

New Work: Connecting American Higher Education to the Global Economy

Presentation to the EAIR/AIR
Joint Symposium on Workforce Development
and Higher Education
Amsterdam
June 13, 2003

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The American Workscape

- Technological displacement
- The majority of new jobs are part-time
- Income gaps for the knowledge class
- More highly educated adults participate most in formal learning
- Family time
- Employers and learners are most interested in the shortest route to results



The American Workscape

- Longer hours than counterparts in any industrialized country
- One-third feel overwhelmed by the amount of work they have to do
- Corporate re-engineering could eliminate between 1 million and 2.5 million jobs each year
- More than 10% of young Americans fail to complete high school, and substantial numbers of those who do lack basic literacy skills.
- Disparity in economic opportunity



Economics

- Forty percent of American households did not enjoy the income benefits of the long economic expansion.
- Evidence of a growing skills and education gap between Americans and a failure to make the most of the nation's human resources.
- Low domestic savings did not meet investment needs--growing reliance on foreign sources of capital for investment.
- Declines in the share of national resources committed to frontier research
- Decreasing numbers of science and engineering degrees in every field outside the life sciences.
- Levels of R&D investment and technical talent declining in a knowledge economy



What's the Public Agenda?

- **Quality**
- **Assessment and certification**
- **Access**



Workforce Investment Act

- First attempt to consolidate all federal training programs
- Network of providers with local control and state oversight
- Individual Training Accounts
- Certification of Eligible Providers



History of U.S. Workforce Education

- Federal Role in Education
- Early Beginnings of Vocational Education
- Booker T. Washington
- John Dewey
- First and Second Morrill Acts of 1862 and 1890
- Smith-Hughes Act of 1917
- Vocational Education Act of 1963 and Amendments of 1968
- Carl Perkins Legislation 1984, 1990, 1998
- School-to-Work Opportunities Act of 1994
- Job Training Partnership Act 1983
- Workforce Investment Act 2000



WIA, Hierarchy of Services

- **Core Services**
- **Intensive Services**
- **Training Services**



WIA Accountability

- Four Core Accountability Indicators
 - entry into unsubsidized employment
 - retention in employment 6 months after entry
 - earnings received 6 months after entry
 - efficiency in obtaining these outcomes
- What's Missing?
 - the earnings of former students that are not enrolled in further education
 - student satisfaction with their program
 - employer satisfaction with new employees that recently completed a vocational-technical program.



Carl Perkins Vocational and Technical Education Act

- First funded in 1984
- Perkins II (1988) called for an integration of academics and technical education
- Tech prep program was added in 1988
- Expires in September 2003



Workforce Investment Act

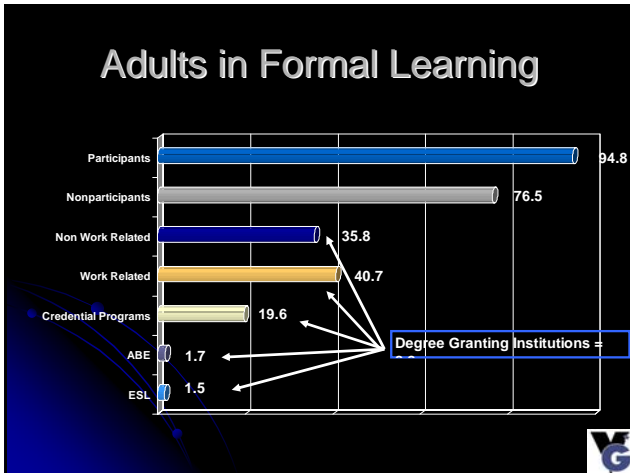
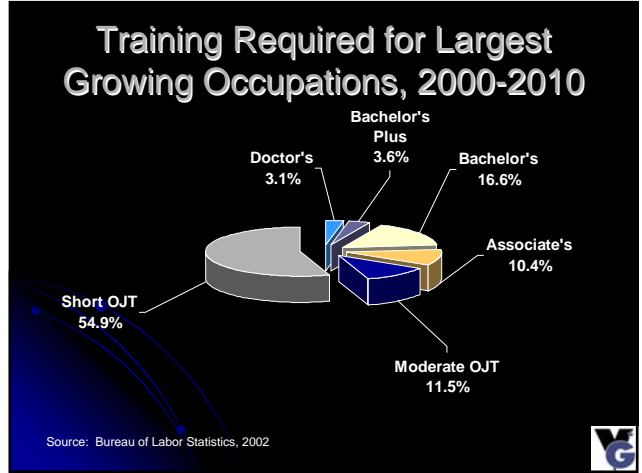
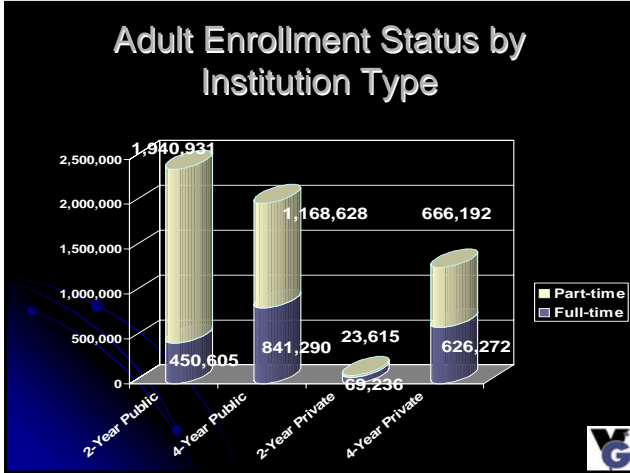
- Disincentives
 - Requirement to report data on every student in an eligible program, not just WIA participants
 - Individual Training Accounts cover only a small percentage of running training programs
 - Cost sharing for One-Stops and Workforce Investment Boards
 - Progression of services
 - Tension between the philosophy of placing people quickly in jobs versus providing more expensive longer-term training



