



Education
Strategy
Group

Colorado Technical Working Group

September 29, 2023

Summary memo

- Please provide any feedback offline, via email.
- “Parking lot” linked at the end of memo
 - Documenting any discussions not reflected in current modeling, outstanding questions
 - Please let Josh or me know if you have more to add

Control groups

- Institution-specific control groups
 - Account for demography, socioeconomic, geographic and academic characteristics of students enrolled at each public IHE in Colorado.
- For example:
 - The control group for an institution that serves many low-income students of color from the Denver statistical area will be low-income students of color from the Denver statistical area *with only a high school diploma*.

Role of geography

- Statistical area is a proposed starting place – will refine as actual analyses go on to account for any nuance.
 - Core based: 10,000+ population (17 in Colorado)
 - Micropolitan: between 10,000-50,000 population (10)
 - Metropolitan: 50,000+ population (7)
- Primary statistical areas (12) – include areas/counties excluded from above
- Accounting for where students enrolled at each IHE are from, and then using this as geographic control:
 - i.e., Students enrolling at Adams State University are, in general, from the area surrounding Alamosa and ASU. Therefore, the control group will be comprised of high school graduates from this area.

What's next re: min value?

- Data inventory
- Timeline
 - Updates throughout Q4
- CDHE team begins analysis

“

“...develop student success measures that measure the progression of students through postsecondary education and the impact of postsecondary pathways on a student’s career opportunities and success”

Key Findings

1

Higher educational attainment is **meaningfully related to 50 out of the 52** desirable outcomes tested.

2

Education is positively related to **higher income, better health status, better wellbeing, likelihood to do work that fits with their natural talents and interests, voting participation, volunteerism and charitable giving.**

3

The relationships between education and positive life outcomes are generally **similar for people from different racial and ethnic backgrounds,** but the link between education and labor force participation is **slightly higher for Black adults.**

4

Most adults **agree that higher education boosts innovation, incomes and entrepreneurship.** However, the public is more skeptical that higher education improves physical health, mental health, cooperation or democratic representation.

Beyond financial value

- Postsecondary education's
 - Inputs
 - Progress metrics
 - Outcomes, considering
 - Private goods
 - Public goods

Inputs

- Early postsecondary opportunities
- High school students' engagement with schoolwork,
- Robust college-search process
- High school graduation
- Enrollment
 - At best-fit institution?

Progress

- Persistence/retention
- Academic achievement
- Learning
 - Critical thinking skills
 - Cognitive ability
- Workforce opportunities while enrolled
 - i.e., internships, co-ops, etc.
- Degree completion
- Social networks, connections while enrolled

Outcomes

- Employment (in-field)
- Job satisfaction; job aligned with values and/or talents
- Increased income
- Increased entrepreneurship
- Improved health outcomes
- Increased civic engagement
 - Voting
 - Volunteering
 - Community-based interactions
- Increased pro-social attitudes
 - i.e., environmental awareness

Data elements

- Existing?
 - CO-specific
 - National
- Would require collection?
 - Qualitative data?

Next up

- Doodle poll for upcoming meetings
- Progress updates from CDHE team