



All Together for Missouri's Future



ALIGNED

Investing in the Workforce of Tomorrow



**We believe Kansas and Missouri have systemic workforce/education problems. Those shortcomings threaten the economic vitality of the states and businesses operating within the states. Businesses have multiple reasons to take a leadership role in aggressively pursuing reforms to fulfill our vision:
EVERY. STUDENT. PREPARED.**



We believe the purpose of school today is to ensure students can think critically and creatively, collaborate effectively with others, apply skills and knowledge to solving real problems, and find meaningful, fulfilling ways to contribute to the world and their community.



THE AGE OF AGILITY

EDUCATION PATHWAYS FOR THE FUTURE OF WORK



Next Industrial Revolution

What some of America's largest companies have to say

Creating Agile Students & Workers

Four profiles for the future

Where Do We Go From Here?

Call to action



AMERICA

Workforce Endurance in the Age of Agility

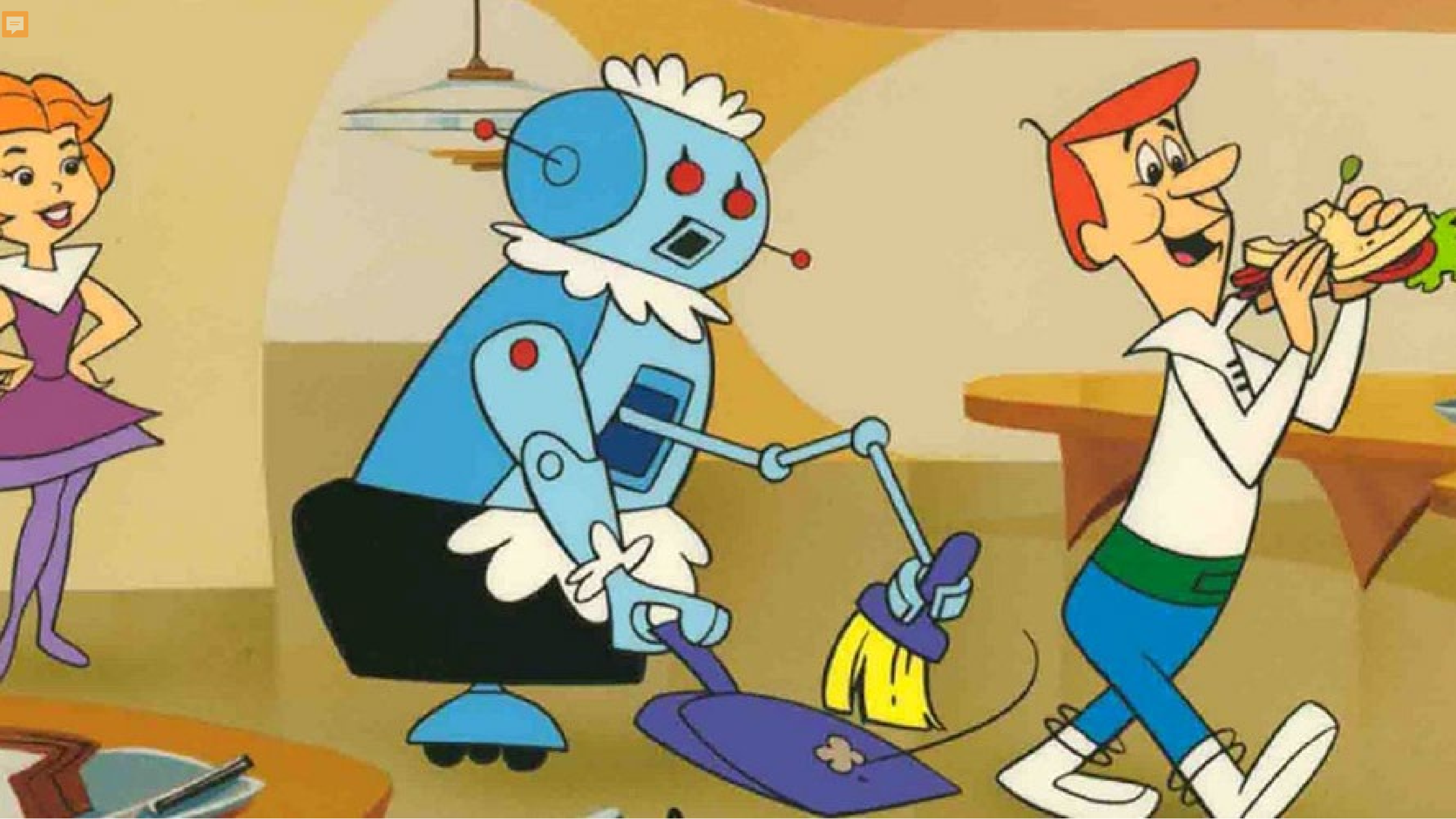
OLD MODEL: A single specialized skill or degree once led to enduring value and longevity in the workforce.

