



Who is Prepared for Future Jobs?
**Postsecondary and Career Outcomes for a
Cohort of Ninth Graders**

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Executive Summary

The goal of this analysis was to explore the educational and employment outcomes for a cohort of students who began ninth grade in 2005-2006, graduated in 2008-2009, and entered college or the labor market in 2009-2010. Educational and labor market outcomes for this cohort were examined during the fifth year after entering 9th grade (2009-2010) and the eleventh year after entering 9th grade (2015-2016). Following are some highlights of the report:

- 26% of the class of 2009 (4679 students) are identified as opportunity youth in the fifth year segmentation (2009-2010). Of these students around 1/3 graduated from high school (1342 students) and 2/3 did not (3337 students). By the eleventh year, 11% of the graduating class is still identified as opportunity youth, having not completed a credential and being neither enrolled nor employed.
- Half of the graduating class is both enrolled in college and employed during the first year after graduation.
- Socio-demographic variation in postsecondary and workforce outcomes primarily exists in rates of graduating, and rates of being simultaneously enrolled in college and employed – White students, Asian students, and non-low income students are more likely to be employed and enrolled in college than their peers, while Black students, Hispanic students and low income students are more likely to not graduate. In line with national research, women enroll in college after graduation at higher rates than men.
- While students who enter the labor market immediately after graduation make more than their peers who enroll in college and are also employed, the advantage is slight. The most common industries during that first year after graduation are the same for all student groups and include wholesale and retail trade, as well as accommodation services. That advantage is reversed by the eleventh year, such that students who enrolled in college during the fifth year earn far more than their non-enrollee counterparts by the eleventh year.
- The wages of all student groups increase between years five and eleven. Those students who do not complete a postsecondary credential work in largely the same industries in the fifth and eleventh year, while those that do complete postsecondary work often change industries to something that likely aligns more with their career.

Overview

The goal of this report is to explore the educational and employment outcomes for a cohort of Central Texas students who began ninth grade in 2005-2006. Of particular interest are those students referred to as “opportunity youth:” students who are neither enrolled in high school or college, nor employed. By quantifying the size of this group and learning more about their socio-demographic characteristics, initiatives designed to bring these students back into education or the labor market can be better informed.

The data used in this analysis comes from the Education Research Center (ERC) at The University of Texas at Austin. The ERC contains data for all K-12 students in the state, as well as all postsecondary students who attend both public and private two and four year colleges, and finally links those student records to employment records for all individuals in the Texas labor market. While this data includes enough information to explore the educational and employment outcomes for students of interest, there is insufficient data to do the same for students who leave the state and attend college or find jobs elsewhere. Additionally, the workforce data comes from unemployment insurance records from the Texas Workforce Commission, and as a result there is no data for self-employed people or independent contractors.

To access the most recent educational and employment outcomes while still allowing enough time for students to complete a postsecondary credential and enter the labor market, the cohort used in this report contains students who began ninth grade in 2005-2006, intending to graduate in 2008-2009. Educational and labor market outcomes for this cohort are examined during the fifth year after they entered 9th grade (2009-2010) and the eleventh year after they entered 9th grade (2015-2016).¹ The focus of this report are students who attended high school in Central Texas, although we were able to follow them into postsecondary institutions and jobs across the state.

¹ The fifth year was chosen since it is the year after on time graduation for the cohort when many students are enrolling in college. The eleventh year was chosen to give students six years to complete a postsecondary credential and enter the labor market. 2015-2016 is the most recent full year of graduation and wage data to which we have access.

Analysis

In the following sections, a cohort of students is disaggregated into various component parts (referred to throughout as “segments”). The first three sections report outcomes for students during the fifth year after enrolling in ninth grade. First, general segmentation is provided, describing students’ educational attainment and postsecondary enrollment patterns. The next section provides socio-demographic composition of students in the fifth year after enrolling in ninth grade. Next, wages and industries are reported for the fifth year. Following the fifth year segmentation sections are two sections that describe eleventh year segmentation in a similar way: disaggregation of students during the eleventh year after ninth grade, and wage and industry information for segments of students according to educational attainment.

Fifth Year Segmentation

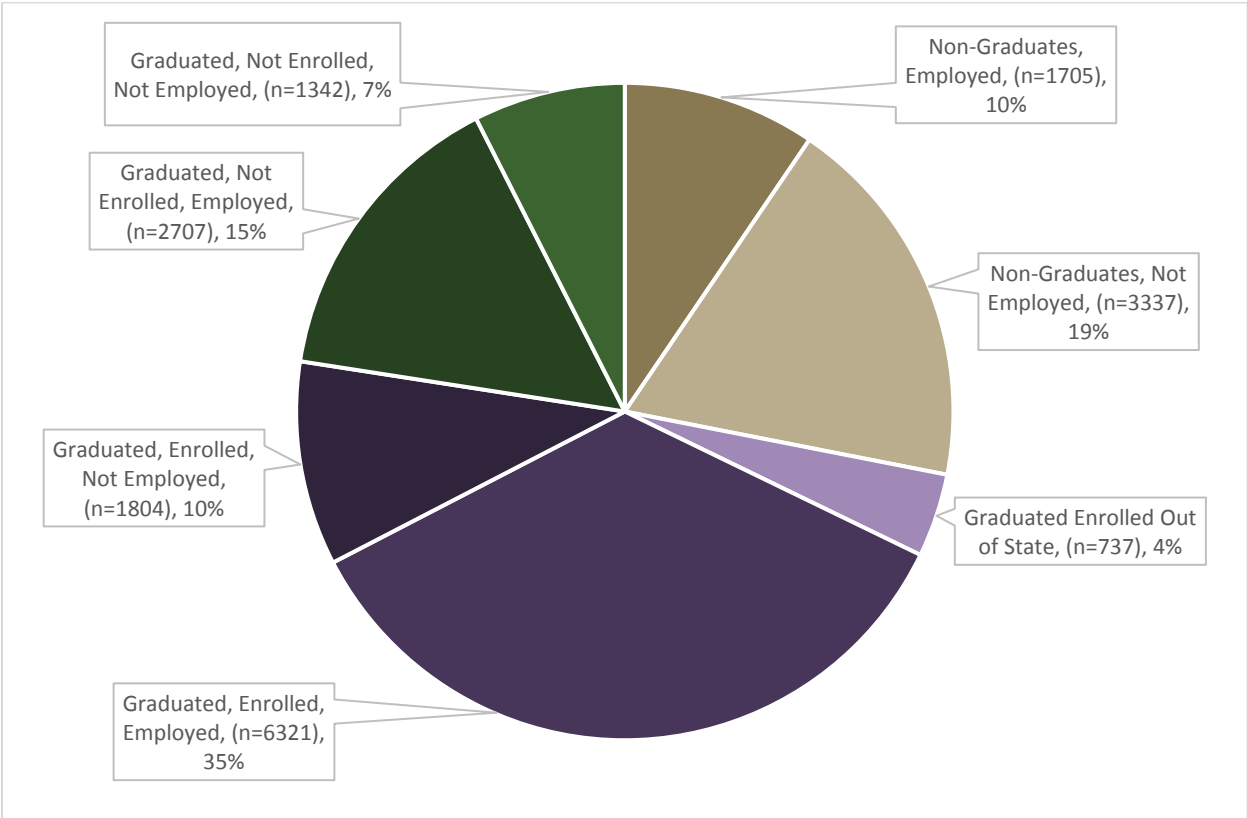
Fifth-year segmentation of full cohort. Figure 1 shows the fifth year outcomes for the full ninth grade cohort. Nearly one third (29%) of the cohort did not graduate on time. This number includes students who exited school prior to graduation for a variety of reasons: students who officially drop out, students who leave the state, as well as a group of students for whom we have no data about their exit. This last group is likely made up largely of students who dropped out but did not officially let the school know, they simply did not return to school. The group of students who graduated on time, enrolled in higher education and are employed (35%)² is similar in size to the group of non-graduates (29%). Among both college enrollees and those who do not immediately enroll in college, it is more common to be employed than unemployed. Additionally, while 15% of students enter the labor market immediately after graduation and do not enroll in college, only 7% of students are neither enrolled nor employed. This group of students who are neither enrolled nor employed is referred to as “opportunity youth.”

It should be noted that due to data limitations our estimate of opportunity youth includes those students who should be classified as opportunity youth (students who remained in Texas but did not enter college or a career following graduation), as well as students who left the state and may or may not be enrolled or employed in their new state. Thus, our estimate of the number of students in the ‘opportunity youth’ group is likely upwardly biased. To partially ameliorate the problem we included data from the National Student Clearinghouse (NSC), which includes data for students enrolling in higher education institutions across the country. This data allows us to correctly classify many of the students who are enrolled out of state, who would otherwise have been classified as opportunity youth.

² This group includes students who enrolled at two- and four-year institutions both part time (PT) and full time (FT). Not included in the group of students are those students who enrolled out of state and those students who enrolled at a for-profit institution. While National Student Clearinghouse (NSC) data is available to identify students who enrolled out of state, we are unable to further disaggregate by employment status, nor are we able to track those students into the eleventh year. For these reasons out-of-state enrollees are left out of this analysis, but that analysis is available upon request.

