



“Adult Learning: Key to Workforce and Economic Development”

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CAEL

The Council for Adult & Experiential Learning

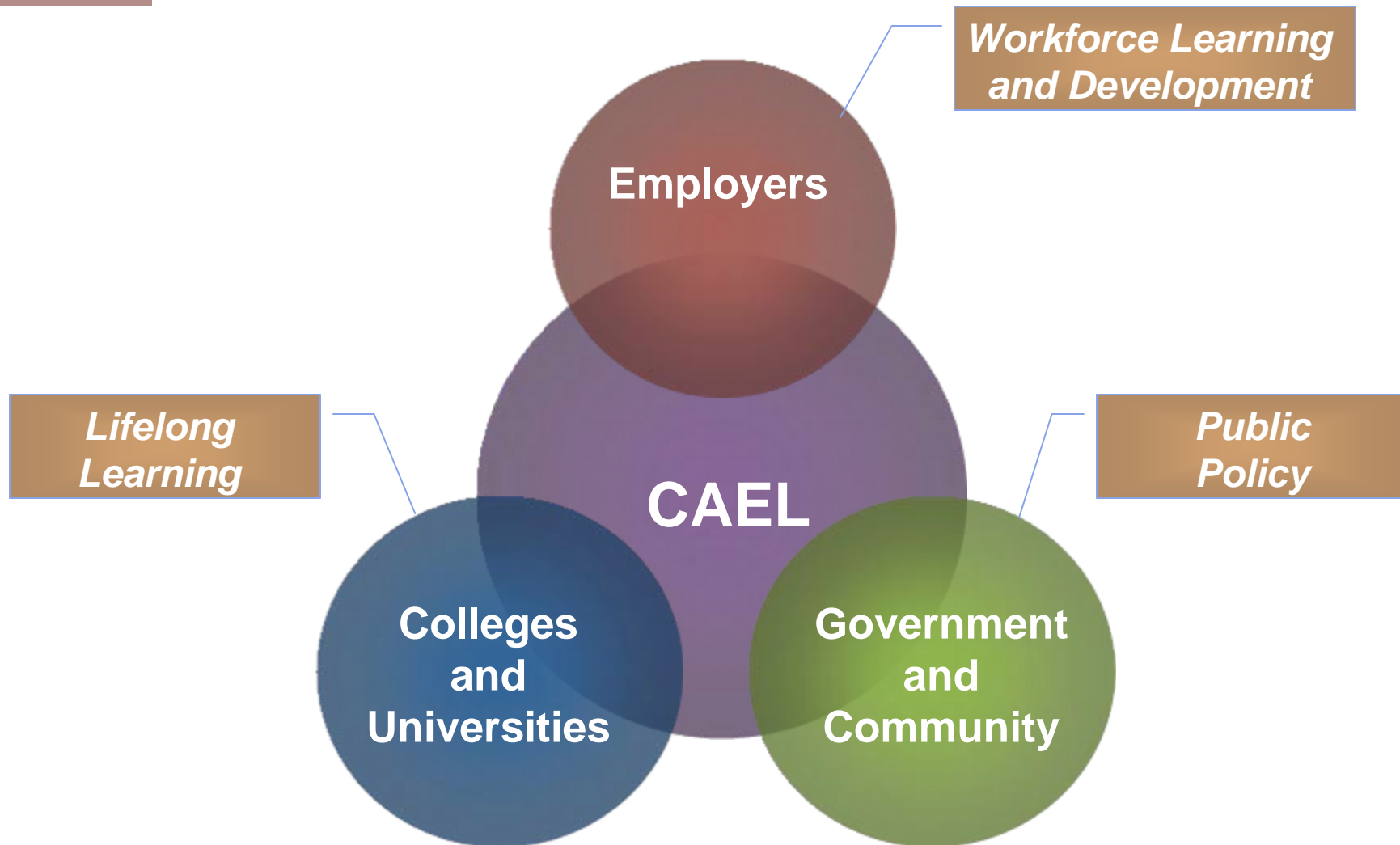


About CAEL

- CAEL is the Council for Adult and Experiential Learning
- A 501(c)3 non-profit organization with almost 35 years of lifelong learning and workforce development experience
- Mission to remove barriers so that adult learners can be successful in postsecondary education and training
- Offices in Chicago, Philadelphia, Denver, New York and Norwalk, CT



CAEL's Unique Integrator Role





Office Jobs

- The share of white collar office jobs has risen from 30 to 40 percent of all jobs since 1973.
- In 1973, only 38 percent of office workers had completed some kind of postsecondary education. Today, 69 percent of them have, while 37 percent have at least a bachelor's degree.



