



White House/US Dept of Education Summit on Community Colleges: Preparing Students For 2018 and Beyond

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Primary Data Sources

- **“Help Wanted: Projections of Jobs and Education Requirements Through 2018”** – Carnevale et al, Georgetown University Center on Education and the Workforce.
<http://cew.georgetown.edu/jobs2018/>
- **“Betraying the College Dream: How Disconnected K12 and Postsecondary Education Systems Undermine Student Aspirations”** – Venezia et al, Stanford University Bridge Project.
<http://www.stanford.edu/group/bridgeproject/betrayingthecollegedream.pdf>
- **“Education Pays: The Benefits of Higher Education for Individuals and Society”** - Baum & Ma, The College Board.
http://www.collegeboard.com/prod_downloads/about/news_info/trends/ed_pays_2007.pdf



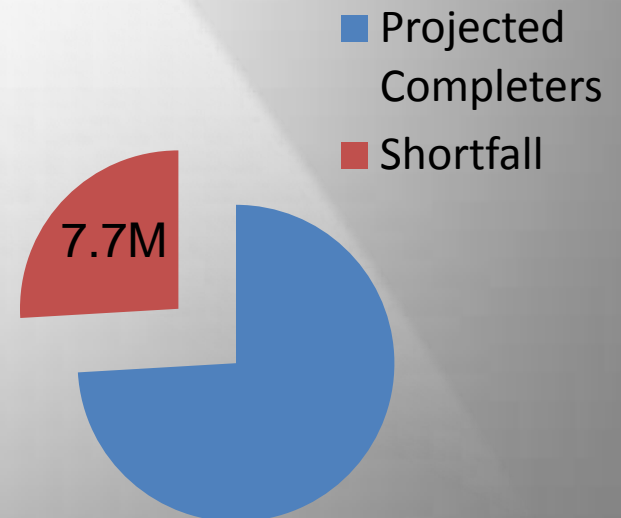
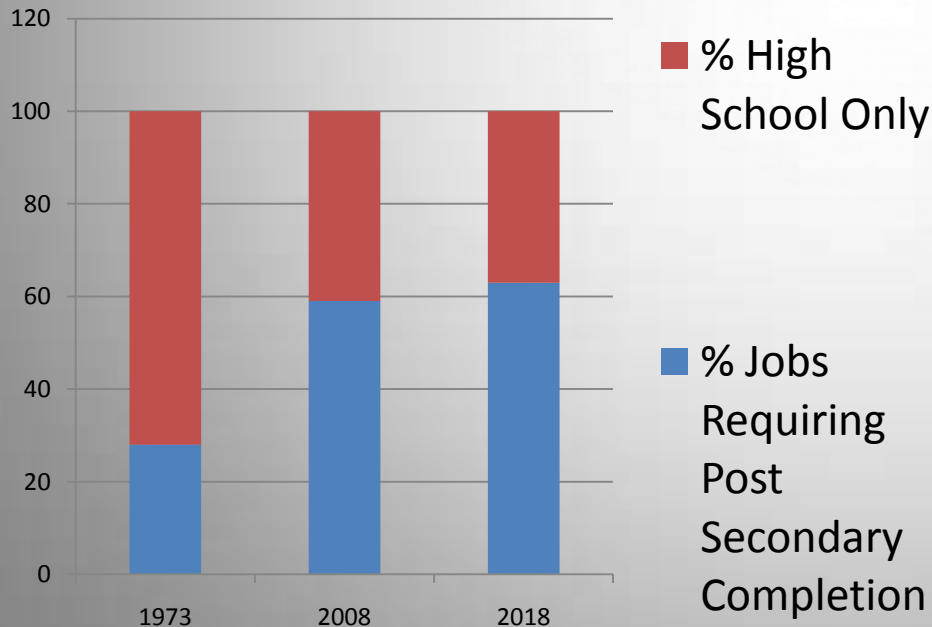
To Lead is to Live Dangerously

because when leadership counts, when you lead people through difficult change, you challenge what people hold dear - their daily habits, tools, loyalties, and ways of thinking - with nothing more to offer perhaps than a possibility

-Heifetz & Linsky

Leadership Challenge

- In 1973 more than 72% of jobs were available to high school graduates. In 2018 it will be less than 37%
- Remaining 63% will require a post secondary degree or certificate. At current post secondary completion rates, we will fall far short of providing the required, educated workforce!



The “Big Goal”

To meet the needs of the workforce and our students, and to return the United States to the leader in post secondary attainment we will have to increase our degree and certificate completion rates by nearly 50% by 2020.

The “Human Capital Century”

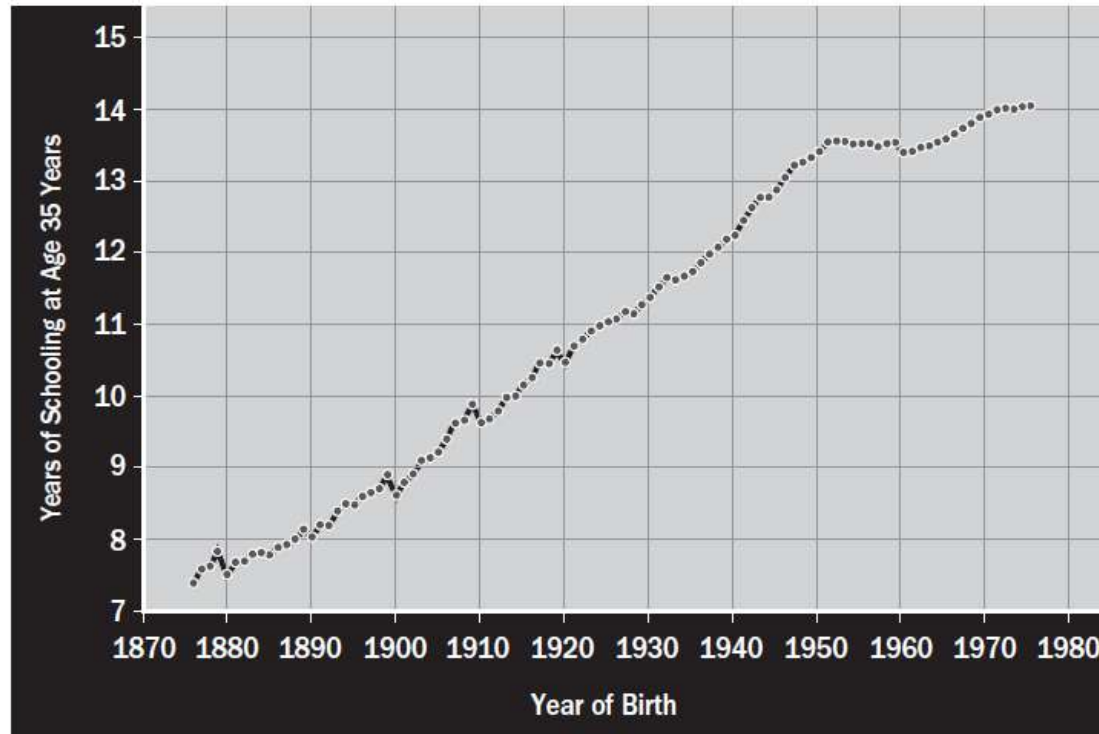


Figure 1.1. Years of Schooling of U.S. Native-Born Citizens by Birth Cohorts, 1876–1975

Source: Goldin and Katz, figure 1.4.

