

HAPPY HOLIDAYS FROM CEW

Dear Friends and Colleagues,

The year 2013 was another year of solid progress for the Georgetown Center on Education and the Workforce (CEW).

This year we updated two of our staple reports, [Hard Times 2013: College Majors, Unemployment, and Earnings](#) and [Recovery: Job Growth And Education Requirements Through 2020](#). Recovery is the update to *Help Wanted: Projections of Jobs and Education Requirements Through 2018*, released in 2010. We plan to update regularly these and other reports that are at the core of our center.

As you might already be aware, the Bureau of Labor Statistics (BLS) just released their 2012-2022 jobs and education requirements projections. CEW strongly disagrees with BLS' latest 2022 report, which estimates that only 35 percent of jobs will require postsecondary education and training beyond high school, up from 34 percent in 2012.

In light of what BLS has released and the impact this data has for the higher education research and policy arena, I am compelled to shed some light on the flaws of BLS' methodology and their paltry results.

1. *BLS continues to use their assignment method to determine entry-level education requirements.* The BLS assignment attempts to measure educational demand by assigning the most significant source of education or training to each occupation level, then aggregating for the national economy across those education and training levels. In so doing, the BLS severely underestimates the demand for postsecondary education for the nation. For instance, today, over half of all Registered Nurses (RNs) have a Bachelor's degree or higher. Yet, BLS's new release reports that there is growth in the demand for nurses and at the same time that RNs only need an Associate's degree. In other words, when comparing BLS' results against a known distribution of education among prime age workers, large differences exist between the expert assignment and actual distributions of education in occupations.
2. *The BLS method does not allow for up-skilling.* There is virtually no change in the education level requirements between 2012 and 2022 over all occupations (33.8% in 2012 to 34.7% in 2022).
3. *Static 10-year time horizons are increasingly irrelevant in this fast-paced technological economy.* Due to this long forecast horizon, the BLS does not have a real way to incorporate the impact of macroeconomic shocks, business cycles, stimulus programs, sequestration concerns, fiscal cliffs or debt ceilings into their analysis.

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Anthony P. Carnevale, Director

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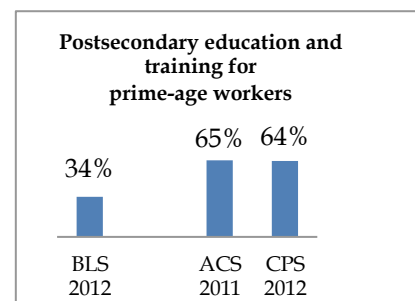


Fig.1 and 2 Comparisons to other government data sources: American Community Survey (ACS) and Current Population Survey (CPS). BLS Projections show very little role for postsecondary education and training and do not agree with other government sources.

RECENT REPORTS



Failure to Launch

We proudly joined efforts with the Generations Initiative to bring an analysis of divergent labor market trends for young and older adults since 1980. This report is currently listed in [HCMStrategists' 15 Great Education Reads of 2013](#).

Read: [here](#).



Recovery 2020

Nicole Smith and Anthony Carnevale project where the jobs will be by education level, occupation and industry for the future of American Economy. It includes Labor market information such as education requirements and skills coveted by employers.

Full report: [here](#).

	Prime-age workers			Projections	
	Other government sources			BLS 2022	CEW 2020
	CPS 2012	ACS 2011	BLS 2012		
Less than high school	8.9%	9.9%	26.2%	26.3%	11.6%
High school diploma or equivalent	27.3%	25.4%	40.1%	39.1%	23.6%
Some college, no degree + post-sec vocational cert	17.1%	22.3%	7.3%	7.5%	17.9%
Associate's degree	10.9%	9.2%	4.1%	4.3%	11.8%
Bachelor's degree	23.7%	21.6%	17.9%	18.1%	24.4%
Master's degree	8.9%	8.3%	1.7%	1.8%	7.9%
Prof	1.7%	2.1%	2.8%	2.9%	1.9%
PhD	1.5%	1.2%	2.8%	2.9%	1.3%
Total	100%	100%	100%	100%	100%
Postsecondary education and training required	63.8%	64.7%	33.8%	34.7%	65.3%

While we agree with BLS' GDP projections, industry growth and occupation growth, we do not agree with their projections of education for each of those occupations. BLS affirms that they don't project education and only provide information on "entry level requirements for jobs."

But as the above table demonstrates, when comparing to other government data sources (ACS and CPS), the disparity between forecasts is not small. And to tell the nation that as we move forward in this recovery only 35 percent of the jobs will require education and training post-high school, is not only misleading --- it could be disastrous for the millions of young people out there who need postsecondary skills to even interview in an employer's market. Moreover, many are unaware that BLS does not project education demand and erroneously interpret their results as such.

It is indeed a challenge to explain data interpretation discrepancies but we hope to continue contributing to that discussion and increase awareness of these important issues. I strongly advise you to share these thoughts. If you would like to read more about this topic and see a full technical summary of our methodology see: [Help Wanted Technical Summary](#).

Thanks to your support our publications continue to achieve wide media, policy and public reach and this year we had the honor of answering to multiple requests to contribute to the publications of prominent public policy organizations. Some of these publications are scheduled to be released in 2014. To see the journals and other articles released earlier this year, please click [here](#). We are extremely thankful to all collaborators for inviting us to be part of their work.

We cannot thank you enough for your continued interest in the center and our efforts, as we strive to better articulate between education, career preparation, and workplace demands.

Warm regards,

Anthony P. Carnevale

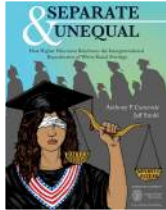
Director

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In the Spotlight



With over 64K views on slideshare, “Separate & Unequal” and “Hard Times 2013” were placed in the “Hot on Facebook” list on slideshare. Placing them in the social media spotlight.



This report analyzes enrollment trends at 4,400 postsecondary institutions by race in the past 15 years and finds that the current higher education system is more and more complicit as a passive agent in the systematic

reproduction of white racial privilege across generations. To see the full report click: [here](#).



The update to our college majors and unemployment continues to be one of the most sought out reports. This report offers differences in unemployment and earnings based on major for

BA and graduate degree holders. To see the full report click: [here](#)

Forthcoming:

The Online College Labor Market

As employers increasingly turn to the Internet for their hiring needs, our upcoming report examines the role of these advertisements to better understand employment prospects for college graduates. We analyze recent job postings data to shed light on labor demand by education, occupation and industry.



“Nursing” Series: The profession within health care focused on the care of individuals will be the center of this series. In addition to wages and job projections, we will explore the education, workforce and skills requirements of the profession.

Georgetown University Center on Education and the Workforce
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