



KEYNOTE ADDRESS:

SOCIAL AND ECONOMIC MOBILITY
OF SOUTHERN MARYLAND

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CAN THE COLLEGE OF
SOUTHERN MARYLAND
**IMPROVE UPWARD
MOBILITY FOR LOCAL
RESIDENTS?**

OVERVIEW

- Background on upward mobility –
Raj Chetty, *Opportunity Insights*
- Mobility in Charles, Calvert,
St. Mary's counties
- Role of community colleges in mobility: challenges
and implications for policy/practice at CSM

MOBILITY

ABSOLUTE V. RELATIVE

ABSOLUTE

Are children (as adults)
better off than their parents? Needed:
Widely shared economic growth e.g.,
postwar U.S.

(JFK: Rising Tide Lifts All Boats)

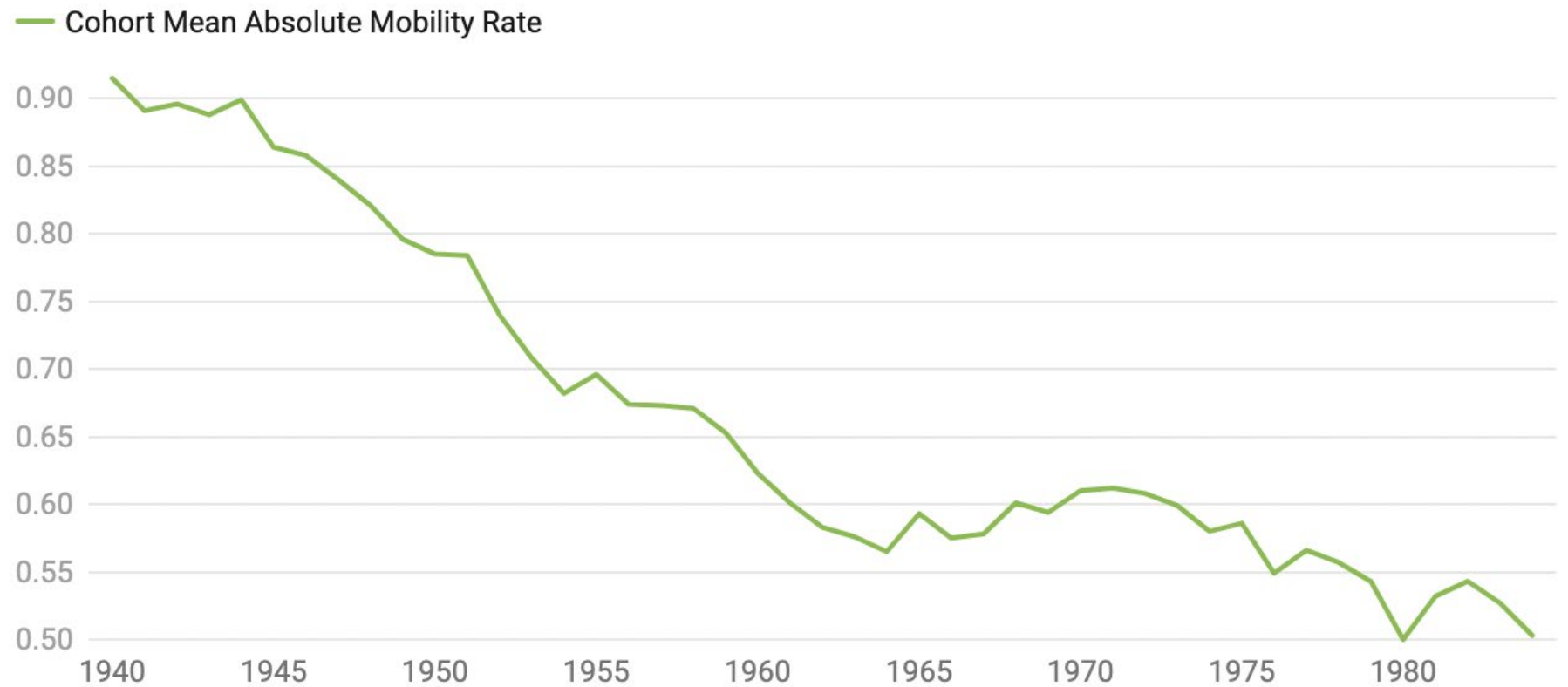
RELATIVE

Which income percentile/decile/quintile
are children in as adults,
conditional on parents –
relative to others