But Over Last 40 Years Completion Rates Have Stagnated

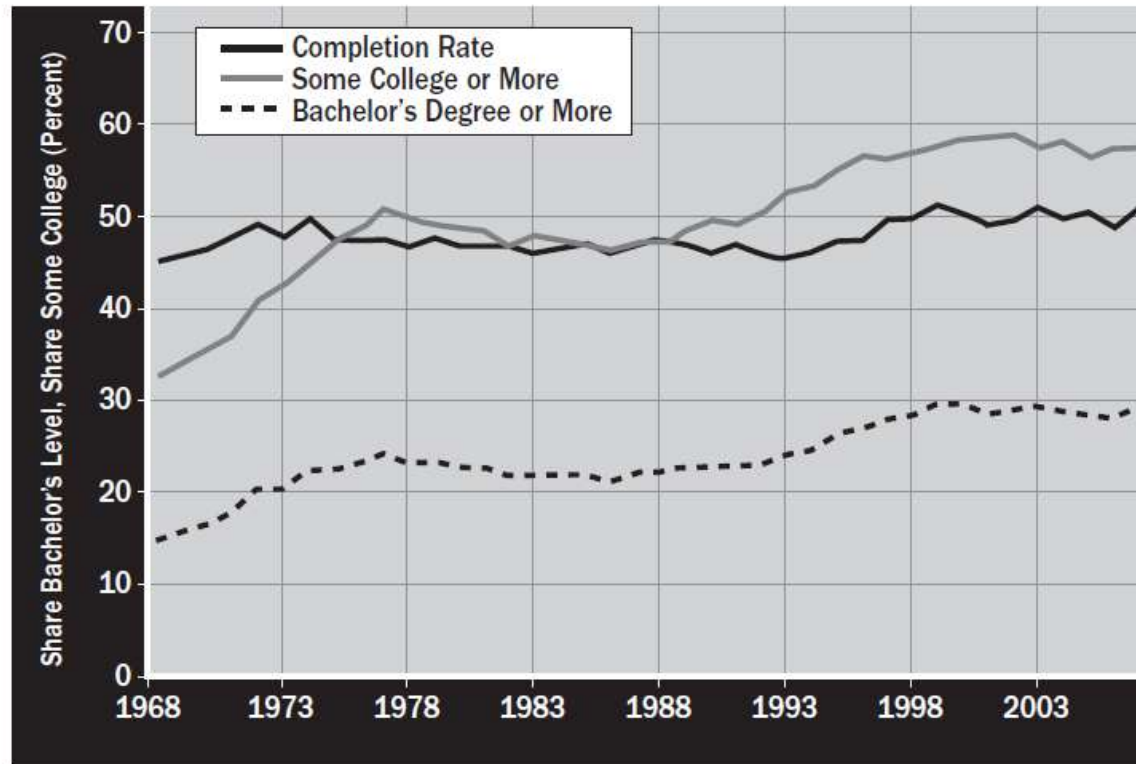
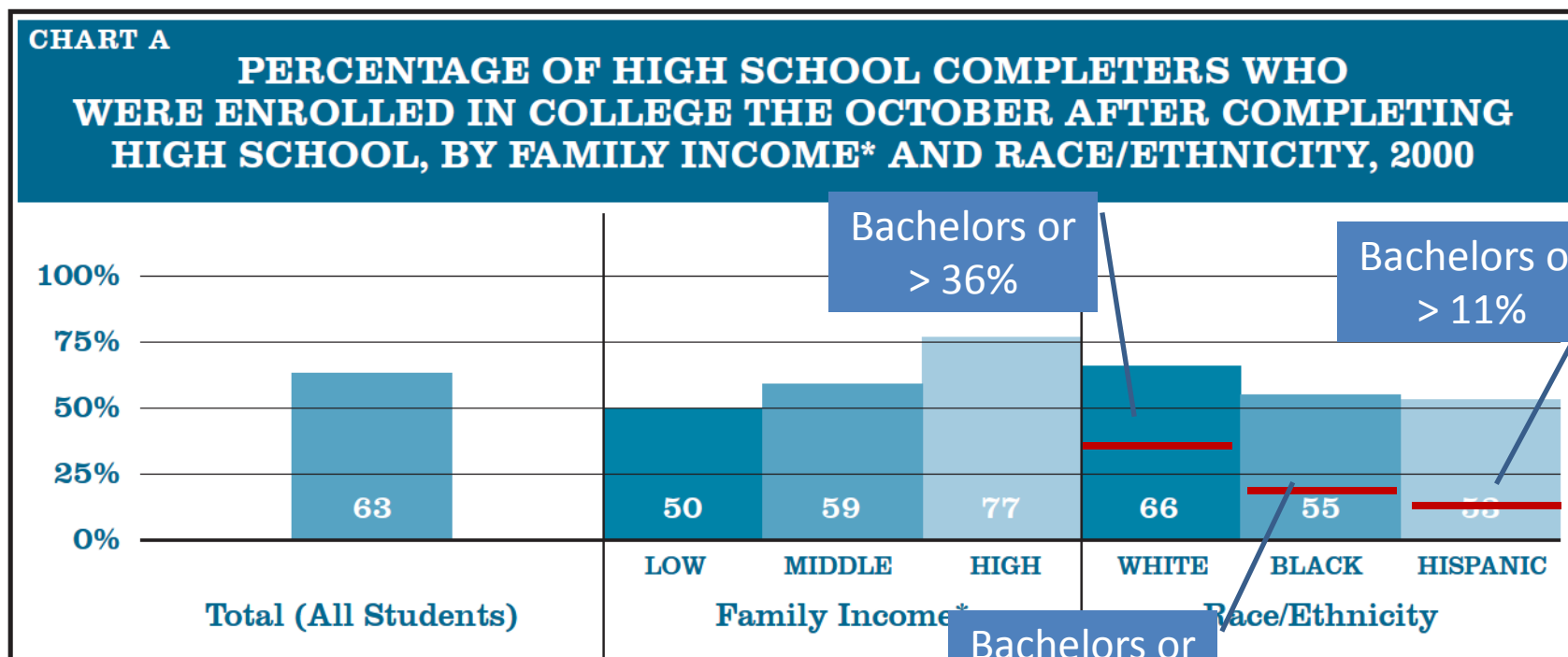


Figure 1.2. Educational Attainment of 25- to 29-Year-Olds, 1968–2007

Source: Current Population Survey.

