

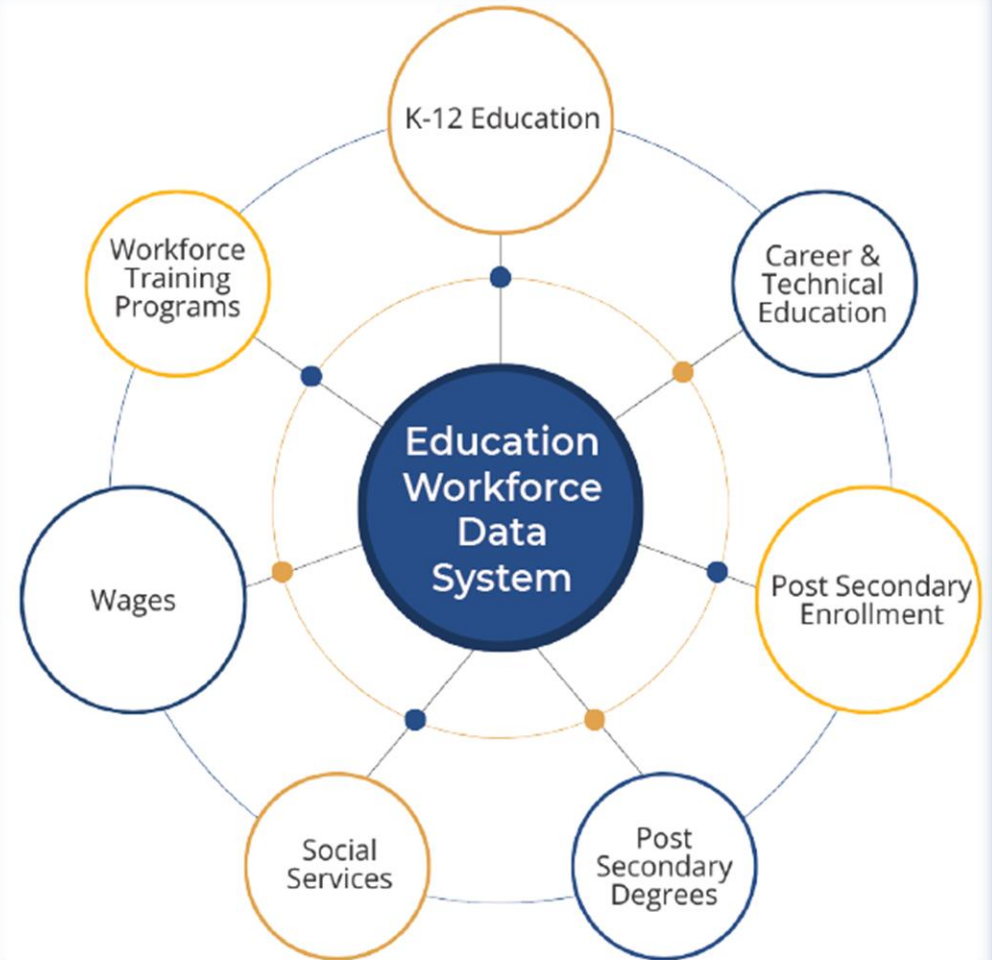
MANAGEMENT PERFORMANCEHUB

SLDS: Education - Workforce Pipelines Pathways Changes Report

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Maddie Turner – Associate Data Scientist

The Indiana Education and Workforce Data System (EWDS)

- Large-scale data matching initiative within the Indiana Management Performance Hub
- Longitudinal data set is combined to answer key questions about the education to workforce pipeline
- Helps policymakers, program administrators, educators, employers, and other stakeholders make data-informed decisions to take actions that improve outcomes and facilitate research to improve policies and service provision





The Indiana Education and Workforce Data System (EWDS)

- Indiana's education system has received a boost thanks to continued funding from the Statewide Longitudinal Data Systems (SLDS) Grant Program
- This program supports critical data management efforts, and Indiana's contribution is the Education Workforce Data System (EWDS)
- Indiana secured additional funding to extend the program through 2027
- This ongoing support fuels vital research and informs best practices, ultimately aiming to improve the educational experiences and career opportunities for Hoosiers

Education & Workforce

EWD Partners



A dark blue silhouette of the state of Indiana is centered in the background of the slide.

Education – Workforce Pipelines: Pathway Changes Report



“What Works – Ten Education, Training, and Work-Based Pathway Changes that Lead to Good Jobs”

- The original report was created by Georgetown University’s Center on Education and the Workforce.
 - The Georgetown University Center on Education and the Workforce (CEW) is a research and policy institute within Georgetown’s McCourt School of Public Policy.
- The work in this PowerPoint follows the work done in Georgetown University’s report.
- Their methodology was followed where we thought it was appropriate, however, some methods were changed due to necessity and preference.
 - Some changes are due to limitations in our data while others are personal preference. For instance, we use random forests rather than linear regression due to the pros and cons associated with both.



“What Works – Ten Education, Training, and Work-Based Pathway Changes that Lead to Good Jobs”

- This study created by Georgetown University creates a framework for understanding how educational and training pathways affect future wages earned by individuals.
- A key piece of this study is the modeling aspect where MPH utilizes a series of random forest statistical models to predict outcomes of wages throughout different life stages.
- These models were trained on upwards of 35 different features collected on individuals such as wages, enrollment, certificates, degrees, job industries, unemployment, and job tenure.

Pathways – Main Limitations

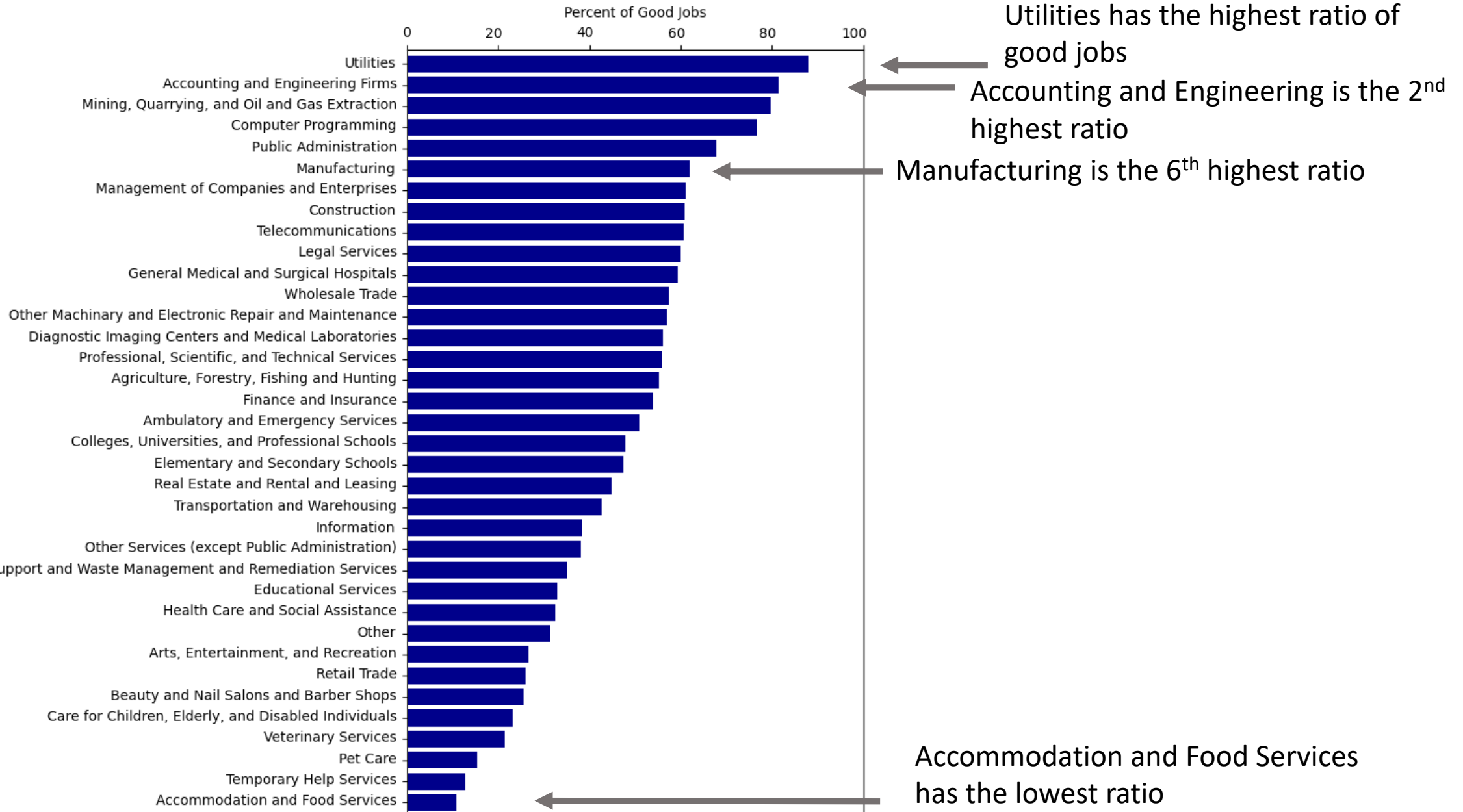
- These results assume that all individuals are single with no dependents.
 - This is due to the data we currently have available; we do not currently have dependent data.
 - The Georgetown University's study uses marital status and dependents when calculating if an individual has a good job at age 30.
 - Using MIT's living wage calculator, we define a good job as \$42,070 for individuals in 2024 dollars.
- The model does not establish causality. It should be used to identify the key intervention points and set expectations regarding potential impacts of policy interventions.
 - When causality is not established, it means that the model can tell us that two things are related but can't confirm whether one directly causes the other to happen. So, it is good at making predictions but not on explaining "why" this relationship may exist.