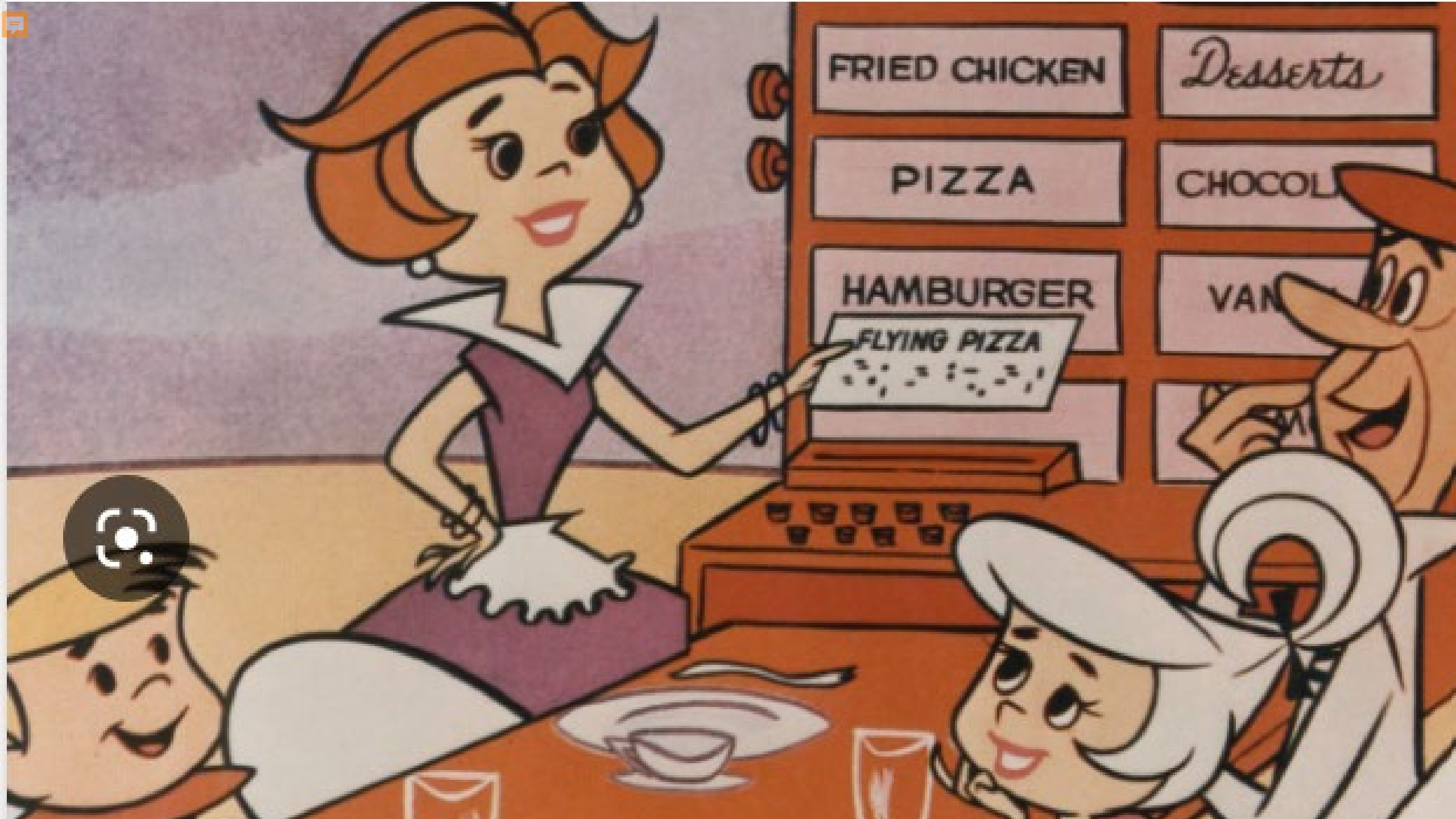


NEW MODEL: Continuous waves of learning and skills upgrades creates adaptability to changing conditions, increasing value and longevity in the future workforce.



Source: *Deloitte Review* | Issue 21 | *Navigating the future of work: Can we point business, workers, and social institutions in the same direction?* | By John Hagel, Jeff Schwartz, and Josh Bersin | July 2017





FRIED CHICKEN

PIZZA

HAMBURGER

FLYING PIZZA

Desserts

CHOCOL

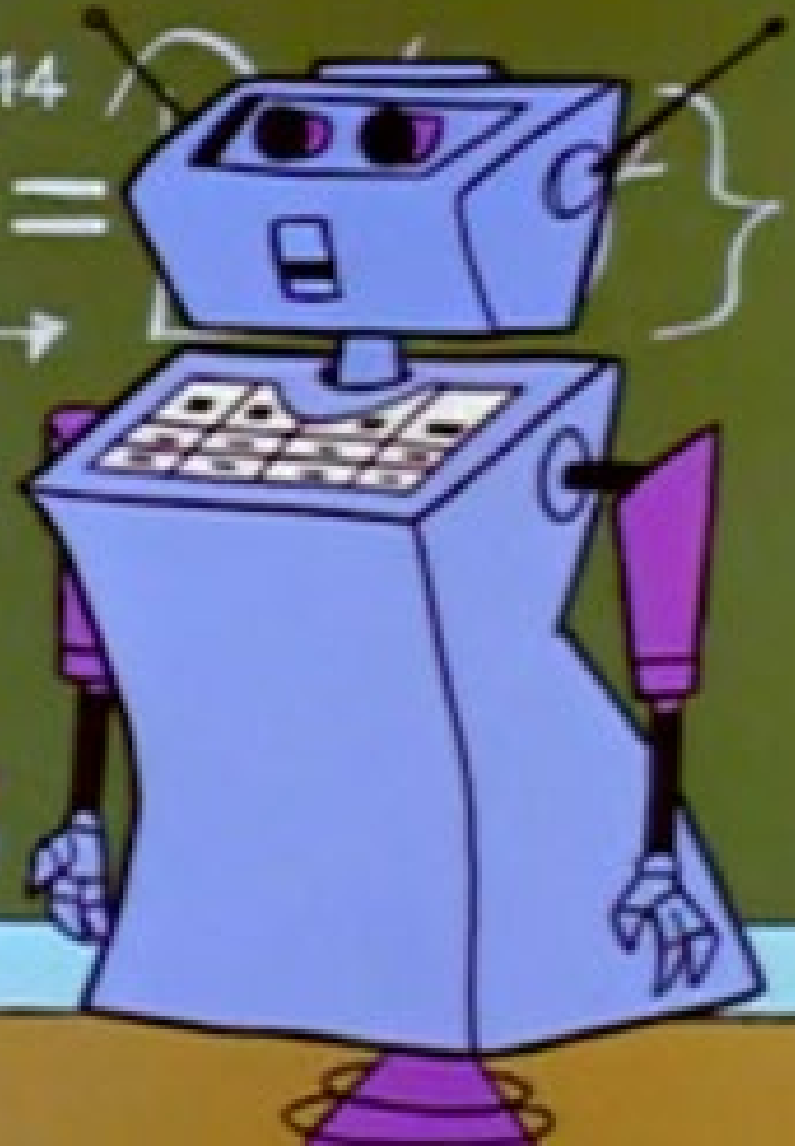
VAN







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Bottomline is Straightforward

If students and workers must be agile and adaptable to succeed in this new world, then the same holds true for the education systems that prepare them.



The High Demand For
DURABLE SKILLS





What are Durable Skills?

