



Breaking New Ground: Building a National Workforce Skills Credentialing System

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**Donald J. Carstensen
Special Advisor, Office of the President/COO**



Milwaukee, Wisconsin—My Hometown

- The beer capital of the world—Blatz, Pabst, Miller, and the largest Brewery in the United States, Schlitz.
- Great baseball town—Milwaukee Braves at County Stadium—Spahn, Burdette, Buhl, Conley on the mound and Aaron, Adcock, Matthews, Logan, Bruton, Gordon, Dittmer, Crandall in the field. World Series Champs in 1957.
- Custer High School—located on the near north side with approximately 2100 students, first comprehensive high school in the system—majority of graduates entered apprenticeship programs, postsecondary education or started a job. Over 100 graduates attended the schools 50th reunion, coming from all over the world.
- Marshall & Illsey Bank (M&I)—employed Hans Carstensen, a German immigrant, for approximately 40 years, a leading financial institution in the state and nation.

Milwaukee, Wisconsin—My Hometown Today

- Miller Brewery is still brewing beer
- The Brewers are playing baseball at Miller Park (Took the name of the earlier Triple A team from the 40's and 50's)
- Custer High School—reduced enrollment, satellite police station where the counselors office once was, limited college attendance of graduates
- M&I Bank no longer exists



Bob Dylan—The Times They Are A-changin’

If the rate of change on the outside
exceeds the rate of change on the inside,
the end is near.

Jack Welch
Former Chairman and
CEO
General Electric Corp.

