

The background of the slide features a large, faint watermark of the Rutgers University seal. The seal is circular with a sunburst design in the center and the words "RUTGERS UNIVERSITY" around the perimeter.

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# Preparing Blacks and Latinx for Workforce 2000: Unfulfilled Promises and Lost Opportunities

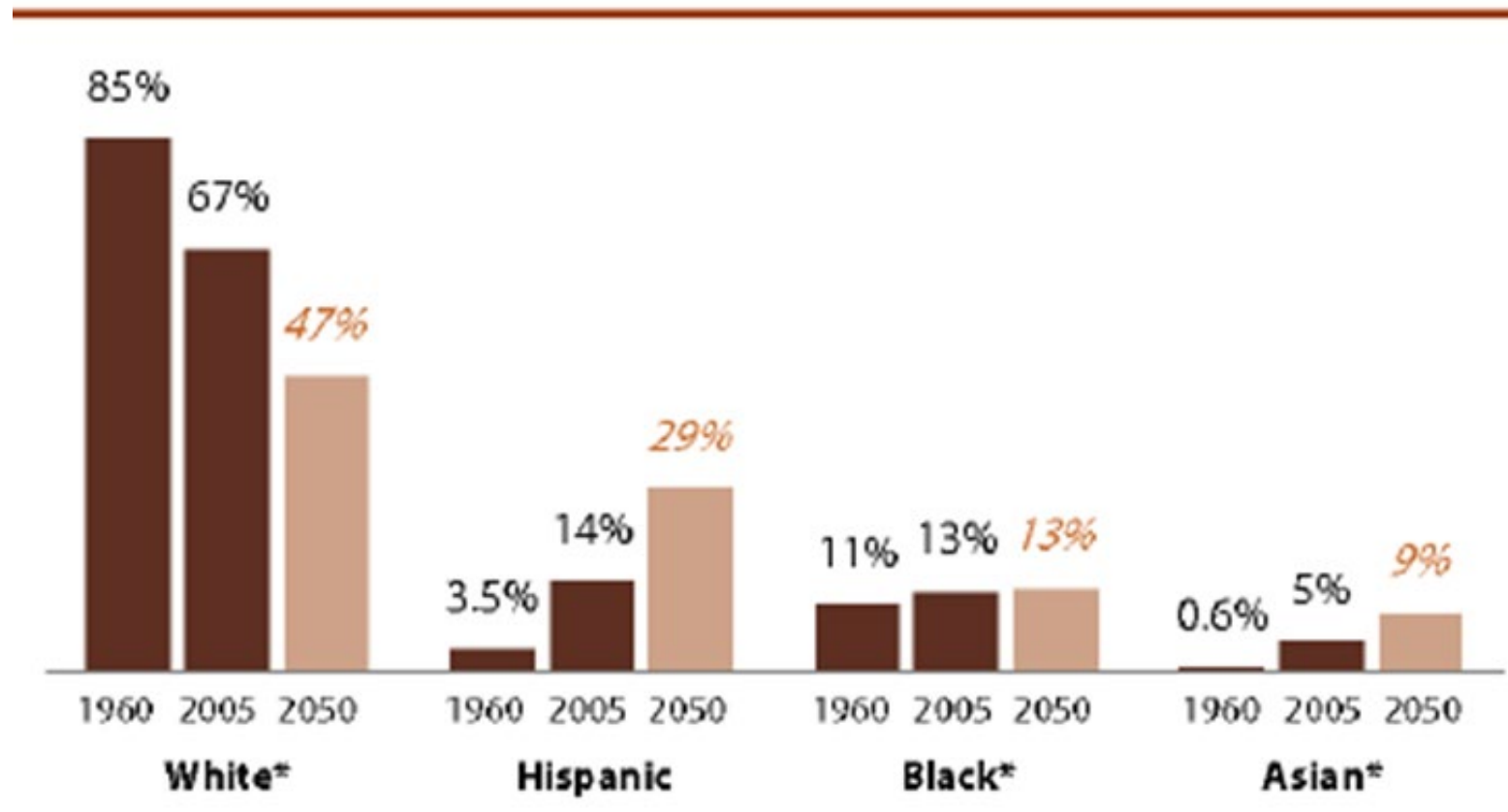
**Norma M. Riccucci**  
*Rutgers University-Newark*