“In an era when technical skills are evolving at an unprecedented pace, there is an important set of durable ‘soft skills’ that last throughout an entire career.

This includes a combination of how we use what we know - critical thinking, communication, collaboration - and how we show up in the world – leadership, resilience, self-awareness.”

Business Perspectives on Durable Skills



U.S. CHAMBER OF COMMERCE FOUNDATION
Center for Education and Workforce

"Companies will continue to compete on innovation and talent like never before which makes the use, sharing, and transparency of skills data across stakeholder groups even more important to the world of work. Collective action around durable skills is one way to ensure Americans have the right skills for the jobs of today and tomorrow, and the economy has the skilled workforce it needs to grow."

—Cheryl Oldham, Senior Vice President of Education and Workforce, U.S. Chamber of Commerce Foundation



"Organizations remain dependent on an economy where HR professionals and talent acquisition specialists are the principal consumers of skills data. Leveraging transparency in skills data, especially for durable skills, is the key lever in making organizational development and competitive advantage a reality. Durable skills data at their fingertips will make HR professionals more effective and their organizations even more successful."

—Alexander Alonso, PhD, SHRM-SCP, Chief Knowledge Officer, SHRM



"The debate over the future of work confirms the many challenges we face in preparing young people for an increasingly complex digital world. It is imperative we expand career pathway opportunities centered around job-ready training, industry-recognized credentials, and a continuous learning mindset focusing equally on technical and durable skills."

—Todd Thibodeaux, president and CEO, CompTIA



"The hotel and lodging industry exemplifies the American Dream, fostering development, upward mobility, and exciting life-long careers. As an industry built around hospitality, we recognize the important role durable skills play in helping our associates provide unparalleled guest experiences and innovate to build the future of the industry."

—Rosanna Maietta, President & CEO, AHLA Foundation



"The men and women who manufacture in the United States are called upon to produce an amazing variety of products, especially as we continue to serve on the front lines of the COVID-19 response. From the supplies that make our lives easier and safer to the medicines, vaccines, and treatments that make our lives healthier, manufacturing employees create the world of today and tomorrow. It is the durable skills of these employees, the creativity and teamwork, that makes innovation possible and brings these new and vital products to life."

—Carolyn Lee, Executive Director, The Manufacturing Institute



"The only thing certain about the future is its uncertainty. The jobs of the future, and the professional skills needed for them, continue to evolve. So, for students to have the best opportunity to succeed they need to learn how to learn, how to communicate, and how to think. There's nothing "soft" about these skills - they set the foundation for a mindset of continuous learning that is most needed once they leave school and join a work environment none of us can predict."

—Evan Leybourn, CEO, Business Agility Institute



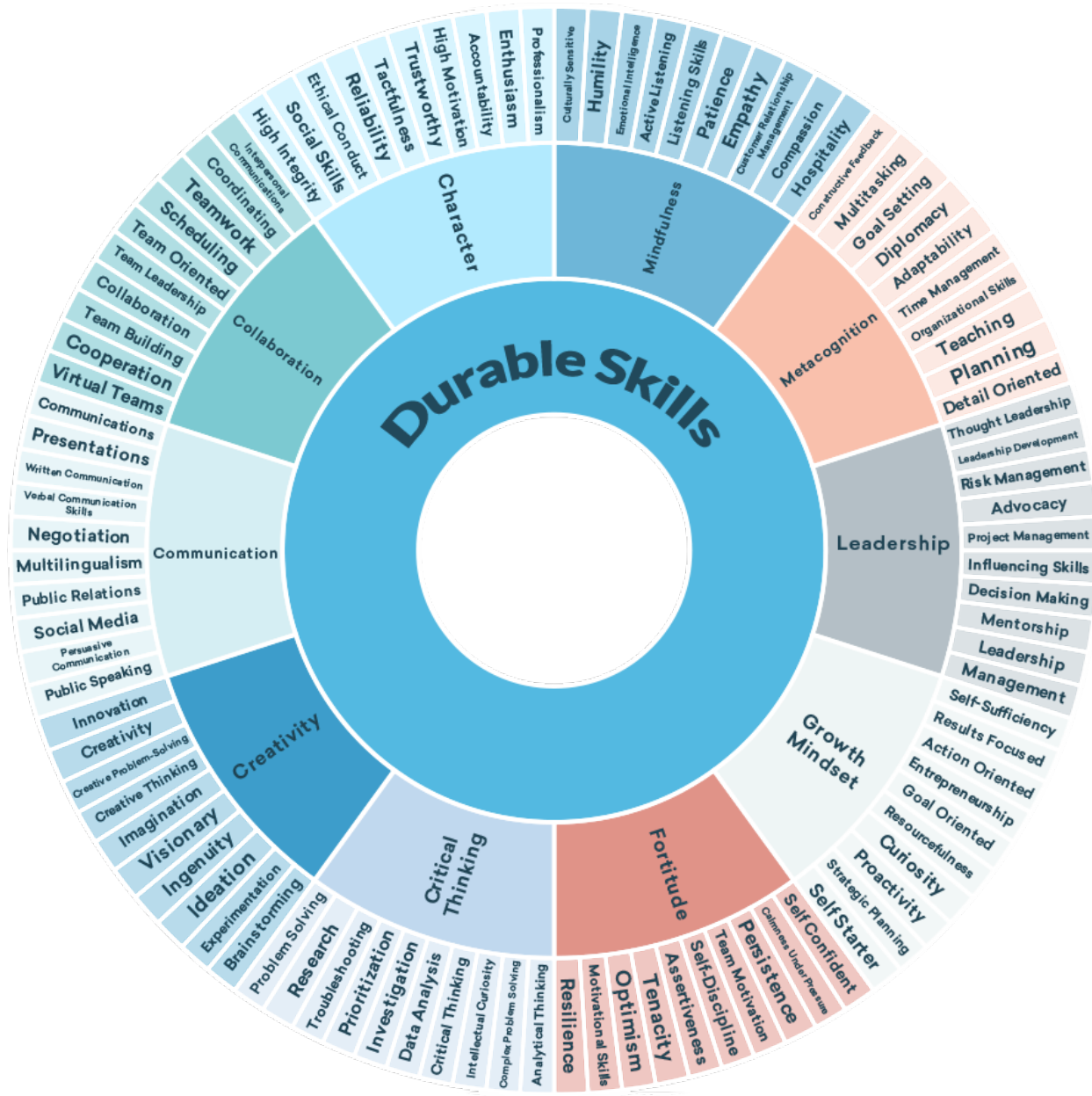
"Contractors are at the heart of infrastructure in every community across America. The technical skills of today's craft professionals are second to none, but it's absolutely essential that they have the durable skills to be able to contribute and succeed in this dynamic workforce."

