Workforce Needs Analysis

Guilford Jobs 2030 Initiative

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Authored By

Dr. Stephen J. Sills

COMMUNITY FOUNDATION OF GREATER GREENSBORO

RESEARCH, POLICY & IMPACT Center

National INSTITUTE Economic Development

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Introduction

Guilford Jobs 2030

The focus of Guilford Jobs 2030 (GC30) is to increase the percentage of the county's population with post-secondary credentials from its current rate of 46% to 60% by the year 2030. The intent of these efforts is to improve workforce readiness, promote more equity in income, and to increase economic opportunity for all in Guilford County. To accomplish this goal, the Community Foundation of Greater Greensboro (CFGG) is working closely with Guilford County, Greensboro Chamber of Commerce, Guilford County Schools, Guilford Technical Community College, Greensboro Housing Authority and Guilford Works, amongst many others. Key in this work is to develop a system of providers that meet the needs of the industry via education and training while assisting participants with barriers to success such as housing and transportation.

In 2020-2021, Dr. Stephen Sills, Vice President of the *Research, Policy, and Impact Center* (RPIC) at the *National Institute of Minority Economic Development* conducted an in-depth study of workforce needs in Guilford County including surveys of low- and moderate-income workers and their employers. This report includes data collected in the 2020-2021 study, as well as further information from primary and secondary sources of importance to the Guilford Jobs 2030 Initiative. The research findings presented in this report will be used to develop a better understanding of workforce needs for the GJ30 initiatives and to provide data needed for strategic planning in the implementation phase of the project.

> *"The Guilford Jobs 2030 workforce will not only provide training and education for nearly 30,000 individuals over the next ten years, we'll build a workforce that can change the economy of the county for all."*
>
> **David Bolton**
> **Director, Workforce Initiatives**
> **Community Foundation of Greater Greensboro, Inc.**

Education & Income Inequality

Educational Attainment

While educational attainment has risen significantly in the last two decades, we continue to see a huge disparity in post-secondary education by race and ethnicity. White 25- to 29-year-olds are 55% more likely than Black counterparts to have completed a bachelor's degrees or higher.[i] And Black high school students are 13 percent less likely to graduate than their white peers.[ii] One of the most robust predictors of a child's academic success and earning power is whether they can read by third grade.[iii] In North Carolina two out of five children do not read at grade level at the end of third grade. There are clear racial disparities with 41% of Black third graders reading at grade level compared to 70% of white children.[iv]

According to education researchers, Barbara Bowman, James Comer, and David Johns (2018), "The interface between racism/classism and attendant economic and social disadvantages is the key to understanding the underachievement of African American children. African Americans have been exposed to generations of legal and illegal measures to deny them basic rights."[v] Resource equity is an underlying issue: "school districts attended predominantly by students of color receive $23 billion less in funding than primarily white districts, despite serving the same number of students. And school districts that are poor and white receive about $150 less per student than the national average. In contrast, school districts that are poor and attended primarily by students of color receive $1,600 less."[vi] In a recent study, *Is School Funding Fair*, researchers at the Education Law Center compared state funding of schools across all 50 states finding that most states provide disproportionately *more* economic resources to affluent schools than to those in high poverty areas.[vii]

Several other factors are related to the lack of progress in achieving parity in educational attainment and standardized scores. For poor urban youth, there is evidence that disengagement in school is a major cause of absenteeism and low graduation rates.[viii] Also, there is data to support the claim that "a growing disparity in teacher quality across the social divide may have offset the impacts of policies designed to work in the opposite direction."[ix] Finally, confounding the issue is the fact that parental education strongest predictor of student achievement.[x]

It has been argued that high quality universal pre-K could "significantly reduce the financial burden facing families with young children and help ensure that children are prepared for kindergarten."[xi] Early education and school readiness have been proven to be effective in helping to close the achievement gap by preparing children for educational success.[xii] It also helps with reducing poverty in households with children

by reducing the cost-burden of families due to childcare expenses. Childcare in North Carolina is prohibitively expensive, according to the Care Index[xiii] in-home care in NC averages $27,251/yr and in-center care averages $8,643/yr. As a result of COVID19 closures of childcare facilities and schools, we see even further disparities in achievement on standardized testing scores and greater need for intervention around this topic.

Wage, Salary, & Wealth Disparities

According to the Federal Reserve, in 2020 white families in the US had a median wealth of $188,200, compared to $24,100 for Black families.[xiv] Family wealth is an important tool for providing an economic safety net and for assisting the next generation in getting started. [xv] Wealth accumulation was systematically denied, and, in many cases, capital was even taken from Black communities and commuted to white institutions, resulting in the huge disparity seen today[xvi]. The legacy of exclusionary practices in the twentieth century is the 800% difference in the median wealth of white versus Black families. Shapiro (2006) exclaims that "closing the racial wealth gap must be at the forefront of the civil rights agenda in the twenty-first century."[xvii]

The wage gap between White and Black workers is an important contributor to disparities in access to homeownership as well as just good quality housing, medical care, food access, and educational opportunities.[xviii] This wage differential narrowed between 1880, when "Blacks in the United States earned only about 34 percent of the income of Whites,"[xix] to 51% by the 1950s.[xx] The gap narrowed further with improving labor rights for workers in the 1960s:"The black-white wage gap shrunk substantially from 1950 to 1980, and especially during the 1960s. Civil-rights laws and a decline in legally sanctioned racism most likely played some role. But the main reasons, Mr. Charles said, appear to have been trends that benefited all blue-collar workers, like strong unions and a rising minimum wage. Because black workers were disproportionately in blue-collar jobs, the general rise of incomes for the poor and middle class shrank the racial wage gap."[xxi]

Little has changed in the last 40 years. There remains a 38.8% gap in earnings today. According to the U.S. Census, the median income in 2020 was $45,870 for black households and $74,912 U.S. dollars for white, non-Hispanic families.[xxii,xxiii] Across the South, these wage differentials are even more pronounced. For example, in Montgomery, Baton Rouge, Charlotte, and Memphis, Black households earn half the median income of white households. In some Southern cities the differential is even greater. For instance, in Atlanta, Georgia the Black median household income is $31,900 compared to the non-Hispanic white income of $96,065.[xxiv] As noted in national and state-level analysis by PayScale, Inc, "equal pay for equal work is not a reality for many people of color. When controlling for education, years of experience, occupation and other compensable factors,

most men and women of color still earn less than white men…. these differences in annual earnings can amount to hundreds of thousands or even millions of dollars less for people of color over the course of their careers."[xxv]

Socio-Economic Mobility

In a stratified society, social mobility refers to the increase or decrease of the class or status of individuals or groups. This movement requires an open class system or social structure that provides opportunities for changing one's relative position in the society. In America, the system of advancement is perceived to be that of a meritocracy, in which abilities or achievements determine mobility.

Social mobility may be measured in changes in income or occupational prestige. Movement between classes may be measured within one person's life course (intragenerational mobility) or may be measured across generations (intergenerational mobility). Thus, a parent working hard in a "blue-collar" factory job may save enough money to send their son or daughter to law school; or an individual may begin as the child of working-class parents and through their own excellence in academics may be accepted to the same school. In both cases, the meritocratic system would allow for upward intergenerational and intragenerational mobility. However, the reality is that there are a number of factors that are associated with one's chances of social mobility. Birth status (ascribed status) plays a significant role. Limitations such as parental socioeconomics, opportunities for educational attainment within the society, race/ethnicity, sex, and urban/rural residence have great influence on the individual's prospects for mobility. Moreover, most social mobility in America has been attributed to structural economic and social changes rather than to personal effort.

Absolute vs. Relative Mobility

Social mobility is often measured by tracking the income or occupation of individual families over time. The degree of mobility may be evaluated in absolute or relative terms. Absolute mobility refers to the inflation adjusted change in a family's income over time, often measured as it crosses over a fixed standard such as the poverty line. Relative income mobility is typically measured in movement between quintiles (a distribution that has been divided into fifths). Most families experience some relative mobility, moving up or down one or more quintiles in mean income. Yet, the proportion of families to remain in the same quintile has increased from about 35% in the 1970s, to about 40% in 1990s. This indicates an increasingly less mobile class structure.

Opportunity and Structural Mobility

The degree of mobility is related to the rate of growth in an economy and the amount of opportunity that economy holds for individuals to move from one type of employment to

another. Changing economic structures in the twentieth century account for most of the documented social mobility in America. With increasing productivity, resulting from technological improvements, living standards may improve from one generation to the next though the class structure itself changes little. However, the growth of the economy resulted from the structural transition from agrarian to industrial, then to technology-based economies. This allowed for a great deal of upward intergenerational mobility, especially during the post-war period (1950s-1970s), as the occupational structure of the country changed. Yet, the changes in the relative class status from one generation to the next were modest. Very few moved more than a few positions (up or down) within the class structure.

America has also become more "open" and "fair," affording opportunities to broader segments of the society and establishing legal rights and policies that are aimed at promoting a more meritocratic system. When compared to the earlier time periods, ethnic minorities, immigrants, women, and the disabled have more opportunities for class mobility today. Nevertheless, these groups still face structural impediments and discrimination that limit significant upward mobility.

Post-Secondary Education

Access to college education has also been a significant factor in promoting social mobility in the twentieth century. Median incomes of those with a four-year degree are more than twice that of individuals with only a high school diploma. Attempts have been made to increase access to post-secondary education to lower income families and thereby encourage intergenerational mobility. However, opportunities for college education are still greater for those from families with higher socio-economic status, especially in the elite colleges and universities.

Immigration and Social Mobility

In the last forty years, the proportion of immigrants in America has increased to about 14% of the total population. The majority of migrants enter the US today with lower levels of "human capital" than US citizens, placing them at a disadvantage in competing for fewer and fewer higher prestige, higher income jobs. For intergenerational mobility to occur, the children of migrants must overcome barriers to assimilation, their low ascribed status, as well as fewer opportunities in the economy. In particular, mass migration has created ethnic enclaves with their own independent economies that act to limit opportunities for upward mobility.

Stalled Growth

The rate of upward social mobility in the United States was steady until the late 1970s. It has been declining in the past few decades as economic growth has slowed or even stalled (principally in the late 1990s). This stalled growth has led to a decline in the proportion of middle-income and high skill workers in favor of a growth in the service sector resulting in

a decrease in the opportunities for upward mobility. In inflation-adjusted terms, men born after 1960 are earning less than their fathers' generation did at the same age. An increase in economic inequality during this period can be linked to a widening gap between wages of skilled and unskilled labor.

Barriers to Mobility

The distribution of occupations by race or gender tends to perpetuate workplace inequities and relegates women and people of color to lower-paying jobs. While mobility usually means climbing up the economic ladder and achieving a higher standard of living, making more money, and getting a better-paying job with better benefits there are many barriers to mobility that have been observed in the literature. More economic mobility happens when the social and material conditions exist which help and support that person, or people as a whole, in their efforts to gain access to employment opportunities. Some of the barriers underscored in the literature include: access to transportation, affordable quality childcare, affordable and safe housing close to employment opportunities, broadband internet access, programs to address criminal history and support justice served communities, and methods to address the disincentive effects of the benefits cliff.

Transportation
- Bus Service is Limited
- Buses Don't Go Where or When the Jobs Are
- Buses and Childcare
- Rural Bus Service
- A Shortage of Drivers
- Bus Fares
- New Routes
- Cars Ownership

Childcare
- High Cost of Childcare
- Shortage of Places
- Location of Childcare
- Family Care
- Shortage of Childcare Workers

Housing
- High Cost of Housing
- Asheville
- The Further Out You Go

Internet Access
- Digital Divide
- Luxury or Necessity
- High Cost of Internet Service
- Limited Coverage
- Cell Phones

Criminal Background
- Screening
- Support Systems

Benefits Cliff
- Disincentive Effects
- Cliffs and Deserts
- Rational Actors
- Changing Benefits Policies

Figure 1 - Barriers to Social and Economic Mobility

NC Workers Poll: Wage & Salary Disparities Today

In July of 2022, the Research, Policy, & Impact Center polled constituents to better understand wage and salary disparities in North Carolina and explore the barriers experienced by minority workers. Minority respondents were nearly three times as likely (31.4% minority respondents vs 13.3% white respondents) to be earning less this year than last year. White respondents meanwhile were twice as likely as minority respondents to be earning more this year (46.7% of white respondents as compared to 22.9% of minority respondents).

Minority respondents were also twice as likely to have experienced changes in job status in the last year including: 62% starting a new job, 19% quitting a job, and 19% getting laid off. Notably, while 33% of white respondents took a medical or FMLA leave, none of the minority respondents did, underscoring the differences in benefits and employment categories that minority workers fill. Minority workers were also more likely to experience barriers limiting their ability to work such as caring for aging relatives, lacking healthcare, having a disability, not having transportation, not having credentials needed for the job, and experiencing employer bias or racism.

We asked respondents to rank possible ways that the local, state, or federal government could help to improve workforce conditions. A majority of respondents recommended that government should: offer free community college options, raise the minimum wage, provide universal preschool, and close racial and gender pay gaps. One participant explained:

"[It is a] myth that people are lazy and do not want to work not true. People want to work when/where they are taken care of. People do not want to work when the take home (after taxes) offers no benefits to their lives and they cannot afford to live (pay for housing, transportation, food, etc.)"

Income Inequalities

A poll conducted by the Research, Policy, & Impact Center

Minority respondents were nearly three times as likely to be earning less this year than last year

White respondents were twice as likely to be earning more this year than last year

- Earning less now: 13.3 (White), 31.4 (Minority)
- Earning about the same: 40 (White), 45.7 (Minority)
- Earning more now: 46.7 (White), 22.9 (Minority)

● White Respondents ● Minority Respondents

Minority respondents were twice as likely to experience changes in job status in the last year

62% Of non-white respondents started a new job compared to **11%** of white respondents

19% Of non-white respondents quit a job compared to **11%** of white respondents

19% Of non-white respondents got laid off compared to **11%** of white respondents

0% Of non-white respondents took a medical or FMLA leave of absence compared to **33%** of white respondents

Minority workers more likely to experience barriers limiting ability to work

- Caring for aging relatives: 23% / 11%
- Experienced employer bias or racism: 23% / 6%
- Don't have credentials needed: 13% / 11%
- Don't have healthcare: 13% / 6%
- I have been sick: 13% / 39%
- I have a disability: 10% / 0%
- Don't have transportation: 7% / 0%
- In school fulltime: 3% / 17%

● NON-WHITE ● WHITE

What do you think should be done to increase employment and improve wages?

69% Free community college

63% Raise the minimum wage

58% Provide universal preschool
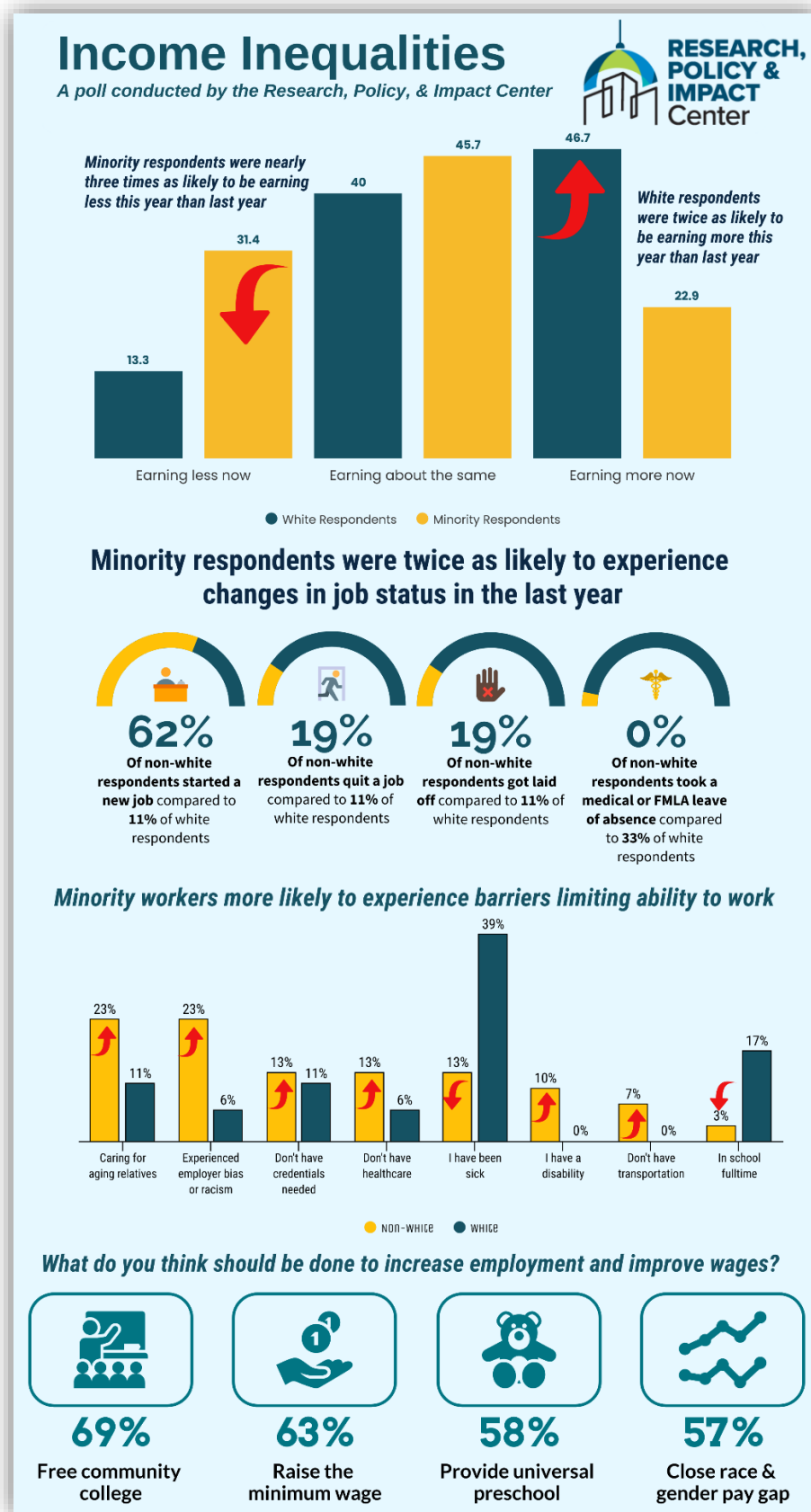
57% Close race & gender pay gap

Figure 2 – Income Inequalities by Race in NC, Poll July 2022 Conducted by RPIC

NC Workers Poll: Disproportionate Impact of Inflation

While unemployment has remained low as the US recovers from the global COVID19 Pandemic, inflation has been very high causing serious harm to many workers' abilities to afford basic goods and services. According to the U.S. Bureau of Labor Statistics, "The annual inflation rate in the US accelerated to 9.1% in June of 2022, the highest since November of 1981." The Research, Policy, & Impact Center polled constituents to better understand how inflation is impacting them. Disparities are clear as 72% of minority respondents indicated that their families are experiencing moderate to severe economic hardship as compared with only 52% of white respondents.

Coping strategies have included taking on additional work, overtime, or even second jobs (29% of respondents); starting or expanding a side business (28%); selling family assets or real properties to cover costs (16%) and seeking public assistance (15%). Workers are also cutting back on things like driving (56%) and food purchases at the grocery store (51%) in order to off-set higher costs. Poll respondents are looking to the federal government to forgive student loan debt, raise minimum wage, institute price controls on fuel and other goods, and expand economic assistance programs.
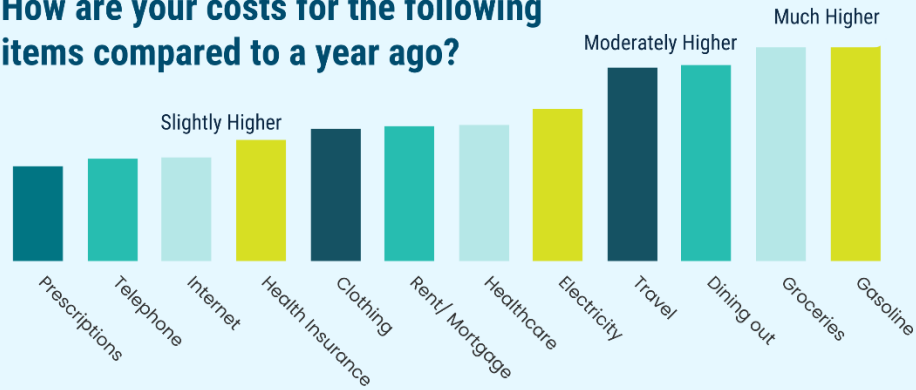

Figure 3 – Inflation Rate, U.S. Labor Department July 2022

Figure 4 – Impact of Inflation on Workers in NC, Poll June 2022 Conducted by RPIC

Local Employment Context

Guilford County

Guilford County is a sprawling urban and peri-urban county in the heart of the Piedmont which includes the Greensboro-High Point MSA as well as incorporated towns of Gibsonville, Jamestown, Oak Ridge, Pleasant Garden, Sedalia, Stokesdale, Summerfield, and Whitsett. It covers an area of 658 square miles and a population of over 539,036 (ACS 2021). The County is a very accessible place intersected by eight interstate highways, six US highways and seven major NC highways. It is home to a major airport (Piedmont Triad International) and has a railroad depot located in downtown Greensboro with daily passenger traffic up and down the eastern corridor and in state transportation to Raleigh and Charlotte. The County is home to two major municipalities, Greensboro and High Point, with separate courts, jails and county human services departments in each city.
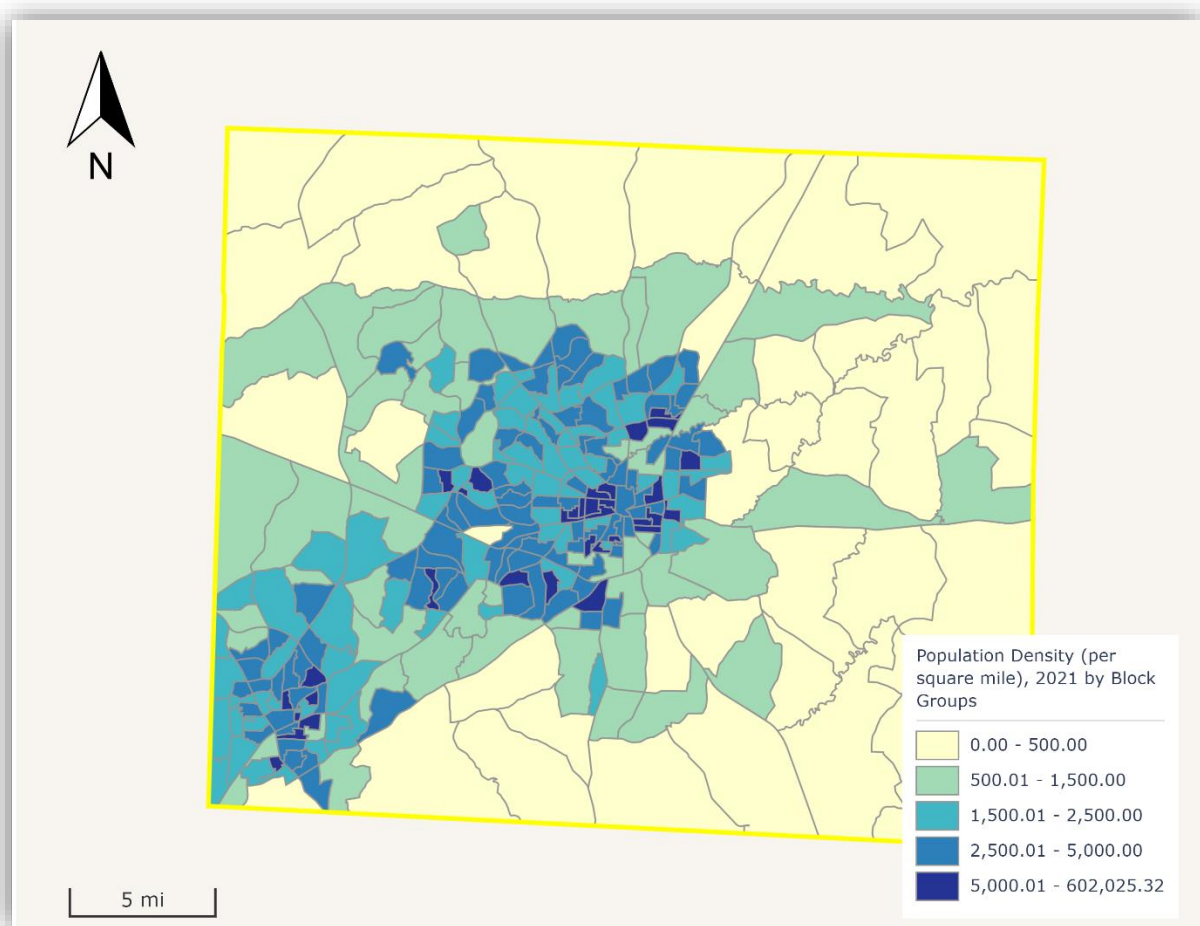
Figure 5 – Population Density Guilford County, NC 2021

Key Demographics

	Guilford County		North Carolina	
POPULATION				
Population (Pop)	539,036		10,474,324	
Average Population Density (per sq. mile)	835		215	
Urban Population	426,406	87.31%	6,301,756	66.09%
Rural Population	62,000	12.69%	3,233,727	33.91%
RACE & ETHNICITY				
Asian	29,931	5.55%	335,521	3.20%
Black	181,796	33.73%	2,238,521	21.37%
White	289,796	53.76%	7,051,555	67.32%
Hispanic	45,864	8.51%	1,052,522	10.05%
White Non-Hispanic	289,796	53.76%	7,051,555	67.32%
American Indian and Alaska Native	3,752	0.70%	138,665	1.32%
INCOME				
Median Household Income	$53,756.38		$55,073.81	
Per Capita Income	$31,047.59		$31,107.91	
EDUCATION				
< High School	43,049	11.90%	944,790	13.15%
High School/ GED	79,260	21.90%	1,721,424	23.96%
Some College	74,515	20.59%	1,474,759	20.53%
Associate's Degree	32,313	8.93%	697,915	9.72%
Bachelor's or Higher	129,969	35.91%	2,285,942	31.82%
LANGUAGE				
English	434,325	85.56%	8,616,954	87.27%
Spanish	31,955	6.30%	766,248	7.76%
French, German, Russian, or Other Indo-European Languages	16,091	3.17%	211,125	2.14%
Asian or Pacific Island Language	16,762	3.30%	201,206	2.04%
Arabic	3,691	0.73%	29,165	0.30%
HOUSING				
Housing Units	231,472		4,734,376	
Occupied Units	205,455	88.76%	4,042,988	85.40%
Vacant Units	25,786	11.14%	686,593	14.50%
Owner Occupied	119,778	58.30%	2,627,718	64.99%
Renter Occupied	85,414	41.57%	1,409,723	34.87%
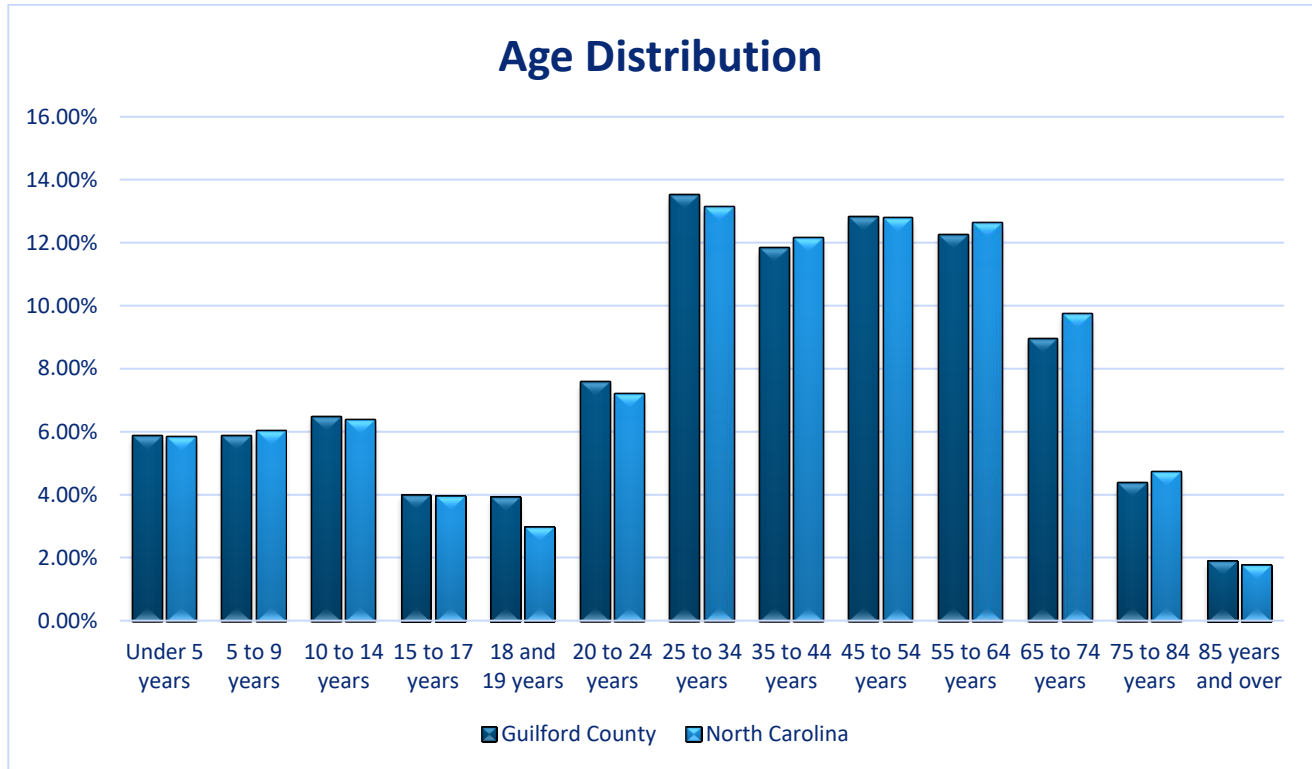
Age Distribution

Figure 6 – Age Distribution Guilford County, NC 2021

Population Dynamics

According to the American Community Survey (2021), Guilford County ranks 3rd out of the 100 counties in NC in population and has experienced a population growth of 10.3% since 2010 and increasing 28.0% since 2000. The county is expected to maintain a population growth of between 1-2% annually. The median age was 37.1 years old with 15.2% of the population 65 years or older and 22.3% being children under 18. Notably, the 18-24 population is higher than the state average most likely as a result of the ten public and private colleges and universities in the area.

