



B·E·R·C
Baltimore Education Research Consortium

Postsecondary College and Workforce Outcomes among Baltimore City Graduates

MLDS Center Research Series
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BERC

Background

Goal: To partner with Baltimore's Promise to respond to questions about City Schools college and career experiences.

Goal: To create a cross functional group of individuals interested and providing programs for these youth.

Research Questions

- What educational and employment pathways are followed by those who complete high school? Alone or in combination, how are graduates engaged in:
 - Full-time or part-time work
 - Certificate program enrollment
 - 2-year or 4-year degree enrollment
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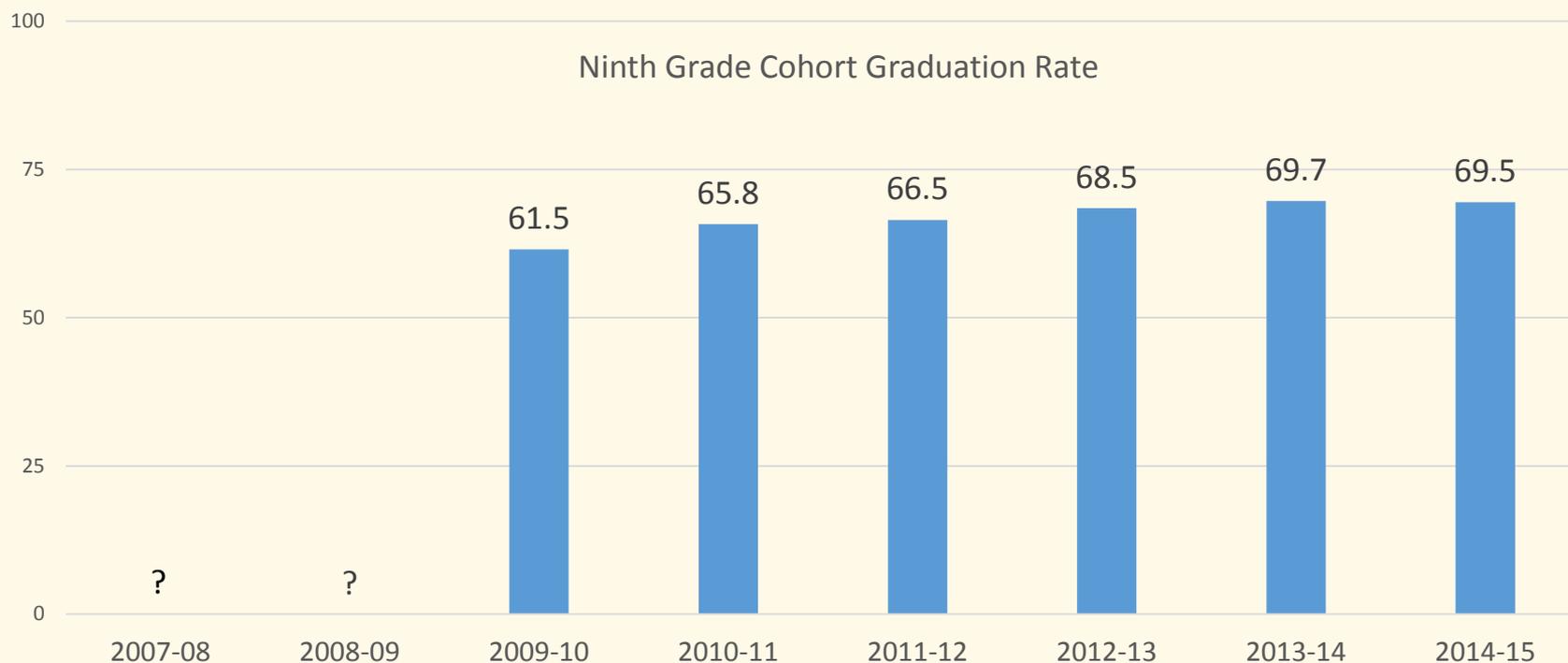
Research Questions

- How do work experiences and earnings vary among young people along different pathways? (e.g., CTE completion, college enrollment, type of college attended, degrees earned, etc.)
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- **Maryland Longitudinal Data System (MLDS)**
 - “The purpose of the Maryland Longitudinal Data System (MLDS) is to generate timely and accurate information about student performance that can be used to improve the State’s education system and guide decision makers at all levels. To accomplish this task, the MLDS collects and organizes individual-level student and workforce data from all levels of education and the State’s workforce.”
(source: <https://mldscenter.maryland.gov/Aboutus.html>)
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Population

