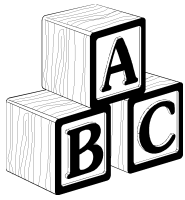


Appendix P

Future Trends

Future Trends Across Wisconsin and the Nation

Future Trends: What kinds of **skills and attitudes** will children need to thrive in the future



SOME FUTURE TRENDS – ACROSS WISCONSIN AND THE NATION

CHILDREN

- Children will be children. They will need to be loved, cared for and helped to learn.
- The public will continue to see as important the needs of young children and the need for community support of families in raising their children. (See Appendix A-1: *Needs of children are seen as important*)
- Although the number of young children is expected to continue to grow slowly, the decrease in the young as a percentage of the population that has been occurring for the past century is likely to continue. The elderly will become an increasingly large proportion of the population. (See Appendix A-2: *The young will become a less significant portion of the population.*).

FAMILIES

- Families will continue to care deeply about their children and to bear primary responsibility for them.
- Most parents of young children will be employed; many children will spend time being cared for by non-parents. (See *Child Care* on page 10 at www.childstats.gov.ac2002/pdf/pop.pdf)
- Being a single parent will continue to limit the resources available to children and their well-being. Since 1996, the percentage of children living with only one parent (approximately one quarter of children under 18) has not changed significantly. (See “Family Structure and Children’s Living Arrangements” on page 7 at www.childstats.gov.ac2002/pdf/pop.pdf)
- Families will continue to be pressed for time. (See Appendix A-3: *Work hours have increased, reducing family time*).
- Families will continue to purchase an increasing number of services (e.g., child care, meals away from home)

COMMUNITIES

- Families and other community members may feel isolation or a lack of social fabric: don’t know neighbors, McMansions keep families apart; lack of common community

institutions; lack of public areas; few opportunities for people to get together in non-commercial settings

- Fear – general feeling. Continuous access to national and international news makes people have an unrealistic view of true dangers. Stranger danger for children. Also, fear of real dangers: unemployment, community or domestic violence, military deployment
- The racial and ethnic diversity of American families is likely to continue to increase. This change will take place even more quickly among young people. (According to the US Census Bureau, in 2000, 64% of children in this age group were non-Hispanic white. By 2050, only 46% will be non-Hispanic white.) In Wisconsin, 94% of the total population was white, non-Hispanic in 1980, decreasing to 91% in 1990 and 87% in 2000. (See www.census.gov/hhes/immigration/diversity/chart_race.html for data and charts of changes from 1980 to 2000 by county and metropolitan areas, as well as for the state of Wisconsin). See also www.childstats.gov/ac2002/pdf/pop.pdf, page 5 for a chart of trends and predictions of “Racial and Ethnic Composition” among children under age 18 from 1980 through 2020.

PROGRAMS

- Wisconsin Governor Doyle supports programs for children and families in his KidsFirst agenda; exactly which programs will be included will become clearer as the budget process proceeds. (See www.wisgov.state.wi.us/search_all.asp?locid=19)
- “Hot topics” in the near future: obesity, four year old kindergarten, marriage, child care rating system
- If President Bush is reelected there is likely to be financial support for programs run by faith-based and other community organizations (See: www.whitehouse.gov/government/fbc/)

POLITICAL

- Polarization of viewpoints may make it difficult for people to trust or talk with one another
- Emphasis on tax cuts and changes in what is taxed will lead to continuing decreases in available funding at the federal, state, and local levels
- Strained budgets may lead to increased competition for resources
- Federal elections and the governor’s incomplete budget make future funding possibilities unclear

TECHNOLOGY

- Rapid, continuous change provides both opportunities and stress
- Technology intrudes into family life and can threaten children's innocence and safety

EDUCATION

- Continuing pressure to teach more earlier
- High levels will continue to be valued and increasingly valuable
- New kinds of lifelong learning skills will be increasingly valued

Needs of children are seen as important

The public has a more positive view of children than a decade ago, and they respond better to positive messages about helping children than negative ones, according to a recent report from the Ad Council. The Ad Council conducted telephone surveys with more than 1,000 adults to determine their opinions about children and childrearing. When the 2004 survey results were compared with those of a similar survey conducted in 1995, the Ad Council found major shifts in the public's view of children.

Not only did the 2004 results indicate that the public has a more positive view of children, but they also showed that most Americans now acknowledge the importance of community support in helping parents raise children. The increased optimism of the 2004 respondents is also reflected in the fact that 78 percent indicated they would like to help children in their community.

The survey also tested the persuasiveness of various messages about helping children and found that messages that were the most effective with respondents:

- *Emphasized that helping kids results in stronger and safer communities
- *Talked about the personal rewards of helping kids
- *Focused on the future prosperity and security of the country
- *Emphasized compassion for parents

The Ad Council also gathered advice from more than 30 experts in the fields of advertising, marketing, and communications regarding the use of advertising to make children a top priority among the public. Their recommendations included the following:

- *Conduct research about the target audience.
- *Focus the message so that it is brief, clear, and constantly reinforced.
- *Make the message motivating and persuasive.
- *Be sensitive to tone, for instance, focusing on positive statements.
- *Choose the messenger carefully.
- *Keep current with demographic trends.