The population was about half White (53.8%) and a third Black/African American (34.7%). Hispanic and Asian populations have grown considerably over the last few decades to 8.5% and 5.6% respectively. Three refugee resettlement agencies are active in bringing more diverse foreign-born populations to the area. Data from the U.S. Census Bureau for 2016-2020 indicates that 57,152 people or 10.72% of the population living in this area are foreign-born. About 6.6% of the population are veterans of armed services (ACS 2021) and 13.4% of the population 18 years old and older are disabled (ACS 2019).

Affordability

According to the Economic Policy Institute Family Budget Calculator (March 2022), "The cost of living for a two-parent, two-child family in Guilford County, NC is: $75,833 per year; $6,319 per month." A majority (63.0%) of households in Guilford County fall below this income level.

An estimated 41.0% (or 85,275) households rent their homes (ACS five-year estimates 2016-2020). The average rent for an apartment in Greensboro is $1,147 and $1,108 in High Point (Rent Café 2022). The median home price in Greensboro is $242,389 and $221,207 in High Point (Zillow 2022). One-in-six (16.6%) homeowners and nearly half of renters (45.8%) are cost burdened, spending more than 30% of income on housing-related costs (ACS five-year estimates 2016-2020).

The average household spent $10,569 on transportation costs in 2020 (Easy Analytic Software, Inc. - Consumer Expenditures CEX Database, 2020) and 6.4% of households do not have a vehicle (ACS 2016-2020). The average household spent $4,604 on utilities, fuels, and public services and $9,359 on food in 2020 (Easy Analytic Software, Inc. - Consumer Expenditures (CEX) Database, 2020).
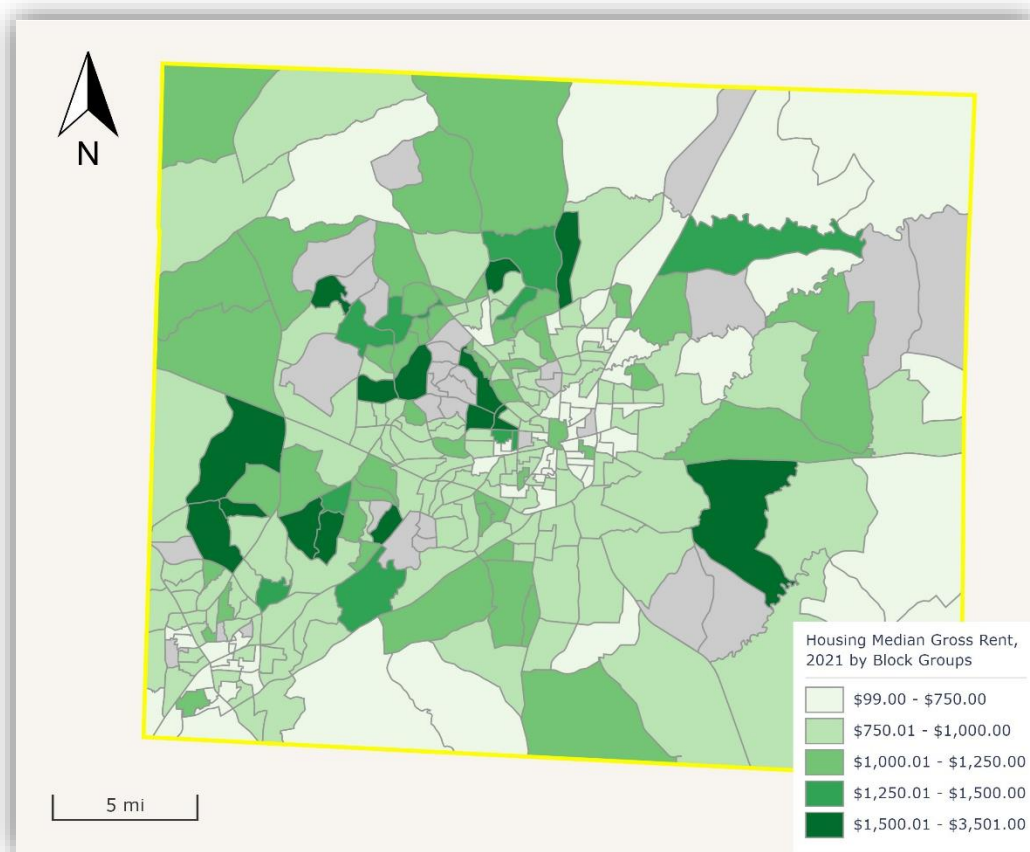

Figure 7 – Median Gross Rents Guilford County, NC 2021

Healthcare & Wellness

The area is served by two major hospital systems, Cone Health and High Point Regional, with a total of four hospitals. Other health-care assets include 13 mental health facilities (SAMHSA, 2019) and 34 drug and alcohol treatment facilities (SAMHSA 2019). Even so, there are 5 urban Census Tracts (Greensboro's South and East neighborhoods) have been designated as Medically Underserved Areas for having too few primary care providers, high infant mortality, high poverty, and/or a high elderly population by the Health Resources and Services Administration (HRSA 2022). The County has an active Public Health Department that partners with community groups and individuals on a variety of health-related projects. It routinely creates a community input process on health issues and health action planning.

About one-in-eight residents (12.4%) self-report poor physical health and one-in-seven (13.8%) report poor mental health in the past 30 days (CDC PLACES, 2019). Life expectancy in Guilford County is 79 years. The top two leading causes of death in the county are cancer and heart disease, which accounted for about 39% of all deaths in 2019. While most of the leading causes of death are due to chronic illness, unintentional injuries were ranked the third leading cause of death in the area. Particularly in those under the age of 40 years old, homicide and suicide were also found among the leading causes of death. Low birthweight and disproportionately high infant mortality rates among Black or African Americans has been a top issue in Guilford County for decades, as both metrics are among the worst in North Carolina. In 2019, Black or African American babies accounted for 42% of births, but 66% of infant deaths (CDC PLACES, 2019).

In terms of chronic illnesses, it is believed as much as 33.8% of the population may have high blood pressure (CDC PLACES, 2019). Approximately 4% have suffered a stroke and 7% have chronic heart disease. About 6.4% have or had cancer and respiratory conditions are prevalent with about 10% of the population suffering from COPD or Asthma (CDC PLACES, 2019). Many in Guilford County were affected by the Covid-19 pandemic, with 24,888 per 100,000 population testing positive for the virus and 1,255 total deaths (NCDHHS 2022).
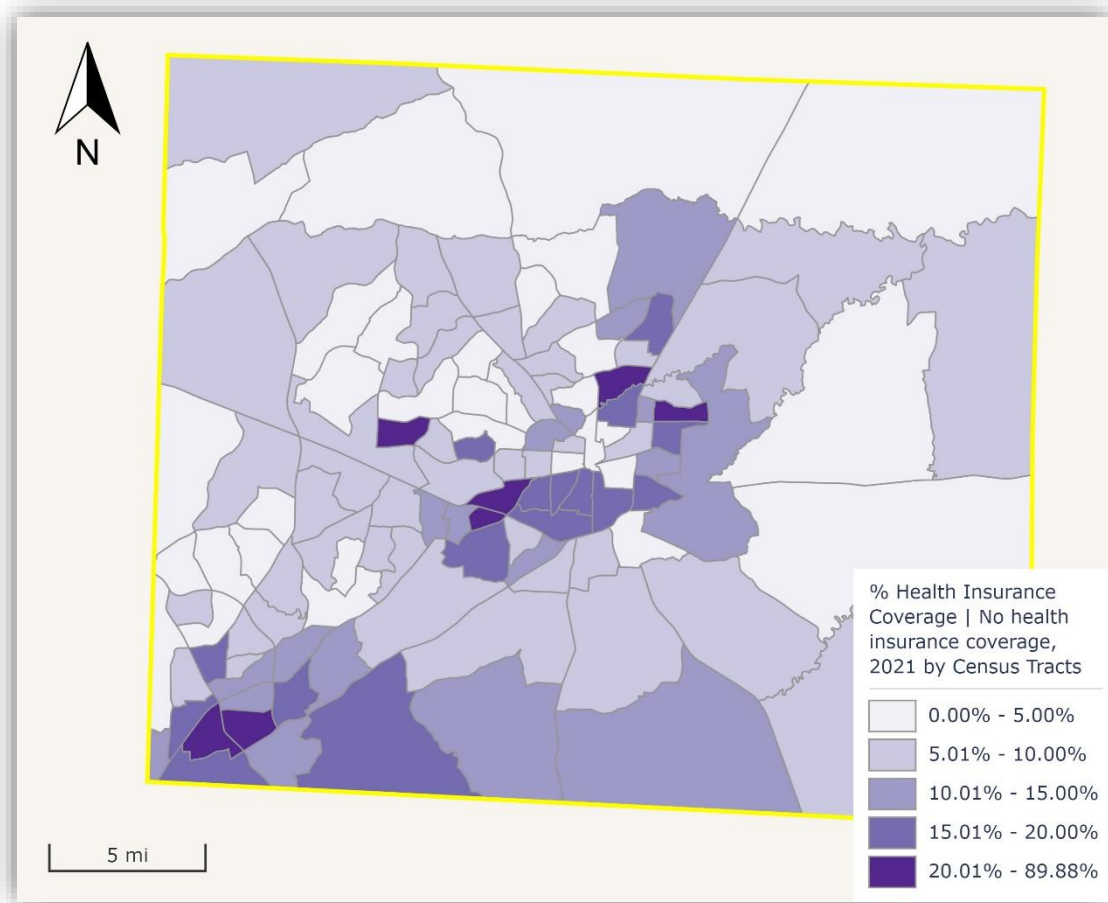
Figure 8 – Population without Health Insurance Guilford County, NC 2021

Quality of Life

In Guilford County 80.6% of households had internet access in 2021 (ACS), but access was not distributed equally throughout the County as can be seen in the map below where dark blue represents 20% or more of households within a Census Tract as lacking connectivity. Guilford County ranked "moderate to high" in terms of social vulnerability (CDC 2018), which was a variable that considers four categories: socioeconomic (ranked as "low"); household composition (ranked as "very low"); minority and language (ranked as "high"); and housing and transportation (ranked as "high"). There are 11 Census Tracts in Greensboro and eight in High Point that are considered by the USDA as having low income and low food access (aka Food Deserts). The justice served population includes 17,000 people released per year from Guilford County Jail. In Guilford County violent crime index is 24.9 (US average is 22.7) and property crime is 55.5. (US average is 35.4). There is an overall crime rate of 2,582 reports per 100,000 residents (FBI Uniform Crime Reports). Assault, Larceny, and Burglary were the most prevalent.

Figure 9 – Households Without Internet Access Guilford County, NC 2021

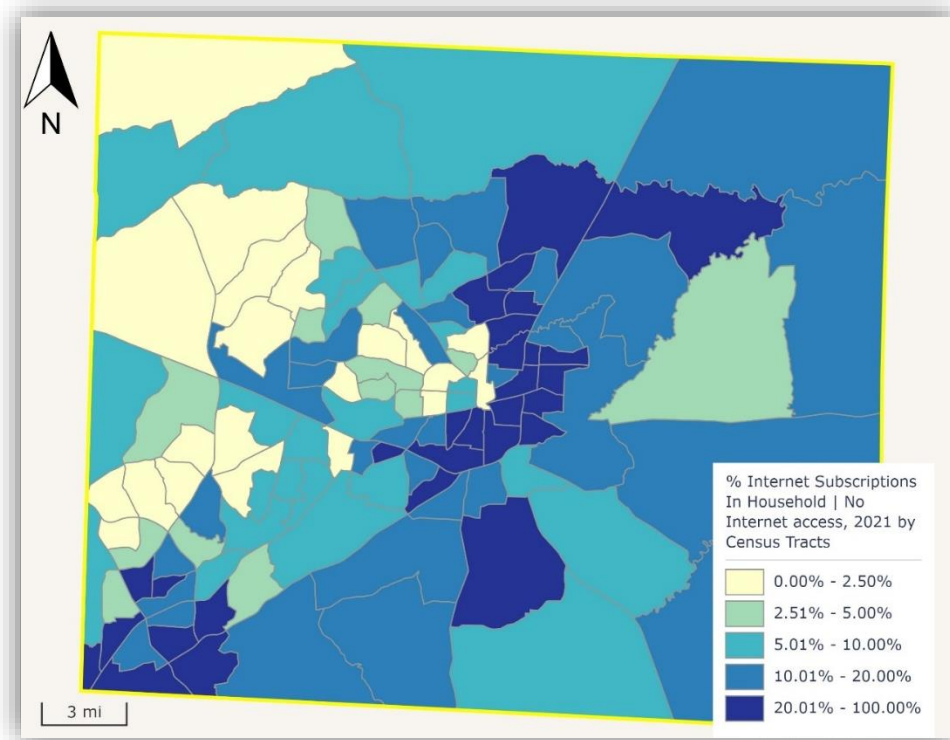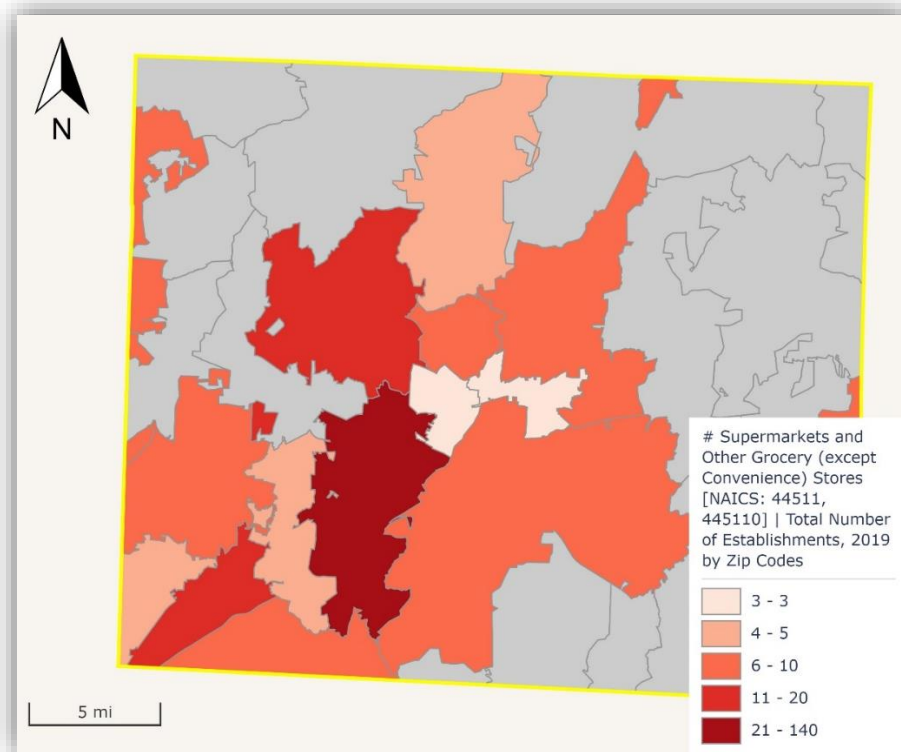*Figure 10 – Supermarket & Grocery Stores by Zip Code in Guilford County, NC 2019*

Employment Trends

Primary Industries

There was a total of 247,759 workers employed in the county and 258,816 adults who are not in the labor force (BLS 2022). The leading employment sectors based on number of people employed (ACS 2016-2020) included: Health Care, Manufacturing, and Retail Trade. According to Data USA, the highest paying industries are Management of Companies & Enterprises ($62,096), Professional, Scientific, & Technical Services ($58,940), and Finance & Insurance ($52,459).

Educational attainment in Guilford County was high with 87.3% of adults completing high school/GED or more, and 35.9% of adults have a higher education degree (bachelor's, master's, or doctorate; ACS 2021). Guilford County Schools has 126 schools and 70,047 students.[1] Only 37% of elementary students tested at or above the proficient level for reading, and 33% tested at or above that level for math. The average high school graduation rate is 82.0%. Those seeking employment and skill development can receive assistance from GuilfordWorks, Guilford Technical Community College, the Welfare Reform Liaison Project, the YWCA Women's Resource Center, and Triad Goodwill.

Industry	Individuals	% of Workforce
1. Health Care and Social Assistance	37,283	14.51%
2. Manufacturing	33,148	12.90%
3. Retail Trade	30,945	12.04%
4. Educational Service	26,685	10.38%
5. Accommodation and Food Services	19,332	7.52%
6. Finance, Insurance, Real Estate	17,494	6.81%
7. Transportation, Warehouse, Utilities	15,542	6.05%

Figure 11 - Workforce by Industry Guilford County, NC 2016-2020

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[1] See https://www.usnews.com/education/k12/north-carolina/districts/guilford-county-schools-105844

Median Income

According to the American Community Survey (2021), the median household income in Guilford County was $53,756. Income was highest in northwest Greensboro and northwest High Point and lowest in south and east Greensboro and south High Point.
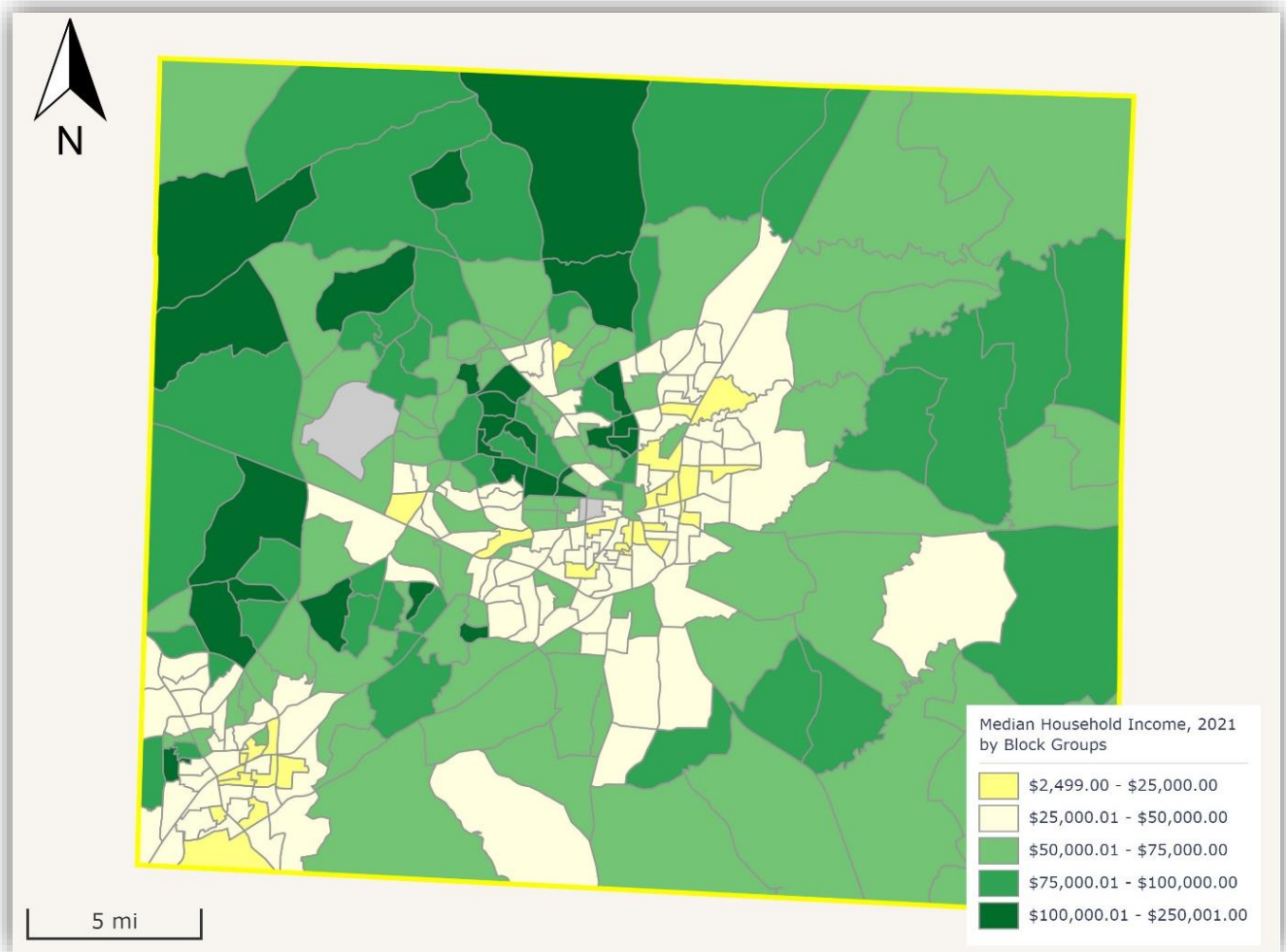
Figure 12 – Median Household Income in Guilford County, NC 2021
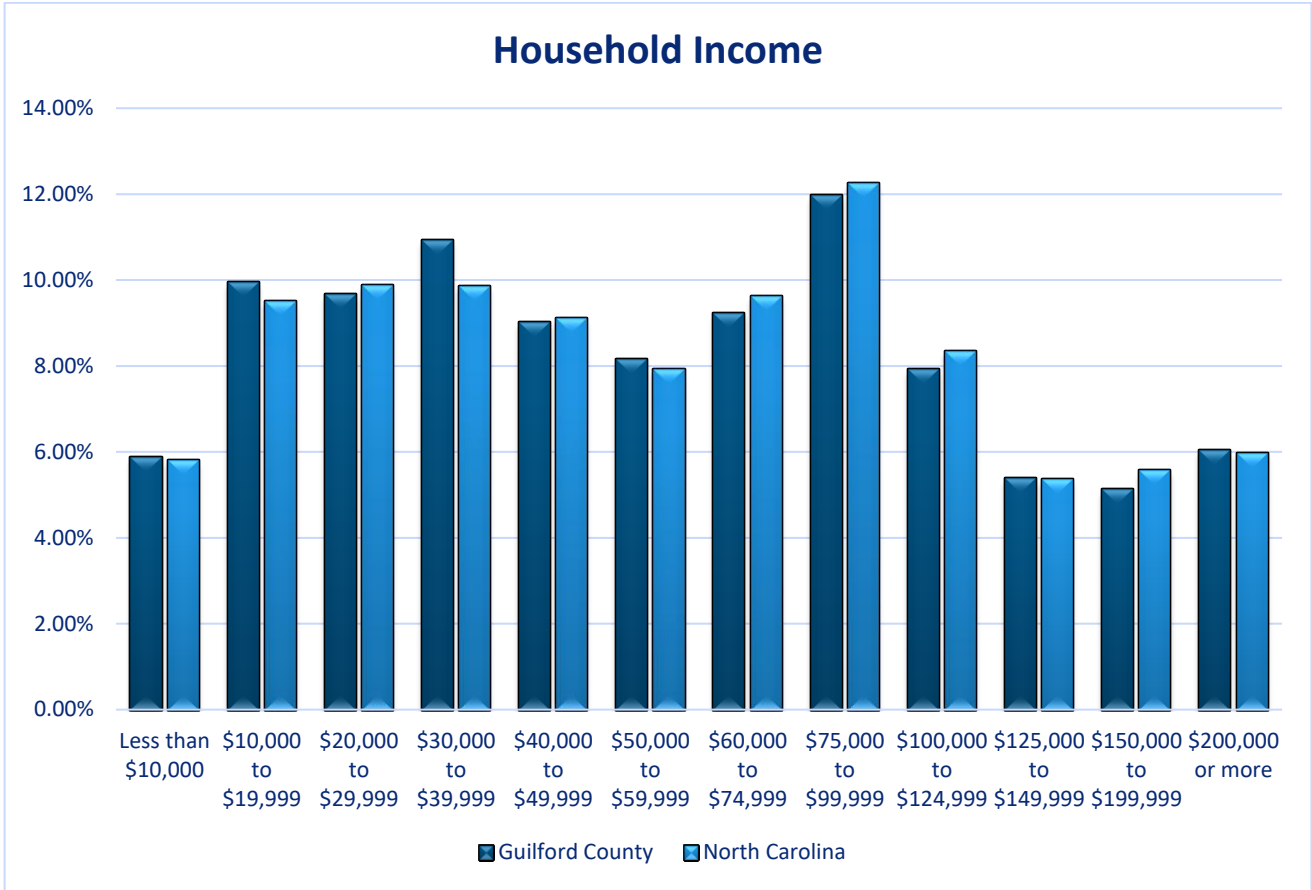
Household Income

