



PATHWAYS TO OPPORTUNITY

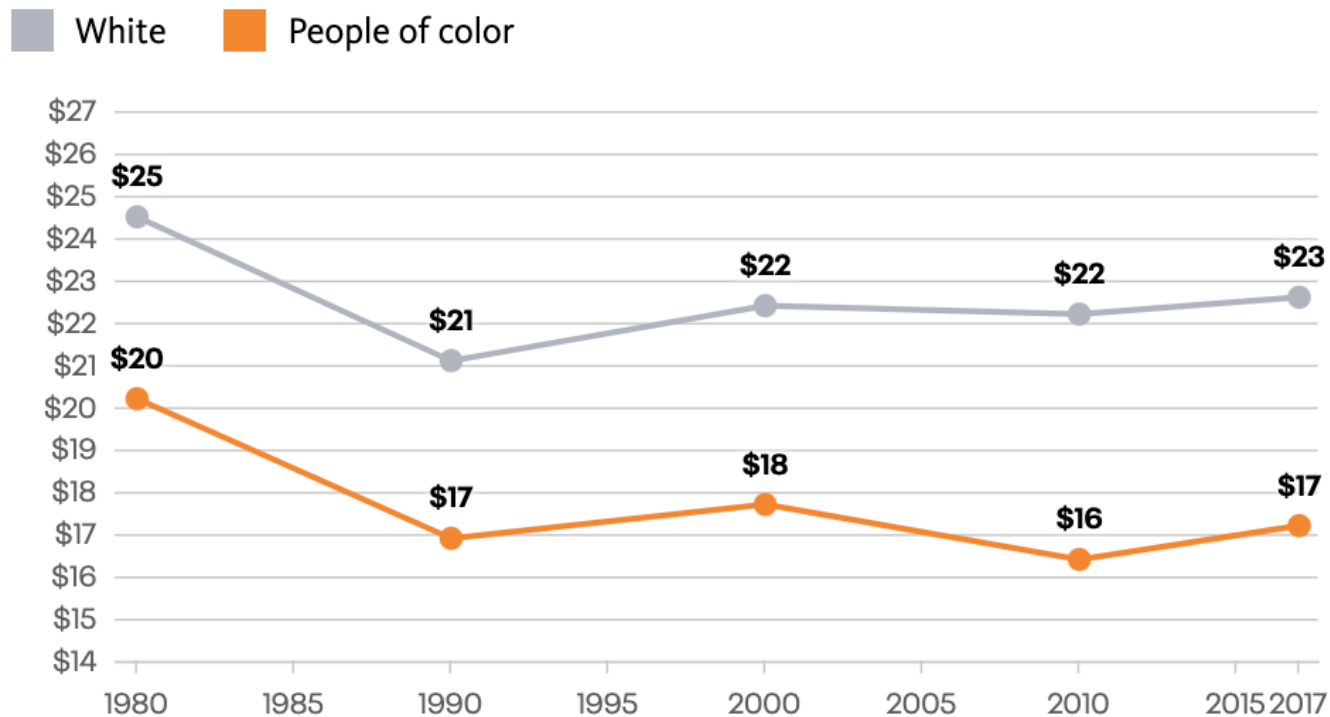
ADVANCING RACIAL EQUITY AND ECONOMIC MOBILITY



Kate Kinder, Dean, Career Pathways and Skills Training
Portland Community College, skinder@pcc.edu

