



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)*

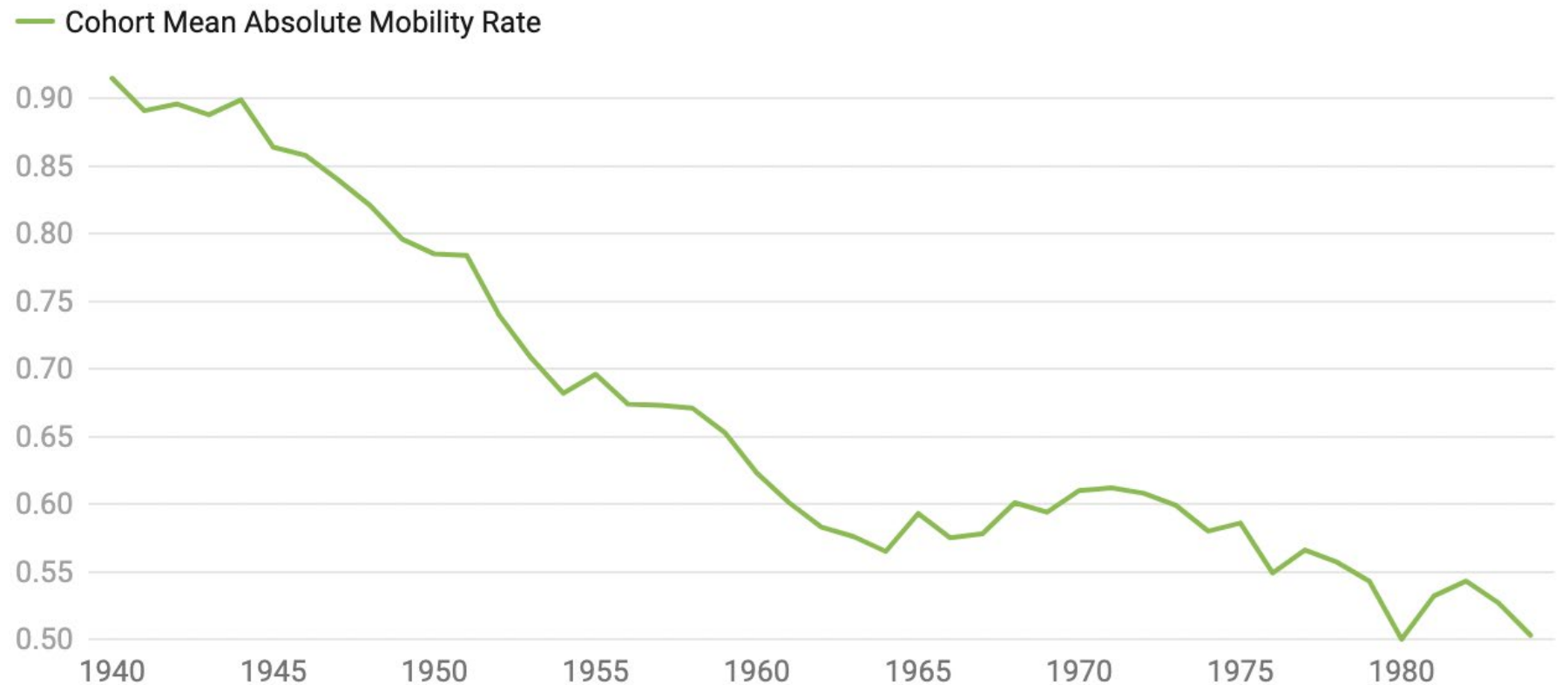
### RELATIVE

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