Figure 13 – Household Income Guilford County, NC 2021
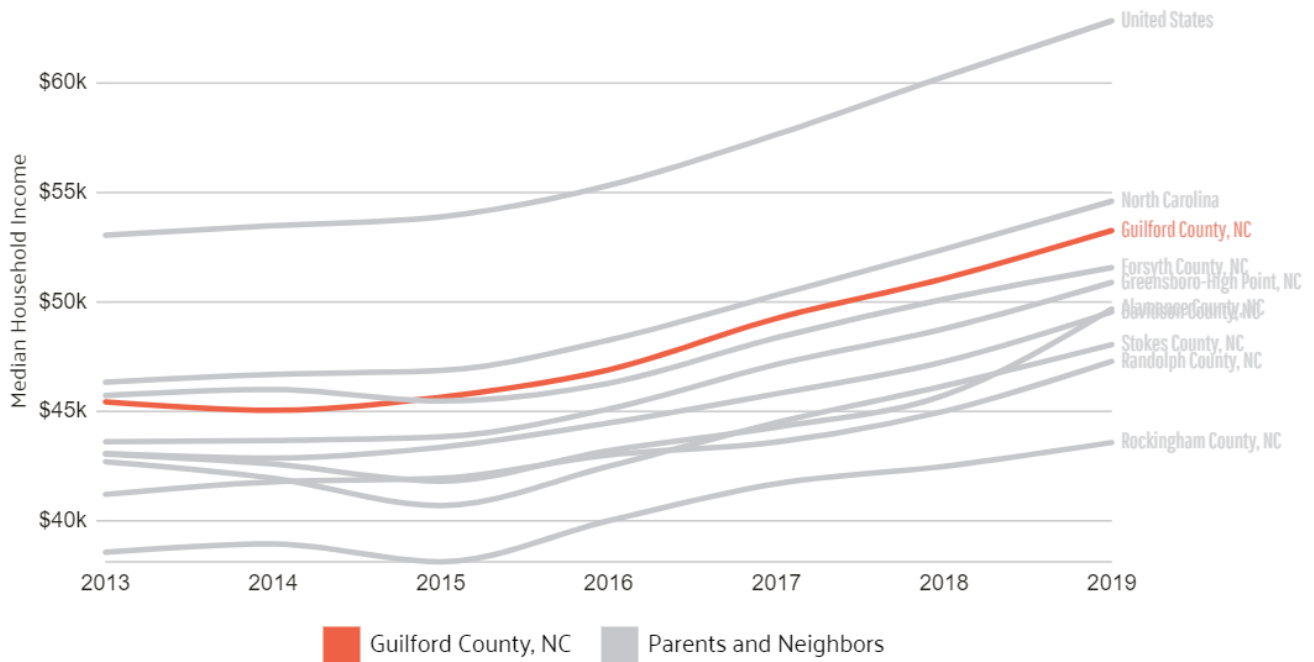
Figure 14 - Comparison of Median Household Income 2013-2019 by County

Unemployment & Poverty

The unemployment rate was 4.3% in Guilford County (Bureau of Labor Statistics, Feb 2022) down significantly from the COVID19 Pandemic high of 15.8% (May 2020), but not back to the pre-pandemic low of 3.3% in Dec 2019. According to the 2021 Nearly one-in-six (15.0%) were in poverty (ACS 2021). In 2019, 37,243 individuals (or 31.6%) in Guilford County received cash public assistance income, food stamps/SNAP, or Supplemental Security Income (SSI) in the last 12 months. One-in-ten (9.0%) of the population are without health insurance coverage (ACS 2021). Four of the Census Tracts in High Point and six the Census Tracts in Greensboro have been designated as having persistent poverty according to the CDFI Fund (2017).

% Poverty Status by Age | In Poverty, 2021 by Block Groups

- 0.00% - 5.00%
- 5.01% - 10.00%
- 10.01% - 25.00%
- 25.01% - 50.00%
- 50.01% - 100.00%
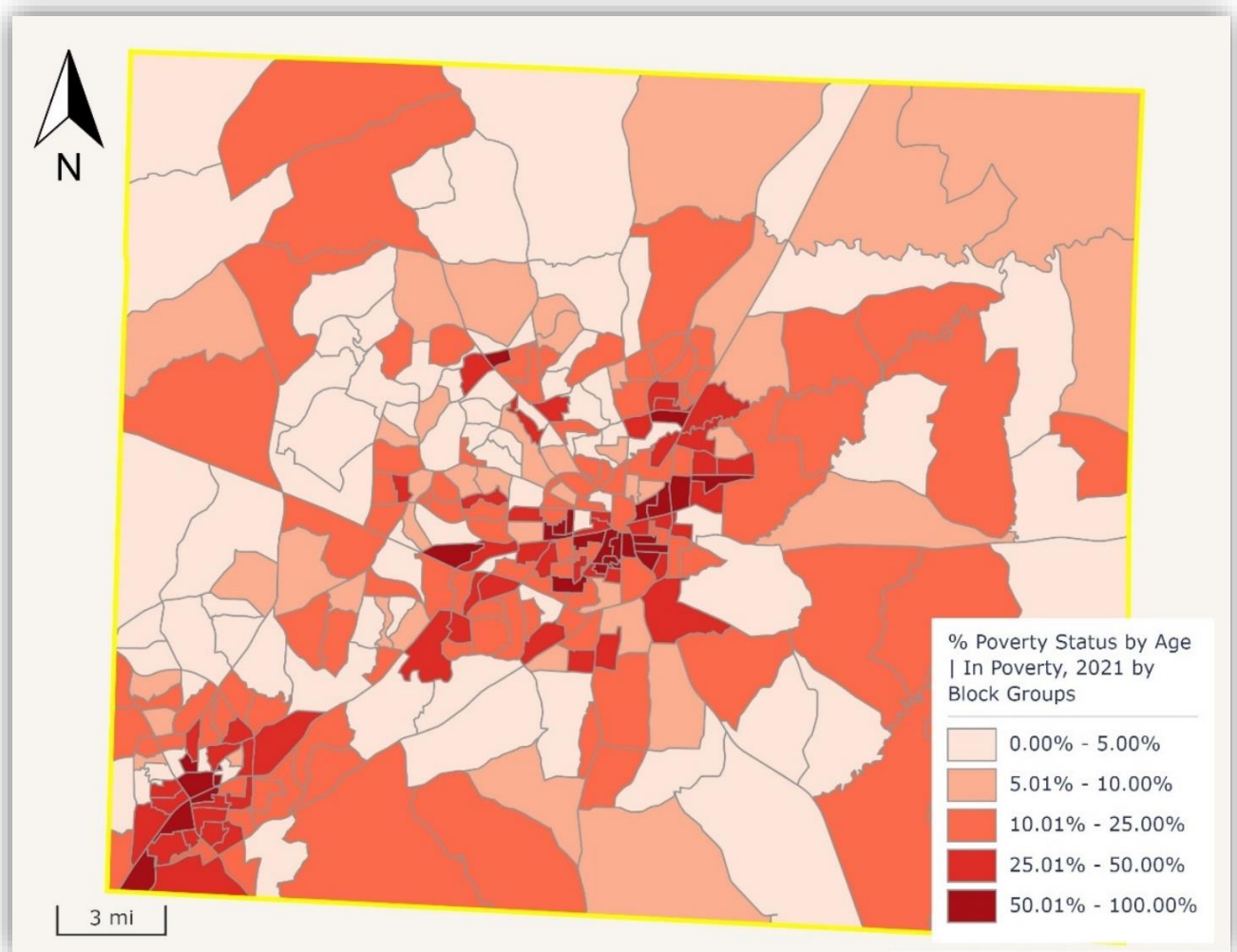
Figure 15 – Poverty Status Guilford County, NC 2021

Employer Identified Needs

Survey of Employers in Guilford County

A survey of employers in the Guilford County area was conducting in the late fall of 2020 and through the spring of 2021. An email list of potential respondents representing leading industries in the area was compiled by staff at the Community Foundation of Greater Greensboro. 398 businesses were contacted with an invitation to respond to the survey. While 206 respondents began filling out the survey 141 completed it for a total response rate of 35.4%.

More than a third of respondents (36.2%) were from the President/CEO or Owner of the company. Just over a quarter (28.3%) were from Human Resources personnel and "other Executives" made up 23.9% of responses. Respondents from the Advanced Manufacturing space made up 22.6% of responses, followed by Skilled Trades (21.8%), and Health Care (20.3%). The majority (61.4%) of business that responded to the survey had less than 100 employees The largest employers by size of workforce were Logistics/Transportation and Health care.
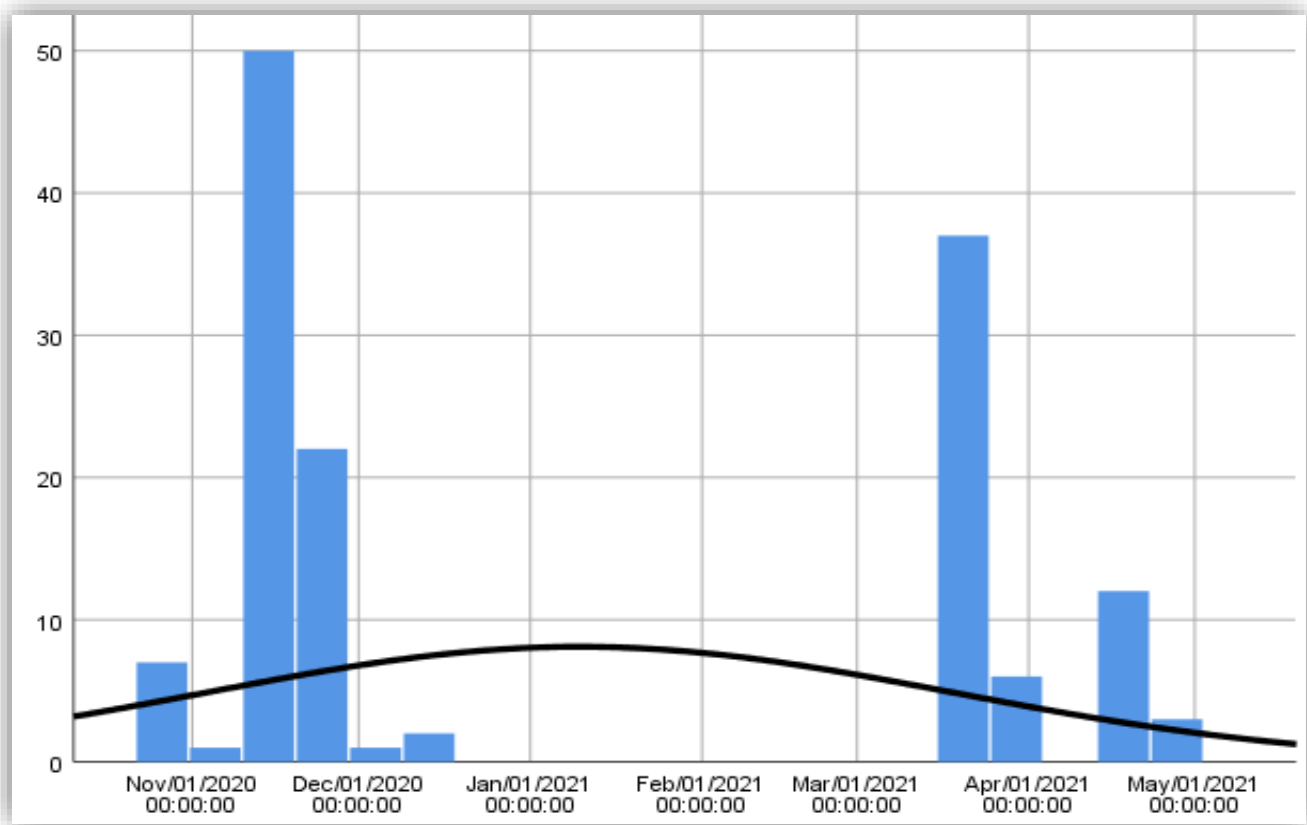
Figure 16 – Response Rae by Date Employer Survey
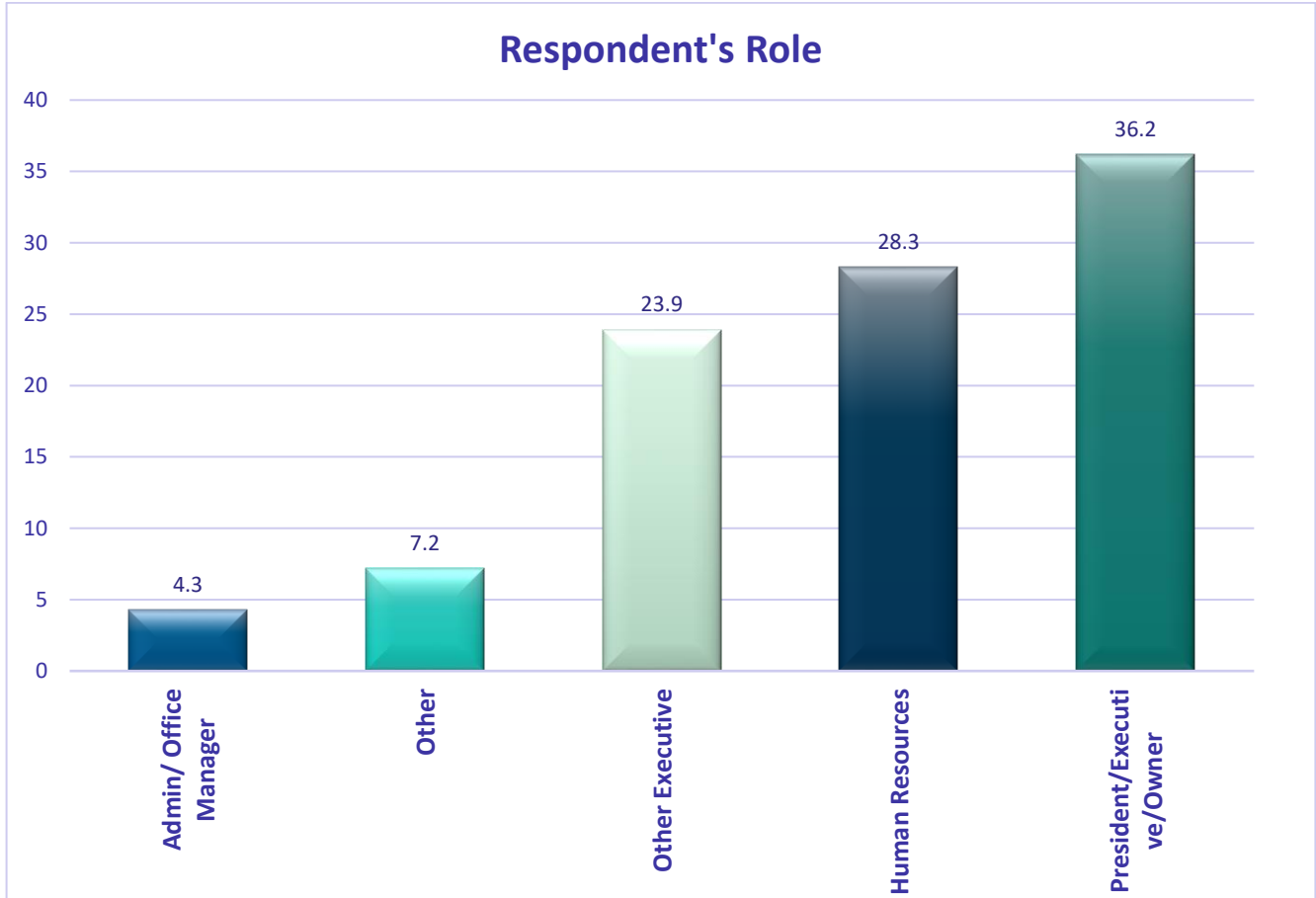
Respondent's Role

Figure 17 - Respondent Role in Business Employer Survey

Bar chart "Respondent's Role" with values:
- Admin/ Office Manager: 4.3
- Other: 7.2
- Other Executive: 23.9
- Human Resources: 28.3
- President/Executive/Owner: 36.2
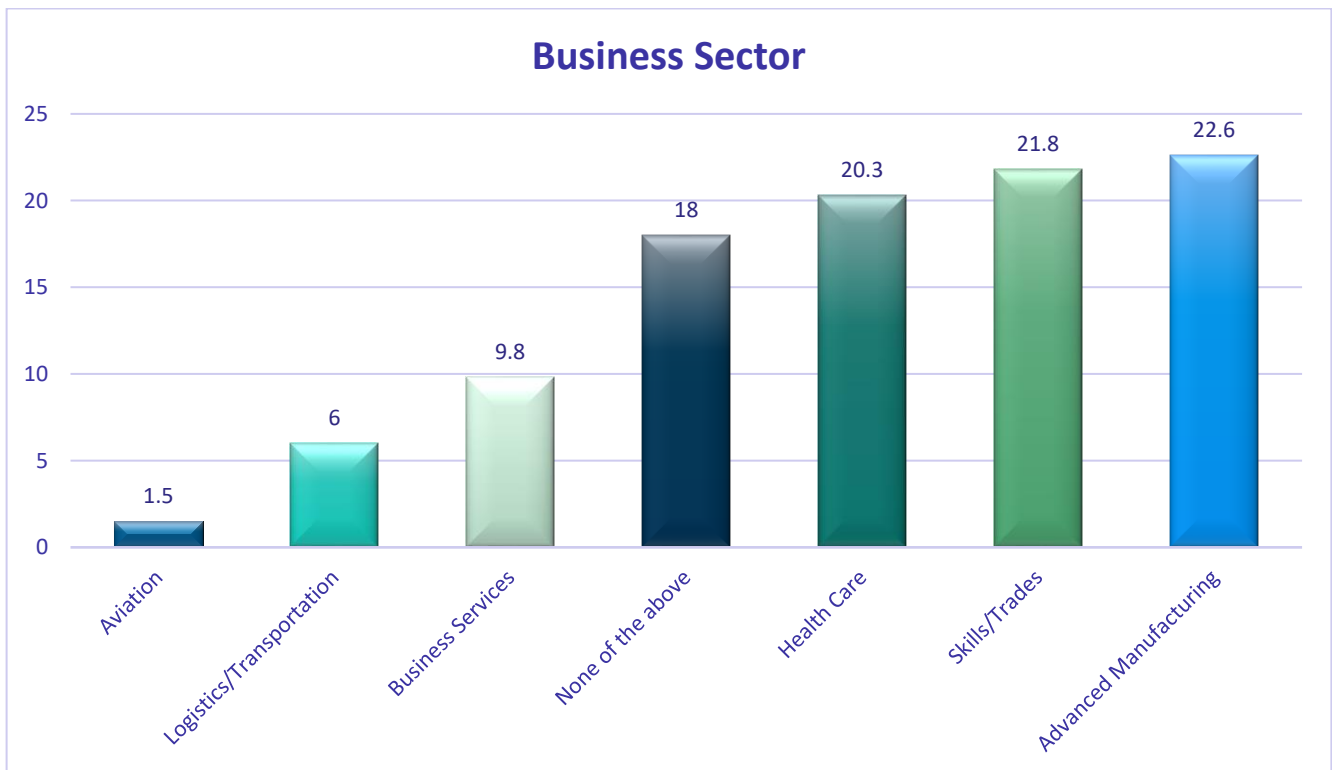
Business Sector

Figure 18 – Business Sector of Respondent Employer Survey

Bar chart "Business Sector" with values:
- Aviation: 1.5
- Logistics/Transportation: 6
- Business Services: 9.8
- None of the above: 18
- Health Care: 20.3
- Skills/Trades: 21.8
- Advanced Manufacturing: 22.6

Figure 19 - Number of Employees in Guilford County

Sector by Average Number of Employees

Figure 20 - Number of Employees in Guilford County by Sector

Educational Attainment of Workforce

Employers were asked about educational attainment of their current workforce. Business Services had the highest reported degree attainment with 61.6% of the current workforce having associate degrees or higher education. This was followed by Health Care with 47.1% and Aviation with 40.0%. Advanced Manufacturing had the highest rate of workers with High School or less education (50.9%) followed by Skills/Trades with 50.4%.

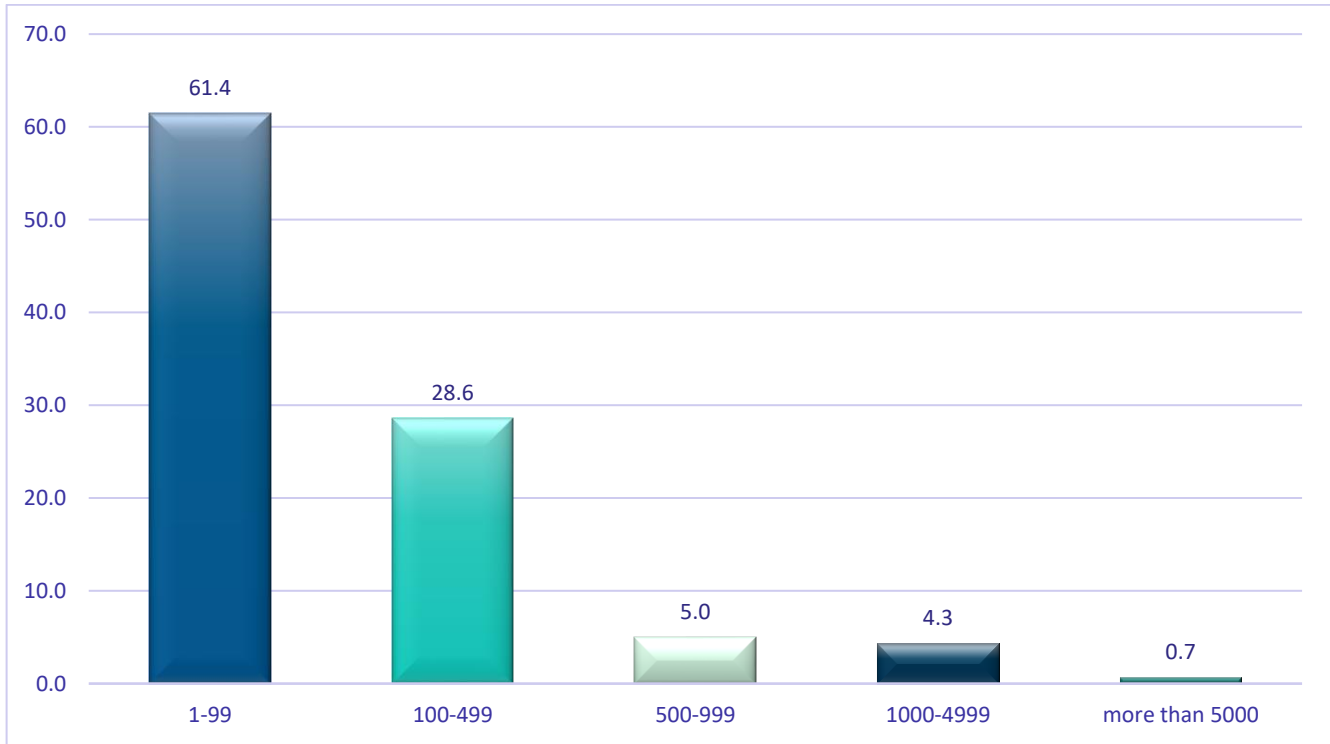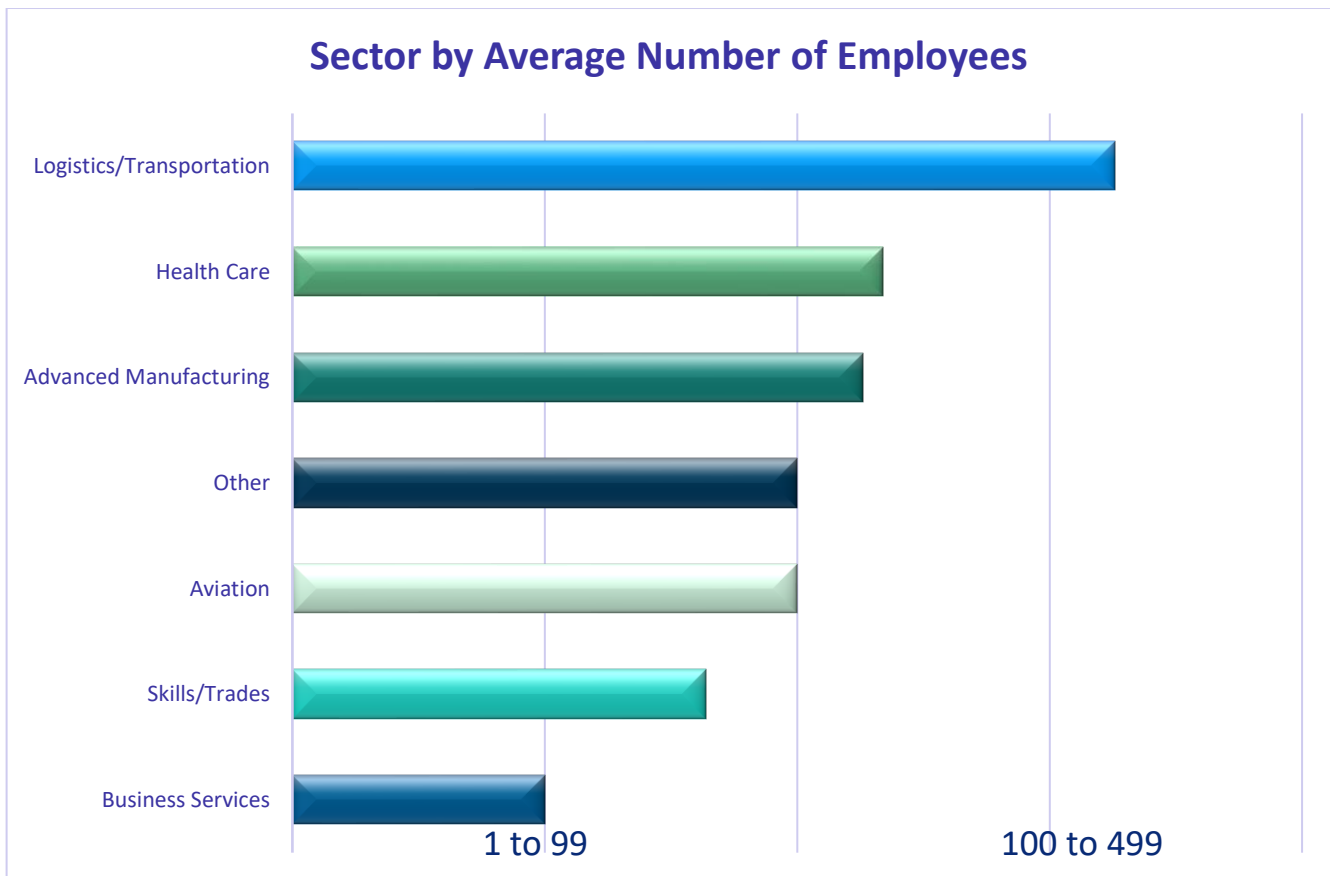|	Less than High School	High School or GED	Non-Degree Certificate	Associate Degree	Bachelor Degree	Less than High School
Advanced Manufacturing	4.2%	46.7%	6.8%	11.2%	23.3%	4.4%
Aviation	0.0%	30.0%	30.0%	0.0%	30.0%	10.0%
Business Services	0.0%	20.7%	10.0%	10.0%	30.4%	21.2%
Health Care	0.4%	20.7%	12.4%	17.0%	12.8%	17.3%
Logistics/Transportation	3.5%	44.2%	15.3%	12.0%	19.8%	5.2%
Skills/Trades	2.5%	47.9%	7.2%	9.9%	12.1%	1.3%
Other	8.5%	34.4%	2.0%	12.7%	24.7%	9.7%
AVERAGE	2.7%	34.9%	12.0%	10.4%	21.9%	9.9%

Figure 21 - Estimated Percentage of Workforce by Education Level

Employer Needs in Next Five Years

Overwhelmingly, employers say they need 17,578 workers with a minimum of High School/GED and 7,991 workers with Associate Degrees followed by 5,809 with Bachelor Degrees. Employers say they also need 3,148 workers with Non-Degree Certificates and 1,242 with less than a High School education. The greatest overall need for workers was in the Health Care sector estimated number of employees by educational attainment next 5 years by industry with as many as 30,504 workers, followed by Advanced Manufacturing with 1,658 and Skills/Trades with 943. Overall, 35,463 positions are needed in the next five years by the 141 industries that responded to the survey. Business Services continues to have the highest need for four-year degrees (43% of workforce) while Aviation has the greatest need for Non-Degree Certificates (835 of workforce).