—Greg Sizemore, Vice President of HSE and Workforce Development, Associated Builders and Contractors



"Business leaders, creative workers, and arts educators have known for a long time that creativity, critical thinking, empathy, and creative problem solving are what's going to drive the next boom in our national economy. Coming together to center these durable skills in the future education of our children is crucial to the U.S.'s future global success and the social and economic success of local communities."

—Clay Lord, Vice President of Strategic Impact, Americans for the Arts



Competencies

- Critical Thinking
- Communication
- Collaboration
- Creativity
- Metacognition
- Growth Mindset
- Mindfulness
- Character
- Fortitude
- Leadership



WE STUDIED
82 MILLION
JOB POSTINGS
FROM THE PAST
2 YEARS

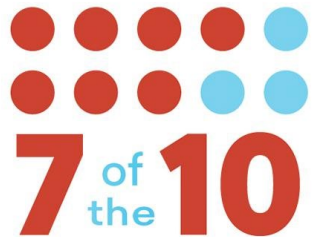


ACROSS
22 SECTORS
USING 2020 SOC-2
OCCUPATIONAL
DATA



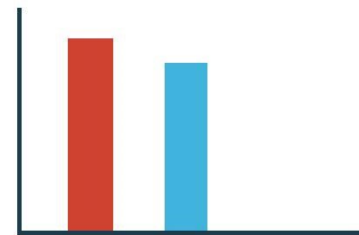
64%
OF THOSE JOB
POSTINGS REQUESTED
AT LEAST ONE
DURABLE SKILL

52.5 MILLION JOBS DEMANDED DURABLE SKILLS



7 of the **10**
most-requested skills
were Durable Skills

Almost
29M
postings
requested
Communications



**Leadership &
Communication**

competencies are in
highest demand (50%+)

The **TOP 5**
Durable Skills
were requested
3.8x more than
the top 5 Hard skills



US Employer Demand for 3+ Durable Skills

- Wells Fargo: 96% of jobs
- PwC: 94% of jobs
- Fastenal: 92% of jobs
- Dole Foods: 88% of jobs
- Microsoft: 86% of jobs
- Bayer: 85% of jobs
- Pearson: 85% of jobs
- Grainger: 78% of jobs
- Kiewit: 74% of jobs

Occupation	At Least 1 Durable Skill	At Least 2 Durable Skills
Management	91%	81%
Business & Financial Operations	86%	73%
Office & Administrative Support	86%	69%
Military-Only	85%	50%
Sales & Related	83%	68%
Protective Service	82%	63%
Architecture & Engineering	81%	65%
Arts, Design, Entertainment, Sports, & Media	80%	63%
Life, Physical, & Social Science	78%	61%
Educational Instruction & Library	78%	55%
Computer & Mathematical	77%	60%
Community & Social Service	77%	59%
Food Preparation & Serving Related	74%	47%
Legal	67%	46%
Installation, Maintenance & Repair	67%	46%
Production	60%	40%
Healthcare Support	56%	30%
Building & Grounds Cleaning & Maintenance	55%	33%
Construction & Extraction	50%	30%
Farming, Fishing & Forestry	47%	31%
Healthcare Practitioners & Technical	43%	25%
Personal Care & Service	35%	20%
Transportation & Material Moving	22%	11%

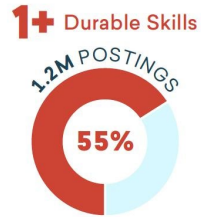
Missouri Demand for Durable Skills



WE STUDIED
2.3 MILLION
JOB POSTINGS
FROM THE PAST
2 YEARS



ACROSS
22 OCCUPATIONS,
20 INDUSTRIES,
AND OVER
43,800 COMPANIES



Almost
831K
postings
requested
Communications

MISSOURI EMPLOYERS:

Percentage jobs demanding 3+ Durable Skills

- Fastenal – 98% jobs
- J.E. Dunn Construction – 94% jobs
- Oracle Corporation – 89% jobs
- Thermo Fisher Scientific – 86% jobs
- CVS Health – 84% jobs
- Cigna Corporation – 84% jobs
- Bayer Corporation – 75% jobs
- Compass Health – 72% jobs

SOCS-2	Occupation	# Postings with 3+ Durable Skills	% Postings with 3+ Durable Skills
41	Sales and Related	110,165	44%
11	Management	97,825	65%
15	Computer and Mathematical	78,689	47%
43	Office and Administrative Support	74,148	49%
13	Business and Financial Operations	57,478	55%
29	Healthcare Practitioners and Technical	43,501	15%
35	Food Preparation and Serving Related	23,270	24%
17	Architecture and Engineering	21,741	46%
53	Transportation and Material Moving	19,096	3%
25	Educational Instruction and Library	18,802	34%
49	Installation, Maintenance, and Repair	17,163	28%
51	Production	14,035	25%
21	Community and Social Service	13,787	44%
27	Arts, Design, Entertainment, Sports, and Media	12,602	45%
31	Healthcare Support	11,850	18%
19	Life, Physical, and Social Science	8,325	46%
33	Protective Service	7,500	40%
37	Building and Grounds Cleaning and Maintenance	5,482	17%
39	Personal Care and Service	3,924	11%
23	Legal	3,164	30%
47	Construction and Extraction	3,120	17%
45	Farming, Fishing, and Forestry	336	19%



We believe better preparing students with Durable Skills helps:

- Advance economic mobility
- Build a more diverse and inclusive workforce
- Achieve our vision that every student is prepared to succeed in the global economy and contribute to their local community