Things Get Much Worse for Socioeconomically Challenged

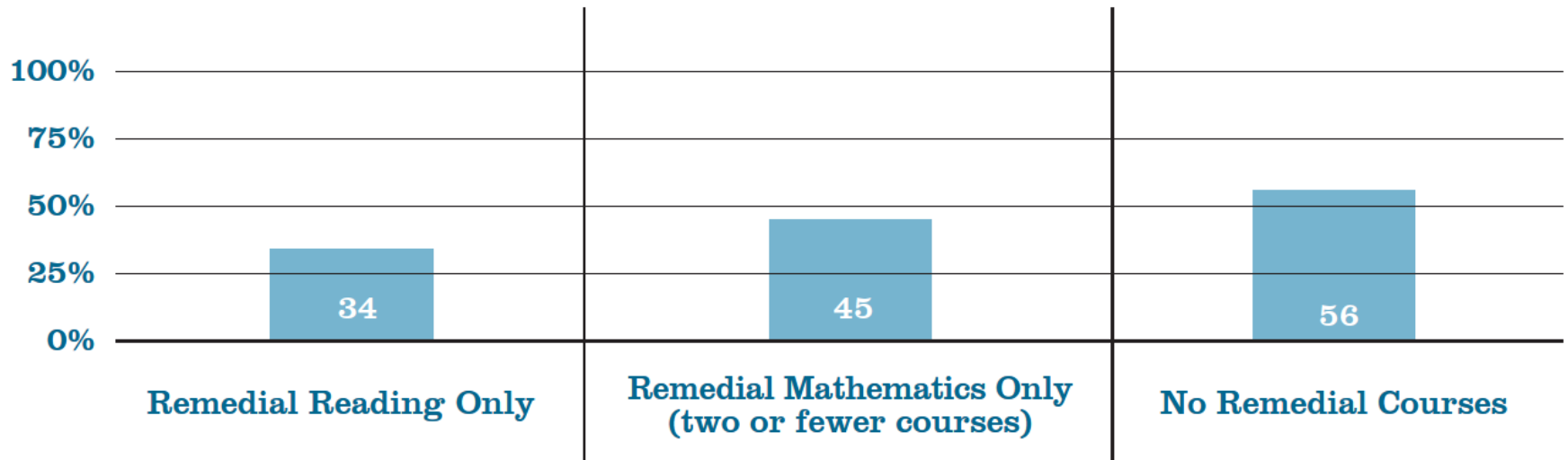


SOURCE: October Current Population Surveys, U.S. Department of Commerce, Bureau of the Census
 * Low Income is the bottom 20 percent of all family incomes, high income is the top 20 percent and middle income is the 60 percent between.
 Included in the total, but not shown separately are students of other racial/ethnic groups. Includes students ages 16 to 24 completing high school in a given year.

And Even Worse For Remedial Learners

CHART D

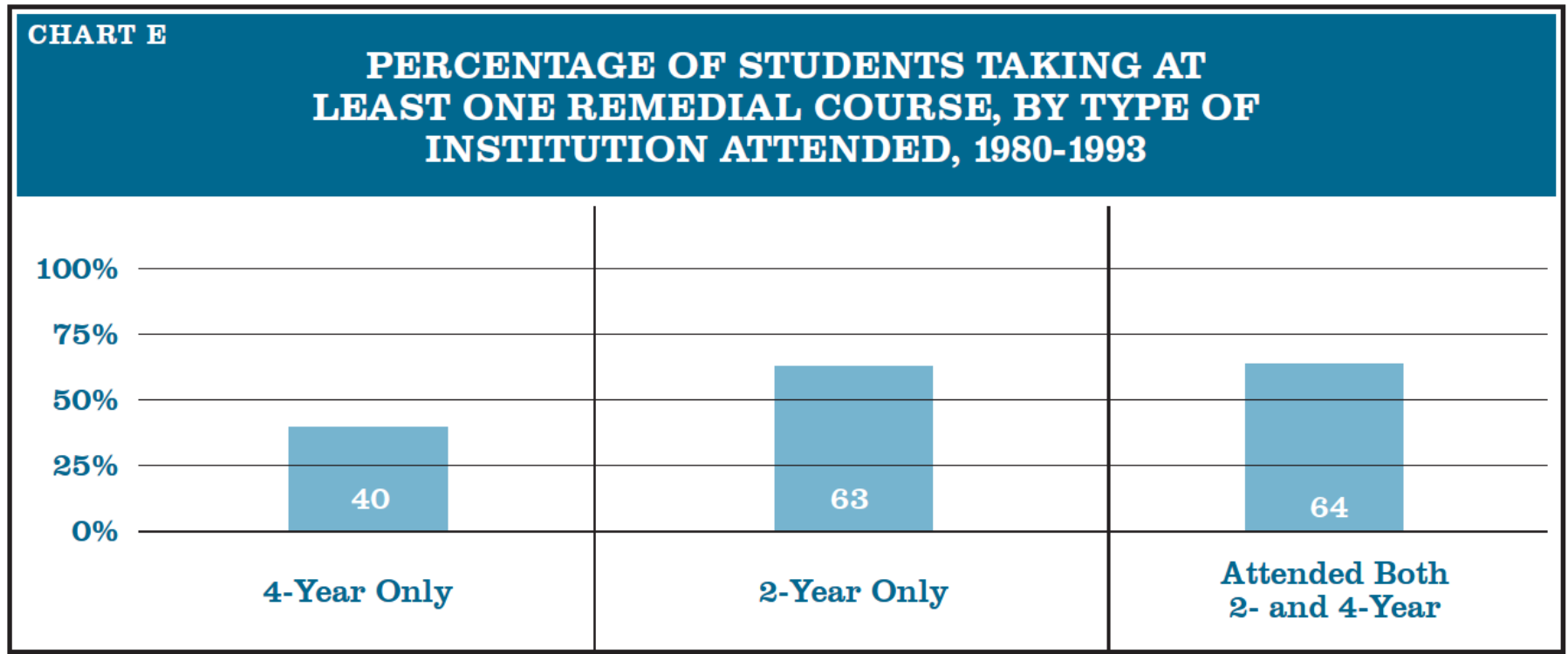
PERCENTAGE OF STUDENTS WITH VARYING TYPES OF REMEDIAL COURSES WHO COMPLETED DEGREES AT 2- AND 4-YEAR INSTITUTIONS, 1980-1993



SOURCE: *The Condition of Education 2001*, page 49 (Indicator 29), U.S. Department of Education.

Students who take either remedial reading and/or remedial mathematics graduate in lower percentages.

...And There Are a Lot of Remedial Learners!



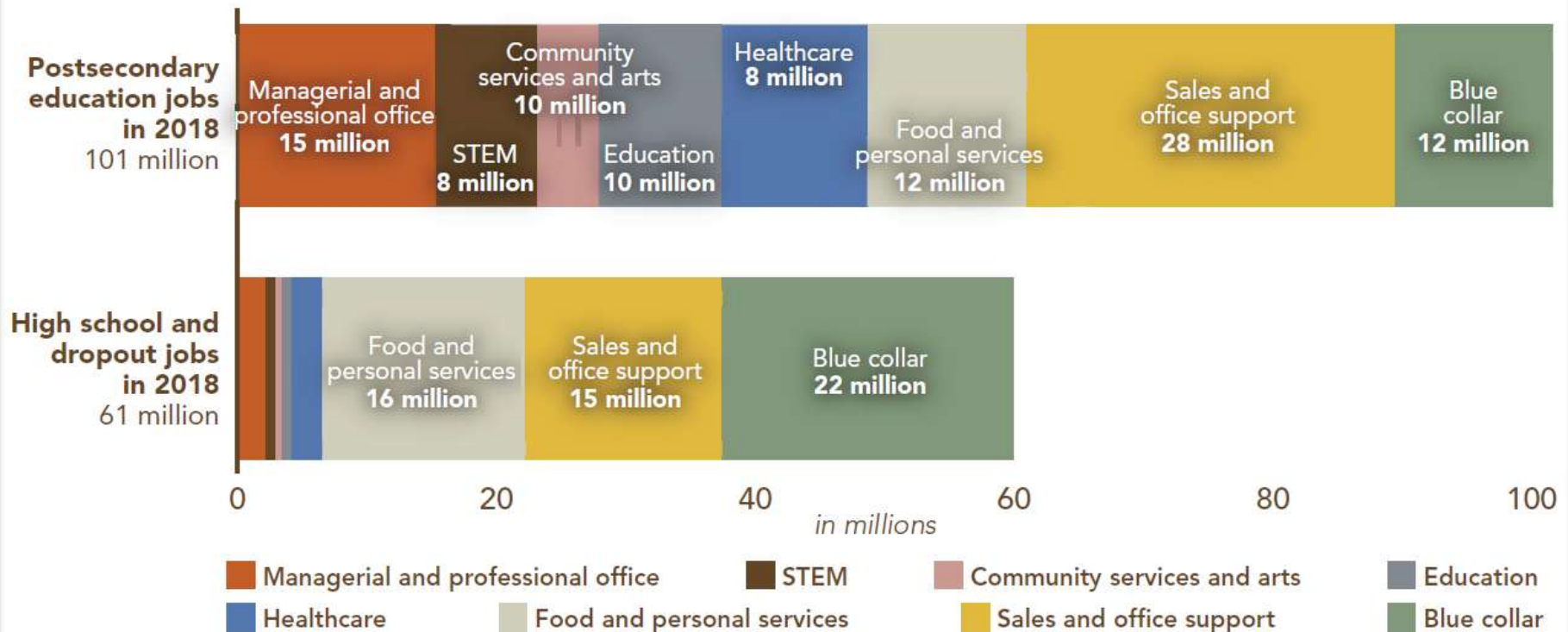
SOURCE: *The Condition of Education 2000*, page 148 (Indicator 29, supplemental tables), U.S. Department of Education.