Education and Healthcare Jobs

- Since the 1970s, education and healthcare jobs have increased from 10 to almost 20 percent of all jobs.
- The share of these jobs requiring at least some college has increased from fewer than half in the 1970s to more than 75 percent today, with more than 52 percent requiring baccalaureate or graduate degrees.



Technology Jobs

- Technology jobs have doubled from roughly 4 to 8 percent of all jobs.
- In 1973, 63 percent of technology workers had completed at least some college, but today 86 percent have—and more than half have at least a bachelor's degree.



Factory Jobs

- Number of factory workers with a high school diploma or less is shrinking as a result of productivity growth. These jobs have declined from more than 30 percent of all jobs to less than 17 percent.
- Yet even as these jobs have been declining, the number of manufacturing workers with college educations is rising
- Manufacturing is going high-tech, and we need individuals in manufacturing who can design, finance and sell what we make. More than 36 percent of manufacturing workers now have some college education.



Natural Resources Jobs

- Even in natural resources jobs like farming, fishing, forestry and mining, which have been in decline, the share of college trained workers keeps increasing.
- Workers with at least some college hold 31 percent of those jobs—in comparison, back in 1973 two thirds of the workers in these fields were high school dropouts.



National Perspective

- In 2002, the share of jobs requiring at least some formal postsecondary education or training was already 74 percent and it rises every year
- Each year, employers are demanding higher levels of skill in all levels of employment, even in their entry level jobs.
- And with the retirement of the Baby Boomer generation, there will simply not be enough skilled and knowledgeable people to move into the jobs being vacated by Boomers.