To read the full Ad Council report, "Turning Point: Engaging the Public on Behalf of Children" (funded by the Annie E. Casey Foundation and the MetLife Foundation), go to the Ad Council website at

www.adcouncil.org/pdf/commitment_children_turning_point_report.pdf.

The young will become a less significant portion of the population.

- Both the very young and the old are expected to increase in number between 2000 and 2025, but the group over 65 is expected to grow much more quickly. According to the U.S. Census Bureau, the Wisconsin population of children 0-4 can be expected to grow less than 3% (from 345,000 to 354,000) during this 25 year period while the number of those 65 and older is expected to increase by 70% (from 705,000 to 1,200,000).¹
- Between 1900 and 2000, the percentage of the U.S and Wisconsin population that is 0-4 years old dropped from about 12% to under 7%. The U.S. Census Bureau projects that this will drop to 6% by 2025.

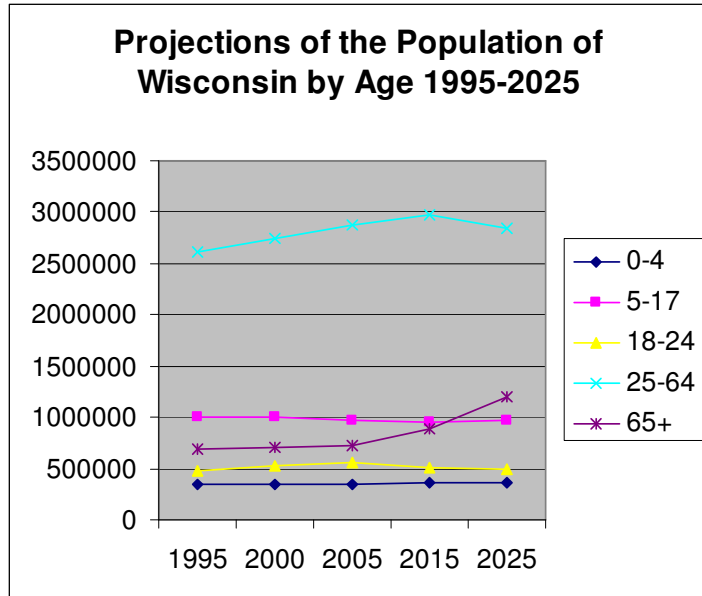
Wisconsin
Children aged 0-4 as a Percentage of the Total Population

Actual				Projected	
1900	12.1%	1960	11.3%	2005	6.3%
1920	11.6%	1970	8.4%	2015	6.3%
1920	11.0%	1980	7.2%	2025	6.0%
1930	9.3%	1990	7.4%		
1940	8.0%	2000	6.8%		
1950	10.7%				

Source: U.S. Census Bureau

- The U.S. Census Bureau projects that, starting in 2005, the number of adults older than 65 will begin to climb.

¹ Data from U.S. Census Bureau – Demographic Trends in the 20th Century.



In his book *Ten Trends: Educating Children for a Profoundly Different Future*², Gary Marx predicts that this aging trend will shake “the foundations of society as we’ve known it.”

- In 1789, when the US was born, average life expectancy was about 35 years. By 1930, it had climbed to 59.7 years. At the turn of the 21st century, it stood at 76-plus and was continuing to rise.
- In 1950, there were 16 people working for every person drawing benefits from the US Social Security system. By 2030, when the baby boomers are between 66 and 84 years of age, there will only be about two people working for every beneficiary.

“This unprecedented shift raises concerns about issues ranging from the solvency of pension programs to competition for resources between those who are older and those who are younger.”

It also has implications for the need for life-long learning and suggests a potential new human resource that could be engaged on behalf of young children:

- “The linear view of the life cycle that equates youth with education, middle age with work and old age with leisure must be replaced with a new age continuum that enables people to move in and out of education, work, and leisure throughout the life course.”³
- “Surveys by Marriott and the Administration on Aging suggest that 37.4 percent of older adults would volunteer if asked; an additional 25.6 percent who are already volunteering say they would be willing to increase their service time.”⁴

² Ten Trends: Educating Children for a Profoundly Different Future, Gary Marx www.ncacasi.org/jsi/2002v3il/ten_trends

³ Henkin, N., & Kingson, E. (1998). Advancing an intergenerational agenda for the twenty-first century. *Generations*. Winter 98/99, Vol. 22 Issue 4, p. 99

⁴ Marriott Senior Living Services. (1991). Marriott Senior Volunteerism Study. Bethesda, MD.

Work hours have increased, reducing family time.

Dave Riley

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Strong families –those that are resilient and adaptive in hard times—need time together for the joint activities that build cohesion, common values, and mutual caring. Family time together is one of the primary mediums through which parental values are transmitted and children are raised into competent and caring young people.

