “baseline” technology needs of students and educators. Governments and other education funders must commit to fund at least the baseline standards. Money must also be allocated to provide professional development in using career technology to career guidance specialists.

3 Ensure Equitable Access: Many disadvantaged students do not have access to the technology they need. To promote equity, we must ensure equitable access to career development technology for all students regardless of socioeconomic status, location, race, ethnicity, etc. Ensuring equity also means that disadvantaged students—even more so than better-resourced students—must have meaningful interaction with qualified staff to consider and reflect on the career options they are discovering through the technology

platform. Technology cannot be a substitute for human support.

4 Encourage Cutting-Edge Technologies: Because of inadequate funding, career development technology often has lagged behind progress in other realms of education technology. The Coalition commits to identifying and encouraging the application of cutting-edge technologies to career development. Examples of the kind of advances that are needed include:

- a Blockchain technology for verified postsecondary achievements—Next Generation Transcript.
- b Artificial Intelligence for curating appropriate/ personalized career development content and utility.

5 Expand Research on the Impact of Career Development Technology: The Coalition will champion the need for more research on how and to what degree these technologies make a measurable difference for people who use them. Moreover, the Coalition will recognize those career technology providers that make product impact research a part of how they measure company success and improve their product(s).

[V] Ensuring Accountability

1 In K-12, Improve the Implementation and Rigor of Career-Readiness and Career Development Accountability Standards: Most states have incorporated at least some measures of career readiness into their accountability plans. Now they should concentrate on high-quality implementation, with a particular focus on ensuring all students have access to rigorous career pathway programs, as well as the student supports needed to ensure success. At the same time, states should improve their accountability plans by increasing the number and sophistication of career readiness indicators. States should require that students

complete individual career plans before graduation, and assess whether students are pursuing these plans after graduation. States that have not yet made career readiness a priority must do so. What gets measured is what gets done.

2 In Post-Secondary, Embrace Outcomes-Based

Funding Incentives: A growing number of states are now basing funding of public post-secondary institutions—including community colleges and universities—on job placement, graduation and other measures of outcome, rather than enrollment. All states should adopt a similar approach now, and outcome metrics should increasingly replace measures of inputs. These new metrics should be linked to the ambitious attainment goals set by most states.

3 Expand Reporting of Outcomes: For K-12, states and districts are encouraged to develop strategies for publicly reporting progress toward meeting college and career readiness goals in a way that increases stakeholder engagement and commitment to student success. More of this data on career readiness should be shared on school report cards. For post-secondary, Congress should encourage far more reporting of college completion rates, employment of graduates and their earnings. This should be included in the

reauthorization of the Higher Education Act. While such reporting must be done in a way that protects student privacy, this snapshot will help students and their families make better decisions regarding which programs offer the most promising routes to career success.

4 Develop Better Metrics for Measuring Career

Readiness: Our nation needs a major, well-funded effort to develop and adopt metrics for measuring such key components of career readiness as participation in quality work-based learning, earning quality certifications, and employment following graduation. Specifically, employment information should be linked across data systems to reflect on the performance of the organizations that provided education and training to the employee. Business, government, and education should work together to develop metrics for defining high-quality, work-based learning. Another key challenge is developing ways to assess the quality of students' personal career and education plans, and whether they are well-conceived and meaningful to the student, rather than just a simple recording of a plan's existence.



Image courtesy of: National Career Development Association

Expected Benefits of Adopting our Plan of Action



The New American Dream

Career Development would increase economic mobility and help far more individuals find careers in which they are truly engaged, thus reviving the American Dream.

Introduction

The Solutions Framework amounts to a roadmap for transforming the culture of education. We would be moving from a system that has been too content to fully serve the needs of only a fraction of students, to one far more prepared and dedicated to fulfilling the American promise of equal opportunity for all.

We would be abandoning the elitism that has infected our current approach with a far more democratic approach that celebrates the dignity of all work. We would help many more individuals, from all backgrounds, to find careers in which they are truly engaged – an ideal that currently eludes two-thirds of the workforce. This would invigorate today’s generation of young people with the hope and optimism that has made the American Dream such a powerful force for progress throughout our history.

