

Appendix 1
Country Name: United States

Country team

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Section 1	A brief outline of your country – demographics, population and career service provision – target groups and providers (maximum 300 words)
<p>Geography The United States consists of 50 relatively autonomous state governments. The current population of the United States is approximately 313 million. The U.S., Canada, and Mexico comprise North America and participate in the North American Free Trade Agreement or NAFTA. NAFTA is a trilateral trade bloc in North America. The agreement came into force on January 1, 1994. It superseded the Canada – United States Free Trade Agreement. In terms of combined GDP of its members, as of 2010 the NAFTA trade bloc is the largest in the world.</p> <p>Demography The median age is 36.9 years old. The U.S. has a 0.963% population growth as of 2011. Eighty-two percent of the population is urban. With regard to race/ethnicity, approximately 80% are “White/Caucasian,” 15% Hispanic, 13% African American, 4% Asian, and less than 1% Native American Indian and Native Hawaiian. (“Hispanic” includes many racial/ethnic backgrounds so the total sum exceeds 100%.) Approximately, 99% of the U.S. is literate (over the age of 15 and able to read and write).</p> <p>Labour market Technology, exorbitant executive pay, and declining labor union influence contributed to the gradual development of a "two-tier labor market" wherein those at the bottom lack the education and professional/technical skills of those at the top and fail to get comparable pay raises, health insurance coverage, and other benefits. Since 1975, most income gains have gone to the top 20% of households</p> <p>Education National bias emphasizes college preparation over career and technology education. School dropouts constitute a major concern. The Elementary and Secondary Education Act (ESEA) influence policies related to primary and secondary education. The accountability movement influences many of the policies embedded the various iterations of ESEA (most recently known as “No Child Left Behind”). Education expenditures comprise 5.5% of the GDP.</p> <p>Main national career guidance services</p>	

Federally funded programs support career development for adult populations (e.g., the National Institute of Corrections' Offender Re-entry Program, the Workforce Investment Act).

States determine their own career development policies and practices within schools and the community. Many states have enacted legislation related to high school youth developing individualized learning plans (ILP) that describe the secondary and post-secondary coursework students will complete to achieve a defined career goal. Better results could be achieved through more coherent federal strategies.

Section 2	Taking each of the four general symposium themes (see below), describe the two greatest strengths and two greatest weaknesses relating to each theme in your country (maximum 100 words for each strength and weakness; therefore maximum 400 words per theme and maximum 1,600 words in this section).	
Theme 1: Political, economic and social changes and the changing role of career guidance and career guidance policies		
Strength 1	Weakness 1	
<u>State level initiatives and polices related to “college and career readiness” and individualized learning plans</u>	Disproportionate incarceration rates for all, with grossly disproportionate incarceration of specific minority populations. <u>In 2008 the unemployment rate for African American youth was 32% and Latino youth is 22% and whites 16%. In 2010, African American adult unemployment was 18%, Latino adults 15% and Whites 8.8%.</u>	
Strength 2	Weakness 2	
<u>National Quality Data Campaign is supporting states in creating data systems that allow for opportunities for longitudinal assessment of career development activities on employment and educational outcomes.</u>	<u>Decrease in federal spending on one-stop job centers during a time of increased unemployment.</u>	

Theme 2: Lifelong guidance policy as a part of integrated human resource development policies – challenges and opportunities

Strength 1	Weakness 1
<p>The career education movement of the 1970s spawned excellent career development models based on leading career development theories.</p>	<p><u>Federal legislation in the United States continues to omit language that provides resources for the provision of quality development and guidance services for youth and adults.</u></p>
<p>Historically, the United States has been the leading nation relative to the generation of career theory and practice innovations.</p>	<p><u>Researchers and key career development stakeholders have not offered strong evidence that links access to quality career development services to critical workforce readiness and economic outcomes.</u></p>

**Theme 3: The changing world and the changing role of career guidance
– skills and competencies for lifelong guidance practitioners**