Trend: Declining Postsecondary Enrollment

#1



National Student Clearinghouse™
Research Center™

**Spring 2022 Enrollment Decline:
662,000 students (4.7%)**

**Pandemic Enrollment Decline:
1.4M students (9.4%)**

- Community colleges accounted for more than half of the losses this spring (351,00 students) and have lost over 827,000 students since the start of the pandemic.
- There were 462,000 fewer women enrolled this spring, resulting in a two-year decline of 665,000 women students.
- Spring 2022 declines vary state-by-state:
 - Michigan: -15.5%
 - California: -8.1%
 - Washington & Vermont: -7.2%
 - Ohio: -5%
- 9 states saw enrollment increase, but typically only by around 2%: AZ, CO, DC, IN, MT, NH, SC, UT, WI



Trend: Shift towards Skills-Based Hiring

#2



U.S. BUREAU OF LABOR STATISTICS



11.2 million
unfilled US jobs
(August 2022)



Degrees of Risk: Perceptions of Pathways

- 68% of employers and 58% of Gen Z youth agree that organizations should hire more candidates from non-degree pathways.
- 72% of employers agree that a degree is not a reliable signal of assessing the quality of a candidate, however, 54% of employers still feel it is less risky to hire someone with a college degree.
- 30% of Gen Z youth feel the traditional path of attending college right after high school no longer makes sense but fear and perceptions of risk prevent them from pursuing other pathways. Over half of Gen Z reported feeling anxious (60%), nervous (59%), and overwhelmed (51%) by the decision-making process.
- The majority of employers and Gen Z youth both agree that they need more information about non-degree pathways.