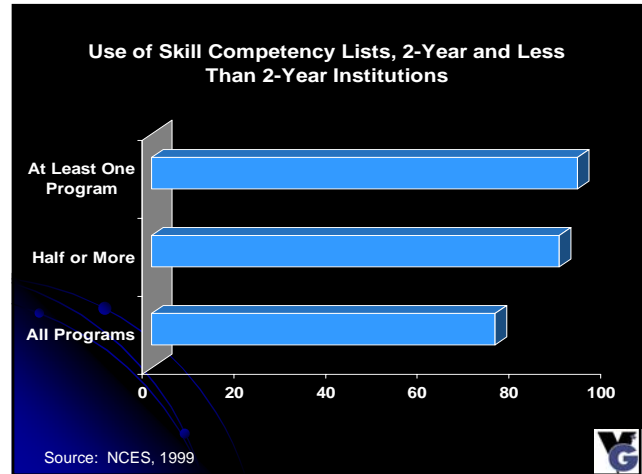
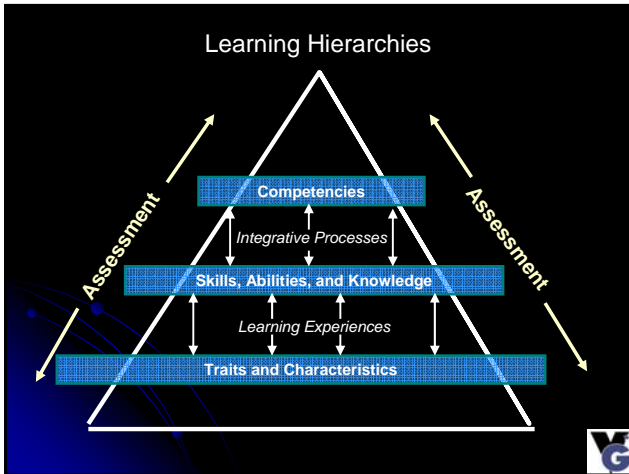
What are the Federal Touchstones?

- Block Grants for program consolidation
- Streamlined, integrated accountability
- Integration of Academics
- Investment in expensive equipment?
- Outcomes not Dollars





- ### Virtual Workforce Preparation
- Over 30,000 courses and 4,000 programs on the World Wide Web.
 - Uneven development among countries
 - "Content imperialism"
 - Globalization of infrastructure
 - Unbundling of functions v. control
 - 5 Content Management Companies will survive



A Short History of Competencies

- Popular in the United States in the 1970s in the performance-based vocational teacher education movement
- Competency approaches rode a new wave in the 1990s
 - National Vocational Qualifications (NVQs) system in England and Wales (begun in 1986),
 - New Zealand's National Qualifications Framework
 - Competency standards endorsed by Australia's National Training Board (NTB)
 - The Secretary's Commission on Achieving Necessary Skills (SCANS) and the National Skills Standards initiative in the United States.

Role of Accreditors

Characteristic 6. Programs and courses which develop general intellectual skills, form independent judgment, weigh values, understand fundamental theory, and interact in a culturally diverse world. Middle States Association of Colleges and Schools

Standard 4.18: Mastery of the knowledge, methods, and theories pertinent to a particular area of inquiry ; Standard 4.19: demonstrate competence in (a) written and oral communication, (b) ability for scientific and quantitative reasoning, (c) critical analysis and logical thinking, (d) and capability for continuing learning. Also demonstrate knowledge of scientific, historical, and social phenomenon. New England Association of Schools and Colleges Commission on Institutions of Higher Education

Globalization and Training

- Growing interest in education by the World Trade Organization
- The United States has agreed to engage in free trade for higher education, but not with K-12 education services
- Market-driven globalization doesn't want diversity
- Where lies overproduction for higher education?



Steps Toward a More Competitive Workforce

- Assess workforce capacity and employer needs
- Analyze educational resources and policies
- Establish and monitor explicit goals and strategies
 - Bring more citizens into the workforce
 - Employ the under- and unemployed
 - Raise workforce participation rates among older workers
 - Improve productivity
 - Increase investment in technology, training and education
- Determine the appropriate state role and mobilize resources to perform it