Strength 1	Weakness 1
<p>Many U.S.-based initiatives (e.g., GCDF, accredited master’s degree level training programs for career counsellors, including career counselling in counsellor licensure laws) have elevated the skills and competencies required for career guidance practitioners.</p>	<p><u>Federal and state policies continue to omit career guidance as a necessary activity and therefore funding is not provided for hiring career practitioners in youth or adult settings.</u></p>
Strength 2	Weakness 2
	<p><u>Our National Career Development Guidelines are due for reevaluation.</u></p>

Theme 4: Evidence-based practice; evidence-based policies

Strength 1	Weakness 1
Many U.S. scholars conduct research to identify evidence-based practices to influence career development theory, practice, and policies.	<u>Much of this research has</u> focused on university and majority student populations <u>and federal and state support for generating evidence based practice and policies continue to decline</u>
Strength 2	Weakness 2
	<u>Research has not been translated in a way that federal, state and local policy makers are able to understand the value of offering career guidance services.</u>

Section 3	Looking at the themes, prioritise them according to the most important ones for your country team to explore further and learn about at the symposium. (1 = most important – 4 = least important)
Political, economic and social changes and the changing role of career guidance and career guidance policies	<p style="text-align: center;">Priority</p> <p style="text-align: center;">1 2 <u>3</u> 4</p>
Lifelong guidance policy as a part of integrated human resource development policies – challenges and opportunities	<p style="text-align: center;">Priority</p> <p style="text-align: center;">1 <u>2</u> 3 4</p>
The changing world and the changing role of career guidance – skills and competencies for lifelong guidance practitioners	<p style="text-align: center;">Priority</p> <p style="text-align: center;">1 2 3 <u>4</u></p>
Evidence-based practice; evidence-based policies	<p style="text-align: center;">Priority</p> <p style="text-align: center;"><u>1</u> 2 3 4</p>

Section 4	Thinking about the themes, describe up to three high-level key public policy and/or practice initiatives currently being advanced or considered in your country (write no more than 100 words on each). If it is possible, please say to which of the themes each initiative is most closely linked.
<p>High-level key public policy/practice initiative 1</p> <p>Postsecondary Access and Completion</p> <p>With the cost of higher education increasing many times greater than inflation, and financial limitations on families and government programs, many students are incurring greater indebtedness to attend school. At the same time some studies have asked about the ROI of attending college. With a decreasing rate of college completion and an increasing rate of remedial courses needed while in college, reform is called for which advances academic achievement, promotes community college attendance, higher rates of student engagement, and greater use of POS (programs of study) which can lead to</p>	

retention and higher graduation rates.

Linked most closely to Theme ...

Evidence-based practice; evidence-based policies

High-level key public policy/practice initiative 2

Development of STEM Talent and Opportunities

National studies and the business community call for greater investments in promoting STEM education, training and career development. While the relationship among STEM, invention and creativity grows, the potential pool and composition of students with STEM interest and ability has changed little. Unique problems related to increasing interest and access by females, first generation students, and lower income students continues to warrant attention. Informal education efforts such as First Robotics, and STEM-Centric career development efforts offers some promise as the career development community learns about STEM educational options and labor market information.

Linked most closely to Theme ...

Political, economic and social changes and the changing role of career guidance and career guidance policies

High-level key public policy/practice initiative 3

Job Creation for the Hardest to Employ

The present administrations' stimulus efforts to create consumer demand and the American Jobs Bill both seek to create jobs through infrastructure development efforts by putting resources into the hands of local consumers. Such efforts purport to create jobs, which would then create more retail, service and production jobs most needed by entry level, less recently trained, and young workers. While jobs may be created, few additional efforts have focused on worker preparation or "career fit" when and if jobs become available for the hardest to employ and there are no support structures in place to facilitate that career decision-making process.

With each of these initiatives there are divergent opinions regarding government investments and personal responsibility.

Linked most closely to Theme ...

Lifelong guidance policy as a part of integrated human resource development policies- challenges and opportunities.

Section 5	Future Focus – what are the key elements of your team’s overall vision for career policy, practice and research in your country? (write no more than 30 words).
To have a federally supported and cohesive lifelong career guidance initiative that elevates the priority of career assistance to empower children, adolescents, and adults to develop career self-management skills.	