Aggregated Numbers and Percentages

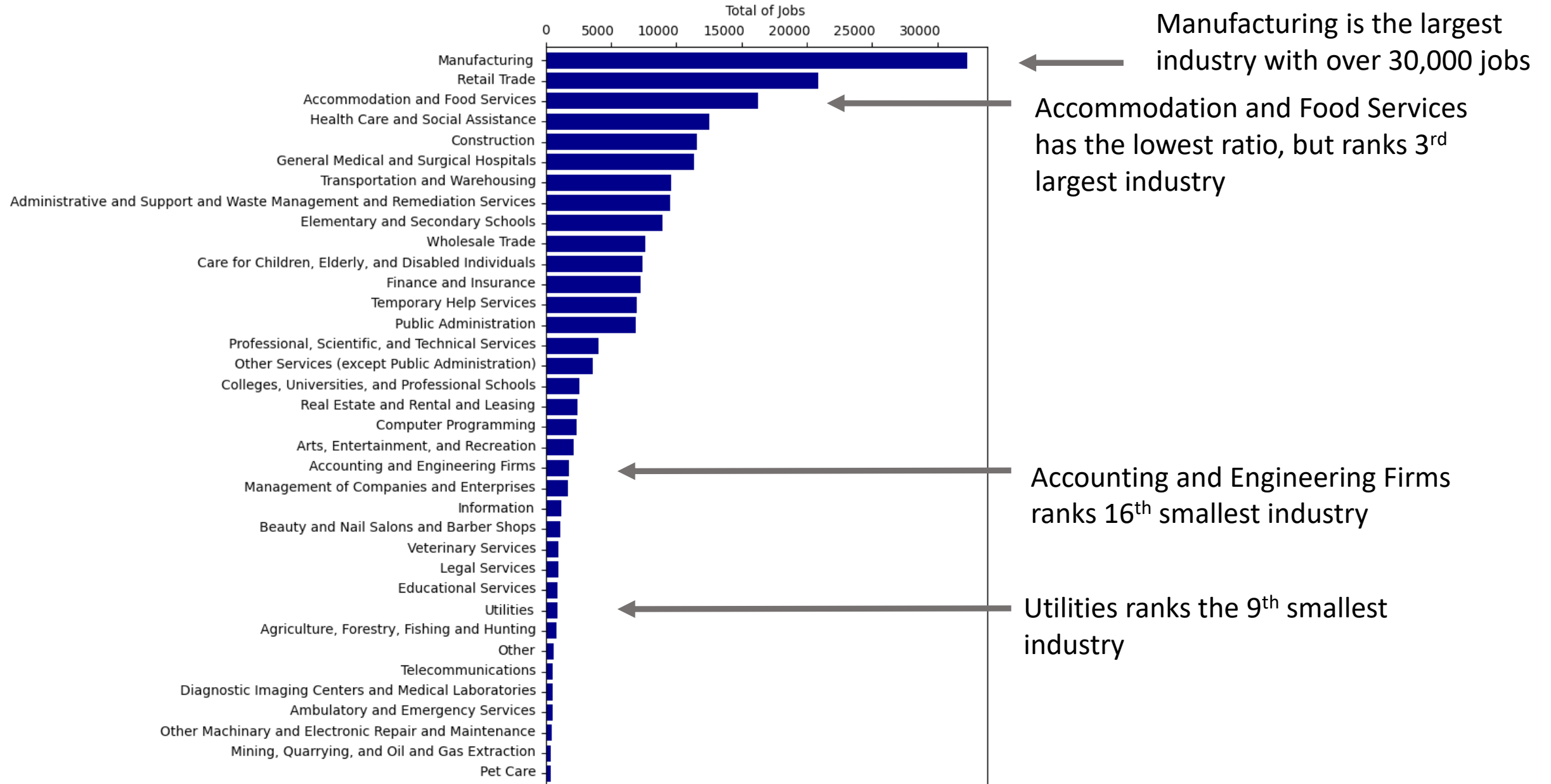
About the Cohorts

- General Knowledge
 - 2011 to 2014 graduation classes
 - 194,516 individuals being used for analysis
 - Must have been present in Indiana during each life stage
 - Life stages start in high school and end 10 years after high school graduation
 - Must be employed by the 10th year (ages 28-30)
 - 44.2% of individuals who are employed are employed in a good job
- Post-Secondary Enrollment
 - 18.4% of individuals were enrolled in a middle skills program by age 22
 - 38.3% of individuals were enrolled in a bachelor's program by age 22
- Highest Education
 - 16.4% of individuals highest education by age 26 was less than high school
 - 51.5% of individuals highest education by age 26 was high school
 - 0.9% of individuals highest education by age 26 was a certificate
 - 4.9% of individuals highest education by age 26 was an associate's
 - 23.1% of individuals highest education by age 26 was a bachelor's
 - 1.9% of individuals highest education by age 26 was a master's
- Industry Occupation
 - 45.2% of individuals job at age 30 was in Low-Paying occupations
 - 30.2% of individuals job at age 30 was in Blue Collar occupations
 - 11.4% of individuals job at age 30 was in STEM/Other High-Paying occupations

