

TALENT DEVELOPMENT PIPELINE FOR YOUTH: *Creating a Career Ready Workforce in North Carolina*

FACT SHEET

2014-2024 EMPLOYMENT PROJECTIONS:

Provided by NC Department of Commerce, Labor and Economic Analysis Division

- North Carolina is projected to add more than 550,000 jobs by 2024.
- The rate of employment growth is projected to outpace growth in the state's overall population (12.6% vs 10.4%).
- Service-providing sector in North Carolina is projected to contribute nearly 90% of all net new jobs created.
- Health Care and Social Assistance, NC's largest industry by employment, is projected to add 135,000 jobs.
- Construction is projected to be one of the fastest growing industries in the state, adding nearly 37,000 jobs.
- Projections for the Manufacturing industry show a very modest increase of 0.7%, adding 2,900 jobs.
- Healthcare Support Occupations and Healthcare Practitioners and Technical Occupations are projected to be the two fastest growing occupational groups.
- Only 33% of all jobs in North Carolina require a Bachelors Degree.
- Production Occupations are projected to slightly increase, generating 10,000 jobs.
- A majority of projected job openings are expected to come from replacement needs rather than new growth.
- 86% of all classified occupations are expected to grow; only 14% are projected to lose employment.
- Jobs with low educational requirements (occupations requiring no post-secondary or college experience) are projected to produce the most job openings (mostly due to replacements); however, they are also projected to have the slowest rate of growth.
- Jobs in occupations that paid over \$75,000 are projected to grow faster than those that paid under \$30,000; however, the increased number of net new jobs from today's low-paying occupations are projected to outnumber the increase in high-paying ones by a ratio of nearly 3 to 1, since there are far more jobs at the bottom end of the pay scale.



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CURRICULUM & CHANGES

- As a result of the curriculum reforms since 1983, there is no longer much room for career preparation in high school. For instance, an average of 22 of the 26 credits required for a high school degree are reserved for academic courses necessary to meet state graduation standards in subjects such as English, math and science.
- The participation in curriculum that includes work-based learning experiences create situations for teens and young adults that have positive impact on future prospects of employment and earning.
- Teens that participated in an apprenticeship program had a transformative experience and reported a better understanding of work, community college, and the connection of learning to work.
- There is a negative perception of community colleges, career and technical education, and apprenticeships as compared to positive perceptions of four-year colleges.



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OUTCOMES OF STUDENTS (EDUCATIONAL & WORK)

- In 2013-14 North Carolina reported that 97,034 students graduated from high school and of those only 9.5% (9,170) reported an intention of obtaining employment.
- The majority 81.8% (79,360) intended to enroll at a two or four-year institution, including 44.1% (42,762) at a four-year institution and 37.7% (36,598) at a two-year institution.
- According to the National Center on Educational Statistics, the 6-year graduation rate from North Carolina public four-year institutions is 61.2% and the graduation rate from community colleges 17.6 % leaving students in debt and unprepared for work.
- The educational spending for the 4-year degree is estimated at \$74,454 and \$37,924 for community colleges.
- A total of 10,404 (2.28%) of the students drop-out before graduation.
- The U.S. Bureau of Labor Statistics 2016 estimates that for youth 20-24, the unemployment rate is 10.8% and even higher (17.3%) for youth ages 16-19.
- Less than half of young adults earn a bachelor's degree, associate's degree or industry-recognized certificate or postsecondary credential — the current standard for career readiness — by the age of 30.
- Research shows that among those who earn college degrees and post-secondary certificates, the vast majority make more than the average high school graduate.

PROBLEMS & BEST PRACTICES

- Hoyt (1975) Policy Brief is still relevant today presenting issues of academically underprepared students, education focusing on preparing the minority of people, too many people leaving the educational system without work skills, and the need to address equity issues.
- In the best cases, a handful of states, like Delaware and Tennessee, are successfully developing pathways to in-demand careers. Middle school students are exploring careers that suit their talents and interests. High school students are gaining employability skills and practical work experience in career fields so that they are ready to shop for postsecondary programs in their junior year.
- The American Association of Community Colleges and Community College Research Center in a joint document stated it is important to provide students with a clear pathway that maps what further learning is needed for their employment. The clear pathway shows the alignment of learning, postsecondary degree/credential completion, transfer options for further education, and labor market outcomes. The pathway needs to include the bridge from K-12 to higher education.

1. Bureau of Labor Statistics, 2018, <http://www.bls.gov/data>
2. Carnevale, A., Hanson A., Georgetown University Center on Education and the Workforce. 'Career Ready' out of High School? Why the Nation Needs to Let Go of That Myth, January 1, 2018.
3. Hoyt, K., An Introduction to Career Education, 1975, A Policy Paper of the United States Office of Education, Washington, DC.
4. North Carolina Department of Commerce, Labor and Economic Analysis Division: <http://www.nccommerce.com/lead>
5. North Carolina Department of Public Instruction: <http://www.ncpublicschools.org>
6. Shulock, N., Chisholm, E., Moore, C., Harris, L. Institute for Higher Education Leadership and Policy, Career Opportunities, Career Technical Education and the College Completion Agenda, Part III: Promising Career Technical Education Policies. September 2012, California State University, Sacramento.



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