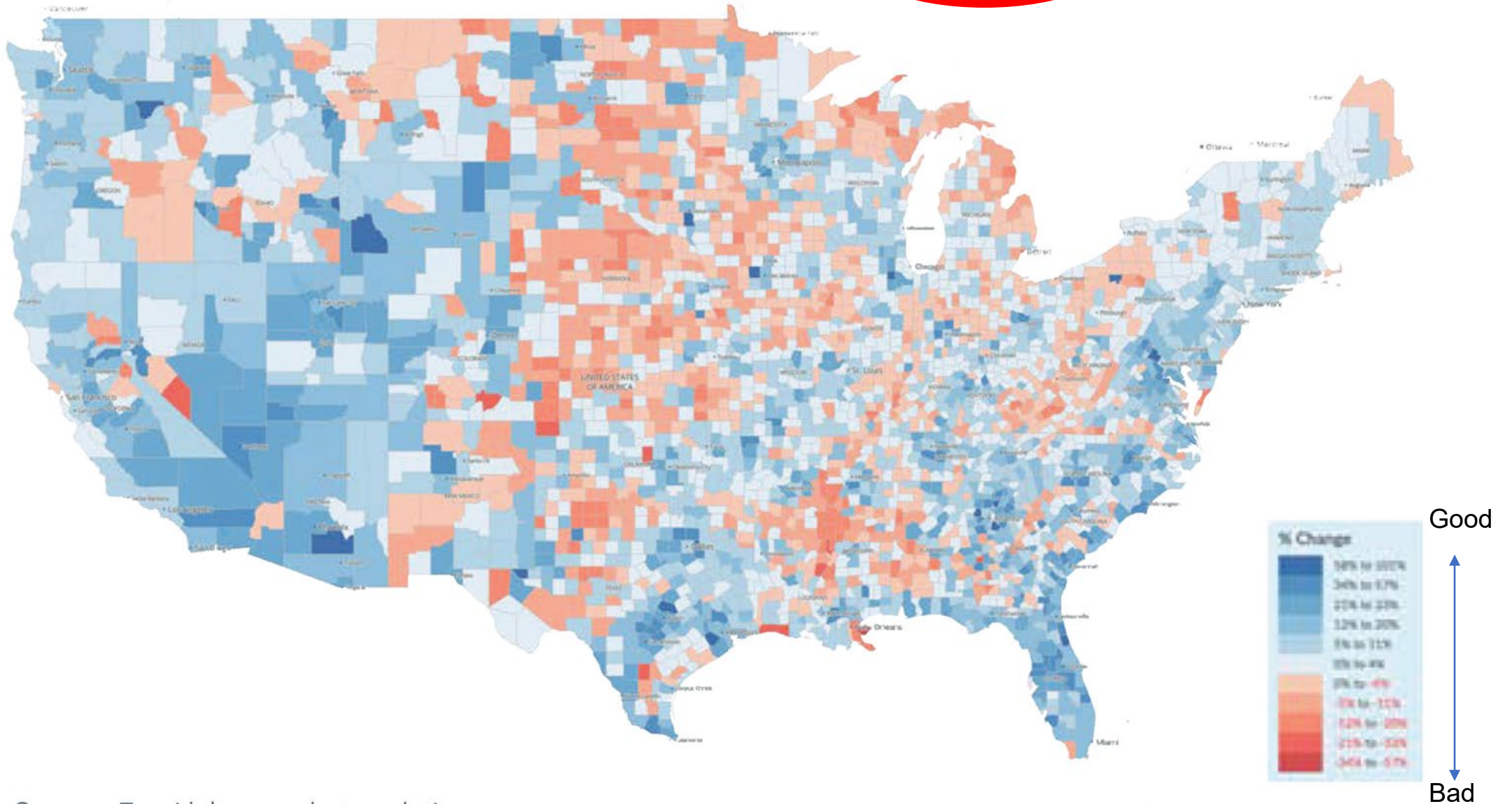


Trend: Demographic Drought

#3



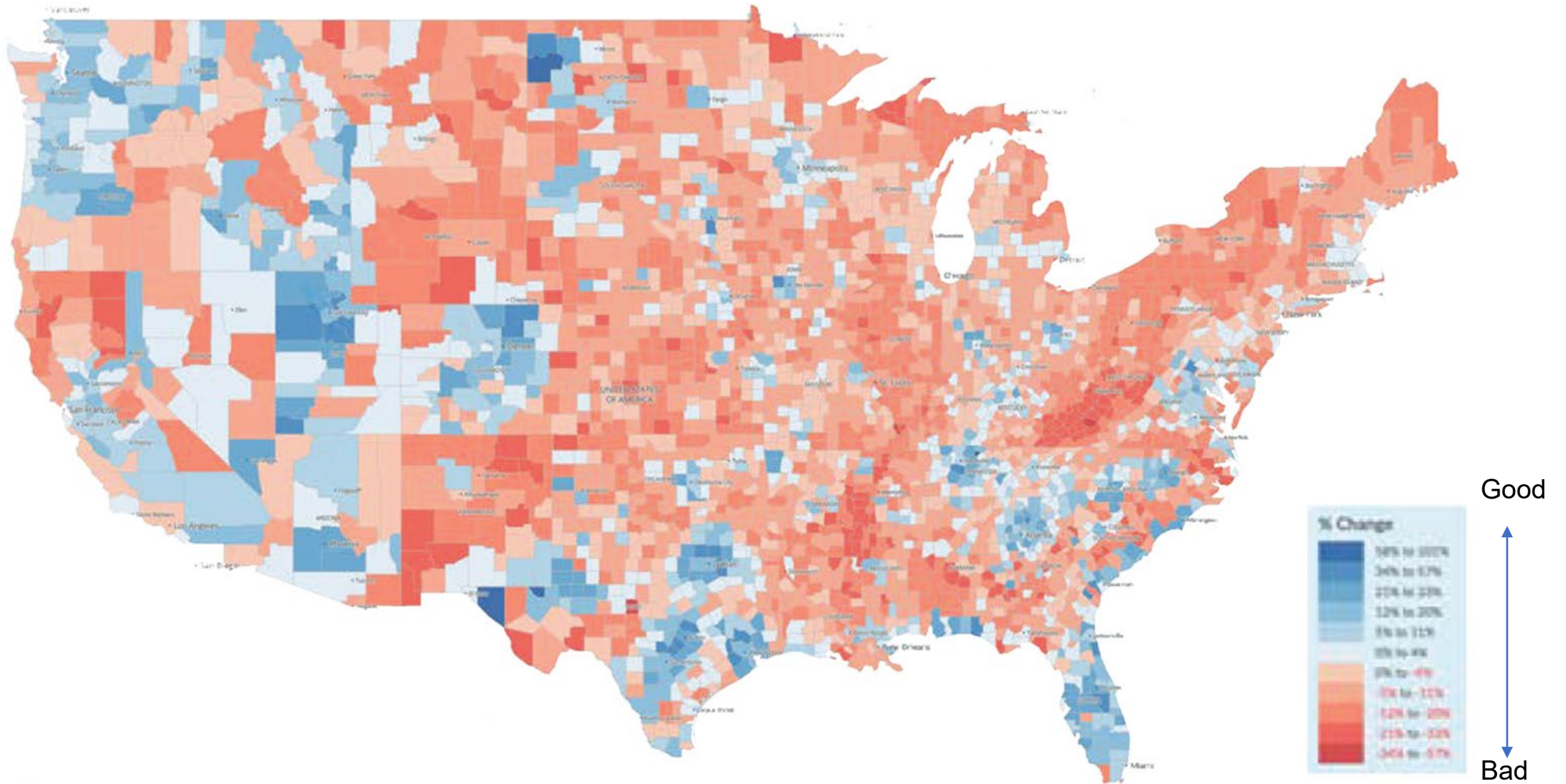
Percent change in working-age population by county between 2001 and 2011



