

AACC PATHWAYS WORKSHOP SERIES

CREATING WORKFORCE PATHWAYS TO LIVABLE - WAGE JOBS

November 11, 2021

Overview of Agenda

12:30 – 12:40 pm	Welcome, Overview of Agenda, Introduction to the Webinar
12:40 – 12:50 pm	Framing the Issue <i>Michael Collins, Vice President, Jobs for the Future</i>
12:50 – 12:55 pm	Zoom Poll
12:50 – 1:30 pm	College Strategies for Addressing the Dilemma of Low-Wage Programs: Interview with Brenda Hellyer, Chancellor, San Jacinto College (TX) and Falecia Williams, President, Prince George's Community College (plus Michael Collins response) <i>Introductions and Moderation by Kay McClenney</i>
1:30 – 1:40 pm	Q & A with Participants <i>Moderated by Kay McClenney, responses by presenters</i>
1:40 – 1:45 pm	Move to Breakout Rooms
1:45 – 2:10 pm	Breakout Discussion
2:10 – 2:15 pm	Return to Plenary
2:15 – 2:30 pm	Reflections: College Participants Reflections: Presenters Closing: Kay McClenney



Racial Economic Equity at JFF

OCTOBER 2021



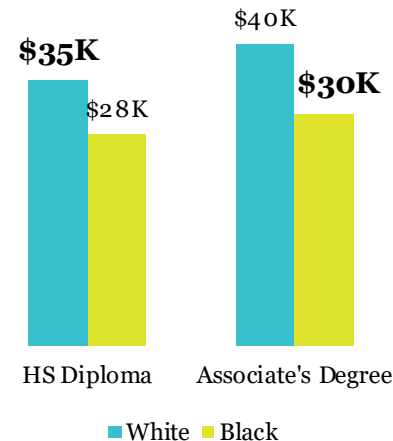
Despite decades of reforms, education has proven not to be the “great equalizer”

Black learners are underrepresented in college majors associated with the fastest growing, highest paying occupations

22% of African Americans majored in human services and community organization, which has the **second-lowest median earnings** at \$39,000.

Black workers with an associate's degree earn less than white workers with a high school diploma

Median Annual Earnings of full-time year-round workers 25 to 34 years old by Race and Education

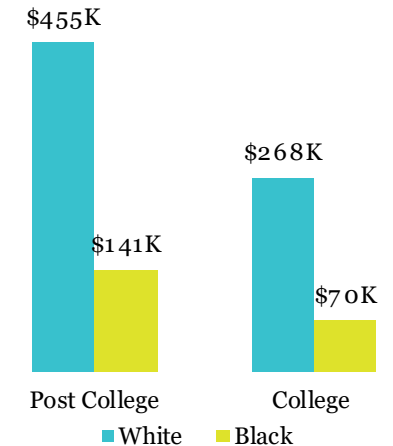


Black workers with in-demand skills and credentials are still more likely to be left out than their white peers with similar qualifications

Black students earn computer degrees at **2x the rate** that they are hired by companies in the field.

With the same educational attainment as their white counterparts, Black workers have lower net worth

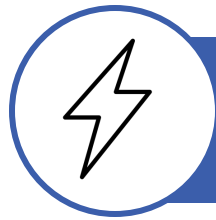
Median Household Net Worth by Race and Education



While education and training alone will not lead to racial economic equity, it remains a powerful lever for change and impact.

We must do better

Our interviews with Black learners and workers, market scan, research, analysis, and conversations with Advisory Committee members have informed our evolving Racial Economic Equity Framework.

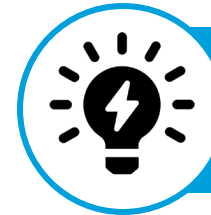


Disrupt Occupational Segregation

Optimize education and training systems to promote efficient, affordable, and quality credentials for Black Americans

Address racial inequity in the workplace, including recruitment, hiring, wages, and advancement

Racial Economic Equity (REE)



Eradicate the Black-White Wealth Gap

Address systemic inequities in state, federal, and local policies

Advance Black entrepreneurs

Develop strategies to address the social determinants of work

Explore financial innovations

The challenge

Despite decades of postsecondary education and workforce development reform, Black Americans do not experience equitable education attainment, employment, earnings, and mobility outcomes as compared with their white peers.

The opportunity

Increase the number and proportion of Black learners and workers who secure quality jobs in high-growth sectors, advance their careers, and experience economic advancement by innovating on systems-level strategies with stakeholders across the learn-to-work ecosystem

Employers | Postsecondary education and training providers | Technologists | Entrepreneurs
State and federal agencies | Community-based organizations | Policymakers | Philanthropists

Creating Workforce Pathways to Livable-Wage Jobs Breakout Discussion

Case:

Assume that an employer approaches your college and says her company wants to train 200 (*pick your program: early childhood workers, nurse assistants, home health care workers, or your choice*) every year for the foreseeable future.

Assume that there is, in addition to the employer need, a community good to be served, as well as college enrollment to be gained.

Assume that the employer will pay \$11.75/hour (below federal poverty level), does not guarantee jobs for program graduates, and does not have a history of showing advancement from this position (e.g., a career ladder).

Discussion Questions:

How might your college respond to this employer request? Yes? No? Or a solution-oriented discussion? What might that discussion look like, and who will be involved?

In general: What next steps would you like to take on this issue at your college?

Note: this discussion adapted from Aspen Institute College Excellence Program and NCII

