



# THE PROJECT ON WORKFORCE



HARVARD Kennedy School  
**MALCOLM WIENER CENTER**  
for Social Policy



HARVARD | BUSINESS | SCHOOL  
Managing the Future of Work



HARVARD  
GRADUATE SCHOOL  
OF EDUCATION

**Rachel Lipson and Robert Schwartz**  
***Community Colleges and Economic Mobility***  
**Capital Community College**  
**March 26, 2021**

# **Today's Conversation:**

- 1. About the Project on Workforce at Harvard**
- 2. Community Colleges & Economic Mobility**
- 3. Community Colleges & the COVID Recovery**
- 4. Pathways to Prosperity**
- 5. Reimagining Community College: Recommendations**

# About the Project on Workforce

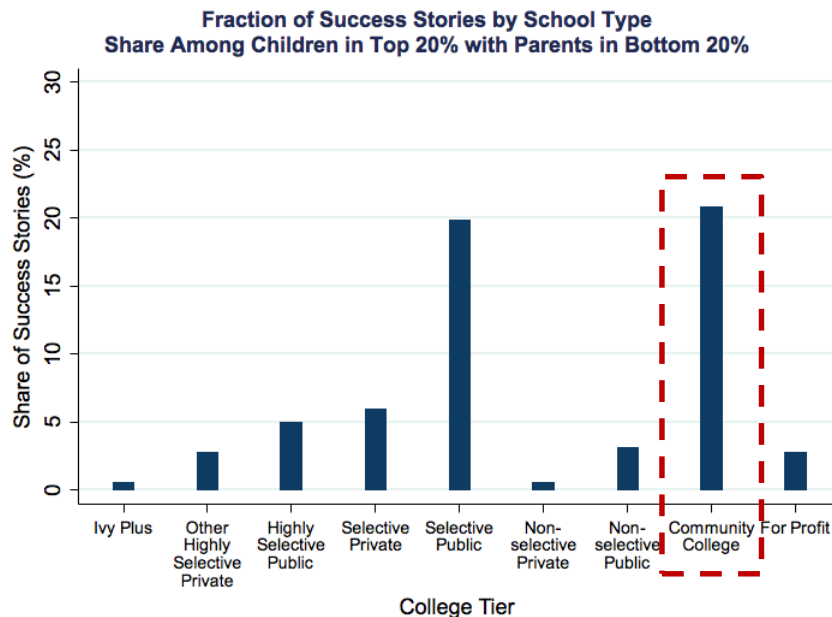
The Project on Workforce is an interdisciplinary, collaborative project between the **Harvard Kennedy School** Malcolm Wiener Center for Social Policy, the **Harvard Business School** Managing the Future of Work Project, and the **Harvard Graduate School of Education**



# Our mission

The mission of the Project on Workforce is to **chart the course** for a post-secondary system of the future that creates **more & better pathways** to economic mobility. We **catalyze action** across leaders in business, education and policy to **create smoother connections** between education and work.

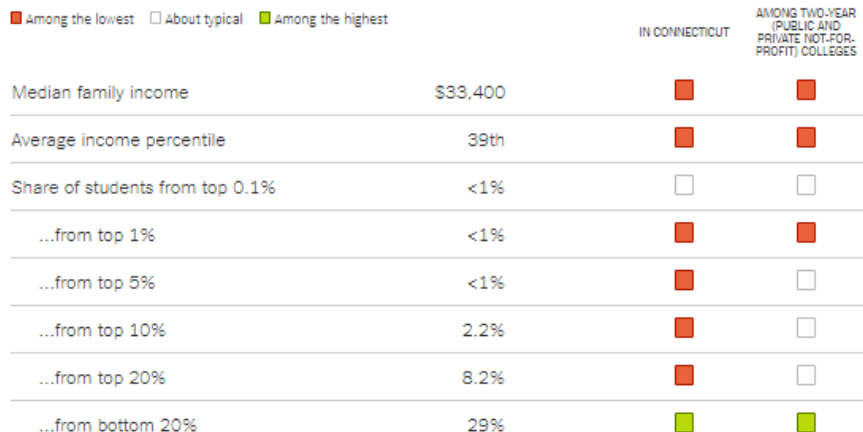
# Community colleges are responsible for the largest share of upward mobility success stories in American higher education.



# Including Capital Community College

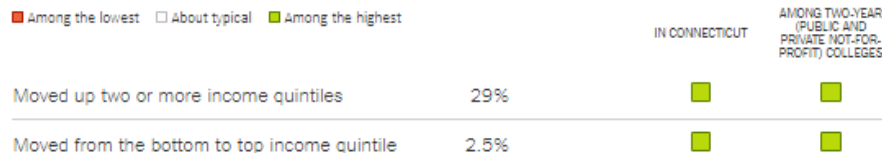
## ACCESS

What kind of students attend Capital C.C.



