

SREB

# **Career Pathways: Paving the Way for Economic Success**

# SREB 2024 Priorities

AI

Student  
Success

Career  
Pathways

Literacy

Educator  
Workforce

# Charge to the Pathways Committee

- Work within context of SREB “The Wheel”
- Take inventory of SREB's previous work on career pathways
- Identify linkage and overlap among the priority steering committees
- Collaborate with community colleges as a key postsecondary partner
- Develop publications, convenings and support plans that situate SREB as the leading voice of career pathways

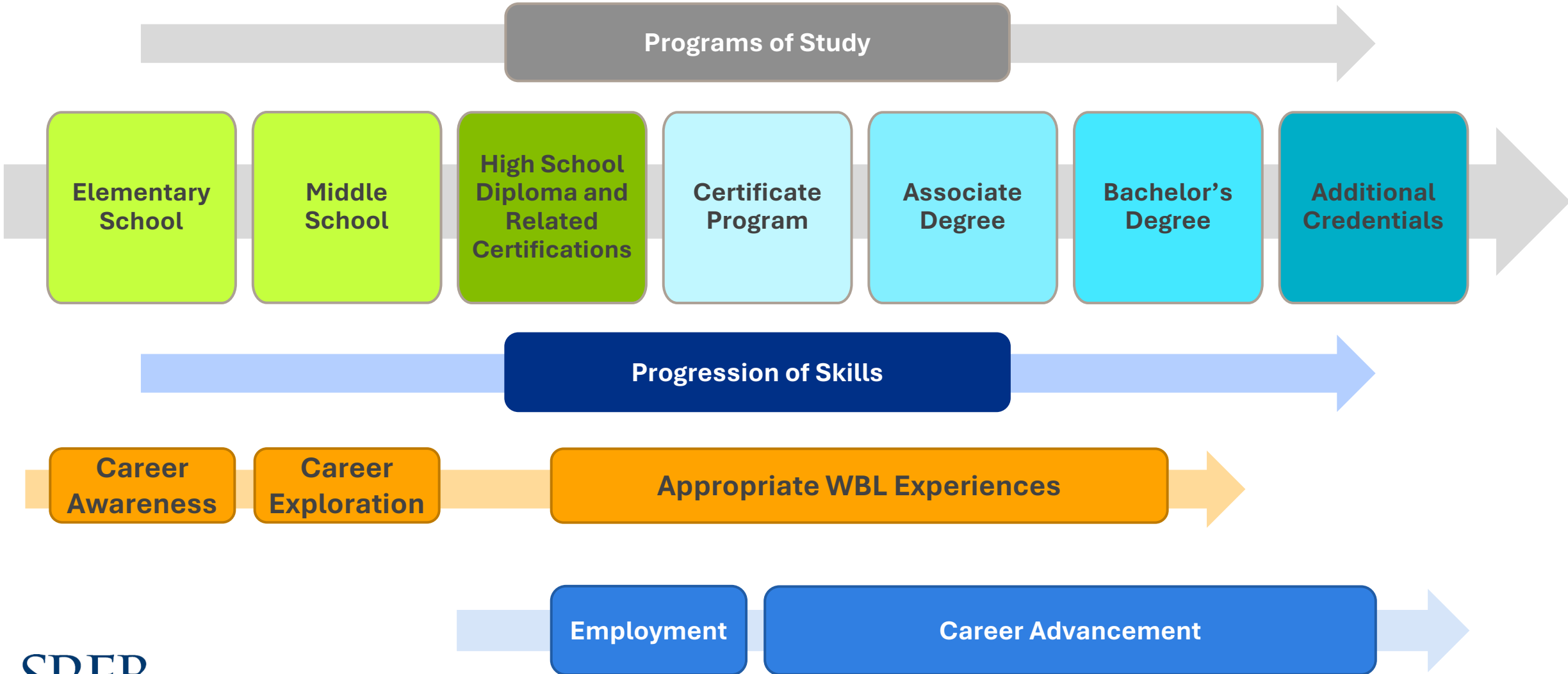


# Scan of SREB Literature

Across SREB publications since 2015, definitions of pathways were not contradictory, but they were inconsistent.



# SREB Career Pathways



# Defining SREB Career Pathways



**SREB Career Pathways** align elementary, secondary, postsecondary and work-based education and training to increase skill attainment for students and adult learners to meet regional workforce needs that support thriving economies.

# SREB Career Pathways Key Elements



Alignment



Data Analysis, Research and Evaluation



College and Career Readiness



Stackable Credentials



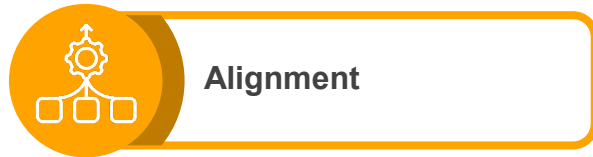
Systems of Guidance and Support



Employment, Continuing Education, and Career Advancement

# Indicators of SREB Career Pathways

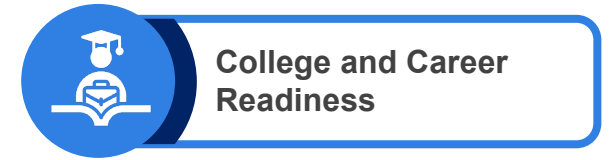
## Key Elements



- Policy aligns with practice and expectations
- Programs of study align with labor market
- Work-based learning continuum
- Business and industry shareholders
- Non-duplicative courses
- Credit transferability