**2021 Deil S. Wright Lecture**  
**UNC - Chapel Hill, School of Government**

### **Predictions for Workforce 2000:**

- Fewer young white males entering the workforce
- Blacks and Latinx would represent large share of the new entrants into the labor force (and increase their share of jobs)
- Fastest-growing jobs would be at the professional and managerial levels
- Continued shift from manufacturing-based to service- and technology- based

Population by Race and Ethnicity, Actual and Projected:  
1960, 2005 and 2050  
(% of total)



**Governments, nonprofits and private sector organizations:**

**➤ Develop educational and training programs/opportunities for Blacks and Latinx**

- Predictions about changes to the workforce realized?
- Investments made in human capital of Blacks and Latinx?

**Table 1. New Entrants to the Civilian Labor Force, 1990, 2006, 2016, and projected 2026 (percentages).**

	1990	2006	Change 1990- 2006	2016	Change 2006- 2016	2026	Projected Change 2016- 2026
<b>Black</b>	10.7	11.4	6.5	12.3	7.9	12.7	3.3
Men	5.3	5.4	1.9	5.9	9.3	6.0	1.7
Women	5.4	6.1	13.0	6.5	6.6	6.7	3.1
<b>Hispanic Origin</b>	7.7	13.7	77.9	16.8	22.6	20.6	22.6
Men	4.6	8.2	78.3	9.7	18.3	11.6	19.6
Women	3.1	5.4	74.2	7.2	33.3	8.9	23.6
<b>Asian</b>	3.1	4.4	41.9	6.0	36.4	7.2	20.0
Men	1.7	2.4	41.2	3.2	33.3	3.8	18.7
Women	1.4	2.1	50.0	2.8	33.3	3.4	21.4
<b>All Other Groups*</b>	n.a	2.3	—	3.3	43.5	3.9	18.2
Men	n.a	1.3	—	1.7	30.8	2.0	17.6
Women	n.a	1.1	—	1.6	45.5	1.9	18.7
<b>White</b>	78.5	81.8	4.2	78.3	-4.3	76.2	-2.7
Men	43.1	44.7	3.7	42.4	-5.1	40.8	-3.8
Women	35.4	37.1	4.8	35.9	-3.2	35.3	-1.7

This table omits "leavers" or those departing the labor force.

\* "All other groups" includes those classified as of multiple racial origin and the race categories of Indigenous Americans, Alaska Native, Native Hawaiian and Other Pacific Islanders (totals then will not equal 100).

Sources: U.S. Bureau of Labor Statistics, CPS Tables, Civilian labor force, entrants and leavers, 16 years and older.

<https://www.bls.gov/emp/tables/civilian-labor-force-entrants-leavers.htm>, accessed July 11, 2019.

Data for 1990, BLS RELEASES NEW 1992-2005 EMPLOYMENT PROJECTIONS, November 24, 1993.

[https://www.bls.gov/news.release/history/ecopro\\_112493.txt](https://www.bls.gov/news.release/history/ecopro_112493.txt), accessed July 15, 2019.

Table 2. Employment Status by Race, Ethnicity and Gender, 2001, 2010 and 2018.

		Number Percent 2001	Number Percent 2010	Number Percent 2018	Percent Change 2001-2018
Black	Women	8,774 6.1	9,447 5.3	10,720 5.6	-8.2
	Men	7,647 5.3	8,415 4.8	9,694 5.1	-3.8
Latinx	Women	7,049 4.9	9,238 5.2	12,223 7.5	53.1
	Men	10,279 7.2	13,511 7.6	16,113 9.9	37.5
Asian	Women	n.a	3,355 1.9	4,790 2.5	31.6*
	Men	n.a.	3,893 2.2	5,346 2.8	27.3*
White	Women	54,433 37.8	57,356 32.5	57,732 30.3	-19.8
	Men	64,966 45.2	67,728 38.3	68,082 35.8	-20.8

\*Percent change for Asians is 2010 to 2018.

Source: U.S. Bureau of Labor Statistics, CPS Tables, Employment Status of Civilian Population,

<https://www.bls.gov/cps/tables.htm>, accessed July 8, 2019.

