

Connecting Education and Work

Insights for
Colorado

Sarah Pingel
Damion Pechota

August 26, 2019



**EDUCATION
COMMISSION**
OF THE STATES

Your education policy team.

Who we are

The **essential, indispensable** member of any team addressing education policy.



What we do

We believe in the power of **learning from experience** and we know informed policymakers create **better education policy**.



How we do it

A circular graphic with an orange tint. The background image shows a person's hands typing on a laptop keyboard. The word "RESEARCH" is written in white, bold, uppercase letters, centered horizontally and framed by two thin white horizontal lines.

RESEARCH

A circular graphic with a green tint. The background image shows a person in a suit holding and looking at a document. The word "REPORT" is written in white, bold, uppercase letters, centered horizontally and framed by two thin white horizontal lines.

REPORT

A circular graphic with an orange tint. The background image shows a conference room with several chairs and a table, with a white cup on the table. The word "COUNSEL" is written in white, bold, uppercase letters, centered horizontally and framed by two thin white horizontal lines.

COUNSEL

A circular graphic with a purple tint. The background image shows a person's hands holding a pen over a document. The word "CONVENE" is written in white, bold, uppercase letters, centered horizontally and framed by two thin white horizontal lines.

CONVENE

Agenda

- Overview of Today's College Student
- Colorado profile of Education Consumer Data
- Possible implications for the work of this committee

37%

OLDER THAN 25



13%

LIVE ON CAMPUS



64%

WORK WHILE
IN COLLEGE



40%

PART-TIME



24%

PARENTING



57%

ATTEND



49%

FINANCIALLY
INDEPENDENT



31%

AT OR BELOW

FEDERAL
POVERTY
LINE

STUDENT ENROLLMENT
INCREASES 1996-2010:

↑ 11% WHITE

↑ 240% HISPANIC

↑ 72% BLACK

Source: Higher Learning Advocates, 101: Today's Students, <https://higherlearningadvocates.org/resource/101-resources/>

AFFORDABILITY

49%

FINANCIALLY
INDEPENDENT



31%

AT OR BELOW

FEDERAL
POVERTY
LINE

PART-TIME VS. FULL-TIME

40%

PART-TIME



COMPLETION

38%

OF STUDENTS



with additional
financial, work,
and family
obligations

leave school in their
first year²

WORK COMMITMENTS

58%

WORK WHILE
IN COLLEGE



PARENTING

24%



EMERGENCY COSTS



Early data from the University Innovation Alliance (UIA), a coalition of eleven public research universities, shows that about **4,000 Pell-eligible college seniors**, who are in good academic standing, are at risk of being dropped from their classes or not allowed to graduate because **less than \$1,000 is owed to their institutions.**¹

VETERAN-STATUS

6%

OF COLLEGE
STUDENTS
ARE VETERANS



but they
face unique
challenges, such
as applying
competencies learned in
military service to civilian
careers and academics.

Source: Higher Learning Advocates, 101: Today's Students, <https://higherlearningadvocates.org/resource/101-resources/>

Education Consumer Survey

- 330,000+ responses
- 350 daily – 10,000 monthly – 122,500 annually
- All demographics
- All states & D.C.