ECONOMIC INEQUALITY

Median hourly wage by race/ethnicity: Oregon; 1980–2017



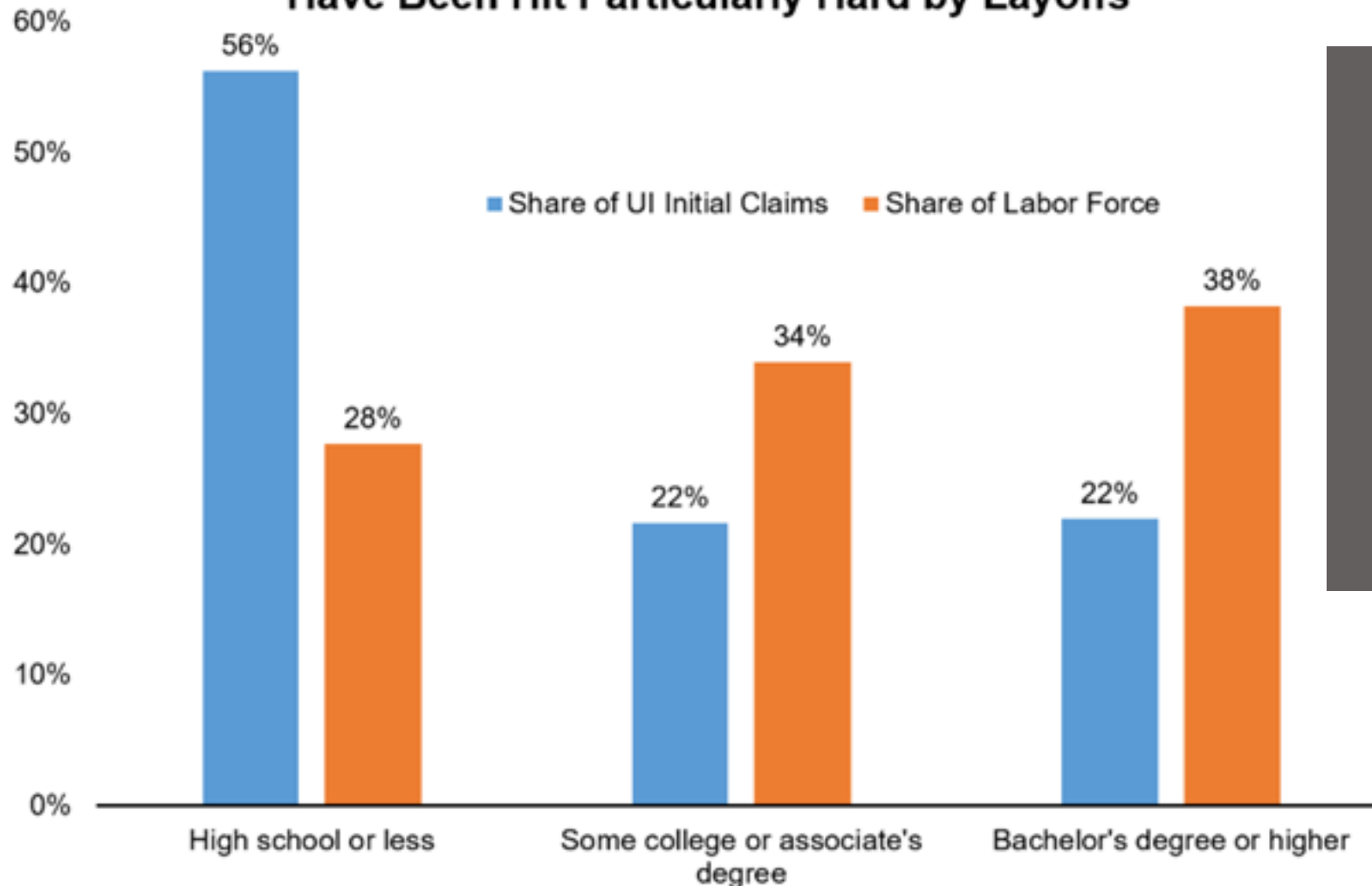
Data source: IPUMS USA | National Equity Atlas

NATIONALLY

The wealth gap between Black and white Americans is as wide as it was in the 1960's, and would take 11.5 Black households to equate the net worth of the typical white household.

COVID EXACERBATES INEQUITIES

Those with High School Diploma or Less Have Been Hit Particularly Hard by Layoffs



Oregon is in line with national data that shows those most likely to have experienced income loss are **low-income, Black, Latinx, Indigenous, and/or women.**



ACCESS TO ADULT EDUCATION

In Oregon, **17% of adults are at or below level one literacy levels, and 25% in numeracy.** Access to adult education and integrated education and training to build skills is essential.