Communities lack access to good jobs and schools

-Black neighborhoods: lower home values, lower property taxes, underfunded public schools.

2X likely unemployed vis-à-vis whites

Lag in educational attainment

Strong economies ≠ labor market gains

Joblessness & unemployment – consistently higher  
for Blacks

Recession of 2008 - unemployment = 10.2 percent

Blacks = 11.5 percent

Latinx = 8.9 percent

Whites = 6.3 percent

Close of 2008: Blacks 40 percent more likely than  
whites to experience unemployment

## Job Restructuring:

- Reduced demand for low-skilled workers (layoffs)
- Geographic Disparities – manufacturing jobs moved

from areas densely populated by Blacks

(e.g., Chicago, Philadelphia &

Detroit, unemployment:

Blacks 14.9%; Whites 5.8%, in 2007)

**Table 3. Total Management and Professional Occupations by Race, Ethnicity and Gender, 2005, 2010 and 2018.**

		2005	2010	2018	Percent Change 2005-2018
<b>Black</b>	<b>Women</b>	5.0%	5.3%	5.8%	16.0
	<b>Men</b>	3.1%	3.1%	3.7%	19.4
<b>Latinx</b>	<b>Women</b>	3.3%	3.8%	5.0%	51.5
	<b>Men</b>	3.1%	3.5%	4.6%	48.4
<b>Asian</b>	<b>Women</b>	2.6%	2.8%	3.9%	50.0
	<b>Men</b>	3.3%	3.3%	4.6%	39.4
<b>White</b>	<b>Women</b>	41.9%	42.4%	40.3%	-3.8
	<b>Men</b>	42.3%	41.2%	39.0%	-7.8

Source: U.S. Bureau of Labor Statistics, Unpublished Tables. Table for 2000 was unavailable.

**Table 4. Occupational Status of Employed Persons by Race, Ethnicity and Gender, 2018 (percentages).**

	Black		Latinx		Asian		White	
	Men	Women	Men	Women	Men	Women	Men	Women
Management, professional, and related occupations	25.9	36.2	18.8	27.2	54.9	52.5	37.1	45.2
Management, business, and financial operations occupations	10.8	11.4	9.1	9.8	18.2	17.8	18.6	16.3
Professional and related occupations	15.1	24.8	9.7	17.4	36.7	34.7	18.5	28.9
Service occupations	20.3	28	19.0	31.4	12.7	20.8	12.8	19.6
Sales and office occupations	17.3	27	13.9	29.5	13.9	20.0	15.6	28.7
Sales and related occupations	8.3	9.8	7.7	12.1	8.4	8.8	10.0	10.9
Office and administrative support occupations	9	17.2	6.2	17.4	5.5	11.3	5.6	17.8
Natural resources, construction, and maintenance occupations	11.5	0.6	28.2	2.3	5.7	0.5	18.1	1.1
Farming, fishing, and forestry occupations	0.3	0.1	2.4	1.2	0.3	0.2	1.2	0.4
Construction and extraction occupations	6.3	0.2	19.4	0.8	2.5	0.1	10.7	0.4
Installation, maintenance, and repair occupations	4.9	0.3	6.3	0.2	2.9	0.2	6.2	0.2
Production, transportation, and material moving occupations*	25.0	8.1	20.2	9.6	12.8	6.2	16.4	5.4
Production occupations	8.4	4.1	8.6	5.9	5.6	4.5	7.4	3.1
Transportation and material moving occupations	16.6	4.1	11.6	3.7	7.2	1.6	9.1	2.2

Source: U.S. Bureau of Labor Statistics, Characteristics of the Employed (2018).

<https://www.bls.gov/cps/cpsaat10.htm>

\*Laborers moving manually materials such as freight & stock; air traffic controllers; flight attendants; truck, bus & taxi drivers

**Table 5. Technology Jobs by Gender, 1980 and 2014, percentages.**

	1980		2014		Percent Change	
	Women	Men	Women	Men	Women	Men
Computer Systems Analysts	22.5	77.5	36.8	63.2	63.6	-18.5
Computer Programmers	31.2	68.8	21.7	78.3	-30.4	13.8
Computer Operators	59.1	40.9	n.a.		n.a.	