- Longitudinal data systems
- Data sharing and transparency
- Evidence-based programs and policies
- On-going monitoring and evaluation



- Aligned curriculum
- Integrated core academics and technical skills
- Evidence and validation
- Engaging instruction
- Educator and partner collaboration
- Experiential learning



# Indicators of SREB Career Pathways

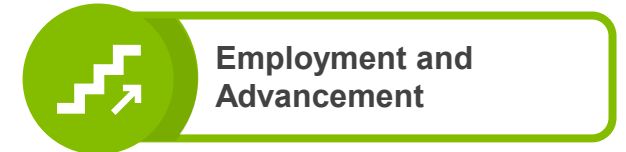
## Key Elements



- Multiple entry and exit points
- Industry validated credentials
- Aligned learning outcomes
- Sequential curriculum
- Dual credit



- Career awareness, exploration and preparation
- Students' aptitude and interests
- Individual career and academic plans
- Career guidance system
- Programs of study
- Career information centers



- Meet workforce demands for high skill, high wage, high demand jobs
- Grant credit for prior learning/experience
- Career progression
- Transferable skills

# 3H Careers: High Wage, High Demand, High Skill

## High Wage

- Helps inform which pathways and career areas in which to expect to make a living wage

## High Skill

- Knowing the specific skills of a pathway helps to create a program of study with appropriate credentials

## High Demand

- When identified, states can select certain pathways to focus resources

# The Need for Career Pathways

- Postsecondary training is necessary to meet demands of 3H careers.
- Occupational gaps persist.
- Current jobs are changing rapidly.
- Students need a plan that allows them to make seamless transitions from education and training to careers that match their goals and aspirations.



# Aligning Postsecondary Education and Training with Tomorrow's Economic Opportunities

Zack Mabel, Director of Research

Southern Regional Education Board  
Annual Meeting

June 23, 2024

*GEORGETOWN*  
*UNIVERSITY*

McCourt School *of Public Policy*

**CENTER ON  
EDUCATION AND  
THE WORKFORCE**

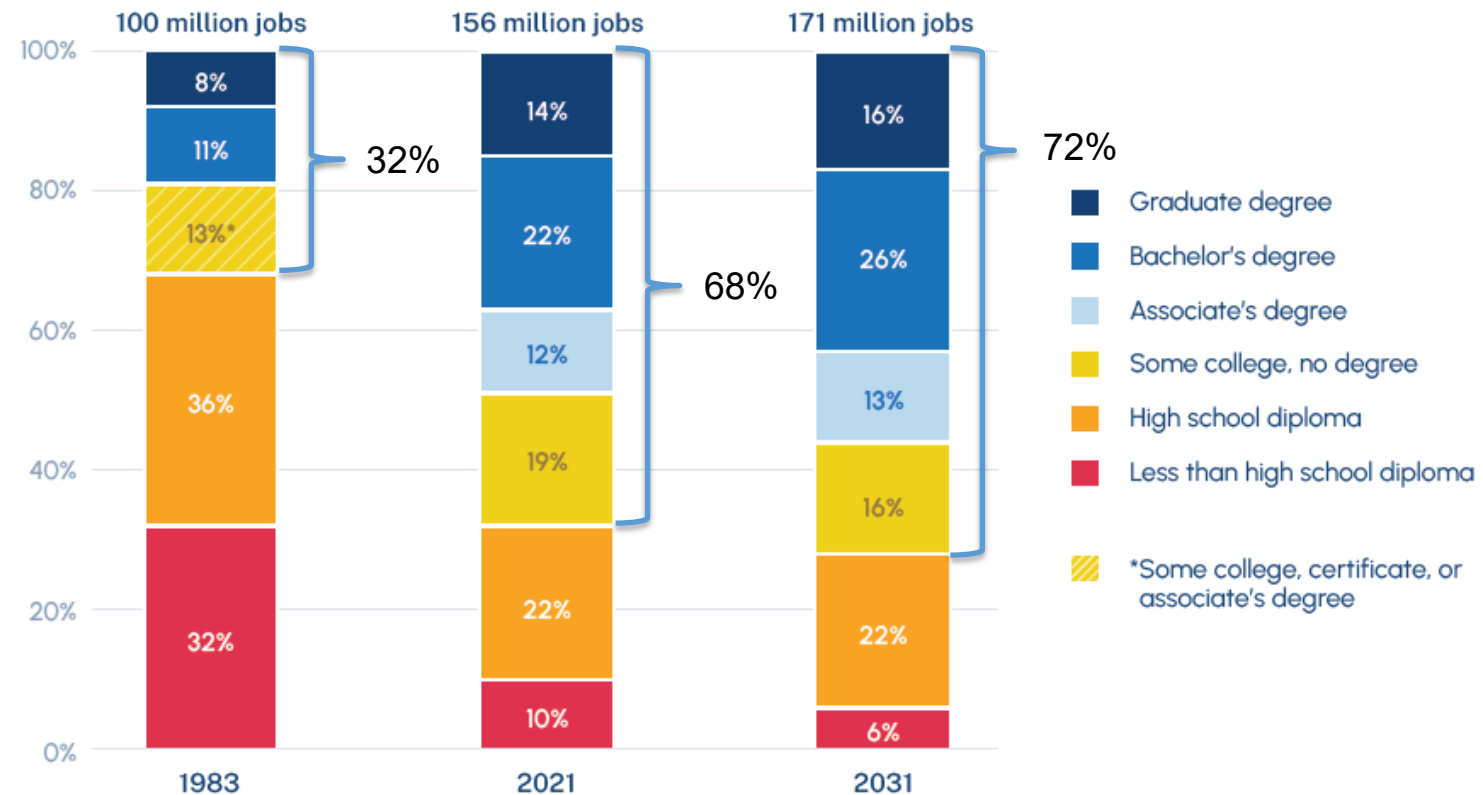
# Outline

1. The future of economic opportunity
2. How misalignment between local education and workforce systems is contributing to missed economic opportunities