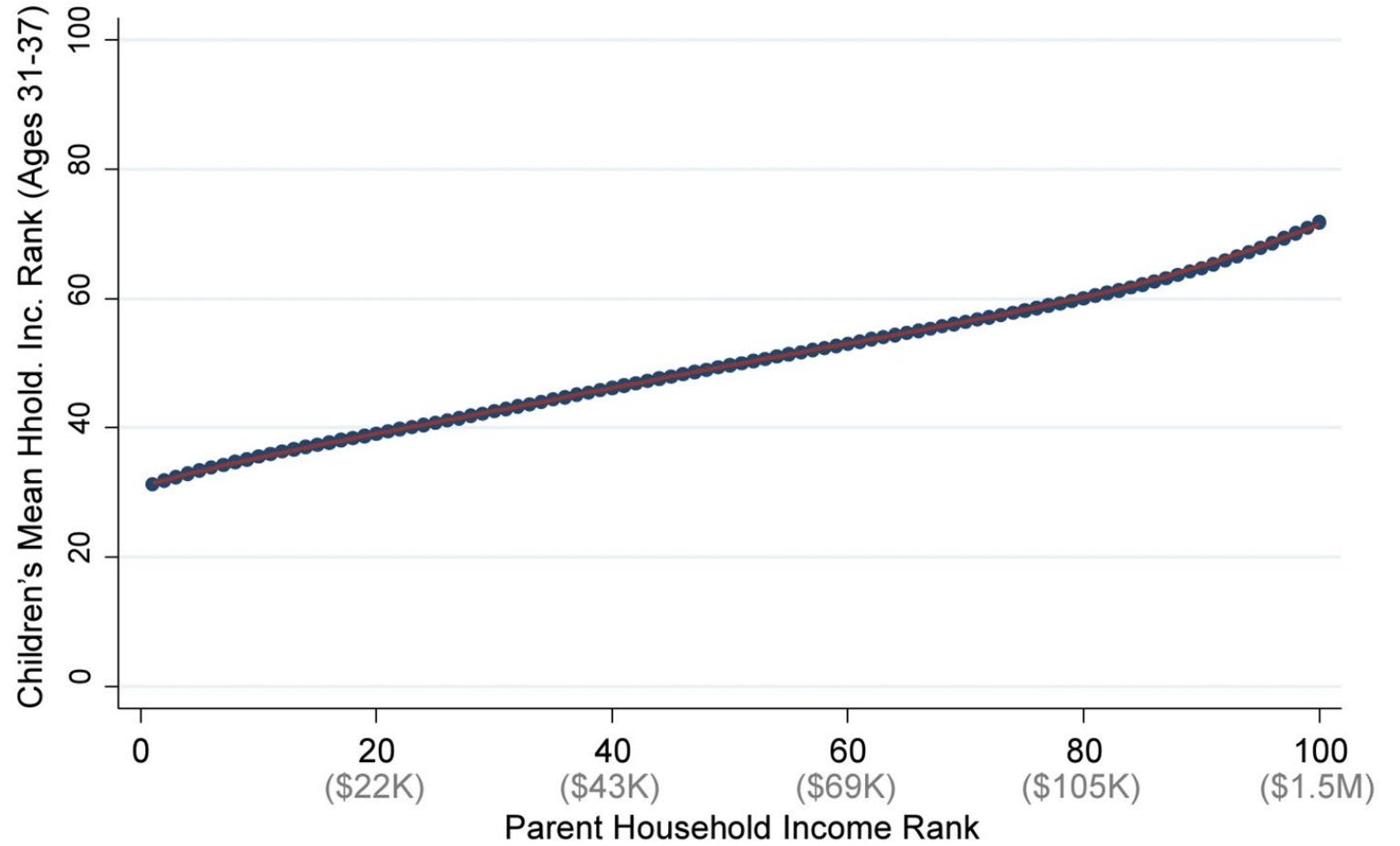
PERCENTAGE  
OF CHILDREN  
EARNING MORE  
THAN THEIR  
PARENTS,  
BY BIRTH COHORT