	Less than High School	High School or GED	Non-Degree Certificate	Associate Degree	Bachelor Degree
Advanced Manufacturing	75	726	180	297	380
Aviation	0	0	25	0	5
Business Services	0	15	12	28	41
Health Care	1,007	14,708	2,573	7,202	5,014
Logistics/Transportation	23	73	50	48	40
Skills/Trades	51	322	212	275	83
Other	84	1622	63	84	145
TOTALS	1,240	17,466	3,115	7934	5,708

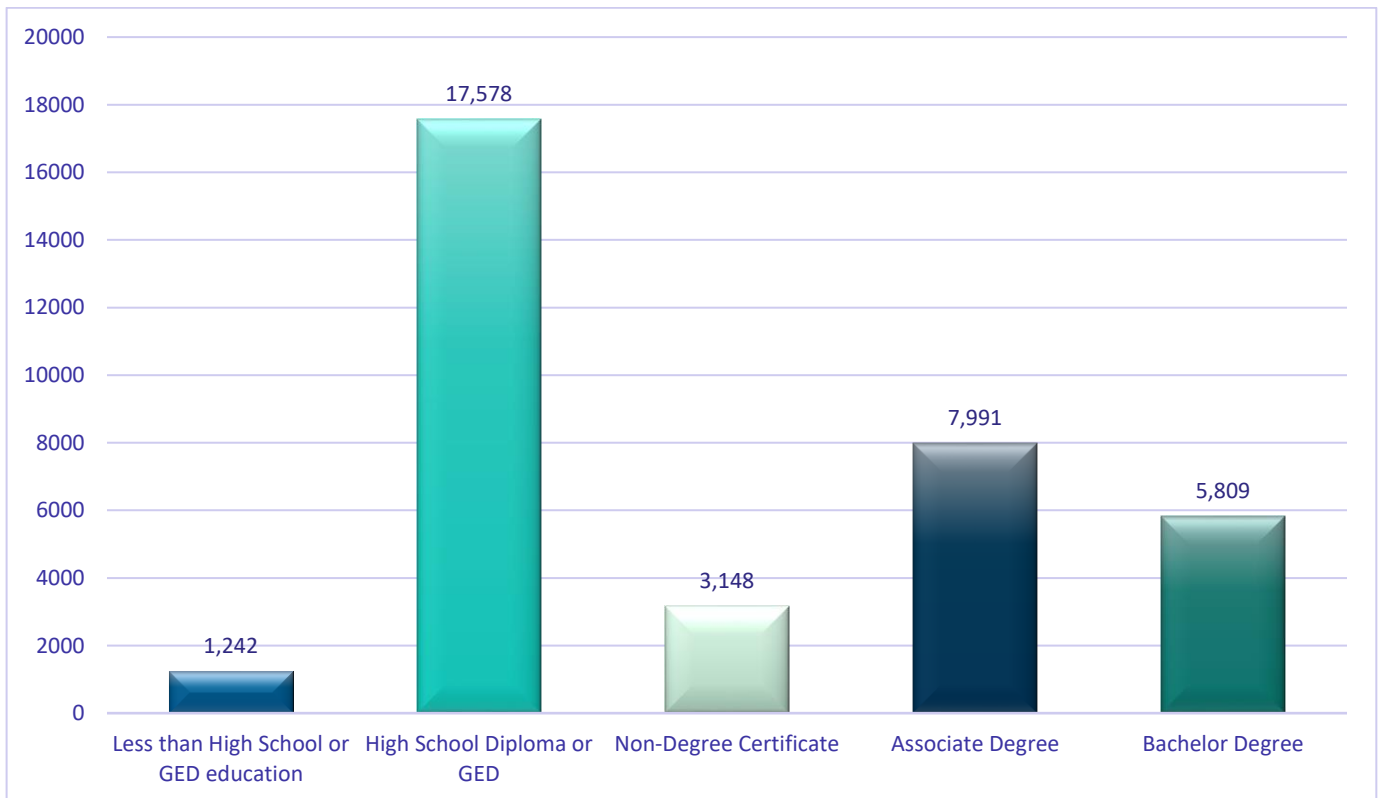*Figure 22 -Estimated Educational Attainment Next 5 Years by Industry*

Figure 23 - Total Number of Workers Needed by Credential in the Next Five Years

	Less than High School	High School or GED	Non-Degree Certificate	Associate Degree	Bachelor Degree
Advanced Manufacturing	5%	44%	11%	18%	23%
Aviation	0%	0%	83%	0%	17%
Business Services	0%	16%	13%	29%	43%
Health Care	3%	48%	8%	24%	16%
Logistics/Transportation	10%	31%	21%	21%	17%
Skills/Trades	5%	34%	22%	29%	9%
Other	4%	81%	3%	4%	7%

Figure 24 -Estimated Educational Attainment Next 5 Years by Industry

Credentials Needed in Next Five Years

Employers were asked to estimate the number of new positions by subject of study in the next five years for Non-Degree Certificates, Two-year Degrees, and Four Year Degrees. For Non-Degree Certificates, the top three choices were Nursing Assistants (2,500 needed), Certified Nursing Assistants (600 needed), and Phlebotomists (515 needed). Among Two-Year degree programs, the top three choices were Registered Nurse (1200 needed), Certified Medical Assistant (600 needed), and Licensed Practical Nurse (400 needed). Finally, among Four-Year Degrees needed, the top three choices were Registered Nurses (1500), Information Technology Fields (602 needed), and Finance (313 needed).

Non-Degree Certificates Needed

Certificate	Value
Nursing Assistant	2500
Certified Nursing Assistant	600
Phlebotomist	515
Sterile Processing Techs	350
Certified Medical Assistant	205
PipeFitters	202
Sheet Metal Mechanics	200
Emergency Medical Technician	200
Commercial Driver's License	144
Welding	136
Electrical Apprentice	117
Technology Associates	100
Cardiac Monitor Tech	100
Equipment Operator	90
Computer Numerically Controlled (CNC)...	28
Metal Fabricators Certificates	50
HVAC Service Technician	30
Material handlers	25
Airframe and Powerplant License	25
Advanced manufacturing	25

Figure 25 - Top hiring needs next five years for Non-Degree Certificates

Two-Year Degrees

Degree	Value
Registered Nurse	1200
Certified Medical Assistant	600
Licensed Practical Nurse	400
Radiologic Technicians	250
Respiratory Therapists	200
Medical Assistant/Associate	125
Nursing	105
Computer Science	101
Welding	100
HVAC Service Technician	85
Electrical Technologies	67
Electrician	55
General Education	40
Medical Office Administration	25
Mechatronics	14
Advanced Manufacturing	14
Maintenance Technician	12
Supply Chain Management/ Logistics	11
Electronic Engineering Technology	10
Management	8

Figure 26 - Top hiring needs next five years for Two-Year-Degrees

Four-Year Degrees

Degree	Value
Registered Nurse	1500
Information Technologies	602
Finance positions	313
Psychology / Counseling	120
Nursing	111
Engineering	102
Technology	100
Inside Sales	100
Customer Service	100
Patient Account Representative	75
Professional	50
Business Administration	48
Mechanical Engineer	40
Electrical Engineering	28
Construction Management	26
Chemical Engineering	20
Accounting	17
Registered Nurse	15
Chemistry	12
Textile Engineering	10

Figure 27 - Top hiring needs next five years for Four-Year-Degrees

Hiring Difficulties

Employers were asked to indicate some of the hiring difficulties they have currently in filling open positions. A majority (61%) had insufficient applicants for positions. More than half (56%) indicated that applicants lacked relevant work experience needed for the positions. More than a third (36%) said workers were unwilling to accept wages being offered. Soft Skills (33%) and a lack of Education (31%) were next. Employers did not see childcare or transportation as major issues with hiring workers.

Hiring Difficulties

Category	Percentage
Insufficient number of applicants	61 %
Lack of relevant work experience	56 %
Unwillingness to accept offered wages	36 %
Lack of soft skills	33 %
Educational Credentials	31 %
Criminal Background	26 %
Transportation	14 %
Other (please explain)	13 %
Dependent care	10 %

Figure 28 - Top hiring difficulties of Employers

Background Screening & Retention

Employers were asked about background screening, drug testing and retention of new employees. While 5% of respondents said they had no background screening, nearly one-in-five (19%) said they do not allow felonies within the last seven years. Nearly a quarter of employers (24%) had "other" screening including on a case-by-case basis. One-in-five employers declined to provide an answer. Employers were also asked about drug testing with 41.3% indicating they require a 10-panel test. However, 18.8% indicated that the require no drug testing. Nearly a third of respondents said that for every 10 entry level positions they fill all are still employed at 90 days. Meanwhile 11.4% said that three or fewer new employees are retained after 90 days.
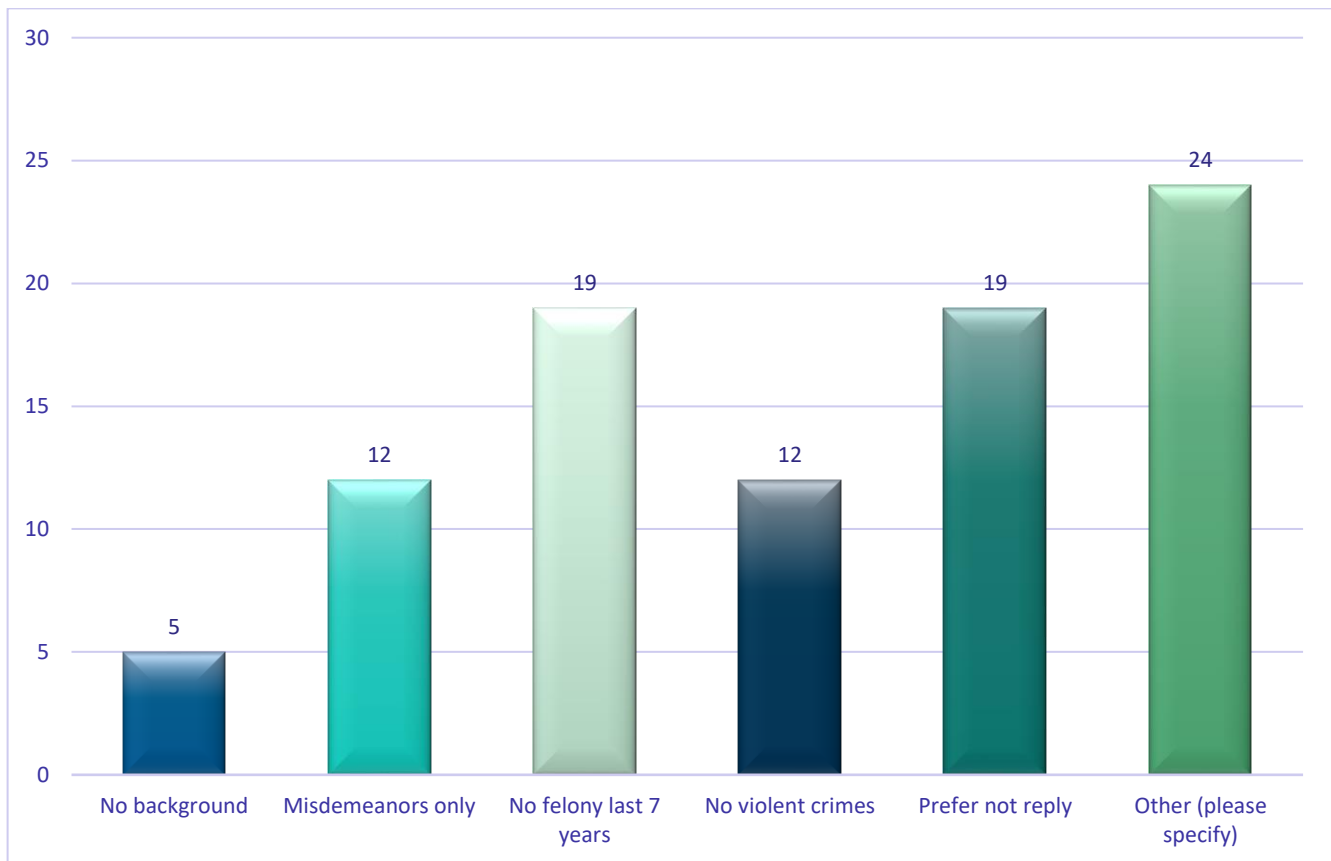
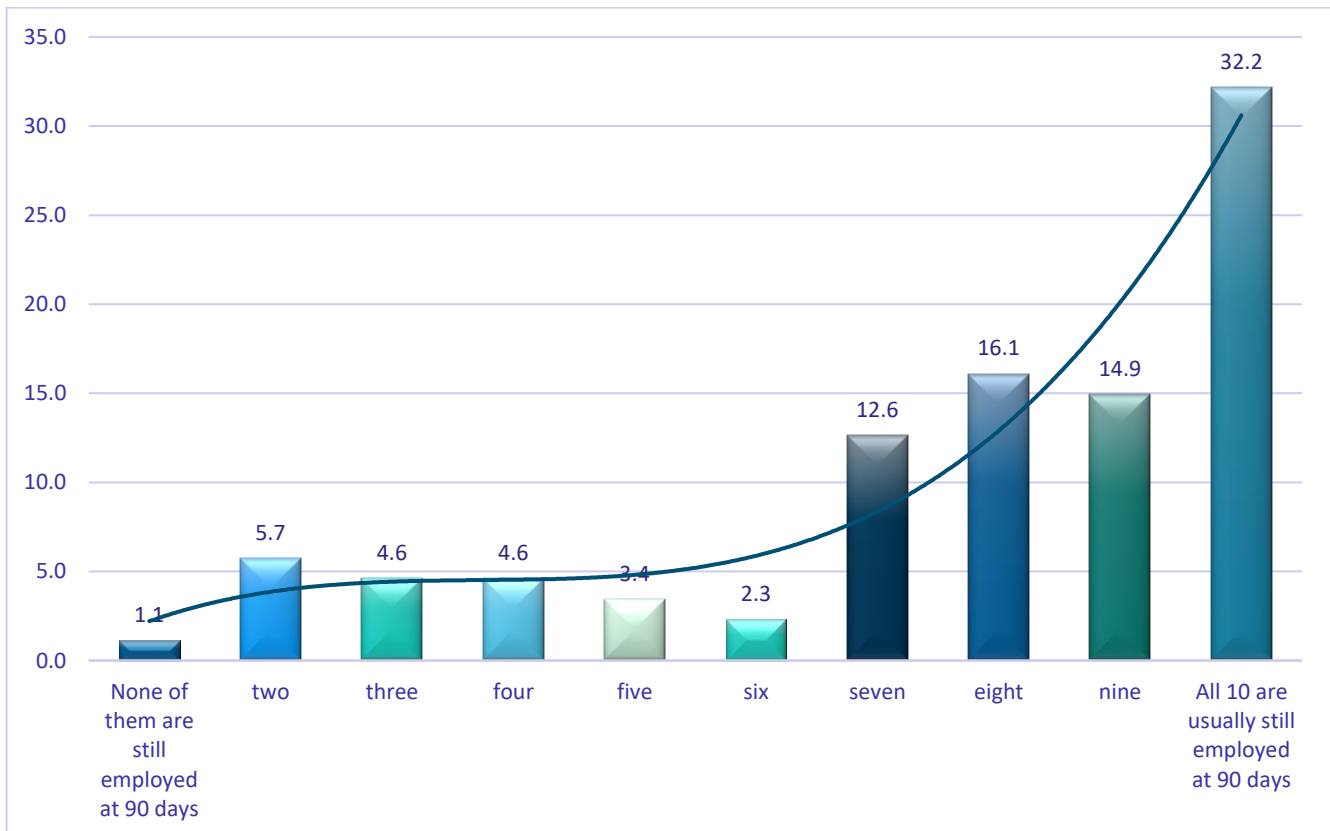*Figure 29 - Criminal Background Policy*
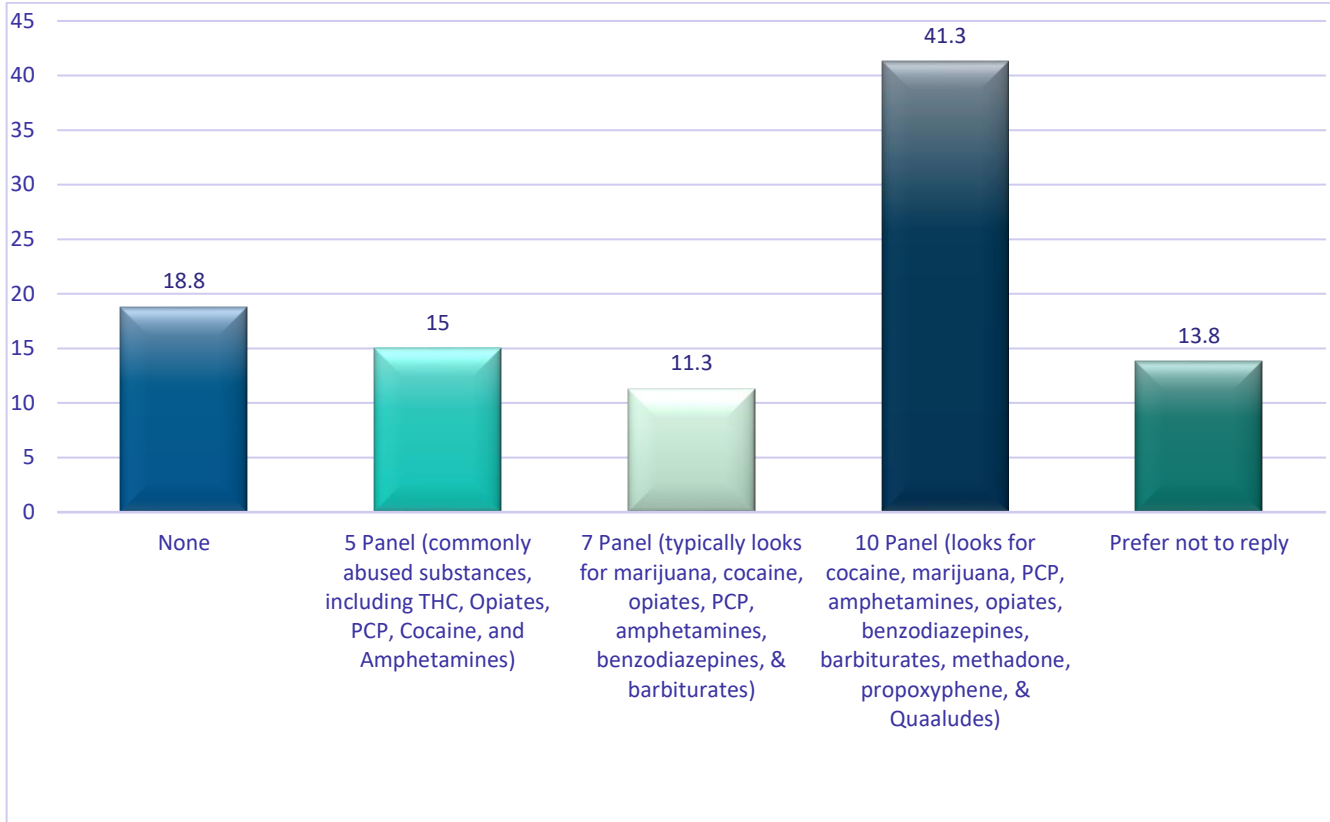
Figure 30 - Drug Testing Policy

Figure 31 - Individuals are still employed at 90 day

Worker Identified Needs

Survey of Workers in Guilford County

A survey of workers was administered via paper and internet (mobile friendly) between March 2021 and September 2021 with a total response of 712 individuals. The bulk of responses came in April 2021 (n=466). Half of the respondents (48%) self-identified as white, a quarter (26%) as Black or African American, and 12% as American Indian or Alaska Native. The majority of respondents lived in the central urban areas of High Point and Greensboro (see map next page).

Responses

	Mar	Apr	May	Jun	Jul	Aug	Sep
	138	466	80	7	17	2	3
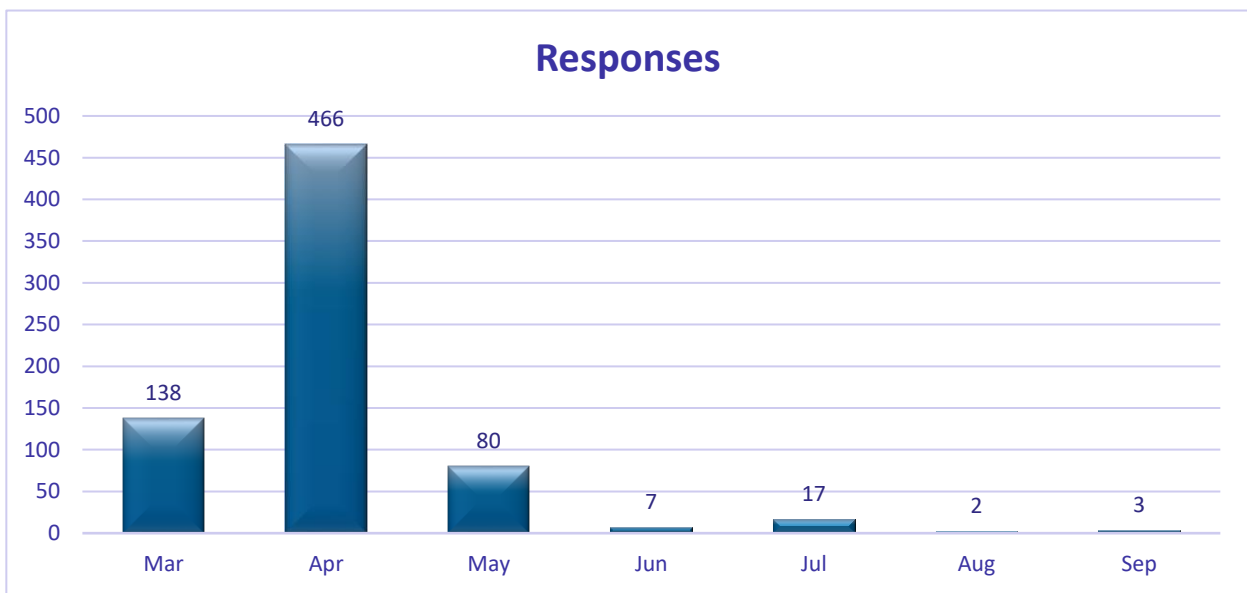
Figure 32 – Responses by Month Community Survey 2021