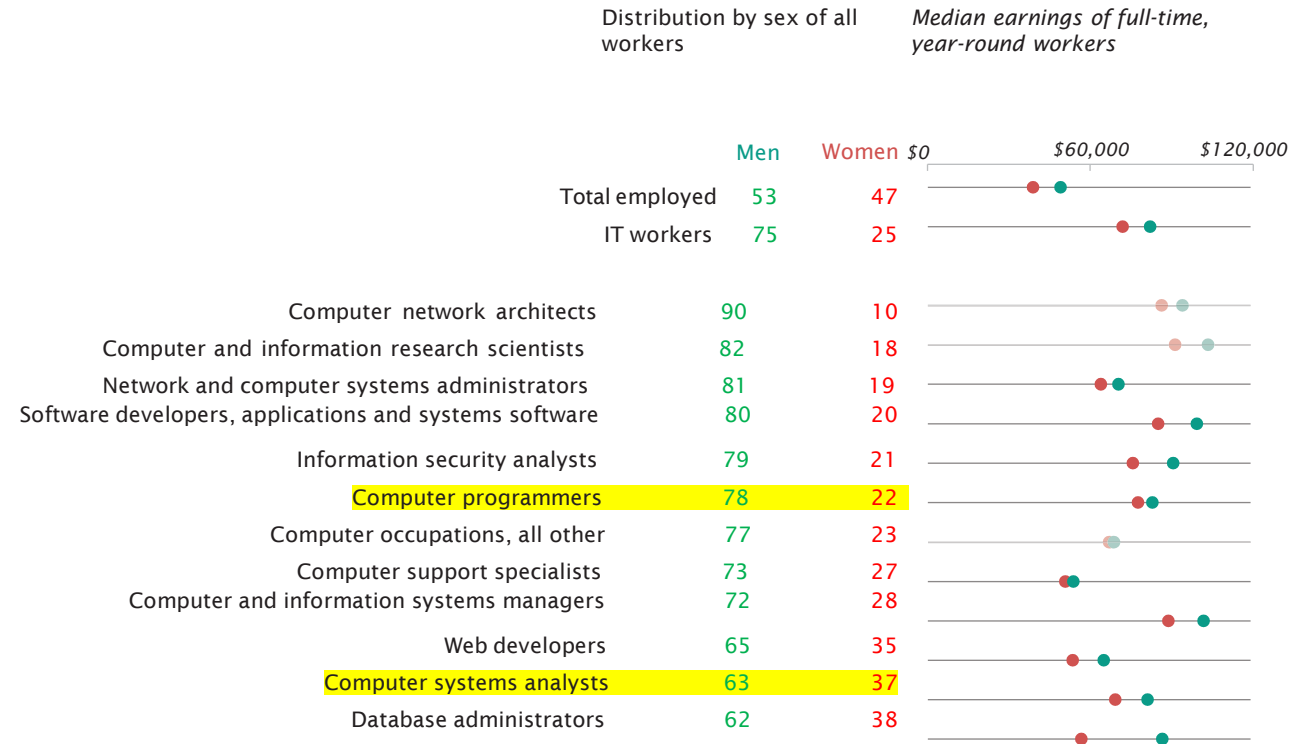
Source: U.S. Census Bureau, Detailed Occupation of Civilian Workforce, 1980.

<https://www2.census.gov/programs-surveys/demo/tables/eo/1980/table1-detailed-occupation-of-the-civilian-labor-force.pdf>, accessed October 7, 2019.

**Median Pay – IT JOBS**

	<b>1985</b>	<b>2018</b>
Computer Systems Analysts	\$31,304	\$88,740
Computer Programmers	\$26,104	\$84,280
Computer Operators	\$16,172	n.a.

**Figure 1. Distribution by Sex for All Information Technology (IT) Workers and Median Earnings, by Sex of Full-Time, Year-Round IT Workers: 2014<sup>1</sup>**  
 (percent, civilian employed, 16 years and over).



1 IT jobs rose from 450,000 in 1970 to 4.6 million in 2014.  
 Source: Beckhusen (2016).

**Table 6. Technology Jobs by Race and Ethnicity, 1980, 2014, percentages.**

	1980				2014				Percent Change			
	Black	Latinx	Asian	White	Black	Latinx	Asian	White	Black	Latinx	Asian	White
Computer Systems Analysts	4.6	2.4	3.6	89.1	8.54	7.3	18.2	69.3	84.8	204	405.6	-22.2
Computer Programmers	5.6	2.8	4.5	86.8	3.9	5.5	19.1	73.6	-30.4	96.4	324.4	-15.2
Computer Operators	11.6	5.2	2.5	80	n.a.				n.a.			