Source: Emsi labor market analytics

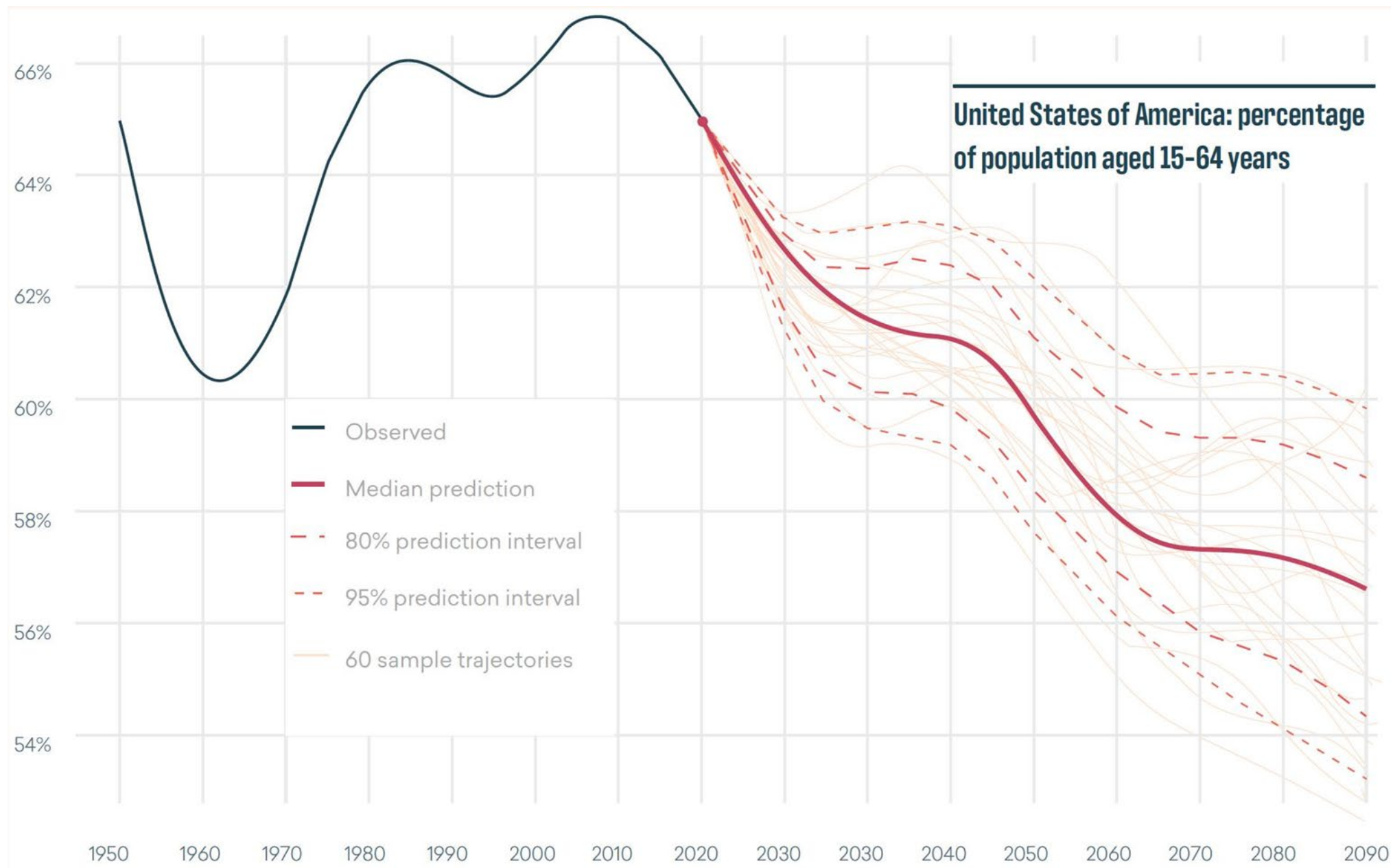
Source: *Demographic Drought*

Percent change in working-age population by county between 2011 and 2021



Source: Emsi labor market analytics

Source: Demographic Drought



Source: United Nations, DESA, Population Division

Source: *Demographic Drought*



Trend: Economic Mobility in the Future of Work

#4



“The pandemic accelerated existing trends in remote work, e-commerce, and automation, with up to 25% more workers than previously estimated needing to switch occupations by 2030.”

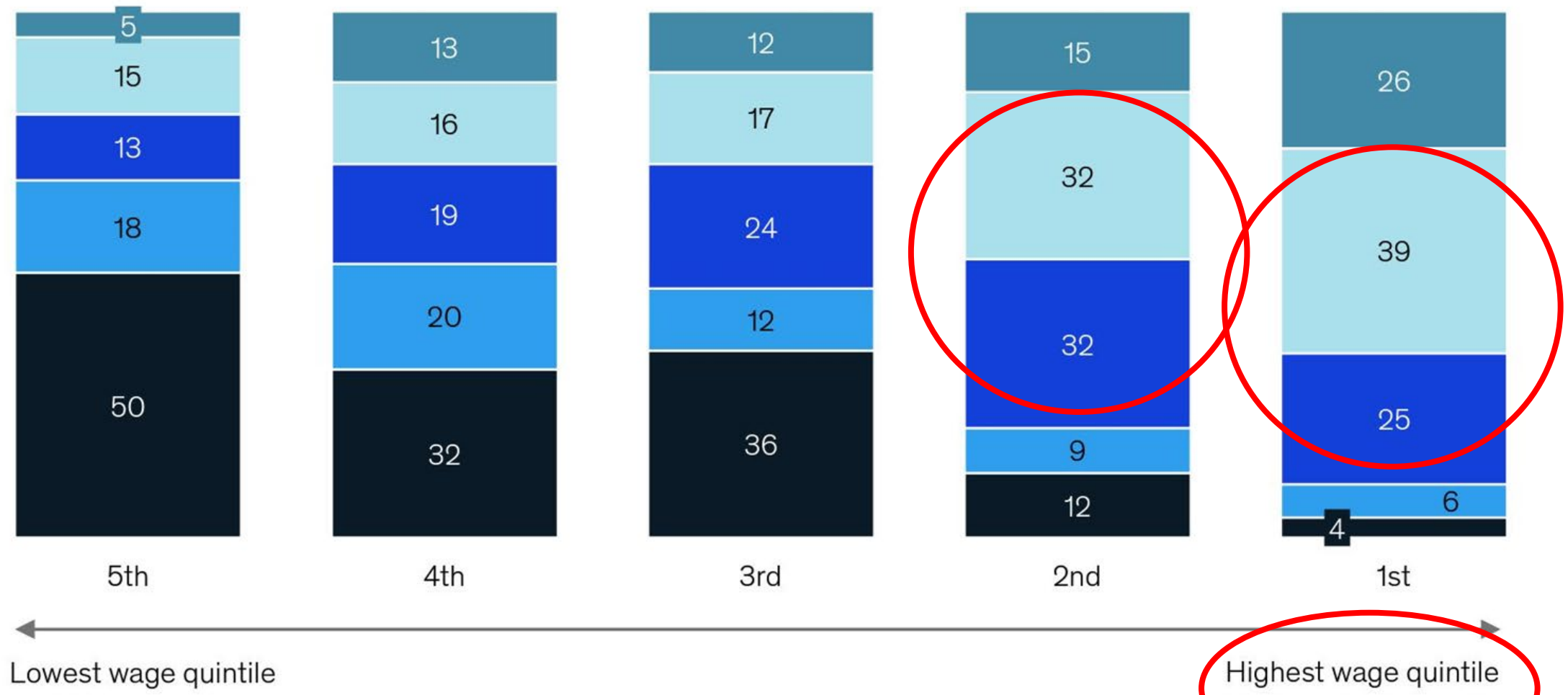
Source: *“The future of work after COVID-19”*



Time spent using skills in each skill category by wage quintile in the United States¹

%

■ Physical and manual skills ■ Basic cognitive skills ■ Higher cognitive skills ■ Social and emotional skills ■ Technological skills