Percentage of Good Jobs by Industry at Age 30



Total of Jobs by Industry at Age 30



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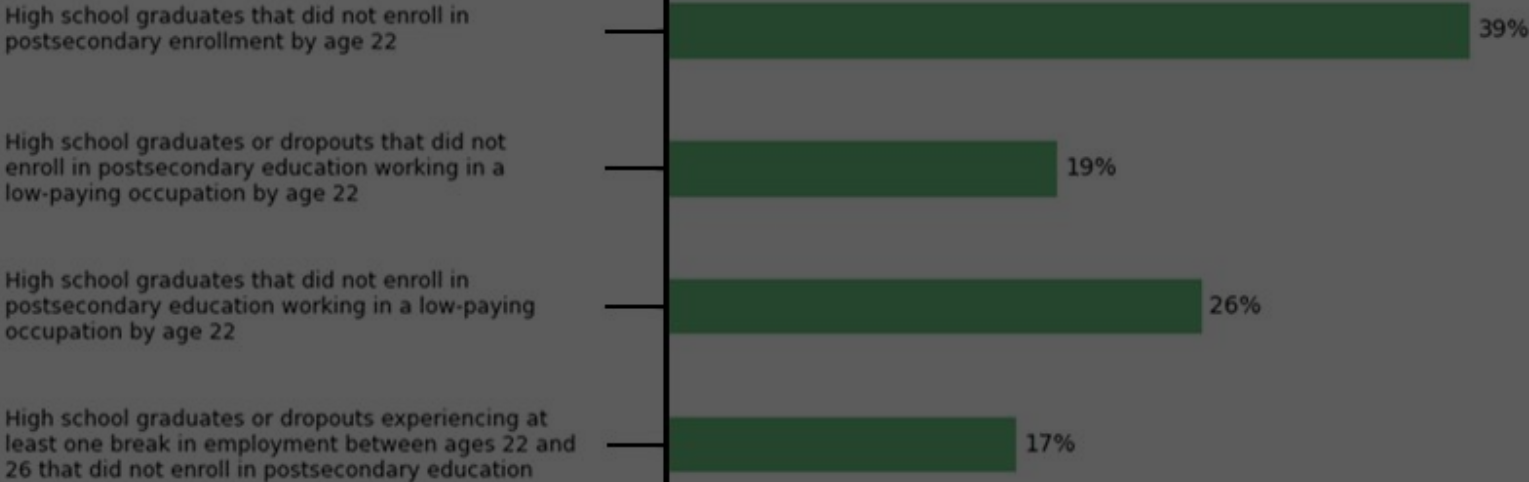
Overview: Pathway Changes

Effective Pathway Changes to put more young adults
in good jobs

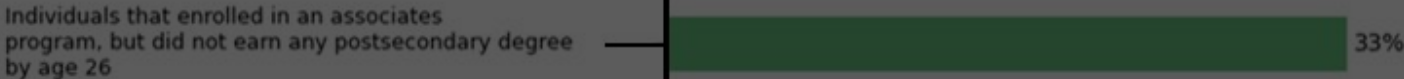
Graph Type 1

Likelihood of having a good job at age 30

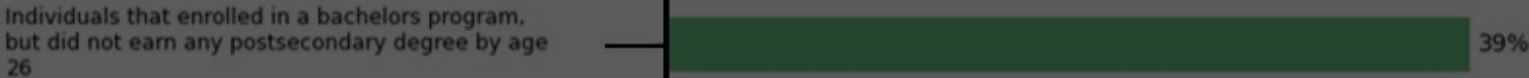
Young Adults: On the high school pathway



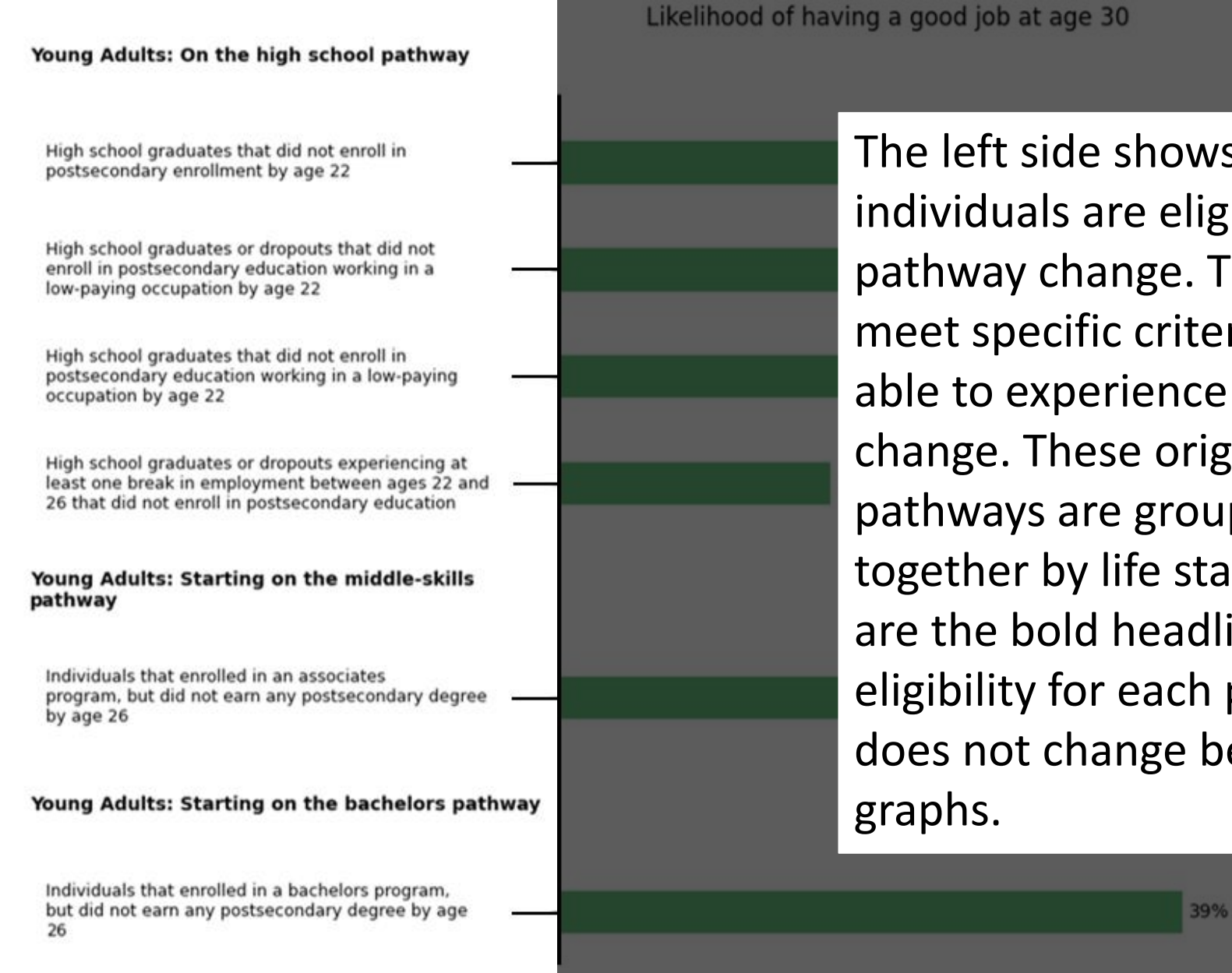
Young Adults: Starting on the middle-skills pathway



Young Adults: Starting on the bachelors pathway



Graph Type 1



The left side shows which individuals are eligible for a pathway change. They must meet specific criteria to be able to experience a pathway change. These original pathways are grouped together by life stages, which are the bold headlines. The eligibility for each pathway does not change between the graphs.

Graph Type 1

The right side shows the baseline results with no intervention. In this case, for these eligible individuals, it displays the predicted percentage of having a good job at age 30.