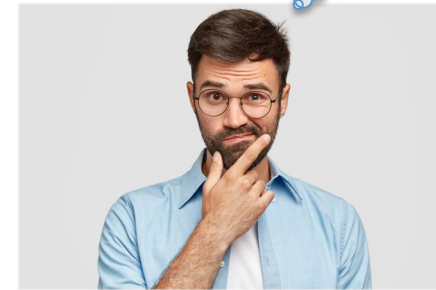


# By 2031, 72% of jobs will require education or training beyond high school

Educational attainment distribution of workers in the US economy



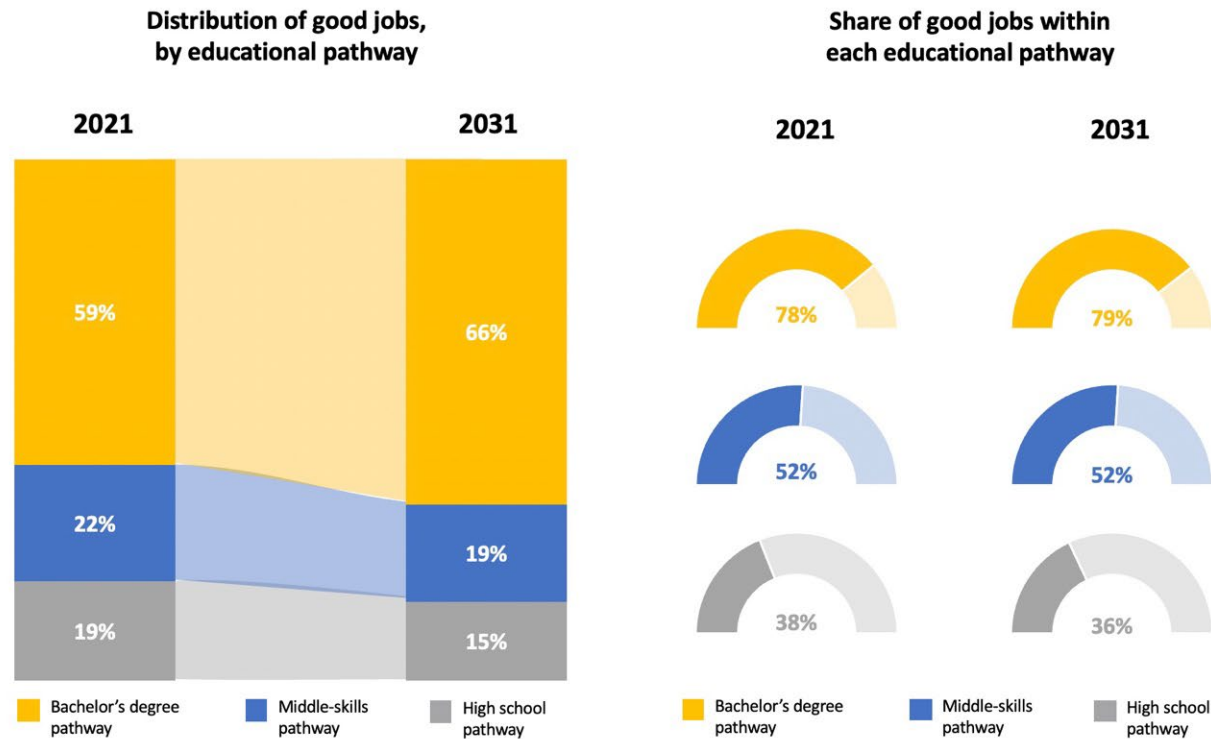
# What is a good job?



- Job quality has multiple dimensions, including wages and access to employer benefits.
- We consider the entry point to a good job to be the minimum earnings required for **economic self-sufficiency**.
- At the national level, a good job pays at least **\$43,000** (in 2022\$) for workers younger than age 45 and at least **\$55,000** for workers ages 45 and older.
- Over half of workers in a good job earn more than \$90,000 per year.