FOUR FACTS ABOUT MOBILITY IN AMERICA

1. Absolute mobility has declined over time -
less broadly - shared growth and prosperity
2. Relative status of children: Depends heavily
on parents! limited relative mobility -
not “equal opportunity”
3. Upward mobility: Varies by race/gender
4. Upward mobility: Varies by geography

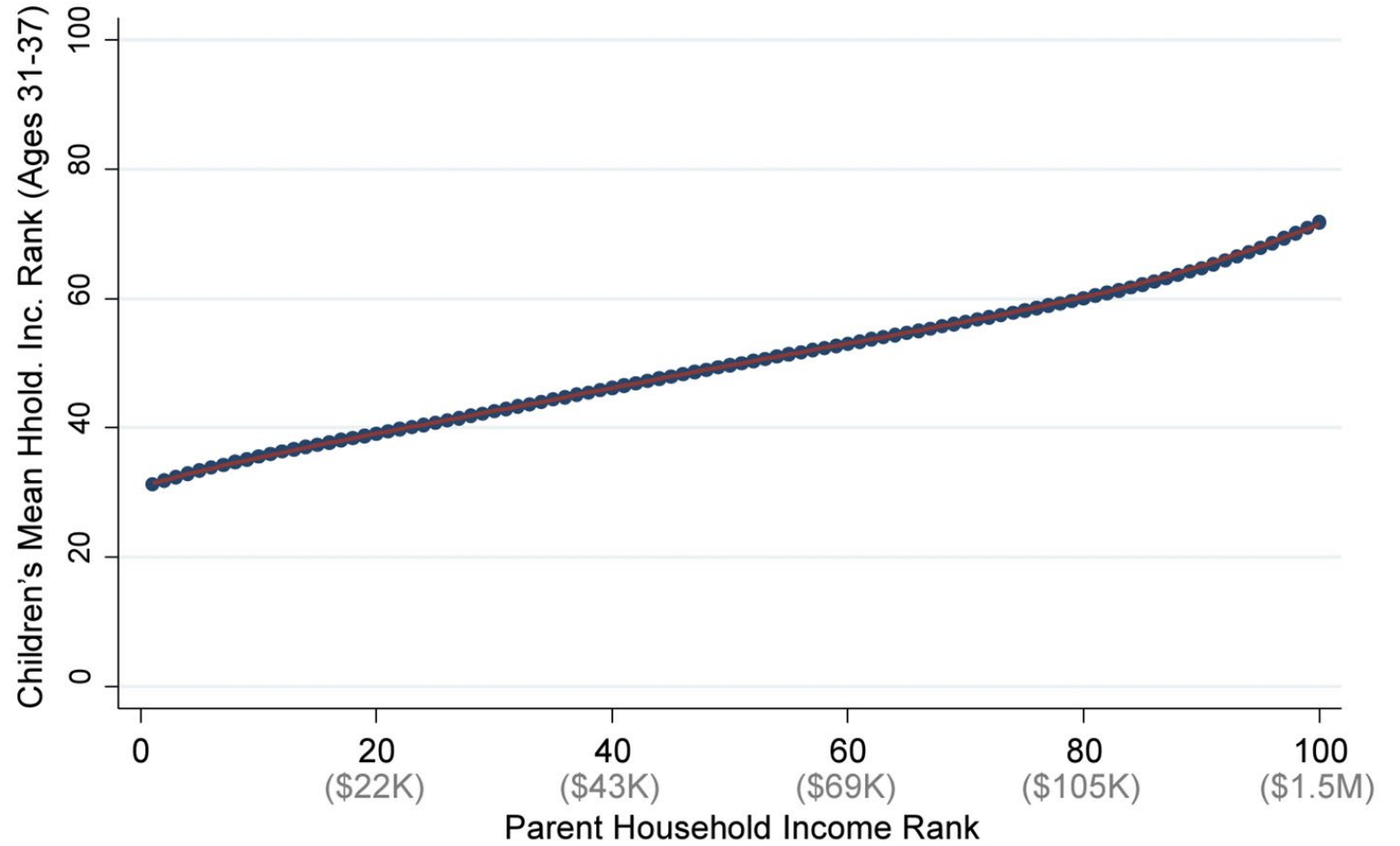
PERCENTAGE