Johnston and Packer (1987), for example, stated that the “shrinking numbers of young people, the rapid pace of industrial change, and the ever-rising skill requirements of the emerging economy make the task of fully utilizing minority workers particularly urgent between now and 2000.... *education and training investments will be needed to create real equal employment opportunity*” (p. xiv, emphasis added). They go on to say, however, that “traditional job training and employment programs by themselves are unlikely to have profound impacts on the future success of minority youth. Unless the \$127 billion public educational system can somehow be better harnessed to serve minority youth... [job training programs] can make only a small dent in the problem” (p. 115).

Johnston, W. B., & Packer, A.H. (1987). *Workforce 2000*. Indianapolis, IN: Hudson Institute.

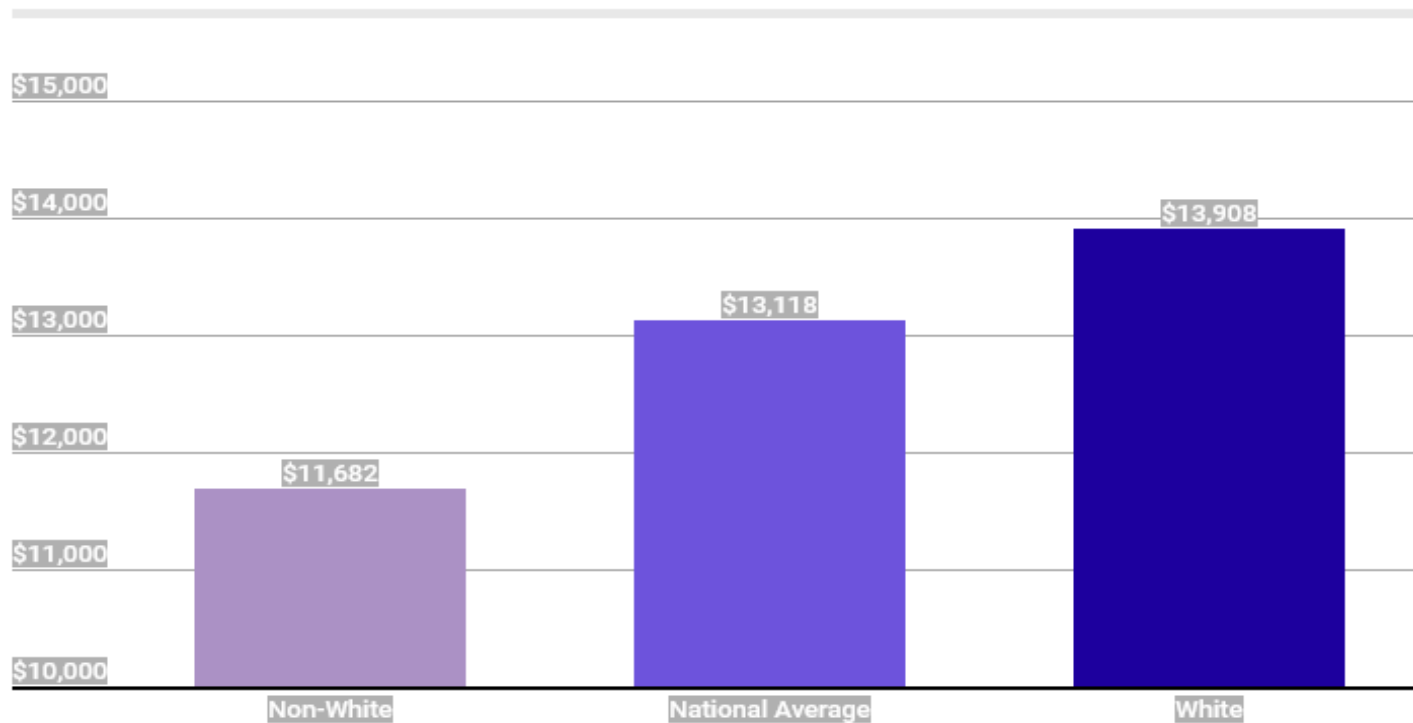
## School Financing

*K-12 Education* (State, local & federal @ 10%: categorical grants, e.g., Head Start)