Students who attend four-year institutions take the fewest remedial courses.

Why are Fewer College Completers a Problem?

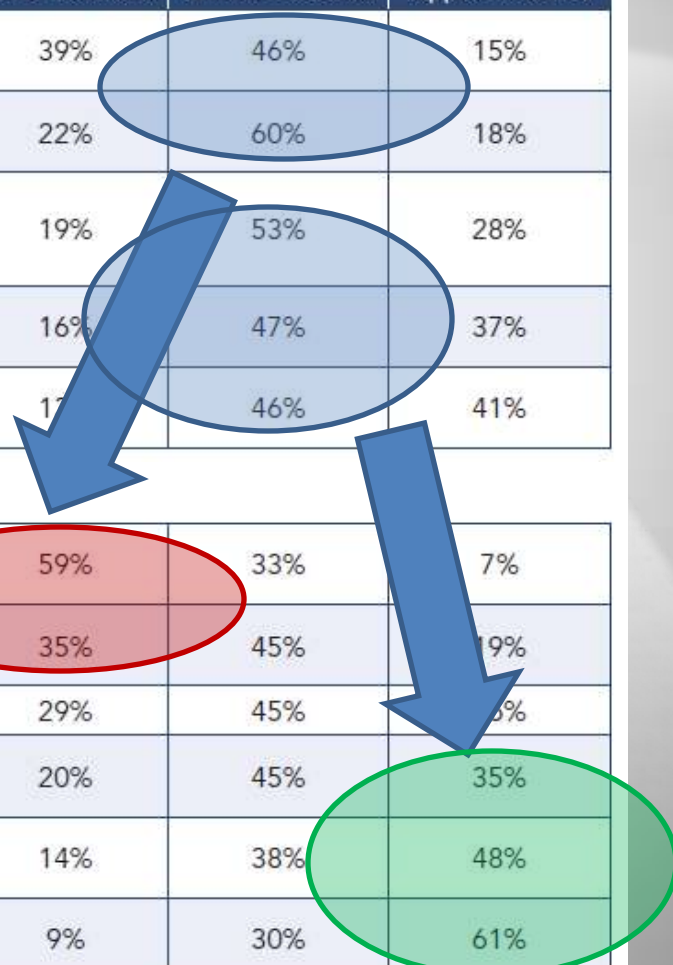
Postsecondary education provides access to occupations across the economy, while workers with a high school diploma or less are largely limited to three occupational clusters that are either declining or pay low wages.

Source: Authors' analysis of March CPS data, various years; Center on Education and the Workforce forecast of educational demand to 2018



Post Secondary Education is the Key to Migration From Middle Class

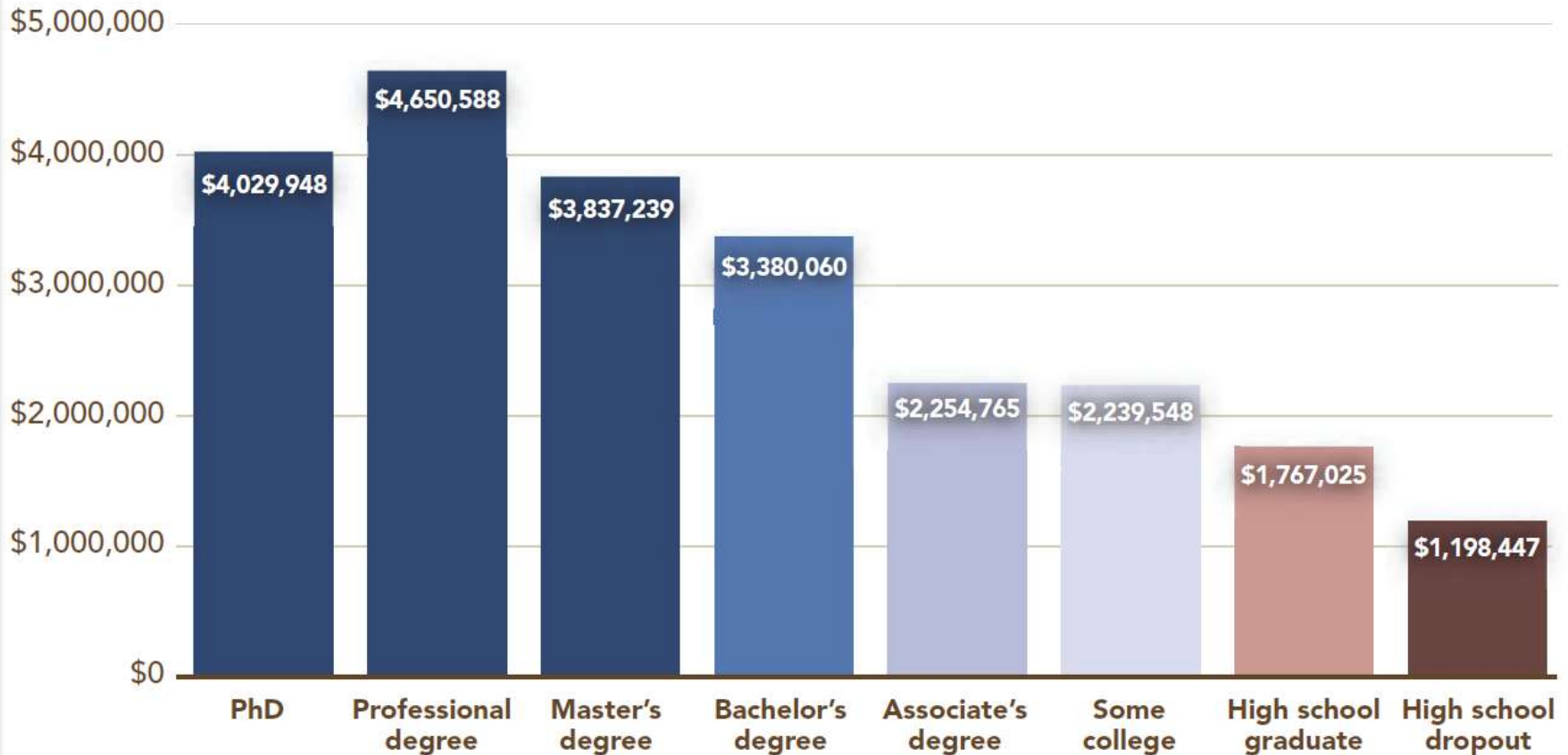
	Lower-income class (lower 3 deciles)	Middle-income class (middle 4 deciles)	Upper-income class (upper 3 deciles)
1970:			
High school dropouts	39%	46%	15%
High school graduates	22%	60%	18%
Some college/ Associate's degree	19%	53%	28%
Bachelor's degree	16%	47%	37%
Graduate degree	17%	46%	41%
2007:			
High school dropouts	59%	33%	7%
High school graduates	35%	45%	19%
Some college	29%	45%	26%
Associate's degree	20%	45%	35%
Bachelor's degree	14%	38%	48%
Graduate degree	9%	30%	61%