In PCC's district (Multnomah, Washington, and Columbia Counties) = **15-16% of adults are at or below level one literacy levels, and 21-25% in numeracy.**



ACCESS TO COLLEGE CREDENTIALS

Prior to the COVID-19 epidemic and recession, **448,000 adults** 25 and older in Oregon were **unemployed or working and making less than \$15/hr.** without postsecondary credentials = more than 9 years of high school grads.

In PCC's District = **126,355 adults** 25 and older were **unemployed or working and making less than \$15/hr.** without postsecondary credentials

CAREER PATHWAYS TO ADVANCE EQUITY

80% of good jobs will require a post-secondary credential.

Nationally, **99% of jobs created** during the last economic recovery went to workers with at least **some college** education

Georgetown Center on Education and the Workforce

Percentage of all adults 25 and older who need opportunity to complete postsecondary credentials

(HECC, 2018)

Alaska Native / Native American

65.2%

Asian American

34.8%

Black / African American

53.6%

Hispanic / Latin X

69.6%

Multi-racial

52%

Native Hawaiian / Pacific Islander

60.1%



White

45.6%

BASIC NEEDS INSECURITY



63% of community college students reported some basic needs insecurity in the last year.
(Temple University's HOPE Center)

|  | Portland Community College (2019) | Oregon's Community Colleges (2019) |
|--|-----------------------------------|------------------------------------|
| Food Insecurity | 40% | 41% |
| Housing Insecurity | 53% | 52% |
| Homelessness | 19% | 20% |
|  For College, Community, and Justice | | |

The Hope Center: #RealCollege 2020: Five Years of Evidence on Campus Basic Needs Insecurity and Oregon Community Colleges #RealCollege Survey

OREGON'S INNOVATIVE APPROACH

79th OREGON LEGISLATIVE ASSEMBLY--2018 Regular Session

Enrolled
House Bill 4043

Introduced and printed pursuant to House Rule 12.00. Pre-session filed (at the request of House Interim Committee on Higher Education and Workforce Development for Oregon Community Colleges Association)

CHAPTER

AN ACT

Relating to benefits for community college students; and declaring an emergency.

Be It Enacted by the People of the State of Oregon:

SECTION 1. (1) As used in this section, "community college" has the meaning given that term in ORS 341.005.

(2) Community colleges in this state shall jointly conduct a study to determine the best method or methods for helping community college students:

(a) Learn about state or federal programs that offer financial or other benefits to community college students; and