Baltimore Public City Schools Graduates 2007-08 through 2014-15



Number of Graduates
3,883

4,265

4,402

4,576

4,523

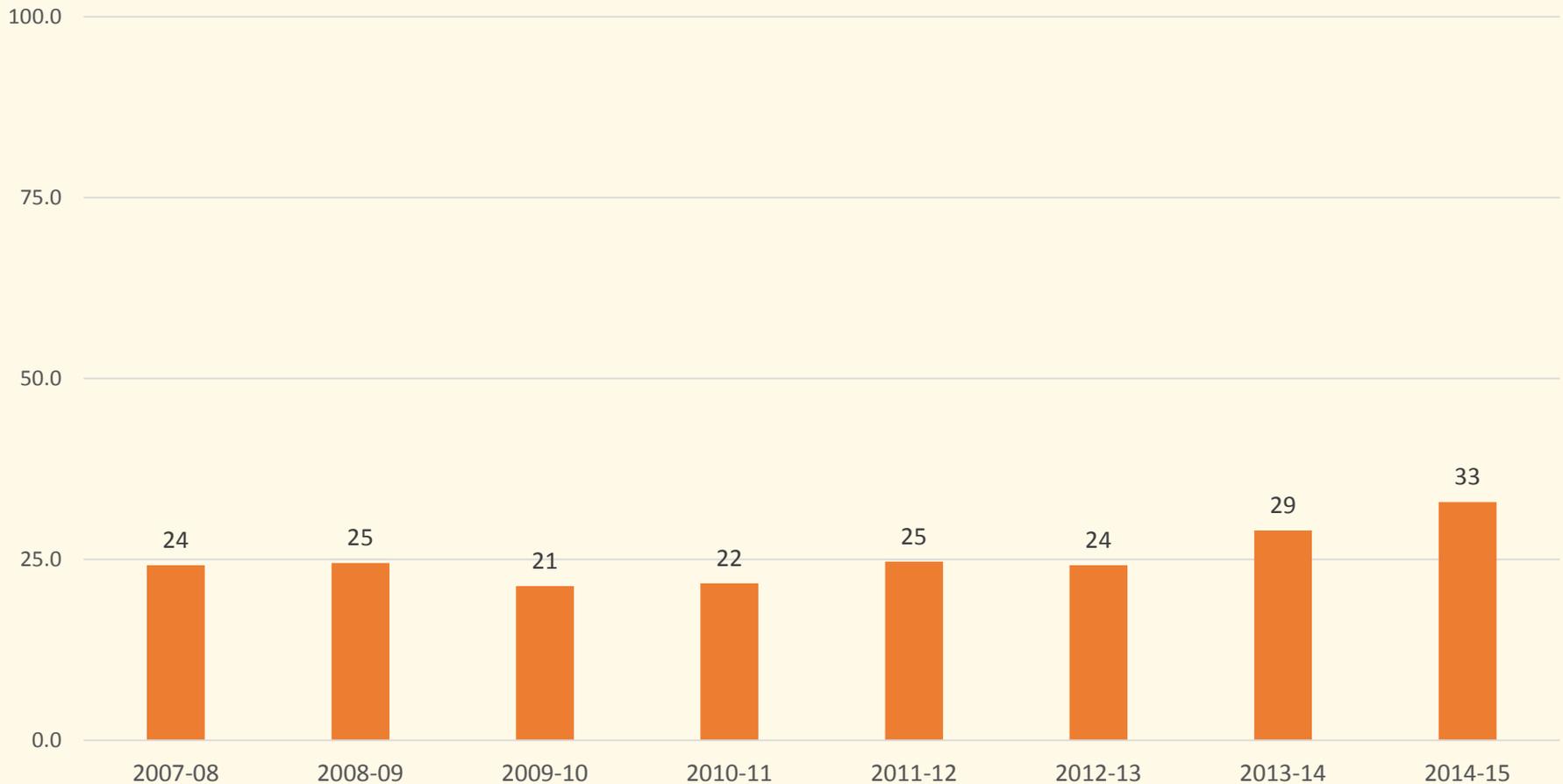
4,437

4,291

3,855

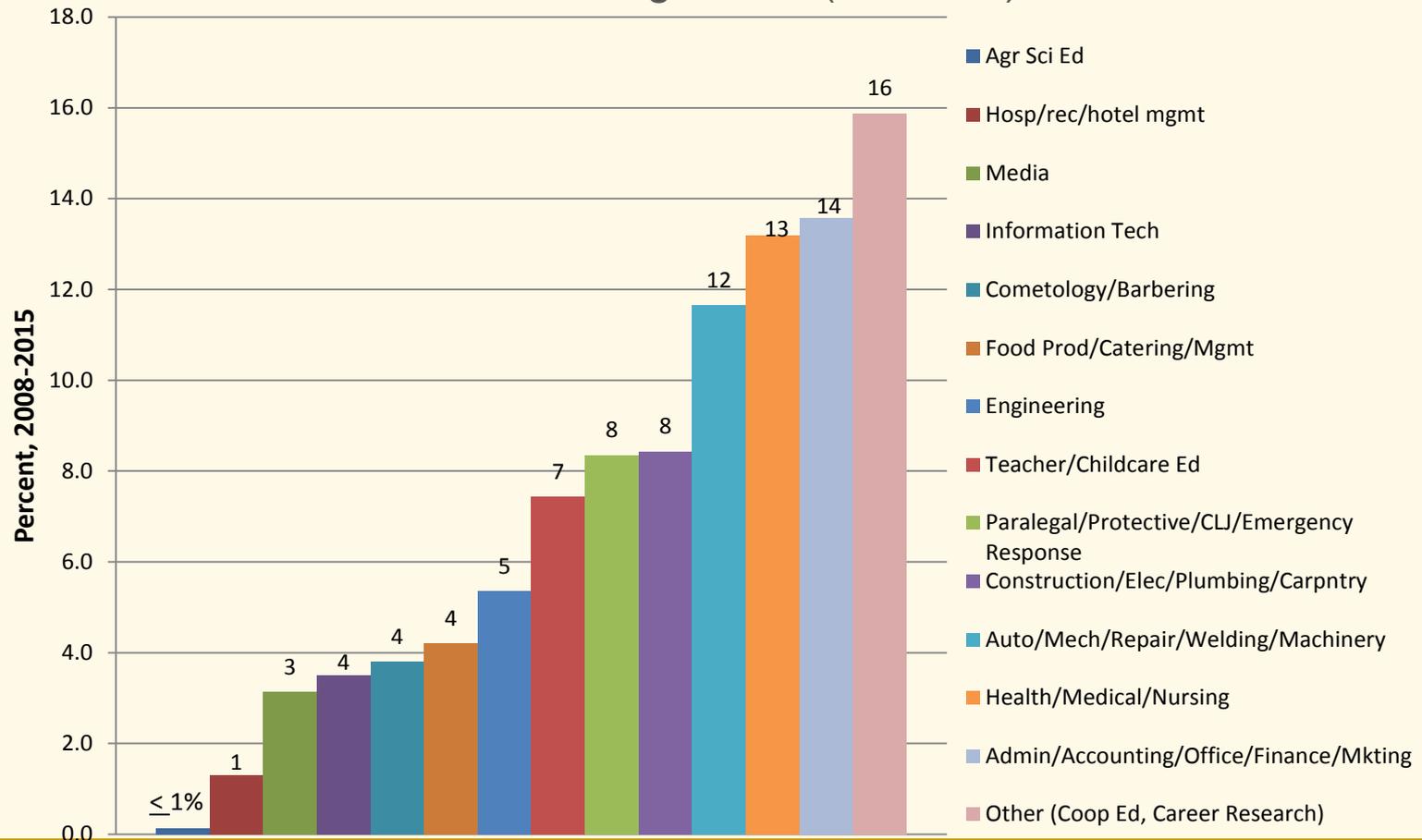
Career-Technology Education

Percent of Graduates who Completed a CTE Program



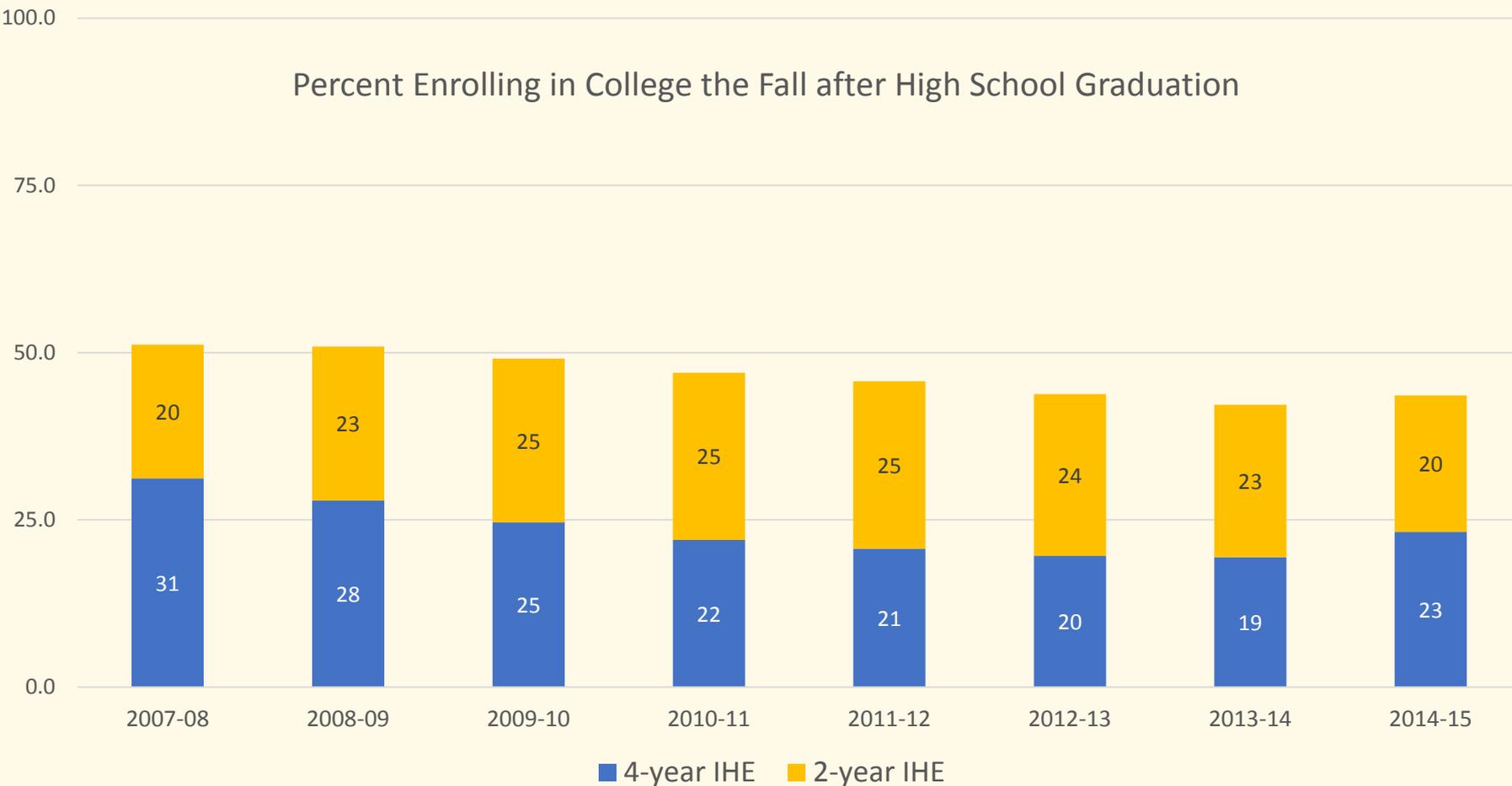
Career-Technology Education