Young Adults: On the high school pathway

High school graduates that did not enroll in postsecondary enrollment by age 22

High school graduates or dropouts that did not enroll in postsecondary education working in a low-paying occupation by age 22

Not enroll in postsecondary education by age 22

Individuals experiencing at least one low-paying occupation between ages 22 and 26 without postsecondary education

Young Adults: On the middle-skills pathway

Individuals that enrolled in postsecondary education but did not earn any postsecondary degree by age 26

Young Adults: Starting on the bachelors pathway

Individuals that enrolled in a bachelors program, but did not earn any postsecondary degree by age 26

Likelihood of having a good job at age 30

39%

19%

26%

17%

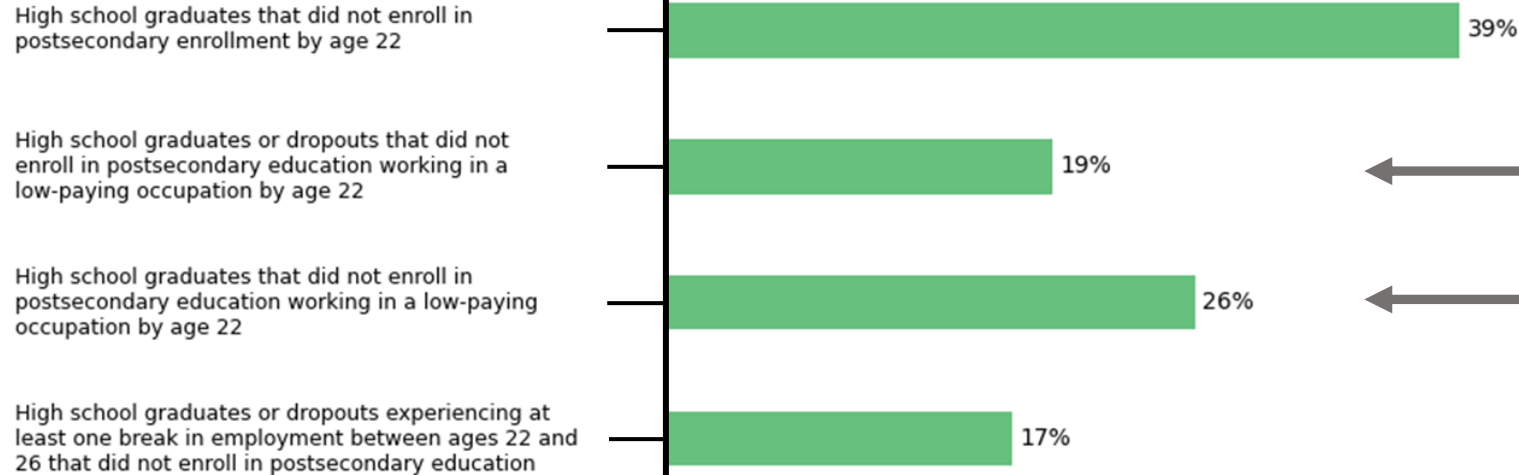
33%

39%

Pathways – Original Paths

Likelihood of having a good job at age 30

Young Adults: On the high school pathway



“Over 10 years, only 43 percent of workers in low-wage occupations leave low-wage work.... Every four years, the probability of escaping low-wage work shrinks by half.”

(Source: Escobari et al., *Moving Up*, 2021)