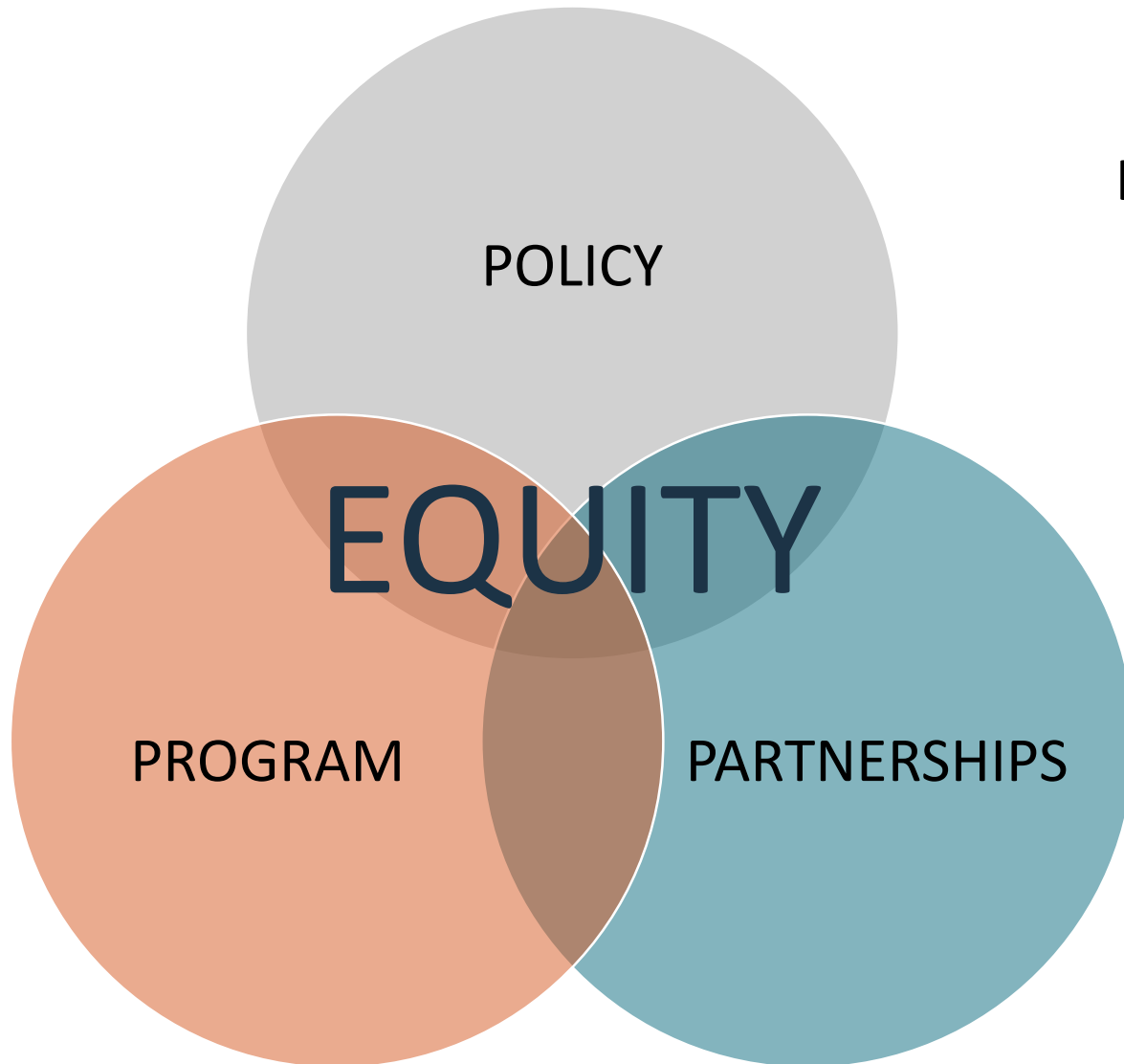
(b) Apply for benefits described in paragraph (a) of this subsection.

(3) In conducting the study required under subsection (2) of this section, community colleges shall convene relevant stakeholders, including but not limited to:

**"OREGON IS THE FIRST STATE TO
ENACT LEGISLATION THAT
INSTRUCTS STATE AGENCIES AND
COLLEGES TO BETTER ALIGN
PUBLIC BENEFITS TO SUPPORT
POSTSECONDARY ATTENDANCE
FOR STUDENTS WITH LOW
INCOMES..."**

Amy Ellen Duke-Benfield,
*Leveraging Public Benefits to Improve States' Postsecondary Access
and Completion*

TRANSFORMING SYSTEMS



Transforming policies, programs, and partnerships to close opportunity gaps and increase economic mobility is essential for racial equity, economic mobility, and an inclusive recovery.



BENEFITS CLOSE UNMET NEEDS FOR STUDENTS

Unmet need is a significant barrier to student enrollment and completion, and the lack of public policies to address it poses a significant challenge to improving access and advancing equity within postsecondary education.¹