The Economic Imperative

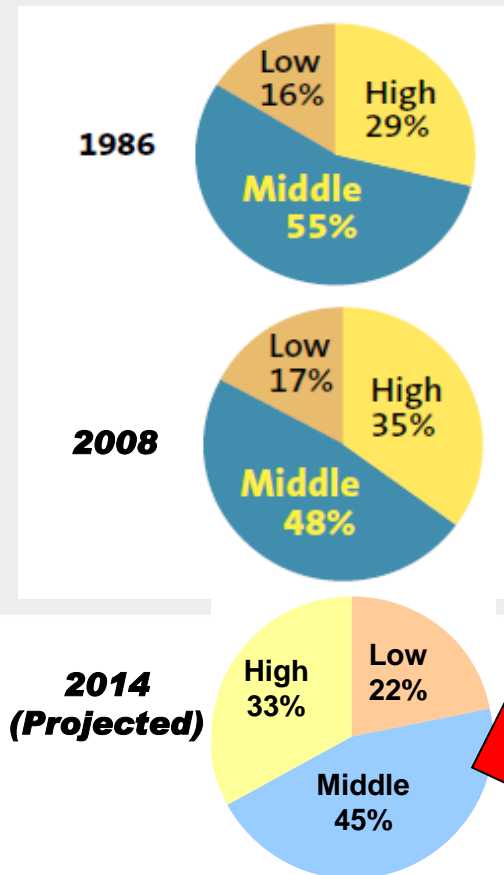
Pace of Change

- Changing nature of work
- Changing nature of stakeholder roles

Critical Workforce Development Trends

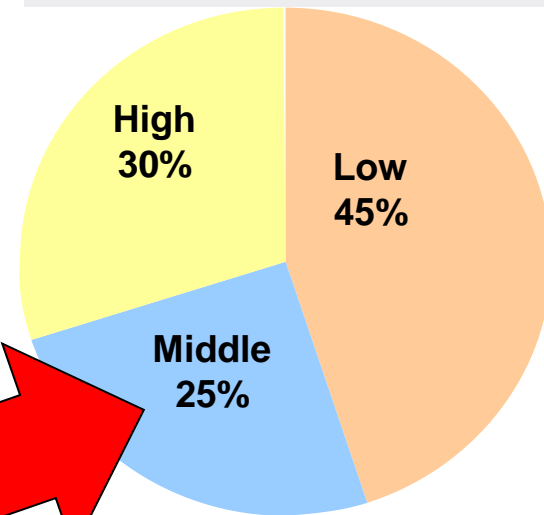
Middle Skills Gap

Job Skill Level Demand

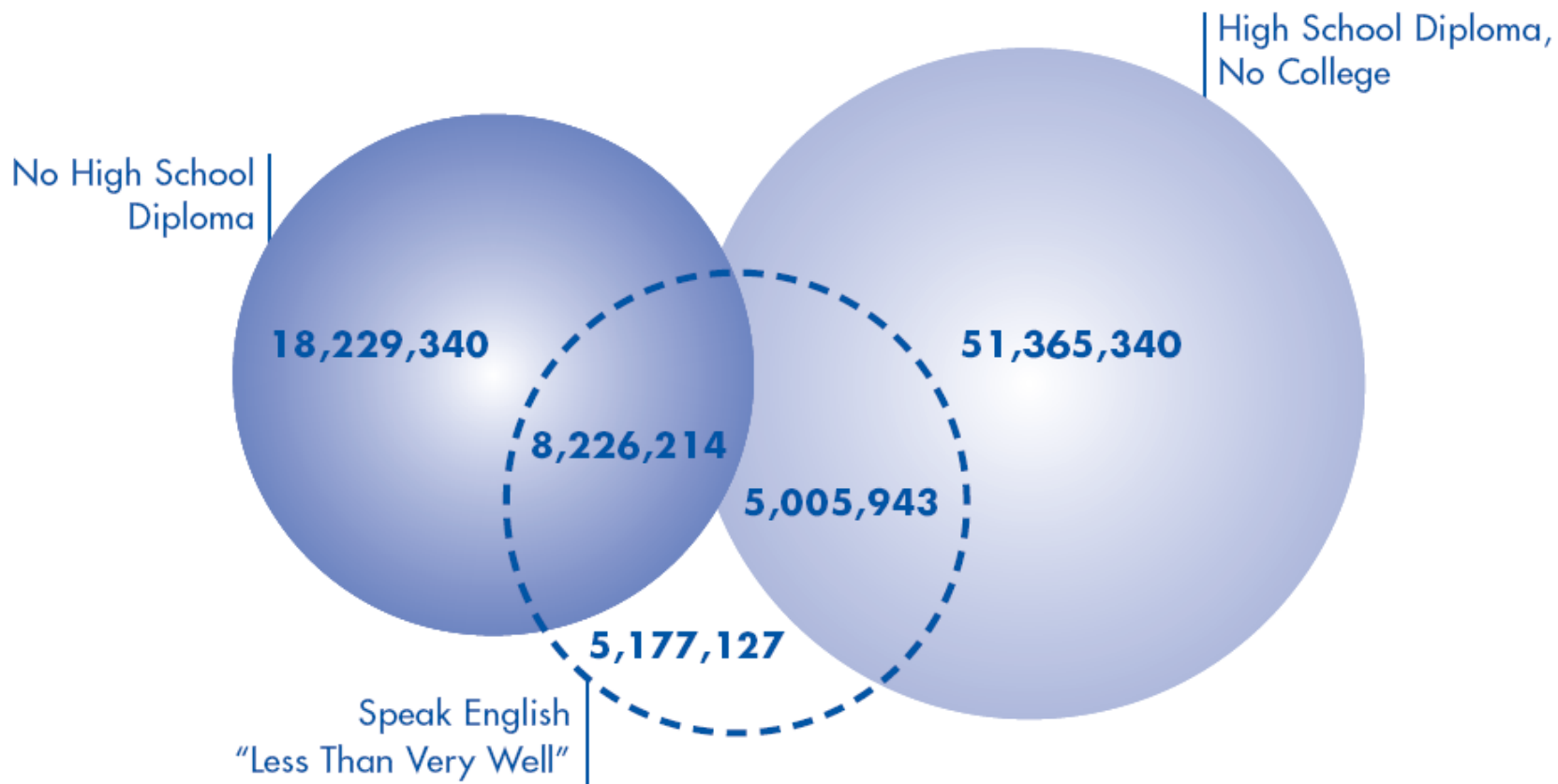


Job Skill Level Supply

2007 Skill Level of America's Workforce



88 Million Adults Have At Least One Education Barrier



Adult Education Population (Age 18–64), 2006

Source: U.S. Census Bureau, 2006 American Community Survey (Public Use Microdata Samples); prepared by National Center for Higher Education Management Systems (NCHEMS). Unduplicated population = 88,003,964.