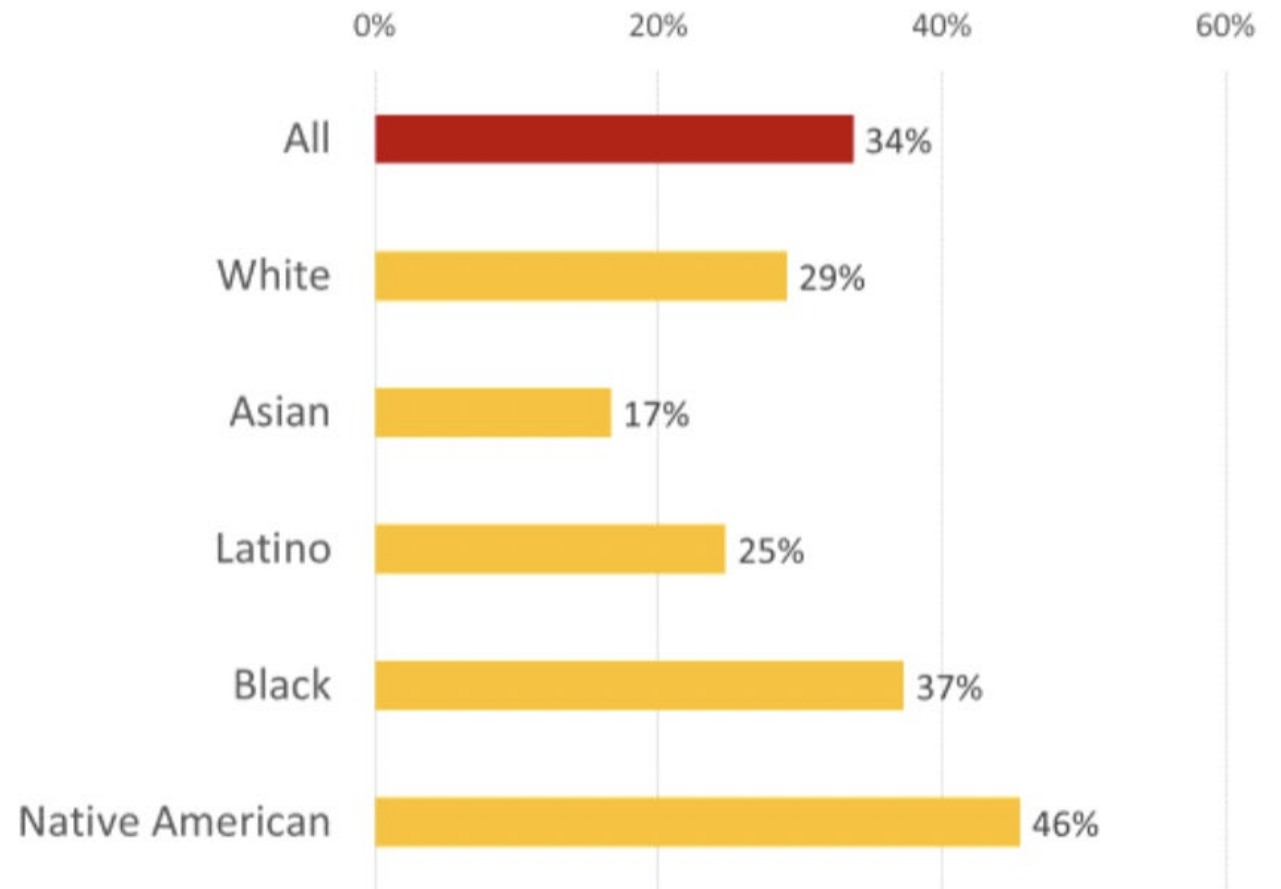
Source: Source: Chetty et al. "The Fading American Dream: Trends in Absolute Income Mobility Since 1940." *Science* 356(6336): 398-406, 2017. Figure 1B. Data downloaded from [www.equality-of-opportunity.org/data/](http://www.equality-of-opportunity.org/data/) • [Get the data](#) • Created with [Datawrapper](#)