OF CHILDREN
EARNING MORE
THAN THEIR
PARENTS,
BY BIRTH COHORT



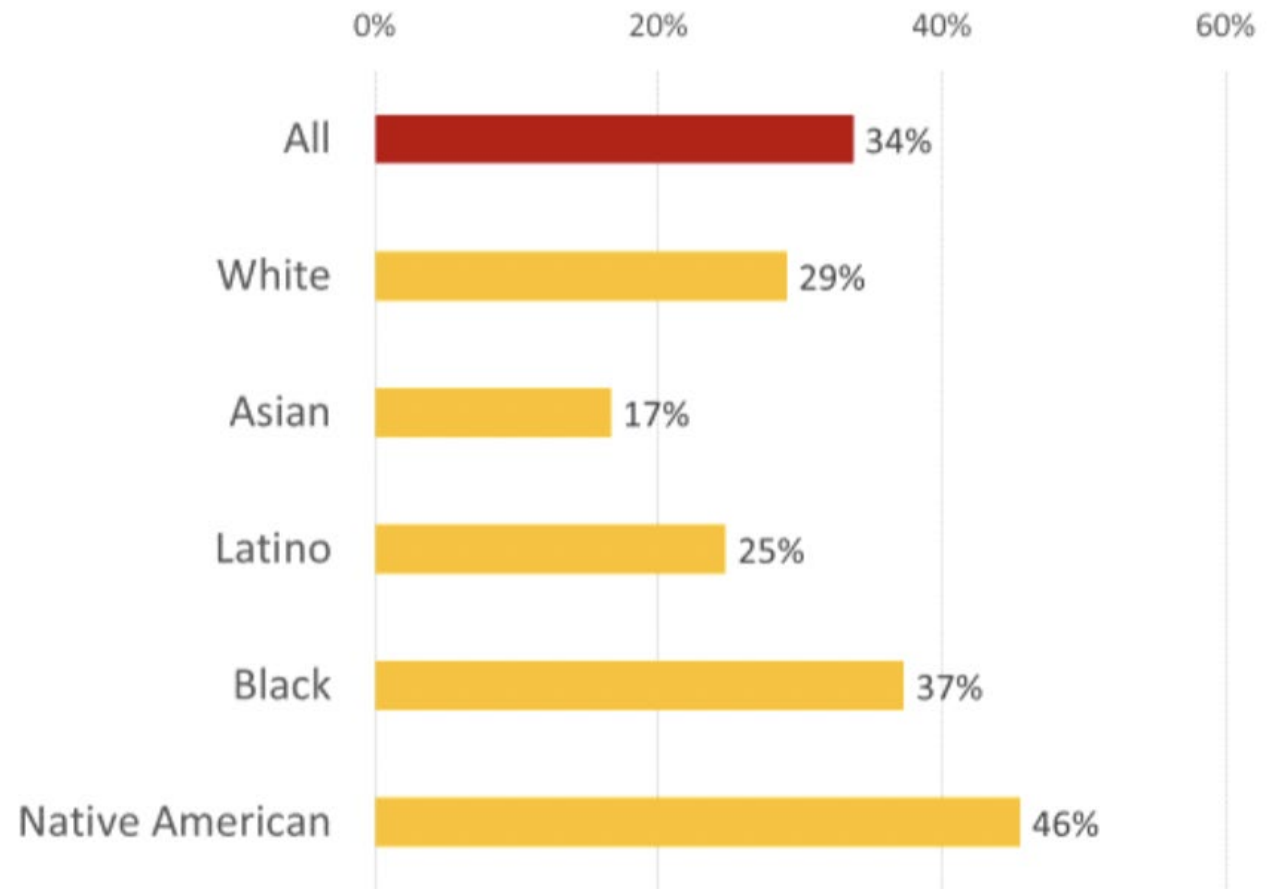
Source: Source: Chetty et al. "The Fading American Dream: Trends in Absolute Income Mobility Since 1940." *Science* 356(6336): 398-406, 2017. Figure 1B. Data downloaded from www.equality-of-opportunity.org/data/ • [Get the data](#) • Created with [Datawrapper](#)