This transformation also would produce enormous financial benefits. We would be replacing the staggering inefficiencies, ineffectiveness, and inequities of our current system with one that works far better for students and their families, for businesses and the broader economy, and ultimately for our society. Here is a brief look at some of the expected benefits:

Benefits to Students & Educators

Successful implementation of these solutions would help all students. They could look forward to a future with enhanced prospects for achieving the American Dream and financial independence. Consider just some of the ways in which they would benefit:

- ▶ **Increased incentives to remain in school and not drop out:** Because they will become more familiar with the world of work at an earlier age and will have selected at least an initial career pathway plan by Grade 9, students will be more motivated to take their studies seriously, to complete their education and to do so more rapidly. They will understand that they are not just seeking a “job” after school but beginning a promising journey on a career pathway that they have researched and identified themselves.
- ▶ **Increased engagement:** One of the biggest problems with today’s education system is that by the time they reach high school, most students are disengaged and bored with their classes. Career development would help make school far more relevant, which is the most powerful motivator to take school seriously and to do well academically.
- ▶ **Reduced college debt:** A key reason college debt has spiraled out of control is that many students spend too many years in college, often changing majors and transferring between colleges. Career development would help them select and concentrate on those courses most directly related to their career goals, thereby enabling more bachelor’s students to secure their degree in four years instead of the six years many

now require, and more associate's students to finish in two years rather than the current three-plus years that is too often the norm. This would greatly reduce not only the money spent on college tuition and fees, but also the associated living costs that must be born while students are in school.

- ▶ **Earlier entrance into financial independence and economic productivity:** Because many students would complete their studies sooner, with less debt, they could look forward to leaving their parents' home and earning income, perhaps buying a house, starting a family and gaining financial independence and security at an earlier age.

Benefits to the Economy

As generous as benefits are to the student, the benefits to the economy of making career readiness a central priority of American education are even greater. Ultimately, the return on investment could easily total hundreds of billions of dollars. These benefits would include:

- ▶ **Increased Economic growth:** Sluggish growth in labor productivity has been a leading drag on the nation's economic growth. The reforms we advocate would produce gains in the technical skills of the workforce, in labor force participation and in the number of students earning in-demand degrees and certificates. These

reforms would help increase labor productivity and economic growth.

- ▶ **Increased Consumer Spending:** If students complete bachelor's and associate's degrees in fewer years, they will join the economy sooner and carry less student debt. This would increase their ability to purchase goods and services, which would increase consumer spending by billions of dollars annually.
- ▶ **A reduction in the skills gap:** By connecting schools more closely with the needs of the economy, a larger number of students will be equipped with the skills needed by employers, thus sharply reducing the current skills gaps, while improving employee productivity and performance. Some of the largest benefits would accrue to technology-intensive industries, which could expect a more robust pipeline of technicians, engineers, and scientists.
- ▶ **Enhanced U.S. global competitiveness and investment:** Ultimately, creating a more efficient, effective and equitable education and workforce development system would enhance America's competitive position in the global economy. Career development would help produce a workforce better equipped to keep pace with the blistering pace of technological change, and that would attract increased investment and drive higher economic growth.



Photo courtesy of: IBM

Summing Up: The ROI of Investing in Career Development

Embarking on the course we advocate would certainly require increased investments. If we hired just one certified Career Development Counselor for each of the more than 40,000 secondary and post-secondary schools and colleges, the total tab could easily climb to just over \$4 billion. Equipping all schools with the necessary current career development technology would cost billions more. And scaling up work-based learning so that it was available to far more students would similarly require a large investment of both money and dedicated professionals from business and industry. While some of these objectives could be met by refocusing existing resources and accountability systems on the central priority of career readiness, there is no doubt we also will need to allocate new resources to fully meet the challenge.

It would be short-sighted, however, to just focus on the price tag. For the return on these investments would far outweigh the costs. Just consider how this effort could transform key sectors of our society:

- ▶ **K-12 Education:** Career development would help create a Renaissance in America's high schools, which have long been criticized as outmoded. By focusing on helping students find their career purpose, our K-12 schools would gain new energy and direction. This would help elevate the teaching profession, while producing an enormous increase in the effectiveness of our schools in preparing students to pursue the career pathway of their choice.
- ▶ **Post-Secondary Education:** Career development could revolutionize a system now plagued by high drop-out rates, staggering increases in student debt, and widespread dissatisfaction among students and employers alike regarding the education that is being

offered. We would expect decreases in drop-out rates, increases in the numbers of students graduating on time, a reduction in student debt and an increase in the number of graduates equipped to transition to full-time employment in careers they had carefully and strategically chosen, and which offer viable pathways to economic independence.