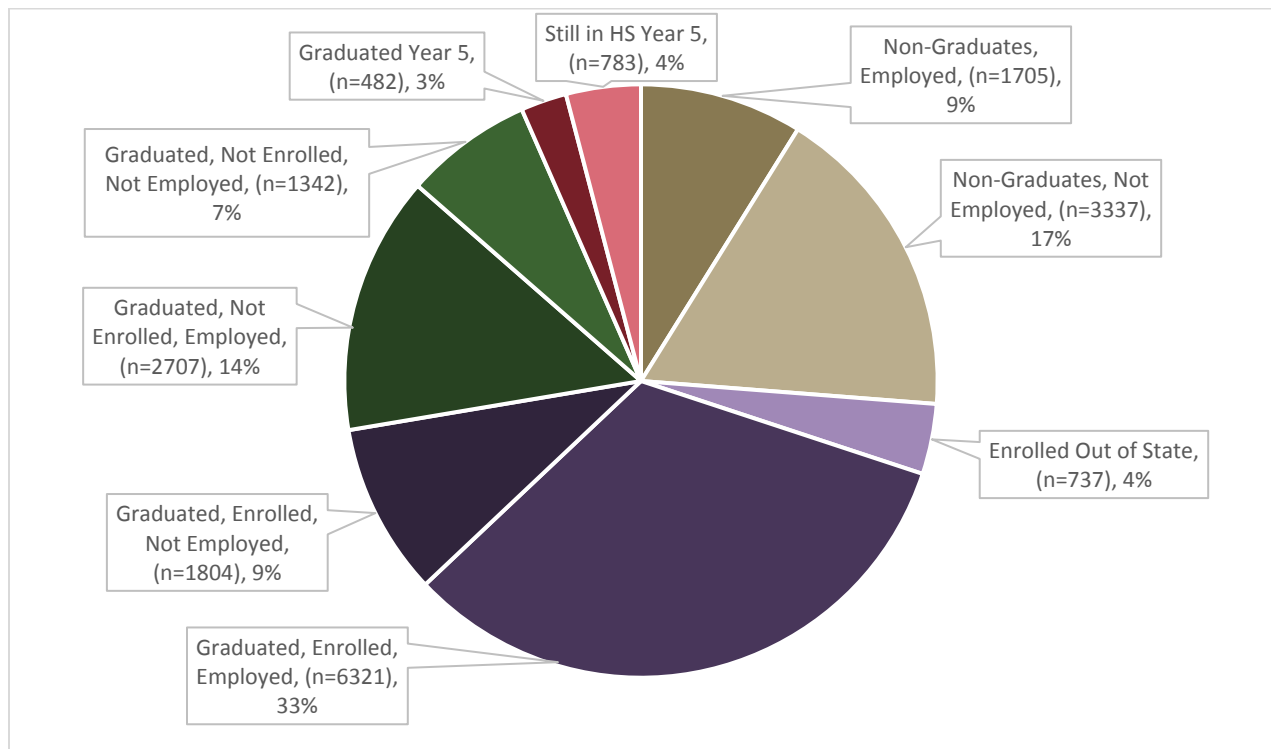
However, there are limitations to consider with the NSC data as well. First, not all institutions report data to the NSC and even if a student attends a reporting college they can opt out of sharing their data. As a result, the inclusion of NSC data allows us to correctly classify many out of state enrollees who would otherwise have been classified as opportunity youth. Second, we have enrollment data for many out of state enrollees, however we do not have any subsequent employment data. Out of state enrollees are included in the first portion of the analysis (figures 1-6), but as a result of these limitations, these students are not included in the rest of the analysis.

Figure 1: Fifth Year Enrollment and Employment Status of Grade 9 Cohort



Fifth year segmentation of full cohort, including non-graduates. In Figure 2, the employment and education status of the full cohort is provided with the addition of students who are still enrolled in high school or graduate high school during year 5. For both those graduates who went on to enroll in higher education and those who did not, it is more common for students to be employed than not employed. The reverse is true among students who did not graduate: it is more common for these students to be not be employed. However, this should be interpreted with caution, since unlike other groups this group contain some people who have left the state, but we are not able to tell how many.

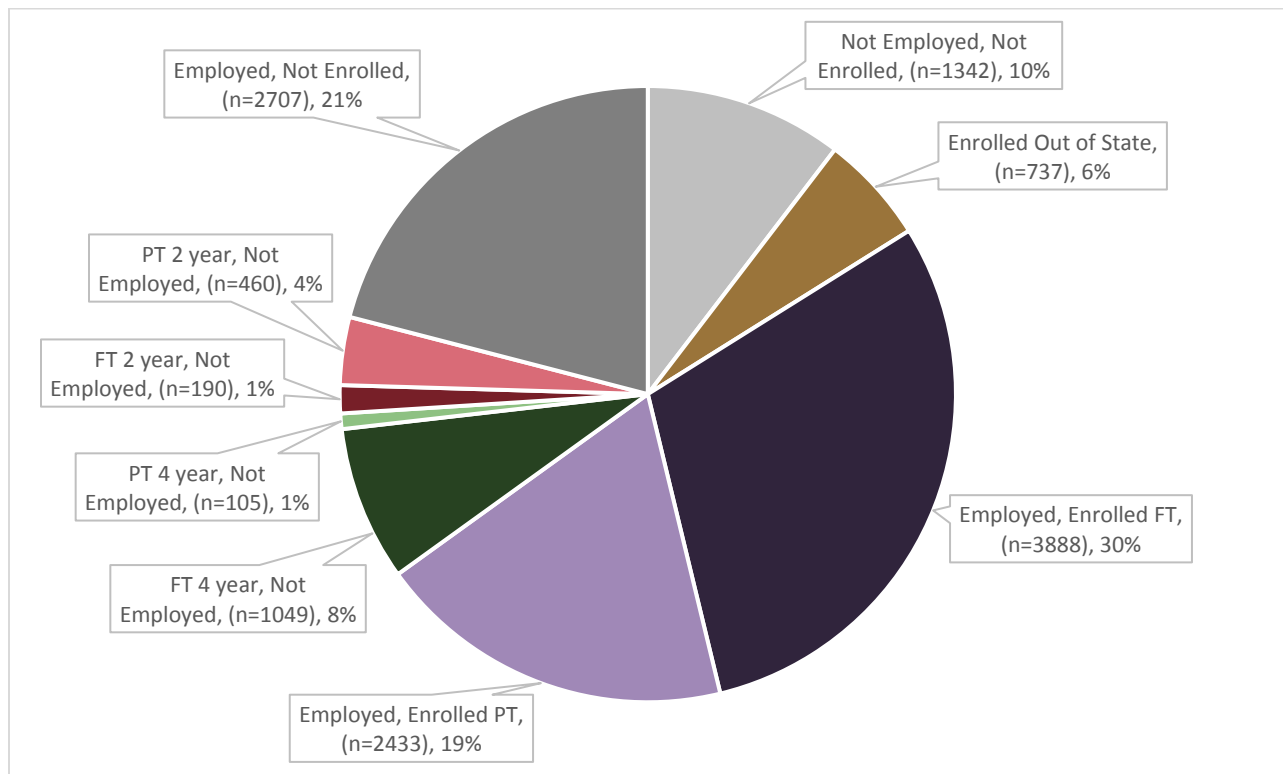
Figure 2: Fifth Year Employment and Enrollment Status, Including Disaggregated Non-Graduates



Fifth year segmentation of on time graduates. Looking at Figure 3, we see that the largest proportion of students in the cohort are simultaneously employed and enrolled either full- or part-time (49%). Among these students, it is more common to be enrolled full-time (30%) than part-time (19%). Only 14% of students are not employed but enrolled full- or part-time.

Students who are enrolled at a four year institution but not employed tend to be enrolled full time, while students who are enrolled at a two year college but not employed tend to be employed part time. This is likely a pattern that exists among both employed and unemployed students, since other research shows that full time enrollment is more common at four year colleges, while part time enrollment is more common at two year colleges (www.data.e3alliance.org). Those students who do not enroll directly in college and are employed make up 21% of graduates. Ten percent of graduates are neither enrolled nor employed.

Figure 3: Fifth Year Enrollment and Employment Status of On Time Graduates



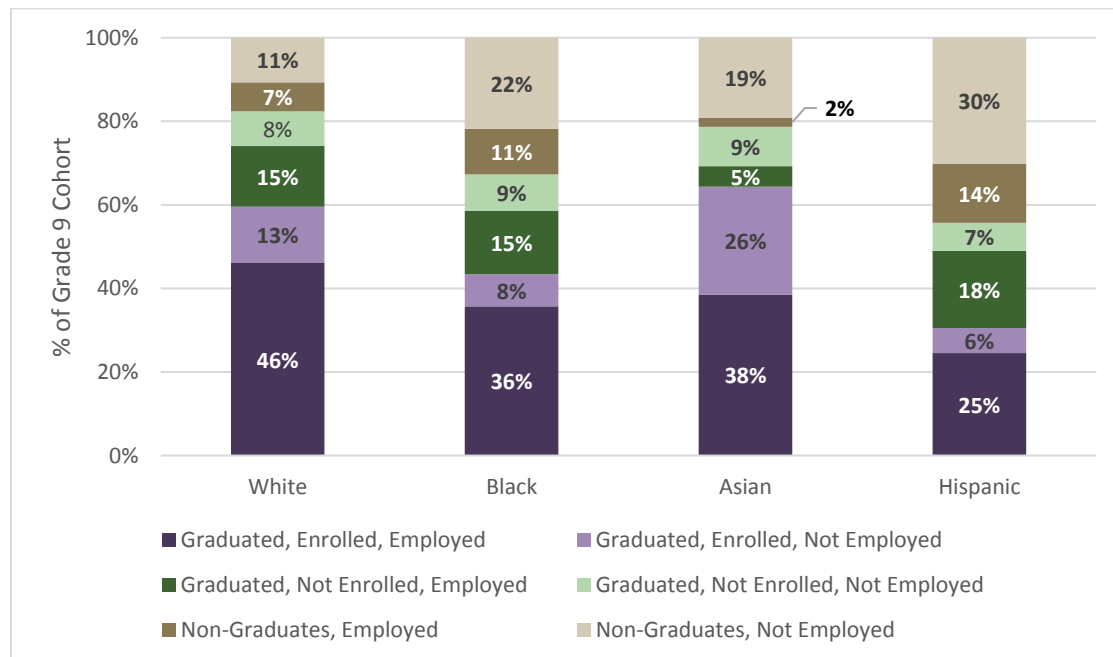
Socio-Demographic Composition of Fifth Year Segments

Using the sociodemographic characteristics of students reported during high school, we are able to explore student outcomes as they are related to race/ethnicity, gender, and income (measured by whether or not the student received free/reduced lunch at some point during the four years of high school). The patterns that emerge have been well-documented throughout education research, namely that low-income students and students of color are more likely to not graduate, and those who graduate on time are more likely to enter the labor market rather than enrolling in college than their White, Asian or non-low income peers.