¹ Walizer, Lauren. CLASP, *When Financial Aids Falls Short*, December 2018

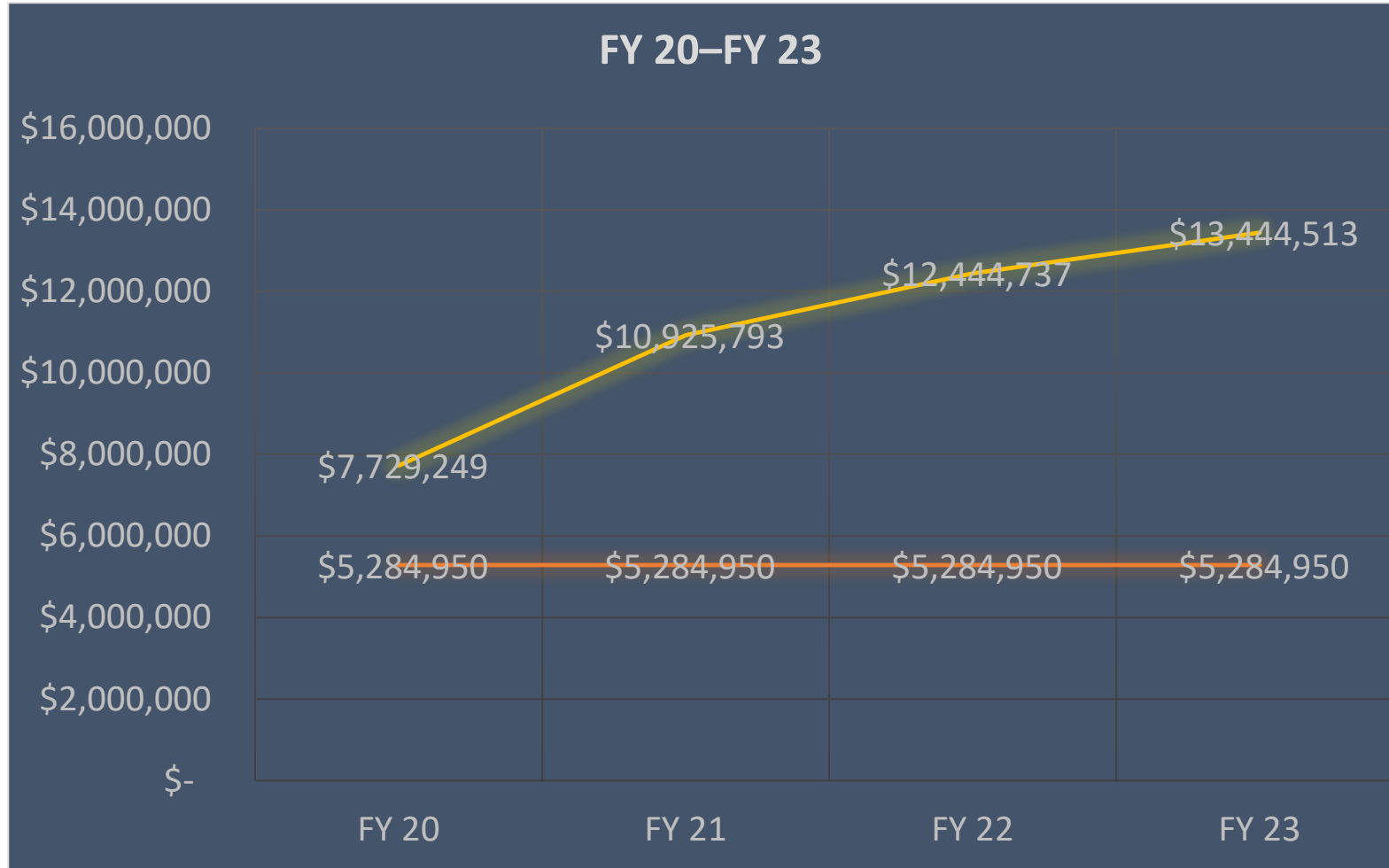
| BENEFIT | FUNDING FOR YEAR: BENEFITS TO MEET NEEDS (AVERAGE) |
|--|--|
| SNAP (Food Benefits) | \$2,917 |
| STEP: Gap funding tuition/fees one term, books, transportation ongoing | \$3,450 |
| EITC (average) | \$2,137 |
| TOTAL Benefits: | \$8,504 |
| ERDC (daycare if also working 20 hrs./week) | \$14,400 |
| TOTAL Benefits with childcare: | \$22,904 |
| Note: SNAP, EITC , and ERDC benefits vary based on household size and income | |

STEP (SNAP EMPLOYMENT AND TRAINING)

- **National Model** = Technical assistance provided to over 20 states
- **State Impact** = Lead consortia with all 17 community colleges, expanding partnerships and services to increase college completion, holistic success coaching, and resources
- **PCC Impact** =
 - FFY 20, **\$796K new federal revenue**, \$475K direct support to students
 - FFY 21 investing \$2.64M to generate **\$1.32 M in new revenue**; including \$497K for direct student support