- ▶ **Business and Industry:** In a world in which a company's workforce is a key to its success, this new system would be an enormous boon to American business and industry. Companies would be far better able to meet their labor demands with workers who not only possess the requisite technical skills, but who are truly engaged in the mission of helping their employer succeed.
- ▶ **Our Nation:** Ultimately, these reforms have the potential to revitalize a society now torn by deep divisions, reduced economic mobility, and a deep fear by many that the American Dream is dead. Far more students would successfully enter the workforce in careers that give meaning and purpose to their lives, and that allow them to achieve economic independence. Greater career satisfaction, a major component of personal well-being, will contribute to stronger parenting and more stable families. Career development would increase economic mobility by ensuring low-income and at-risk youth are exposed to the full range of economic opportunities in America. This would help enhance appreciation for the dignity of work, and the contributions made by all key industries. And it would help revive the hope, energy, and optimism that always have been America's greatest strengths. Simply put: Everyone benefits!

Appendix

National Career Development Summit: A Call to Action

September 12, 2018

Renaissance Washington, DC Downtown Hotel



Agenda

Welcome

From the Co-Chairs of the CCD Founders Council:

- ▶ Scott Bull, CEO, Pace Industries
- ▶ Leo Reddy, Chairman, MSFC

Overview of the Summit

- ▶ William Symonds, Director, Global Pathways Institute at Arizona State University and CCD Executive Secretary

Opening Remarks

Providing More Effective Education

- ▶ James Henderson, President, University of Louisiana System, *Introduced by Tim Johnson, Senior Director, Government Affairs, NCCER*

The Role of Congress

- ▶ Representative Virginia Foxx, Chair, House Education and Workforce Committee, *Introduced by Scott Bull, CEO, Pace Industries*

Plenary Panels

How Business is Advancing Career Development

Moderator: Cheryl Oldham, Senior Vice President, Education and Workforce, U.S. Chamber of Commerce Foundation

- ▶ Chris Romer, Co-Founder, Guild Education
- ▶ Jack Kosakowski, CEO, Junior Achievement
- ▶ Jeannine Kunz, Vice President, Tooling U-SME
- ▶ Paul Perkins, CEO, Amatrol

Educators Who Are Prioritizing Career Development

Moderator: John Schnur, CEO, America Achieves

- ▶ Wayne Lewis, Interim Commissioner of Education, Kentucky
- ▶ Sarah Steinberg, Vice President of Global Philanthropy, JP Morgan Chase
- ▶ Bryan Albrecht, President, Gateway Technical College, Kenosha, WI
- ▶ Brian Bridges, Vice President, United Negro College Fund

Breakout Sessions

Participants will choose one of the following five sessions, where they will help shape the Summit's Call to Action.

Prioritizing Career Planning in K-12 Education

Moderator: Scott Solberg, Professor of Education, Boston University

Thought Leaders:

- ▶ Donna Hoffman, State Leader, School Counseling Specialist, Nebraska Department of Education
- ▶ Rebecca Dedmond, NCDA Career Advisor Trainer, Associate Professor, George Washington University
- ▶ Patricia Gill & Francine Frances, Right Turn Project Coordinators, Institute for Educational Leadership
- ▶ Tahira Chaudary & Gregg Curtis, Education Consultants leading the Academic and Career Planning effort, Wisconsin Department of Public Instruction

Providing Professional Career Advising

Moderator: Steve DeWitt, Deputy Executive Director, ACTE

Thought Leaders:

- ▶ David Reile, Past President, NCDA
- ▶ Mark Perna, Founder and CEO, TFS and author, *Answering Why*
- ▶ Teresa Chasteen, President and CEO, WIN Learning
- ▶ Jaimie Francis, Director, Programs and Operations, Center for Education and Workforce, U.S. Chamber of Commerce Foundation

Industry Certification, Apprenticeship and CTE

Moderator: Tim Johnson, Senior Director, Government Affairs, NCCER

Thought Leaders:

- ▶ Leo Reddy, Chairman, Manufacturing Skill Standards Council
- ▶ Roger Tadajewski, Executive Director, National Coalition of Certification Centers
- ▶ Doug Major, Superintendent/CEO, Meridian Technology Center and former President, ACTE
- ▶ Steven Coyle, National Director Counselor and Academic Relationships, Universal Technical Institute