Average Lifetime \$ in 2008 Dollars

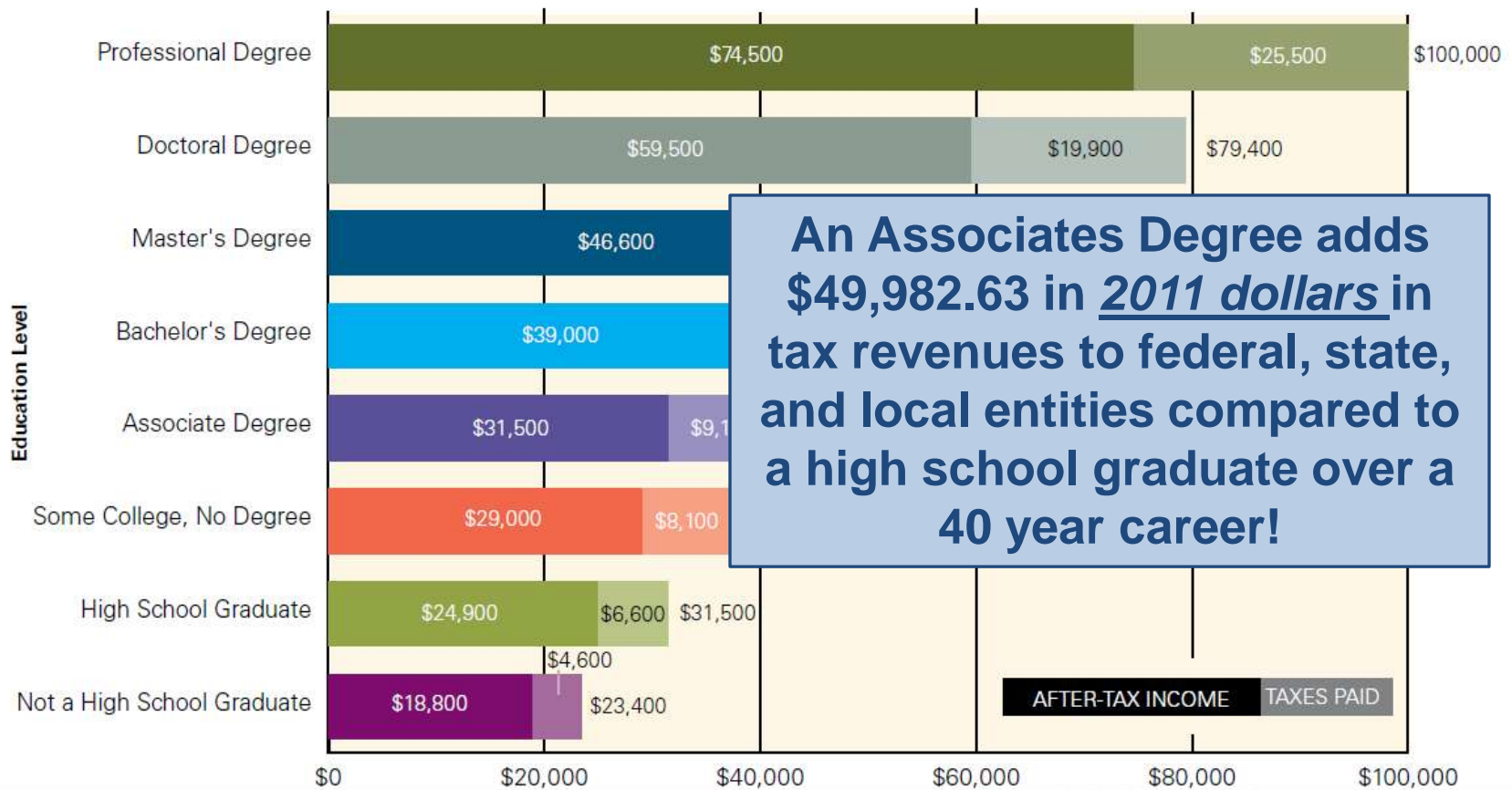
Estimated average lifetime earnings by education level. (in current dollars)

Source: Authors' analysis of March CPS data, 2008



Benefits to Public Entities (increased revenue)

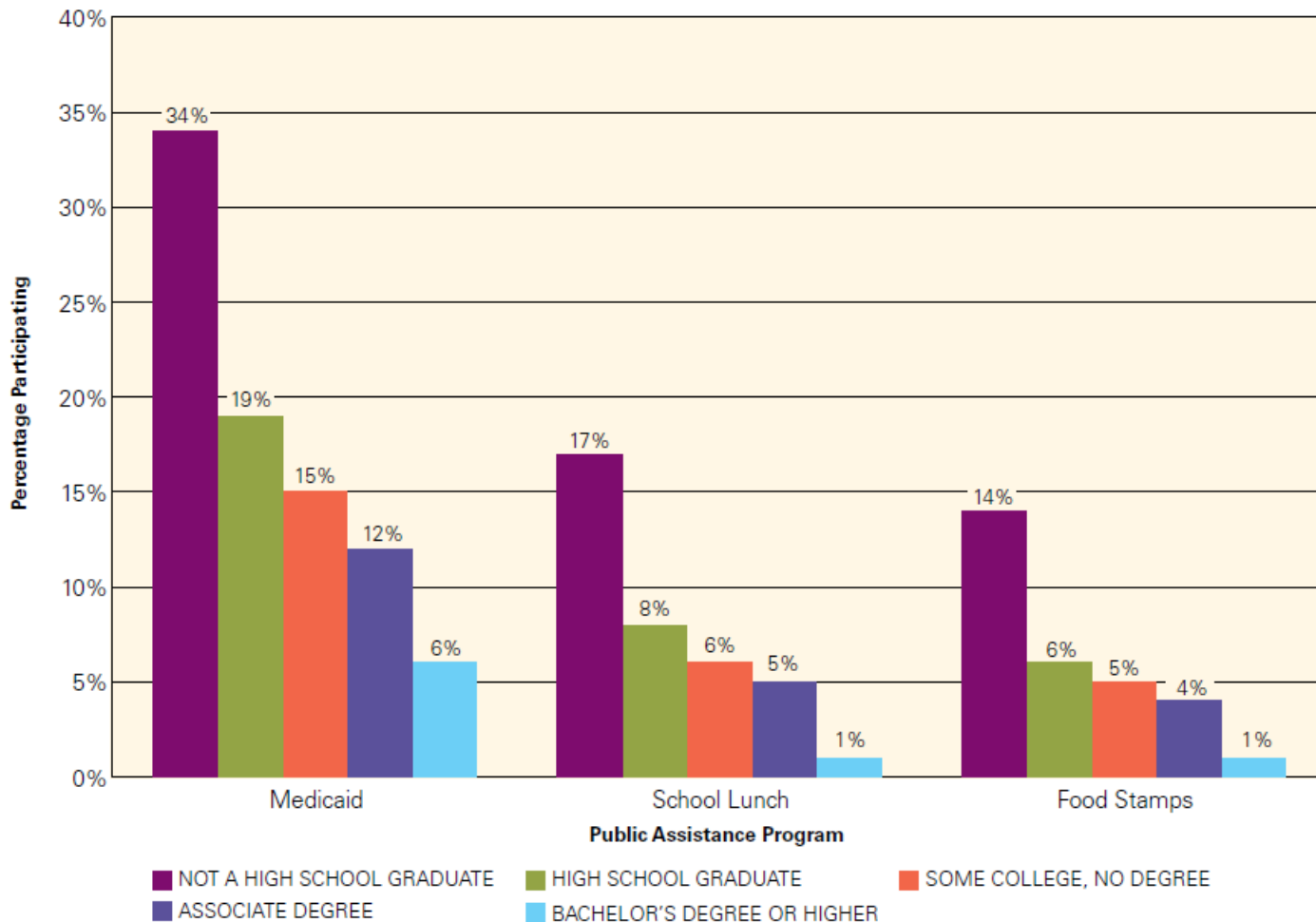
Figure 1.1: Median Earnings and Tax Payments of Full-Time Year-Round Workers Ages 25 and Older, by Education Level, 2005