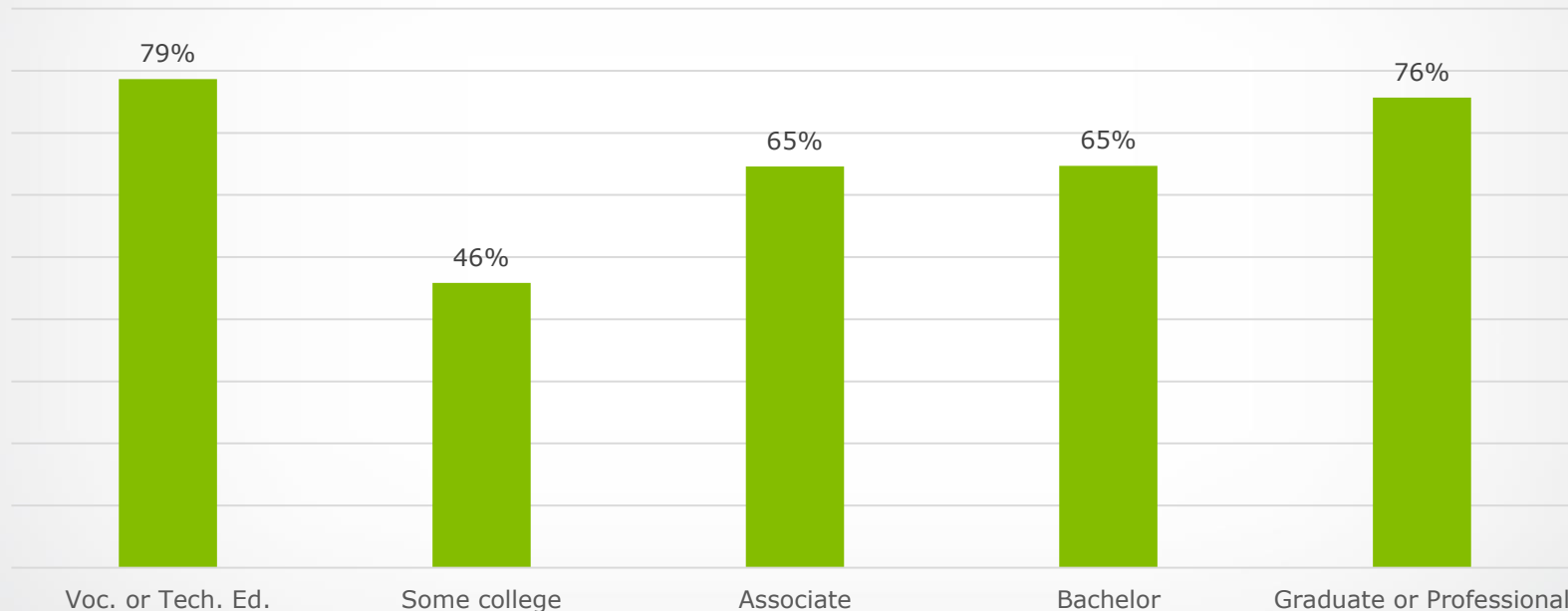


GALLUP

Colorado Sample

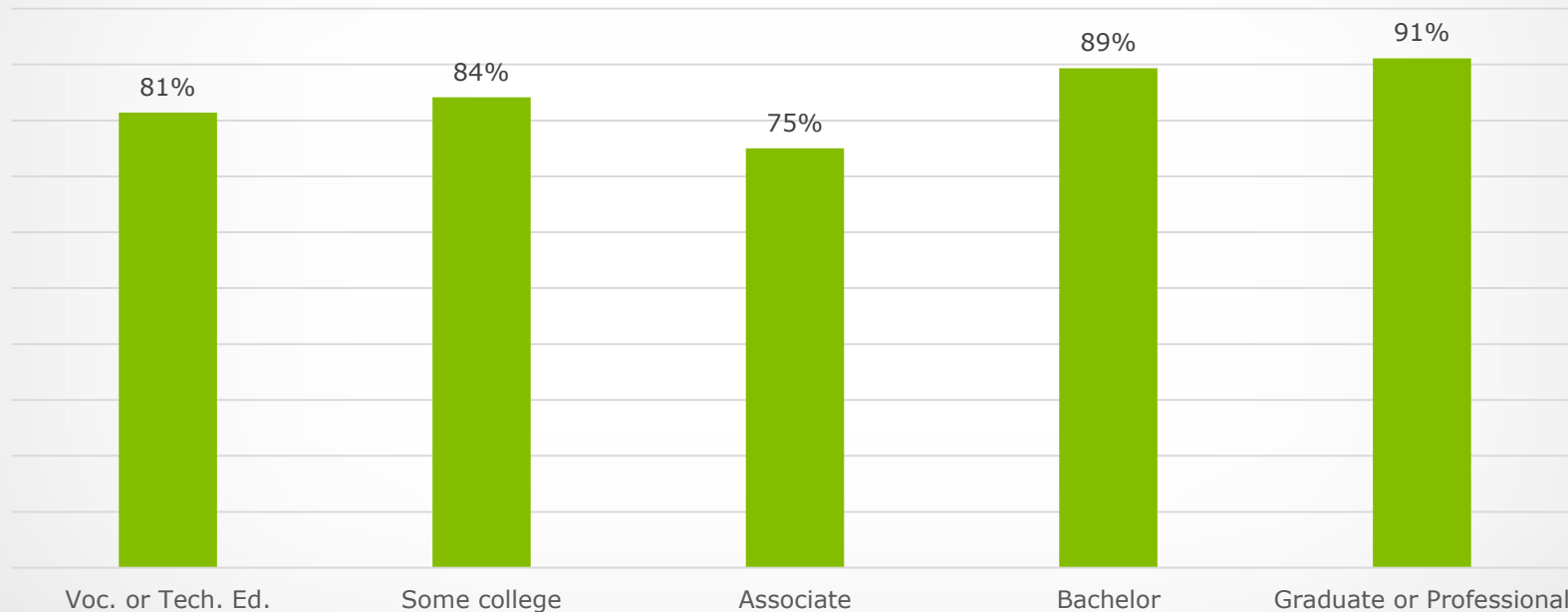
- 6,924 total respondents
- Weighted to represent Colorado's demographic makeup (age, gender)