**MEAN CHILD
HOUSEHOLD
INCOME**

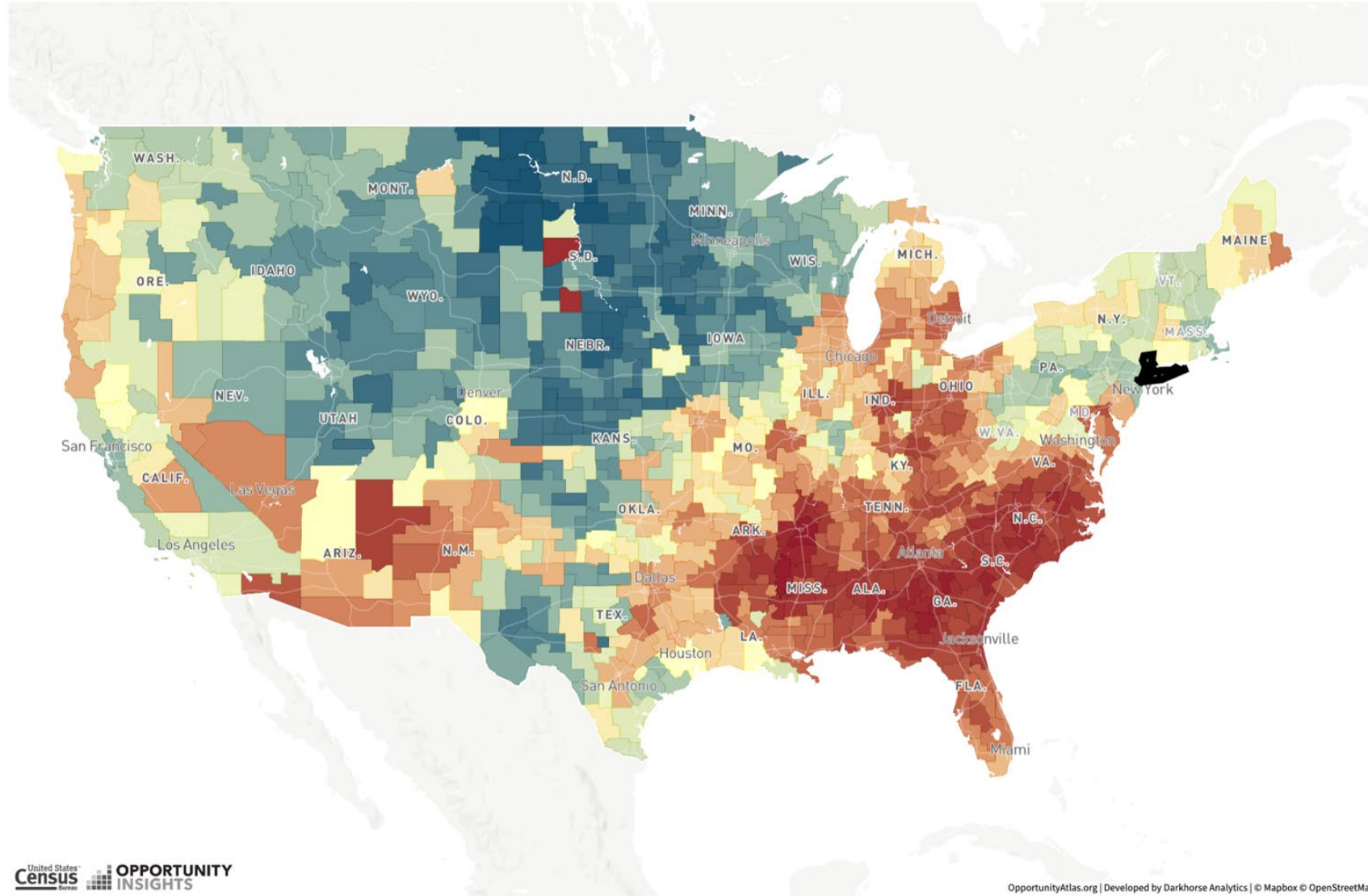
RANK VS. PARENT
HOUSEHOLD INCOME
RANK



INTERGENERATIONAL
PERSISTENCE OF
**LOW-INCOME STATUS, BY
RACE**



Household Income at Age 35 for Children of Low Income Parents



MOBILITY FACTS FOR CHARLES, CALVERT, ST. MARY'S COUNTIES

- Demographics and income of each county
- Geography of child mobility (at age 35) in each county
- Child mobility facts by race/gender in each county