An Associates Degree adds \$49,982.63 in 2011 dollars in tax revenues to federal, state, and local entities compared to a high school graduate over a 40 year career!

Impact on Social Services (decreased costs)

Figure 1.12: Percentage of Individuals Ages 25 and Older Living in Households That Participated in Public Assistance Programs, by Education Level, 2005

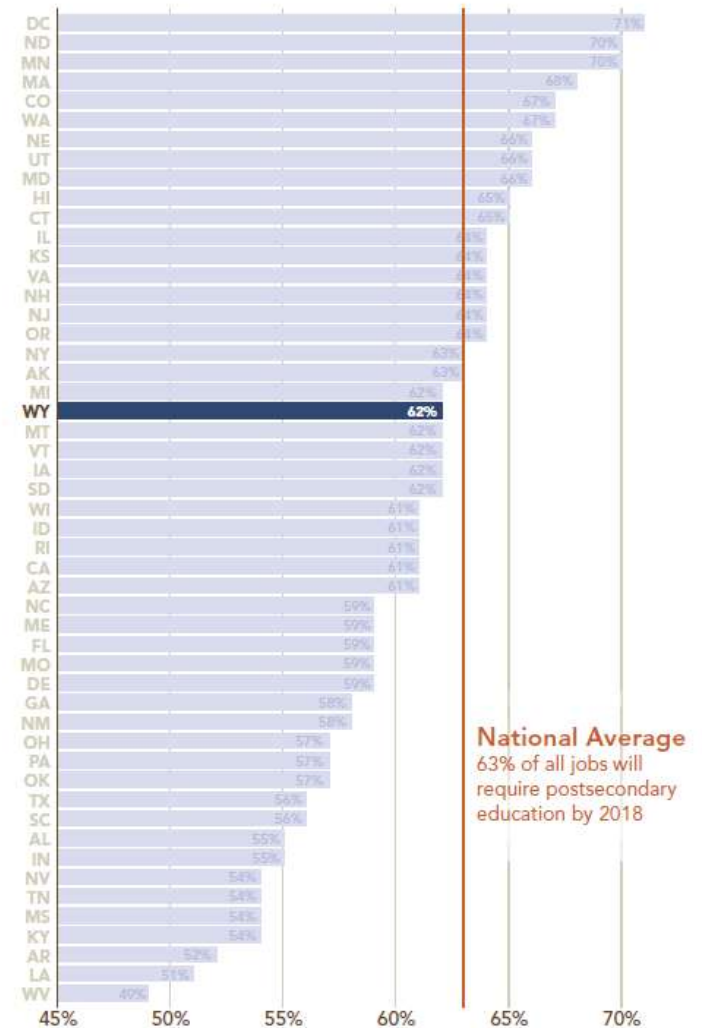


Well Wyoming is Different, Right...

- Between 2008 and 2018, new jobs in Wyoming requiring postsecondary education and training will grow by 16,000 while jobs for high school graduates and dropouts will grow by 16,000.
- Between 2008 and 2018, Wyoming will create 108,000 job vacancies both from new jobs and from job openings due to retirement.
- 65,000 of these job vacancies will be for those with postsecondary credentials, 34,000 for high school graduates and 8,000 for high school dropouts.
- Wyoming ranks 43rd in terms of the proportion of its 2018 jobs that will require a Bachelor's degree, and is 44th in jobs for high school dropouts.
- 62% of all jobs in Wyoming (278,000 jobs) will require some postsecondary training beyond high school in 2018.

Job vacancies arise from two sources: There are brand new positions created as an occupation grows, and there are pre-existing jobs that people leave behind when they retire, or move into other occupations.

Percentage of jobs in 2018 that will require a postsecondary education, by state.



Wyoming ranked 21st, Montana 22nd in post secondary educational requirements intensity