Your highest level of education was worth the cost.



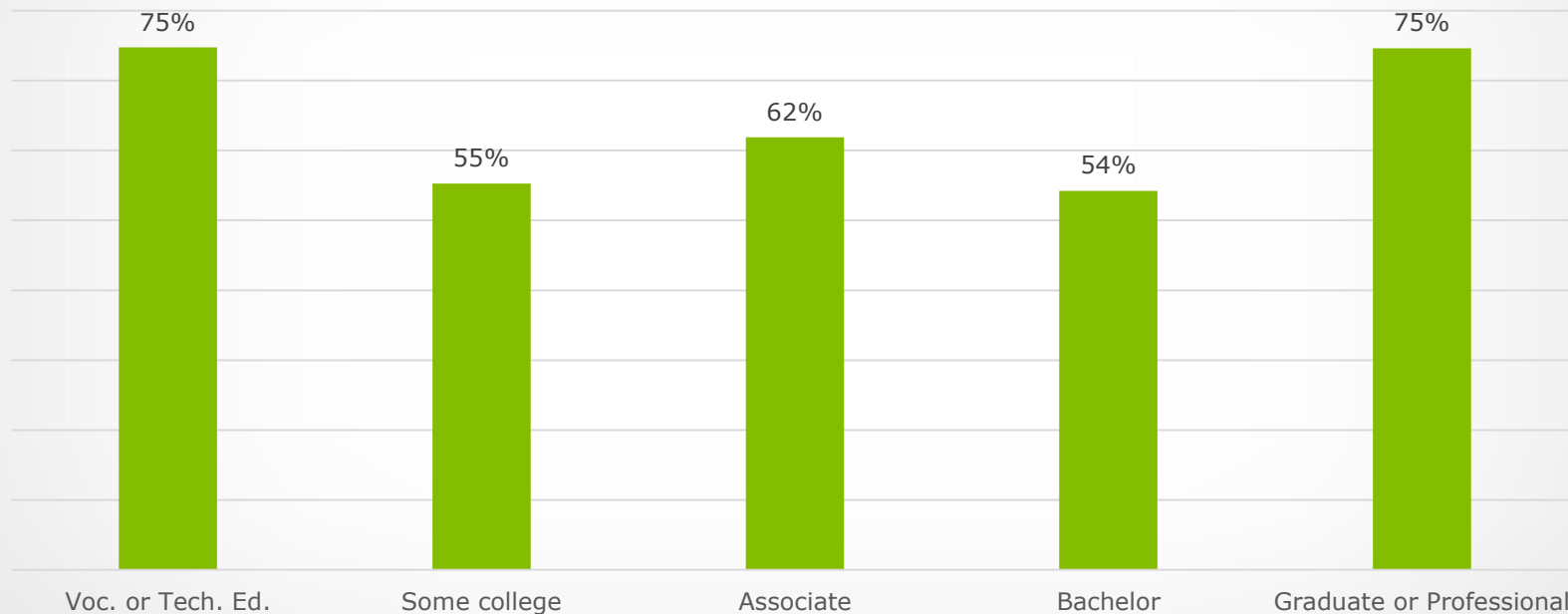
Source: Strada-Gallup Education Consumer Survey. Responses recorded through end of January, 2019. Analysis by Education Commission of the States.

If you had to do it all over again, would you obtain the same degree or take the same courses?