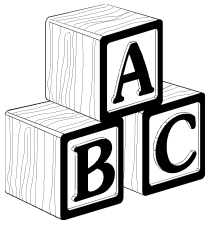
The last quarter century has seen a major shift in how we use our time, a shift toward the workplace and away from the family. This is true of both mothers and fathers. The rates of maternal employment, especially for mothers of very young children, have increased dramatically, so that today about two-thirds (65%) of mothers of young children (under age 6) are employed. Over half (59%) of mothers of babies (under age 1) are in the paid labor force, and most of them return to the workplace within 6 weeks of their babies' births. Fathers are spending longer hours on the job also. While the average work week for American workers dropped slowly and steadily for most of the last century, it bottomed out around 1970 and has been on the rise since then. Compared to 1970, the average adult male worker today works the equivalent of an extra month per year (about 164 hours more).⁵

What explains the shift of time from home life to the workplace? Many families work longer hours because it is necessary to avoid poverty. This is most obviously true for single-parent households, but increasingly for 2-parent families as well. Average family incomes today (adjusted for inflation) are not much different from 25 years ago, even though mothers and fathers are working many more hours per week. They are working longer hours just to stay even. Changes in the welfare system also now require that all parents work, regardless of income or family circumstances. Many married couples work two jobs (dual-earner households) to provide income stability in case one parent loses a job, and to maintain health insurance.

Changing values also appear to play a role. Expectations concerning the amount of material goods needed seem to be ever increasing and some families are working longer and harder to generate the income needed to maintain this higher standard. Some of us work more days each year to have fewer days on the lake, in a bigger and faster boat.

⁵ www.childrensdefense.org/cc_facts.htm

For further information, see also http://www.harrisinteractive.com/harris_poll/index.asp?PID=249



Future Trends: What kinds of **skills and attitudes** will children need to thrive in the future?

Surveys conducted by business groups, government agencies, and education policy groups have consistently shown that employers believe that such skills as communication, teamwork, and problem-solving are at least as important as workers' verbal and mathematical abilities. Responsibility, reliability and other character traits are also considered critical.

Among many other similar examples, Richard Rothstein (2004) cites the following:

- A survey of employers in 400 service, manufacturing, nonprofit and government organizations conducted in 2003 “found that the most important qualities sought in recent college graduates were **communication skills**,⁶ **honesty and integrity**, **interpersonal skills**, **motivation and initiative**, **a strong work ethic**, and **teamwork skills**, in that order.
- “A 1996 survey of 3,000 rural manufacturers, conducted by the U.S. Department of Agriculture, found that 31% of them complained of serious difficulty finding workers with a ‘reliable and acceptable **work attitude**,’ and 22% had serious difficulty finding workers who were good at **problem solving**. Only 12% had serious difficulty finding workers with **basic math skills**, and only 5% had major complaints about **basic reading**. The department also surveyed 1,000 urban manufacturers with similar results.”
- A 1987 report of the National Alliance of Business urged that greater attention be paid to the “fourth ‘R’ of schooling: readiness for work, which includes **reasoning**, **problem solving skills**, **reliability**, **responsibility**, and **adaptability to change**.”

Richard Murnane and Frank Levy (1996) also point out that in recent years, more and more businesses have begun to look for workers with new skills. “In addition to things that employers have always looked for – **reliability**, **a positive attitude**, and **a willingness to work hard** – employers now expect hard and soft skills that applicants wouldn't have needed 20 years ago. Murnane and Levy propose that, at a minimum, the following skills are necessary to get a middle-class job:

- **The ability to read at the ninth-grade level or higher**
- **The ability to do math at the ninth-grade level or higher**
- **The ability to solve problems where hypotheses must be formed and tested**
- **The ability to work in groups with persons of various backgrounds**
- **The ability to communicate effectively, both orally and in writing**
- **The ability to use personal computers to carry out simple tasks like word processing**

⁶ All bolded emphases of specific named skills and attitudes have been added

And, in *Ten Trends: Educating Children for a Profoundly Different Future*, Gary Marx points out that “Whether students live in multicultural/multi-ethnic communities or not, they will need to be **prepared to understand and work with people whose heritage is different from their own.**”

Sources:

Marx, G. (2002). *Ten Trends: Educating Children for a Profoundly Different Future*, See www.ncacasi.org/jsi/2002v3i1/ten_trends

Murnane, R.J., & Levy, F. (1996). *Teaching the New Basic Skills*, New York: The Free Press.

Rothstein, R. (2004). Appendix: What employers say about graduates. *Class and Schools*. New York: Economic Policy Institute, Teachers College, Columbia University. Pp. 151-152.

Future Trends: What kinds of **skills and attitudes** will children need in order to thrive in the future?

Some possible questions for discussion:

Are these skills and attitudes ones that employers in this community are likely to seek in the future?

The purpose of the ABC Project is to have an early childhood system that ensures that children enter school “ready to succeed.” Is providing our community with a well-trained work-force the only or the most important factor by which we would judge “school success” here?

What about other outcomes, like providing our community with physically and emotionally healthy individuals and families? Or with producing responsible and engaged citizens? Are they kinds of “school success.”? If so, what skills and traits might be necessary for these?

For our community, what might be some long-term outcome measures of children who “succeed in school”?