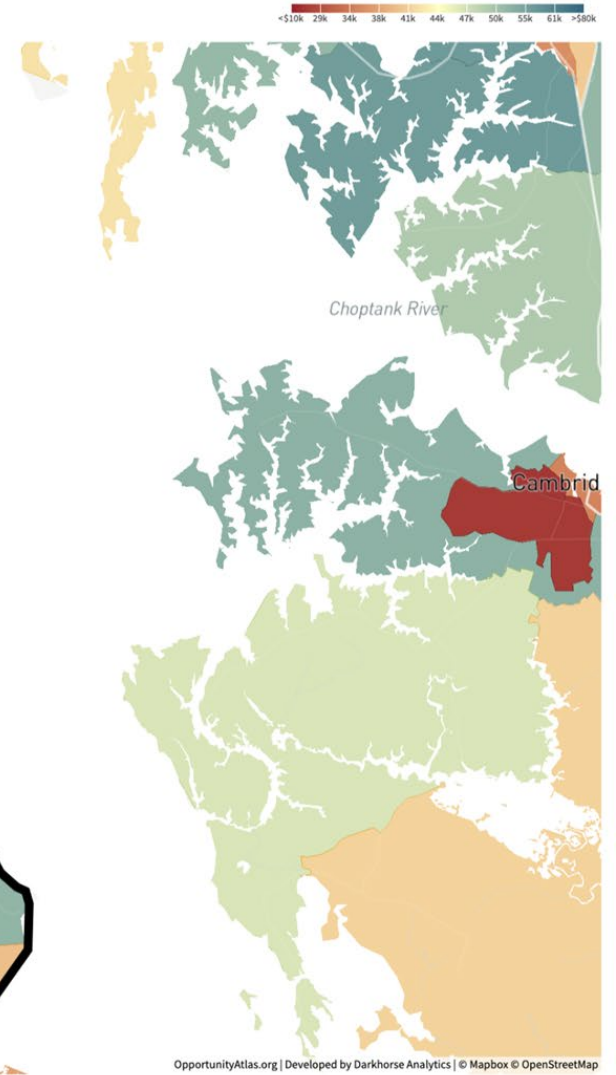
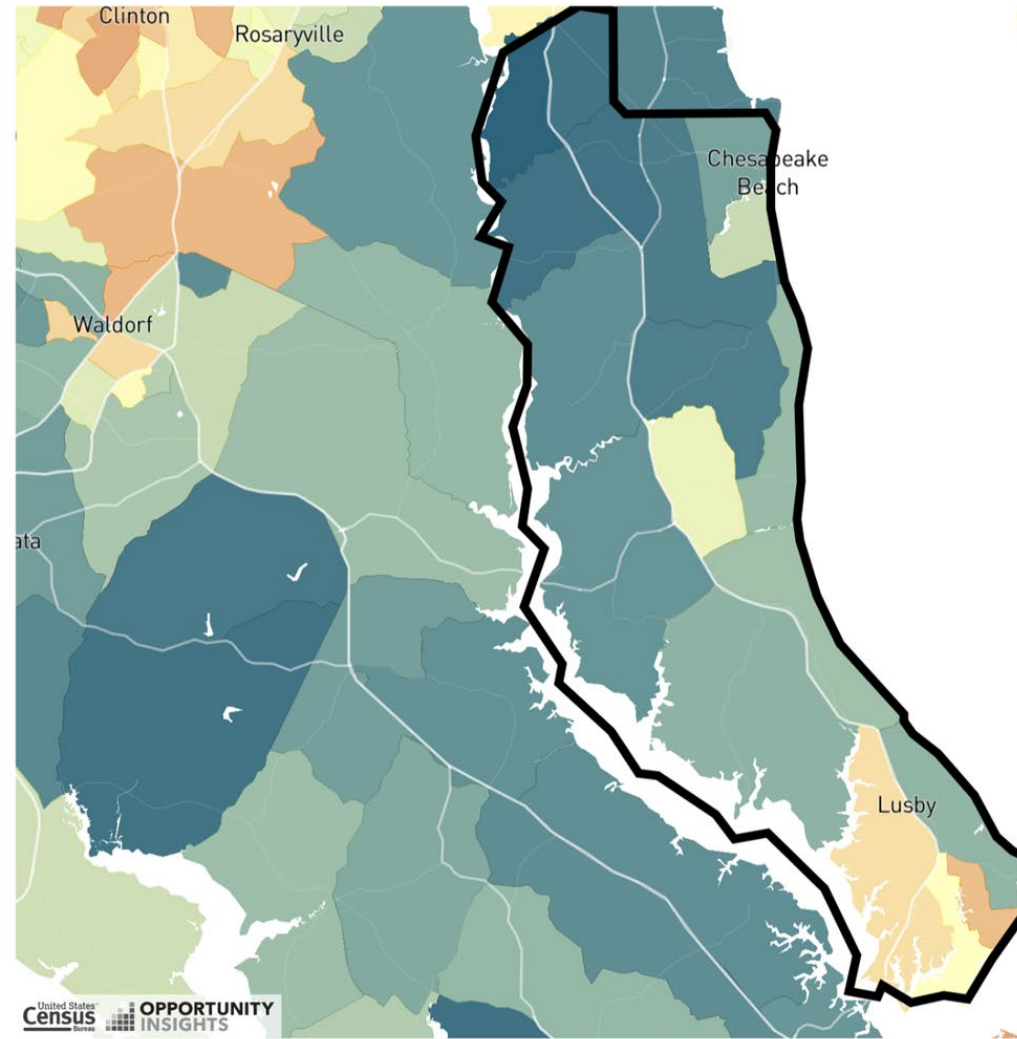
Sources: U.S. Census Bureau; Opportunity Insights Atlas of Opportunity