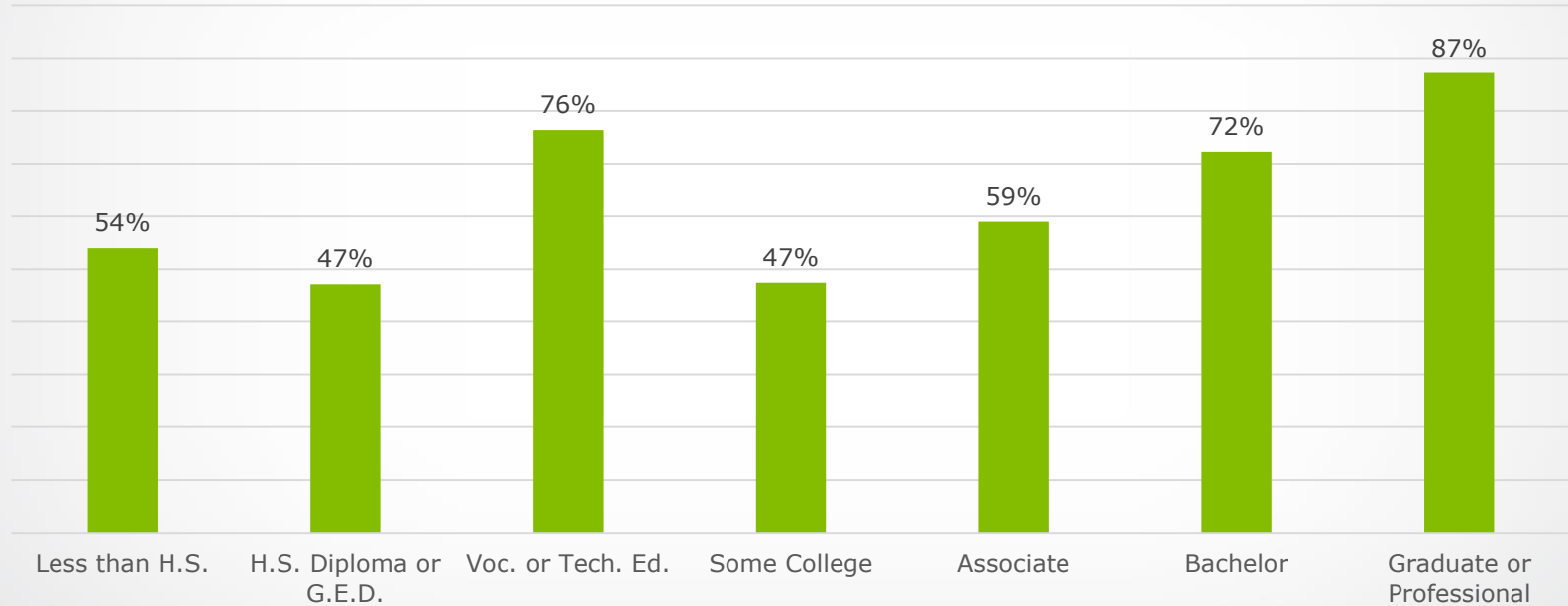
Source: Strada-Gallup Education Consumer Survey. Responses recorded through end of January, 2019. Analysis by Education Commission of the States.

If you had to do it all over again, would you study the same major?