Race of Respondents
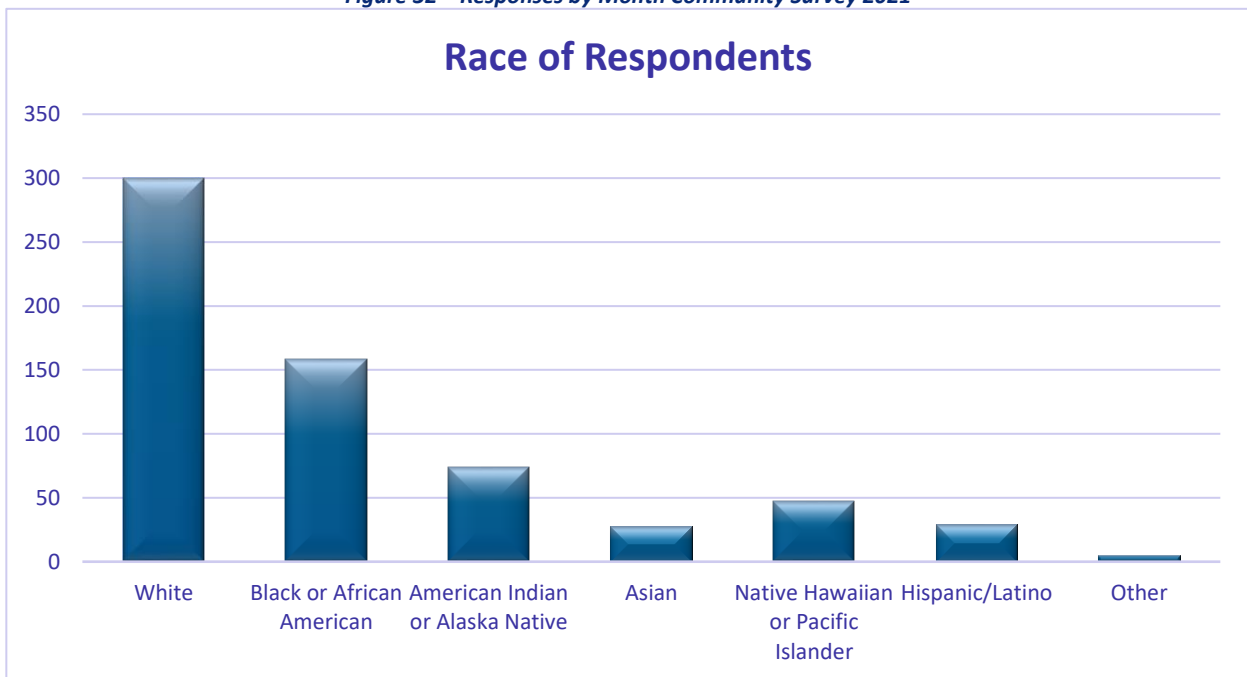
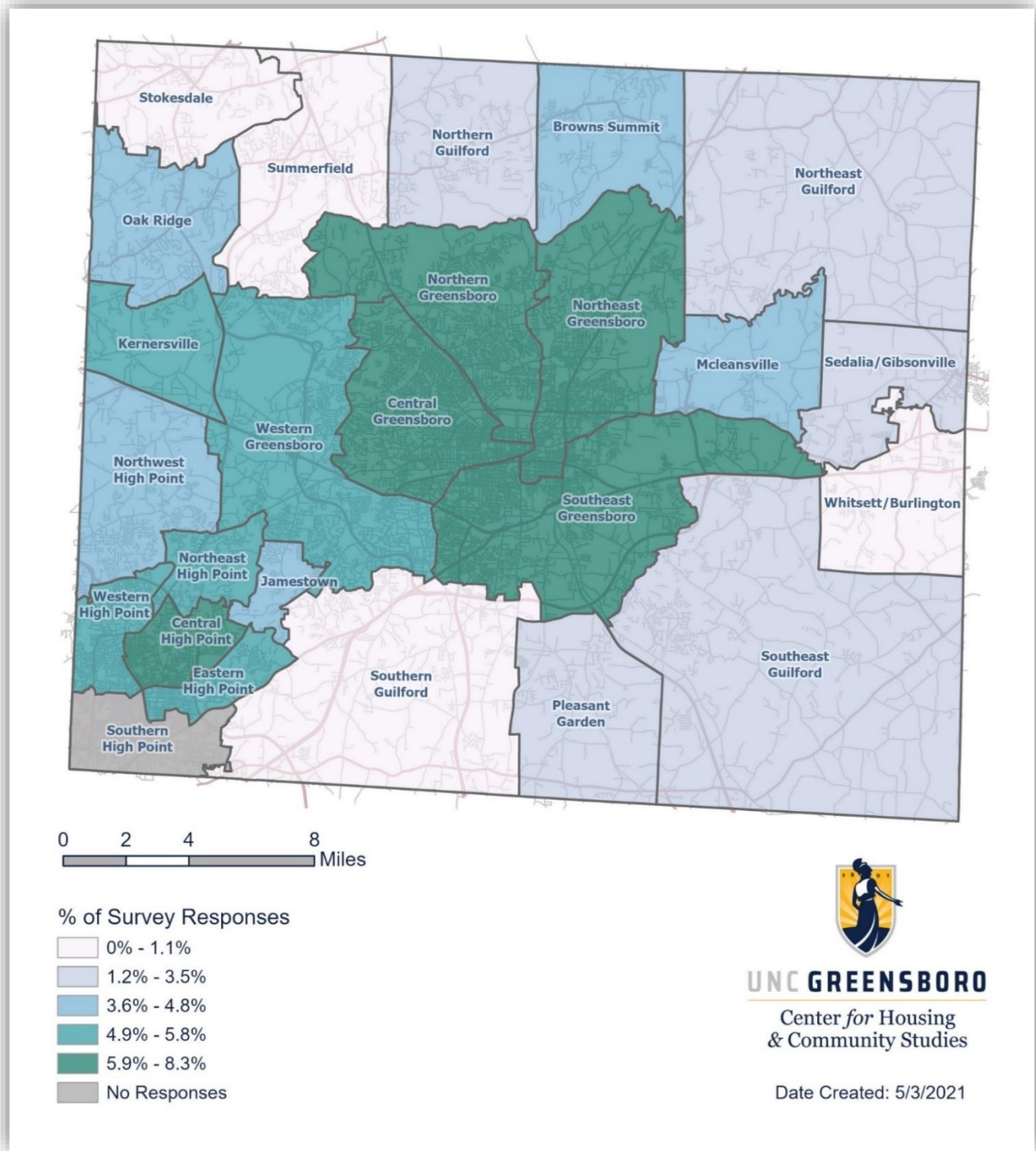*Figure 33 – Race of Respondents Worker Survey 2021*

Figure 34 – Location of Respondents Worker Survey 2021

The largest response was from workers in the 25-34 years age bracket (35.3%) followed by 35-44 years age group (20.9%). While one-in-five (19.2%) respondents had a High School Diploma/GED or less, the greatest response was from workers with Some College but No Degree (29.2%). One-in-Seven (14.8%) have completed a Two-Year College Degree and 28.6% have a Four-Year University Degree or higher.
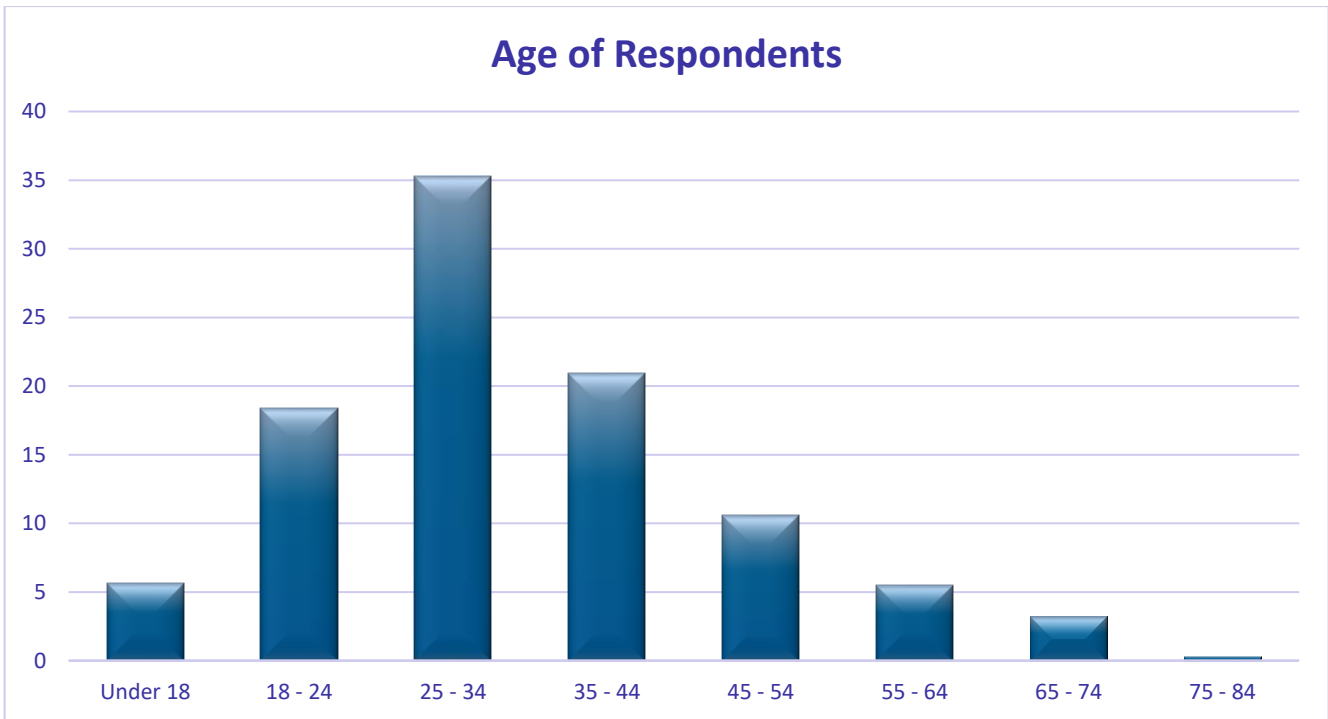

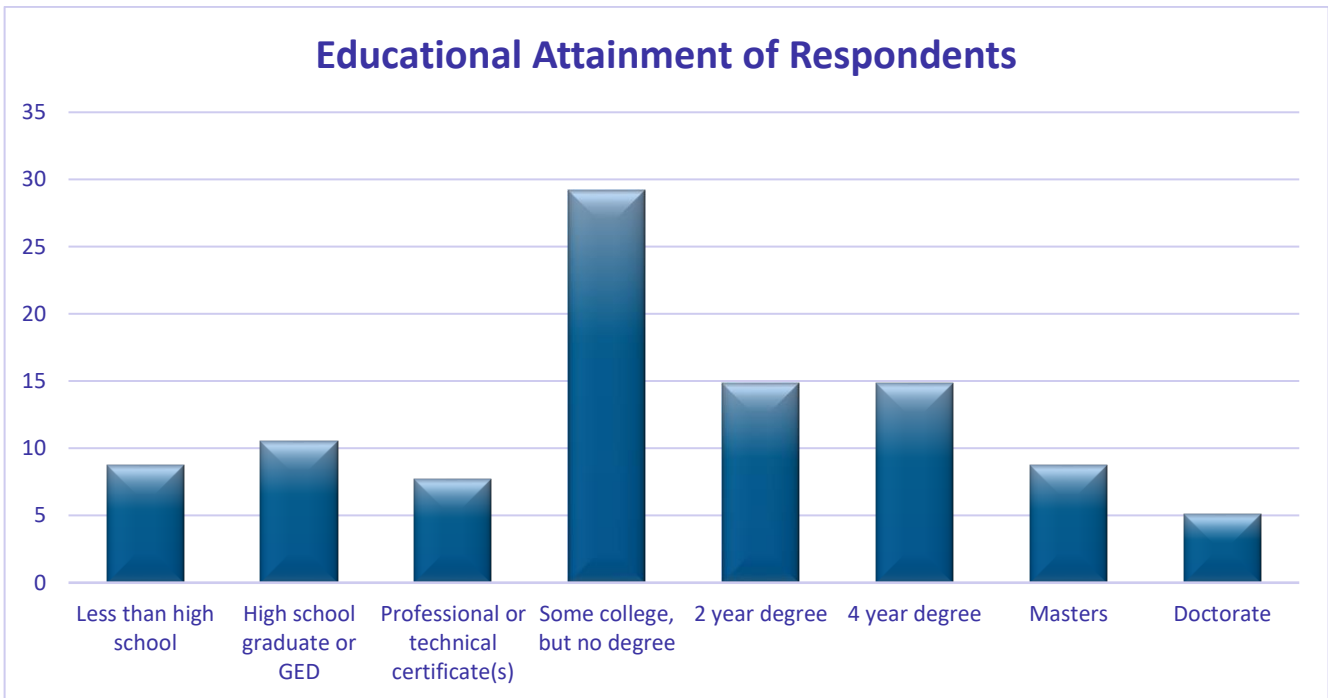*Figure 35 – Age of Respondents Worker Survey 2021*

Figure 36 – Educational Attainment of Respondents Worker Survey 2021

Most respondents (60%) were employed full time while 10% had part time employment. The median household income for respondents was between $40,000 - $49,999 while more than a third (36.3%) earned less than $30,000.
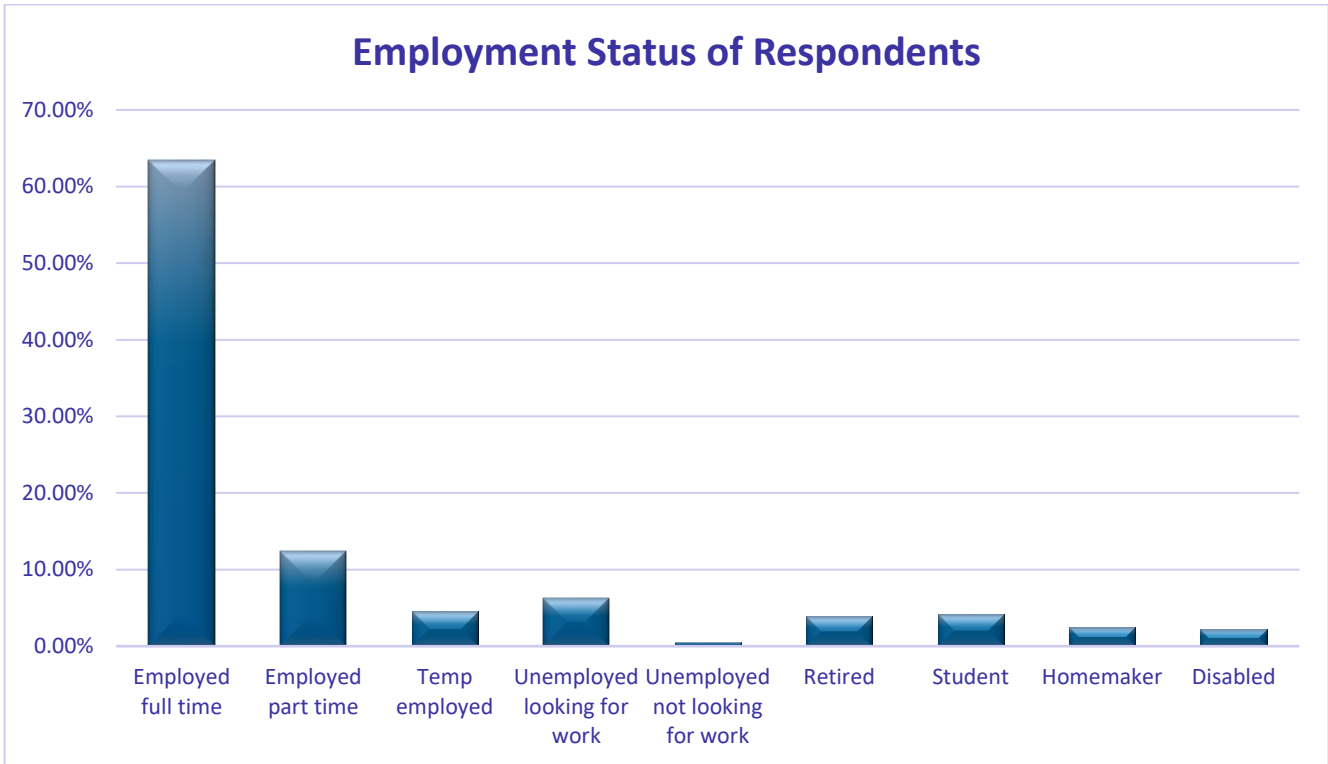

Employment Status of Respondents

Figure 37 – Employment Status of Respondents Worker Survey 2021
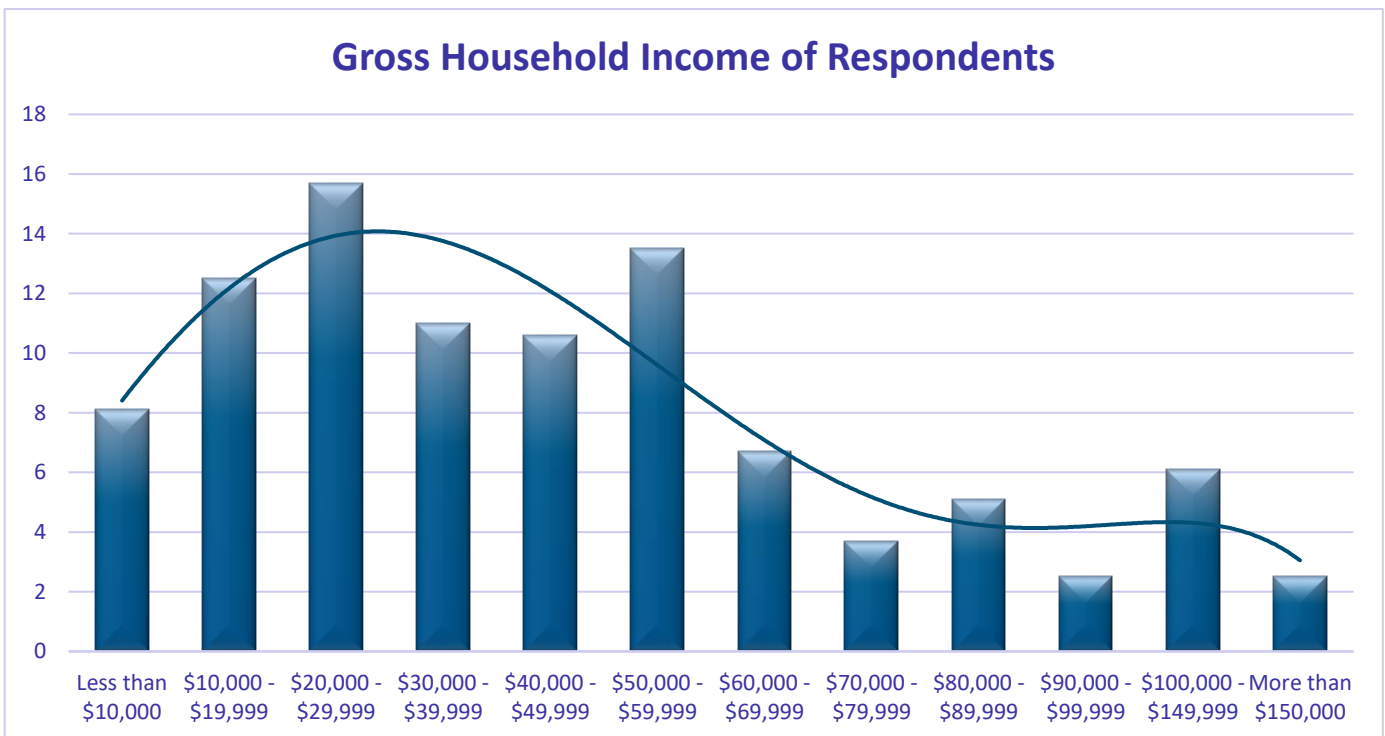

Gross Household Income of Respondents

Figure 38 – Gross Household income of Respondents Worker Survey 2021

Interest in Furthering Education

Three-quarters (74.6%) of respondents indicated a desire to continue their post-secondary education. There was little overall difference in interest by race, however we did see that females were less likely to want to continue their education. There were also slight differences by educational attainment with those with less than High School and those with Professional or Technical Certificates wanting to continue post-secondary education.
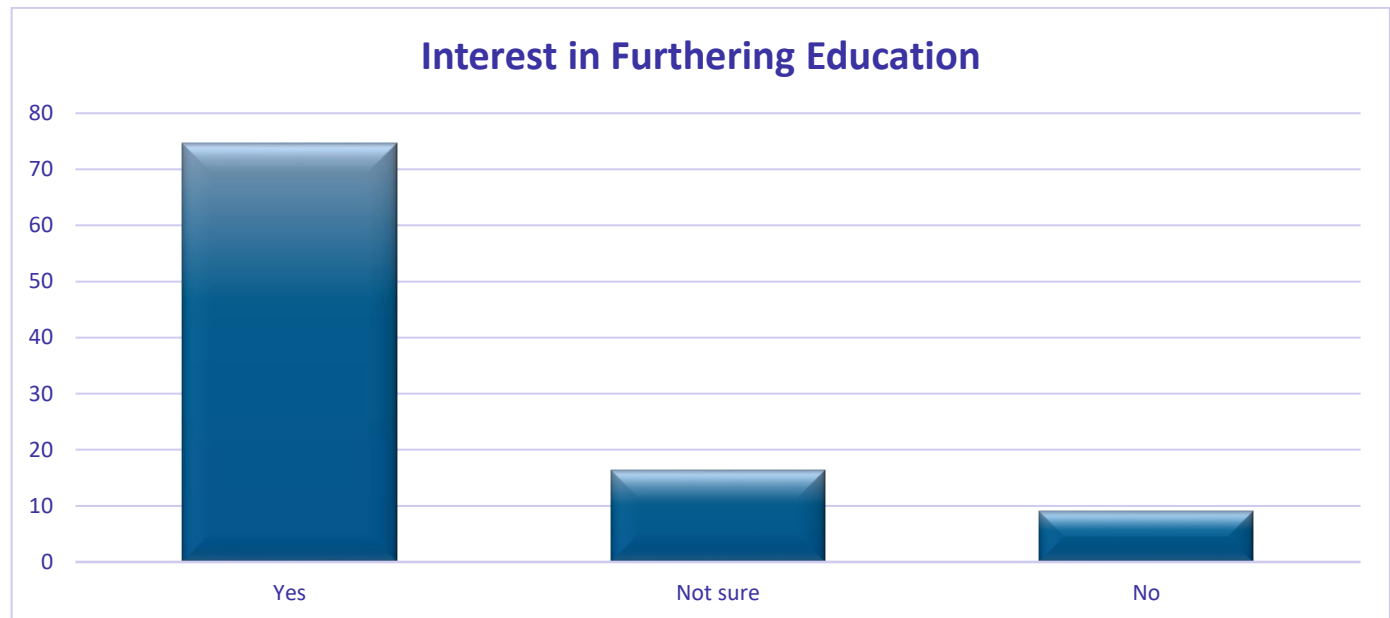

Figure 39 - Interest in Furthering Education

Interested in Furthering Education	Yes	Not Sure	No
White	75%	14%	11%
Non-White	74%	18%	8%
Male	79%	14%	7%
Female	70%	18%	13%
Non-Binary	67%	33%	0%
Trans	71%	29%	0%
Less than high school	81%	187%	2%
High school graduate or GED	68%	24%	8%
Professional or technical certificate(s)	83%	15%	2%
Some college, but no degree	80%	14%	6%
2-year degree	80%	15%	5%
4-year degree	64%	16%	20%
Masters	54%	24%	22%
Doctorate	77%	7%	17%

Figure 40 – Interest in Furthering Education by Social Characteristics and Education

Barriers to Continuing Education

Workers were asked about potential barriers to furthering their post-secondary educations. Half of respondents (48.5%) indicated that they have debt from tuition or fees associated with post-secondary education that prohibit them from continuing their education. Tuition for continuing education was the greatest barrier with 38% of respondents. Foregoing income while pursuing education was also a major barrier (37%). Transportation (17%) and Childcare issues (15%) were also significant barriers. Some differences were noted on barriers by race and sex. Tuition, childcare, student loans, healthcare, and Limited English Proficiency were more common barriers for minority respondents. Similarly, female respondents were more impacted by tuition, childcare, student loans.

Post-Secondary Debt		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	287	40.3	48.5	48.5
	No	284	39.8	48.0	96.5
	Don't know	21	2.9	3.5	100.0
	Total	592	83.0	100.0	
	Missing	121	17.0		
Total		713	100.0		

Figure 41 – Post Secondary Debt as Barrier to Continuing Education
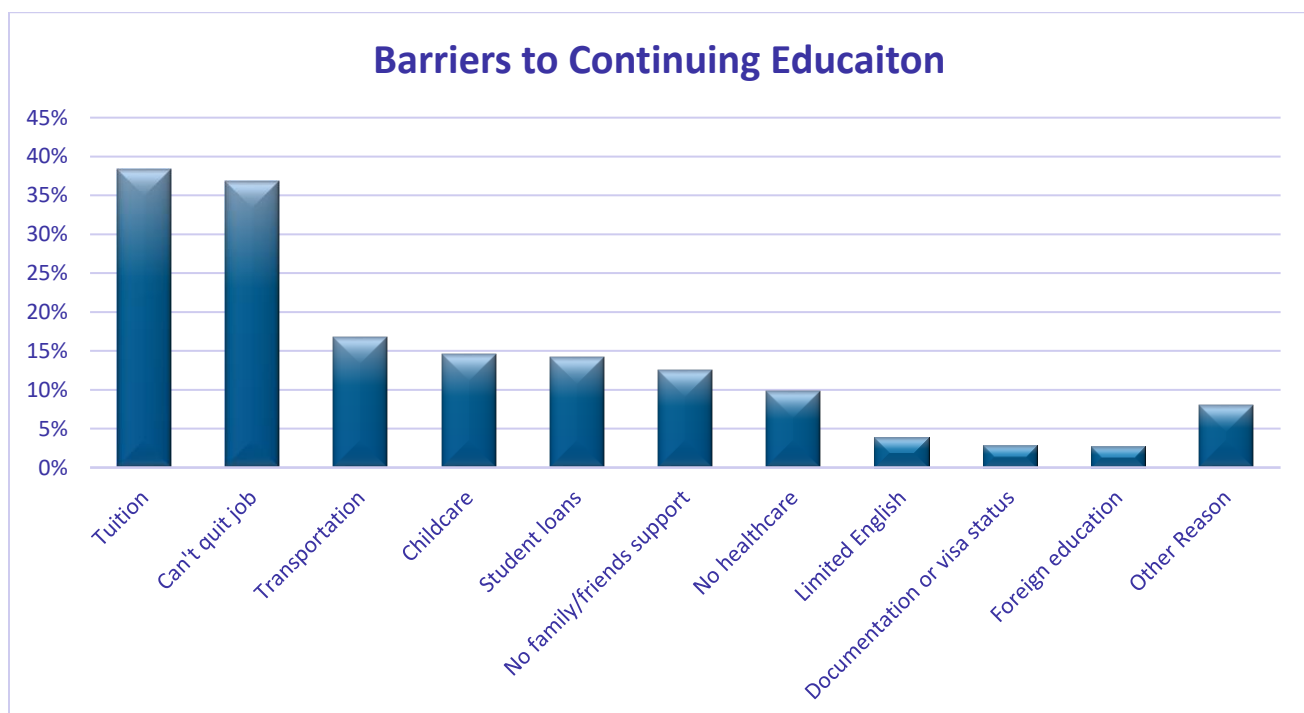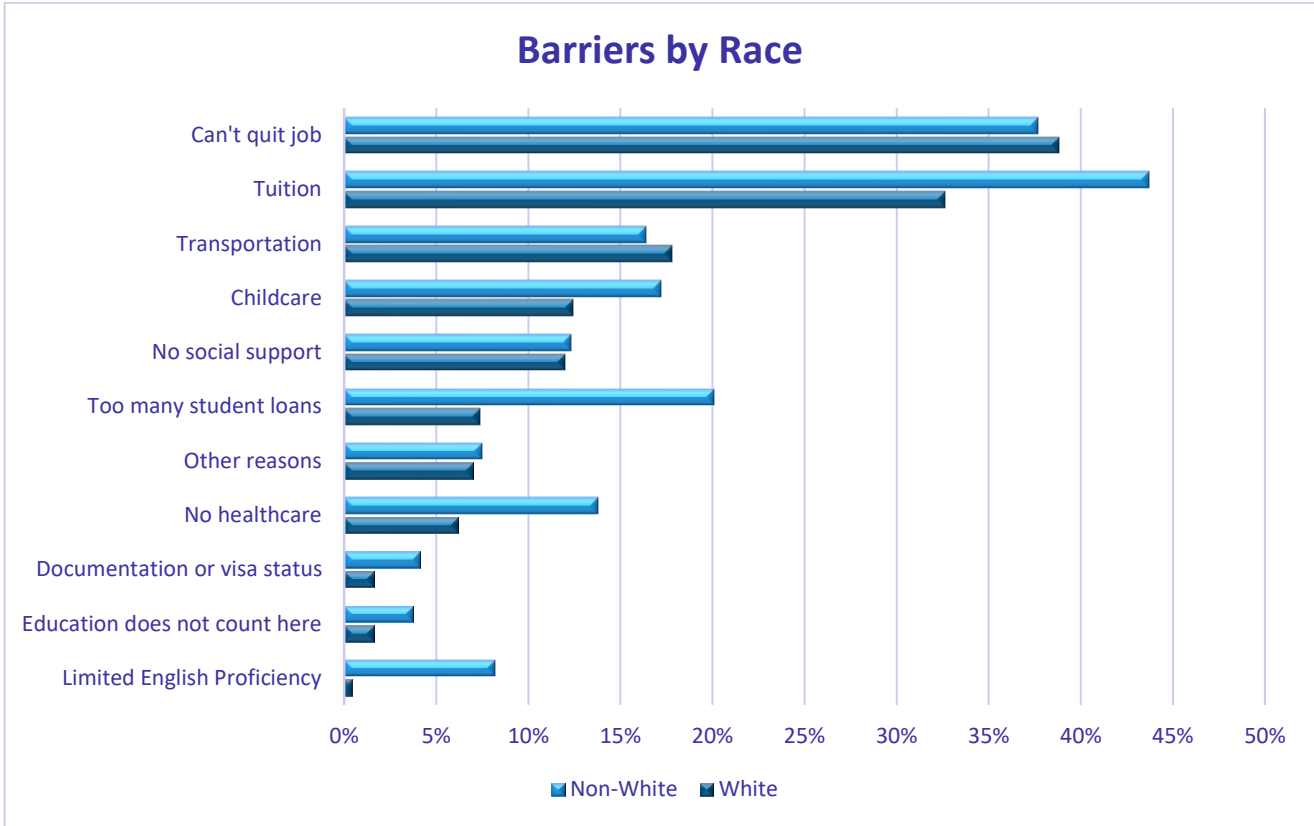