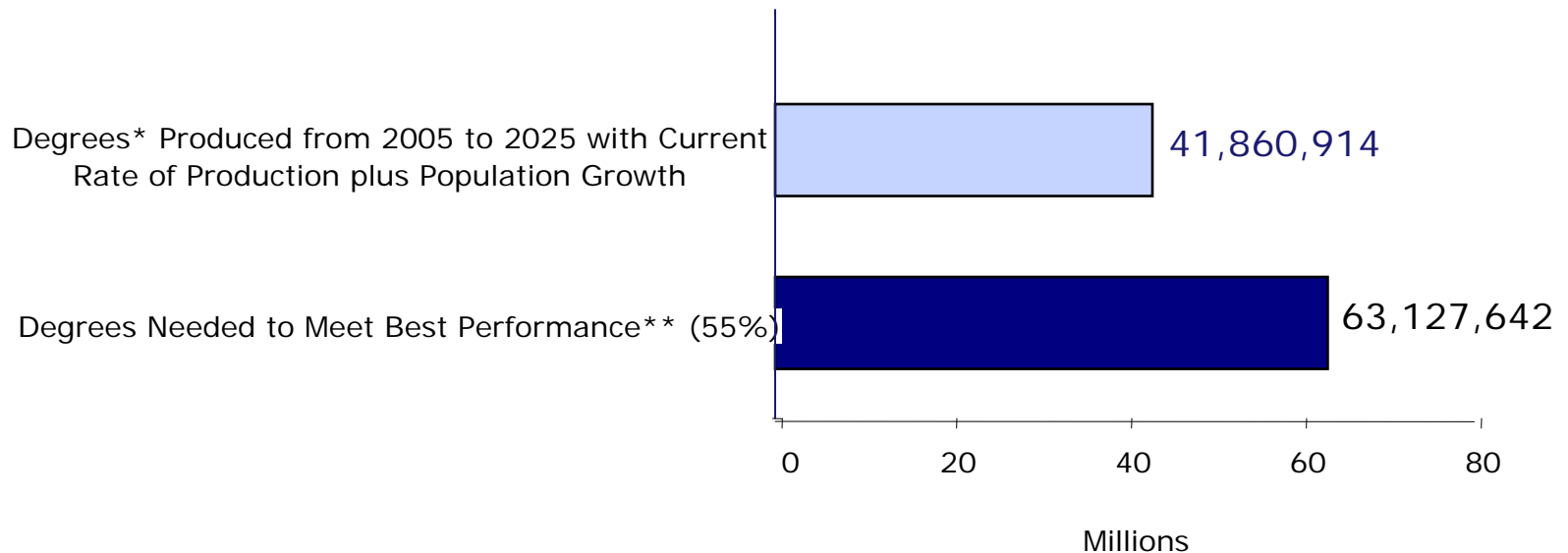
National Perspective

- Pipeline of young college graduates will not be enough to meet workforce skills demands.
- Many current entry and mid-level workers have necessary skills, but lack credentials.



National Perspective: How Can the U.S. Reach International Competitiveness by 2025?

Current Degree Production Combined with Population Growth Vs. Best Performance* on the Student Transition and Completion Measures



The performance gap is large and we need to increase the rate of degree production in the U.S. by 50.8%.

* Degrees includes both Associates and 4-year degrees.

** Best performance is the average of the top three states.



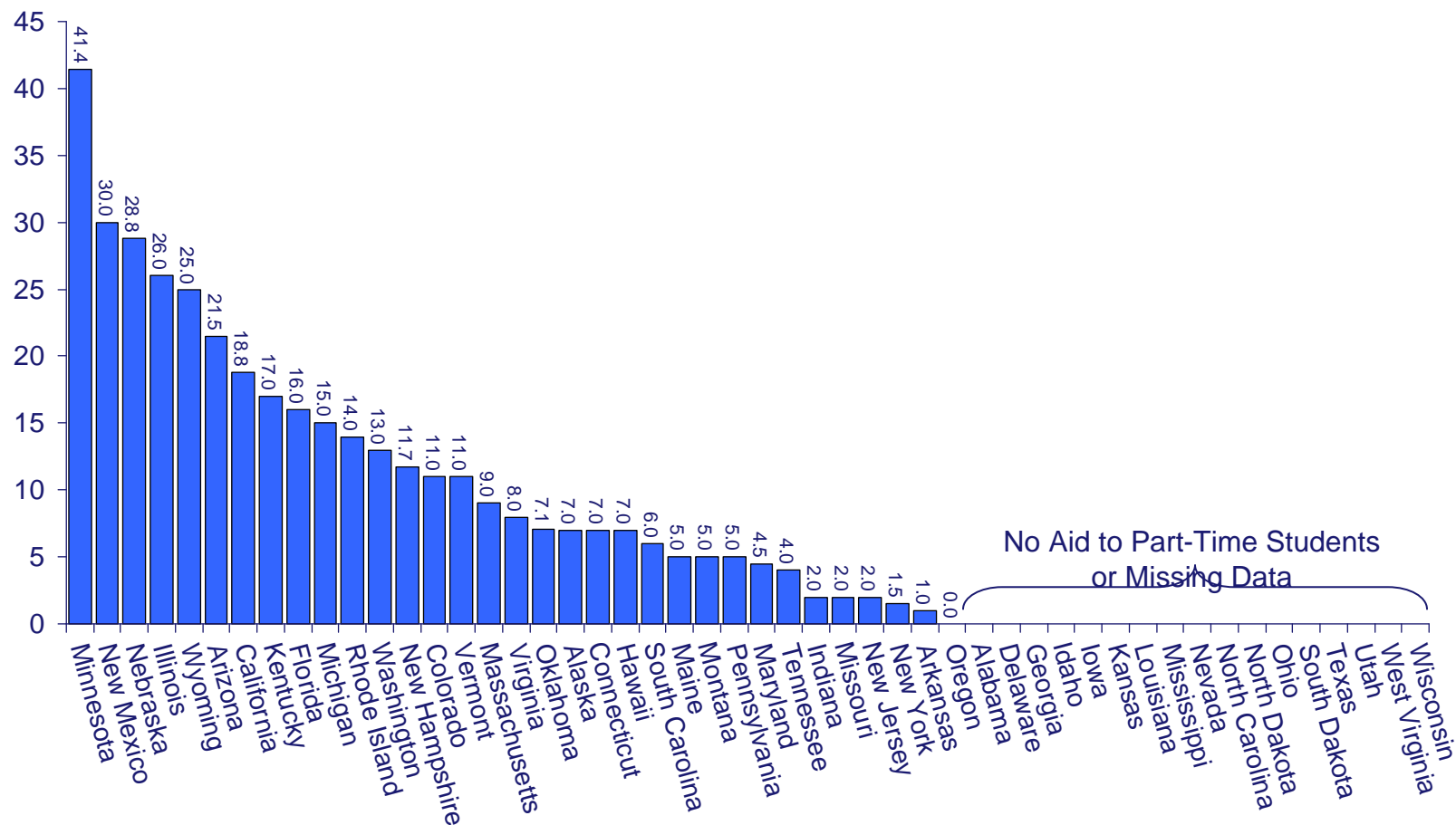
Percent of Adults Age 25-34 with College Degrees (Associate and Higher), 2005