Race/Ethnicity: Figure 4 shows that Black and Hispanic students were more likely to not graduate on time (33% and 44% respectively) than their White or Asian counterparts. White and Asian students are more likely to enroll in higher education than their Black and Hispanic peers and are more likely to not work while they are enrolled. For all racial/ethnic groups with the exception of Asian students, between 15% and 18% do not enroll in higher education and instead enter the workforce. This similarity is striking at first glance, but it masks variation that will be explored in Figure 5. Asian graduates are the most likely to enroll in higher education but not work simultaneously (26%), followed by White students (13%). Among all students, it is more common to be employed than not employed, with the exception of Asian students. The proportion of students who are opportunity youth, students who are neither

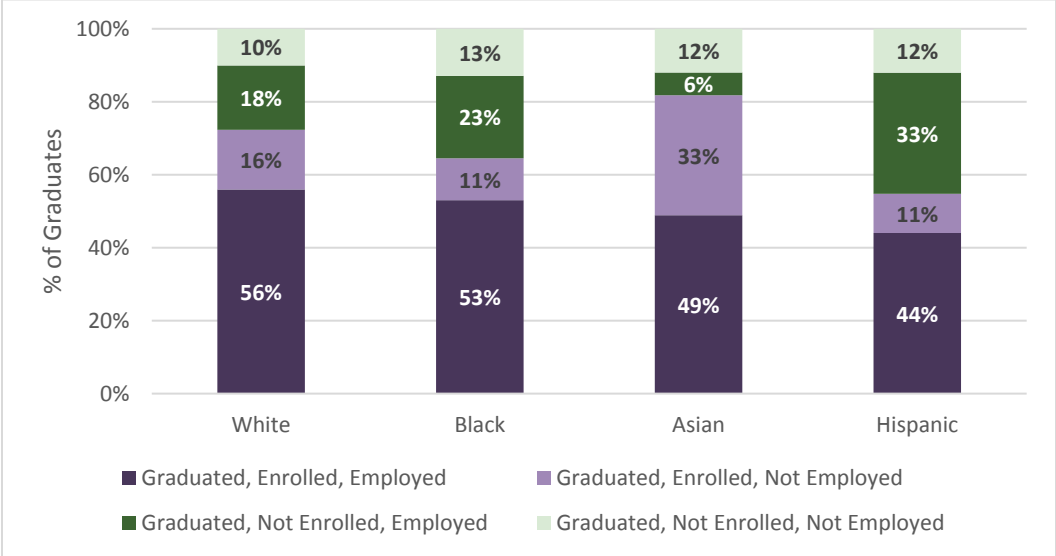
enrolled in college nor employed, is highest among Hispanic students (37%), followed by Black and Asian students (31% and 28% respectively), and then by White students (19%). In Figure 4 opportunity youth who have graduated from high school are graphed separately from those who did not graduate on time. There is very little racial/ethnic variation in the proportion of on-time graduates who are neither enrolled in college nor employed – between 7% and 9% of all groups. However, there is a great deal of variation in the proportions of opportunity youth who *have not* graduated from high school, ranging from 11% of White students to 30% of Hispanic students.

Figure 4 Racial/Ethnic Composition of Fifth Year Segments



As was mentioned above, there is a great deal of variation in the on-time graduation rates of racial/ethnic groups in the region. In Figure 5, the postsecondary and workforce outcomes of only on-time graduates are reported. In the previous graph, it appeared that there was a great deal of similarity across the racial/ethnic groups in the rates of 1) entering the workforce immediately after graduating from high school and not enrolling in college and 2) not enrolling in college and not entering the workforce (opportunity youth). Once we look only at on-time graduates, we see that there is variation in the rates of immediate workforce entry. Hispanic graduates are the most likely to enter the workforce and not enroll in college (33%), followed by Black students (23%), White students (18%) and Asian students (6%). The similarity in the proportion of graduates who are opportunity youth that was apparent in Figure 4 also can be seen in Figure 5 – between 10% and 13% of graduates are opportunity youth across all racial/ethnic groups.

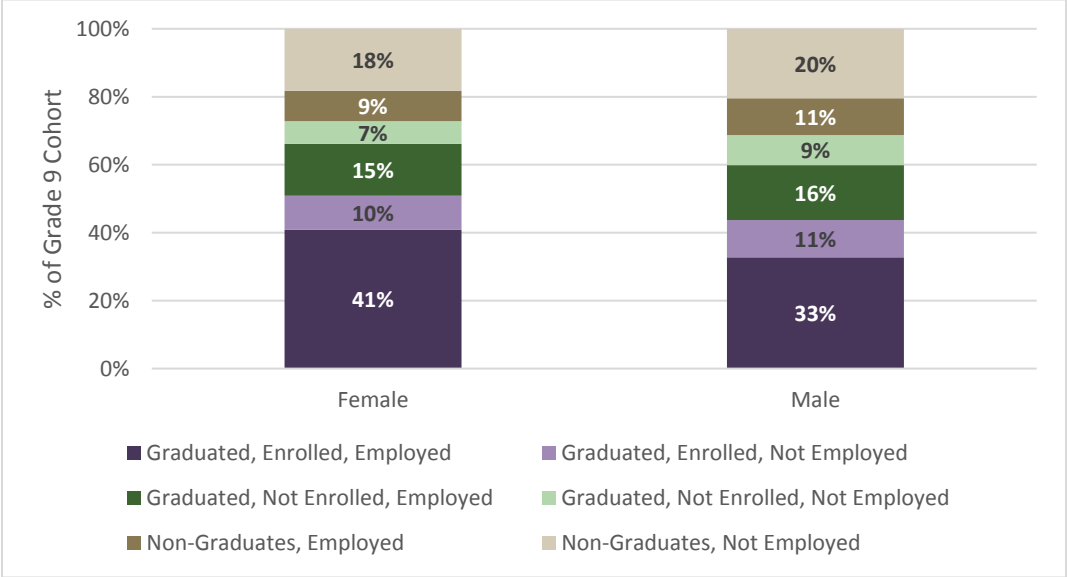
Figure 5: Racial/Ethnic Composition of Fifth year Segments among On-Time Graduates



Gender: In Figure 6, we see that the primary source of gender variation in college and workforce outcomes is related to college enrollment. The proportions of students who do not enroll in higher education (both employed and unemployed) look similar for men and women (25% and 22%, respectively). Men are slightly more likely to not graduate on time than women (31% compared to 27%). Within each of these categories (non-graduates and graduates who do not enroll), there is no noteworthy difference between the rates of employment of men and women. Women are more likely to enroll in college than men, which aligns with research suggesting that high school and postsecondary outcomes have been improving for women over the last 30 years³. Among those students who enroll in college, women are more likely to also work than their male counterparts (4/5 of enrolled women also work compared to 3/4 of enrolled men).

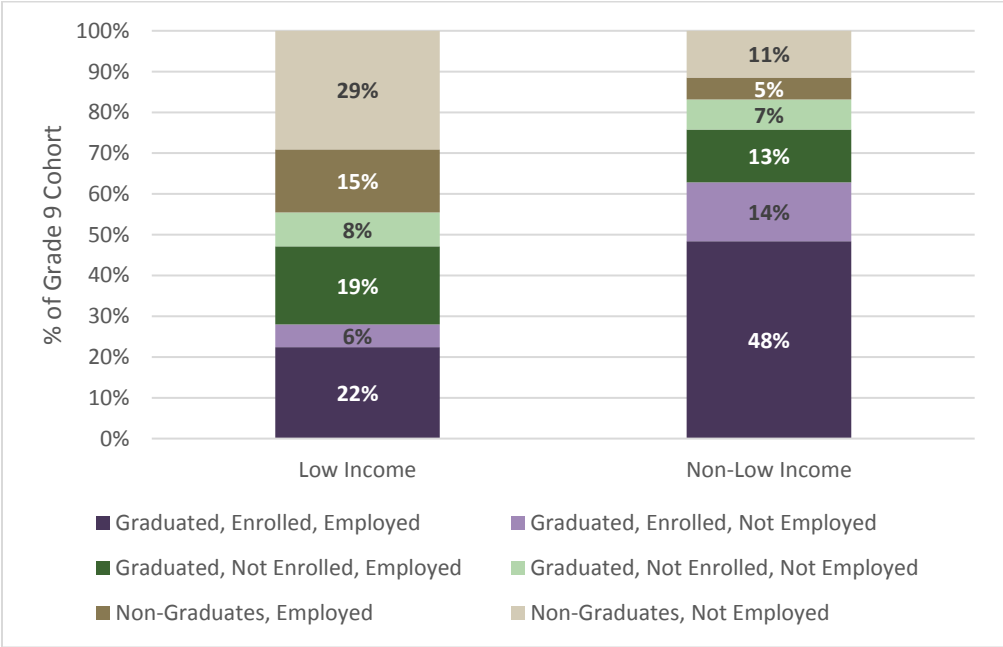
³ DiPrete, T. and C. Buchmann, (2013). *The Rise of Women: The Growing Gender Gap in Education and What it Means for American Schools*, New York, New York.

Figure 6: Gender Composition of Fifth Year Segments



Income Status: The bulk of the difference between the fifth year statuses of low income and non-low income students was made up at the two ends of the bars in Figure 7 – either graduating and enrolling in college or not graduating on time. Non-low Income students were considerably more likely to enroll in higher education (62% of non-low income students versus 28% of low-income students) while low-income students were considerably more likely to not graduate (44% of low-income students versus 16% of non-low income students). While low-income students were more likely to not graduate on time than non-low income students, rates of employment were similar between the two groups - 1/3 of non-graduates were employed. A graph containing segmentation by Income and race/ethnicity simultaneously can be found in Appendix 2.