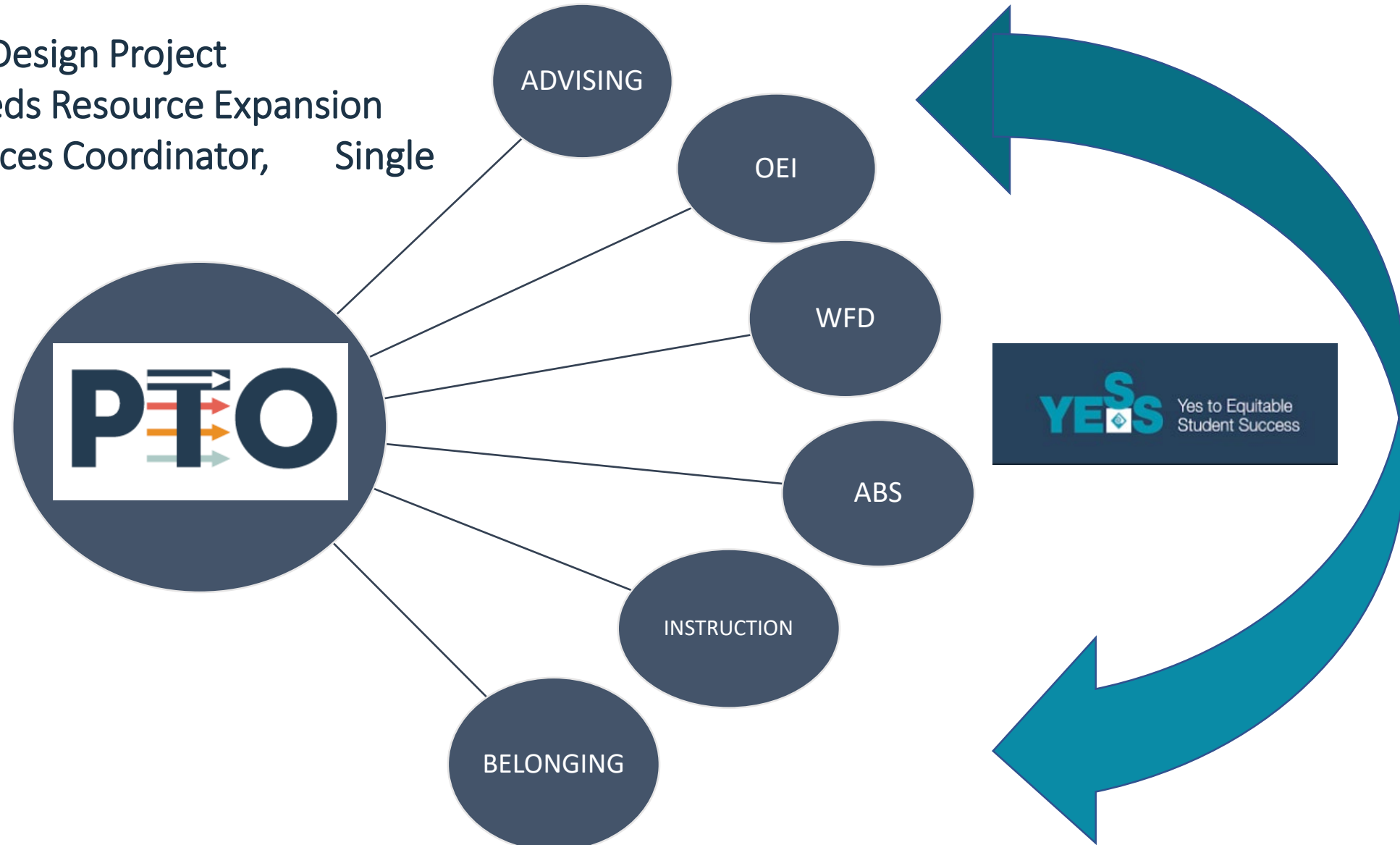
BUDGET REFLECTS VALUES



- Every **\$1** investment in PTO = **\$1.63**
- 17 cc's are investing **\$9.89 million** for a reimbursement of **\$4.94 million, \$2.39 million** is allocated as tuition/fees or support services for students
- This same approach to investing resources could bring in **\$36 million in federal funding to all 17 of Oregon's community colleges** between FY 19 and FY25