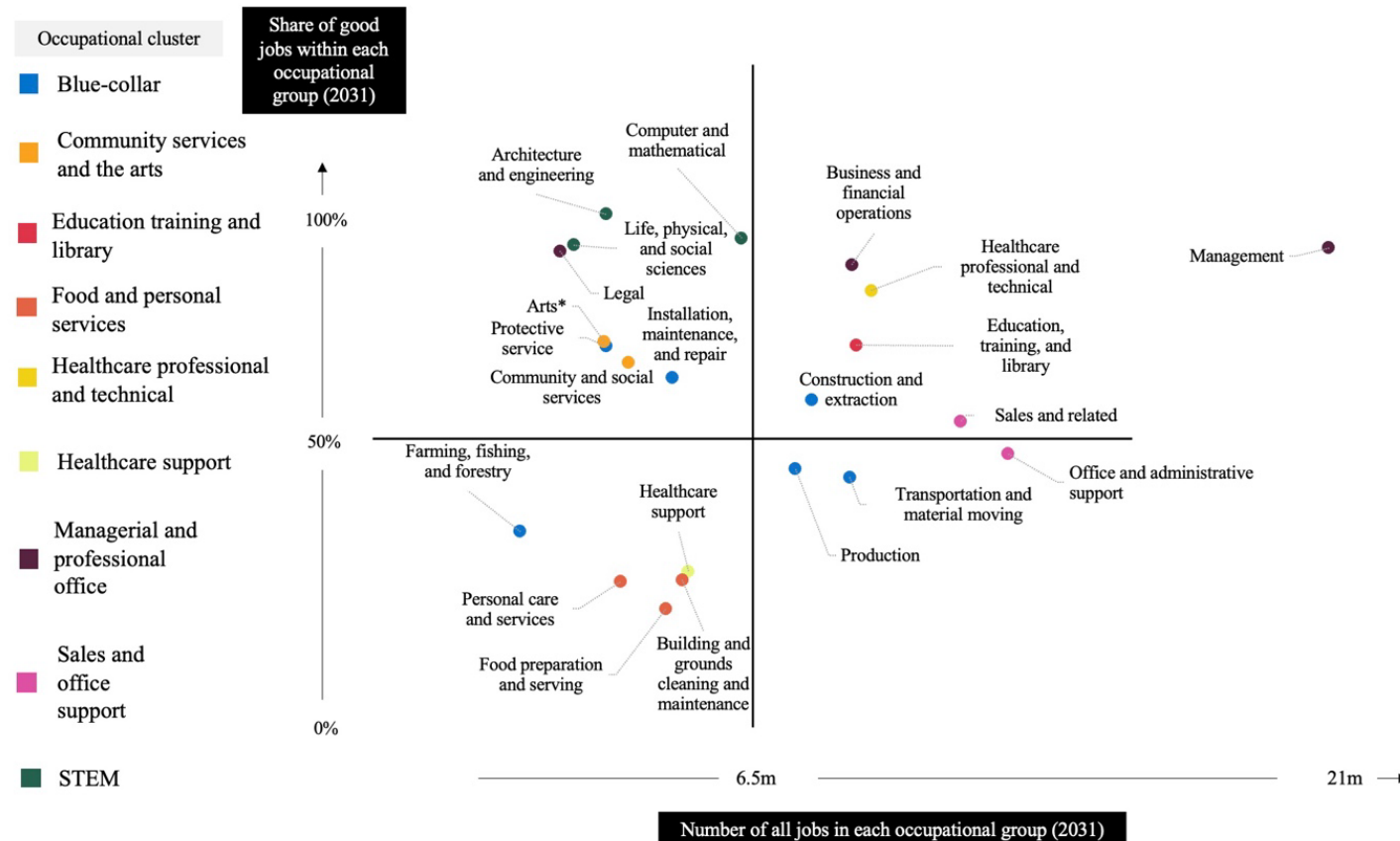


# Good jobs will increasingly go to workers with a bachelor's degree



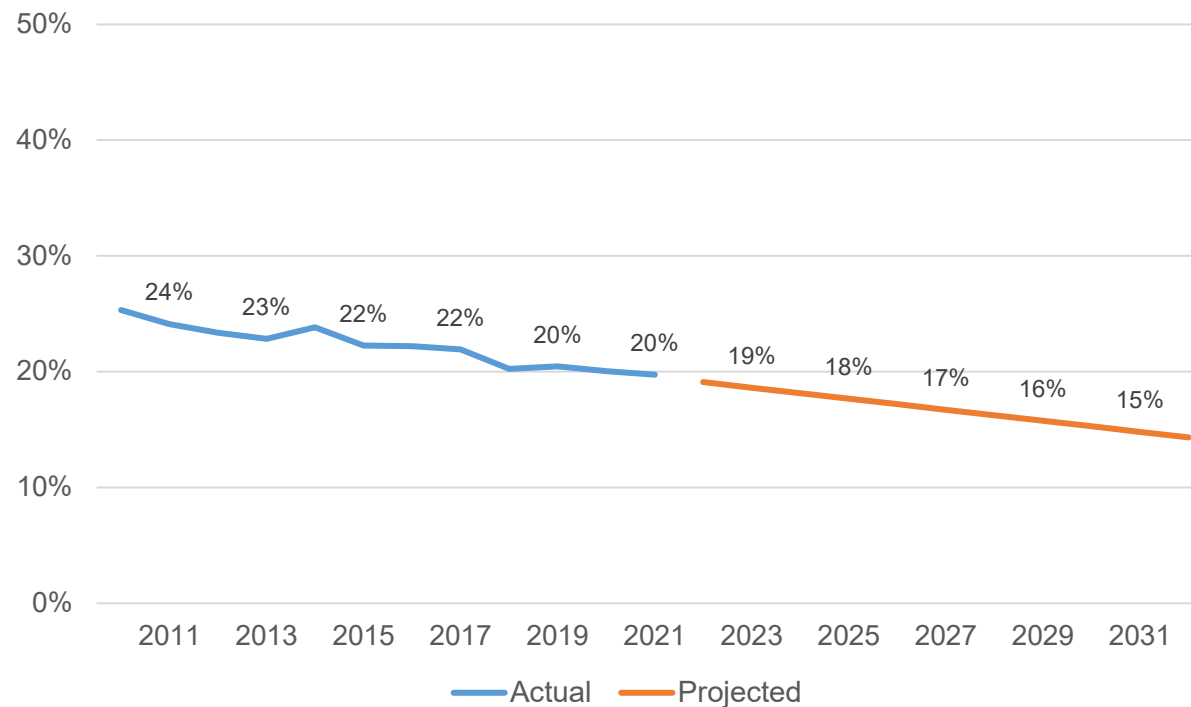


# The most promising occupations will employ many workers and put the majority in a good job

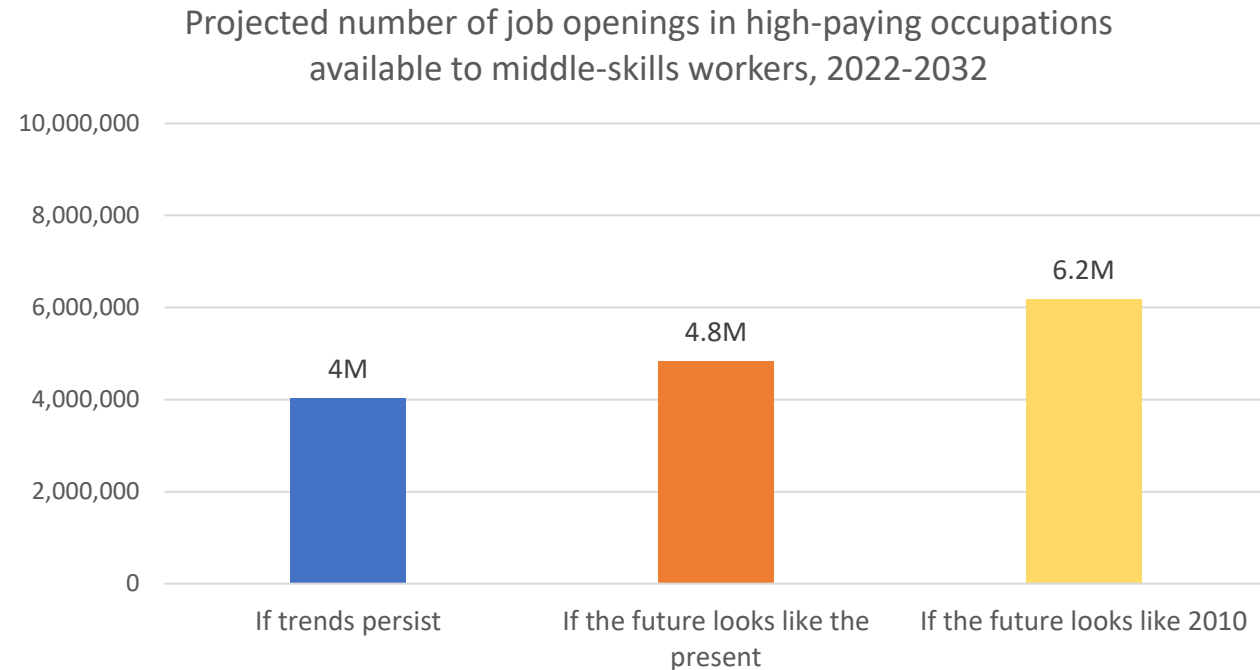


# Middle-skills workers will continue to be crowded out of the most promising occupations

Proportion of workers ages 24-35 with middle-skills education/training in high-paying management occupations



# Over **2 million** middle-skills workers who would have been hired into high-paying jobs a decade ago will lose out to more educated workers if the declines continue



# Economic opportunity will expand in different occupations for workers with different levels of education/training

Top 3 occupations with largest increase in good jobs through 2031 by education level

Education pathway	Occupational group	Increase in good jobs, 2021-2031
High school	Sales and related	286,000
	Transportation and material moving	311,000
	<b>Production</b>	<b>486,000</b>
Middle-skills	Food preparation and serving	75,000
	Computer and mathematical	291,000
	<b>Construction and extraction</b>	<b>893,000</b>
Bachelor's degree	Education, training, and library	1,200,000
	Business and financial operations	1,500,000
	<b>Management</b>	<b>6,300,000</b>