Figure 7: Income Composition of Fifth Year Segments



Wages and Industries for Fifth Year Segments

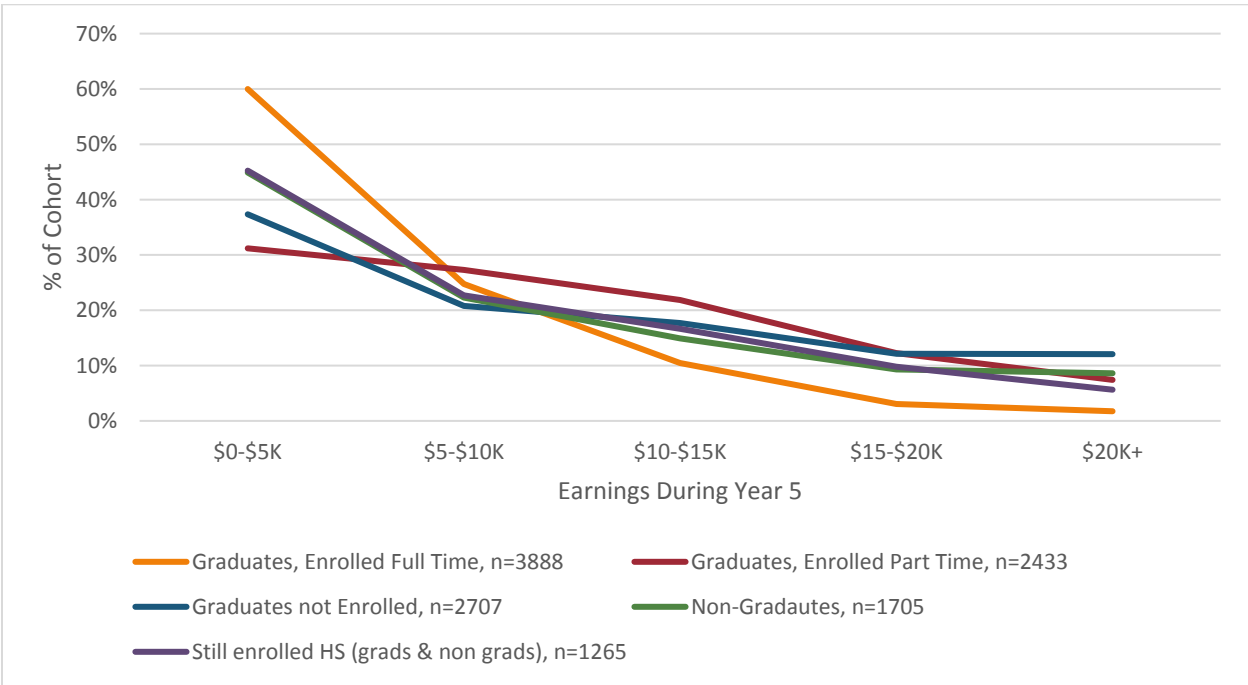
For those students in the cohort who were employed in Texas during the fifth year, data is available for both their wages⁴ and the industry in which they are employed. It is worth noting that industry is different than occupation. Since employment records came from information that businesses submit to the state as part of unemployment insurance, only information about the industry of the business is included, rather than the occupation of individual employees. For example, an accountant working for a hospital will appear to work in the health care industry, or a landscaper who works for a property management company will appear to be in real estate. However, to the extent that these tasks are outsourced (i.e., the hospital hires an accounting firm), the individuals will appear in an industry that aligns with their occupation. Another important thing to note is that we do not have access to data about hours worked. The wages for both the fifth and eleventh year segmentation will look quite low because it is an amalgamation of both full and part time workers. It will be important to keep in mind throughout that there are different patterns in hours worked that underlie the wage patterns that are presented. For example, during the fifth year presumably students who do not enroll in college but instead enter the workforce have more hours available to work and potentially could work full-time more frequently than those students who are both employed and enrolled. Similarly, during the eleventh year, individuals who complete a college degree are more likely to work full-time than individuals who complete only a high school diploma. In both cases any gaps in earnings that are

⁴ Wages have been annualized across a year designed to mimic an academic calendar: quarters 3 and 4 of the first year, and quarters 1 and 2 of the next year

present can likely be attributed to hours worked in addition to educational enrollment/attainment. Lastly, this data does not include the earnings of self-employed workers or independent contractors, so the wages reported throughout are potentially downwardly biased estimates of the earnings of these individuals. For example, money made by driving for Uber or Lyft, babysitting, tutoring, or mowing lawns will not be reported in the wage data so the earnings of individuals who supplement their income in this way will appear lower than they actually are.

Wages: Figure 8 reports the proportions of students who fall into each wage category. High school graduates enrolled in higher education full time earn the least, having the highest proportion of students earning below \$5,000 (60%) and the lowest proportion earning above \$20,000 (1.7%). There is very little difference between the wages of students who did not graduate high school and those still enrolled in high school. The wages of these students tend to fall between full time college enrollees (lowest wages) and part time or non-enrollees (highest). Graduates who are not enrolled in higher education appear to be the highest earners, however it is noteworthy that only 12% of these students are earning above \$20,000 and more than half earn below \$10,000.

Figure 8: Fifth Year Wages for Each Segment



Industries: During the fifth year after ninth grade the top two most common industries are the same for all segments: Wholesale and Retail Trade and Accommodation and Food Services. Within each segment around 40% of all individuals work in these top two industries. There is some variation in the third most common industry, which tends to be much smaller than the first two for every segment (never containing more than 8% of individuals). For graduates who are enrolled full and part time the third most common industries are Educational Services and Health Care and Social Assistance respectively. For each of the other segments the third most common industry is Administrative and Support and

Waste Management and Remediation Services, which is a category that includes many of the services that are necessary for other businesses to function. For a list of these sub-categories visit: <https://www.naics.com/six-digit-naics/?code=56>

Table 1: Top Three Industries for Each Fifth Year Segment

	<i>Industry</i>	<i>% of Students</i>	<i># of Students</i>
Graduates, Enrolled Full Time	Wholesale & Retail Trade	20%	762
	Accommodation & Food Services	17%	642
	Educational Services	7%	272
Graduates, Enrolled Part Time	Wholesale & Retail Trade	23%	530
	Accommodation & Food Services	18%	420
	Health Care & Social Assistance	3%	77
Graduates not Enrolled	Wholesale & Retail Trade	22%	652
	Accommodation & Food Services	18%	535
	Other Services*	6%	177
Non-Graduates	Wholesale & Retail Trade	15%	281
	Accommodation & Food Services	24%	441
	Other Services*	8%	149
Still enrolled HS**	Wholesale & Retail Trade	19%	141
	Accommodation & Food Services	24%	176
	Other Services*	6%	48
* Other Services = Administrative & Support & Waste Management & Remediation; different than 'Other' Category **This group includes both those students who will graduate during the fifth year and those students who will not			

Eleventh Year Segmentation

Figure 9 reports the eleventh year outcomes for on time high school graduates⁵. 35% of graduates did not enroll in higher education in the year after graduation and did not go on to complete a credential at any point of the next five years. Of these individuals, two thirds are employed (21% of all graduates) and one third is not employed (9% of all graduates). 28% of graduates completed some kind of postsecondary credential over the next six years. This includes two year degrees or certificates, or four year degrees. Of these individuals over 4/5 are employed and less than 1/5 is unemployed. Nearly 40% of graduates began a postsecondary credential but did not finish it. The proportion of these students who enrolled full versus part time is similar. This suggests that while the numbers of full and part time non-completers are similar in magnitude, they represent different proportions of the entire set of full and part time enrollees. We know that full time enrollment is more common than part time enrollment,

⁵ The analysis of the socio-demographic composition of eleventh year segments produced similar patterns as were shown in year 5. That analysis is available in the appendix.

and that full time enrollees are far more likely to finish than part time enrollees (www.data.e3alliance.org) so it is likely that the 18% of students who completed a credential contains more full time enrollees than part time enrollees. The full and part time enrollees who do not complete a degree also have a similar distribution of employed (4%) and unemployed (14-15%) individuals.