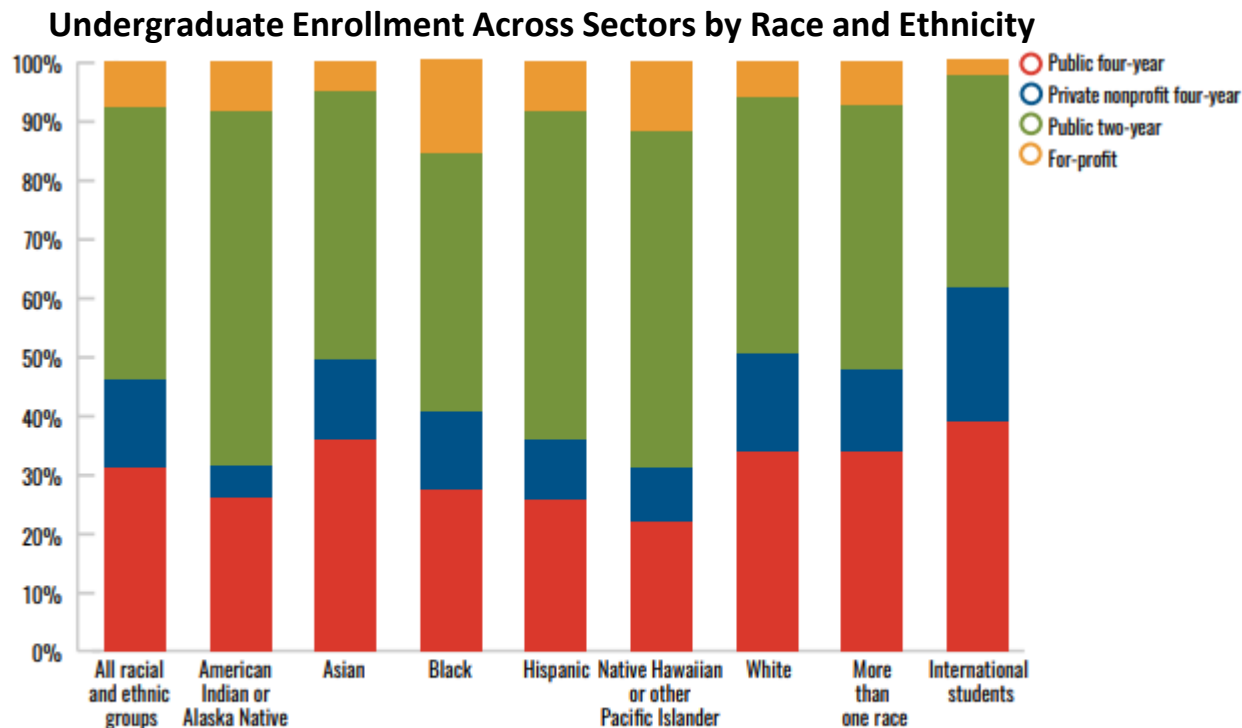
## MOBILITY

Share of students at Capital C.C. who ...



Source: "Mobility Report Cards: The Role of Colleges in Intergenerational Mobility", by Raj Chetty, John Friedman, Emmanuel Saez, Nicholas Turner and Danny Yagan, [The Equality of Opportunity Project](#)

# Community colleges are the most racially diverse...

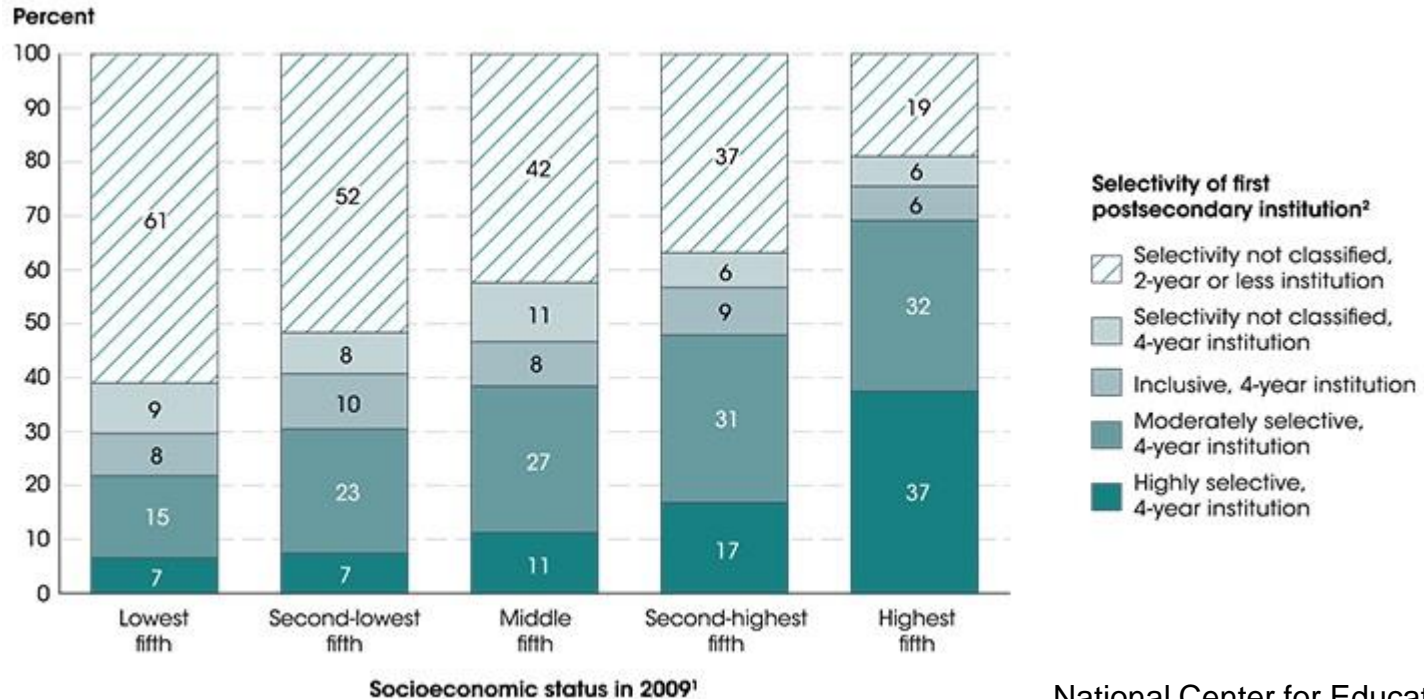


Source: U.S. Department of Education, National Postsecondary Student Aid Study, 2016