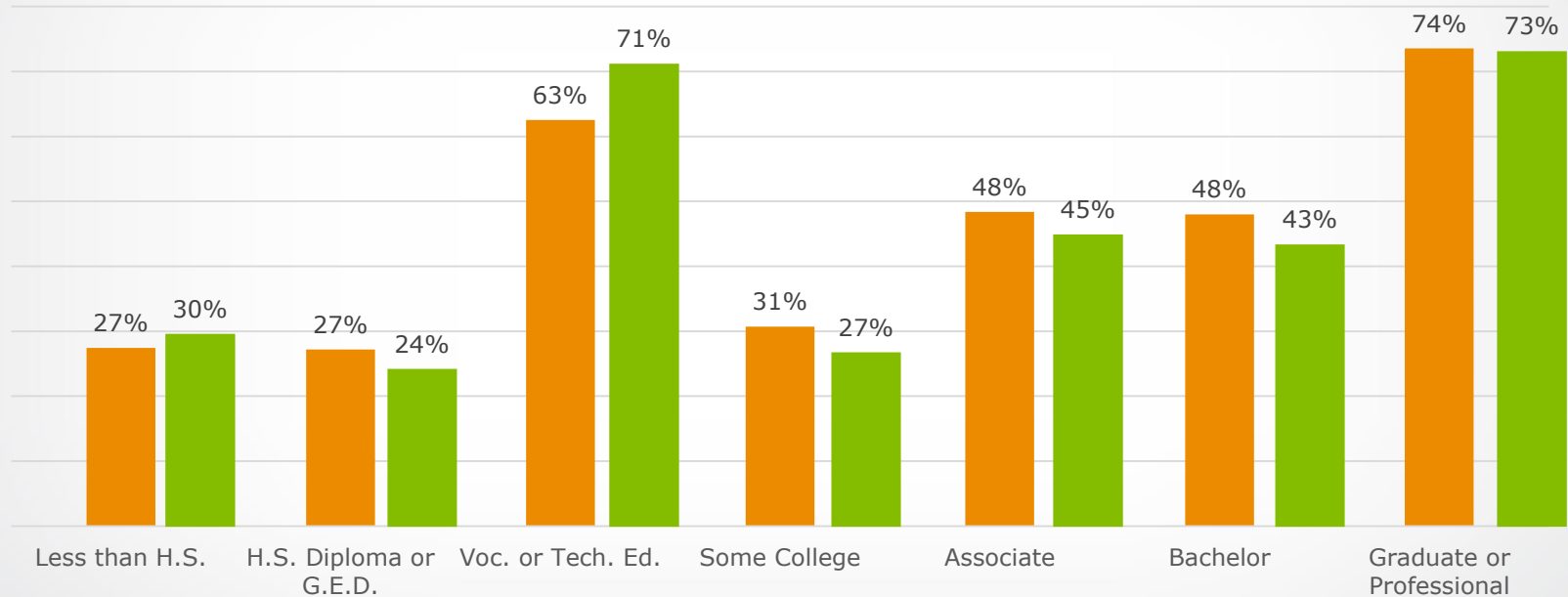
Source: Strada-Gallup Education Consumer Survey. Responses recorded through end of January, 2019. Analysis by Education Commission of the States.

Your educational experiences make you an attractive candidate to potential employers.



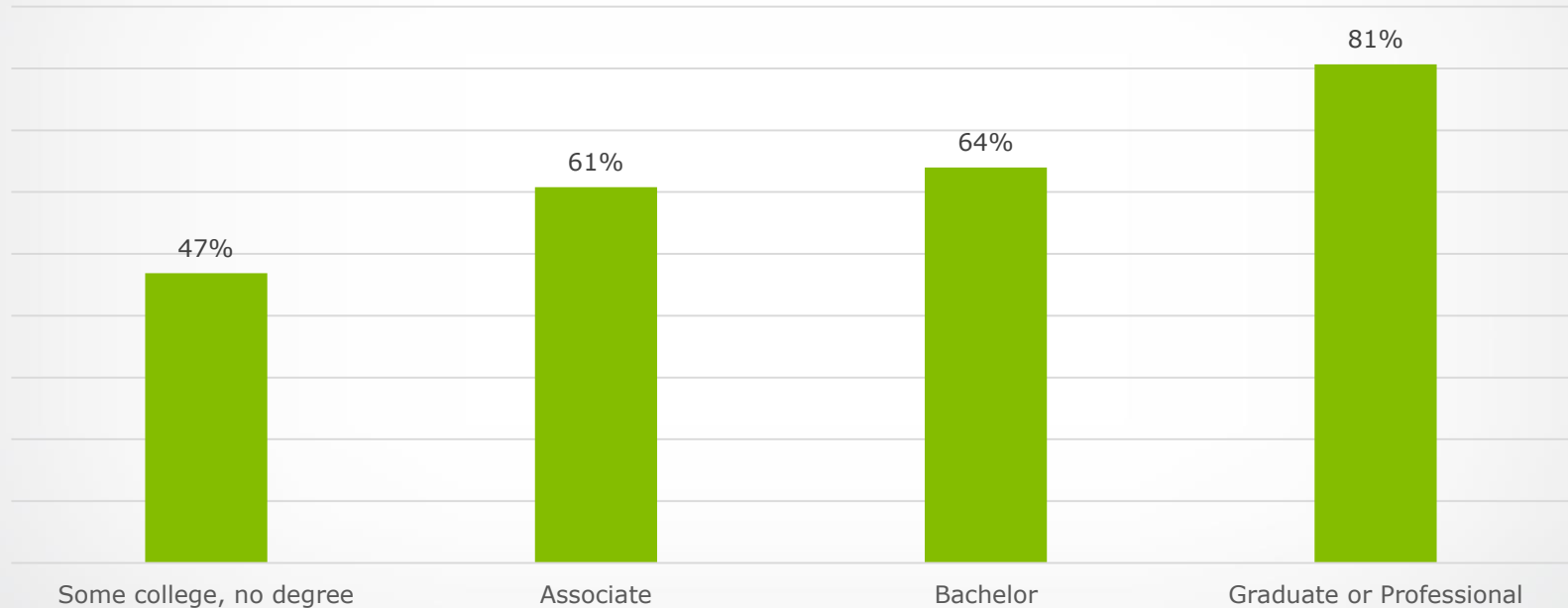
Source: Strada-Gallup Education Consumer Survey. Responses recorded through end of January, 2019. Analysis by Education Commission of the States.