Figure 42 – Barriers to Continuing Education

39

Barriers by Race

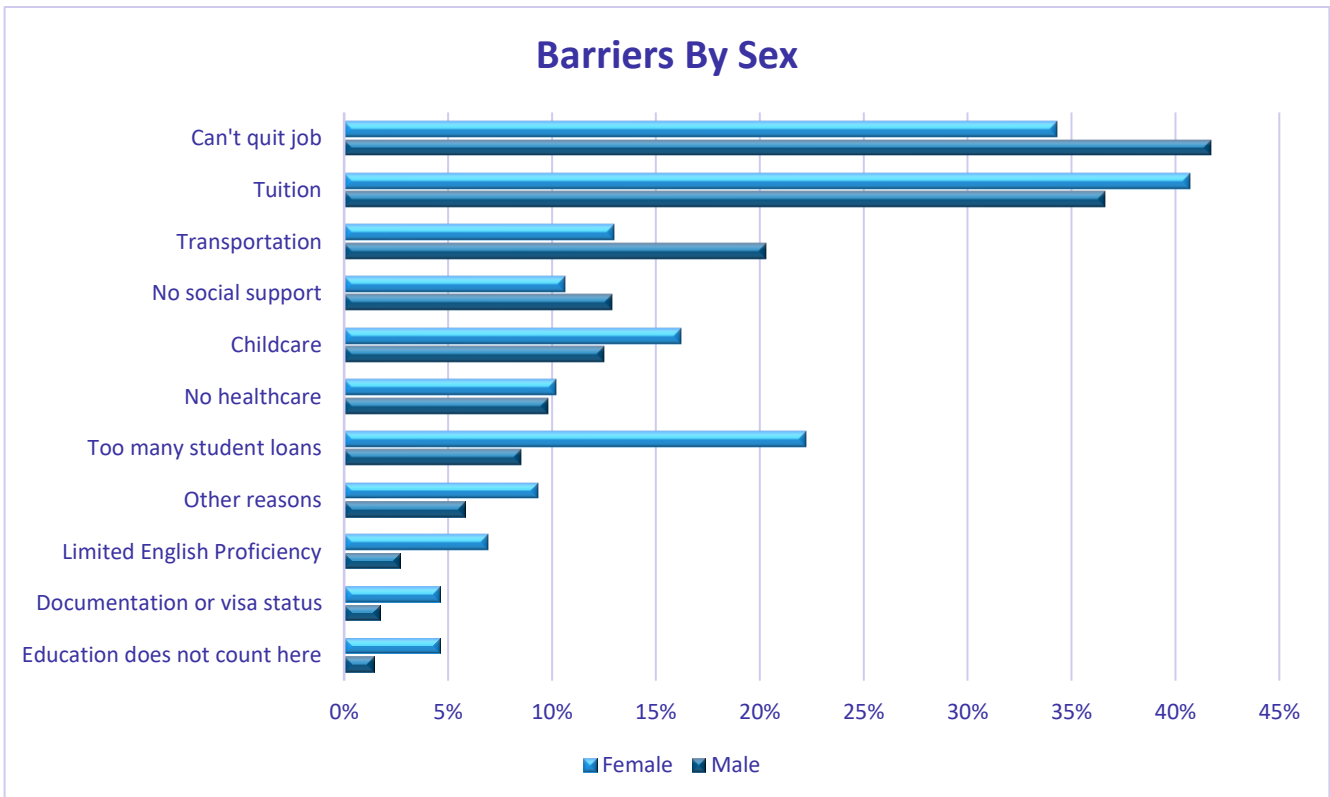|	Non-White	White
Can't quit job		
Tuition		
Transportation		
Childcare		
No social support		
Too many student loans		
Other reasons		
No healthcare		
Documentation or visa status		
Education does not count here		
Limited English Proficiency		

Figure 43 – Barriers to Further Education by Race

Barriers By Sex

	Female	Male
Can't quit job		
Tuition		
Transportation		
No social support		
Childcare		
No healthcare		
Too many student loans		
Other reasons		
Limited English Proficiency		
Documentation or visa status		
Education does not count here		

Figure 44 - Barriers to Further Education by Sex

Additional Barriers

Many respondents elaborated on the barriers to furthering their education. Here are a few representative comments:

- *Childcare is a barrier for so many people, we need help to address that barrier. As well as a way to continue to pay bills (with a family) when in school. More program flexibility is a need as well. Such as night classes and online classes.*

- *Recognize diverse work schedules. My shift starts at 11:30 PM. If I only had to take night classes before work, I would be okay. I would return to school right now. Work hours and schedule are different for everyone.*

- *Provide vocational counseling, as well as stress management. Also mental health therapy would help. to deal with the complexities of being realistic.*

- *Provide some type of assistance for 3rd shift workers with their classes; perhaps, the open hours for a college and what time their classes are.*

- *Organize and implement on-the-job training. Work out training plan, curriculum design, organization and implementation, effect evaluation, etc. The main contents of on-the-job training are job skills and ideological education of employees, which will be supervised by the Human Resources Department.*

- *More flexibility to access curriculum online or in hybrid on-campus / online options. Also carrying credits from one school to another and not having to start over as life changes.*

- *Make it affordable, make it accessible to people with children (example: on site daycare during classes), classes at non-traditional times*

- *Many times education does help to get a job in this area. I have a BA in Criminal Justice still cannot get a job in the Criminal Justice system. I am told I have the education required but no the experience. How can people get the experience if no one will hire the college graduate. Please find a way to get apprenticeships for the college graduates and then m as the we be interested in furthering our education.*

- *I need fulltime work, and hope to get a job soon. Any educational plans must be able to work around my work schedule. I know that online classes are a possibility, but I am not skilled at using the computer, and do know own a computer.*

Continuing Education with Support

Finally, workers were asked if all expenses were paid (including costs of living like childcare, rent, health insurance, etc.), would they go back to school. The majority of respondents (72.5%) agreed that they would seek post-secondary education or credentials if all costs were covered.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Definitely yes	230	32.3	39.2	39.2
	Probably yes	195	27.3	33.3	72.5
	Might or might not	111	15.6	18.9	91.5
	Probably not	22	3.1	3.8	95.2
	Definitely not	28	3.9	4.8	100.0
	Total	586	82.2	100.0	
	Missing	127	17.8		
Total		713	100.0		

Figure 45 – Agreement with Continuing Education if All Expenses Are Covered

Neighborhoods Selection

Factors for Consideration

As part of the project, data was compiled and mapped for all Census Tracts in Guilford County for the purposes of identifying neighborhoods in High Point and Greensboro for the Pilot GJ30 Initiatives. Variables that were considered and mapped included:

- Median Household Income
- Black Median Household Income
- White non-Hispanic Median Household Income
- % In Poverty
- % Public Assistance Income Or Food Stamps/Snap
- % Less than high school diploma
- % High school graduate (includes equivalency)

- % Some college
- % Bachelor's degree
- % Not in labor force
- % Owner occupied homes
- % No vehicle available
- % Black or African American alone
- % Asian alone
- % Hispanic or Latino
- % Foreign born
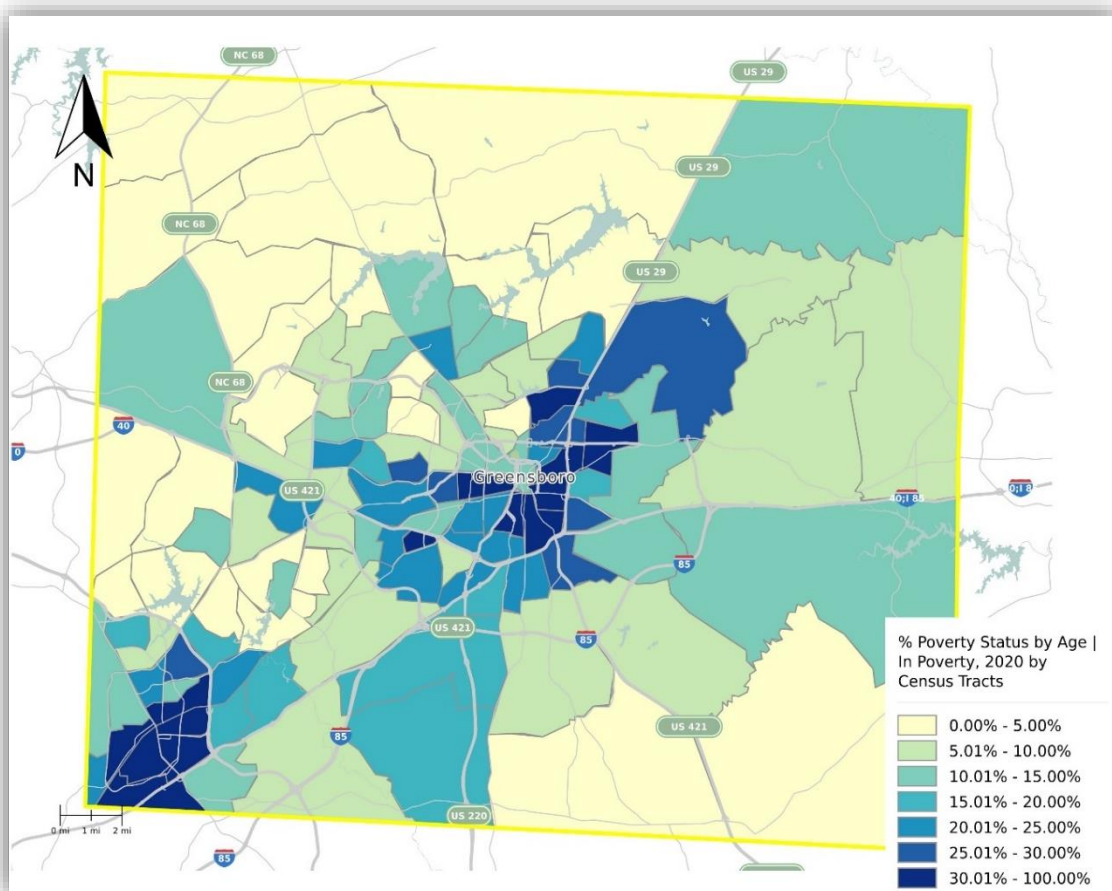
Figure 46 - Poverty Status by Block Group Guilford County, NC 2020

Geo-spatial analysis focused on identifying neighborhoods (Census Block Groups) where median incomes were lowest, poverty highest, educational attainment lower than average, reliance on public assistance was high, and minority statuses most prevalent. Based on the data compiled for the County, two neighborhoods were selected in High Point and two in Greensboro that best represent the need for workforce development.
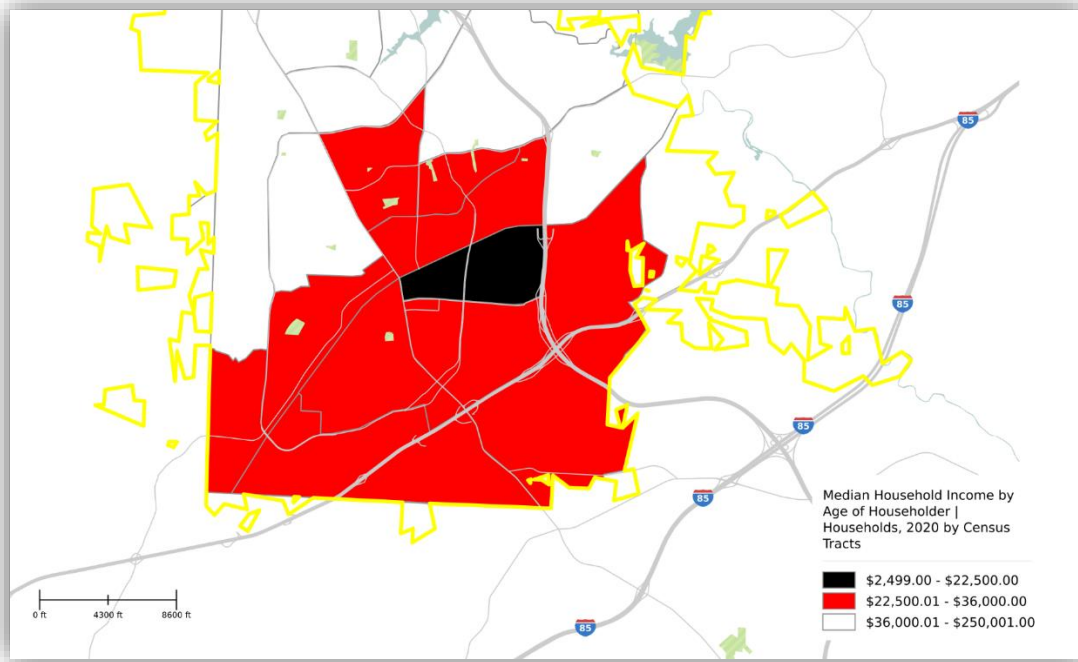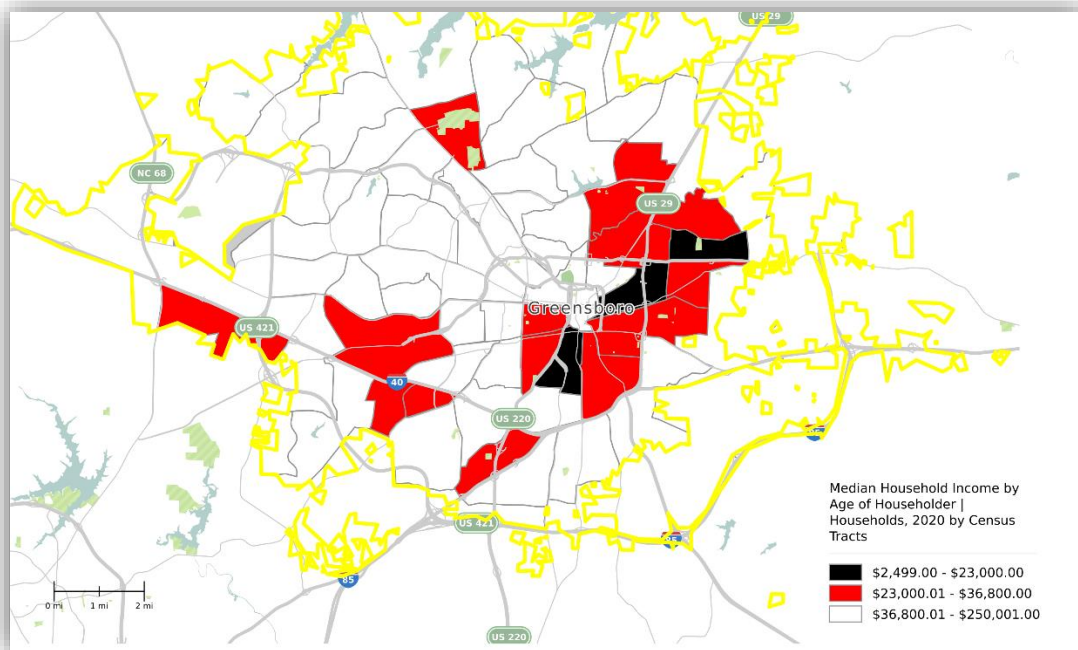

Figure 47 - Median Household Income in High Point, NC 2020

Figure 48 - Median Household Income in Greensboro, NC 2020

% Educational Attainment
| Bachelor's degree, 2020
by Census Tracts

- 0.00% - 7.50%
- 7.51% - 15.00%
- 15.01% - 25.00%
- 25.01% - 35.00%
- 35.01% - 100.00%
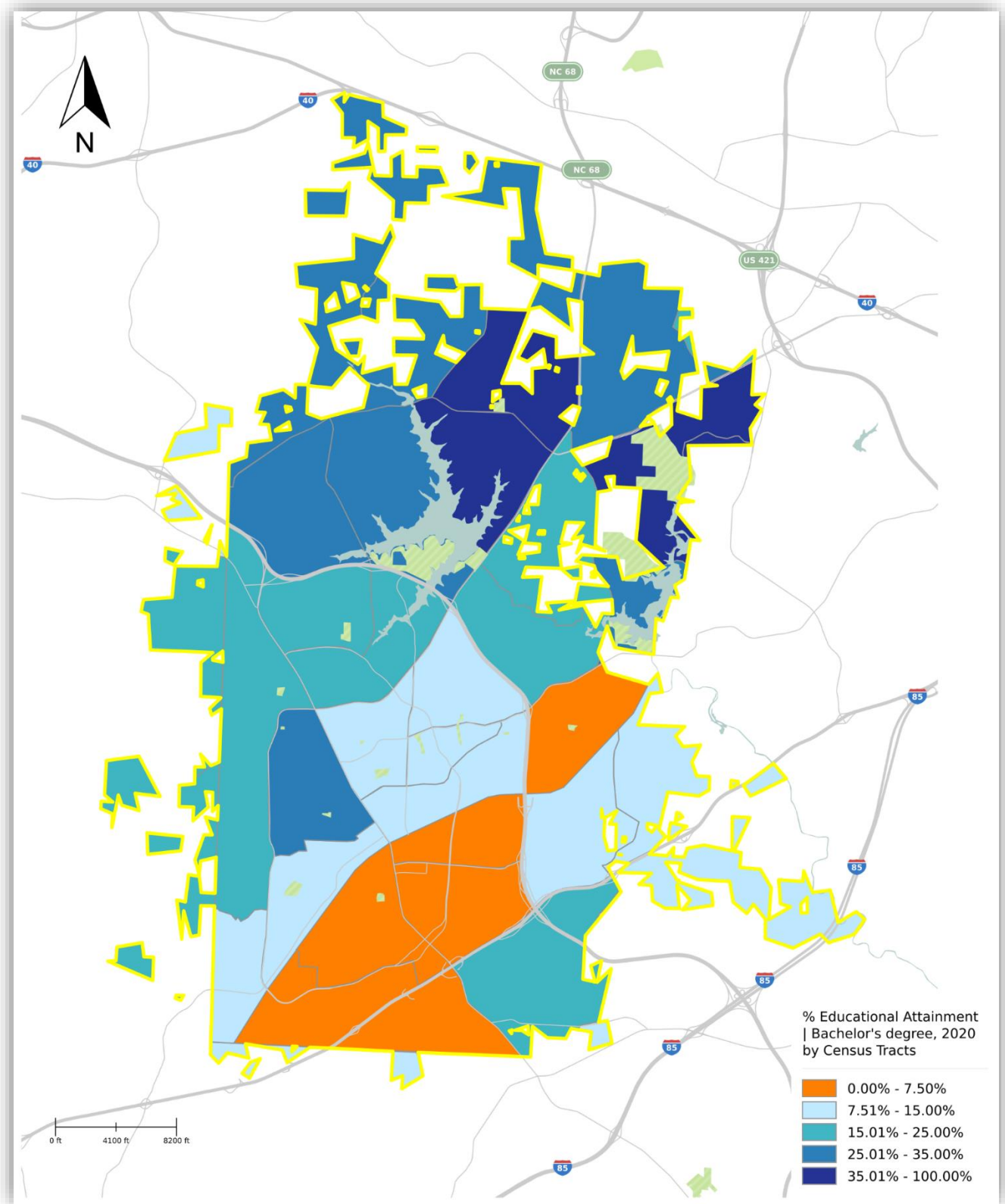
Figure 49 – Educational Attainment in High Point, NC 2020
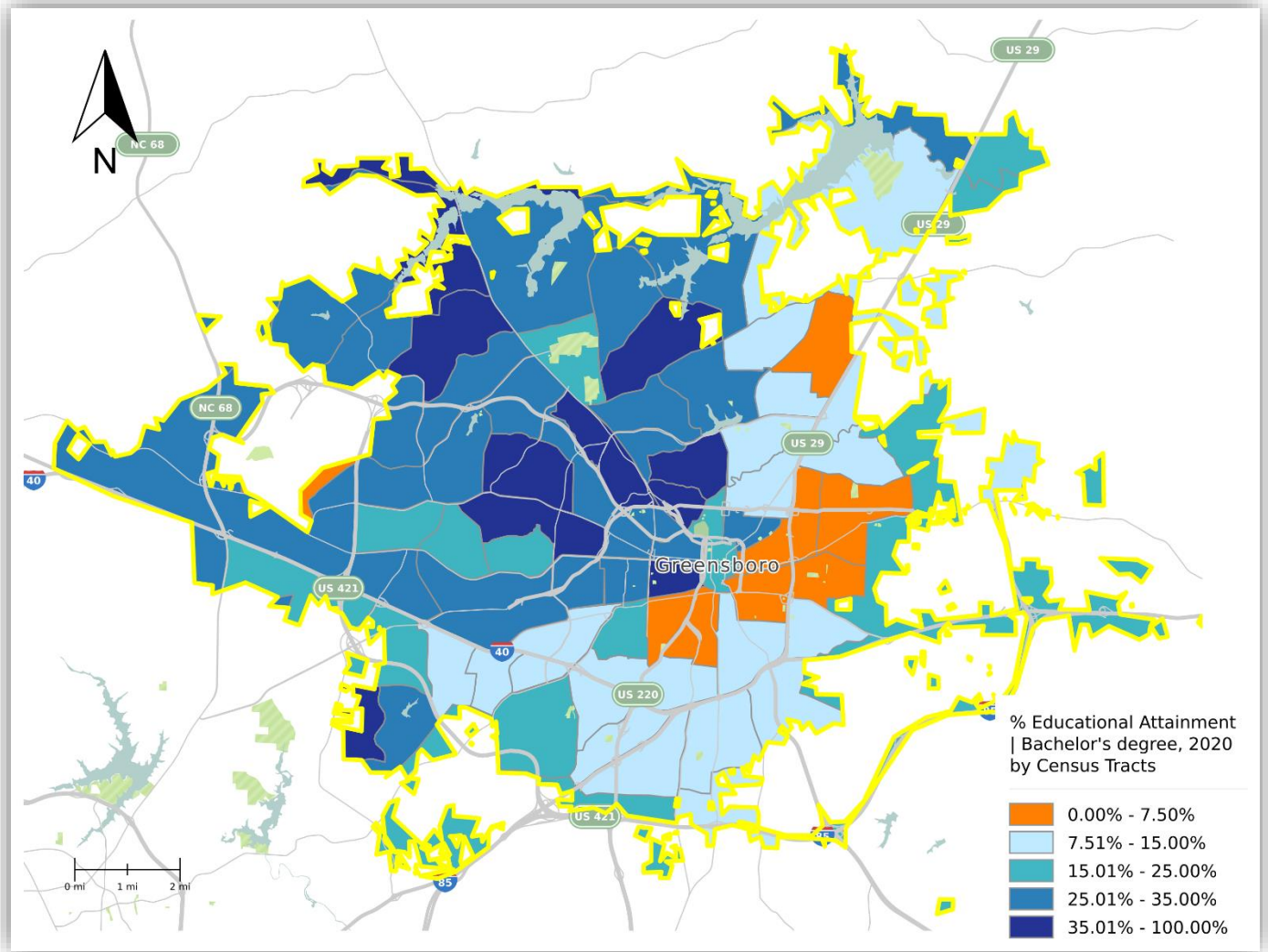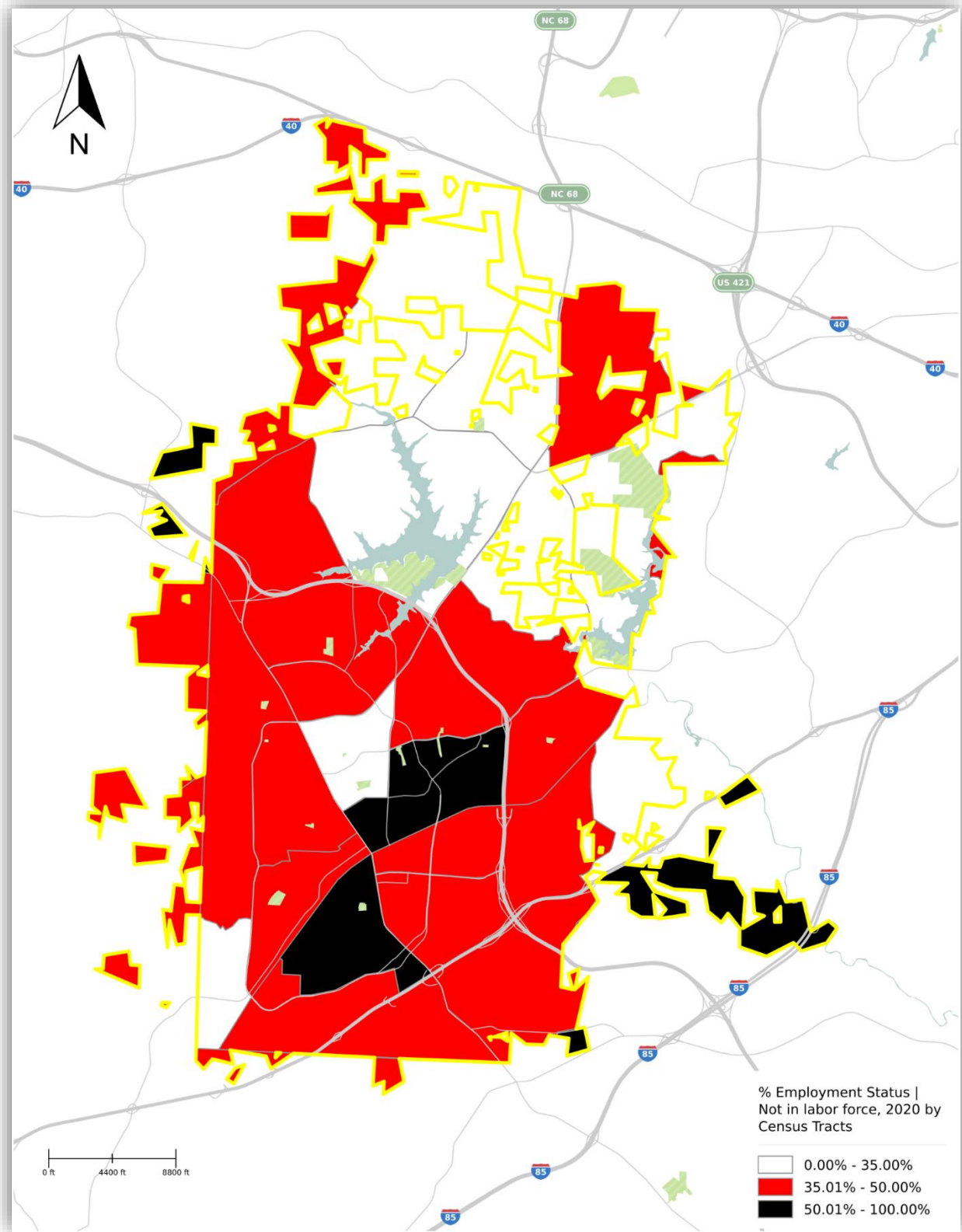
Figure 50 – Educational Attainment in Greensboro, NC 2020