Young Adults: Starting on the middle-skills pathway

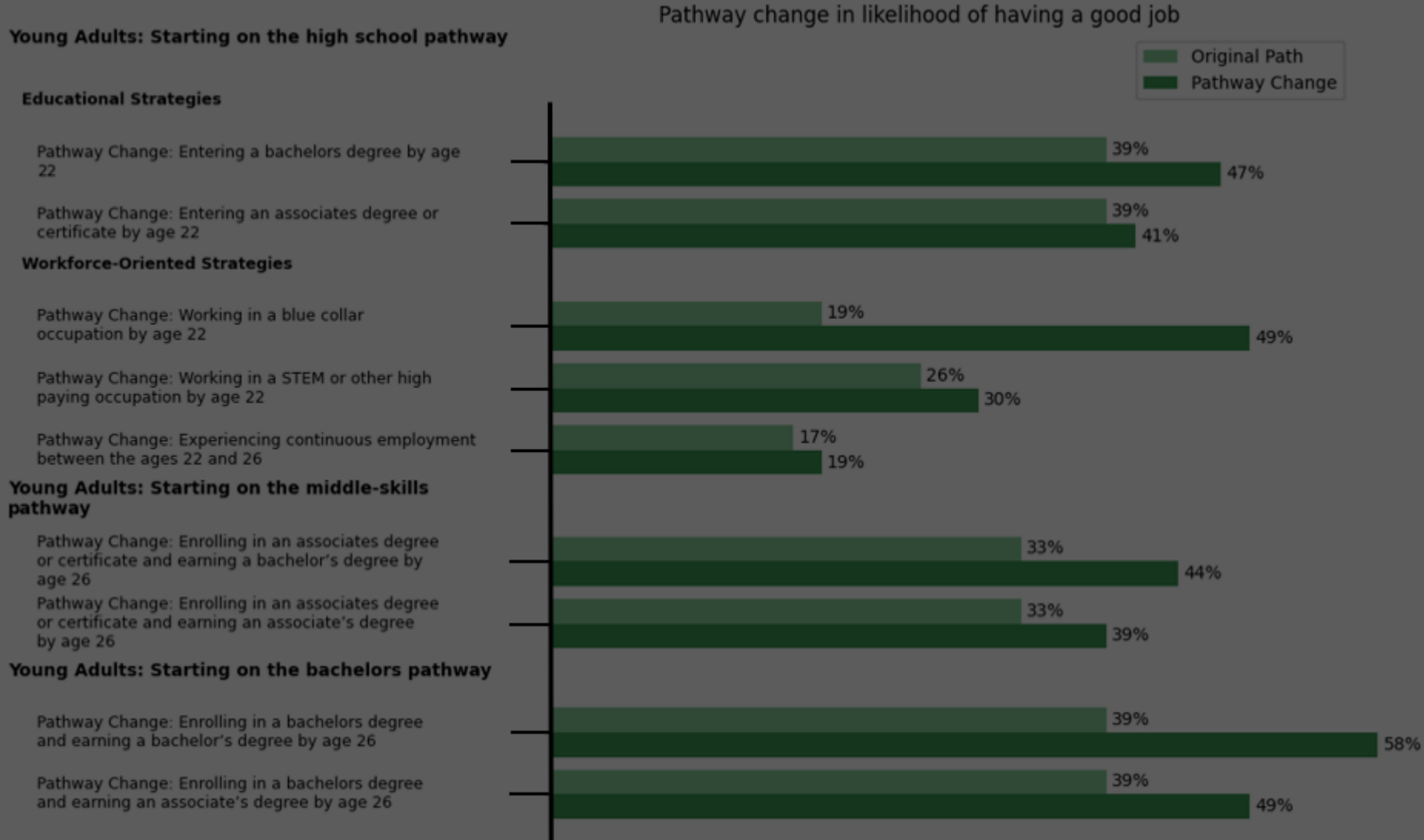


Young Adults: Starting on the bachelors pathway

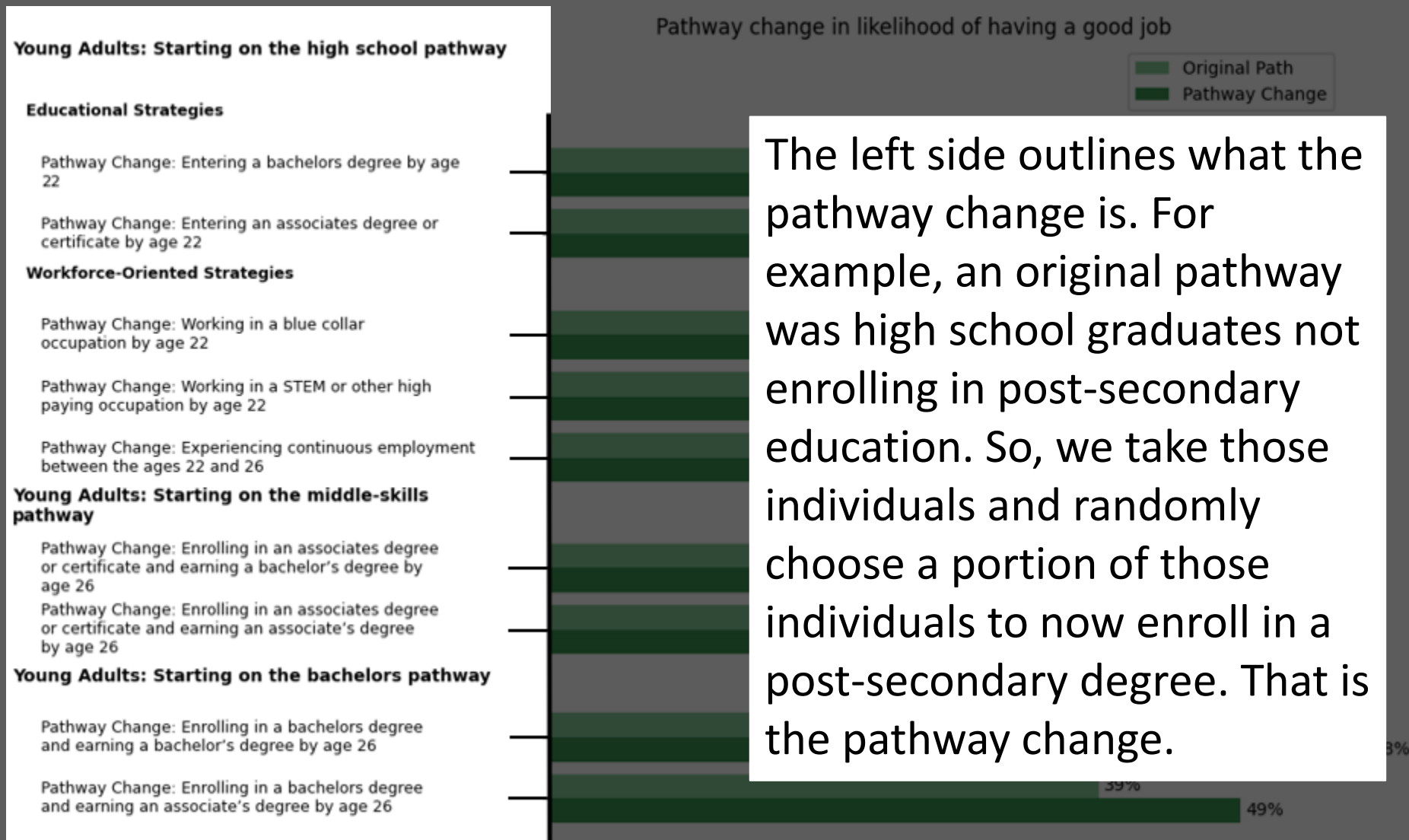


This is the original path with the highest likelihood, but all these original pathways are still under 50%

Graph Type 2



Graph Type 2



Graph Type 2

Young Adults: Starting on the high school pathway

Educational Strategies

Pathway Change: Entering a bachelors degree by age 22

Pathway Change: Entering an associates degree or certificate by age 22

Workforce-Oriented Strategies

Pathway Change: Enrolling in an associates degree or certificate and earning a bachelor's degree by age 26

Pathway Change: Enrolling in an associates degree or certificate and earning an associate's degree by age 26

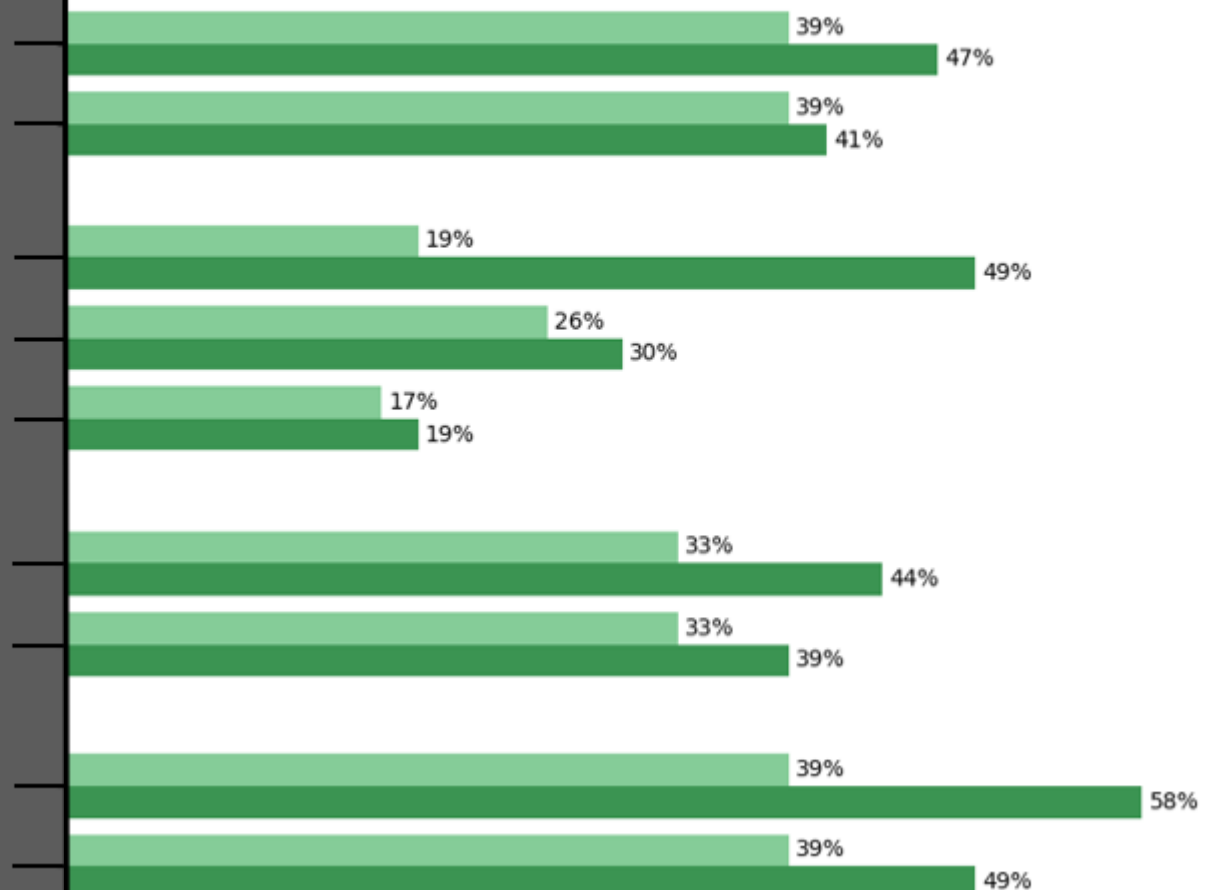
Young Adults: Starting on the bachelors pathway

Pathway Change: Enrolling in a bachelors degree and earning a bachelor's degree by age 26

Pathway Change: Enrolling in a bachelors degree and earning an associate's degree by age 26

Pathway change in likelihood of having a good job

Original Path
Pathway Change



The right side shows the baseline results with no intervention vs the updated results with intervention.