Figure 9: Eleventh Year Status of High School Graduates

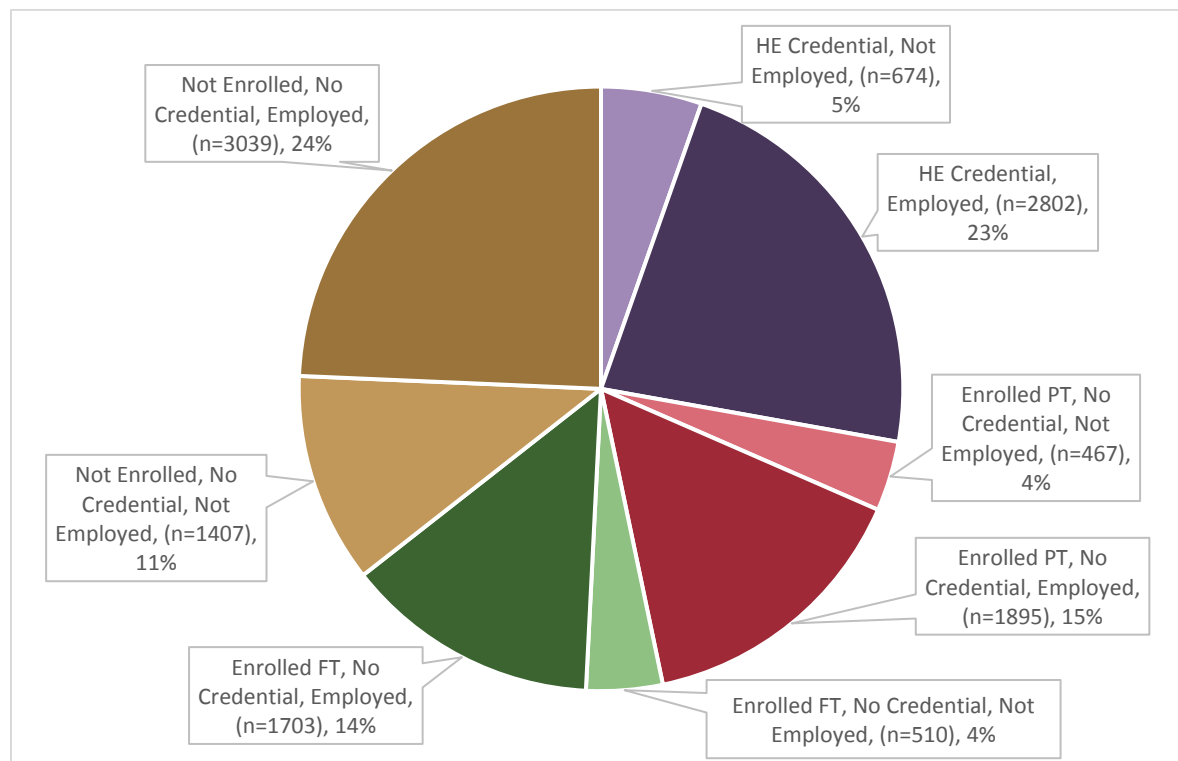
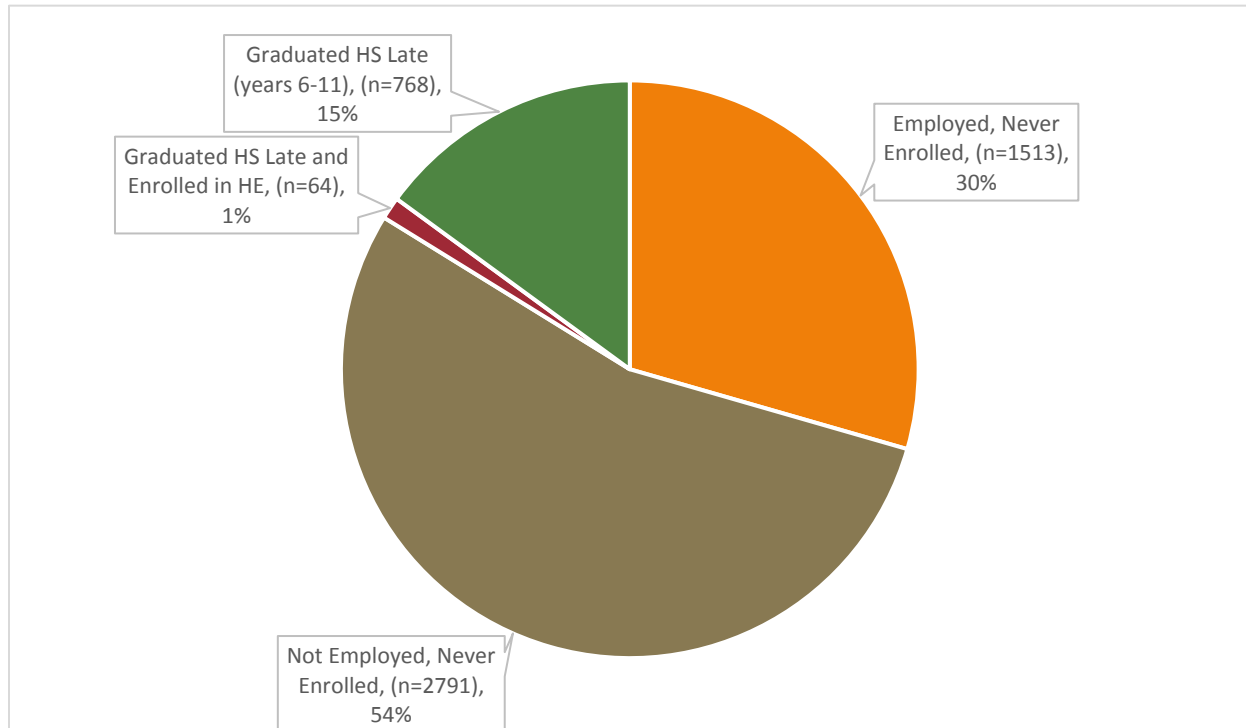


Figure 10 reports the enrollment and employment outcomes for students who did not graduate in the fourth or fifth year after ninth grade. Of these students, 15% went on to complete a high school degree at some points between the 5th and 11th years after 9th grade, and additional 1% also enrolled in college. None of the individuals in the later group had completed a degree or credential by this time, however. 30% of the students who did not graduate were employed during the 11th year after 9th grade. The majority of the students who did not graduate never enrolled in college and were not employed during this time. Some of these students likely left the state and worked outside of Texas, however we do not have data for them.

Figure 10: Year 11 Segmentation of Non-Graduates



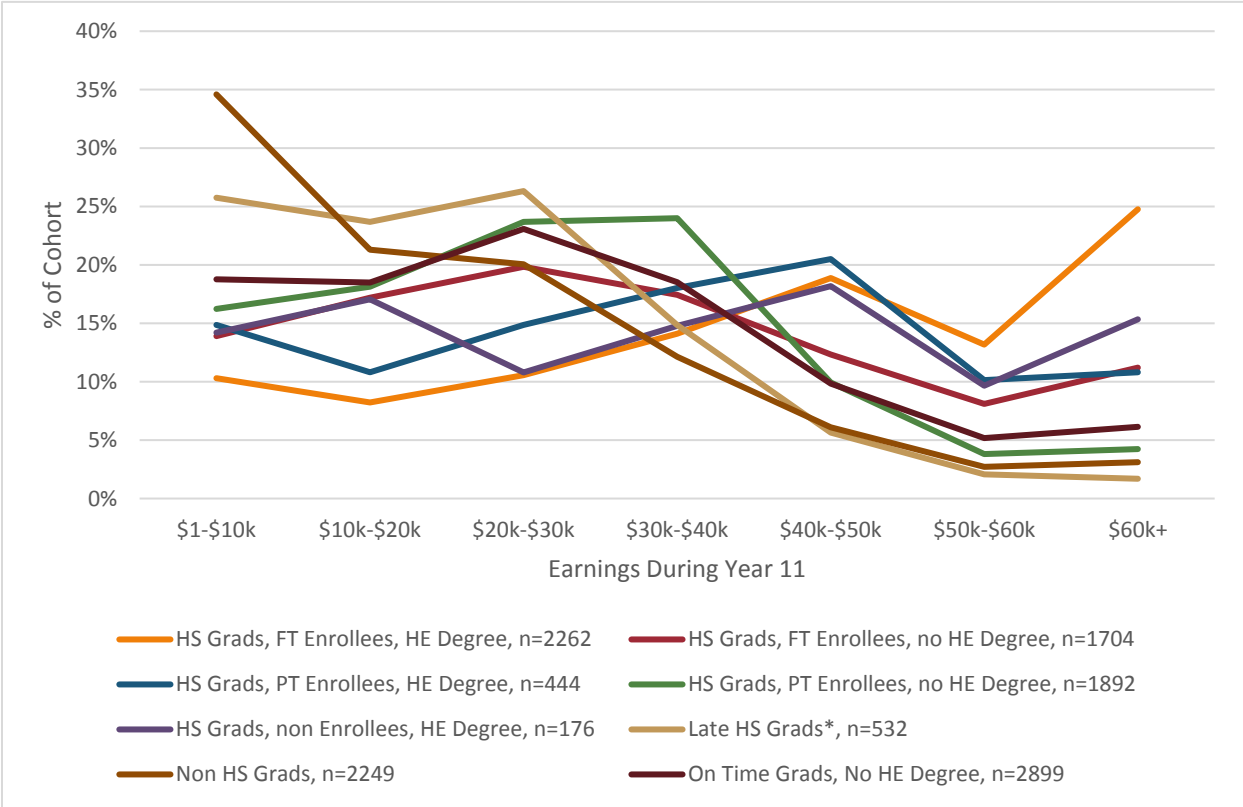
Wages and Industries for Eleventh Year Segments

For all of the segments of students who did not complete a postsecondary credential, more than half of individuals earn less than \$30,000 eleven years after 9th grade. Students who do not graduate high school or graduate late have the lowest earnings. Individuals who earned a postsecondary credential after having enrolled full time are the highest earners, even earning more than their part time enrollee counterparts. This is likely due to differences in the type of credential earned – part time enrollment is far more common among two year degree earners than four year degree earners (www.data.e3alliance.org), and the different wages associated with the credentials (see Figure 12). Those students who did not enroll directly in college, but did complete a credential during this time look similar to part time enrollees who complete a credential with respect to earnings. Students who enroll in college but do not complete a degree look similar to students who graduate high school but never enroll in nor complete college. More sophisticated analysis would be necessary to determine if there is monetary value in enrolling but not completing college relative to not enrolling. Similarly, more analysis would be needed to assess the value of enrolling immediately after graduating high school and completing a degree or waiting to enroll but still completing a degree.

It is worth reiterating that the wages and wage gaps presented in this section should be interpreted with caution. Since the data does not include information about self-employed individuals or independent contractors, wages are likely downwardly biased estimates of actual earnings. Additionally, the gaps in earnings that are reported in this section are likely the result of differences in both educational

attainment and hours worked. Individuals who complete a postsecondary degree are more likely to work full time than individuals who complete only a high school diploma. Thus the higher earnings of individuals who complete a postsecondary credential presented here are likely a result of both the credential and the type of job to which that credential provides access (full-time).

Figure 11: Eleventh Year Wages for Each Segment of the Cohort



*these late graduates did not enroll in or complete higher education

To explore the earnings associated with different types of credentials, those credentials were divided according to the type of institution as well as the type of degree and reported in Figure 12. University degrees were treated as a single group, however if this analysis were run with additional students it would be interesting to disaggregate by degree type (BS versus BA) and degree field. Credentials earned at a community colleges were split into degrees (Associate’s and Applied Associate’s degrees) and certificates (both long and short term).