United States	%	OECD Countries
	54	Canada
	53	Japan
Massachusetts	52	
	51	Korea
	50	
Minnesota	49	
New York	48	
New Jersey – North Dakota	47	
Connecticut – Nebraska – New Hampshire	45	
Colorado – Maryland – South Dakota – Virginia	44	
Iowa – Vermont	43	
Illinois – Pennsylvania – Rhode Island	42	
Washington – Wisconsin	41	Norway • Ireland • Belgium
	40	Denmark • Spain
Kansas – Utah-Puerto Rico	39	France • UNITED STATES
Delaware	38	Australia • Finland
Georgia – Hawaii – Maine – Michigan – Montana – North Carolina - Ohio	37	Sweden • Luxembourg
California – Florida – Oregon	36	Iceland
Missouri	35	Netherlands • United Kingdom
Indiana	34	Russian Federation
Mississippi	33	Estonia
Alabama – Alaska – Arizona – South Carolina – Tennessee – Wyoming	32	
Kentucky – Oklahoma – Texas	31	Switzerland • New Zealand
Idaho – Louisiana – West Virginia	30	
New Mexico	28	
Arkansas	27	
Nevada	26	Poland
	25	Greece
	24	
	23	
	22	Germany
	20	Austria • Hungary
	19	Portugal
	18	Mexico • Chile
	17	
	16	Slovak Republic • Italy
	15	
	14	Czech Republic
	12	Turkey
	10	Slovenia
	8	Brazil