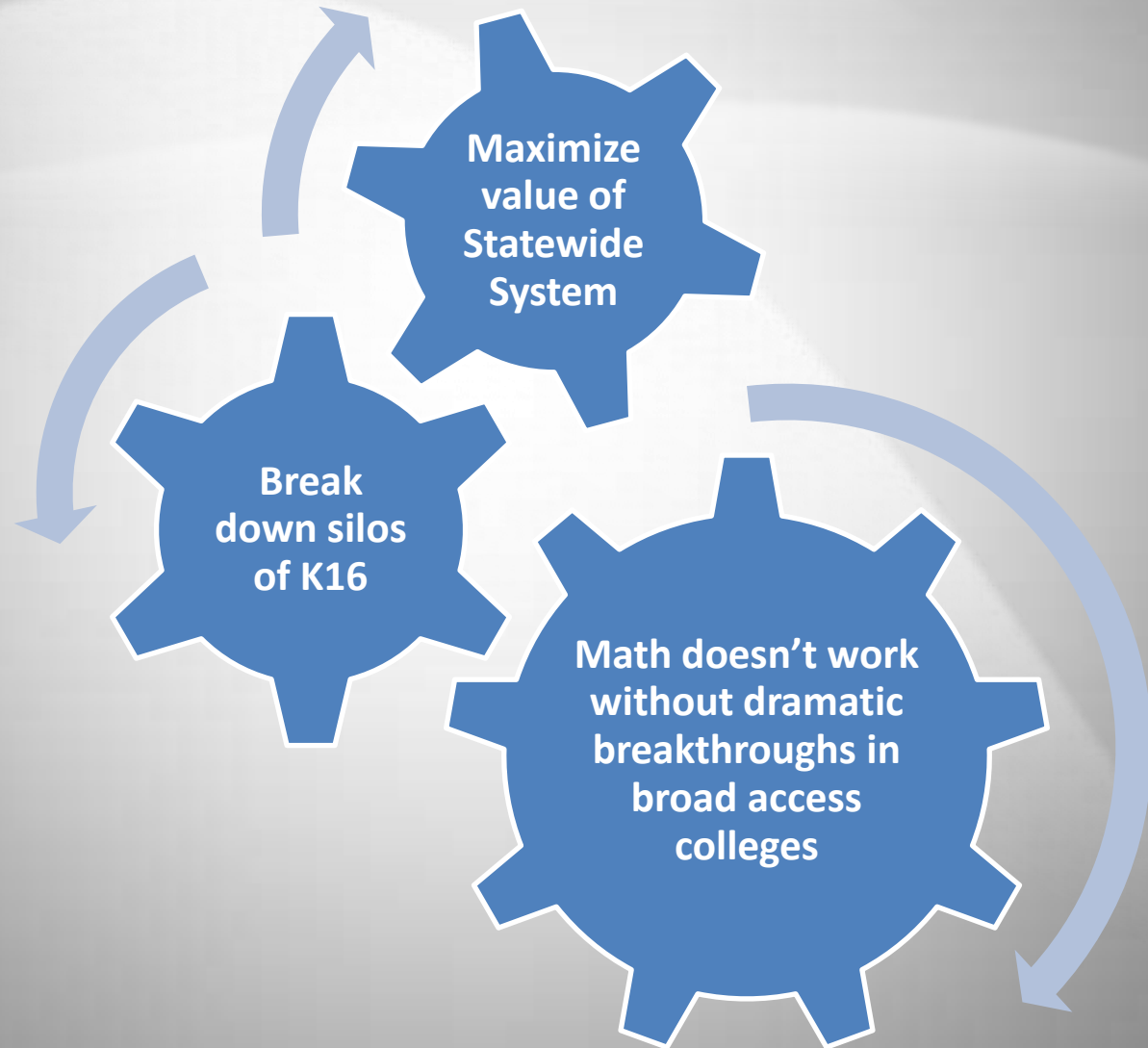


What We Know about Status Quo

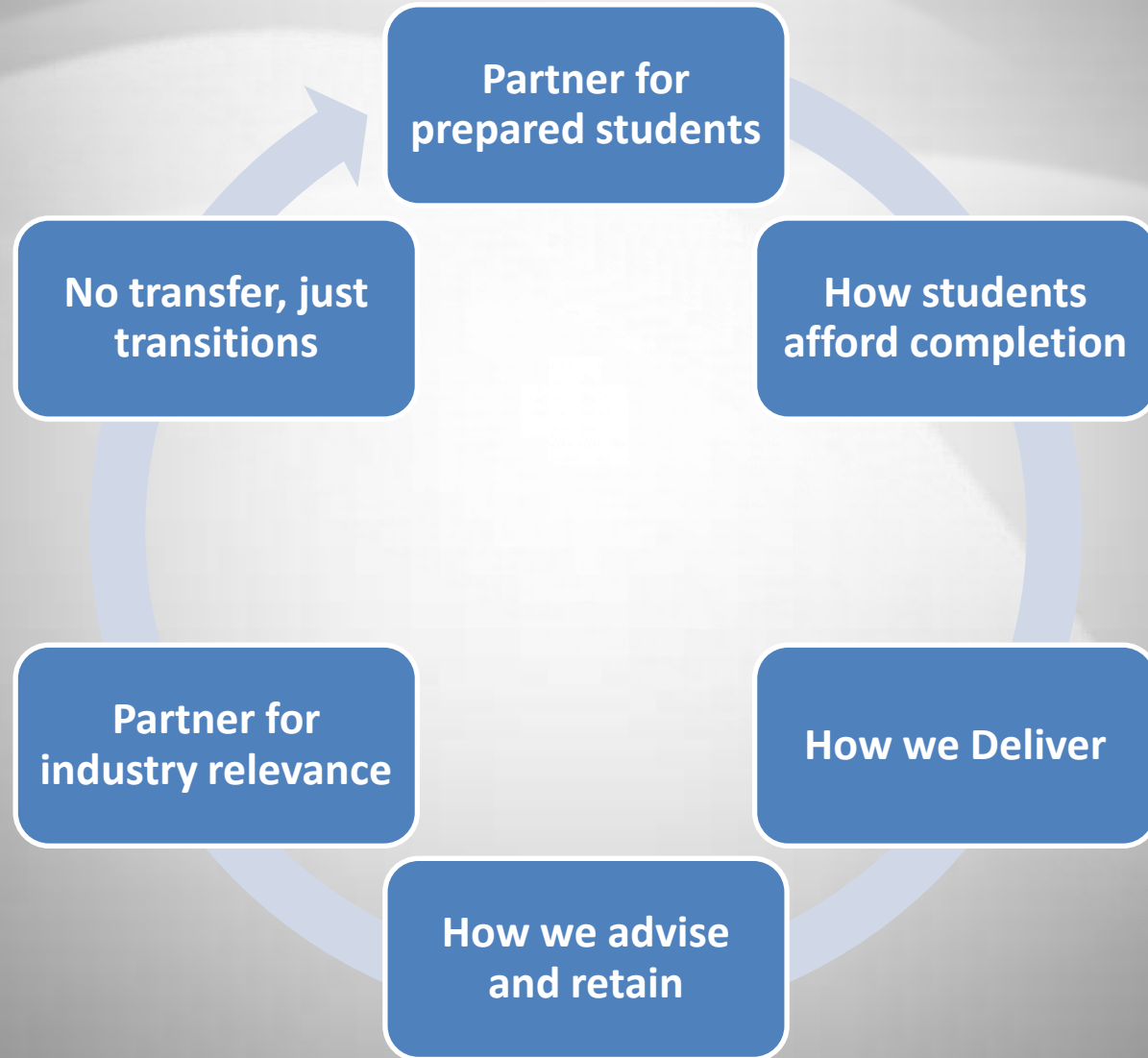
- We will be short over 7.7M educated workers in the workforce!
- Non post secondary learners will be compelled to compete for only 37% of the jobs
- Wages for those 37% of jobs will condemn many to the lower income class
- The return on investment for governmental support of post secondary education is significant