Percentage in CIP Concentration Area, Baltimore City Graduates, Classes 2008 through 2015 (N=8,619)



Enrollment in College

Percent Enrolling in College the Fall after High School Graduation

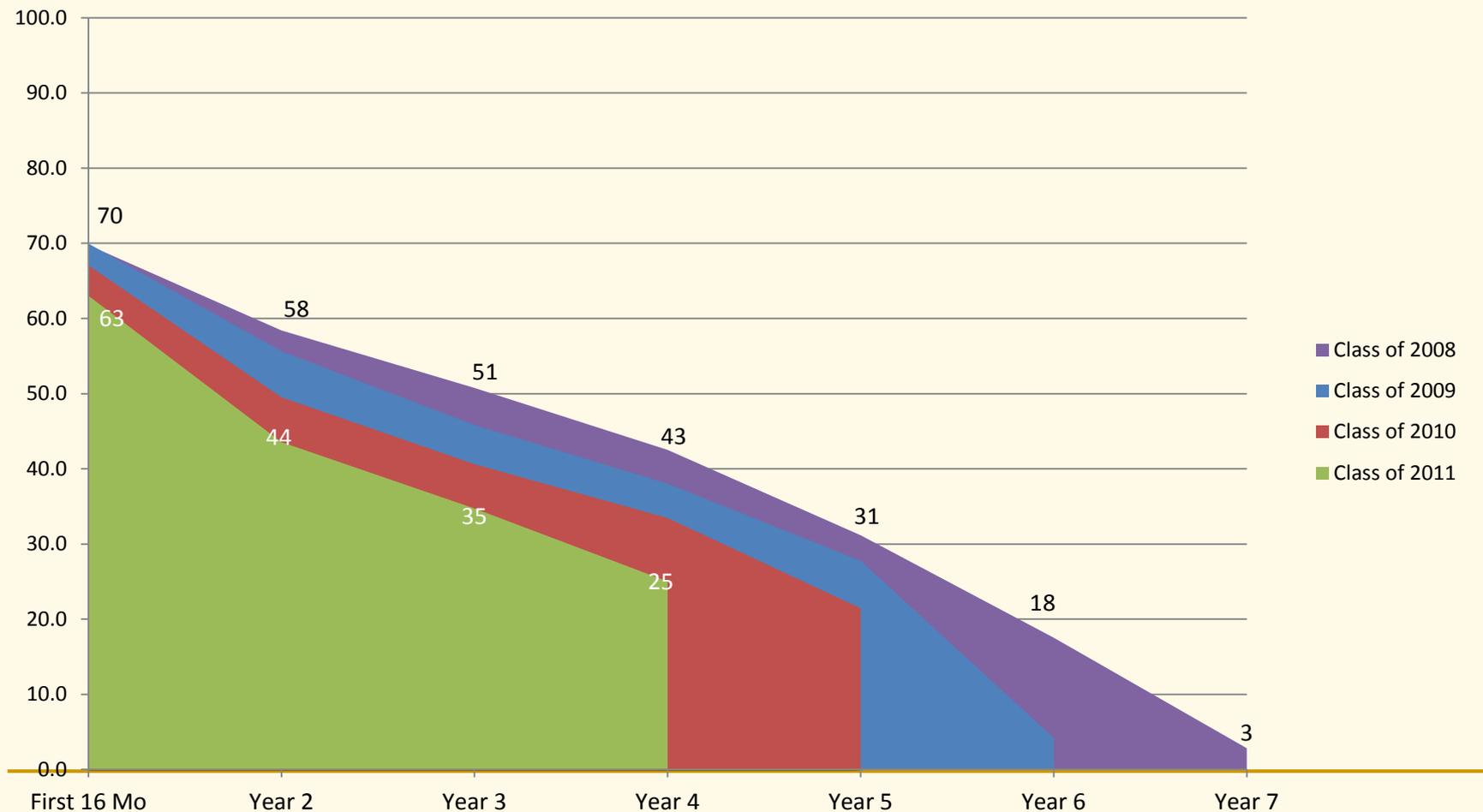




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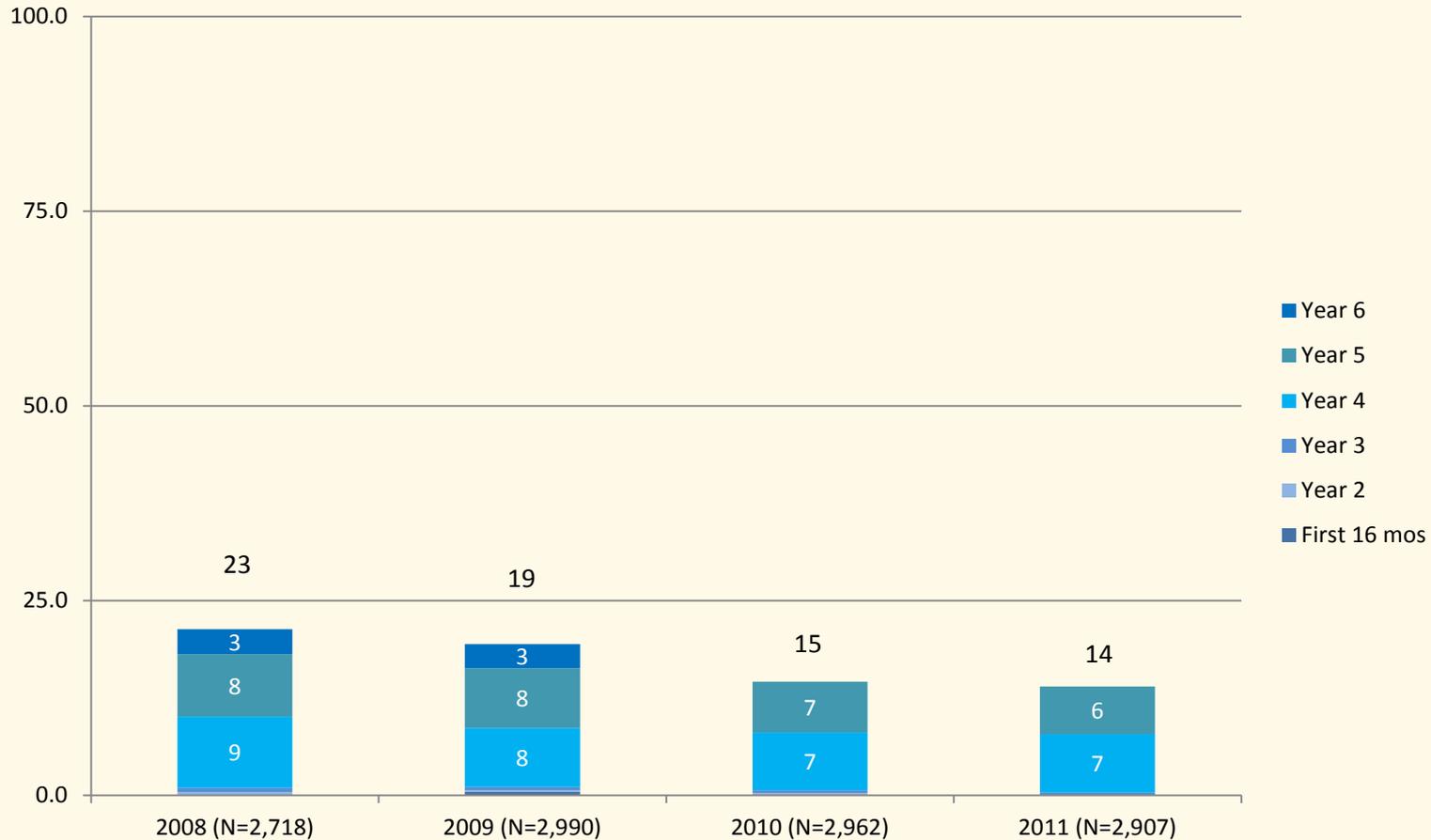
Persistence in College

