

ECONOMIC MOBILITY WORKSHOP

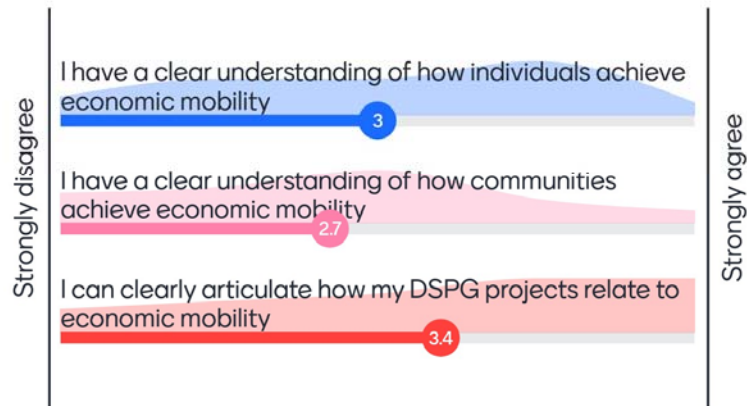
Cassandra Dorius & Teja Pristavec
Data Science for the Public Good National Curriculum
July 1, 2020

Go to www.menti.com and use the code 86 17 26

How familiar are you with the concept of Economic Mobility?



How familiar are you with the concept of Economic Mobility?



LET'S TALK ABOUT:

1. THE GATES PARTNERSHIP
2. WHAT IS ECONOMIC MOBILITY? MOBILITY?
3. FROM CONCEPT TO MEASUREMENT- THE DATA SCIENCE APPROACH
4. HOW CAN YOUR PROJECT ADVANCE ECONOMIC MOBILITY? MOBILITY?



Economic Mobility
& The American
Dream

Pew Charitable Trusts
August, 2011

8 TOWARDS A NATIONAL COMMUNITY LEARNING NETWORK

WHAT IS **INDIVIDUAL**
ECONOMIC MOBILITY?



“Poverty is not just about a lack of money. It’s about a lack of power.”

- John Powell, *US Partnership on Mobility from Poverty* (2018)

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WHAT IS INDIVIDUAL ECONOMIC MOBILITY?



US Partnership on Mobility from Poverty
Report: Measuring Mobility from Poverty

Gregory Acs, Amrita Maitreyi, Alana L. Conner,
Hazel Rose Markus, Nisha G. Patel, Sarah
Lyons-Padilla, and Jennifer L. Eberhardt

April 2018

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WHAT IS INDIVIDUAL ECONOMIC MOBILITY?



1. STRONG & HEALTHY FAMILIES

- FINICAL WELL BEING
- HOUSING
- FAMILY
- HEALTH

2. SUPPORTIVE COMMUNITIES

- LOCAL GOVERNANCE
- NEIGHBORHOODS
- SAFETY

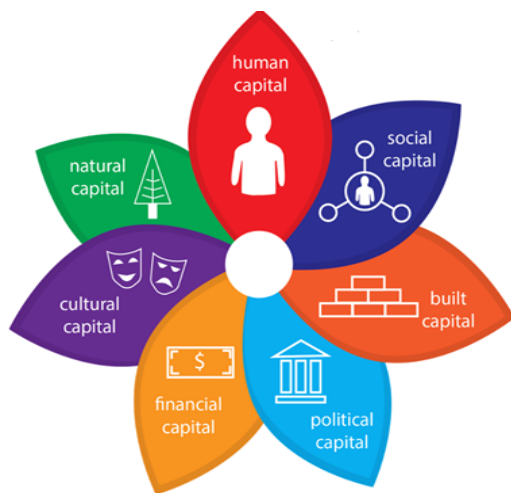
3. OPPORTUNITIES TO LEARN AND EARN

- EDUCATION
- EMPLOYMENT

Urban Institute
Mobility metrics
April 2020

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WHAT IS COMMUNITY ECONOMIC MOBILITY?



Community Capitals Framework

Flora, C.B., Flora, J.L. & Gasteyer (2015). *Rural Communities: Legacy and Change* (5th Edition). Boulder, CO: Routledge.