Ensuring Accountability in K-12 Education

Moderator: Matt Jordan, Director of Strategic Initiatives, Education Commission of the States

Thought Leaders:

- ▶ Katie Carroll, Director of Accountability, Council of Chief State School Officers
- ▶ Lillian Pace, Senior Director, National Policy, KnowledgeWorks
- ▶ Christina Whitfield, Senior Vice President and Chief of Staff, State Higher Education Executive Officers Association

Promoting Equity in K-12 Education

Moderators: Johan Uvin, President, Institute for Educational Leadership and Jim Larimore, Chief Officer, Center for Equity in Learning, ACT

Thought Leaders:

- ▶ Roberto J. Rodriguez, President and CEO, Teach Plus
- ▶ Lynn Jennings, Director of National and State

Partnerships, The Education Trust

- ▶ Wes Jurey, Immediate-Past-Chair, Texas Workforce Investment Council
- ▶ Patricia Gill, Deputy Director, Institute for Educational Leadership

Lunch and Program

Student Speaker

- ▶ Brandon Ramirez, National High School President, SkillsUSA

Introduced by Tim Lawrence, CEO, SkillsUSA

Coalition Initiative: The School Career Development

Advisor

Presentation by the National Career Development Association

- ▶ Paul Timmins, President, NCDA
- ▶ David Reile, Past President, NCDA
- ▶ Rebecca Dedmond, NCDA Past Board Trustee and School Career Development Advisor Task Force

The Military's Perspective

- ▶ General George Casey (retired), Former Chief of Staff, U.S. Army

Introduced by John Courson, President and CEO, Home Builders Institute

The Role of Business

- ▶ Grace Suh, Vice President, Education, IBM Corporation

Introduced by William Symonds, Executive Secretary, CCD

The Role of States in Advancing Career/Workforce Development

Opening Remarks

- ▶ Wisconsin Lt. Governor Rebecca Kleefisch

Introduced by Robert Meyer, Chancellor, University of Wisconsin—Stout

Panel Discussion

Moderator: Stephen Parker, Legislative Director, Education and Workforce Committee, National Governors Association

- ▶ Wisconsin Lt. Governor Rebecca Kleefisch
- ▶ Lauren DeNinno, Policy Advisor, Western Governors' Association: WGA's Workforce Development Initiative

Breakout Sessions

Participants will choose one of the following five sessions, where they will help shape the Summit's Call to Action.

Prioritizing Career Planning at the Post-Secondary Level

Moderator: Scott Solberg, Professor of Education, Boston University

Thought Leaders:

- ▶ Lauren Jones Austin, CTE Program Director for Special Populations, Council and Equity; Colorado Community College System
- ▶ Mary Churchill, Associate Dean for Strategic Initiatives and Community Engagement, Wheelock College of Education and Human Development
- ▶ Mary Dawes, Director of Academic and Career Exploration, Arizona State University
- ▶ Kathy Evans, Associate Professor, Counselor Education, College of Education, University of South Carolina and President-Elect, NCDA

Career Development Technologies:

Today and in the Future

Moderator: Todd Bloom, Senior Vice President, Whiteboard Advisers and Kevin Houchin, Organizing Committee, Coalition for Career Development

Thought Leaders:

- ▶ Matt McQuillen, CEO, Xello
- ▶ Rob Kingyens, CEO, Yellowbrick
- ▶ Joel Sackett, Senior Product Director for Naviance, at Hobsons
- ▶ Rich Feller, Professor Emeritus, Counseling and Career Development, Colorado State University; former President, NCDA

Scaling Up Quality Applied and Work-based Learning

Moderator: Tim Johnson, Senior Director, Government Affairs, NCCER

Thought Leaders:

- ▶ John Courson, President and CEO, Home

Builders Institute

- ▶ Buzzy Thibodeaux, Executive Vice President, Junior Achievement USA
- ▶ Debbie Hughes, Vice President, Higher Education and Workforce, The Business-Higher Education Forum
- ▶ Dave Dimmett, Senior Vice President and Chief Engagement Officer, Project Lead The Way

Ensuring Accountability in Post-Secondary Education

Moderator: Matt Jordan, Director of Strategic Initiatives, Education Commission of the States