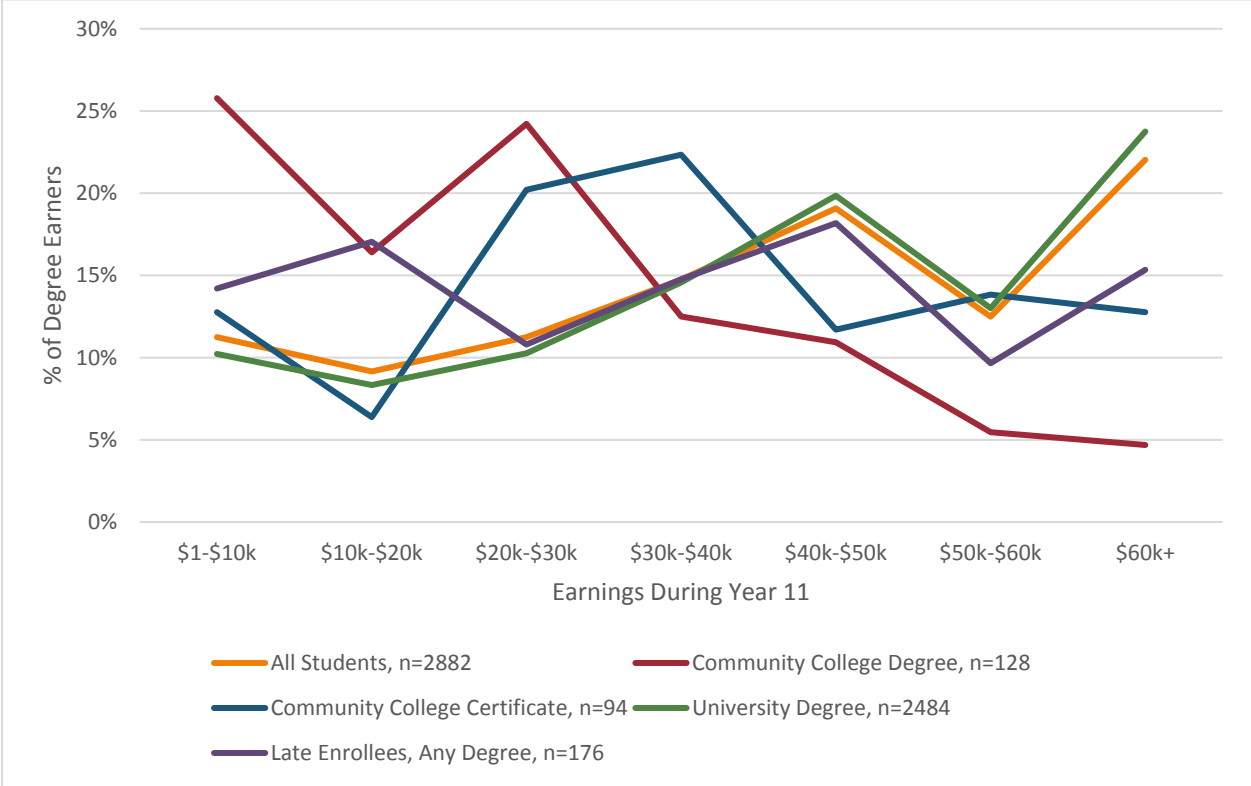
Students who complete a university degree have the highest earnings of any type of credential during the 6th year after graduation. The lowest earnings are found among the students who complete a community college degree. Interestingly, those students who complete a certificate earn somewhere between university degree completers and community college degree completers. Applied Associate’s degrees and Long Term Certificates are typically associated with higher earnings than Academic

Associate's degrees in Texas⁶. In fact, the earnings of individuals who completed an Applied Associate's degree or long term certificate look very similar to the earnings of people who completed a four-year college degree during the first three years after completion. However, this advantage falls away after the third year and the career earnings of someone who completed a 4 year degree will be much higher on average than someone who completed a 2 year credential. The early advantage of two year credentials is largely due to the preponderance of Applied Associate's degrees and long term certificates that are earned in a health care related field, as well as the vocational nature of the course content of these two types of credentials. Academic Associate's degrees are designed to precede a transfer to a four year college so they do not include much vocational coursework nor do they provide access to internships and vocational networks the way that Applied Associate's degrees or long term certificates do. In Figure 12 we see that community college certificate completers earn more than community college degree earners during the eleventh year. This likely has to do with the distribution of the two high earning credential categories mentioned about – the group of community college certificate earners is largely comprised of people who earned long term certificates, rather than short term certificates, while community college degree earners are largely made up of lower yielding Academic Associate's degree earners rather than Applied Associate's degree earners⁷.

⁶ Hamrock, C. (forthcoming). The Value of Two-Year Degrees and Certificates in Texas.

⁷ Hamrock, C. (forthcoming). The Value of Two-Year Degrees and Certificates in Texas.

Figure 12: Eleventh Year Wages by Degree Type



Among students who do not complete a postsecondary credential, Wholesale and Retail Trade and Food and Accommodation Services remain two of the most common industries. During the fifth year after ninth grade, the third most common industry was Other Services, and that remains true in the eleventh year for students who do not graduate or graduate late. However, by the eleventh year among students who do graduate high school on time, and for students who enroll in college full or part time but do not complete a credential, Health Care and Social Assistance has replaced Other Services in the top three most common industries.

In general, there is far more variation in the industries in which people are employed during the 11th year after graduation than during the 5th year for those students who complete a postsecondary credential. Full time enrollees who complete a degree are most likely to be enrolled in Professional, Scientific and Technical Services, Educational Services (these are our teachers), and Wholesale or Retail Trade (likely moving up to management following degree completion). Students who enroll part time and complete a degree are most likely to be employed in Health care and Social Assistance, Wholesale and Retail trade, and Educational Services. This again supports the idea that our part time enrollees are primarily at two year colleges, who are going on to complete degrees and certificates in a health care related field. Those students who do not directly enroll, but do complete a degree over the six year following graduation are most likely to be employed in Educational Services, Other (which includes Agriculture, Forestry, Fishing, and Hunting; Mining; Utilities; Information; Finance & Insurance; and Real Estate Rental and Leasing) and professional scientific and technical services.

Table 2: Top Three Industries for each Eleventh Year Segment

	<i>Industry</i>	<i>% of Students</i>	<i># of Students</i>
HS Grads, FT Enrollees, HE Degree	Professional Scientific & Technical Services	14%	311
	Educational Services	12%	275
	Wholesale & Retail Trade	9%	212
HS Grads, PT Enrollees, HE Degree	Health Care & Social Assistance	10%	46
	Wholesale & Retail Trade	10%	44
	Educational Services	8%	36
HS Grads, non-Enrollees, HE Degree	Educational Services	11%	20
	Other	11%	19
	Professional Scientific & Technical Services	10%	17
HS Grads, FT Enrollees, no HE Degree	Wholesale & Retail Trade	12%	206
	Health Care & Social Assistance	9%	157
	Accommodation & Food Services	8%	131
HS Grads, PT Enrollees, no HE Degree	Wholesale & Retail Trade	14%	271
	Accommodation & Food Services	10%	198
	Health Care & Social Assistance	9%	178
On Time Grads, No HE Degree	Wholesale & Retail Trade	14%	419
	Accommodation & Food Services	9%	270
	Health Care & Social Assistance	7%	241
Late HS Grads*	Wholesale & Retail Trade	14%	72
	Accommodation & Food Services	12%	63
	Other Services**	8%	45
Non HS Grads	Accommodation & Food Services	13%	288
	Wholesale & Retail Trade	11%	242
	Other Services**	10%	219
*All of the Late grads in this row neither enrolled in nor completed HE			
** Other Services = Administrative & Support & Waste Management & Remediation; different than 'Other' Category			

Conclusions

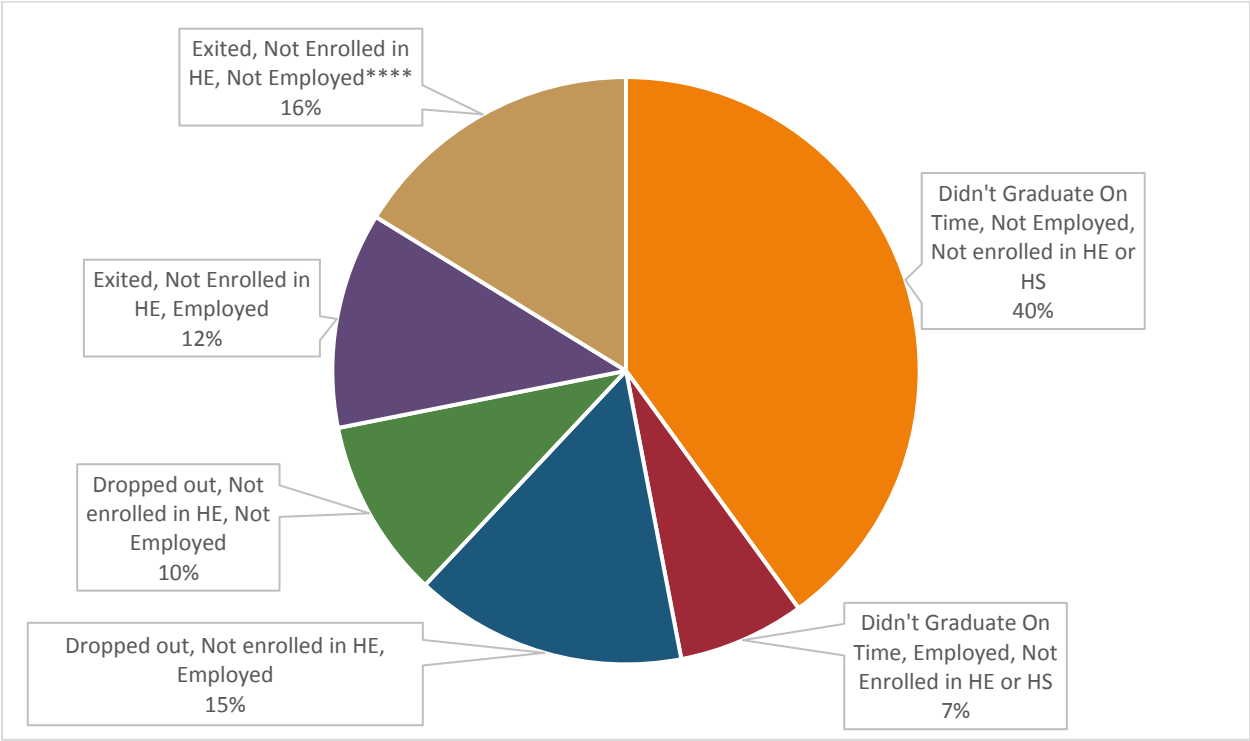
The goal of this report was to explore the educational and career outcomes for a cohort of Central Texas students. Of the initial cohort of 9th graders, 26% were identified as opportunity youth, meaning that they were neither enrolled in college nor employed. The two most common outcomes in the first year after graduation were either graduating on time and being both enrolled in college and employed (35% of the cohort) or not graduating on time (29% of the cohort). It is uncommon for students to be enrolled in college and not employed, at both two and four year colleges, though it is less common at two-year colleges. There was a great deal of uniformity in the industries in which students are employed during the first year following graduation, as well as in their wages during that year. Students who were employed and not enrolled in college made slightly more than their enrolled counterparts in the fifth year, but that slight advantage had disappeared by the eleventh year, when postsecondary degree earners made more money. Additionally, students who did not complete a postsecondary degree worked in largely the same fields in the fifth and eleventh years. Those students who did complete a degree had moved into different industries by the eleventh year. This report supports the importance of postsecondary degree attainment and highlights demographic groups of students where opportunities may exist for improvement.