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WHAT IS RURAL COMMUNITY ECONOMIC MOBILITY?



RECOVERY READY COMMUNITIES

- **The Community Capitals Framework (CCF)** provides a way to analyze community and economic development efforts from a **systems perspective** by identifying:
 - the **assets** in each capital (stock),
 - the **types** of capital invested (flow),
 - the **interaction** among the capitals,
 - the resulting **impacts** across capitals



MEASURING COMMUNITY CAPITALS IN THE TIME OF COVID

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- High levels of community capital are key attributes of resilient communities because they help communities better withstand diverse shocks.
- Community recovery is typically measured in terms of long-term increases in community capital.



Financial Capital

- Savings, income generation, fees, loans, credit, gifts and philanthropy, taxes, and tax exemptions
- More mobile than other capitals and easier to measure
- Assessed by community economic diversification, financial well being, commerce & business, and poverty



Human Capital

- Characteristics and potential of individuals that are determined by the intersection of genetics (nature) and social interactions (nurture).
- Includes education, skills, health, self esteem, gender equality, and deaths of despair



Natural Capital

Stock of **natural or environmental assets** that provides a flow of useful goods or services

- Air, water, soil, biodiversity, weather
- Provide possibilities and limits to community
- Influences and is influenced by human activity



Social Capital

Sum of the resources, information, and support that an individual or a group can access through the connections and networks between them.

- Mutual trust, reciprocity, groups, collective identity, working together, and a sense of a shared future
- Bonding, bridging, and linking



Cultural Capital

Factors that provide societies with the means and adaptations to engage with their environment and actively modify it

- common values, beliefs, traditional knowledge, and perceptions that provide **a basis for collective efforts** to deal with everyday issues



Political Capital

The ability to influence and enforce rules, regulations, and standards. Access to individuals and groups with the power to influence decisions.

- Elected and appointed government officials, citizen participation in issue forums, political organization leaders, voting rates
- Policy regimes

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Built Capital

Reflects the infrastructure of the community- the basic set of facilities, services and physical structures needed by a community

- Broadband and other information technologies, utilities, water/sewer systems, roads/bridges, business parks, hospitals, main street buildings, housing stock

There is no 'one size fits all' approach to determining which community capitals to grow to aid recovery- it depends on the unique strengths and needs of a community.

As communities pursue positive changes in one type of capital they can create opportunities in other areas. This is called the **spiraling up of community capitals**.

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THINK ABOUT A THRIVING TOWN OF ABOUT THIS SIZE...

1,000 RESIDENTS

Such as: Anita,
Fredericksburg,
Hubbard, Keota,
Preston, or Redfield

10,000 RESIDENTS

Such as: Carroll,
Fairfield, Grinnell,
Pella, Storm Lake, or
Waverly

25,000 RESIDENTS

Such as: Burlington,
Clinton, Fort Dodge,
Mason City,
or Ottumwa



WHAT IS IT THAT MAKES THIS PLACE SO SUCCESSFUL?