**MEAN CHILD  
HOUSEHOLD  
INCOME**

RANK VS. PARENT  
HOUSEHOLD INCOME  
RANK

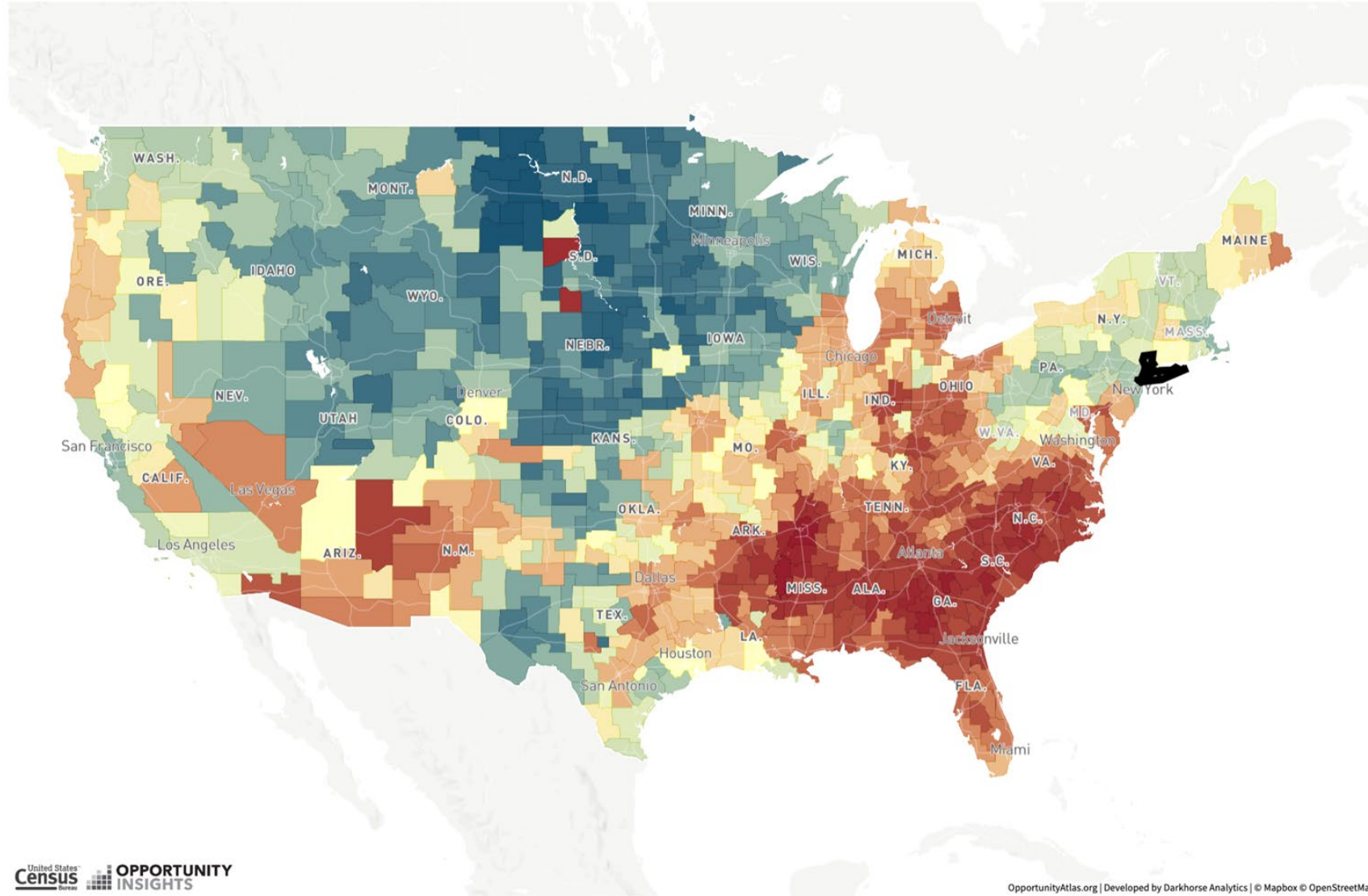


INTERGENERATIONAL  
PERSISTENCE OF  
**LOW-INCOME STATUS, BY  
RACE**