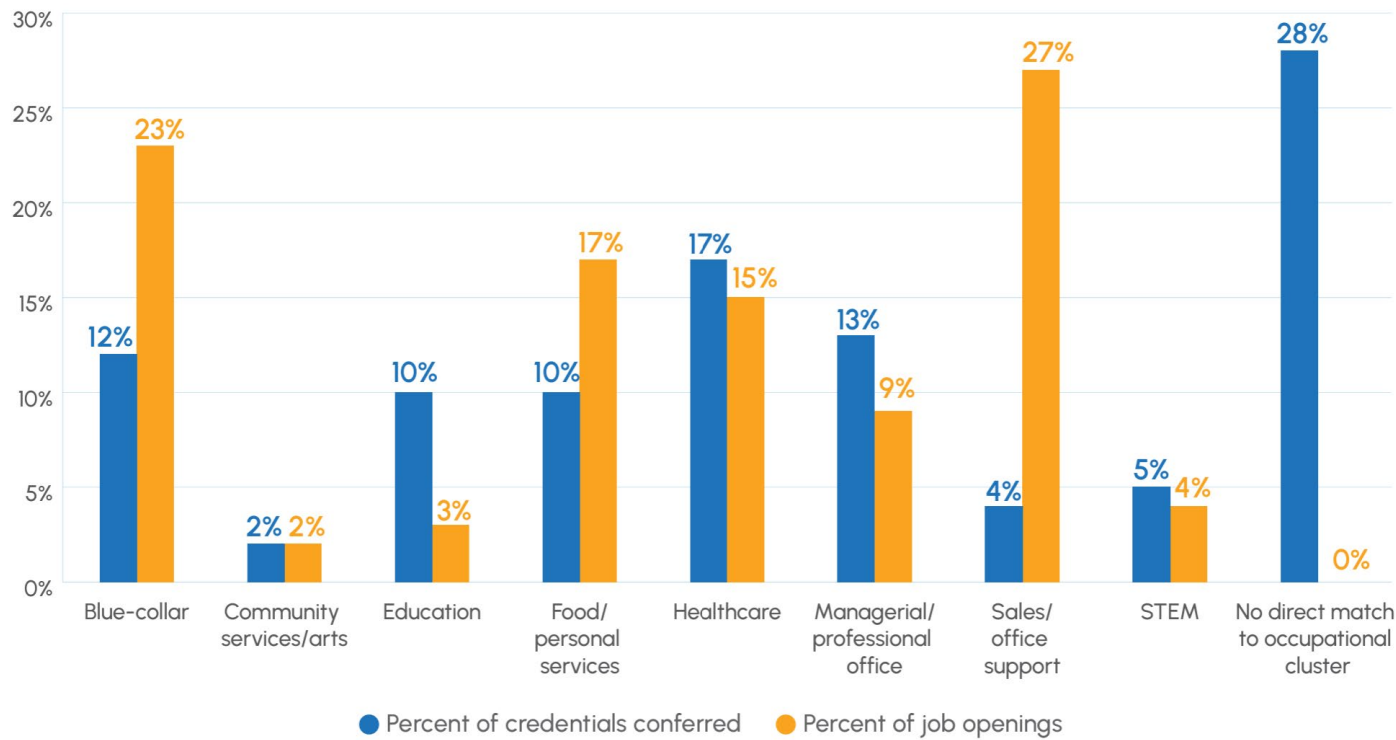


# Misalignment between middle-skills credential demand and supply is limiting workers' economic opportunities



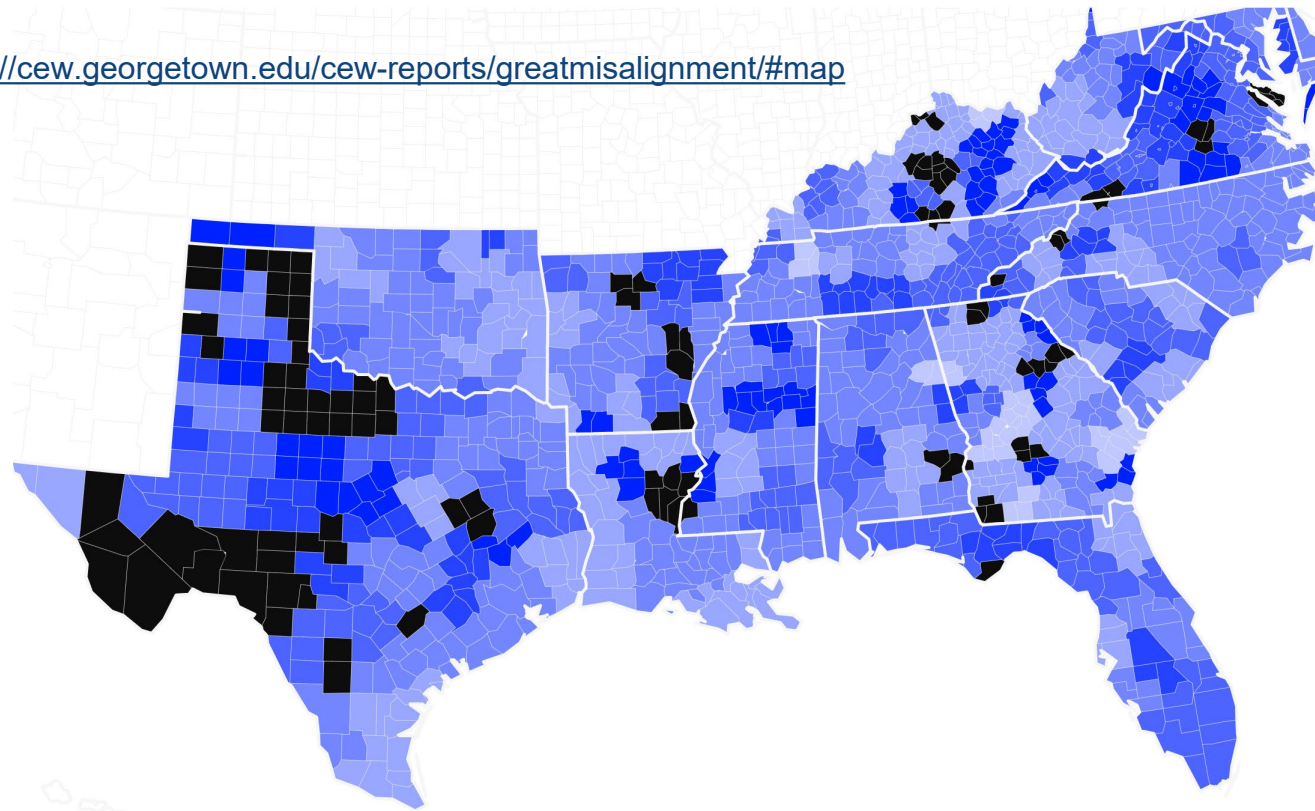
# Current middle-skills credential production does not align with future middle-skills job creation

Occupational distribution of certificates/associate's degrees and projected job openings available to middle-skills workers