Note: Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

# ...and most socioeconomically representative

Type of College, by Socioeconomic Status



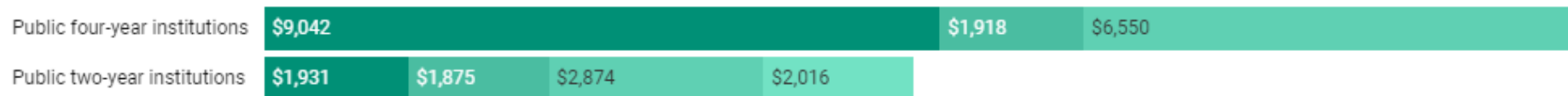


# But they are given the least resources to serve students

## Community colleges receive about \$8,800 less in revenue per full-time enrolled student (FTE) than public four-year institutions

Revenue gap per FTE between two-year institutions and four-year institutions, by revenue source

Tuition and fees Grants and scholarships State appropriations Local appropriations



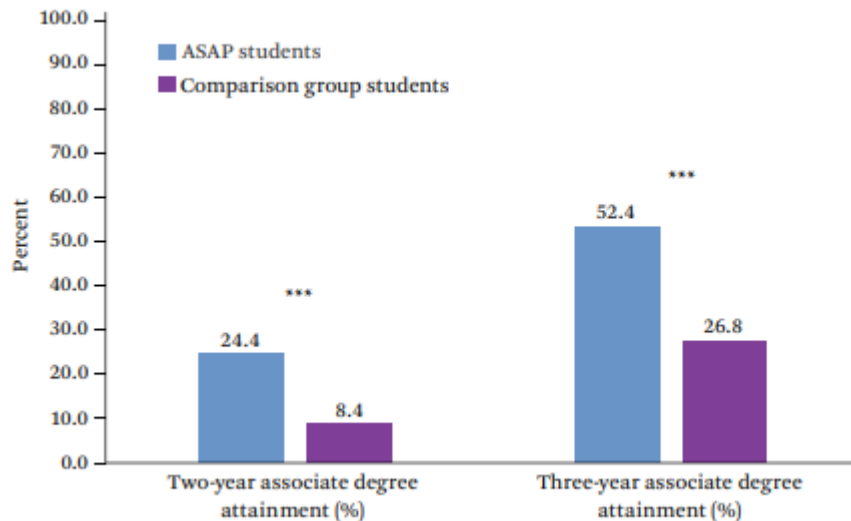
Hover or click to see values.

Chart: Center for American Progress •

Source: Author's calculations based on data from the National Center for Education Statistics, "Integrated Education Postsecondary Data System Survey Components: Finance," available at <https://nces.ed.gov/ipeds/use-the-data> (last accessed September 2020).