FY 2000-2001: \$442 billion on K-12

FY 2015-2016: \$706 billion on K-12

## Average Amount of School District Funding per Student



(Source: EdBuild)

EdBuild, Jersey City, NJ, 2019

## Inequities in School Financing - Primary & Secondary

➤ Urban schools underfunded

- financed by local property taxes
- high-poverty districts spend 15.6% less per student

➡ 20% increase/year in spending per pupil for poor children = additional yr of completed ed. & 25% higher earnings;

**AND** 20%-point reduction in the incidence of adult poverty

- Over 50% of students attend segregated or “racially concentrated” schools
  - 75% students are nonwhite
- Inequities in spending among states (wealthiest vs. poorest)
  - Connecticut 2x Mississippi
  - Highest spending (MA; MN; NJ), fewer low-income students
  - Lowest spending (AZ; MS; CA) serve low-income students & students of color

## Inequities School Financing – Higher Education

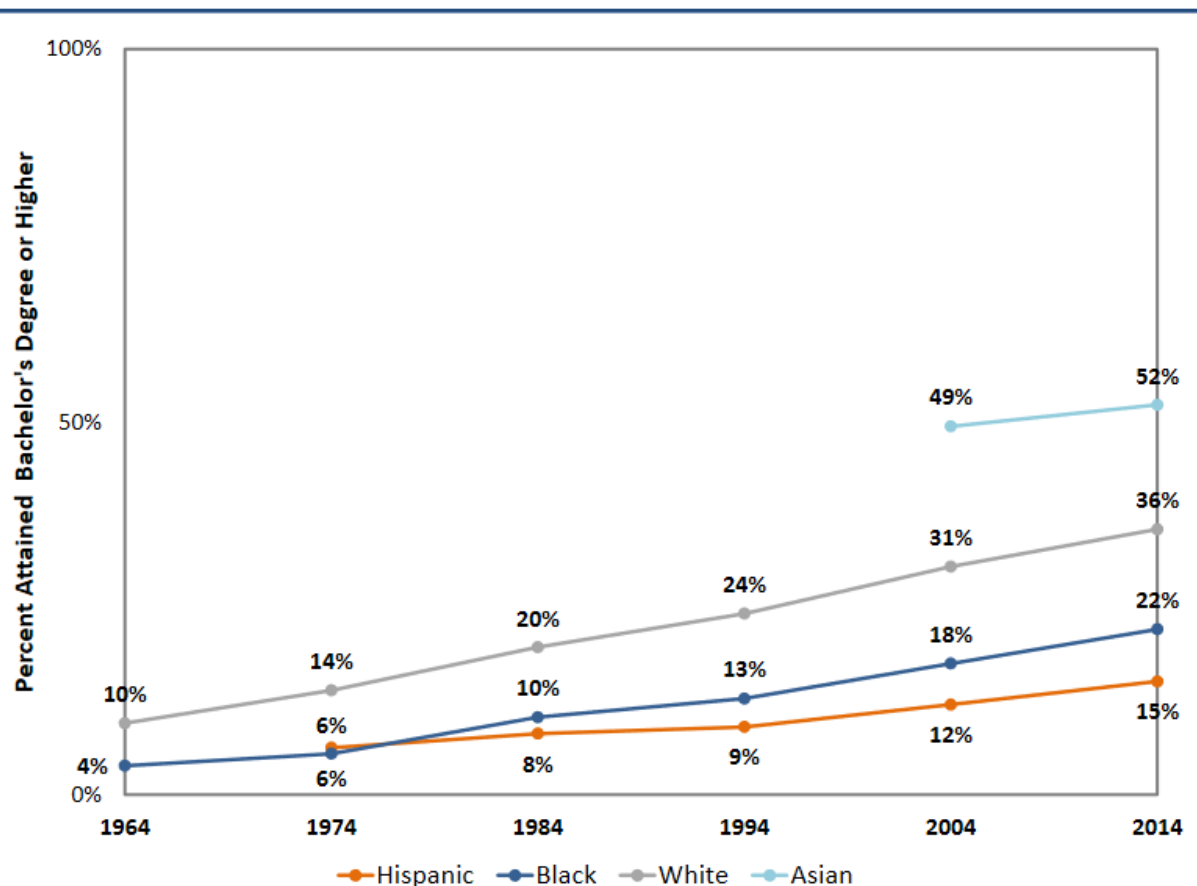
➤ Gaps in spending

- Less prestigious, lower funded public/community colleges and universities – disadvantaged students of color