1,000 RESIDENTS

Such as: Anita,
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Such as: Carroll,
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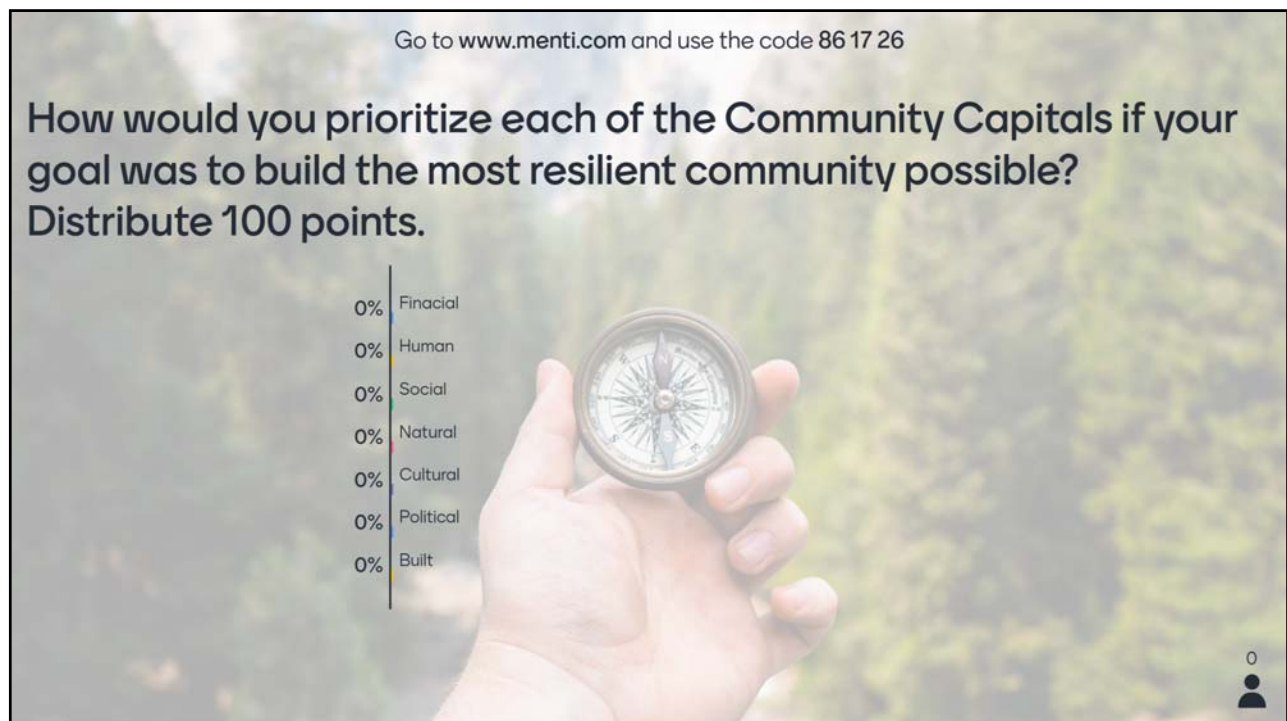
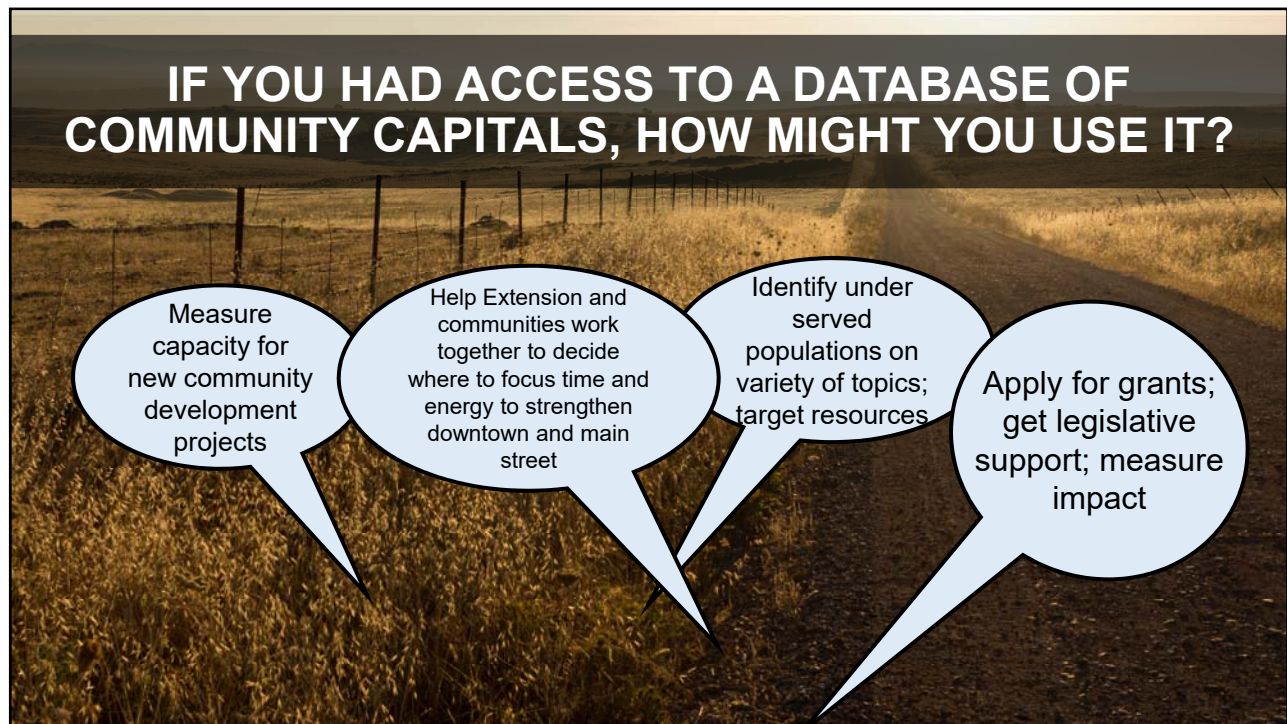