COUNTY CHARACTERISTICS

	Calvert	Charles	St. Mary's
Percent Black	.14	.53	.16
Percent BA+	.36	.31	.33
Median Household Income	\$120	\$108	\$103
Individual Income	50.5	44.5	44

CALVERT COUNTY INCOME MOBILITY

Household Income at Age 35
for Children



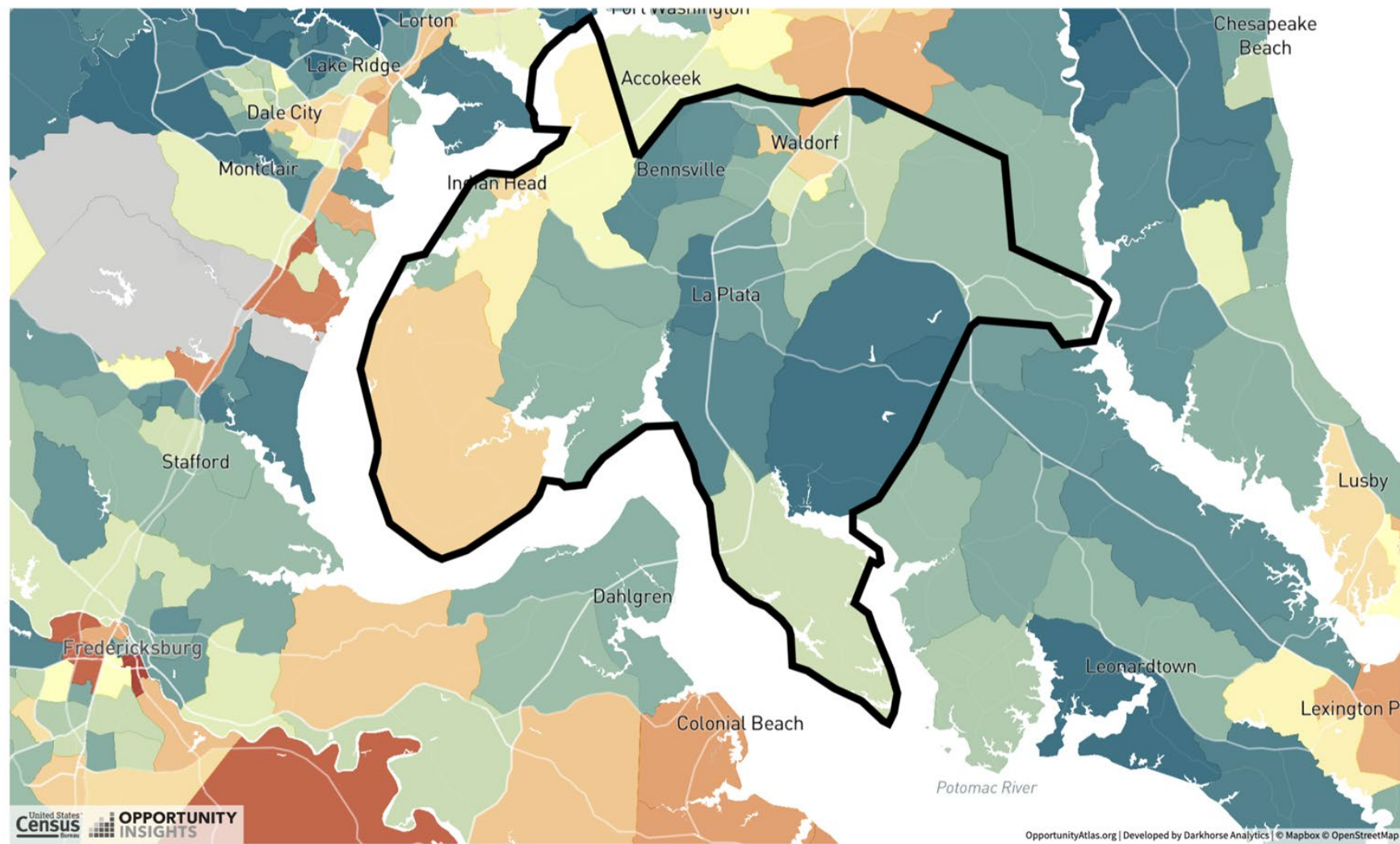
CALVERT COUNTY

CHILDREN AT AGE 35 OF PARENTS WITH MIDDLE INCOME

	White	Black Male	Black Female
Percent BA+	.30	.18	.19
Household Income	\$47,000	\$32,000	\$38,000
Individual Income	\$31,000	\$28,000	\$31,000