# Research shows that wraparound supports can make a huge difference in community college student success

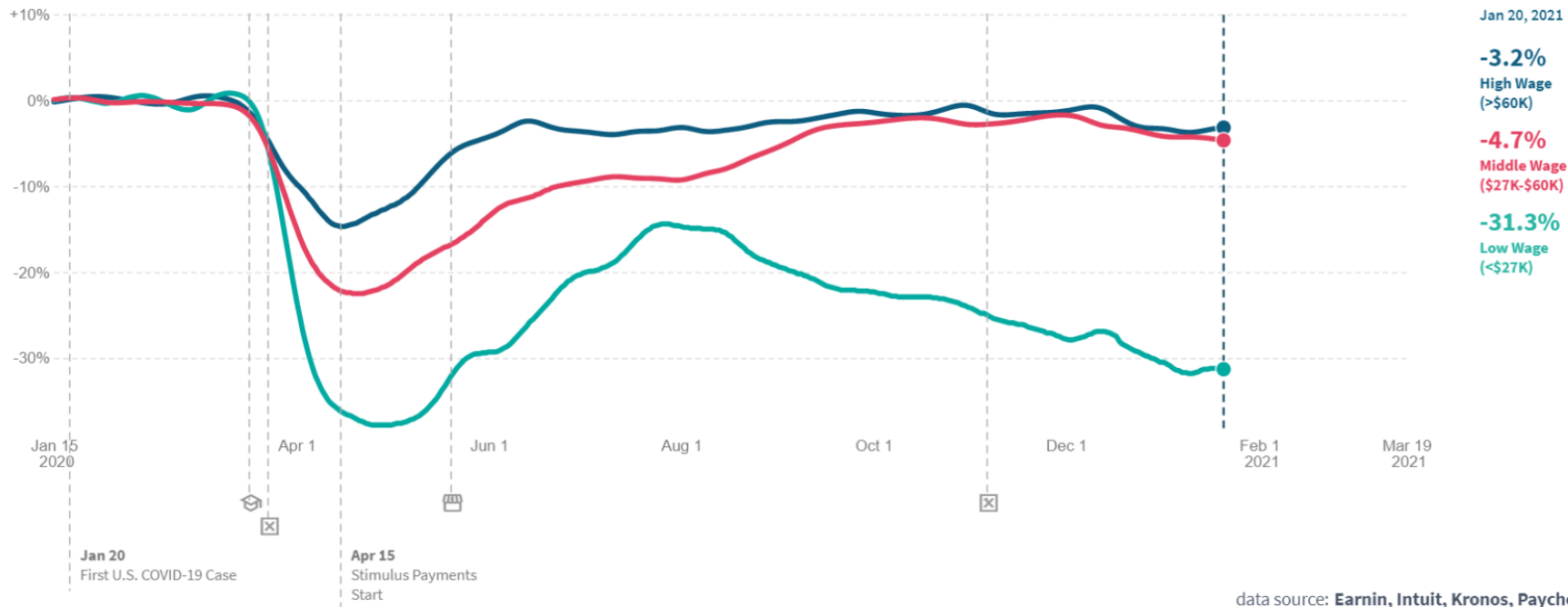
CUNY ASAP program results



# Community colleges must play a critical role in Connecticut's recovery from COVID-19

## Percent Change in Employment\*

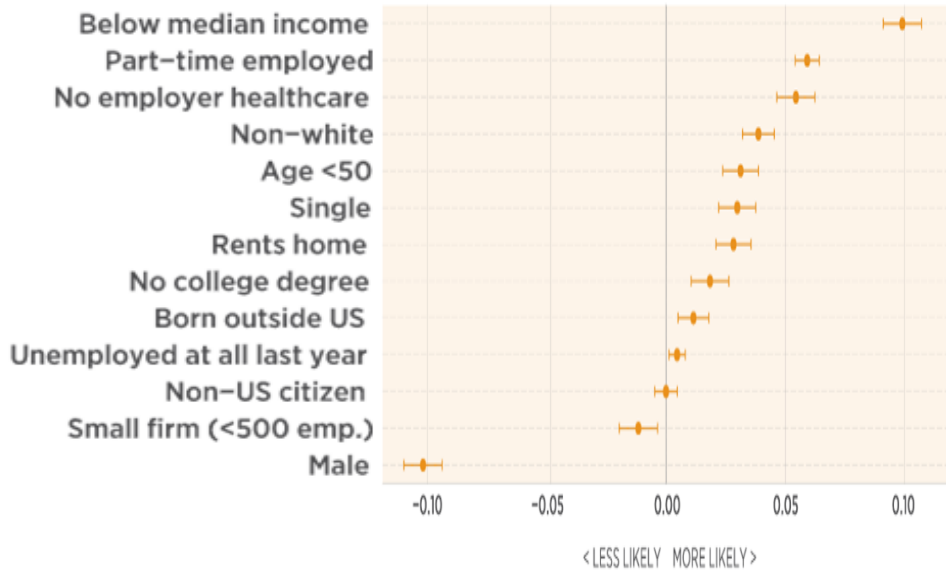
In **Hartford**, as of **January 20, 2021**, employment rates among workers in the top wage quartile **decreased** by **3.2%** compared to January 2020 (not seasonally adjusted).



\*Change in employment rates (not seasonally adjusted), indexed to January 4-31, 2020. This series is based on payroll data from Paychex and Intuit, worker-level data on employment and earnings from Earnin, and timesheet data from Kronos. The dotted line is a prediction of employment rates based on Kronos and Paychex data.

Source: Opportunity Insights

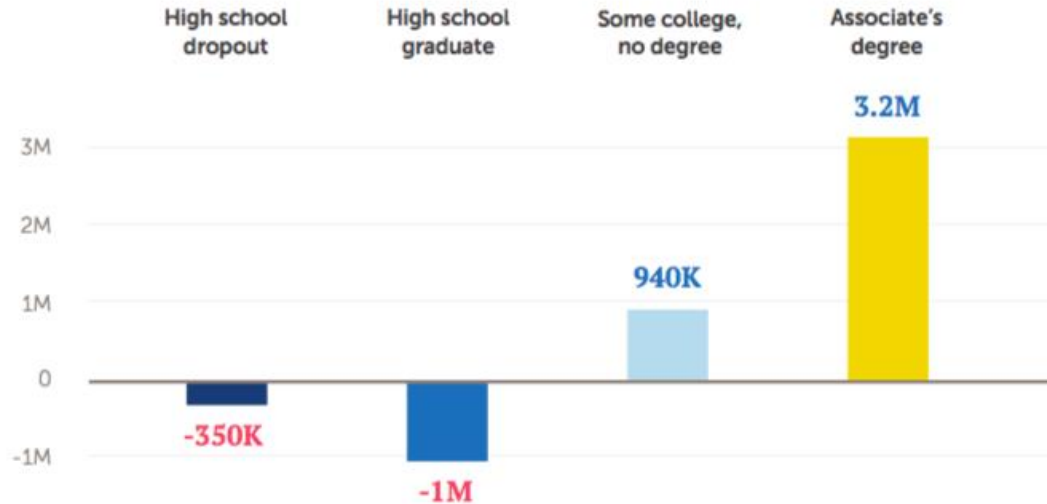
# Community colleges are more likely to serve students who have been affected by COVID-19



- 69 percent of entering community college students work for pay
- Average age at Capital CC is 28
- Over one-third are first-generation college students

Source: Mongey & Neiman 2020

# In the last recession, good jobs for associate's degree holders bounced back, but high school graduates never recovered