Source: U.S. Census Bureau; OECD



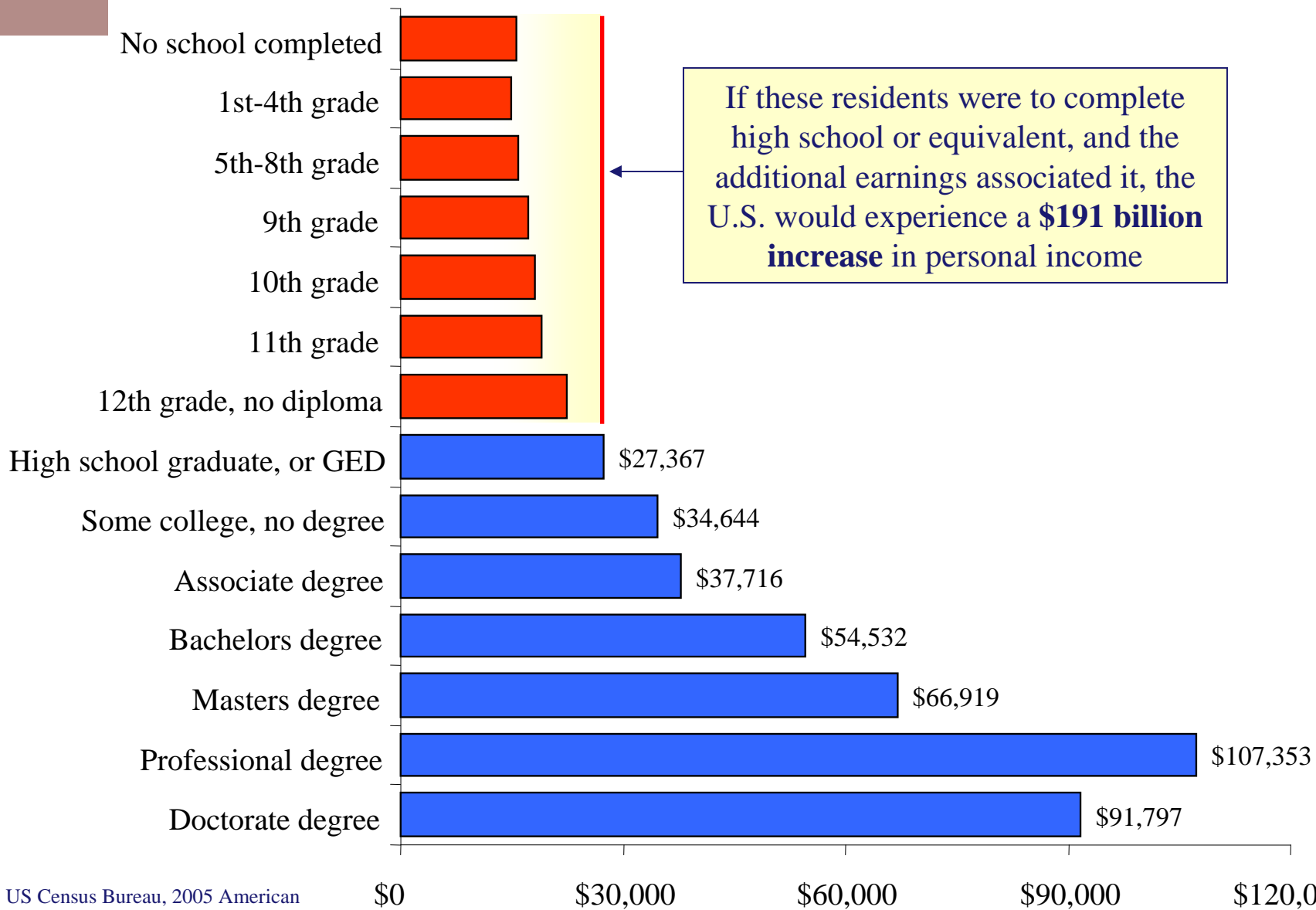
Proportion of Need-Based Aid Distributed to Part-Time Students 2004-05