# Alignment varies considerably across labor markets, even within each state

<https://cew.georgetown.edu/cew-reports/greatmisalignment/#map>



Extent of credentials-to-jobs misalignment

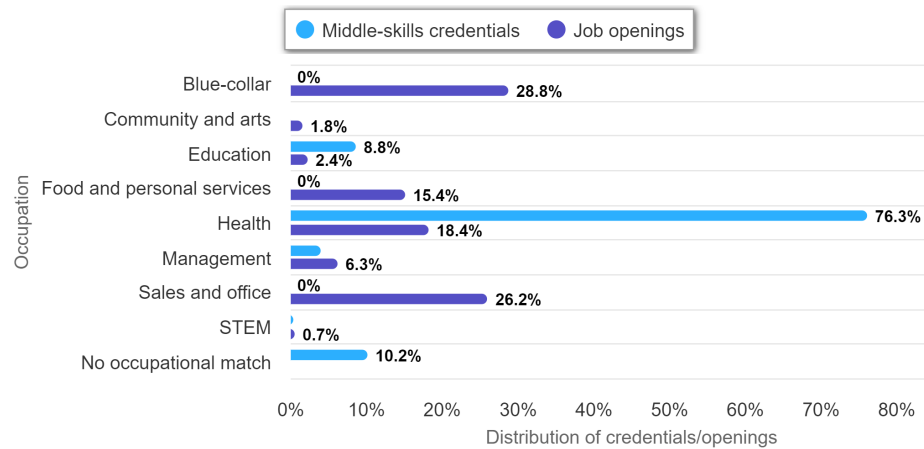
● No data   ● Less than 30%   ● 30%–<40%   ● 40%–<50%   ● 50%–<60%   ● 60%–<70%   ● More than 70%



# Alignment is generally stronger in urban areas than in rural areas

## Rural area in SREB state

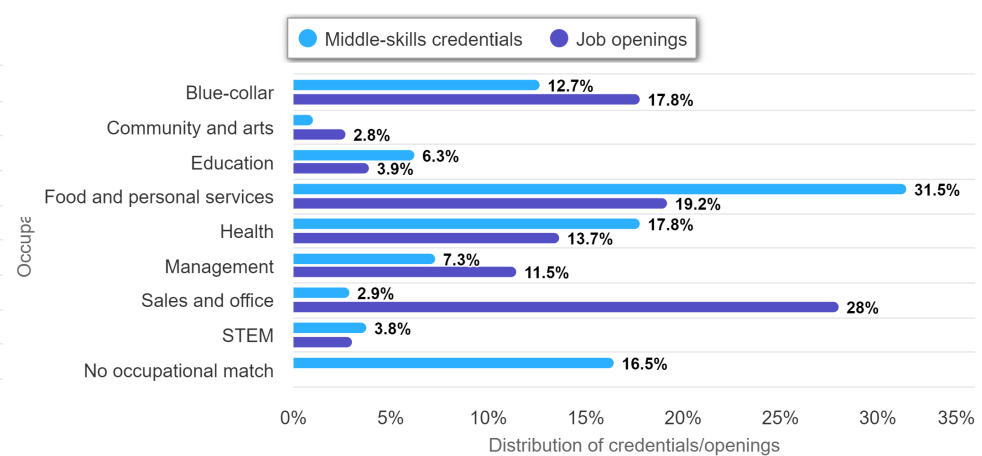
Extent of credentials-to-jobs misalignment: **74.5%**