Percent of graduates enrolled (2-yr and 4-yr IHE) within 16 months after high school graduation, and each following year.



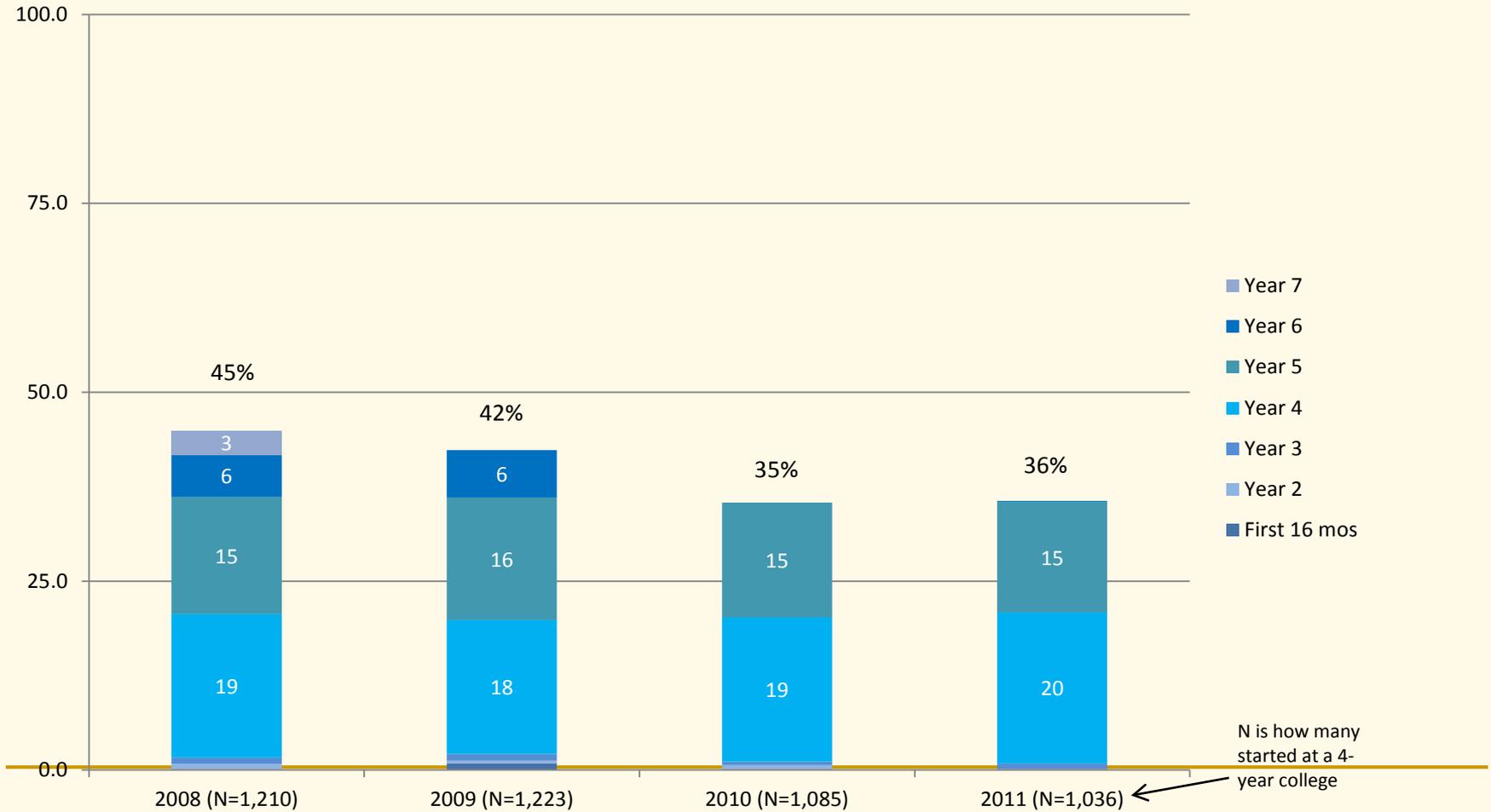
Degree Completions

What percent of ever-enrolled graduates completed a Bachelor's Degree over time?