Courses are directly relevant to what you do at work.



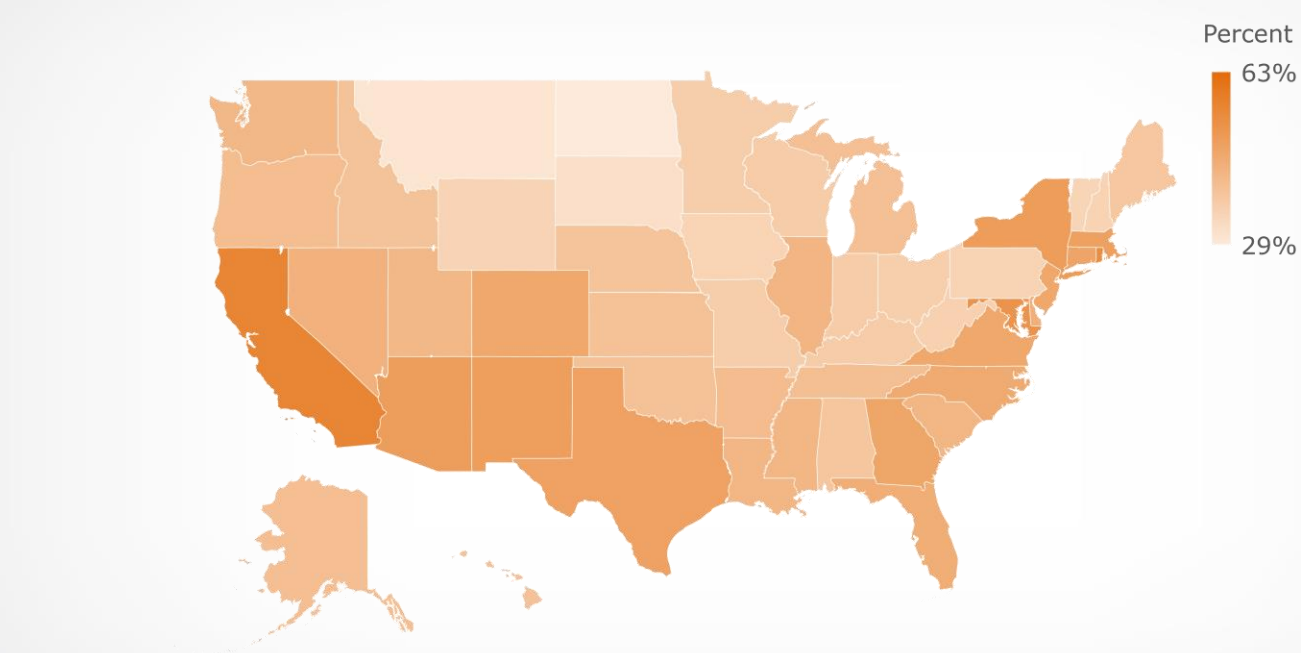
Source: Strada-Gallup Education Consumer Survey. Responses recorded through end of January, 2019. Analysis by Education Commission of the States.

You learned important skills that you use in your day-to-day life.



Source: Strada-Gallup Education Consumer Survey. Responses recorded through end of January, 2019. Analysis by Education Commission of the States.