% Employment Status |
Not in labor force, 2020 by
Census Tracts

0.00% - 35.00%
35.01% - 50.00%
50.01% - 100.00%

Figure 51 – Employment Status – Percent Not in Labor Force in High Point, NC 2020
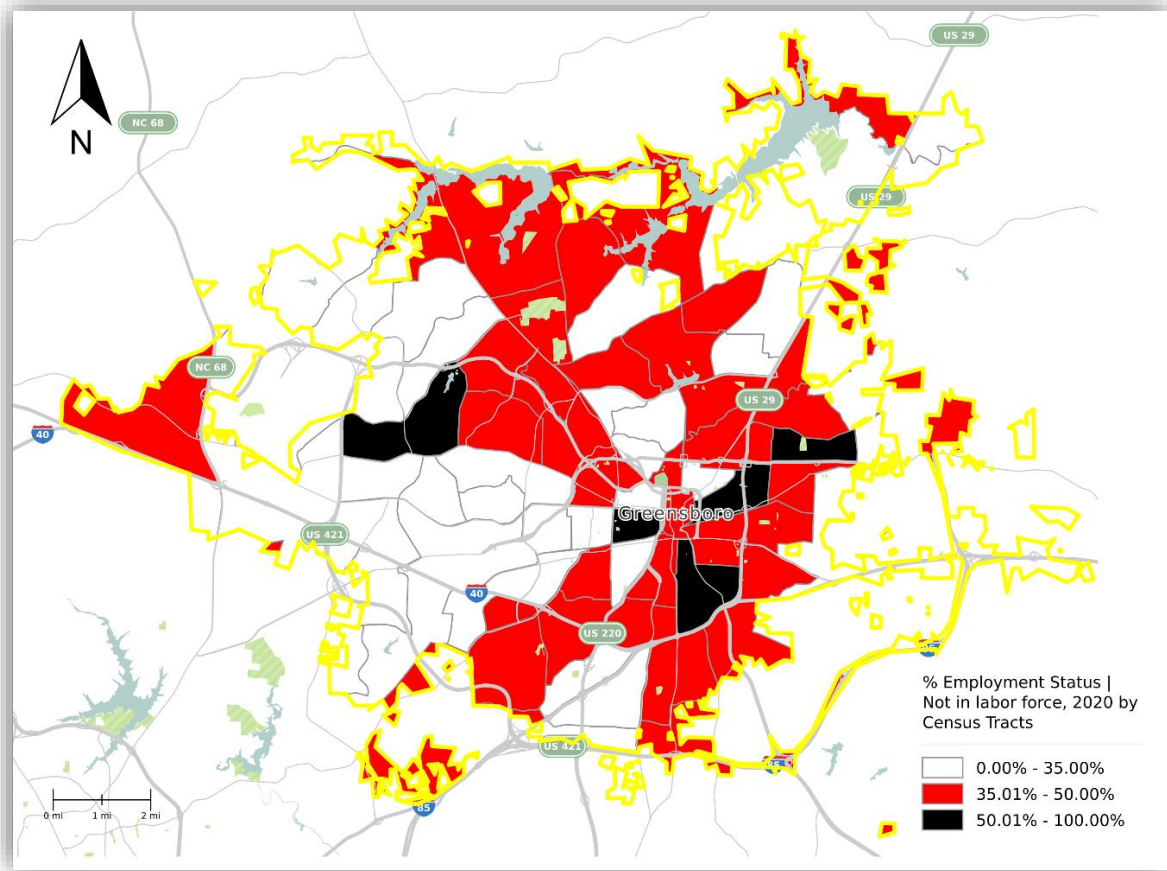
Figure 52 – Employment Status Not in Labor Force in Greensboro, NC 2020

Potential Selections - High Point

High Point	CT014300	CT014200	High Point
Median Household Income	$27,262.51	$28,779.75	$45,453.29
Black Median Household Income	$22,056.48	$29,979.18	$32,615.60
White non-Hispanic Median Household Income	$26,044.91	$9,921.12	$58,219.41
% In Poverty	31.63%	38.87%	17.31%
# Medicaid/Means-Tested Public Coverage	3,425	4,348	110,188
% Public Assistance Income Or Food Stamps/Snap	50.63%	52.08%	20.71%
% Less than high school diploma	39.96%	27.70%	15.81%
% High school graduate (includes equivalency)	33.05%	30.32%	24.53%
% Some college	17.23%	29.50%	21.10%
% Bachelor's degree	5.20%	4.91%	19.75%
% Not in labor force	50.98%	44.24%	39.21%
% Owner occupied homes	15.41%	26.28%	52.86%
% No vehicle available	20.90%	14.34%	7.09%
% Black or African American alone	33.56%	66.02%	34.73%
% Asian alone	11.81%	9.40%	8.47%
% Hispanic or Latino	31.58%	2.51%	11.22%
% Foreign born	27.97%	13.51%	14.68%

High Point Census Tract 143.00

There are 3,220 residents in this neighborhood. Of the people living in this area, 33.91% are White, 46.18% are African American, 20.71% are Hispanic, 11.15% are Asian, 7.7% are of "some other race" and 0.68% are of two or more races. About 700 people or 21.6% of the population living in this area were "foreign born". One-in-ten residents (10.16%) are over the age of 65 and about 58.82% are of working age (18-64). Nearly a third (31.02%) are under 18, with 9.5% under 5 years old.

The median household income for the area is $27,102, compared to the median of $45,453 for High Point (60% of the area median). Nearly half of households (46.6%) live on less than $25,000 annually. Half of residents (50%) receive means-tested assistance.

Major employment categories in the neighborhood include. Accommodation and Food Services (11.3%), Administrative and Support and Waste Management Services (13.1%), Health Care and Social Assistance (11.5%), Manufacturing(13.6%), Retail Trade (10.2%), Construction (12.5%).
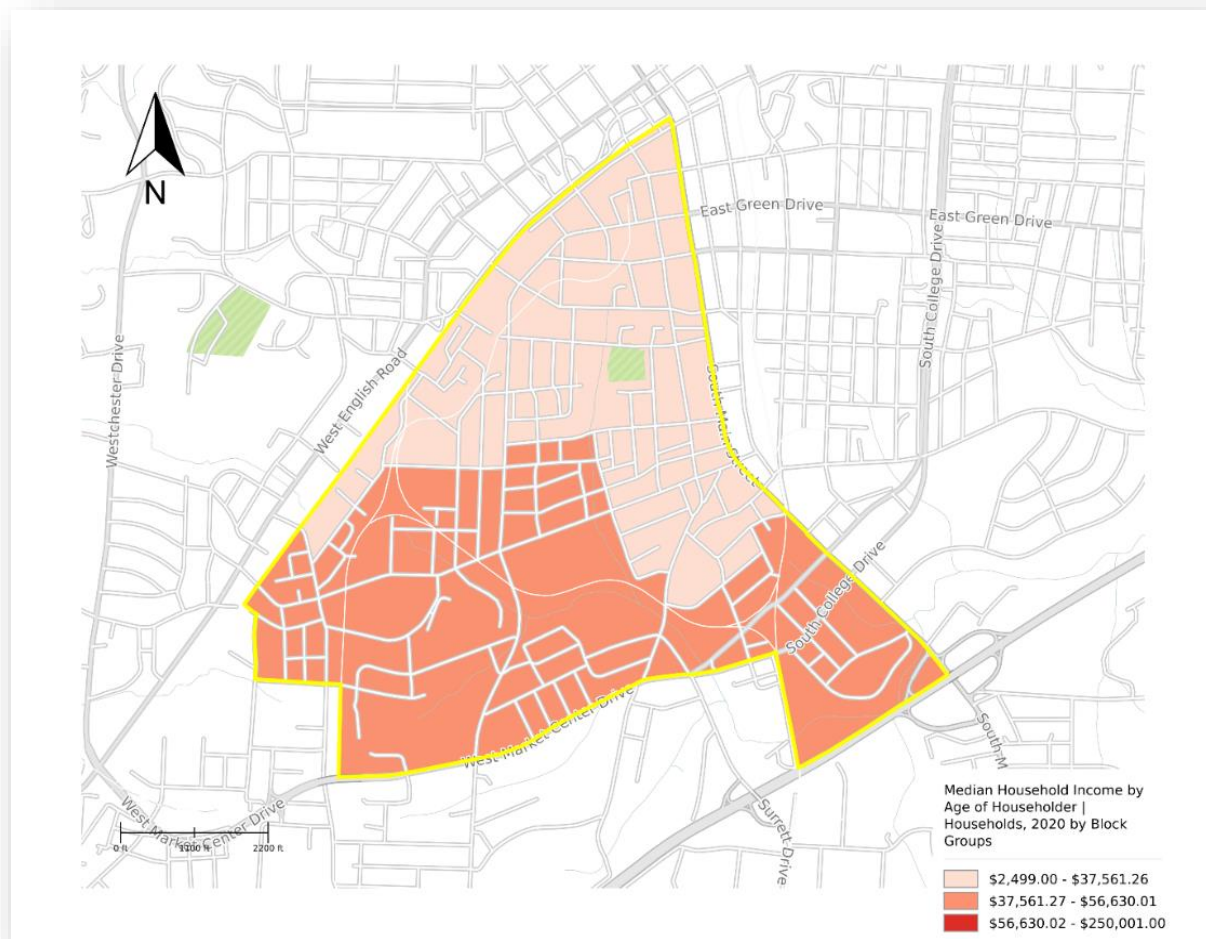
High Point Census Tract 142.00

There are 4,637 residents in this neighborhood. Of the people living in this area, 22.6% are White, 62.69% are African American, 7.25% are Hispanic, 9.83% are Asian, 1.79% are of "some other race" and 2.42% are of two or more races. About 602 people or 12.98% of the population living in this area were "foreign born". Just over one-in-ten residents (11.47%) are over the age of 65 and about 58.21% are of working age (18-64). Nearly a third (30.32%) are under 18, with 9.75% under 5 years old.

The median household income for the area is $31,524, compared to the median of $45,453 for High Point (69% of the area median). More than a third of households (38%) live on less than $25,000 annually. Half of residents (52%) receive means-tested assistance. Major employment categories in the neighborhood include. Administrative and Support and Waste Management Services (6.92%), Health Care and Social Assistance (8.8%), Manufacturing(26.2%), Retail Trade (13.6%), Construction (13.0%).

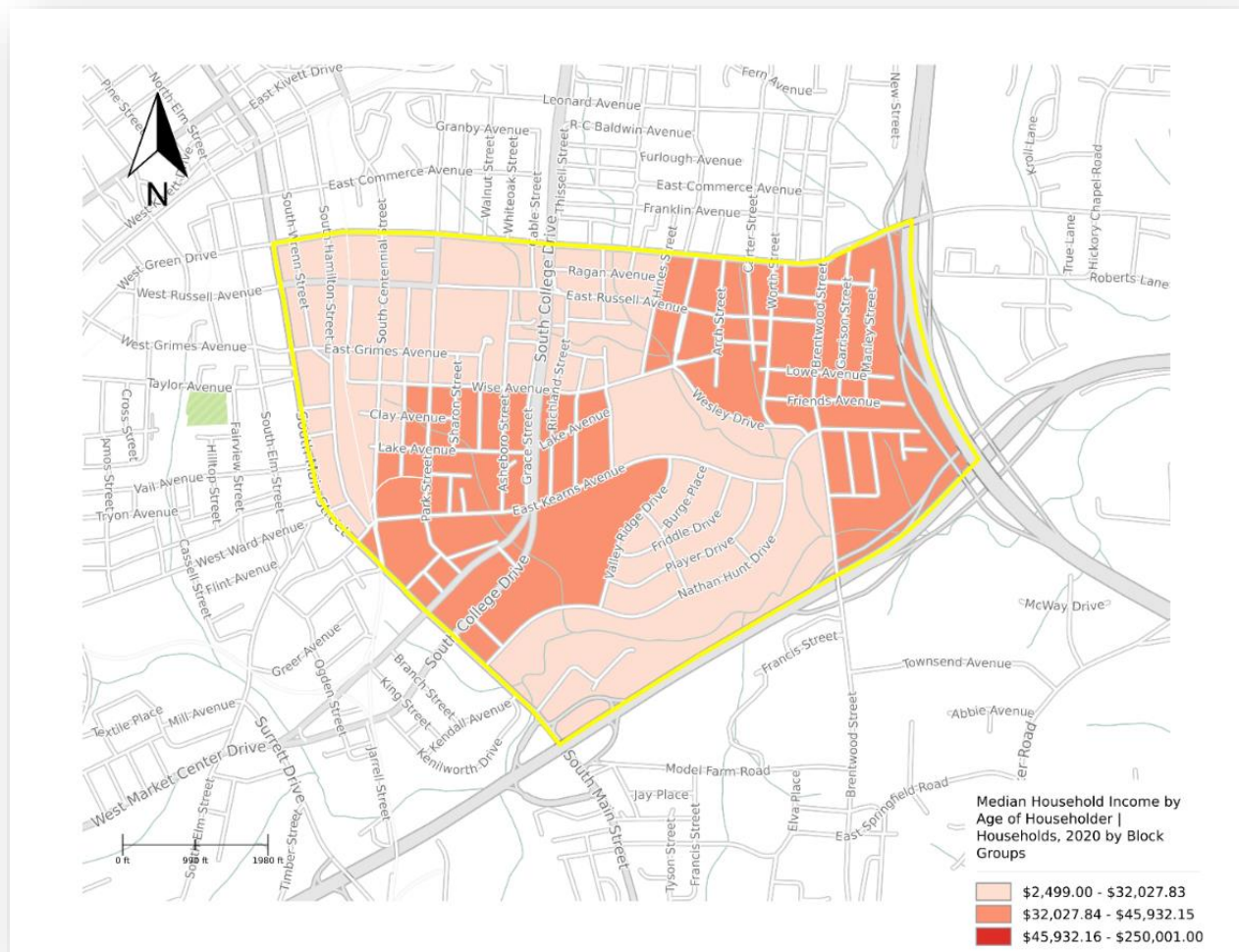*Figure 53 - Census Tract 143 High Point, Median Income 2020*

Figure 54 - Census Tract 142 High Point, Median Income 2020

Potential Selections – Greensboro

Greensboro	CT011300	CT012707	Greensboro
Median Household Income	$27,611.34	$29,199.99	$46,774.32
Black Median Household Income	$26,595.06	$30,227.69	$35,466.39
White non-Hispanic Median Household Income		$32,368.65	$62,534.21
% In Poverty	40.18%	41.34%	18.36%
# Medicaid/Means-Tested Public Coverage	3,234	2,935	286,011
% Public Assistance Income Or Food Stamps/Snap	40.96%	36.80%	16.05%
% Less than high school diploma	18.72%	22.52%	9.28%
% High school graduate (includes equivalency)	33.83%	36.43%	21.44%
% Some college	25.66%	16.82%	22.58%
% Bachelor's degree	11.39%	7.30%	23.43%
% Not in labor force	52.19%	39.79%	36.81%
% Owner occupied homes	30.95%	26.25%	49.27%
% No vehicle available	24.02%	17.47%	6.94%
% Black or African American alone	86.25%	72.78%	42.01%
% Asian alone	0.15%	0.00%	5.04%
% Hispanic or Latino	8.35%	16.88%	7.39%
% Foreign born	4.61%	6.96%	10.71%

Greensboro Census Tract 113.00

There are 3,044 residents in this neighborhood. Of the people living in this area, 5.55% are White, 81.87% are African American, 7.92% are Hispanic, 0.3% are Asian, 1.15% are American Indian or Alaskan Native, 4.27% are of "some other race" and 6.87% are of two or more races. About 124 people or 4.07% of the population living in this area were "foreign born". One-in-seven (13.21%) are over the age of 65 and about 60.41% are of working age (18-64). Nearly a third (26.38%) are under 18, with 13.93% under 5 years old.

The median household income for the area is $25,000, compared to the median of $46,774 for Greensboro (53% of the area median). Half of households (50%) live on less than $25,000 annually; 41% receive means-tested assistance. Major employment categories in the neighborhood include. Accommodation and Food Services (11.2%), Administrative and Support and Waste Management Services (8.5%), Health Care and Social Assistance (10.5%), "Other" Services (10.6%), Retail Trade (28.6%), Construction (10.2%).
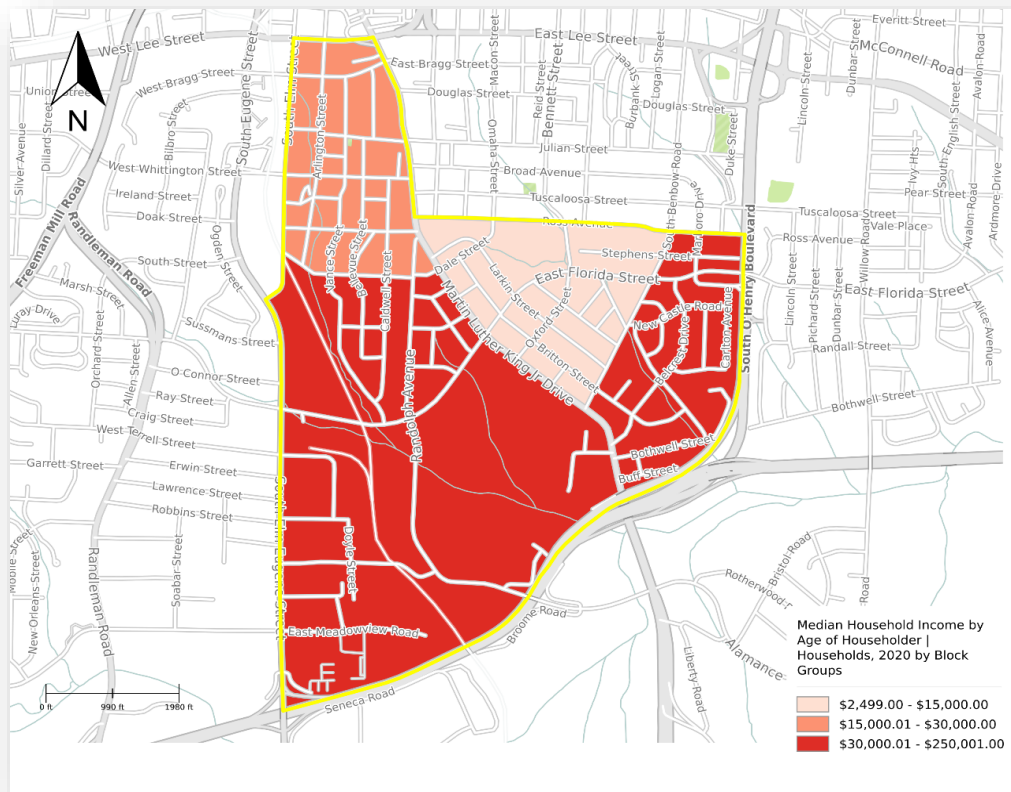
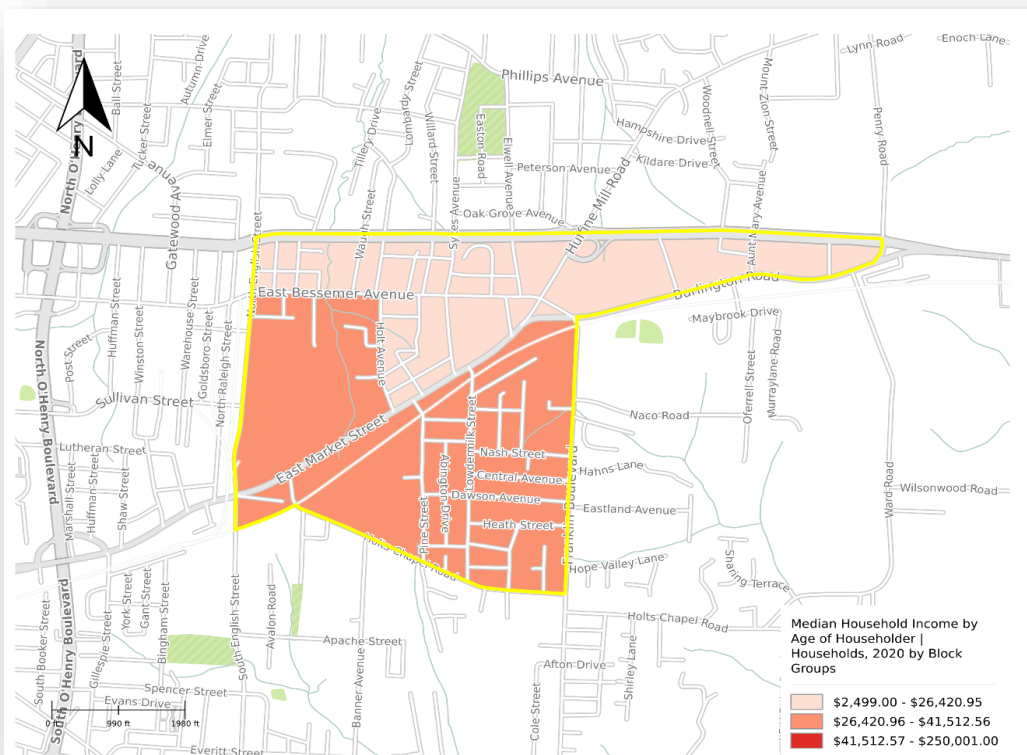*Figure 55 - Census Tract 113 Greensboro, Median Income 2020*

Figure 56 - Census Tract 127.07 Greensboro, Median Income 2020

Greensboro Census Tract 127.07

There are 2,950 residents in this neighborhood. Of the people living in this area, 14.54% are White, 69.83% are African American, 19.25% are Hispanic, 5.97% are American Indian or Alaskan Native, 7.83% are of "some other race" and 1.83% are of two or more races. About 260 people or 8.78% of the population living in this area were "foreign born". One-in-ten residents (8.03%) are over the age of 65 and about 55.39% are of working age (18-64). Nearly a third (36.58%) are under 18, with 10.85% under 5 years old.

The median household income for the area is $29,883, compared to the median of $46,774 for Greensboro (64% of the area median). More than two-fifths, (43.6%) live on less than $25,000 annually; 37% receive means-tested assistance. Major employment categories in the neighborhood include. Accommodation and Food Services (19.6%), Administrative and Support and Waste Management Services (7.5%), Educational Services (7.6%), Finance, Insurance, Real Estate and Rental and Leasing (5.8%), Health Care and Social Assistance (15.9%), Manufacturing (11.5%), Retail Trade (5.3%), Construction (11.2%).

Selections Process

Final selections for pilot neighborhoods were made by group consensus of the Guilford Jobs Equity Advisory Committee. Data for the four identified Census Tracts (two in High Point and two in Greensboro) were presented first to familiarize the committee with each of the areas. The committee then met in breakout sessions with one team focusing on High Point and the other on Greensboro. Teams discussed the merits of piloting programs in each of the identified neighborhoods and then selected one using a consensus process.

Conclusions & Recommendations

The legacy of enduring racialized policies and intentional efforts to undermine communities of color in the Twentieth Century \ has had an enduring impact on the workforce of Guilford County today. The exclusionary practices of the twentieth century directly resulted in the continued concentration of poverty and race, the disinvestment in amenities and resources for historically Black neighborhoods, the limitation of educational and occupational opportunities, restricted access to banking and credit, prohibited homeownership and intergenerational wealth accumulation, and created social vulnerabilities that result in increased risk for chronic and communicable diseases and lowered life expectancy. The "mechanisms of marginalization" work to limit opportunities for social and economic.

Shapiro (2006) exclaims that "closing the racial wealth gap must be at the forefront of the civil rights agenda in the twenty-first century."[1] According to the Federal Reserve (2020), in 2019, white families had a median wealth of $188,200, compared to $24,100 for Black families.[2] Family wealth is an important tool for providing an economic safety net and for assisting the next generation in getting started. Wealth accumulation was systematically denied and, in many cases, capital was even taken from Black communities and commuted to white institutions, resulting in the huge disparity seen today. The legacy of exclusionary practices in the twentieth century is the 800% difference in the median wealth of white versus Black families. According to the Brookings Institution:

"Wealth is a safety net that keeps a life from being derailed by temporary setbacks and the loss of income. This safety net allows people to take career risks knowing that they have a buffer when success is not immediately achieved. Family wealth allows people (especially young adults who have recently entered the labor force) to access housing in safe neighborhoods with good schools, thereby enhancing the prospects of their own children."[3]

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[1] Shapiro, Thomas. (2006). "Race, Homeownership and Wealth." *Journal of Law and Policy* 20:53-74. https://openscholarship.wustl.edu/law_journal_law_policy/vol20/iss1/4.
[2] Bhutta, Neil, Andrew C. Chang, Lisa J. Dettling, and Joanne W. Hsu (2020). "Disparities in Wealth by Race and Ethnicity in the 2019 Survey of Consumer Finances," *FEDS Notes. Board of Governors of the Federal Reserve System*, DOI: 10.17016/2380-7172.2797.
[3] McIntosh et al., 2020.

This report has identified low- and middle- income communities of need in High Point and Greensboro. These communities correlate with those communities of color that were red lined in the 1930s, inflicted with urban renewal in the 1950s, and experienced disinvestment throughout the later half of the Twentieth Century.

This report has also identified some of the needs of workers as well as the barriers that keep them from achieving upward mobility such as unaffordable tuitions for post-secondary careers, inability to quit a job in order to advance their education, transportation and childcare needs that limit geographic mobility, the existence of high debts in the form of student loans, and the lack of social support. Other issues included lack of healthcare and issues related to immigration such as limited English proficiency, documentation or visa status, and having credentials from a foreign education that do not readily translate into job opportunities in the US.

We also identified employer needs in terms of post-secondary credentials, numbers of employees to be hired in the next five years and major industries that are growing such as healthcare, aviation, manufacturing, and skilled trades. Employers indicated some of the issues with hiring such as insufficient numbers of applicants, applicants without relevant work experiences, and wage demands. They also detailed their requirements in terms of drug testing and criminal background checks.

It is observed that there is a disconnect in some ways between the employee needs and employer requirements that are putting pressure on the supply of adequately credentialed and trained workers. This strain is especially felt among those living in the neighborhoods we identified where poverty is high, household incomes are low, and social service needs are highest. Populations that have been historically marginalized – women, minorities, immigrants, justice-served individuals – are impacted the most by the lack of opportunity for upward economic growth.

The following recommendations are some of the possible ways to ameliorate the structural barriers and inequalities that limit the advancement of low- and middle-income communities. Many of the recommendations call for 'upstream' solutions at the policy level as well as significant investment of governmental and private funding toward post-secondary educational opportunities.

