



National Lieutenant Governors Association

NLGA Consensus Resolution Regarding Student Choice in Achieving Success through Higher Education and the Workforce after High School

WHEREAS, the Georgetown University Center on Education and the Workforce used data from the U.S. Census Bureau and Bureau of Labor Statistics to project that 7.2 million annual job openings across the entire economy between 2021 and 2031 will require a bachelor's degree and 5.6 million job openings will not require a bachelor's degree but will require some postsecondary education or training,¹ and

WHEREAS, by 2031, seventy-two percent of the jobs in the United States will require postsecondary education or training, and forty-two percent will require a bachelor's degree,² and

WHEREAS, the knowledge, skills, abilities and other characteristics that individuals need to succeed in college are often the same as those needed to succeed in the workplace, and

WHEREAS, skills are manifested differently in education than in the workplace,³ and

WHEREAS, placing students on either a college track or a workforce track creates a skills gap that will leave students on either track unprepared to fill the millions of job openings each year outside of their prescribed track, and

WHEREAS, of the 2023 Class of ACT-tested students who completed an interest inventory on the PreACT between grades 8 and 10, among students who had no postsecondary education or training planned, twenty-six percent enrolled in college, with fourteen percent enrolling at 4-year colleges and twelve percent enrolling at 2-year colleges,⁴ and

WHEREAS, completing an interest inventory and using a multiple-choice assessment to measure student college and career readiness in grades eight to ten provides educators with insight as to a student's place within the context of their aspirations and the supports and exposure that can help guide the student to opportunities within the full range of their self-expressed goals, and

¹ Anthony P. Carnevale, Nicole Smith, Martin Van Der Werf, and Michael C. Quinn. After Everything: Projections of Jobs, Education, and Training Requirements through 2031. Washington, DC: Georgetown University Center on Education and the Workforce, 2023. cew.georgetown.edu/Projections2031.

² Anthony P. Carnevale, Nicole Smith, Martin Van Der Werf, and Michael C. Quinn. After Everything: Projections of Jobs, Education, and Training Requirements through 2031. Washington, DC: Georgetown University Center on Education and the Workforce, 2023. cew.georgetown.edu/Projections2031.

³ <https://www.act.org/content/dam/act/unsecured/documents/Ready-for-What-May-2018.pdf>

⁴ <https://www.act.org/content/dam/act/unsecured/documents/R2329-PreACT-Tested-Students-in-the-2023-ACT-Tested-Graduating-Class-11-2023.pdf>

32 **WHEREAS**, when students are adequately prepared to enter both college and the workforce,
33 students are free to change their minds as young adults and choose to contribute to society by
34 filling a job that either requires a degree or a certification or other credential, because they have the
35 foundational knowledge, skills, and other characteristics to enter either pathway, and
36

37 **WHEREAS**, students can benefit from a K-12 education where they are provided with valid and
38 reliable information to identify strengths and areas for improvement in both college and career.
39

40 **NOW, THEREFORE, BE IT RESOLVED** that the National Lieutenant Governors Association (NLGA)
41 encourages NLGA Members in the states and territories to be aware of the benefits of assessing
42 student interests and readiness beginning in grade eight and throughout graduation to help ensure
43 students are informed and prepared for success whether they choose a college or career pathways
44 after high school.
45

46 **ADOPTED**, this day, the 5th of December, 2024.
47

48 *Proposed for the docket by: ACT, NLGA Partner*