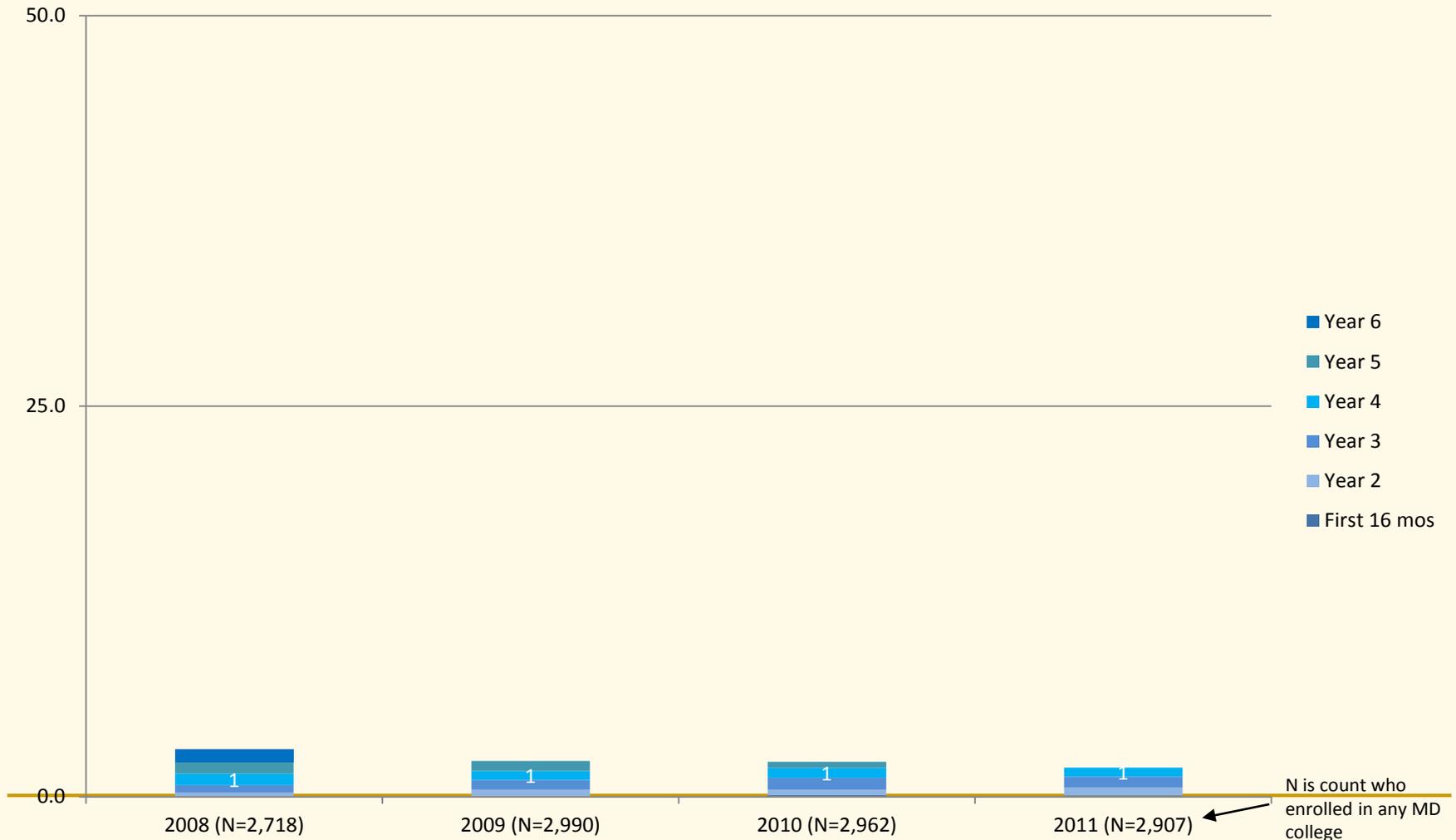
Degree Completions

What percent of those who first enrolled in a 4-year IHE completed a Bachelor's Degree each year?



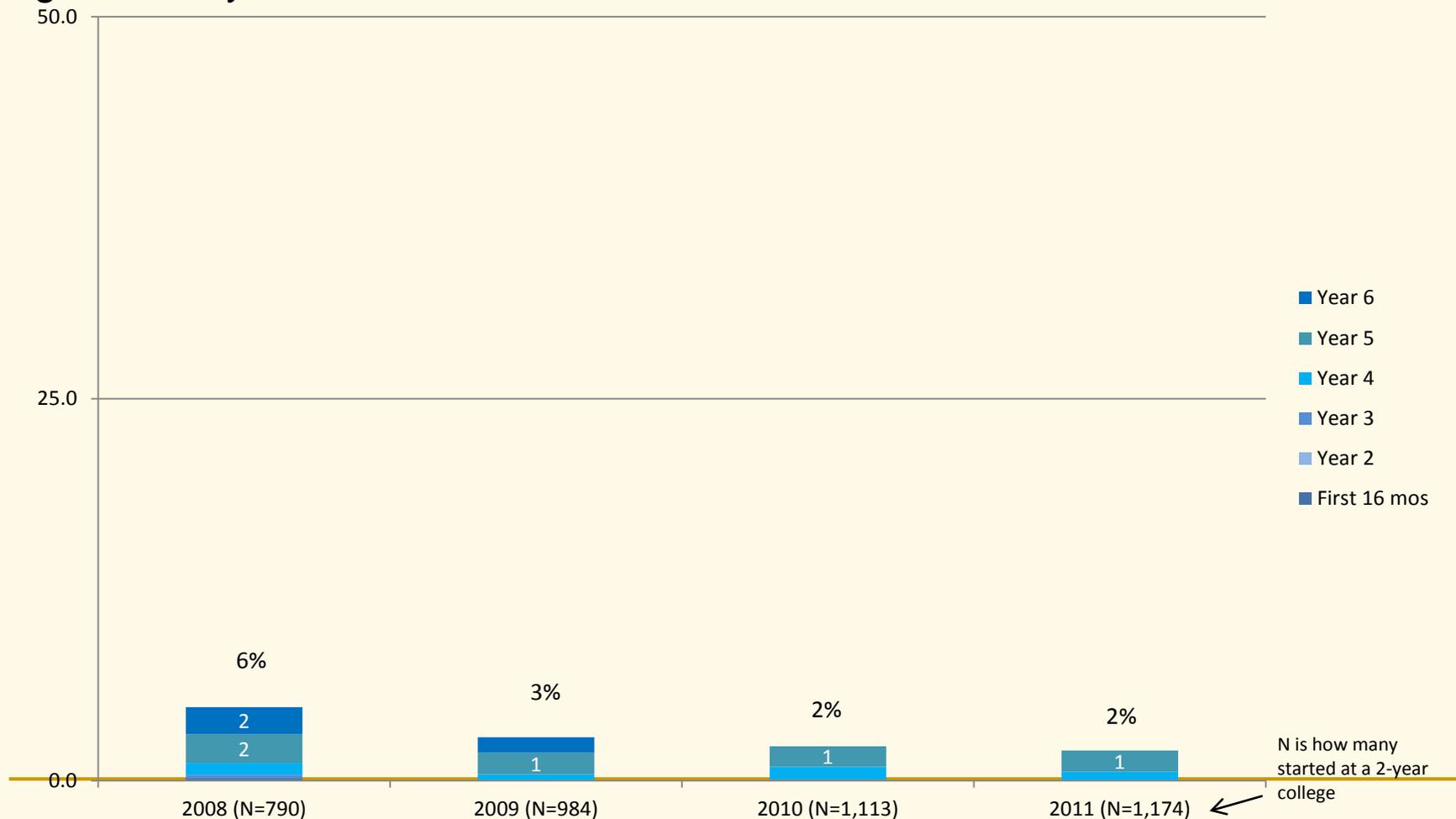
Degree Completions

What percent of ever-enrolled students completed an Associate's Degree each year?