Key Findings

- 26% of the class of 2009 (4679 students) are identified as opportunity youth in the fifth year segmentation (2009-2010). Of these students around 1/3 graduated from high school (1342 students) and 2/3 did not (3337 students). By the eleventh year, 11% of the graduating class is still identified as opportunity youth, having not completed a credential and being neither enrolled nor employed.
- Half of the graduating class is both enrolled in college and employed during the first year after graduation.
- Socio-demographic variation in postsecondary and workforce outcomes primarily exists in rates of graduating, and rates of being simultaneously enrolled in college and employed – White students, Asian students, and non-low income students are more likely to be employed and enrolled in college than their peers, while Black students, Hispanic students and low income students are more likely to not graduate. In line with national research, women enroll in college after graduation at higher rates than men.
- While students who enter the labor market immediately after graduation make more than their peers who enroll in college and are also employed, the advantage is slight. The most common industries during that first year after graduation are the same for all student groups and include wholesale and retail trade, as well as accommodation services. That advantage is reversed by the eleventh year, such that students who enrolled in college during the fifth year earn far more than their non-enrollee counterparts by the eleventh year.
- The wages of all student groups increase between years five and eleven. Those students who do not complete a postsecondary credential work in largely the same industries in the fifth and eleventh year, while those that do complete postsecondary work often change industries to something that likely aligns more with their career.

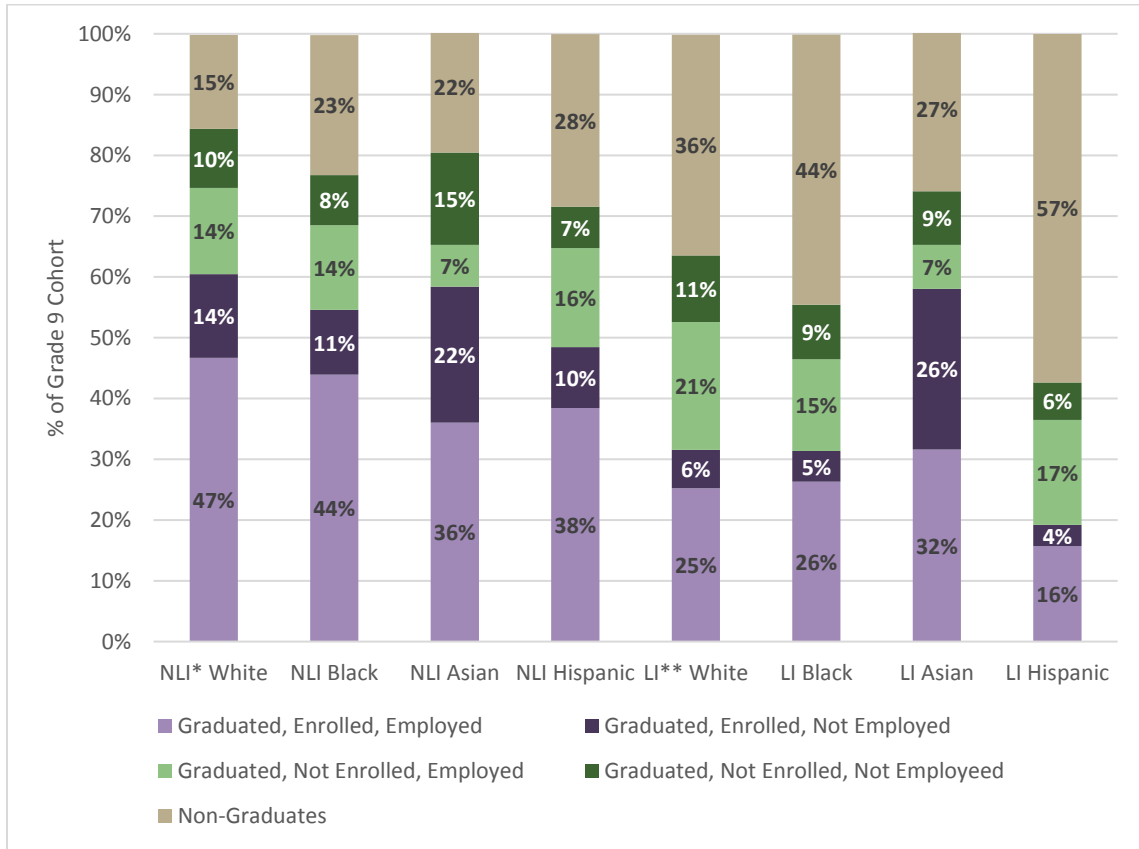
Appendices

Appendix 1: Categories within Non-Graduates



***This is the category of students most likely to contain those students who left the state.

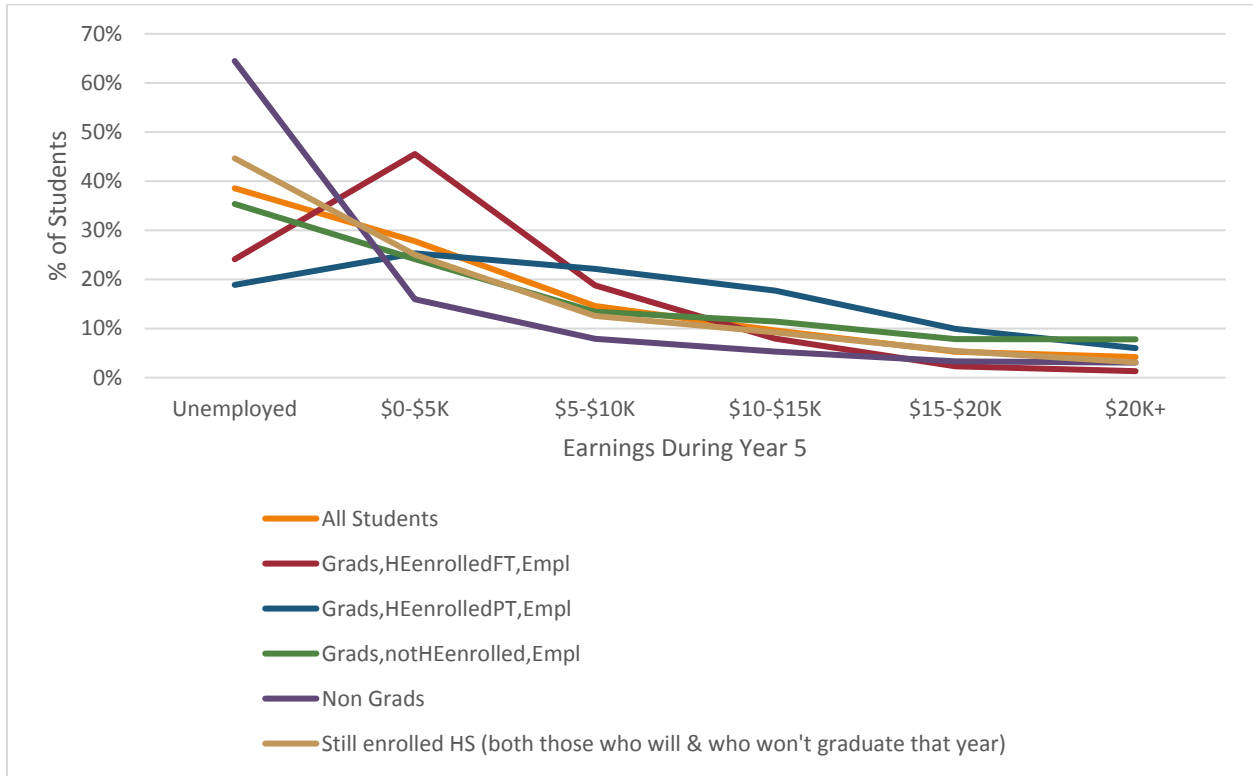
Appendix 2: Racial/Ethnic and Income Composition of Fifth Year Segments