CHARLES COUNTY INCOME MOBILITY

Household Income at Age 35
for Children



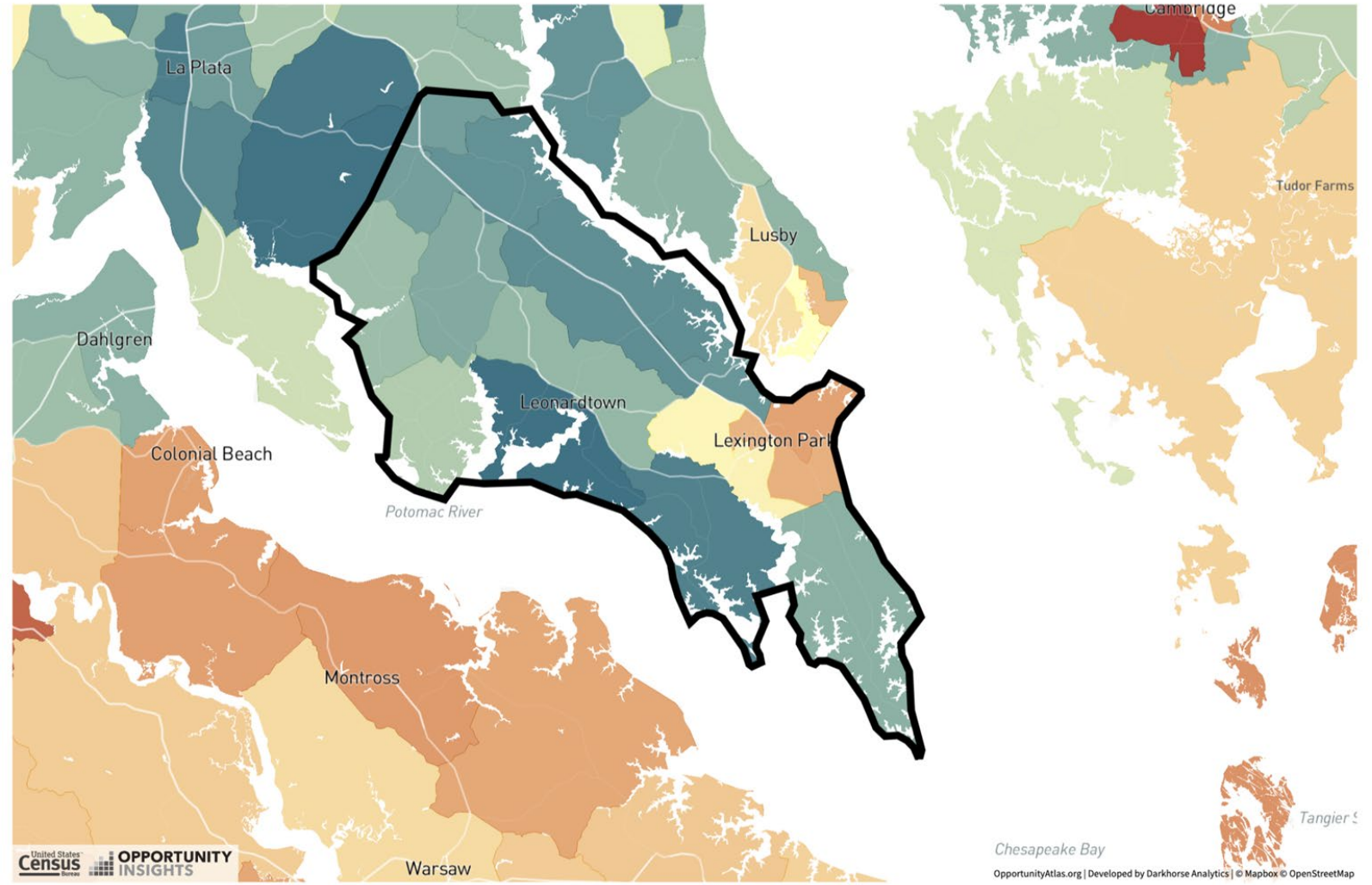
CHARLES COUNTY

CHILDREN AT AGE 35 OF PARENTS WITH MIDDLE INCOME

	White	Black Male	Black Female
Percent BA+	.27	.19	.32
Household Income	\$46,000	\$29,000	\$31,000
Individual Income	\$29,000	\$26,000	\$25,000

ST. MARY'S COUNTY INCOME MOBILITY

Household Income at Age 35
for Children



ST. MARY'S COUNTY

CHILDREN AT AGE 35 OF PARENTS WITH MIDDLE INCOME

	White	Black Male	Black Female
Percent BA+	.25	.15	.34
Household Income	\$48,000	\$31,000	\$36,000
Individual Income	\$31,000	\$28,000	\$30,000

CAN WE IMPROVE MOBILITY AT CSM?

- Framework: Access, Momentum, Mobility
- What does the research say?
- Challenges at each stage
- Policy/Practice implications

CHALLENGES: ACCESS

- Among high school students: Weak guidance and information, difficulties in key classes, weak CTE options
- Financial burdens: Limited financial aid (Federal: Pell, IBR loans – noncredit?) and burdens of working (full-time)
- Working out child care, transportation

CHALLENGES: **MOMENTUM** (COMPLETION)

LOW CC COMPLETION RATES: WHY?

- Academic preparation – developmental education, course completion (esp. key gateway classes) – missing foundational skills
- Expectations and nonlinear paths – time “wasted”
- Institutional factors – FC v. NFC, academics v. workforce, governance
- Life happens

CHALLENGES: **UPWARD MOBILITY**

- Not just completion – but credentials with labor market value
- Terminal Liberal Arts AAs: No real value (relative to HS)