USING COMMUNITY CAPITALS TO ADVANCE RECOVERY

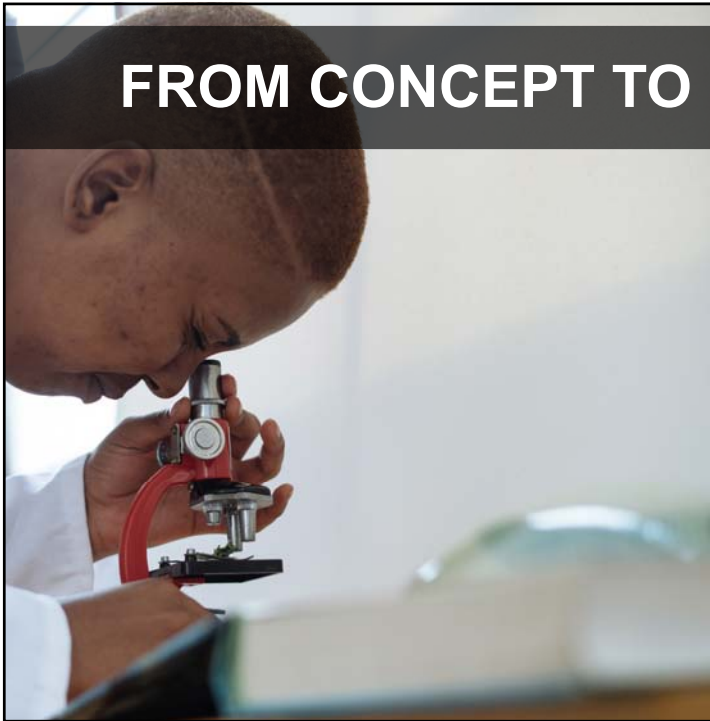
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Why should we measure communities capitals to advance recovery?

- Informs evidence-based policies
- Enables precision funding
- Aids in the identification of needs, and replicable success models.



FROM CONCEPT TO MEASUREMENT



THE DATA SCIENCE APPROACH:

1. Develop a conceptual framework
2. Identify data to measure concepts
3. Construct measures
4. Provide actionable information

HOW DO WE DEVELOP A CONCEPTUAL FRAMEWORK?

Driver: Strong and Healthy Families

Domain	Indicator
<i>Financial well-being</i>	Income Financial security
<i>Housing</i>	Affordable housing Housing instability and homelessness
<i>Family</i>	Family stability
<i>Health</i>	Overall health Access to and utilization of health services Neonatal health



Driver: Opportunities to Learn and Earn

Domain	Indicator
<i>Education</i>	Preschool access Effective public education Student poverty concentration College readiness
<i>Employment</i>	Access to living-wage jobs Unemployment/joblessness



Driver: Supportive Communities

Domain	Indicator
<i>Local governance</i>	Political participation Descriptive representation among local officials
<i>Neighborhoods</i>	Economic inclusion Racial diversity Belongingness Social capital Transportation access Environmental quality
<i>Safety</i>	Exposure to trauma Exposure to crime Overly punitive policing



WHAT DATA SOURCES CAN WE USE TO MEASURE THE CONCEPTS?