Critical Workforce Development Trends

Employers are demanding more Skills and Education

- Skills in Science, Technology, Engineering, and Mathematics (STEM) in high demand
- Across all industries employers report increasing demand for skills in problem solving and critical thinking, teamwork, communications, entrepreneurship, and personal (work ethic/time management) skills

Critical Workforce Development Trends

The nature of the Workforce is changing

- Under prepared/over employed
- Aging
- Increasing diversity
- Socioeconomic status divide

Critical Workforce Development Trends

U.S. worker's credentials are not aligned to the requirements of the economy.

- Career Literacy reflected in gap between program of study and requirements of the economy
 - 4% of students planning to major in computer-related fields of study and IT job opportunities
 - 5% of students planning to major in science
 - Nearly 1/5 of high school students who plan to major in science do not take three years of mathematics and science courses in high school
- Relative standing of U.S. dropping on proportion of population completing some college

Critical Workforce Development Trends

“Number of students planning to major in Engineering upon college entrance has continued to decrease.”

1993 - 67,764

2002 - 52,112

*Maintaining a Strong Engineering
Workforce, ACT Policy Report*

Critical Workforce Development Trends

Adults are interested in taking action, **but**....

Critical Workforce Development Trends

There is a disconnect between the views of the stakeholders as to the extent and nature of the problem.

- Teachers
- Parents
- Administrators
- College Faculty
- Business Leaders
- Public

Critical Workforce Development Trends

A degree alone doesn't guarantee workforce readiness.

We don't have a workforce education system in the U.S.—we have a variety of workforce training programs:

- Accredited by various organizations
- Governed and coordinated in different ways in different states
- Funded by a wide array of local, state, and federal funding sources
- Structured in specific agencies

There are insufficient crosswalks or uniqueness between them.

Principle Elements of a National Skills Credentialing System

- Common language
- Portability
- Employer driven
- Foundational to specific
- Responsive to regional labor market demands
- Industry standards

Transformational Change: Establishing a National Workforce Credentialing System

Establishing a set of common understandings regarding:

- Skills
- Credentials
- Certifications
- Certificates

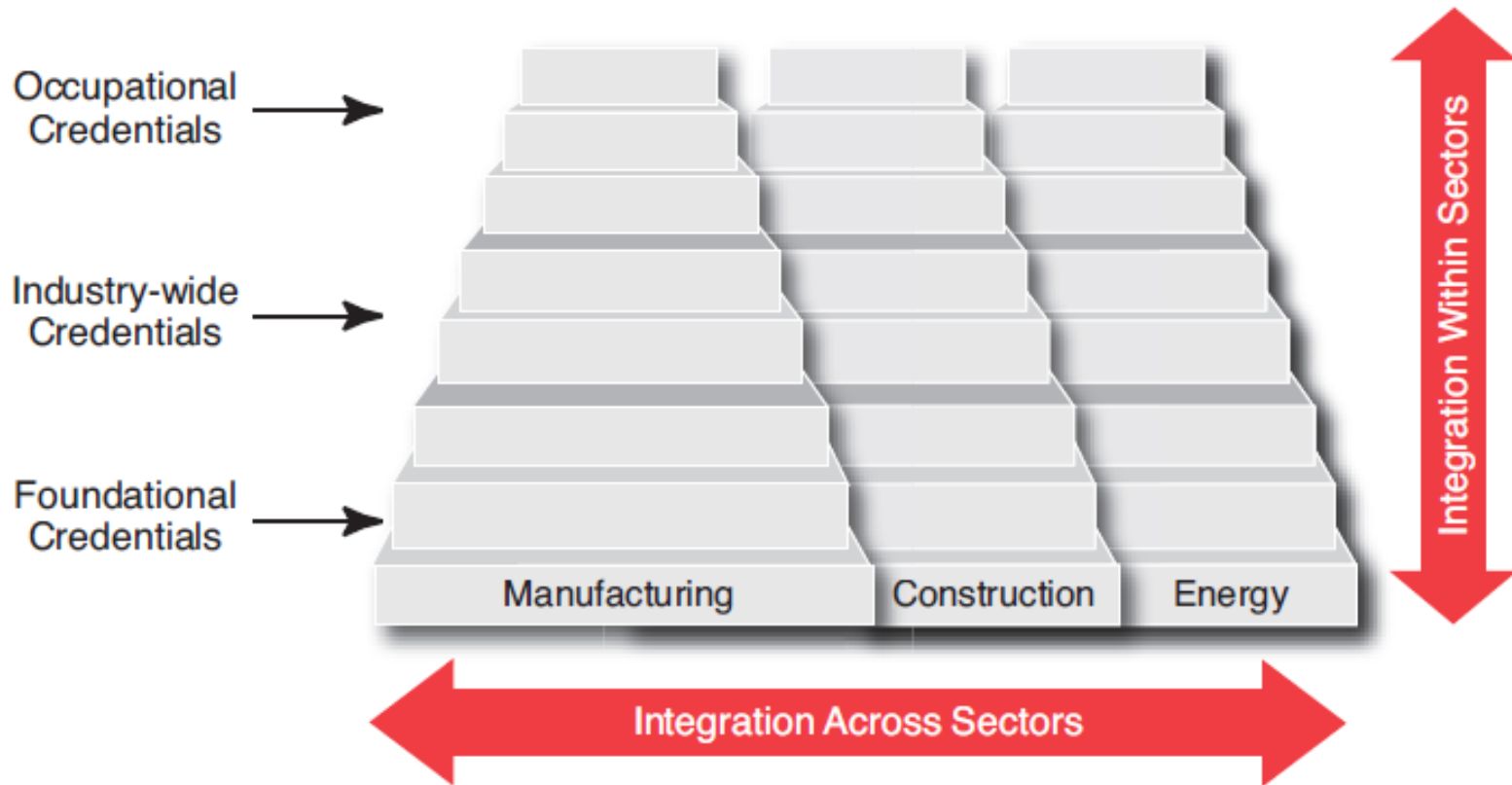
And achieving credential portability, transferability, and stackability.

People seldom improve when they have no other model but themselves to copy after.

-Goldsmith



Horizontal and Vertical Skills Credential Integration



Develop a National Workforce Skills Credentialing System

- Establish a coalition
- Initiate a field-building agenda
- Launch a national campaign
- Codify a common language
- Build an open-source platform

“Long-range planning does not deal with future decisions, but with the future of present decisions.”

-Peter F. Drucker-

Critical Workforce Development Trends K-12

- 1.3 million dropouts annually
- Less than 60% graduate on time in 1,700 schools
- 25% of class of 2006 did not graduate on time
- Traditional high school curriculum alone is not working
- High school curricula and workforce needs not aligned
- Workforce shortages in high wage sectors

Critical Workforce Development Trends

- “Middle skills gap”
- Decline in postsecondary credential attainment
- 90 million Americans face at least one educational hurdle
- 65% of the U.S. workforce in 2020 beyond the reach of the K-12 system
- Employers demanding more skills and education
- U.S. worker’s credentials not aligned to requirements of the economy
- Adults are willing but uncertain

Workforce Development Assumptions

- Community colleges central to workforce development
- Employers as leaders
- Employers as investors
- Scalability of solution

Focus on Community Colleges

- Achieving the Dream: Community Colleges Count
- Completion by Design
- Remediation redux
- Career Navigation for Working Learners

**“When an old person dies the
village loses a library.”**

African Proverb

Disconnect Number 4

There is a disconnect between supply side and demand side standards.

- Expectations
- Focus
- Articulation
- Alternative credentials

“A single issue of the New York Times contains more information than the average 17th-Century person would come across in an entire lifetime.”

William Lynott