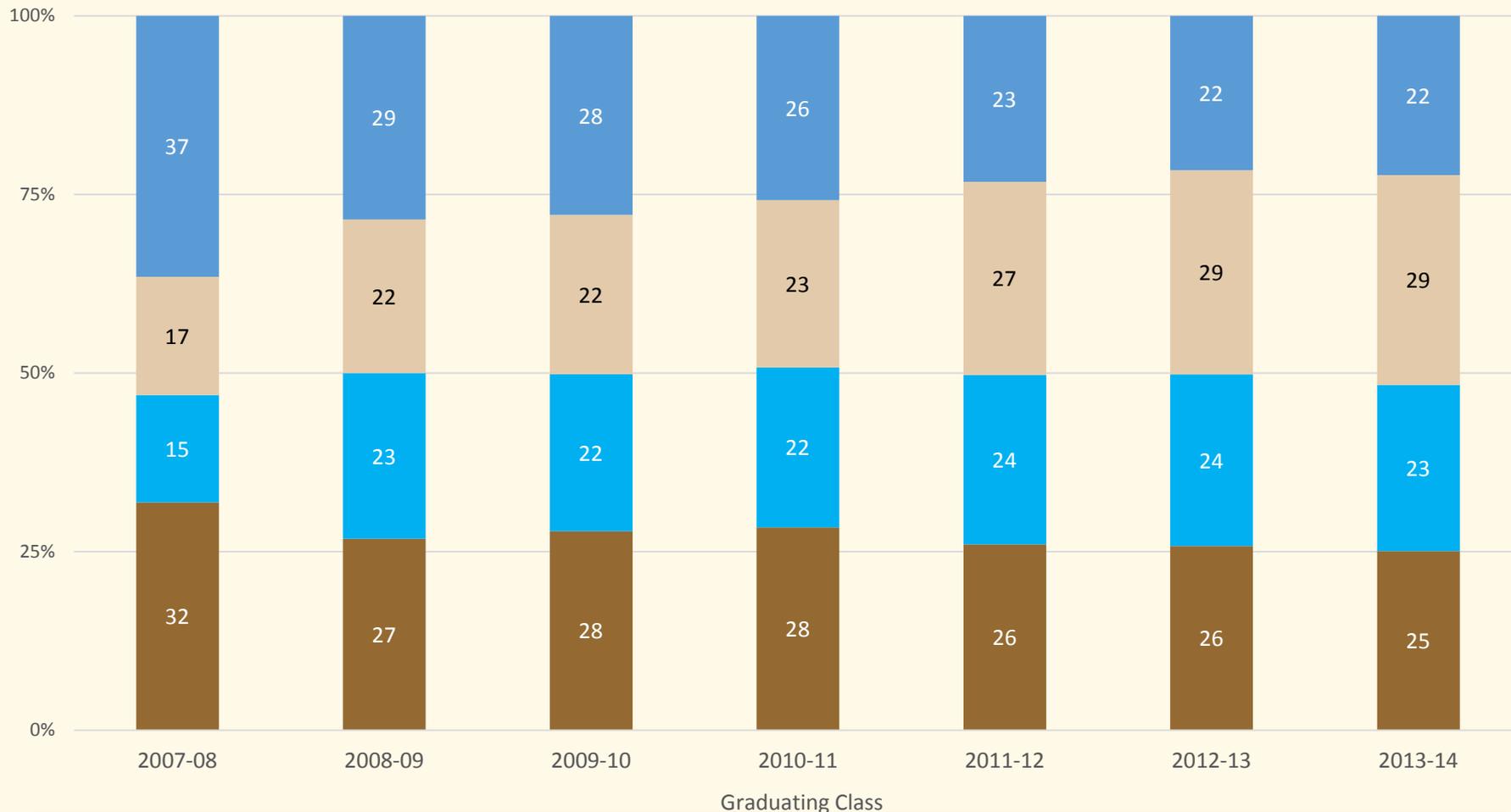
Degree Completions

What percent of students who first enrolled in 2-year IHEs completed a Bachelor's Degree each year?



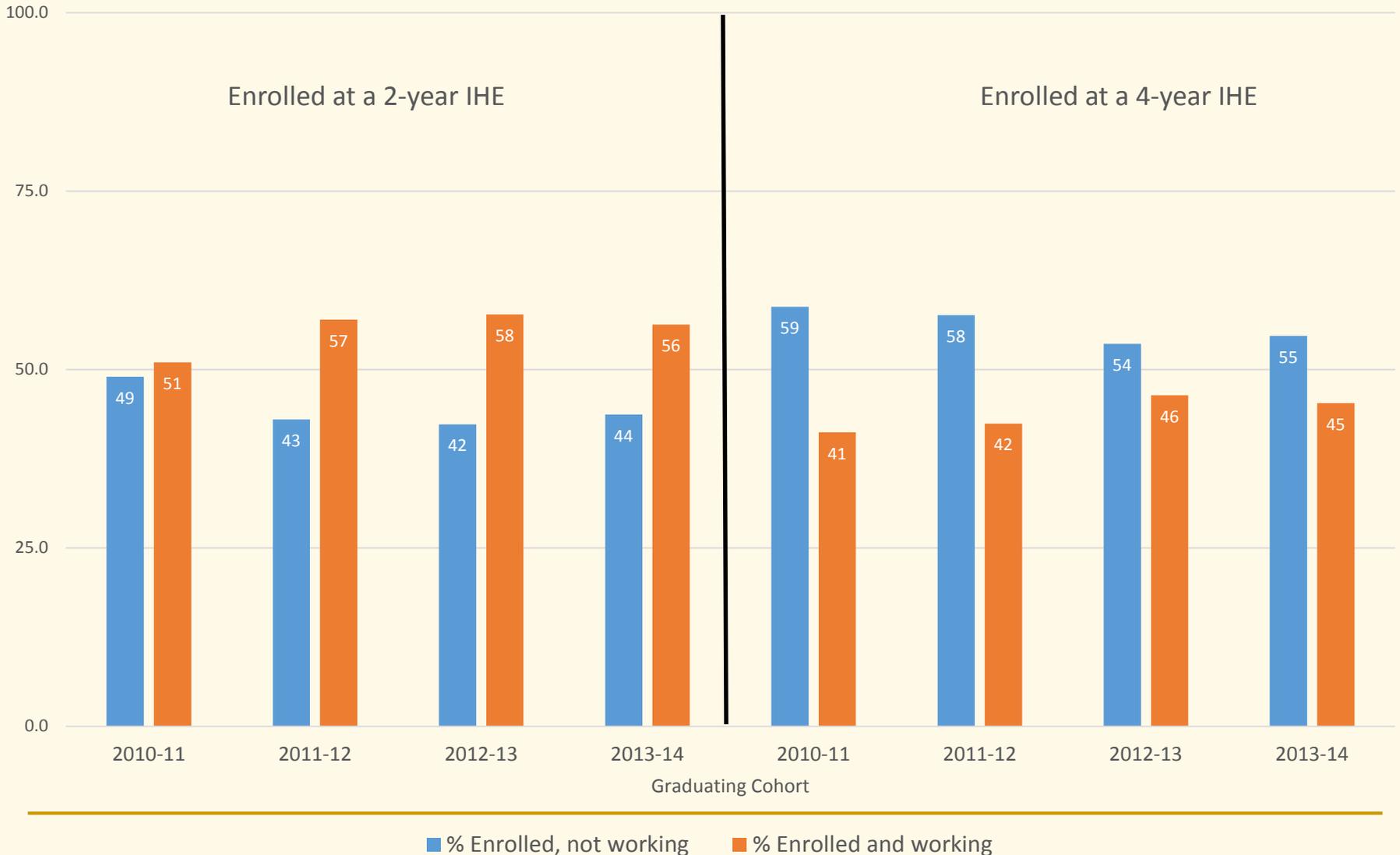
After high school: college or work?