# 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

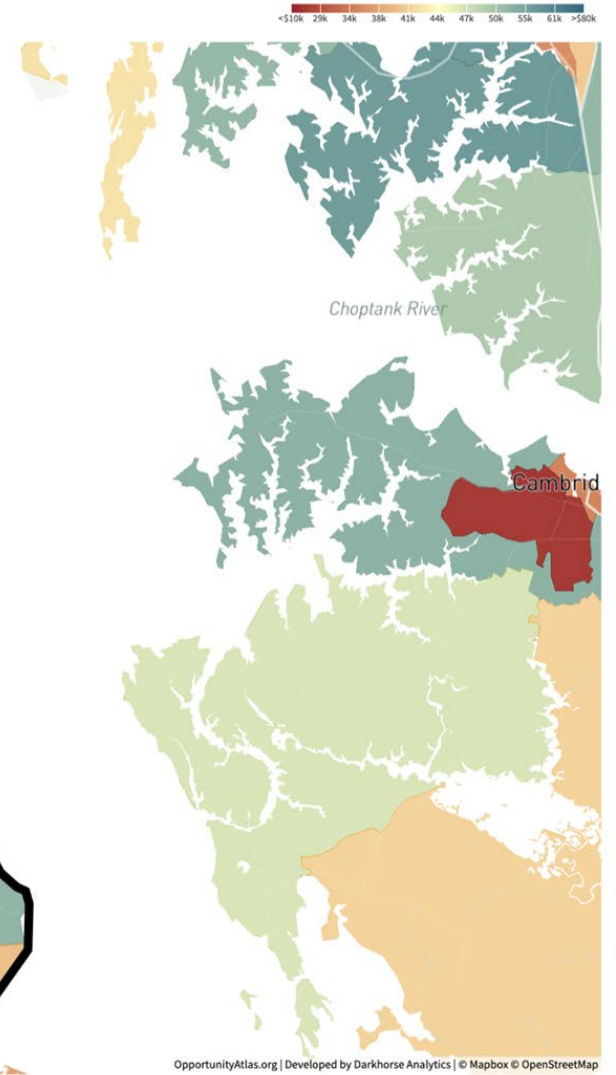
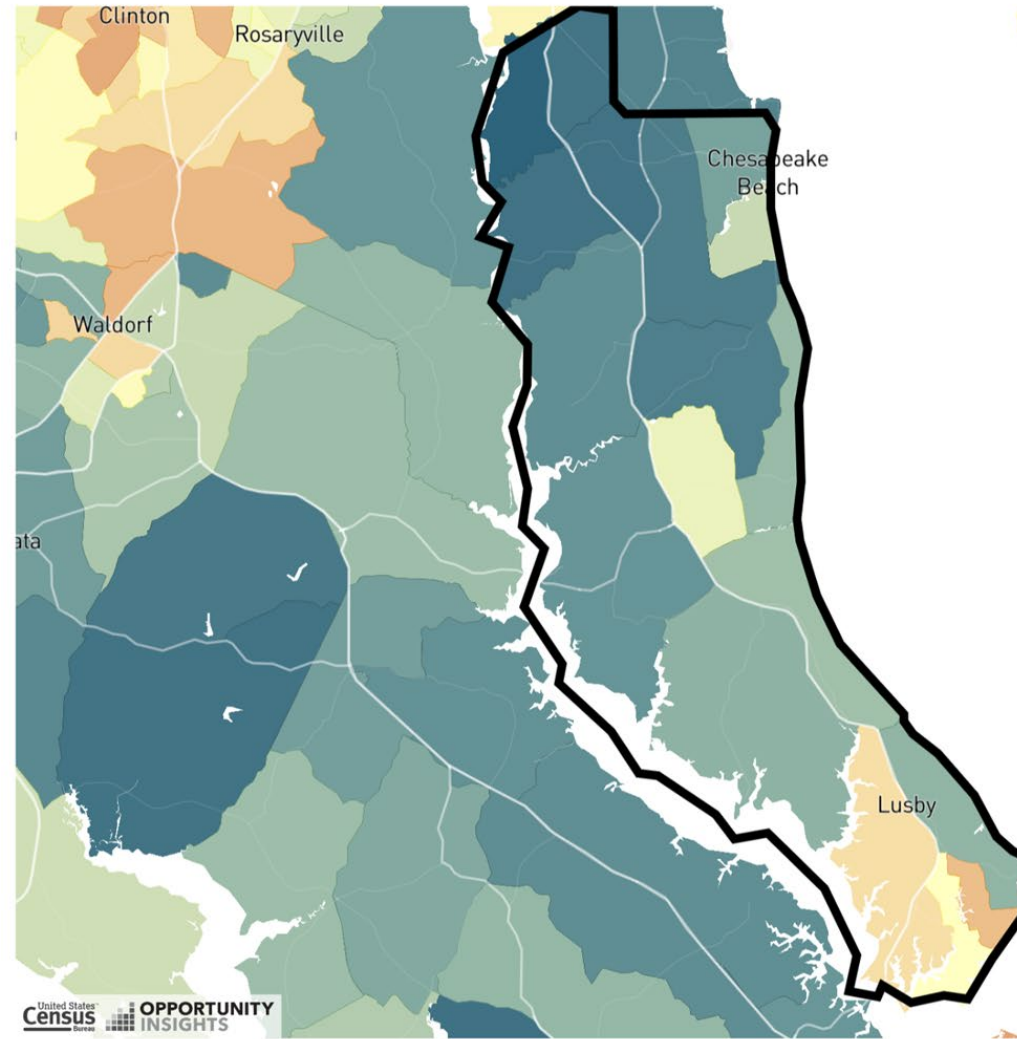
*Sources: U.S. Census Bureau; Opportunity Insights Atlas of Opportunity*