Recommendations

Solution #1: Ensure equal pay protection for minorities and women

Reform(s) Needed:

1. Set a unified definition of workforce equity and measures for evaluating outcomes

2. Collect better demographic data about work compensation & pay inequities

3. Reinstate the federal government's collection of pay data from employers

4. Ban the solicitation of applicant salary data in NC County and Municipal Governments

5. Strengthen equal pay protections via federal Paycheck Fairness Act and the Raise the Wage Act

Solution #2: Increase access to post-secondary educational opportunities

Reform(s) Needed:

1. Create mechanisms for Black, Indigenous, LatinX/Hispanic, Asian American and Pacific Islander, and other People of Color (BIPOC) workers to be able to influence educational policies that do not currently serve them

2. Make training program, community colleges, and higher education more accessible to BIPOC communities by providing childcare, transportation, and cost of living stipends

3. Require major employers to pay dues to fund initiatives around promoting equity and inclusion, and social responsibility (aka Workforce Equity Fund)

4. Re-focusing from skills training to capacity building (including soft skills that are transferable across industries) for BIPOC workers.

5. Work with community leaders to reduce socioeconomic barriers (housing, transportation, and childcare)

6. Incentivize employers to engage in more equitable practices

7. Promote trauma-informed management skills & remove trauma triggers from workplaces

8. Guarantee livable wage & portable benefits
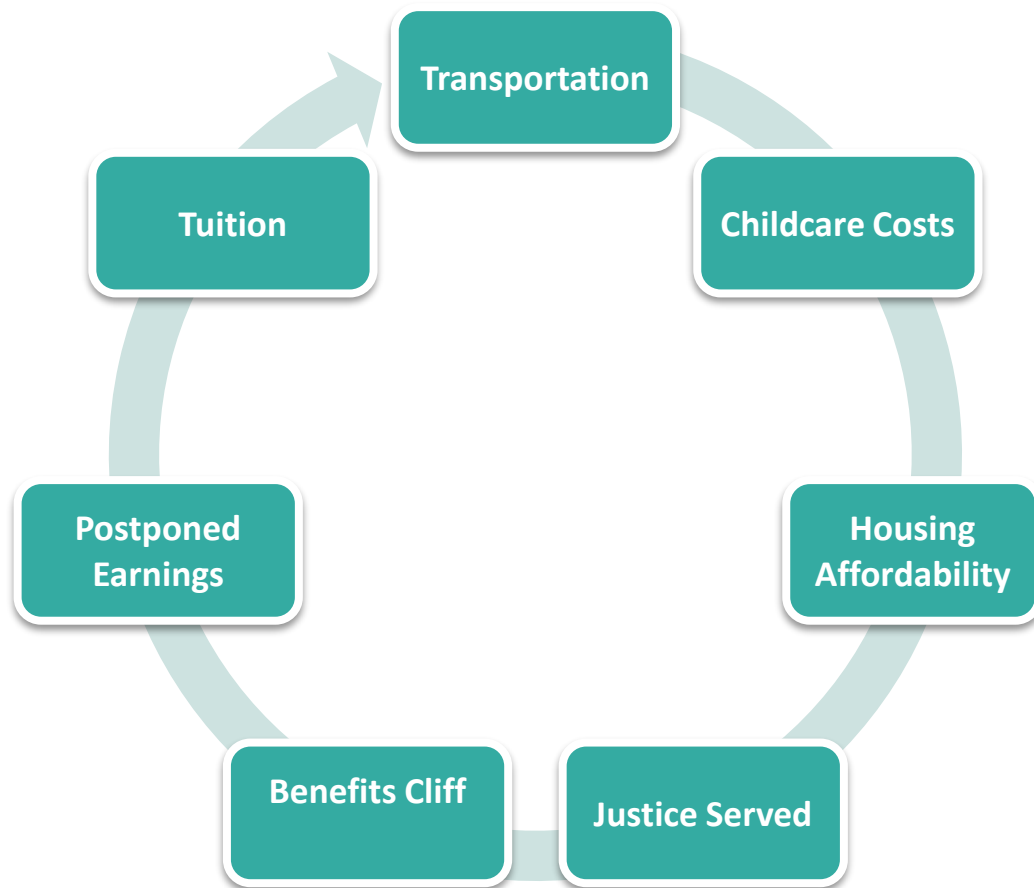
Figure 57 - Addressing Barriers to Post-Secondary Education

Solution #3: Stimulate growth of entrepreneurship among minority owned businesses that employ underserved communities.

Reform(s) Needed:

1. Increase the share of federal, state, and local contracts allocated to small, minority-owned businesses

2. Provide wider training and technical assistance to HUB businesses to help them access HUB-related benefits

3. Provide funding to technical assistance providers with experience supporting minorities and women (like NIMED).

4. Promote minority business incubator and technical assistance programs by expanding Small Business Administration funding

5. Incentivize WMBEs to hire and retain employees from Low and Middle Income Communities

Appendix A – Employer Survey

Guilford Jobs 2030 Initiative - Guilford County Employers

Introduction

Guilford Jobs 2030 Initiative

The Guilford Jobs 2030 Initiative is an economic development project focused on increasing the number of Guilford County residents with post-secondary success, of at least the credential level, from 44% to 60% by 2030. A recent study showed that reaching this mark will have an annual effect of $1 Billion on the county's economy. The focus of this survey is to determine what are the educational and training needs of our local industry. This will be followed up with a census of the county educational institutions to determine where the supply of education doesn't meet the demand of industry.

Please note that when discussing post secondary-education we consider all levels beginning with non-degree certification and ending with advanced degrees.

Contact Information

Contact Information

What is your name?

What is your title?

What organization or company do you
represent?

What is your email?

What is your phone number?

Select Industry Sector

○ Advanced Manufacturing

○ Aviation

○ Business Services

○ Health Care

○ Logistics/Transportation

○ Skills/Trades

○ None of the above

What is your work address?

Street Address

Address 2

City

State

Postal code

Workforce Information

How many employees do you have in Guilford County?

○ 1-99
○ 100-499
○ 500-999
○ 1000-4999
○ more than 5000

The following questions ask about educational attainment of your workforce.

In these questions, *'Non-Degree Certificate'* refers to a variety of work qualifications, including educational diplomas, certificates, occupational

licenses, apprenticeship certificates, and specific skills certificates within one or more industries or occupations. Credentials typically take less than a year to complete and may precede Associate and/or Bachelor degree studies.

Estimate % of your workforce by education level (Must add up to 100%)

Less than High School or GED	0
High School Diploma or GED	0
Non-Degree Certificate	0
Associate Degree	0
Bachelor's Degree	0
Greater than Bachelor's Degree	0
Total	0

In the next few questions we will ask you about future hiring needs at each educational level.

Please estimate the number of employees you plan to hire with each of the educational levels over the next five years. This should include replacing current staff via natural turnover.

Over the next five years (Jan 2021-Dec 2025)

Less than High School or GED education	

Over the next five years (Jan 2021-Dec 2025)

High School Diploma
or GED

Non-Degree
Certificate

Associate Degree

Bachelor Degree

Educational Needs

What are the educational workforce needs of your company. Please list your
top five hiring needs, and the estimated number to be hired in the next five
years, for the **Non-Degree Certificate** level.

hired in next five years

Name of Non-Degree Certificate #1?

Name of Non-Degree Certificate #2?

Name of Non-Degree Certificate #3?

Name of Non-Degree Certificate #4?

hired in next five years

Name of Non-Degree Certificate #5?

What are the educational workforce needs of your company. Please list your top five hiring needs, and the estimated number to be hired in the next five years, for the **Associate Degree** level.

hired in next five years

Name of Associate Degree #1?

Name of Associate Degree #2?

Name of Associate Degree #3?

Name of Associate Degree #4?

Name of Associate Degree #5?

What are the educational workforce needs of your company. Please list your top five hiring needs, and the estimated number to be hired in the next five years, for the **Bachelor's Degree** level.

hired in next five years

Name of Bachelor Degree #1?

Name of Bachelor Degree #2?

Name of Bachelor Degree #3?

Name of Bachelor Degree #4?

Name of Bachelor Degree #5?

Hiring Issues

What are some of the hiring difficulties you may have? (Check all that apply)

☐ Insufficient number of applicants   ☐ Unwillingness to accept offered wages

☐ Lack of soft skills   ☐ Transportation

☐ Educational Credentials   ☐ Dependent care

Criminal Background   Other (please explain)

☐   ☐

☐ Lack of relevant work experience

For every 10 entry level positions you fill, on average how many of the individuals are still employed at 90 days?

[dropdown ▾]

What are the most likely reasons for an employee not remaining after 90 days? (Check all that apply)

☐ Absenteeism/Tardiness

☐ Work Performance/Inability to meet work expectations

☐ Behavioral Issues

☐ Prefer not reply

☐ Resignation

☐ Other (please explain)
[text box]

Criminal Background

What is your criminal background policy?

○ No background

○ Misdemeanors only

○ No felony last 7 years

○ No violent crimes

○ Prefer not reply

○ [text box] Other (please specify)

What kind of drug testing do you require?

○ None

○ 5 Panel (commonly abused substances, including THC, Opiates, PCP, Cocaine, and Amphetamines)

○ 7 Panel (typically looks for marijuana, cocaine, opiates, PCP, amphetamines, benzodiazepines, & barbiturates)

○ 10 Panel (looks for cocaine, marijuana, PCP, amphetamines, opiates, benzodiazepines, barbiturates, methadone, propoxyphene, & Quaaludes)

○ Don't know

○ Prefer not to reply

Follow Up

May we contact you for follow up?

○ Yes

○ No

Powered by Qualtrics

Appendix B – Employers Surveyed

- ABCO Automation Inc.
- AC Corporation
- AdaptHealth
- ADT Cybersecurity
- Air Quality Heating & Cooling, Inc
- Allen Industries, Inc
- Always Best Care
- Amada America, Inc.
- American Coatings and Insulation Systems, Inc.
- Applied Roofing Solutions, Inc.
- ATI Laminates
- Atlantis Dentistry
- Bayada Home Health Care
- Boiler Masters Inc.
- Bradley A Samuel, DDS, PA
- Brady Services
- Bright Plastics
- Caliber Home Loans
- Caring Services, Inc
- Century Products LLC
- City Transfer and Storage
- Clapps Nursing Center
- Coilplus, Inc.
- Colter Electric
- CommScope
- Community Clinic of High Point

- Cone Health
- Cramer Wood Products
- D.S. Miler, Inc.
- DARRAN
- DARRAN Furniture Industries
- DCL Associates
- DH GRIFFIN COMPANIES
- DWS Steel Structures Inc
- Eagle Physicians & Associates
- EAS, LLC
- ECI
- Economy Plumbing
- EFA, Inc.
- EME Industrial Services LLC
- Epes Transport System, LLC
- Extreme Scenes
- Family Service of the Piedmont, Inc.
- First Bank
- FlexoExchange
- Flexogenix Group, Inc.
- Fowler & Fowler, REALTORS
- Frank L Blum Construction Company
- Fresenius Kidney Care
- Genoa Healthcare
- Guerrilla RF

- Guilford' County Government
- Hands-On Health Massage and Physical Therapy
- Harland Clarke
- Hawthorn Senior Living, LLC
- High Point Occupational Healthcare
- Hightower
- Hoffman and Hoffman, Inc.
- Holbrook & Associates Inc
- Infinite Allure PLLC
- Ivey Lane, Inc.
- James M Pleasants, Co., Inc.
- Jimmy's Plumbing & Repair
- Karl Mayer North America
- Karma Contracting
- Kneaded Energy
- Lanxess Corporation
- Latitude Aero, LLC
- LC America, Inc.
- Lenovo
- LORI ROBERTSON STATE FARM
- M8d 2 Rise Inc.
- MAC Panel Co
- Machine Specialties, Inc
- Mark Manufacturing Corp.
- Maxim Healthcare Services
- Mental Health Associates of the Triad

- Mental Health of the Triad
- MI-BOX Mobile Storage
- Milliken Mechanical Inc
- Mother Murphy's Laboratories INC.
- MSI, GAP, RockAtop
- New Earth Designs, Inc.
- Novant Health
- Novant Health
- NS Flexibles LLC St Johns Packaging
- O'Neal Manufacturing Services
- Old Dominion Freight Line
- Packrite LLC
- Parker Hannifin
- Phillips Collection
- phoenix home care of the triad
- Piedmont Federal Savings Bank
- Pool Management Company
- POPS Electric LLC
- Pratt Display
- Precision Fabrics Group
- Procter & Gamble
- Quantum
- R & R Transportation INC
- R.D. Graham Electric Inc.
- RH Barringer Dist. Co., Inc
- Salemtowne Retirement Community

- Samet Corporation
- Schneider Electric
- Signature Wealth Strategies
- Smart Choice
- Smith Leonard PLLC
- St. Johns Packaging
- Stiles Machinery
- Stokesdale Heating & Air Conditioning Inc
- Sunlight Batteries USA, Inc.
- Systems Contractors, Inc.
- State Farm
- Textron Aviation
- Thayer Coggin, Inc.
- The Ringer Centers Inc
- The Well Spring Group
- Thomas Built Buses - DTNA
- Town of Jamestown
- Triad Business Bank
- Triad Freightliner of Greensboro
- Triad Supply Chain, LLC
- Volvo Group North America, LLC
- Wake Forest Baptist Health
- Webb Heating & Air Conditioning
- Wells Fargo Advisors
- WhiteStone: A Masonic & Eastern Star Community
- Whitewood Industries
- Zach Barnes State Farm
- ZIEHL-ABEGG
- ZINK Holdings

Appendix C – Hiring Needs Non-Degree

1. Administrative Assistant 13

2. Advanced manufacturing   25

3. Airframe and Powerplant License   25

4. APICS Basics of Supply Chain Management   1

5. APICS Certified in Logistics, Transportation & Distribution 1

6. APICS Certified in Production & Inventory Management   1

7. APICS Certified Supply Chain Professional   1

8. Assembly   15

9. Bookkeeper   1

10. Cardiac Monitor Tech   100

11. Carpenter   3

12. Certified Clinical Hemodialysis Technician   1

13. Certified in Production and Inventory Management (CPIM) 2

14. Certified Medical Assistant   205

15. Certified Nursing Assistant   600

16. Certified Pharmacy Technician   2

17. Certified Phlebotomy Tech   5

18. Certified Professional Coder   5

19. Certified Supply Chain Professional   2

20. Cisco   1

21. Commercial Driver's License   144

22. CompTIA Certification   1

23. Computer Numerically Controlled (CNC) Technician   57

24. Conflicts of Interest in Human Subjects   1

25. Construction Project Manager   16

26. Crane Operator Certificate   1

27. Dental Assistant   2

28. Electrical Apprentice   117

29. Electrical Apprentice (2nd Year)   5

30. Electrical Apprentice (3rd Year)   5

31. Electrical Apprentice (4th Year)   5

32. Electrical License   5

33. Emergency Medical Technician   200

34. Equipment Operator   90

35. Finance   2

36. Forklift Driver   7

37. Fortinet Network Security Expert   1

38. Human Behavior   2

39. HVAC Service Technician   30

40. Inspector Packer   10

41. Insurance license   8

42. Landscape Technician   4

43. Lead Installers   2

44. Licensed Massage and Bodywork Therapist   21

45. Logistics Mgmt.   1

46. loom technicians   10

47. Machine Operators   20

48. Machinist   15

49. Maintenance Technician   24

50. Material handlers   25

51. Mechanic   3

52. Mechatronics   12

53. Medical Billing   2

54. Metal Fabricators Certificates   50

55. Microsoft Office   1

56. Nursing Assistant   2500

57.OSHA Safety Certificates   7

58.Packing Material Lab roles   5

59.Painter   3

60.Pesticide Applicator   2

61.Phlebotomist   515

62.Pipefitters   202

63.Plumbing   1

64.Production Associate   10

65.Programmable Logic Controllers (PLC) Technician   12

66.Project Management   5

67.Quality Technicians/ QC Inspector   4

68.Set-up Technicians   10

69.Sewers   5

70.Sheet Metal Mechanics   200

71.Shipping Clerk   3

72.Social Behavioral Research Investigators   1

73.SonicWALL   1

74.Sterile Processing Techs   350

75.Substance Use Counselor   0

76.Supply Chain Mgmt.   1

77.Technology Associates   100

78.Upholstery   10

79.Welding   136

Appendix D – Hiring Two-Year Degrees

1. Administrative Management   4
2. Advanced Manufacturing   14
3. Bookkeeping/ Accounting   6
4. Business Management   1
5. Certified Medical Assistant   600
6. Chartered Financial Analyst   2
7. Computer Science   101
8. Construction Management   4
9. Dental Assistant/ Hygienist   5
10. Drafting-Design   1
11. Electrical Technologies   67
12. Electrician   55
13. Electronic Engineering Technology   10
14. Estimator   1
15. General Education   40
16. Graphic Design   1
17. Human Resources   1
18. Human Services   2
19. HVAC Service Technician   85
20. Information Systems/ Information Technologies   2
21. Landscape Construction   5
22. Licensed Practical Nurse   400
23. Logistics   1
24. Maintenance Technician   12
25. Management   8
26. Mechatronics   14
27. Medical Assistant/Associate   125

28. Medical Office Administration   25

29. Network Engineering   1

30. Network Security   1

31. Nonprofit Management   1

32. Nursing   105

33. Office Management   1

34. Production Scheduling   2

35. Project Management   1

36. Quality Laboratory roles   5

37. Radiologic Technicians   250

38. Registered Nurse   1200

39. Respiratory Therapists   200

40. Sales   2

41. Service Technician   1

42. Supply Chain Management/ Logistics   11

43. Welding   100

Appendix E – Hiring Two-Year Degrees

1. Accounting   17
2. Administration   2
3. Aviation Management   3
4. Back End Developer   1
5. Biology   10
6. Business Administration   48
7. Chemical Engineering   20
8. Chemistry   12
9. Computer Aided Drafting (CAD)   1
10. Computer Science   1
11. Construction Management   26
12. Customer Service   100
13. Design - fashion   3
14. Education   1
15. Electrical Engineering   28
16. Engineering   1
17. Engineering   102
18. Finance positions   313
19. Food Science   5
20. Furniture Designer   2
21. Healthcare Administration   2
22. Human Resources   2
23. Information Systems   1
24. Information Technologies   602
25. Inside Sales   100
26. INSURANCE & FINANCIAL SERVICES   1
27. Landscape Architecture   1

28. Logistics   1

29. Maintenance Manager   1

30. Management   7

31. Manufacturing Engineering   1

32. Marketing   5

33. Mechanical Engineer   40

34. Network Engineering   1

35. Network Security   1

36. Nursing   111

37. Operations Management   2

38. Patient Account Representative   75

39. Production Supervisor   2

40. Professional   50

41. Project Management   1

42. Psychology / Counseling   120

43. Purchasing   1

44. Quality Engineer Manager   1

45. Registered Nurse   1500

46. Registered Nurse   15

47. Rehabilitation Case Worker   3

48. Sales   3

49. Social Worker   3

50. Supply Chain Manager   2

51. System Integration   3

52. Technology   100

53. Textile Engineering   10

54. Tool Design Manager   1

55. Town Manager   1

Appendix F –Survey Solicitations

EDUCATION SURVEY

COMMUNITY
FOUNDATION
OF GREATER
GREENSBORO

Help us identify barriers to accessing
education -- complete this survey and be
entered into a drawing for a $100 gift card!

TAKE THE SURVEY AT: GO.UNCG.EDU/ED_SURVEY

Appendix G – Workers Survey

Figure 58 – Modes of Distribution of Community Survey

COMMUNITY
FOUNDATION
OF GREATER
GREENSBORO

Guilford Jobs 2030 Initiative - Community Survey

This initiative is focused on increasing the number of Guilford County residents with educational success after High School/GED.   Your participation is vital to our effort in determining how to allocate scarce resources and how best to plan for future needs of the community.

Your comments will be confidential. Only staff at the UNCG Center for Housing and Community Studies will have access to individual survey results. Answers will be grouped together and reported without identifying any individuals.

The survey will take approximately 5-10 minutes to complete. If you would like to be entered into a drawing for a $100 gift card you will have the opportunity to add your info at the end of the survey.

Thank you for your assistance.

What is your age?

☐ 18-24 ☐ 25-34 ☐ 35-44 ☐ 45-54 ☐ 55-64 ☐ 65-74 ☐ 75-84 ☐ 85 or older

How do you identify?

☐ Male ☐ Female ☐ Non-Binary ☐ Trans ☐ Other:_____

How do you identify? (select all that apply)

☐ White ☐ Black/African American ☐ American Indian/Alaska Native ☐ Asian

☐ Native Hawaiian/Pacific Islander ☐ Hispanic/Latino ☐ Other: _____

What is your highest educational experience?

☐ Less than High School ☐ High School Graduate/GED ☐ Professional or Technical Certificate

☐ Some college but no degree ☐ 2-year degree ☐ 4-year degree ☐ Masters ☐ Doctorate

What is your employment status? (select all that apply)

☐ Employed Full time ☐ Employed Part Time ☐ Temp Employed ☐ Unemployed looking for work ☐

Unemployed not looking for work ☐ Retired ☐ Student ☐ Homemaker ☐ Disabled

How would you describe the work you do?

☐ I am not working ☐ Trade worker (carpenter, electrician, trucker, landscaper etc.)

☐ Service or retail (cashier, food service, waiter, hotel etc.) ☐ Health care worker

☐ Office or support person ☐ Government ☐ Law enforcement/military ☐ Education

☐ Fine arts ☐ Other (Please specify):_____

Please turn to opposite side of page➔

What is your current job title? _____

For statistical purposes only, what was your total (before taxes) household income for 2020?
☐ Less than $10,000 ☐$10,000-$19,000 ☐ $20,000-$29,000 ☐ $30,000-$39,000 ☐ $40,000-$49,000
☐ $50,000-$59,999 ☐ $60,000-$69,000 ☐ $70,000-$79,000 ☐ $80,000-$89,000 ☐ $90,000-$99,999
☐ $100,000-$149,000 ☐ More than $159,000 ☐ Prefer not to answer

Are you interested in furthering your education?
☐ Yes ☐ Not sure ☐ No

What are the barriers preventing you from furthering your education? (select all that apply)
☐ I don't have transportation ☐ I can't afford childcare ☐ Tuition is too expensive
☐ I can't quit my job to go back to school ☐ I don't have healthcare
☐ I have student loans and can't afford more ☐ I don't have support from my family/friends
☐ I am not fluent in English ☐ I was educated in another country, but it's not recognized here
☐ Documentation for visa status ☐ Other (please specify) _____

Do you have any outstanding fees, debts or loans to post-secondary institutions that may prohibit you from furthering your education?
☐ Yes ☐ No ☐ Don't know

If all expenses were paid (including costs of living like childcare, rent, health insurance etc.) would you go back to school?
☐ Definitely yes ☐ Probably yes ☐ Might or might not ☐ Probably not ☐ Definitely not

What other thoughts or suggestions do you have for helping people get higher education certificates or trainings?

_____

_____

_____

_____

Guilford County, NC

Survey Response Areas
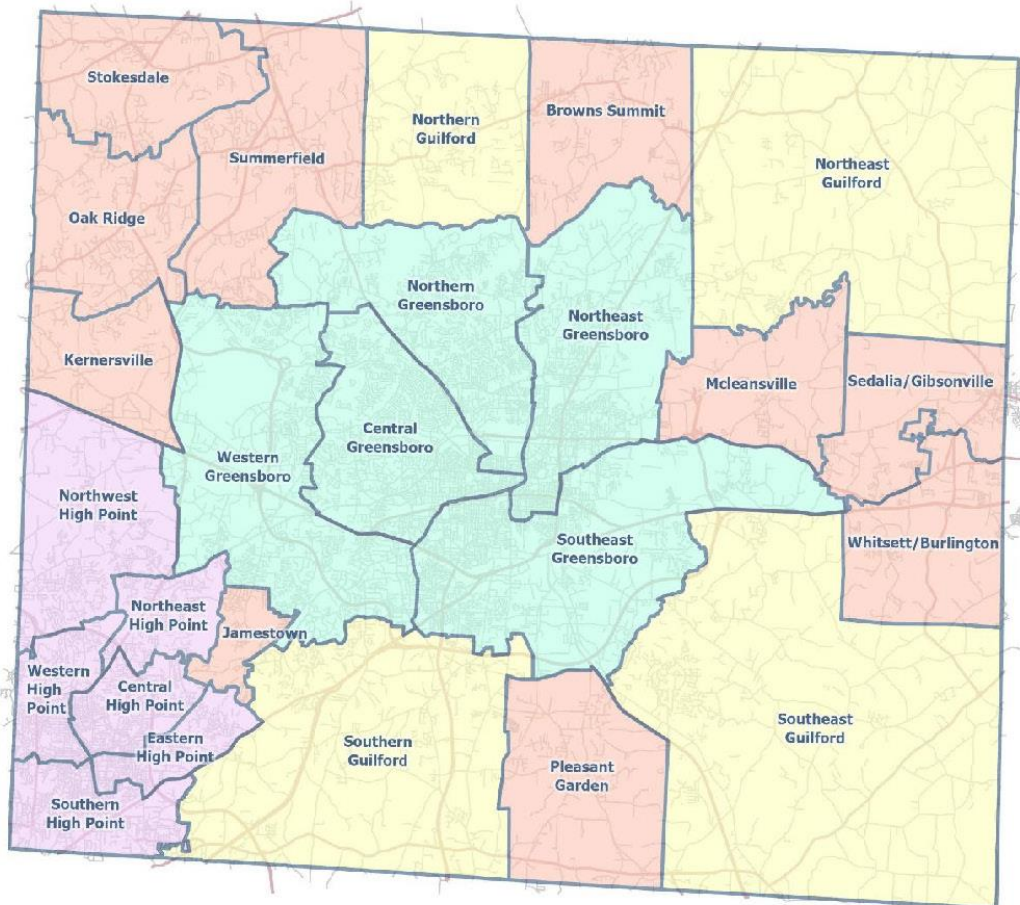
Please select the region you live in

- ☐ Central Greensboro
- ☐ Northeast Greensboro
- ☐ Northern Greensboro
- ☐ Southeast Greensboro
- ☐ Western Greensboro
- ☐ Central High Point
- ☐ Eastern High Point
- ☐ Northeast High Point
- ☐ Northwest High Point

- ☐ Western High Point
- ☐ Brown Summit
- ☐ Jamestown
- ☐ Kernersville
- ☐ Mcleansville
- ☐ Oak Ridge
- ☐ Pleasant Garden
- ☐ Sedalia/Gibsonville
- ☐ Stokesdale

- ☐ Summerfield
- ☐ Whitsett/Burlington
- ☐ Northeast Guilford
- ☐ Northern Guilford
- ☐ Southeast Guilford
- ☐ Southern Guilford
- ☐ I do not live in Guilford County

PRINT SEPARATELY - CUT ALONG LINES – STAPLE TO FRONT OF SURVEY

Sweepstakes Entry
Please provide your contact info if you're interested in being included in a random drawing for one of three $100 gift cards.

Name_____

Email_____

Phone_____

Sweepstakes Entry
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Name_____

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Name_____

Email_____

Phone_____

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