Thought Leaders:

- ▶ Carrie Heath Phillips, Senior Program Director, Student Transitions, Council of Chief State School Officers
- ▶ Lillian Pace, Senior Director, National Policy, KnowledgeWorks
- ▶ Christina Whitfield, Senior Vice President and Chief of Staff, State Higher Education Executive Officers Association
- ▶ Brittney Davidson, Senior Program Manager, College Excellence Program, The Aspen Institute

Promoting Equity in Post-Secondary and Adult Settings

Moderator: Johan Uvin, President, Institute for Educational Leadership and Jim Larimore, Chief Officer, Center for Equity in Learning, ACT

Thought Leaders:

- ▶ Ed Smith-Lewis, Director, Career Pathways Initiative, United Negro College Fund
- ▶ David Howard, Chief Development Officer, Home Builders Institute
- ▶ Spencer Niles, Dean of the School of Education, College of William & Mary and President-elect, NCDA
- ▶ Jessica Queener, Institute for Educational Leadership

Closing Session

- ▶ Report-Outs from the Breakout Sessions
- ▶ Closing Remarks and Next Steps

Summit Photos



Clockwise from top left: Brandon Ramirez, National High School President, SkillsUSA; panel speaking on the role of Governors; Representative Virginia Foxx (Rep, NC), then-Chair House Education and Workforce Committee; Rebecca Kleefisch then-Wisconsin Lt. Governor; educators who are leading the way; Grace Suh, Vice President of Education, IBM.

Endnotes

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The Coalition then convened the National Career Development Summit in Washington, D.C. on September 12, 2018 to obtain feedback from a much wider group of business, education and government leaders involved in career development. The Summit attracted more than 200 participants, all of whom were invited to provide feedback by participating in breakout sessions that examined the proposed solutions framework in detail.

We would like to thank the leaders who moderated these breakout sessions. The moderators recruited thought leaders to frame the issues, and following the Summit, worked to synthesize the key recommendations proposed in their sessions. These recommendations form the basis for the "Solutions Framework" in this White Paper. There were seven thought leaders: Scott Solberg, Steve DeWitt, Tim Johnson, Matt Jordan, Todd Bloom, Johan Uvin and Jim Larimore. You can learn more about them in the Summit Agenda reprinted in this Appendix.

Many other people contributed to the Summit's success. More than 50 eminent leaders spoke at the Plenary and Breakout Sessions and helped inform and inspire participants. We could not have captured the rich dialogue in the breakout sessions without the assistance of the volunteer notetakers, who produced more than 30 reports on what was said. We are especially indebted to the National Career Development Association, which recruited many of its members to serve. Jeff Abraham with the Global Pathways Institute at Arizona State University worked tirelessly with the Renaissance Washington, D.C. Downtown Hotel to ensure that the reception, meals, and events came off seamlessly. And GPI's Samantha Mooney did a superb job handling registration and other needs.

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Most of the initial drafting of the White Paper was done by the five members of the initial CCD organizing committee: Leo Reddy, Jan Bray, Scott Solberg, Kevin Houchin, and Bill Symonds. Following the Summit, final editing and revisions were overseen by Bill Symonds, with assistance from two outside editors: Hans Meeder, President of the National Center for College and Career Transitions, and Joseph Garcia, Director of Communications at the Morrison Institute for Public Policy at ASU. The design and layout of the White Paper was done by Megan Joyce, Graphic Design Specialist, Vislab, School of Life Sciences at ASU.

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Next Steps and Contact Information

This White Paper is just a first step in the Coalition's effort to build a national movement committed to making career development the central focus of our education and workforce development systems. Our future efforts will include:

- ▶ A national campaign to build public awareness and support for the critical importance of career development.
- ▶ Promoting the most promising career development practices, including identifying especially promising efforts to provide high-quality career development that are aligned with the Solutions Framework proposed in this paper.
- ▶ Conducting and championing much-needed research on the return-on-investment of providing high-quality career development.
- ▶ Holding further National Career Development Summits that would build on our first Summit held in September, 2018.

Get Involved! There are several ways in which you and your organization can support this critical effort. They include:

- ▶ Become a sponsor/financial supporter
- ▶ Volunteer to Join our Advisory Board and/or share your expertise
- ▶ Become a Member of the Coalition

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