- On average: AAs>Certs, FC>NFC, LT>ST – but much variation by field of study, industry, variation in career mobility, too
- CC engagement with regional employers – should be two-way street
- CC transfers to four-year as well
- Goal: Lots of successful pathways from which well-informed students choose what's best for them (with appropriate guidance)

POLICY/PRACTICE IMPLICATIONS: **ACCESS**

- Outreach to high schools: Labor market and academic info/guidance, pathways
- Financial aid – Including not for credit – other sources
(Short Pell, Federal Loans with IBR)
- Financial Aid – WBL and work-study opportunities
- Supports – help set up childcare and transportation – guidance

POLICY/PRACTICE IMPLICATIONS: **MOMENTUM**

- Academics: Efficient and effective developmental education –
focus on foundational skills
(including digital)
- Academics: Use data to identify students with needs – supportive tutoring, coaching
- Academic guidance!
(Guided Pathways?)
- Emergency cash assistance
and case management (stay the course)

POLICY/PRACTICE IMPLICATIONS:

MOBILITY

- Career Guidance – local labor market opportunities – where and what (American job centers)
- Engagement with local employers – broad and deep – work-based learning options (apprenticeship), job placement
- Stackable credentials and pathways
- Transfer pathways, articulation

CAN CSM HELP RAISE MOBILITY? **YES!**

- Know strengths and weaknesses of counties
- Awareness of challenges: What and who
- Target assistance to who/where needed
- Outreach to HS, employers, four-year institutions
- Institutional strengths: Pathways, guidance – do both academic and workforce well
- Build on current successes!