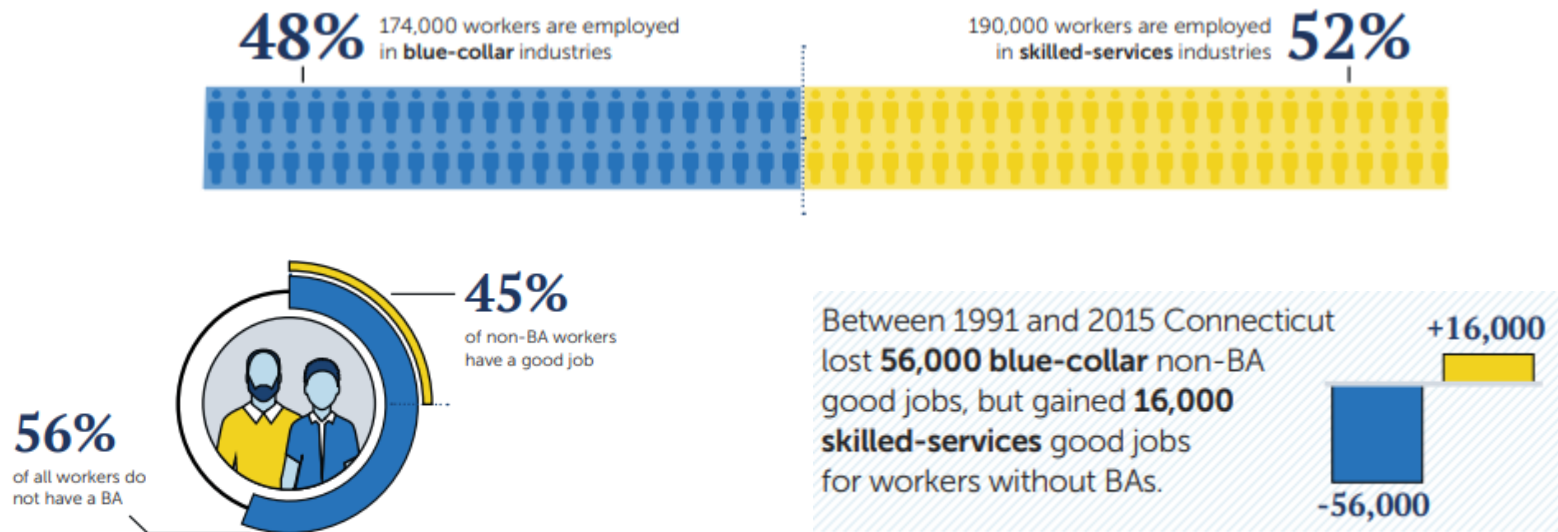


Source: Georgetown University Center on Education and the Workforce analysis of *Current Population Survey Annual Social and Economic Supplement (March)*, 1992-2016.

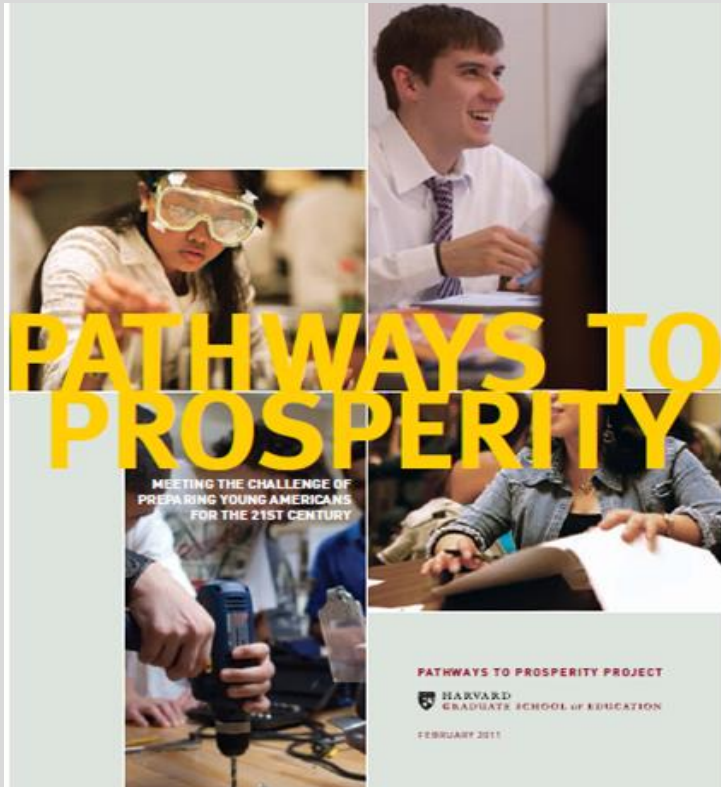
Source: America's Divided Recovery, Georgetown Center on Education and the Workforce