In the fall after high school graduation:



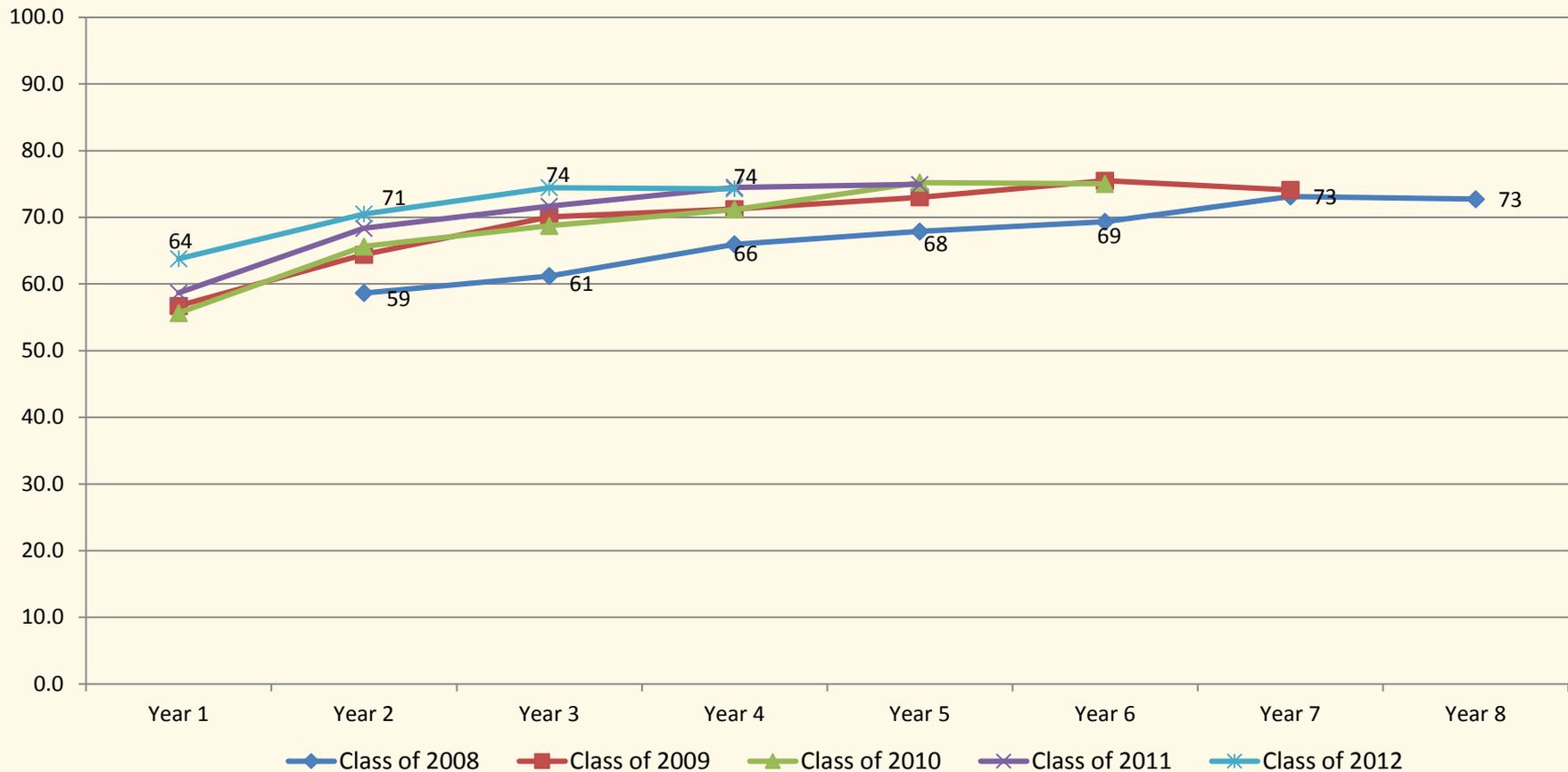
■ % Neither enrolled nor working
 ■ % Enrolled and working
 ■ % Working, not enrolled
 ■ % Enrolled, not working

College type and employment



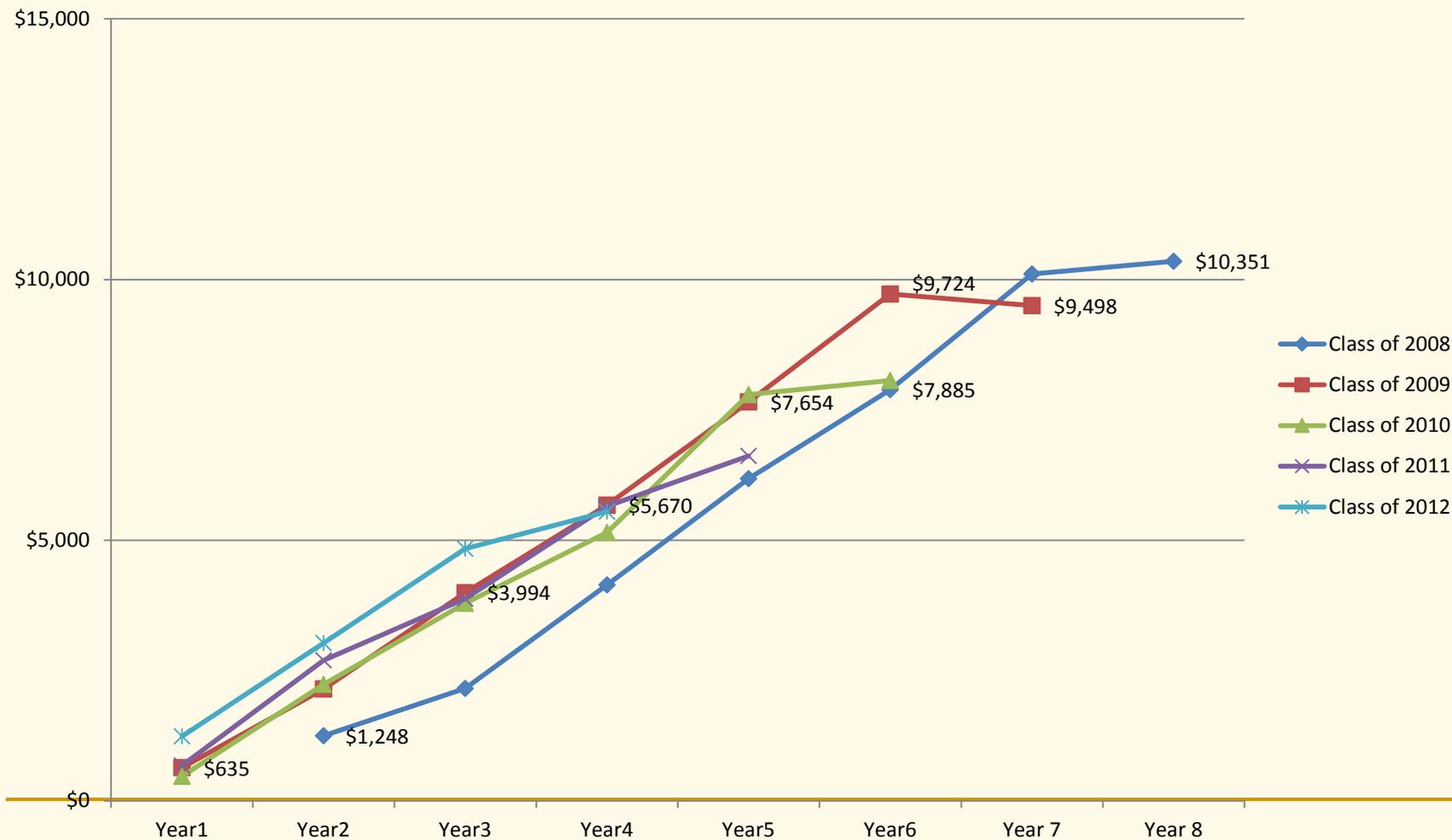
Labor Force Participation

What percent of City Schools graduating classes can be found in wage data in the years after high school?