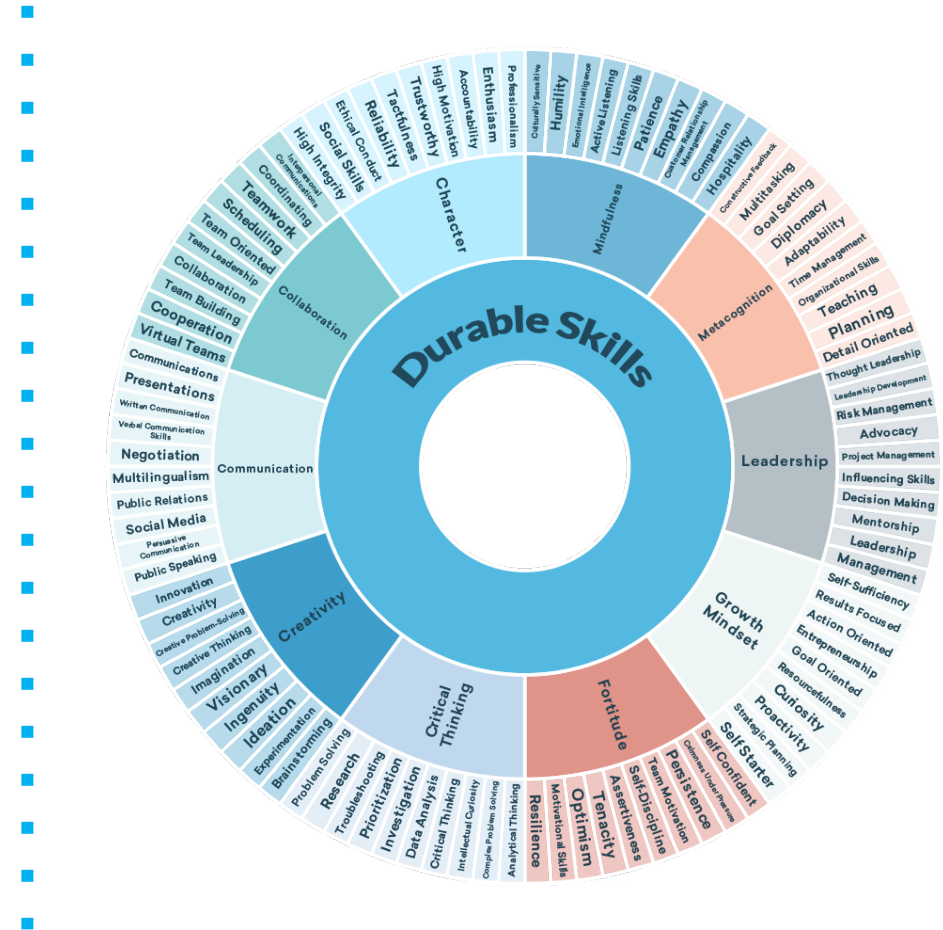


Highest wage quintile

Source: "The future of work after COVID-19"

Key Points on Durable Skills

- Durable Skills are core to 21st Century Learning
- Durable Skills are in-demand across the workforce
- It has become even more urgent to prepare students with this skillset because of:
 - Declining postsecondary enrollment
 - Shifts toward skills-based hiring
 - Demographic drought
 - The evolving future of work
- Scaling this learning will build a more inclusive and prosperous future for students and communities





Landscape Analysis Summary

College & Career Readiness Standards

- 36 states (plus DC) have a definition for college and career readiness. However, the majority are focused on college readiness.
- Only 24 states have career readiness standards, but 35 states include some sort of career readiness metric in their school accountability system.

Graduation Requirements

- 35 states (plus DC and Puerto Rico) have graduation requirements related to career readiness.
- The vast majority of states (plus DC, Puerto Rico, and Guam) use various proxies as indicators of whether students met requirements (e.g., coursework, assessments, credentials, etc.)

Work-based Learning Frameworks

- Many states provide guidance for work-based learning programs, but only 22 states have a complete framework that meets our definition
- 33 states selected work-based learning for their CTE program quality indicator in their federal Perkins V state plans
- Vast majority of states that collect data on WBL use course enrollment as the sole impact metric
- Durable Skills were present in WBL guidance or frameworks in 29 states (plus DC)





State Level Policy Recommendations

Education systems have an opportunity to establish standards and policies to support the development of Durable Skills both in and out of the classroom.



Develop a unified vision for college and career readiness for all students within a state.



Identify metrics that can be used to determine student acquisition of Durable Skills.



Collect, connect, and report on how well students are progressing toward readiness.



The logo for CompTIA, featuring the word "CompTIA" in a red, sans-serif font with a registered trademark symbol.

&



AMERICA
S U C C E E D S

"Employers clearly recognize the importance and value of recruiting people with solid durable skills, especially in a tight labor market. The challenge is finding a way to accurately and fairly assess a candidate's prowess in these areas. We're committed to finding solutions to solve this dilemma, in a way that eliminates barriers and creates opportunities for a more inclusive group of job candidates."

- Todd Thibodeaux, President and CEO, CompTIA

Bridging Policy to Implementation

Our team is actively looking for examples – and best practices – of how Durable Skills can be cultivated at every level throughout a lifetime.

Recent Articles from America Succeeds



Recapping CAPS Summer Huddle



Student Stories: Lucy Rodes



ASU+GSV 2022 – Recapping, Reconnecting, & Reaching for more





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President & CEO

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Website Definitions

- **State-level Career Readiness Standards:** For this website, career readiness standards are defined as a set of published, promoted standards describing the skills and competencies that students need to learn and possess for entry into and success in the workplace. These standards may or may not be assessed by the state but exist as guidance for educators and expectations for students.
- **State-level Work-based Learning (WBL) Framework:** Most states have some sort of guidance related to work-based learning, but they lack a coherent framework for how WBL fits into the state’s education system. For the purpose of this website, a “framework” is more comprehensive than a guide and includes the following three components: 1) a definition of WBL with described activities and expectations, 2) clear expectations of WBL elements for educators and employers, and 3) clear indicators for assessing the quality of WBL programs.
- **Career/Workforce Readiness Graduation Requirements:** While related to readiness standards, graduation requirements are typically measurable indicators that can be collected and evaluated by states. While many states have such requirements, they can be diverse in terms of type and quality. For the purpose of this website, “requirements” means any indicator associated with career readiness that the state collects and evaluates.
- **Robust Set of Graduation Requirements:** At a minimum, graduation requirements should meet or exceed what is required for admission to the state’s public university system. Achieve recommends this include at least three years of challenging mathematics and four years of CCR-aligned English.

Research & Sources

- [*Current Term Enrollment Trends*](#), National Student Clearinghouse Research Center, May 2022
- [*Degrees of Risk: What Gen Z and Employers Think About Education-to-Career Pathways... and How those Views are Changing*](#), American Student Assistance & Jobs for the Future, August 2022
- [*Demographic Drought: How the Approaching Pandemic will Transform the Labor Market for the Rest of Our Lives*](#), Emsi, 2021
- [*Job Openings & Labor Turnover*](#), US Bureau of Labor Statistics, August 2022
- [*The Future of Work after COVID-19*](#), McKinsey Global Institute, February 2021
- [*The High Demand for Durable Skills*](#), America Succeeds & Emsi, February 2021