➤ Diminishing statewide education spending

- colleges and universities are tuition driven = adverse effect on students of color

Percentage of U.S. residents 25 years and older attaining a bachelor's degree or higher, by race and ethnicity:  
From 1964 through 2014.



*NOTE: Due to limitations in Census methodology, attainment among Asians is not available before 2002 and attainment among Hispanics is not available before 1974. Asian category excludes Native Hawaiian/Other Pacific Islander students.*

*SOURCES: U.S. Census Bureau, March Current Population Survey, 1947 and 1952 to 2002; U.S. Census Bureau, Annual Social and Economic Supplement to the Current Population Survey, 2003 to 2015 (noninstitutionalized population, excluding members of the Armed Forces living in barracks); U.S. Census Bureau, Census of Population, 1940 and 1950.*

**Figure 2. Trends in Education based on Race and Ethnicity.**

Percentage of school-age children, 2017:

Whites: 51  
Blacks: 14  
Latinx: 25  
Asians: 5

Percentage of children living with married parents, 2016:

Whites: 73  
Blacks: 33  
Latinx: 57  
Asian: 84

Percentage of children living in poverty, 2016:

Whites: 10  
Blacks: 31  
Latinx: 26  
Asian: 10

Achievement gap in reading, Grade 4, 2017:

White-Black: 25 points  
White-Latinx: 23 points

➤ Achievement gap in math, Grade 4, 2017:

White-Black: 25 points  
White-Latinx: 19 points

➤ High school dropout rates, percentages, 2017

Whites: 4.3  
Blacks: 6.5  
Latinx: 8.2  
Asian: 2.1

➤ College participation rates, percentages 2016

Whites: 42  
Blacks: 36  
Latinx: 39  
Asian: 58

➤ College graduation rates, cohort entry 2010, graduation within 4 years, percentages:

Whites: 45  
Blacks: 21  
Latinx: 32  
Asian: 50

Sources: National Center for Education Statistics (NCES). 2019. Status and Trends in the Education of Racial and Ethnic Groups, 2018. <https://nces.ed.gov/pubs2019/2019038.pdf>;

NCES. Fast Facts. 2017. <https://nces.ed.gov/fastfacts/display.asp?id=16>;

NCES. Postsecondary Graduation Rates, 2017.

[https://nces.ed.gov/programs/raceindicators/indicator\\_red.asp](https://nces.ed.gov/programs/raceindicators/indicator_red.asp), all accessed January 7, 2020.

**Training** (workers significant barriers to employment)

- Comprehensive Employment and Training Act (CETA) 1973
- Job Training Partnership Act (JTPA) 1982
- Workforce Investment Act (WIA) 1998
- Workforce Innovation and Opportunity Act (WIOA) 2014
  - Provide workers with the skills match
  - Tied to TANF (welfare-to-work)

Were the predicted gains in jobs realized in this nation?

- Not particularly for Blacks;
- Gains by Blacks low across board (new entrants, employment status, technology jobs).

- Blacks were not prepared for workforce 2000
  - Failure of society to train and educate Blacks
  
- Inequalities are exacerbated:
  - 2020: The household wealth of White Americans is 17x higher than that of Black Americans.
  
- Pervasive, institutional and structural biases must be addressed if Blacks are to achieve social, political, and economic equality with Whites

**Thank you!**



Job Training Partnership Act (**JTPA**) of 1982. Under this program, funds were primarily earmarked directly for training purposes, rather than for support and administrative costs. The JTPA was grossly mismanaged and steeped in pork barreling where **resources were expended on, for example, teaching Washington D.C. taxi drivers to smile, expanding an Indiana circus museum and providing foreign travel money for state and local politicians** (Bovard, 2011).