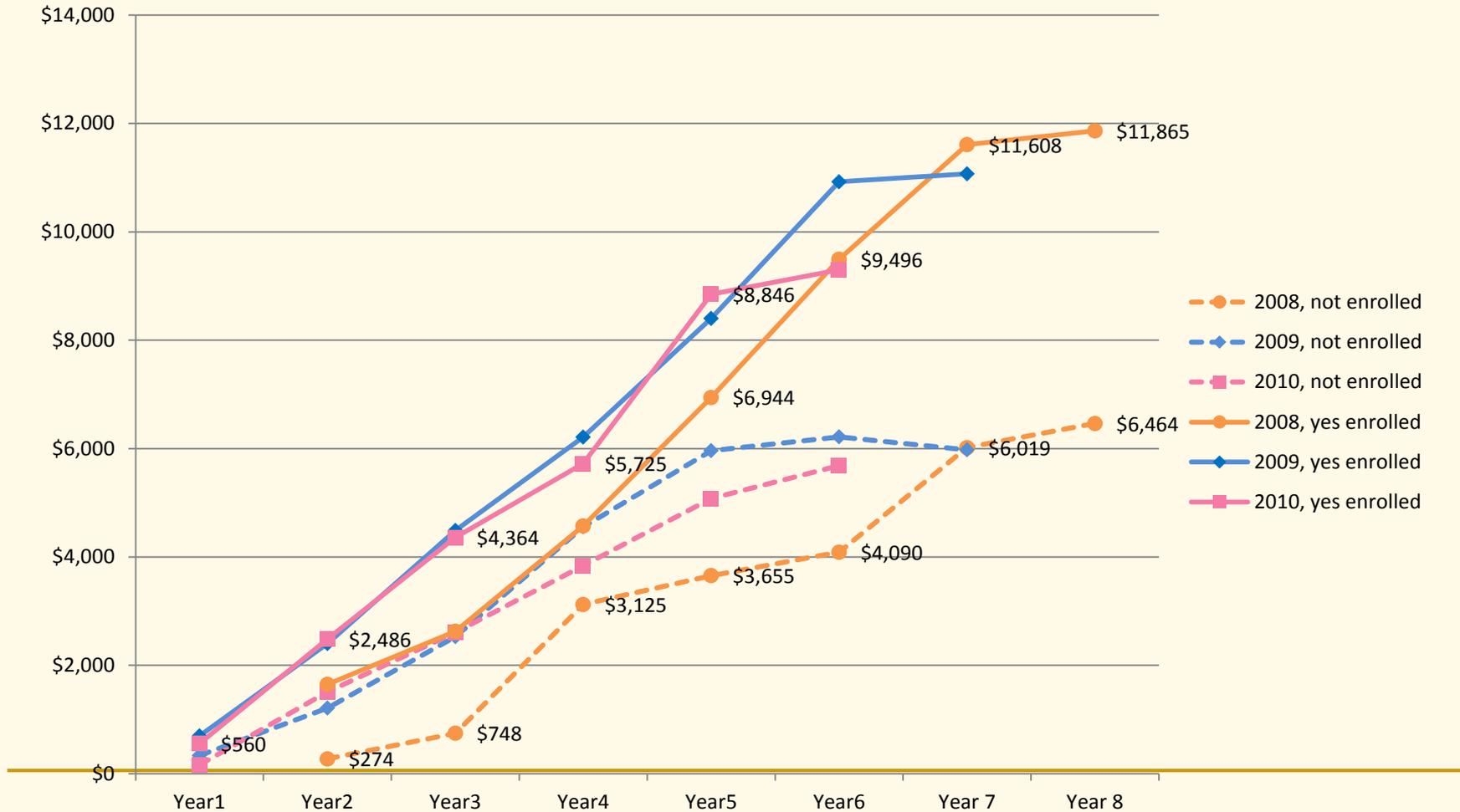
Annual Earnings

What are each Class's median annual earnings in the years after high school graduation?

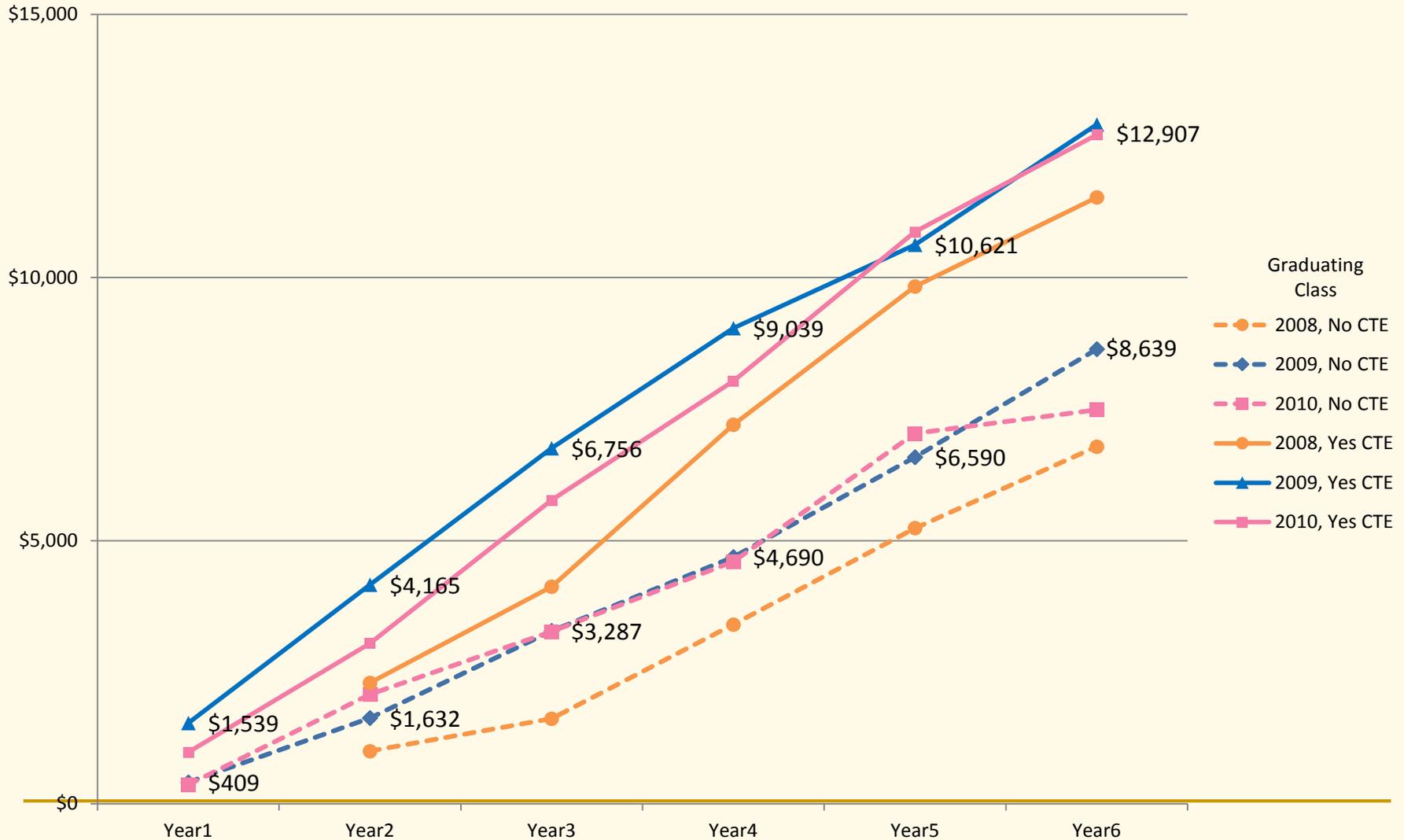


Opportunity cost of college?

Are median annual wages higher for students enrolled in college by 16 months after HS graduation?



Wage benefit for CTE Completers?



Next Steps for Research:

- Outcomes for non-high school graduates?
 - How well do CTE programs prepare students for local employment opportunities?
 - How do employment and enrollment intensity relate to degree completion?
 - Is the composition of graduating cohorts changing over time?
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