Pathways – Pathway Change Comparison

Young Adults: Starting on the high school pathway

Pathway change in likelihood of having a good job

Educational Strategies

Pathway Change: Entering a bachelors degree by age 22

Pathway Change: Entering an associates degree or certificate by age 22

Workforce-Oriented Strategies

Pathway Change: Working in a blue collar occupation by age 22

Pathway Change: Working in a STEM or other high paying occupation by age 22

Pathway Change: Experiencing continuous employment between the ages 22 and 26

Young Adults: Starting on the middle-skills pathway

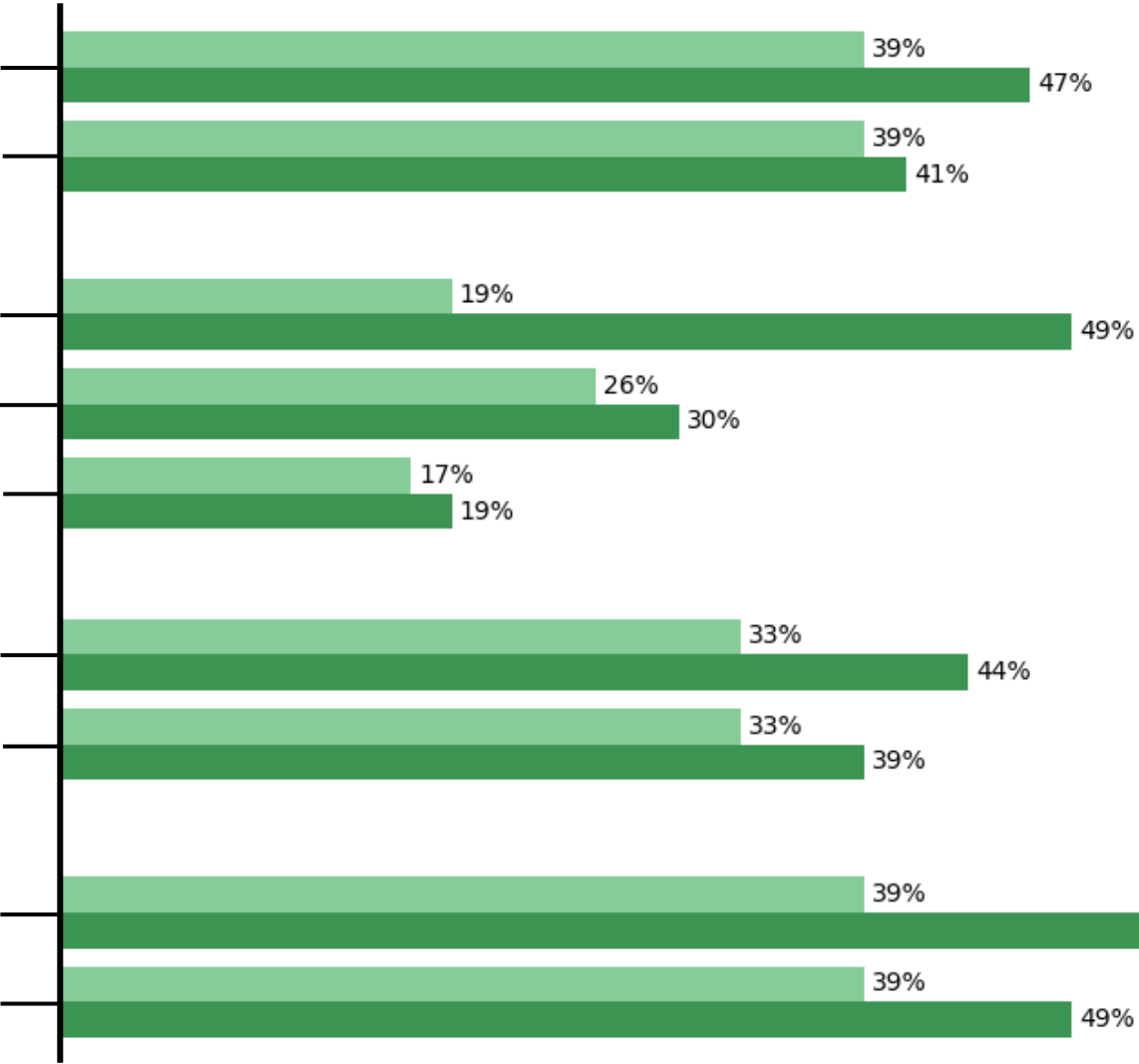
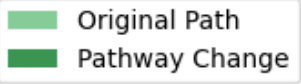
Pathway Change: Enrolling in an associates degree or certificate and earning a bachelor's degree by age 26

Pathway Change: Enrolling in an associates degree or certificate and earning an associate's degree by age 26

Young Adults: Starting on the bachelors pathway

Pathway Change: Enrolling in a bachelors degree and earning a bachelor's degree by age 26

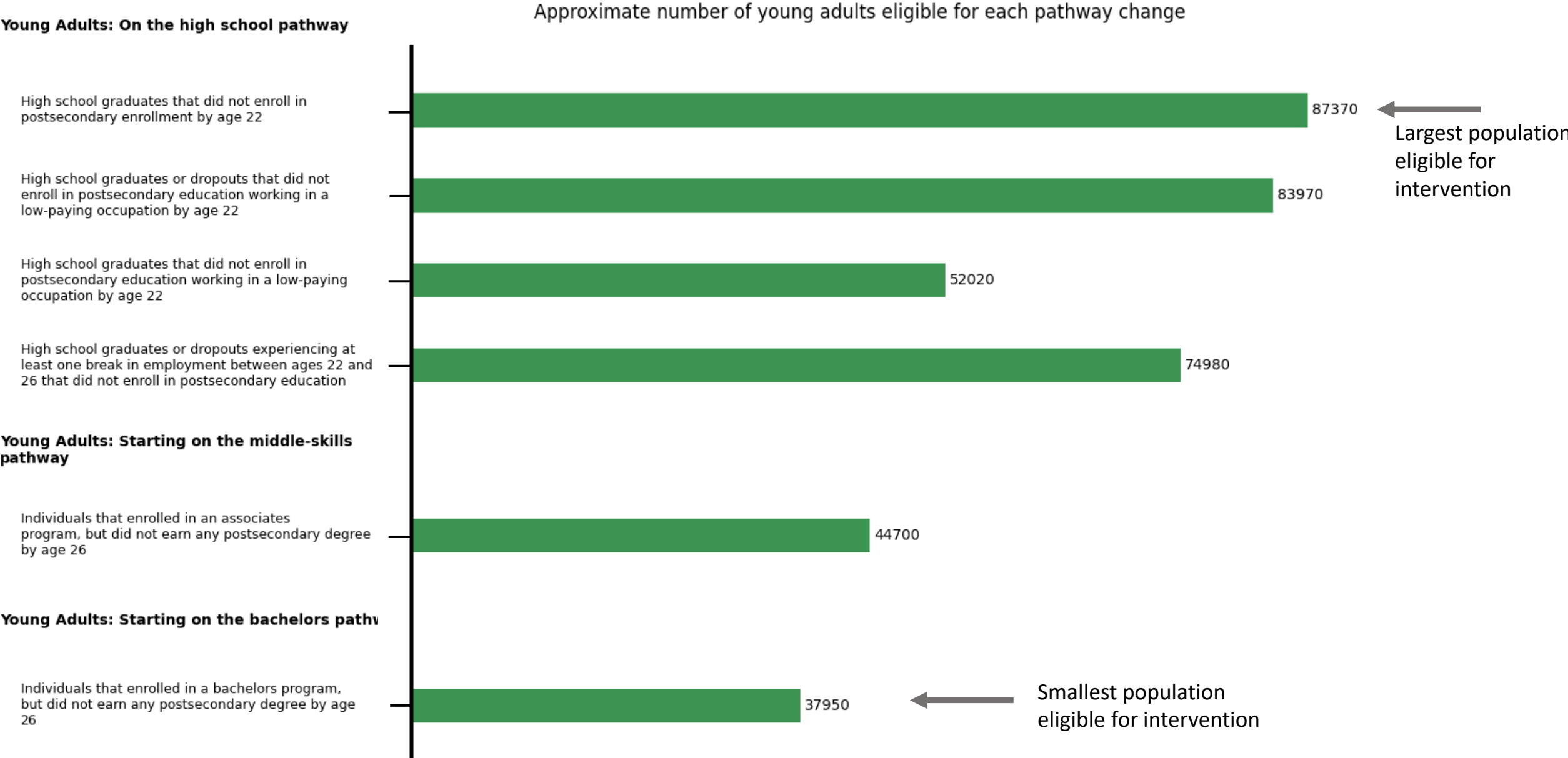
Pathway Change: Enrolling in a bachelors degree and earning an associate's degree by age 26