# Capital CC can play a critical role in helping workers reskill for the jobs of the future

## Non-BA good jobs in Connecticut



Source: Georgetown Center on Education and the Workforce 2017



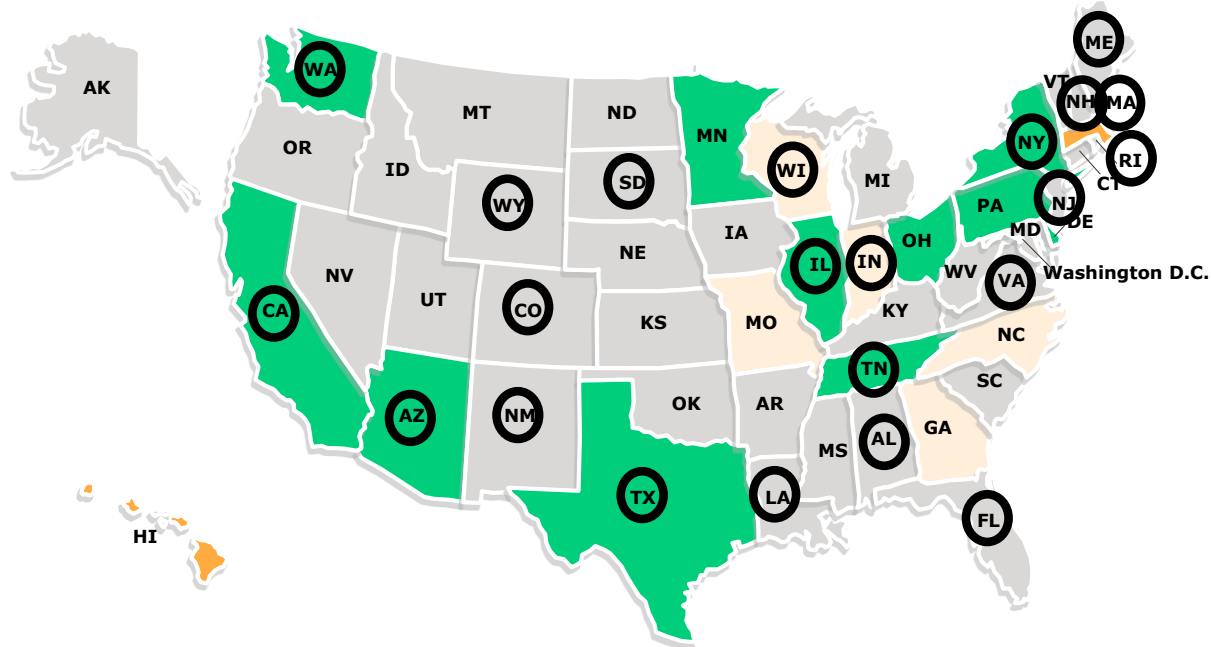
## THE PATHWAYS TO PROSPERITY REPORT

“The American system for preparing young people to lead productive and prosperous lives as adults is clearly badly broken. Failure to aggressively overcome this challenge will surely erode the fabric of our society.”

Harvard Graduate School of Education, 2011

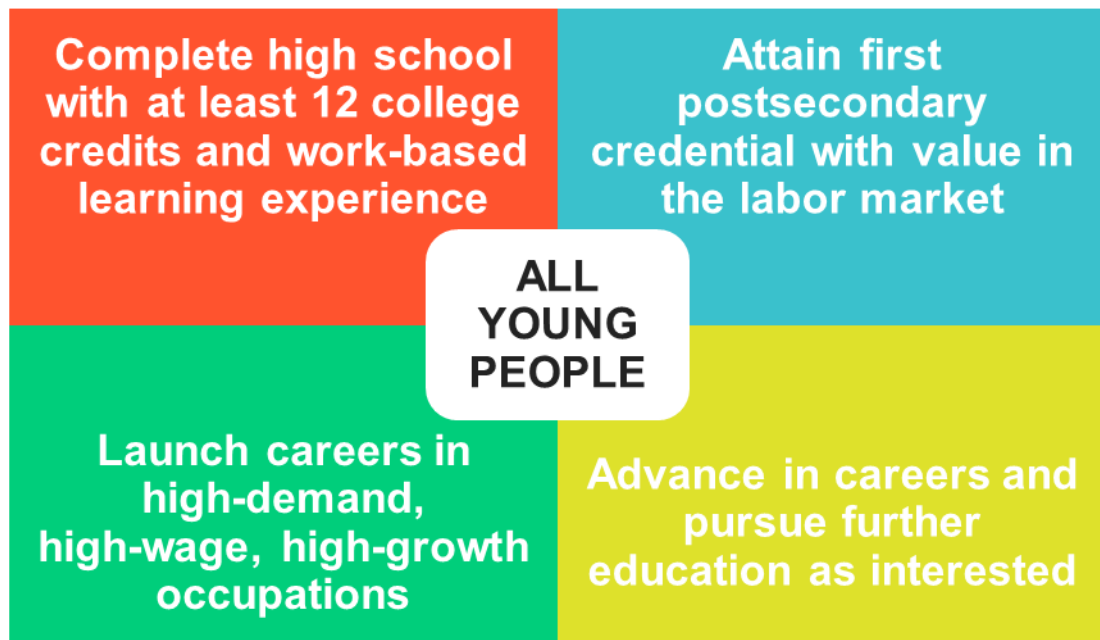


# OUR PATHWAYS TO PROSPERITY COMMUNITY





# REDESIGNING SYSTEMS FOR ALL YOUNG PEOPLE



REVERSE-MAPPING FROM THE REGIONAL LABOR MARKET

## PROCESS FOR PATHWAYS DESIGN

### In-Demand Careers

- Use LMI to identify high-demand, high-wage industries and occupations
- Map competencies to identify needed skills and credentials valued by employers
- Vet LMI with industry partners and gather additional information about in-demand skills and credentials
- Finalize pathways based on LMI and industry input