# COUNTY CHARACTERISTICS

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

# CALVERT COUNTY INCOME MOBILITY

Household Income at Age 35  
for Children



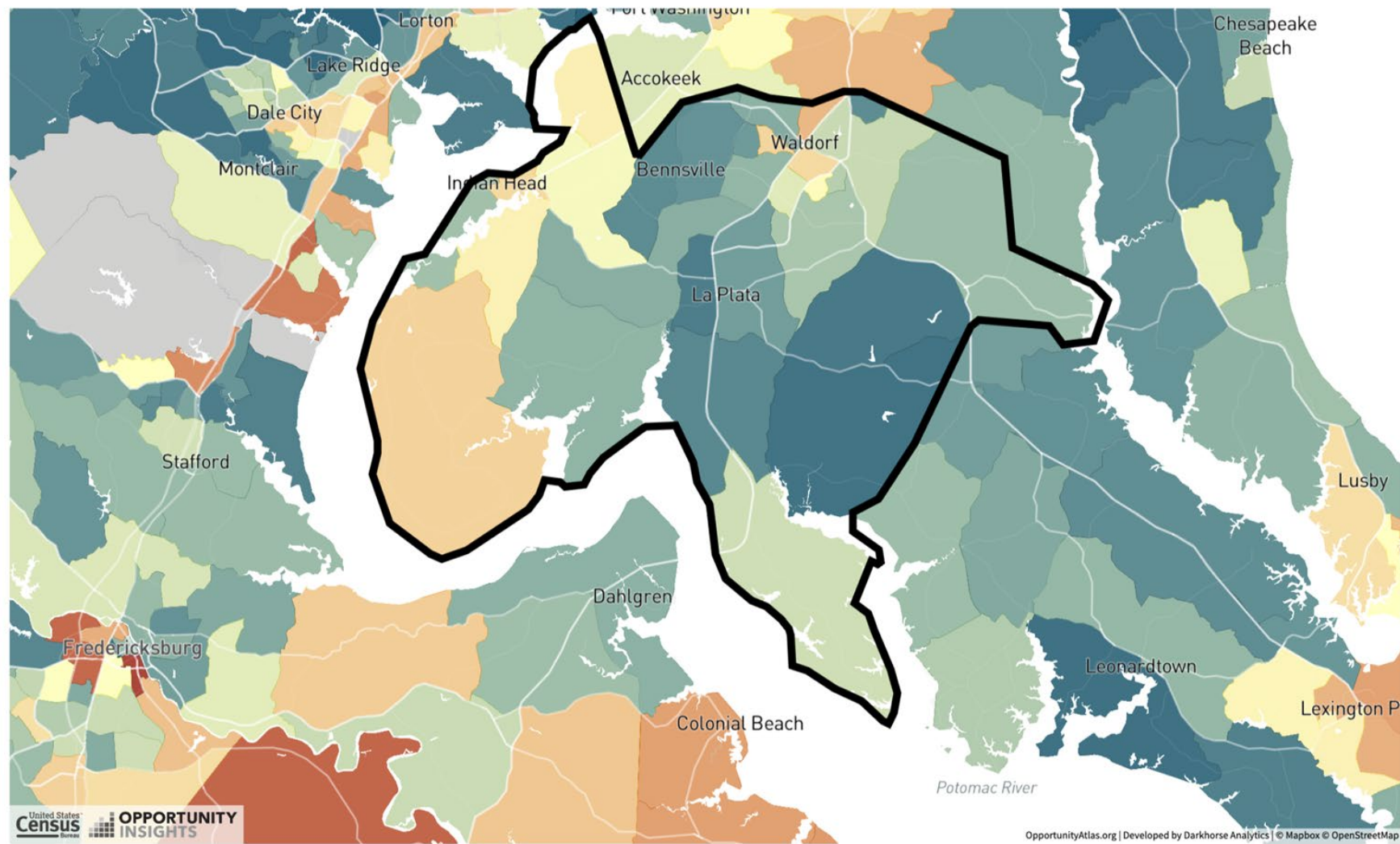
# CALVERT COUNTY

## CHILDREN AT AGE 35 OF PARENTS WITH MIDDLE INCOME

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