This switch results in the largest percent point increase at 30%. This may be due to blue-collar jobs being some of the largest revenue producing industries in Indiana

This pathway change has the highest likelihood of having a good job, this aligns with the national trend

Pathways – Eligible Target Groups for Pathway Changes



Pathways – Potential Effect on High School Cohort

Estimated increase in number of 30-year-olds in a good job due to pathway change

Young Adults: Starting on the high school pathway

Educational Strategies

Pathway Change: Entering a bachelors degree by age 22

Pathway Change: Entering an associates degree or certificate by age 22

Workforce-Oriented Strategies

Pathway Change: Working in a blue collar occupation by age 22

Pathway Change: Working in a STEM or other high paying occupation by age 22

Pathway Change: Experiencing continuous employment between the ages 22 and 26

Young Adults: Starting on the middle-skills pathway

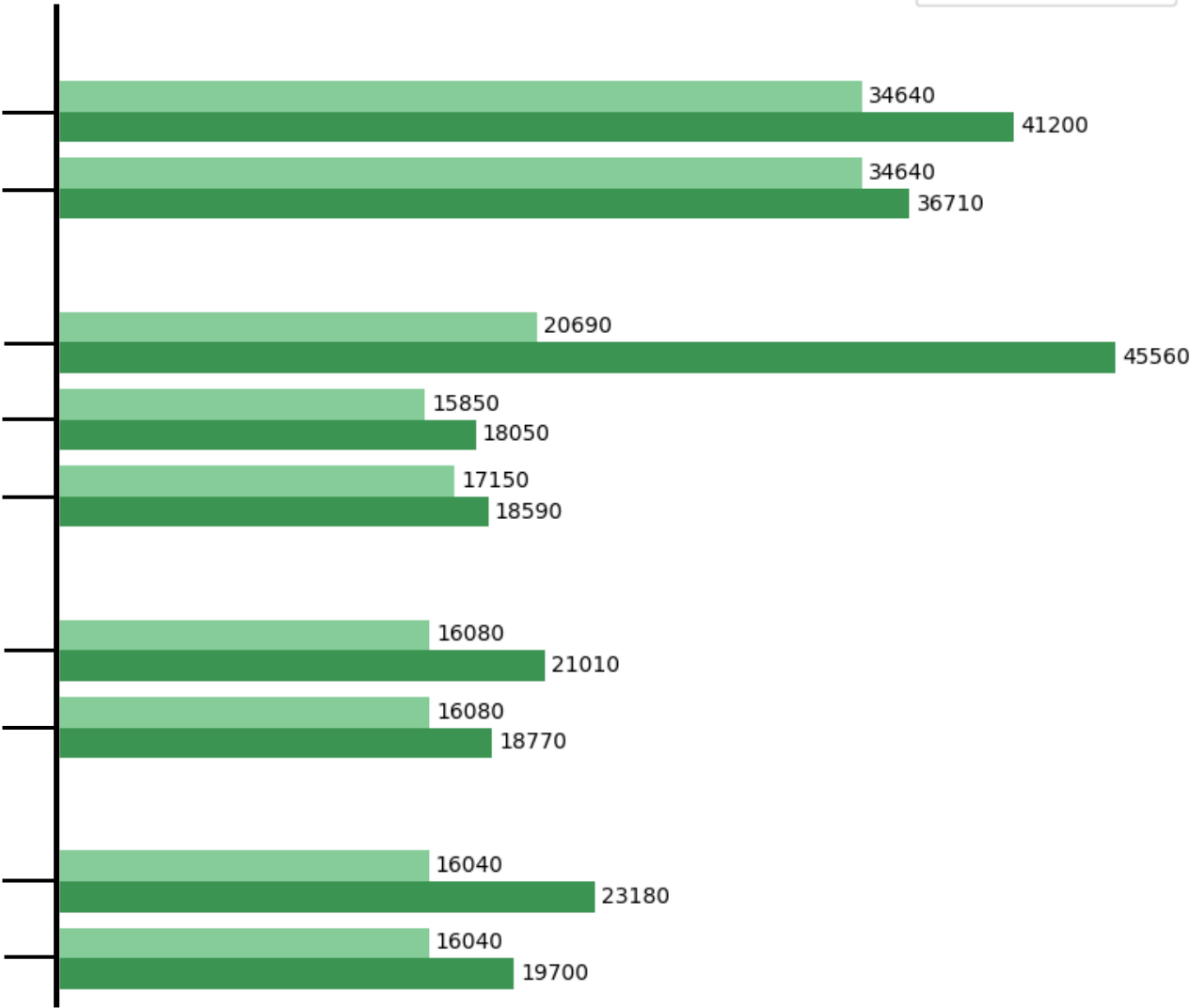
Pathway Change: Enrolling in an associates degree and earning a bachelor's degree by age 26

Pathway Change: Enrolling in an associates degree and earning an associate's degree or certificate by age 26

Young Adults: Starting on the bachelors pathway

Pathway Change: Enrolling in a bachelors degree and earning a bachelor's degree by age 26

Pathway Change: Enrolling in a bachelors degree and earning an associate's degree or certificate by age 26



This is the 2nd largest increase with 6.5k and the 2nd largest population of individuals estimated to be in a good job after the pathway change