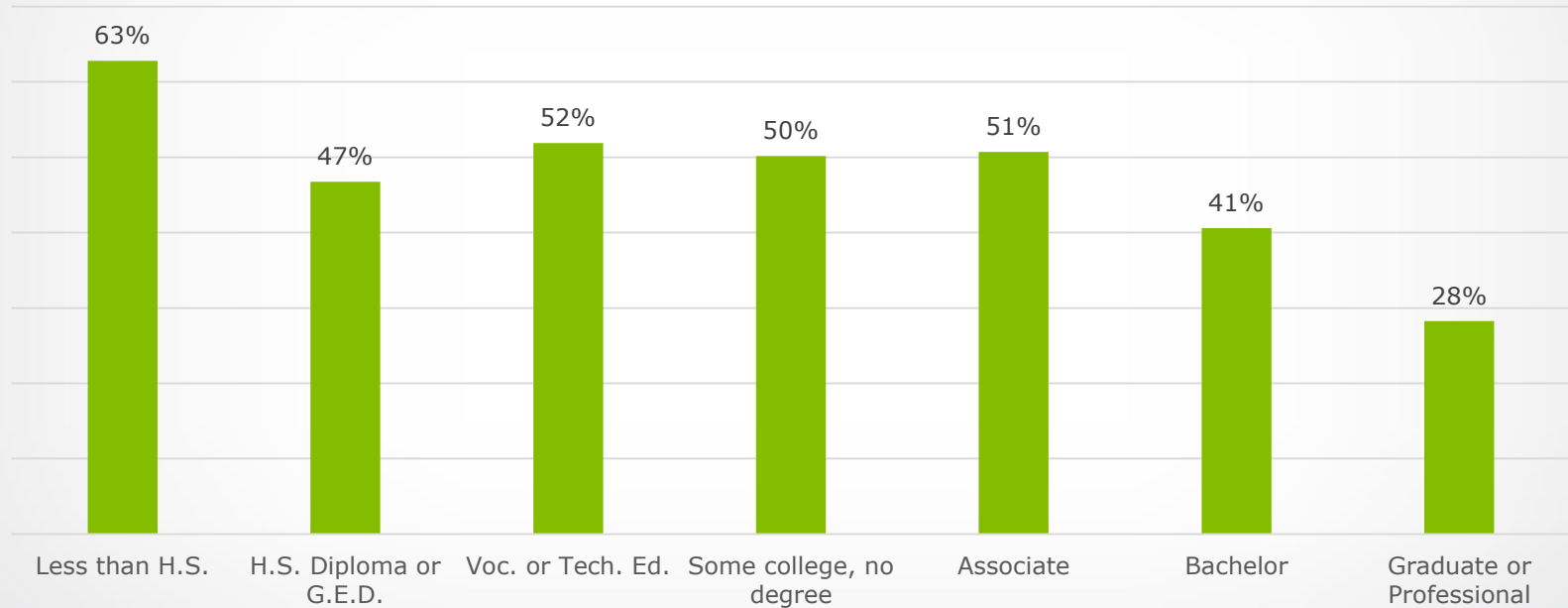
Perceived Need for Additional Education



Powered by Bing
© GeoNames, HERE, MSFT

Source: Strada-Gallup Education Consumer Survey. Responses recorded through end of January, 2019. Analysis by Education Commission of the States.

Do you need additional education to advance your current career?



Source: Strada-Gallup Education Consumer Survey. Responses recorded through end of January, 2019. Analysis by Education Commission of the States.

Main reason you aren't taking courses.

- 20% working or already employed
- 18% financial cost of attending
- 15% don't have time
- 13% not interested

Source: Strada-Gallup Education Consumer Survey. Responses recorded through end of January, 2019. Analysis by Education Commission of the States.

Factors that would Impact Likelihood to Enroll

- Low-cost tuition/free college
- Courses that match employer need
- Guaranteed employment outcome
- Courses that match your schedule

Implications

Broaden
understanding
of **today's**
college student.



Implications

Students with **all types of postsecondary credentials** report value and employability from their postsecondary experience.



Implications

Focus on Coloradans that have
no postsecondary credential
for largest gains in
employability and
relevance to work.



Project Activities

- Thinkers Meeting + Principles of Policy Design – October 17th
- 50-state database of state policies

Questions?

Sarah Pingel, Ed.D.
Senior Policy Analyst
303-299-3695
spingel@ecs.org

Damion Pechota
Policy Analyst
303-299-3632
dpechota@ecs.org