# CHARLES COUNTY INCOME MOBILITY

Household Income at Age 35  
for Children



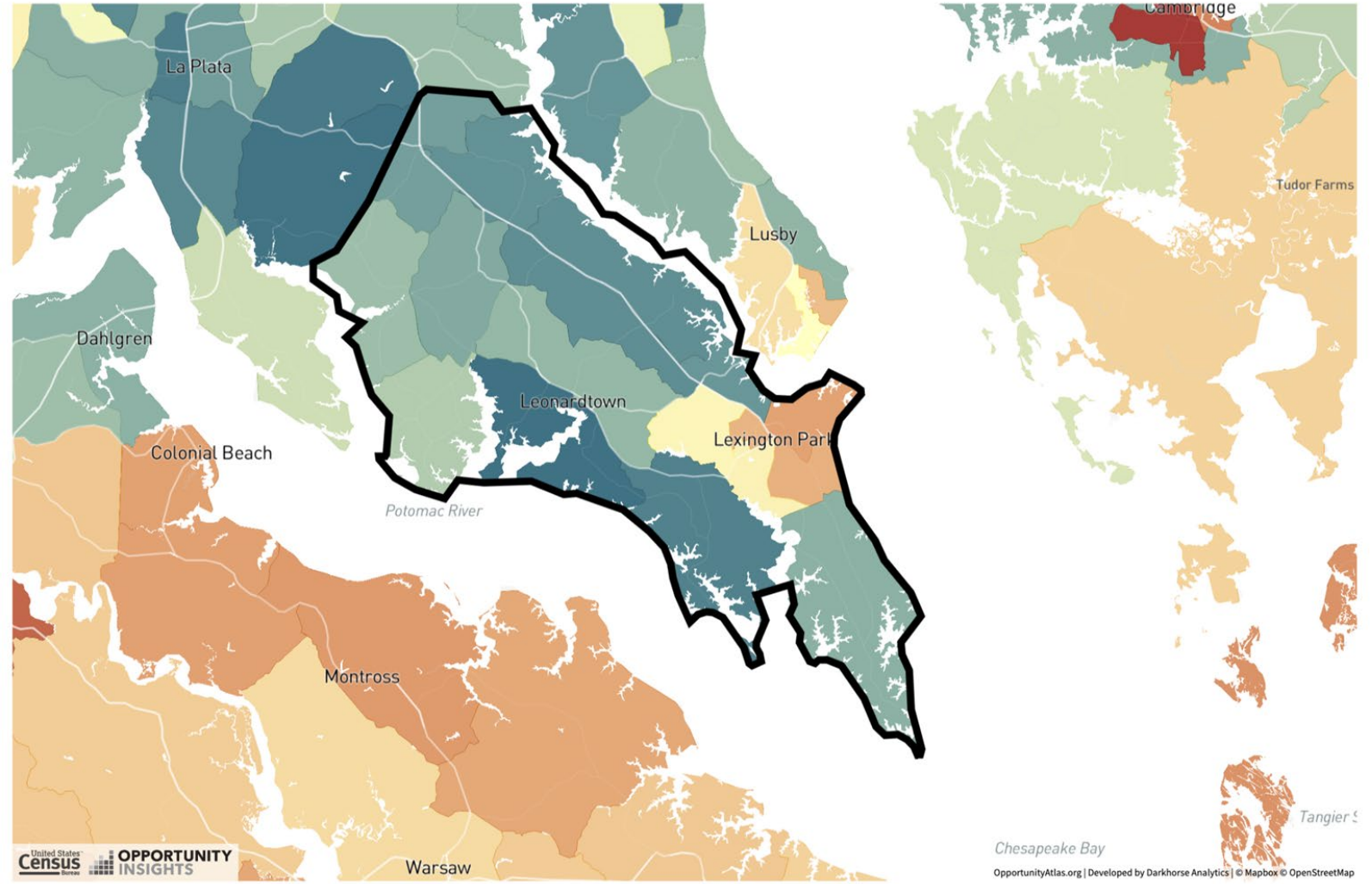
# CHARLES COUNTY

## 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
<b>Percent BA+</b>	.25	.15	.34
<b>Household Income</b>	\$48,000	\$31,000	\$36,000
<b>Individual Income</b>	\$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!