***This is why the “Big Goal” is
so important!***

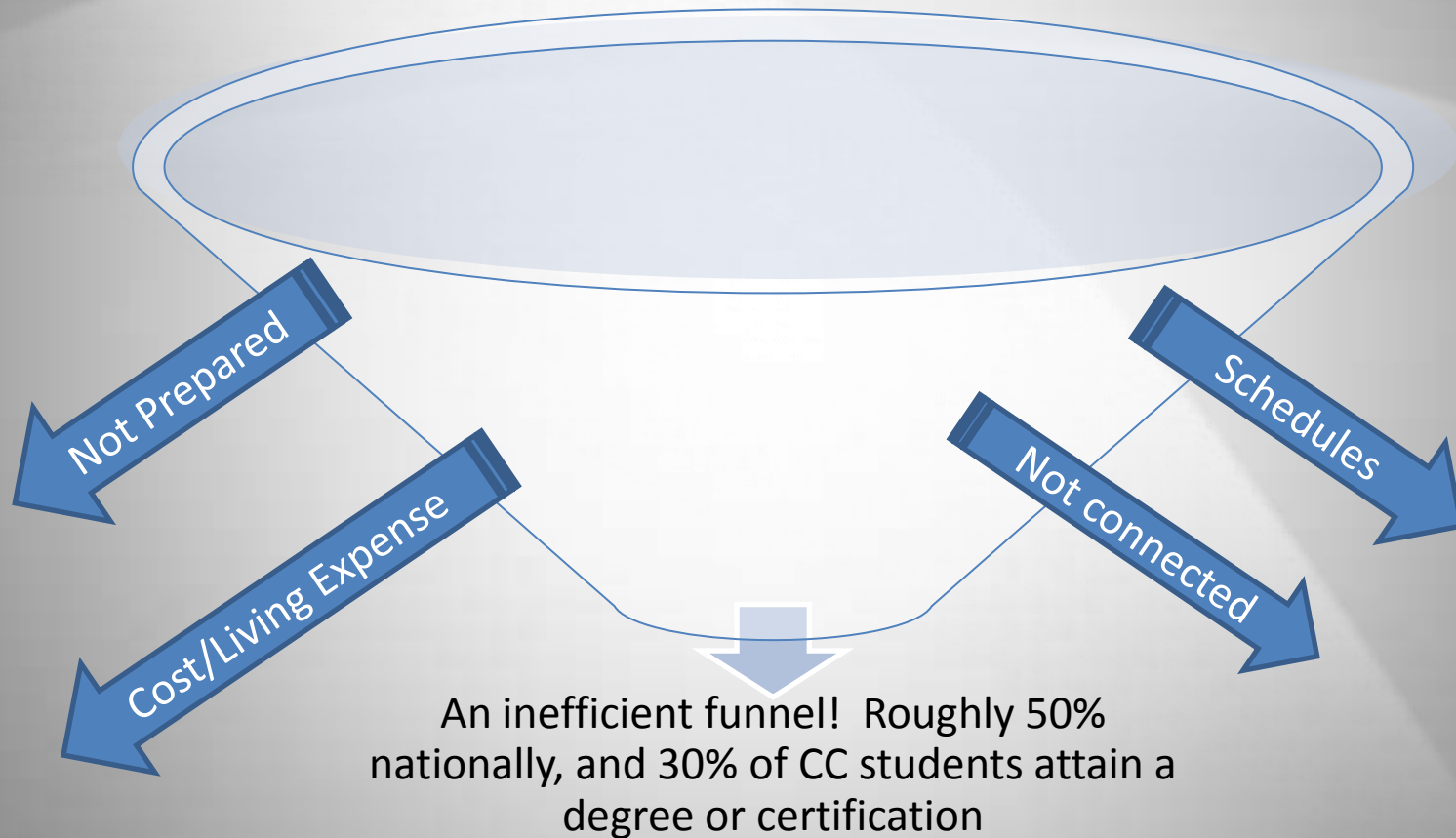
So How Do We Get There?



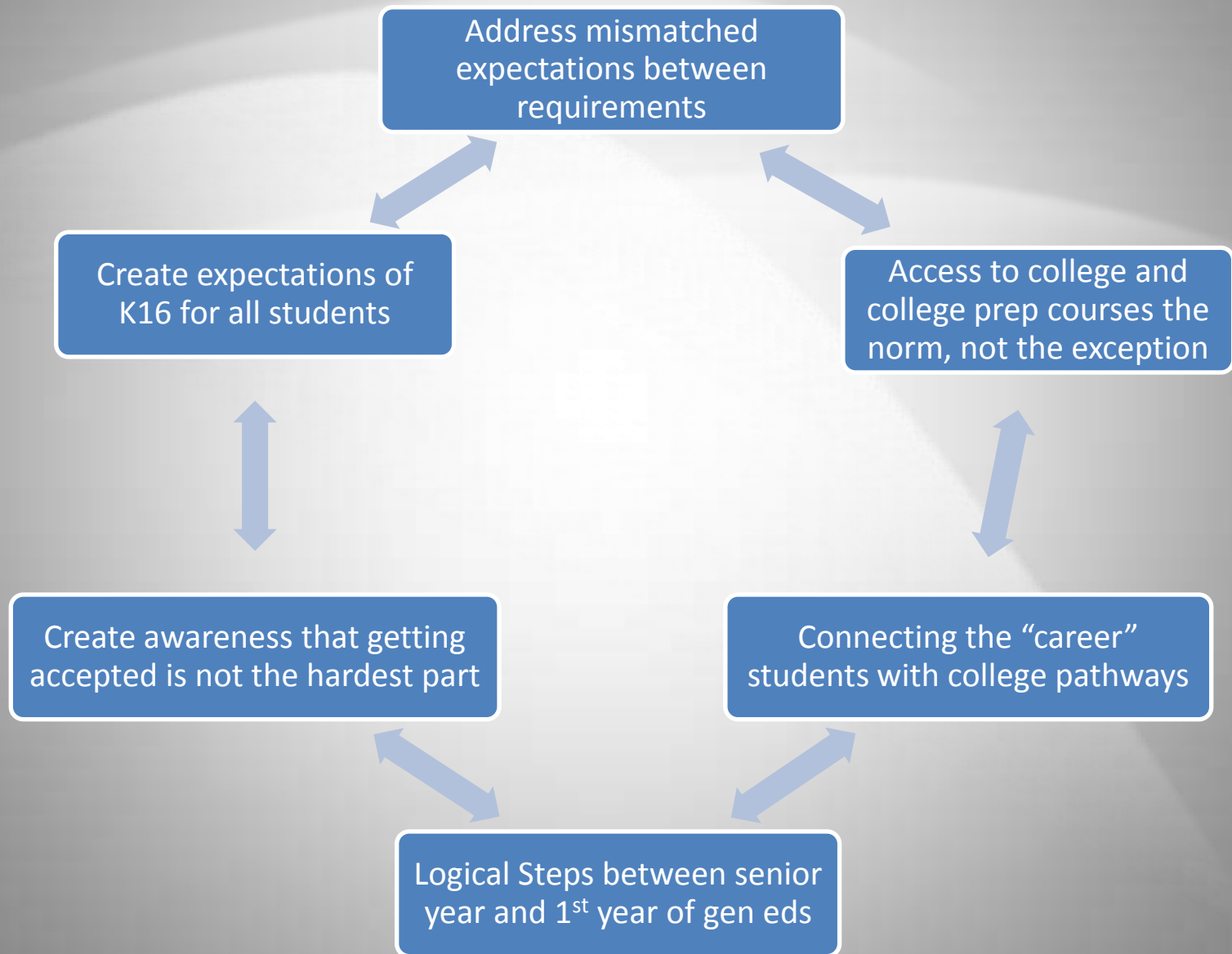
“Thinking” Differently @ the CC



Without Abandoning our Core Mission of Broad Access



Systems Thinking – K16



Act Like a Statewide System

Alone we are all too small to be interesting to the biggest foundations and grants, but as a system we represent a VERY interesting incubation lab for groundbreaking ideas

Coverage

Only 7 Colleges to cover entire state

Urban/Rural
Mix

Urban, Rural, and Tribal areas deliver breadth of SES opportunities

Distance

Opportunities to invest in distance educational initiatives

Thoughtful
Legislature

Statewide initiatives allow for learnings in working with state Legislatures

Partner States

Potential for multi-state collaborations with Montana, Idaho, Utah, and/or Colorado

Start Creating The Future

Challenge

- Our mental models
- Our expected outcomes

Knowledge

- Attend “Bridging the GAP” Summit @ NWC in Fall 2011
- Talk to your colleagues and look for innovations

Think BIG

- There is funding and an appetite for great ideas
- These are the “big rocks” we need to move in our Strategic Plans

Great things are not by impulse, but by a series of small things brought together

– Vincent Van Gogh



Thank You!