COLLEGE INTEGRATION AND SCALING

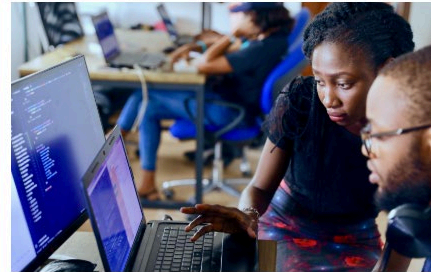
- Student-Centered Design Project
- STEP and Basic Needs Resource Expansion
- Community Resources Coordinator, Single Stop



COALITION BUILDING, ADVOCACY, POLICY



JAN 23



New coalitions from 10 states will join NSC's SkillSPAN, expanding network reach to advocate for skills training across 20 states



JAN 15



Supportive Services Academy welcomes five states for 2020

81st OREGON LEGISLATIVE ASSEMBLY--2021 Regular Session

House Bill 2835

Sponsored by Representative REARDON, Senators GORSEK, GELSER, DEMBROW, Representatives ALONSO LEON, MCLAIN; Senator FREDERICK (Presession filed.)

SUMMARY

The following summary is not prepared by the sponsors of the measure and is not a part of the body thereof subject to consideration by the Legislative Assembly. It is an editor's brief statement of the essential features of the measure **as introduced**.

Requires each community college and public university to hire benefits navigator to assist students in determining eligibility and applying for federal, state and local benefits programs.

Requires community colleges and public universities to establish statewide consortium to enable benefits navigator to coordinate with benefits navigators at other institutions and to develop best practices.

Requires community colleges and public universities to develop internal process to enable students to provide feedback and recommendations on how institution can better assist students in determining eligibility for benefits programs and applying for assistance under benefits programs.

Declares emergency, effective on passage.

QUESTIONS?

Kate Kinder, skinder@pcc.edu

www.pcc.edu/snap

Pathways to Opportunity:

<https://www.pcc.edu/about/administration/president/pathways/>

PTO PATHWAYS TO OPPORTUNITY

OREGON'S GLARING OPPORTUNITY GAPS: The facts are clear. Oregon has been leaving out communities of color and rural Oregonians.

Prior to the COVID-19 pandemic, during record economic growth and a robust economy in Oregon:

448,000 adults in Oregon are unemployed or working and making **less than \$15** an hour without post-secondary credentials, equivalent to 9 years of Oregon's high school graduation classes.

(Jason Payton OED, 2020)

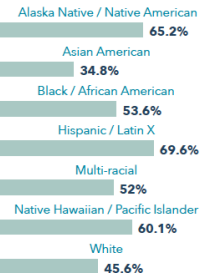
279,925 adults 25 and older are without a high school equivalency.

(American Community Survey, 2018)

Rural Oregon saw only a **7%** increase in jobs, whereas the Portland Metro area saw **25%** and all other Metro areas a **23%** increase.



Percentage of all adults 25 and older who need opportunity to complete postsecondary credentials (HECC, 2018)



42% of Oregon's college students face college expenses that exceed their sources of support, including financial aid and income. Rates are higher for students of color. (HECC)



63% of community college students reported some basic needs insecurity in the last year. (Temple University's HOPE Center)



\$6 an hour wage gap between Black and white workers—a gap that has grown and not improved since 1980. (Policy Link, National Equity Atlas)



17% of adults are at or below the lowest levels of literacy, **25%** below in numeracy. (PIAAC)

COVID-19 AND WILDFIRES HAVE MAGNIFIED DISPARITIES

In Oregon, those with a high school diploma or less represent **56%** of the unemployment claims but only comprise **28%** of the workforce.

(June 2020, OED)

Oregon is in line with national data that shows those most likely to have experienced income loss are **low-income, Black, Latinx, Indigenous, and/or women.**

The unemployment rate for **women** has consistently been 2 to 3 percentage points higher than for men.

(October 2020, OED)