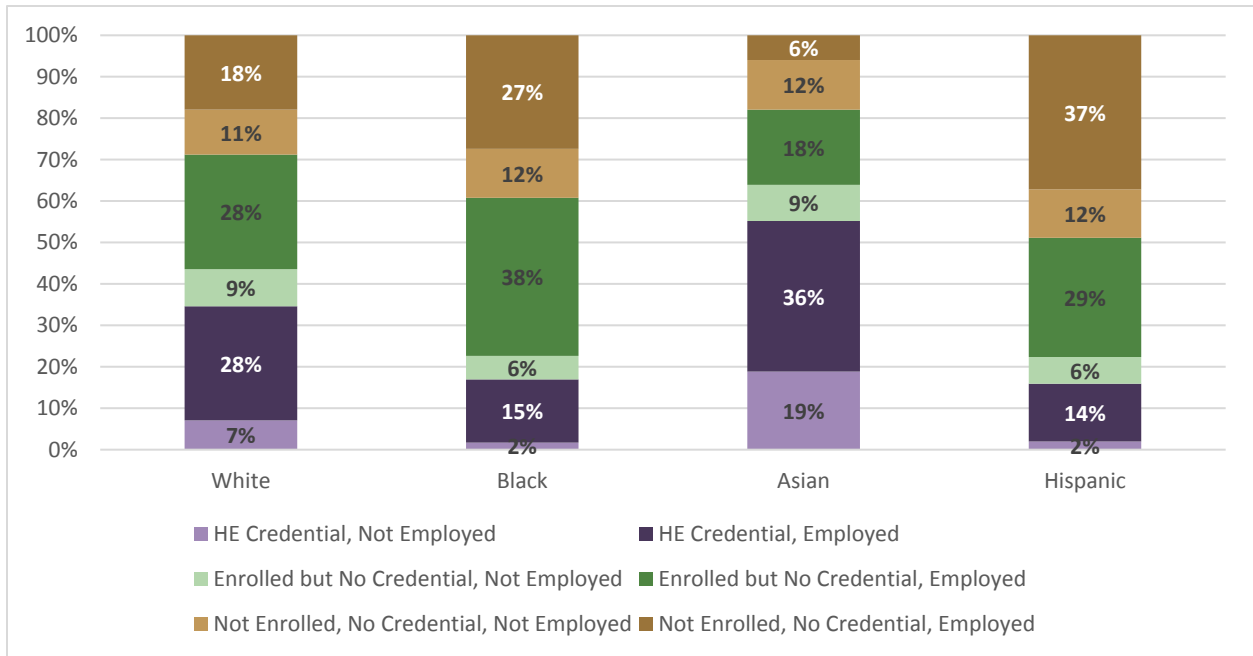
*NLI: Non-Low Income

**LI: Low Income

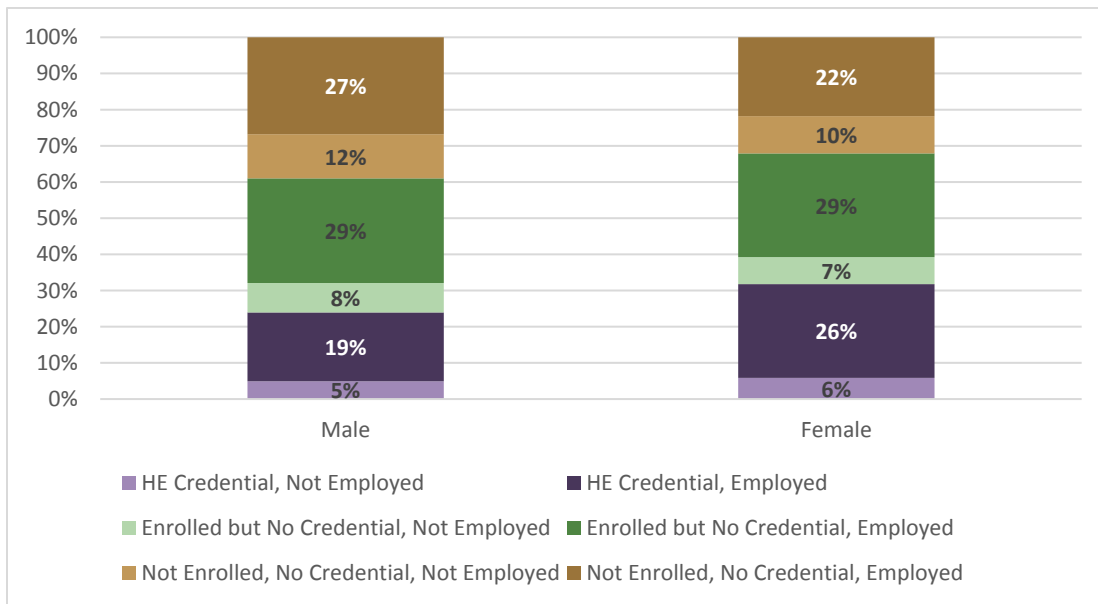
Appendix 3: Wages in Year 5, Including an Unemployment Category



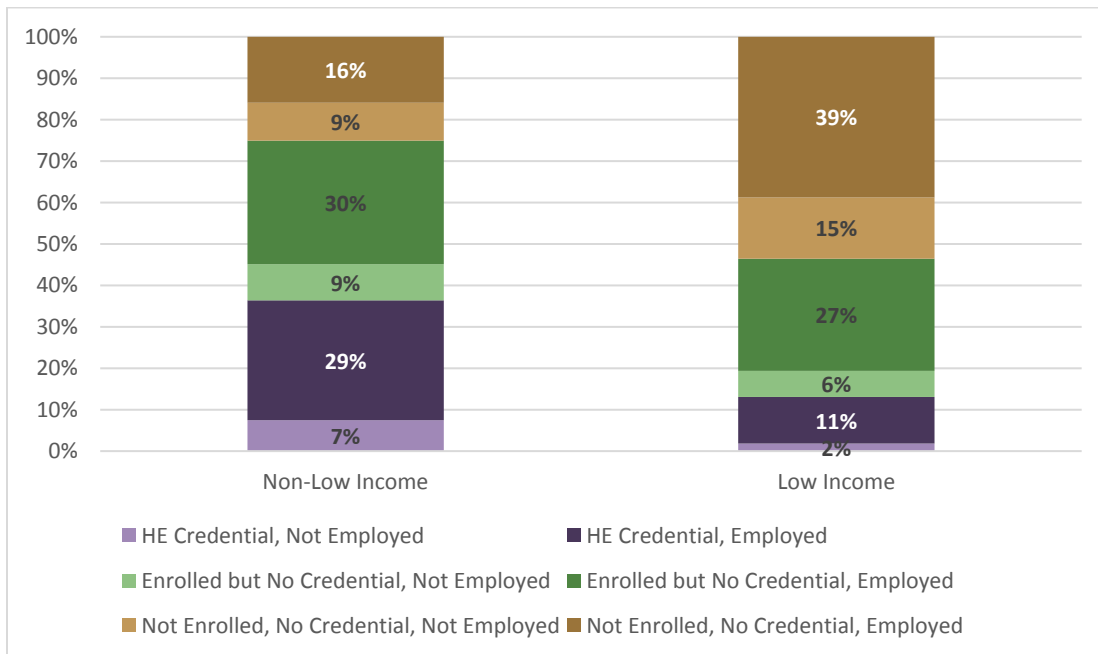
Appendix 4: Racial/Ethnic Composition of the 11th Year Segments



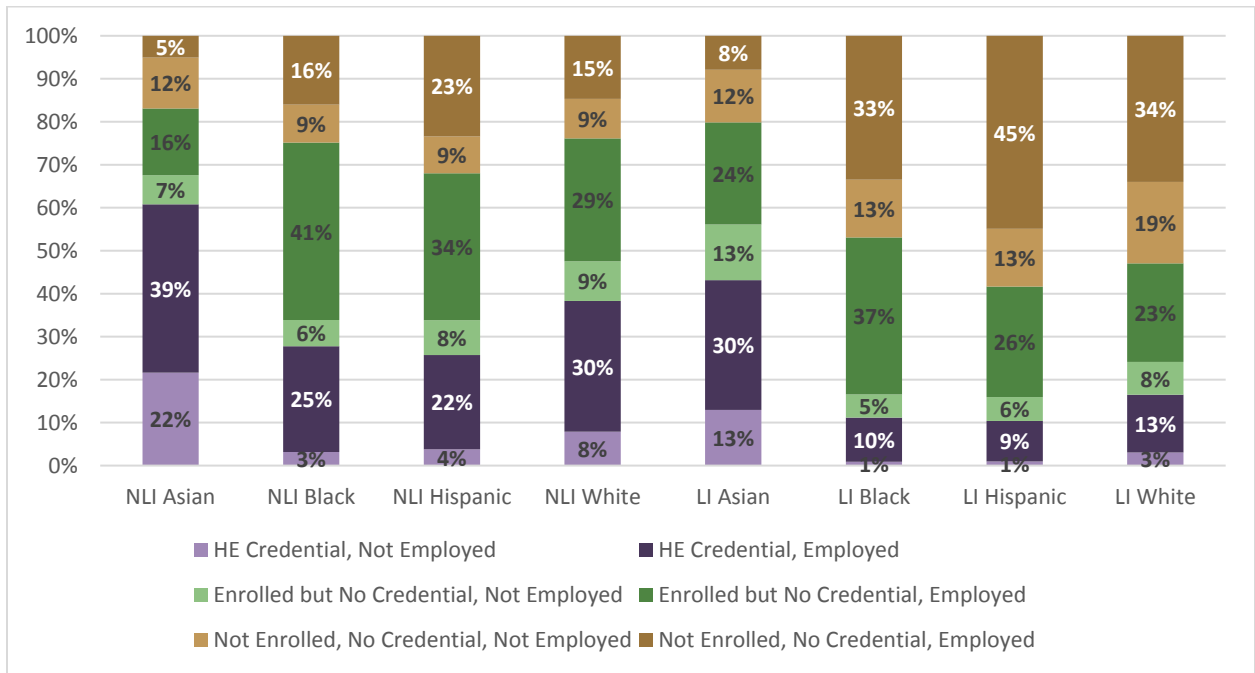
Appendix 5: Gender Composition of the 11th Year Segments



Appendix 6: Income Composition of the 11th Year Segments



Appendix 7: Racial/Ethnic and Income Composition of 11th Year Segments



Appendix 8: Wages in Year 11, Including and Unemployed Category