Driver: Opportunities to Learn and Earn		
Domain	Indicator	Data Source
Education	Preschool access	American Community Survey
	Effective public education	EDFacts
	College readiness	Civil Rights Data Collection
		NCES Common Core of Data
Employment	Access to living-wage jobs Unemployment	Urban Institute Debt in America
		HHS Administration for Children and Families
		Community Development Financial Institutions Fund
		Behavioral Risk Factors Surveillance Survey
		American Community Survey
		Behavioral Risk Factors Surveillance Survey
		Center for American Progress
		BLS Local Area Unemployment Statistics Program
		Longitudinal Employer-Household Dynamics
		FFIEC Community Reinvestment Act
CareerOneStop		



WHAT MEASURES CAN WE CONSTRUCT USING THESE DATA SOURCES?

Driver: Opportunities to learn and earn			
Domain	Predictor	Predictor explanation	Measure
Education	Preschool access	High enrollment in quality preschool is associated with higher proportions of a community's children being prepared to start school ready to learn, with the cognitive and social skills required to succeed in an academic setting and beyond. Children without preschool experience may struggle in the early school years and ultimately attain less education.	Share of children enrolled in nursery school or preschool
	Effective public education	School quality influences children's cognitive and social development. Attending lower-quality schools reduces a child's chances of attending and succeeding at post-secondary institutions.	Average per-grade change in English Language Arts achievement, grades 3-8
	College readiness	Having a high school degree and the requisite skills to enroll in and benefit from a 2- or 4-year college program means that individuals are prepared to build the skills that lead to sustained success in the labor market.	Proportion of 19- and 20-year-olds with a high school degree
			Third grade reading proficiency share Third grade math proficiency share High school graduation rate % AP course enrolment % teachers in their 1st/2nd year

OR...

HOW CAN WE TURN OUR MEASURES INTO ACTIONABLE INFORMATION?

ADVANCING ECONOMIC MOBILITY

Towards a National Community Learning Network

Connectivity Infrastructure as Barrier to Remote Work, Education, and Mental Health Care: County Explorer

This dashboard visualizes three measures of connectivity infrastructure as barriers to remote work, education, and mental health care. It facilitates relative comparisons between counties within states, highlighting areas where workers may have difficulty working remotely, where youth could face barriers to participating in online education, and where county residents may have high need but low access to telemental health services. The dashboard allows extension professionals and policy-makers in Iowa, Oregon, and Virginia to make informed decisions about interventions and resource allocation based on conditions in their counties.

[Dashboard](#)

Relative Accessibility Maps and Indicators

[Data, Measures, and Methods](#)

[More on Connectivity](#)

[Acknowledgments and Contact](#)

Relative Accessibility Maps

Select a state and topic using the map selector. The resulting maps will display the relative accessibility of remote work, remote education, and telemental health at county-level. Select the Data and Methods tab to learn more about how we constructed our composite measures.

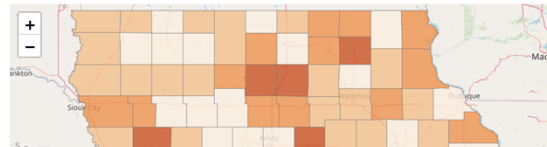
Selector

Topic
Remote education

State
Iowa

Use the tools above to select your topic and state of interest. The

County Map



CAN MY PROJECT HELP ADVANCE ECONOMIC MOBILITY?



BREAKOUT GROUP TIME!

Pick one of your projects. Spend the next 10 minutes discussing **how your project fits within the economic mobility framework** in your small group

- Does your project explore any dimension(s) of economic mobility that we discussed?
- How could the outcome of your project advance economic mobility? For whom?
- Think about your ethics training. Are there ways in which your project could hinder economic mobility for a particular social group?



THANK YOU FOR JOINING US!
WRAPPING UP



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WE APPRECIATE YOUR HELP
ENVISIONING HOW THE DSPG
PROJECTS ADVANCE
ECONOMIC MOBILITY!

CONTACT:

CASS DORIUS

CDORIUS@IASTATE.EDU

TEJA PRISTAVEC

TP2SK@VIRGINIA.EDU