Source: NCHEMS Student Financial Aid Survey

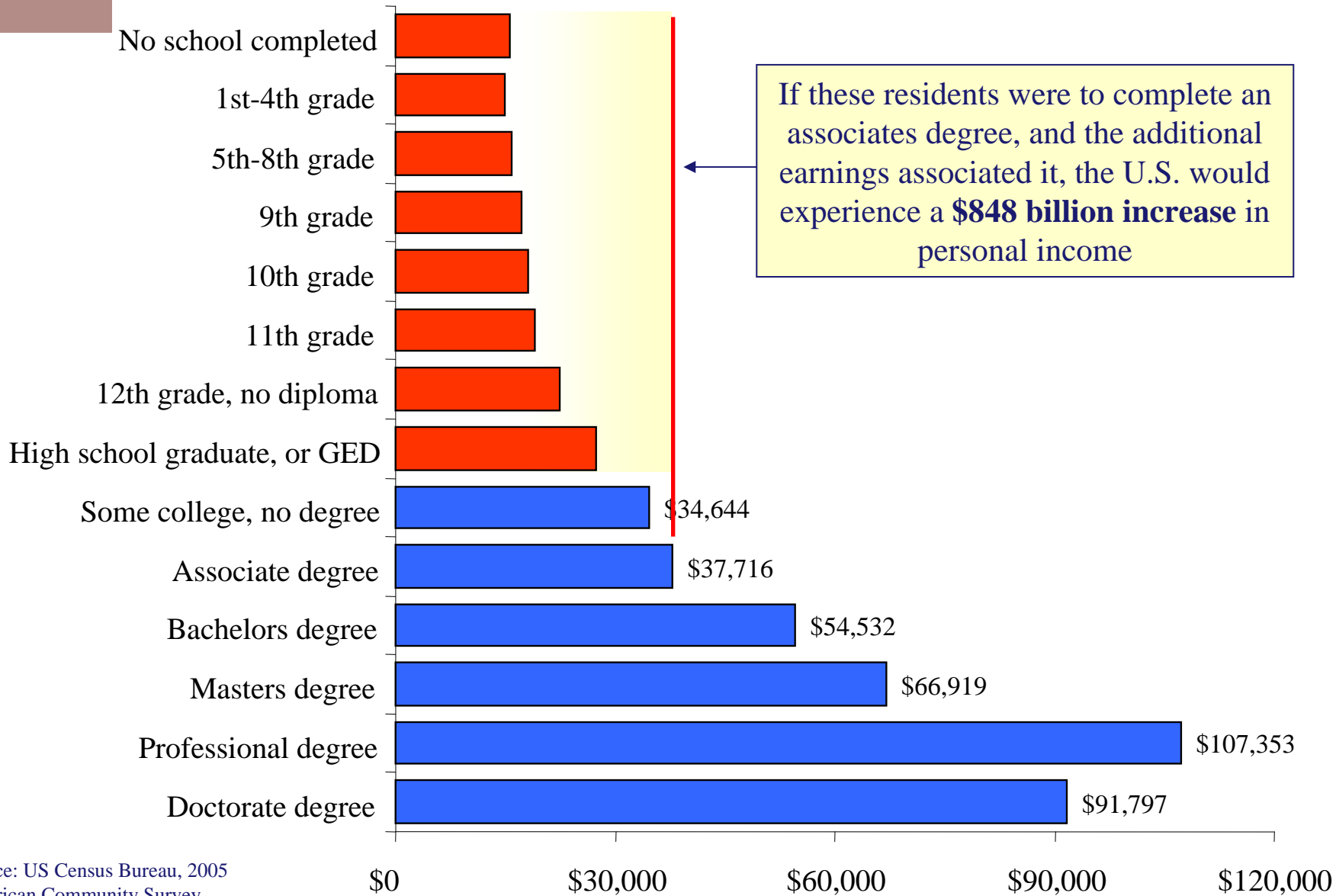


Average Personal Income of 25 to 64 Year Olds by Level of Education Completed, 2005





Average Personal Income of 25 to 64 Year Olds by Level of Education Completed, 2005





Barriers to Adult Participation

- * State funding formulas do not incentivize colleges to serve part-time, adult learners
- * Career and educational coaching is not available to the non-enrolled student
- * A significant percentage of colleges do not award credit for prior learning
- * Most colleges are not adult-learner friendly in their policies and practices



We Need State Policy Intervention

- 1) Invest in initiatives that will improve states' percentage of adults with a postsecondary credential
 - * Career coaching for the non-enrolled student
 - * Change funding formulas for colleges
- 2) Support industry sector-based training initiatives
- 3) Create state-funded student financial aid program to support part-time learners for courses and assessment fees—including for adults taking one course at a time.



We Need State Policy Intervention (cont.)

- 4) Invent new financing strategies for adult workers to make postsecondary education more affordable.
- 5) Provide incentives and models to encourage colleges to develop better transitions programs and support services to help adults move from basic skills and non-credit training to credit degree and certificate programs.
- 6) Provide incentives to help colleges expand on-line teaching and assessment



We Need State Policy Intervention (cont.)

- 7) Encourage colleges to take Adult Learning Focused Institution self-assessment and improve their services and programs for adults
- 8) Launch social marketing campaign to businesses re: investing in learning of employees
- 9) Conduct comprehensive overview of state policies re: adult learners



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