### Postsecondary

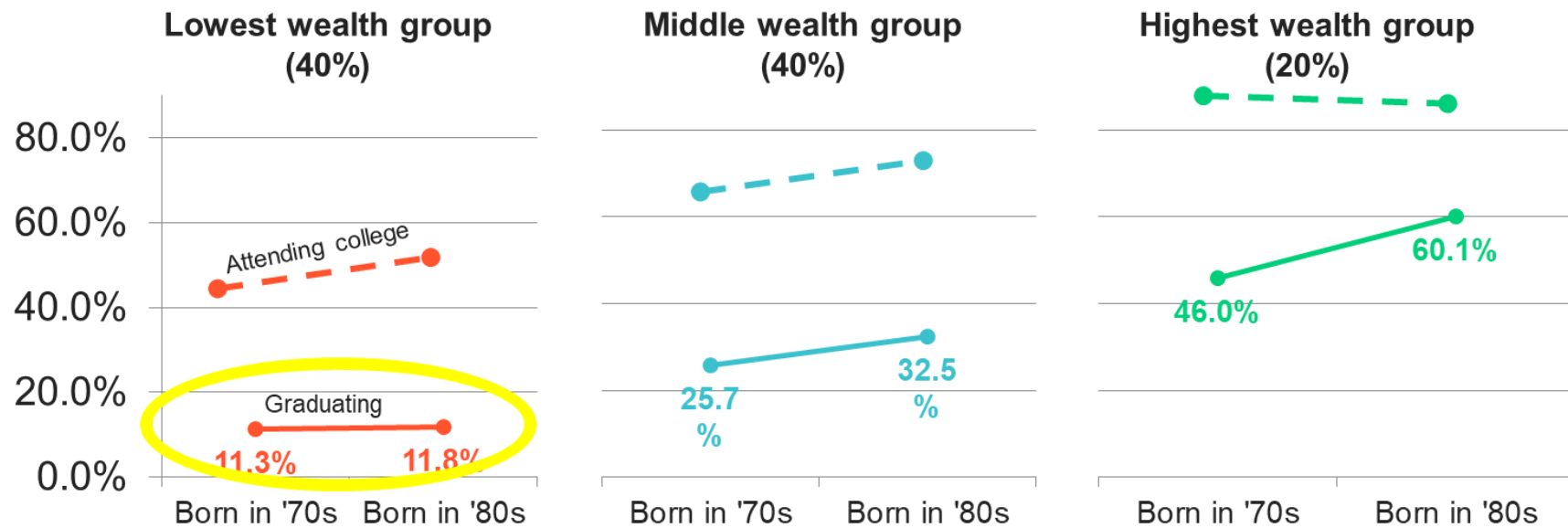
- Identify available postsecondary programs of study aligned with labor-market demand
- Explore options for dual credit courses applicable to multiple postsecondary programs of study
- Map course sequences
- Identify needed wraparound services



### Secondary

- Develop scope and sequence aligned with postsecondary programs of study
- Identify needs for new classes (e.g., staff, equipment, SEA approval)
- Develop WBL continuum
- Plan for career information and advising
- Identify needed wraparound services

# MORE LOW-WEALTH STUDENTS GO TO COLLEGE, BUT **FEW GRADUATE**

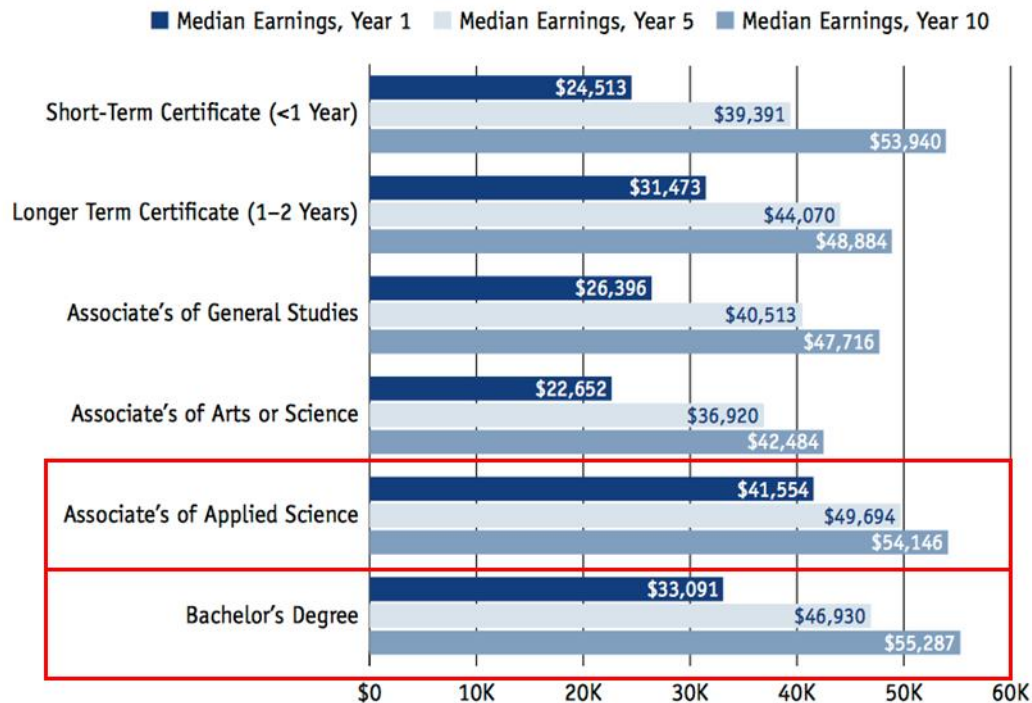


Source: New York Times (with data from Fabian Pfeffer, "Growing Wealth Gaps in Education," in the journal *Demography*)