Number of providers: **1**

## Urban area in SREB state

Extent of credentials-to-jobs misalignment: **36%**

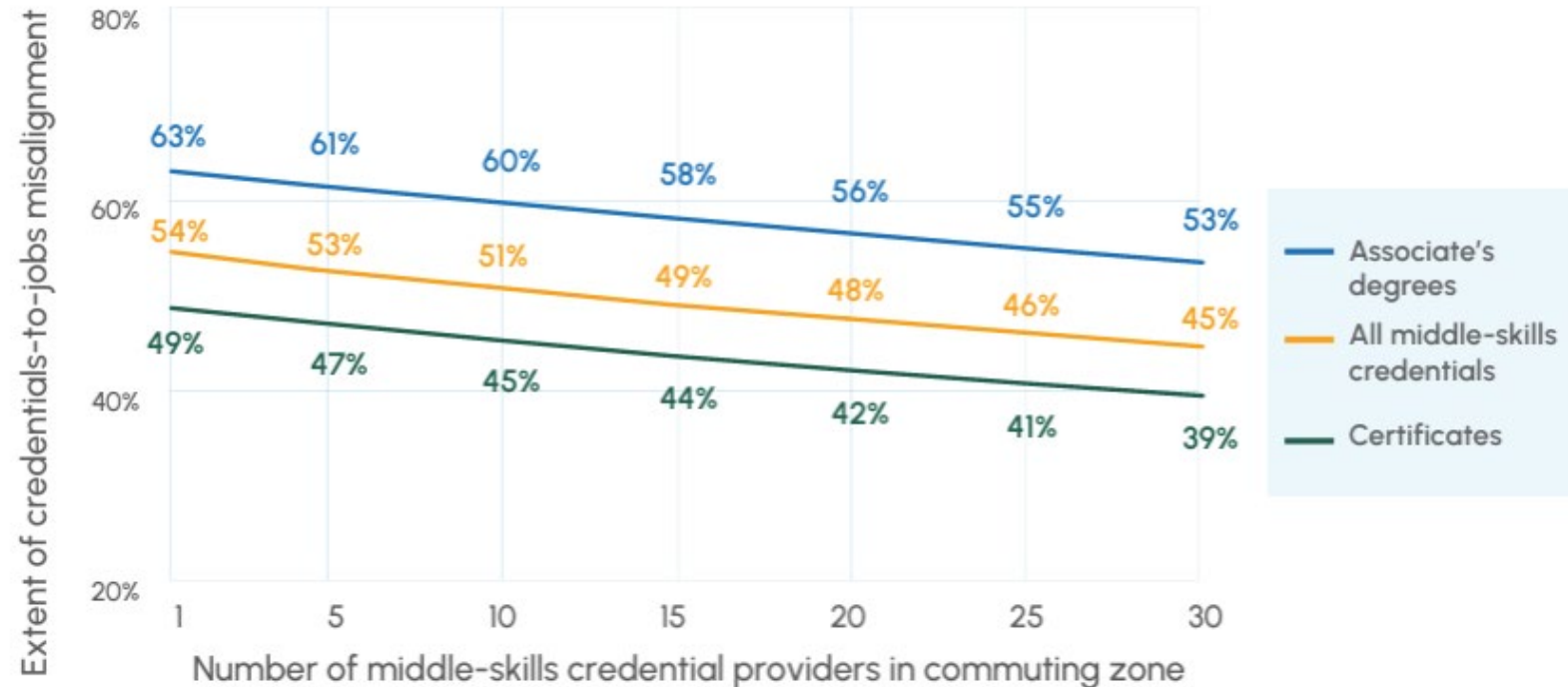


Number of providers: **26**



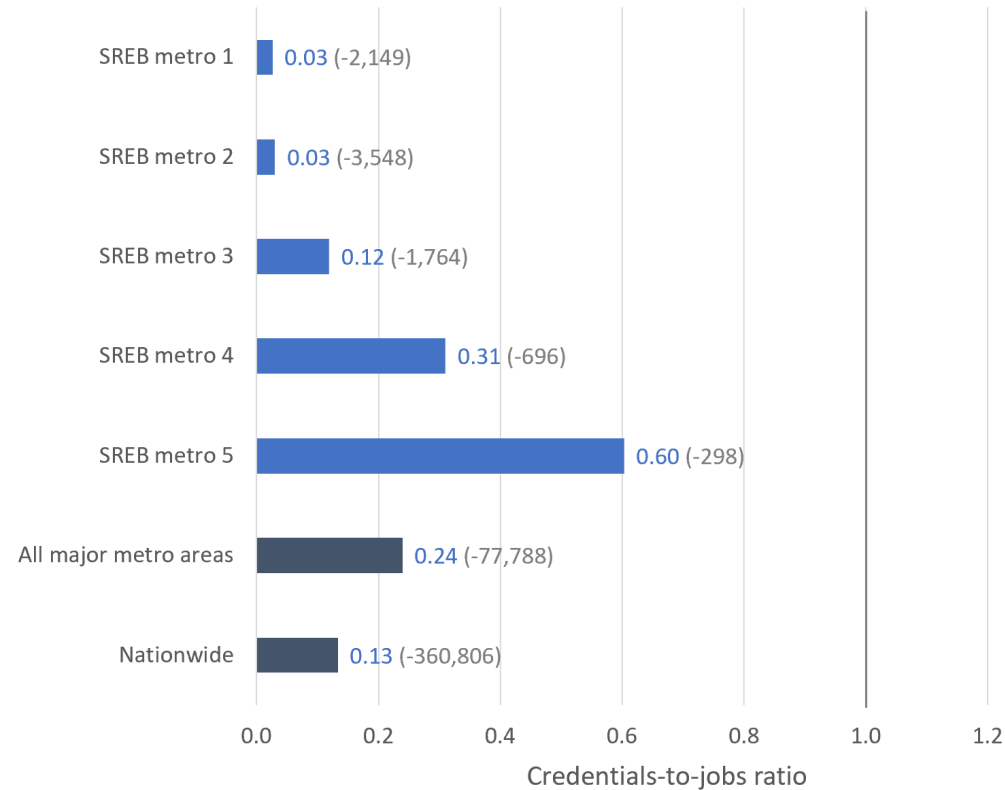


# Credentials-to-jobs misalignment tends to fall as the number of providers rises



# Misalignment frequently contributes to credential underproduction in programs offering routes to promising occupations

Credentials-to-jobs ratio in programs aligned with high-paying middle-skills blue-collar occupations



# The great misalignment suggests great opportunity for improvement

- Providers need support in four areas to be more responsive to the needs of their students and economies:
  1. Fostering more cross-institutional and cross-agency coordination
  2. Improving state data practices
  3. Investing in counseling services
  4. Strengthening career and transfer pathways



# More Information

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Visit [cew.georgetown.edu/reports](https://cew.georgetown.edu/reports)



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# Panel Reaction

- Do you see misalignment of education and jobs in your state? If so, which occupational categories are the most misaligned (greatest disconnect between credentials conferred and job openings)?
- The Center on Education and Workforce asserts that “misalignment will remain widespread as long as students continue to make uniformed choices about what to study.” How can state agencies, schools and postsecondary education institutions help students make more informed choices?

# State Team Discussions

- I. The Georgetown Center on Education and Workforce (CEW) says that at the national level, a good job pays at least \$43,000 (in 2022 dollars) for workers younger than age 45 and at least \$55,000 for workers ages 45 and older. Do you think that estimate seems reasonable for your state? Would it differ by region of your state? If not, would your estimates be higher or lower? What data source do you use to answer this question?
  
- II. Misalignment occurs in rural areas more so than urban areas. How can state policymakers and agency administrators help to even the playing field and improve misalignment in rural areas?