--- Share of wealth group attending college  
— Share graduating

# MEDIAN EARNINGS BY CREDENTIAL LEVEL IN COLORADO

*In years 1, 5, and 10*



# COMMUNITY COLLEGES

Reach & scale

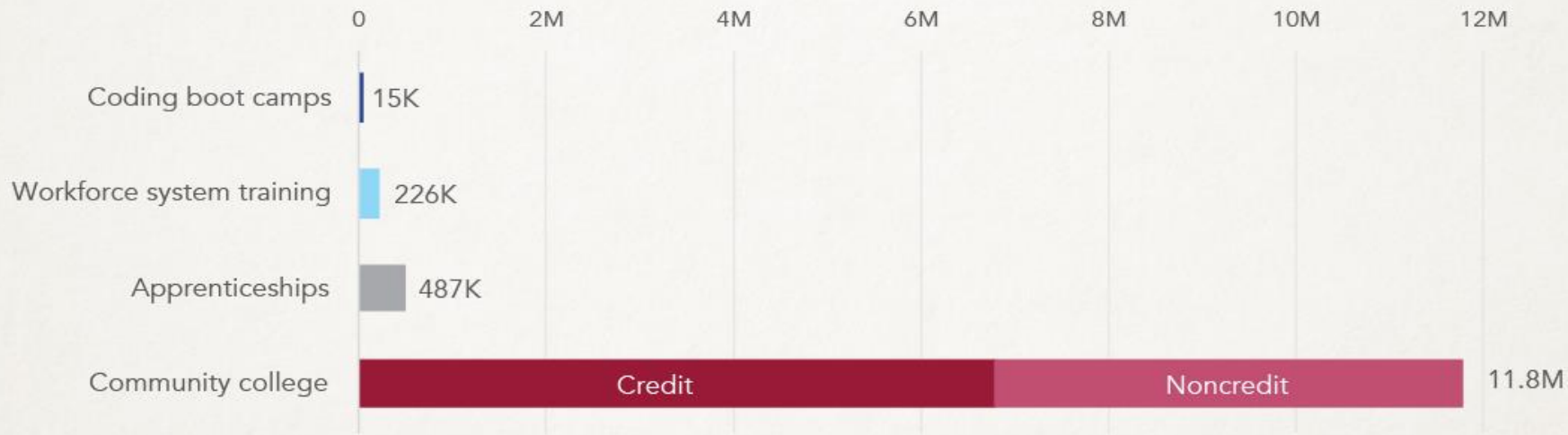
Rooted in regional labor market

Nimble

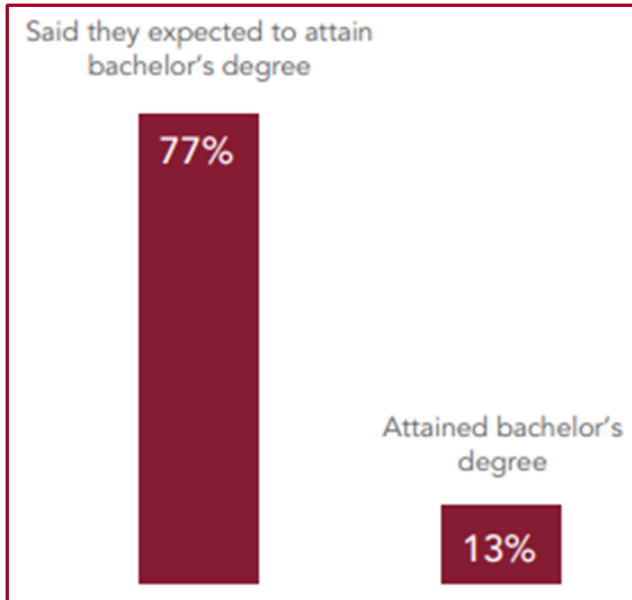
College-age & midcareer learners



# WHERE THE STUDENTS ARE



# NOT EITHER/OR



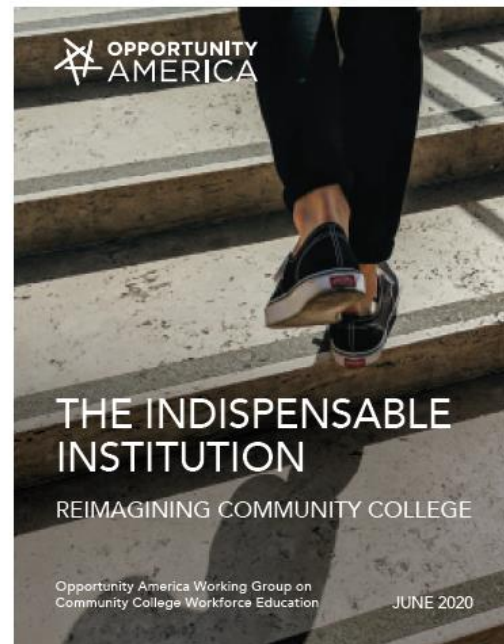
## TWO FUNCTIONS

- Transfer
- Workforce

## TWO REFORM MOVEMENTS

# LEARN MORE

Available at  
[opportunityamericaonline.org/  
indispensable](https://opportunityamericaonline.org/indispensable)





# Thank you!

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