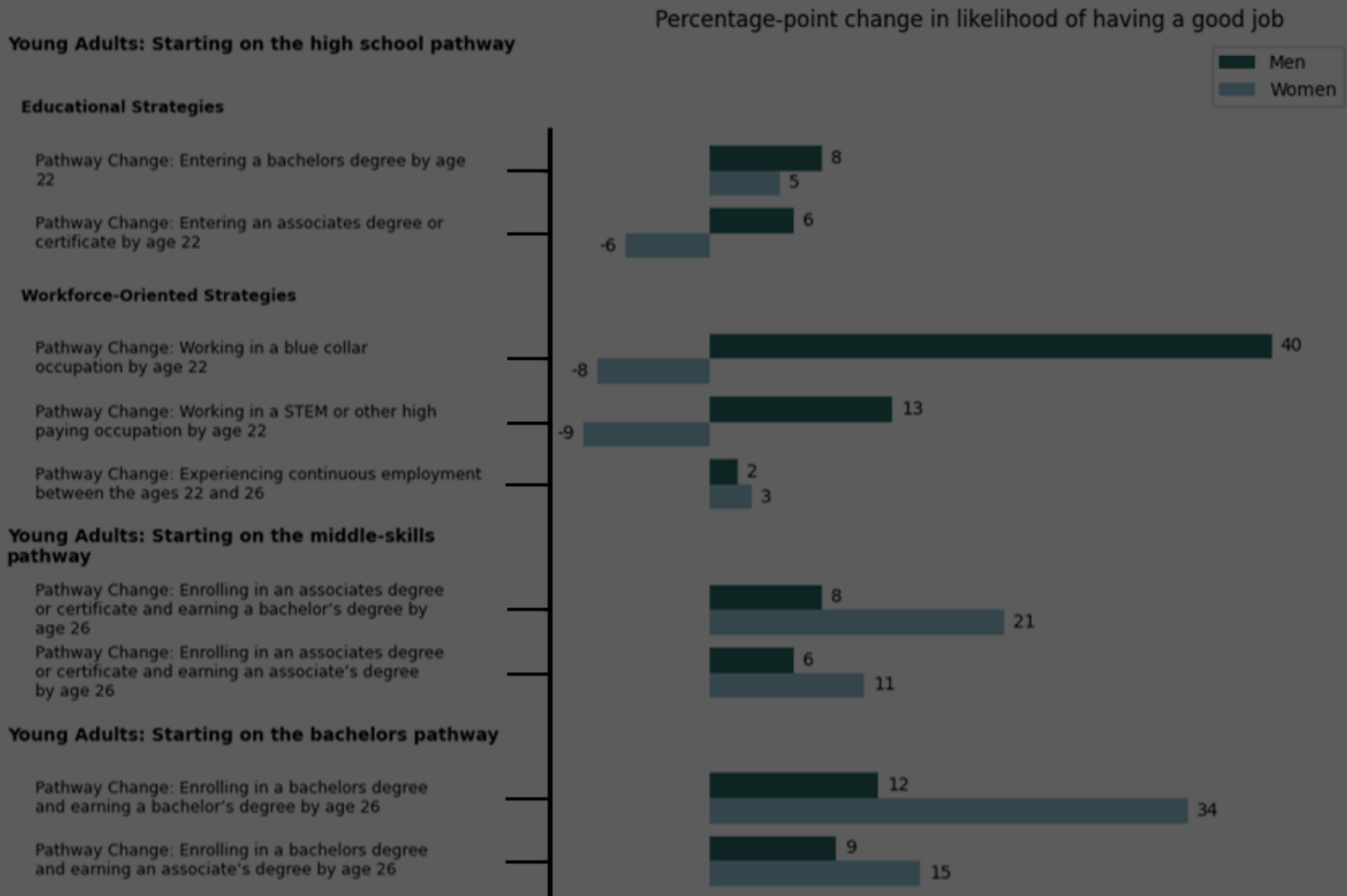
This is the largest increase with 24.8k and the largest population of individuals estimated to be in a good job after the pathway change



Gender Gap in Good Jobs

Effectiveness of the 10 pathway changes between
men and women

Graph Type 3



Graph Type 3

Young Adults: Starting on the high school pathway

Educational Strategies

Pathway Change: Entering a bachelors degree by age 22

Pathway Change: Entering an associates degree or certificate by age 22

Workforce-Oriented Strategies

Pathway Change: Working in a blue collar occupation by age 22

Pathway Change: Working in a STEM or other high paying occupation by age 22

Pathway Change: Experiencing continuous employment between the ages 22 and 26

Young Adults: Starting on the middle-skills pathway

Pathway Change: Enrolling in an associates degree or certificate and earning a bachelor's degree by age 26

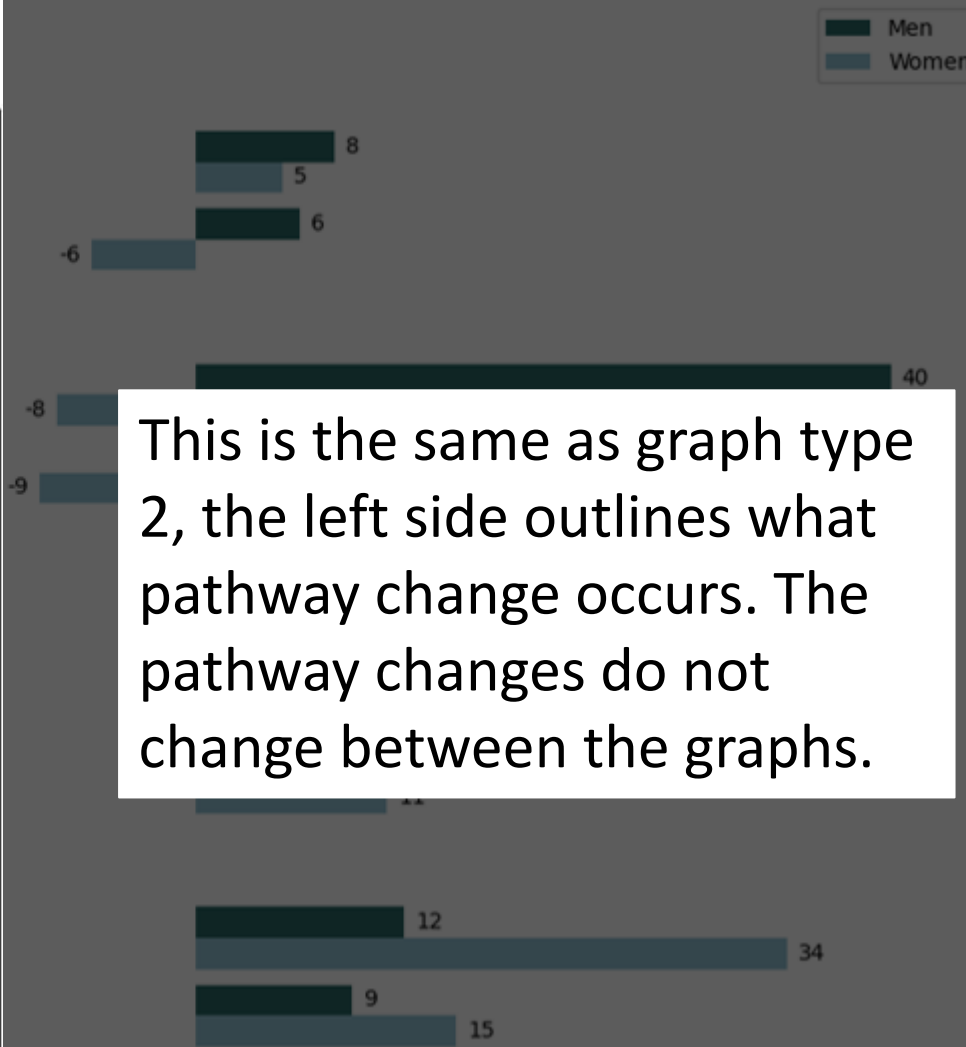
Pathway Change: Enrolling in an associates degree or certificate and earning an associate's degree by age 26

Young Adults: Starting on the bachelors pathway

Pathway Change: Enrolling in a bachelors degree and earning a bachelor's degree by age 26

Pathway Change: Enrolling in a bachelors degree and earning an associate's degree by age 26

Percentage-point change in likelihood of having a good job



This is the same as graph type 2, the left side outlines what pathway change occurs. The pathway changes do not change between the graphs.

Graph Type 3

The right side shows the net change for each demographic group. Each color represents a group. If a pathway change has a positive or negative effect on a group, then it is clearly visualized here.

Young Adults: Starting on the high school pathway

Educational Strategies

Pathway Change: Entering a bachelors degree by age 22

degree or

her high

s employment

e-skills

s degree

gree by

s degree

or certificate and earning an associate's degree by age 26

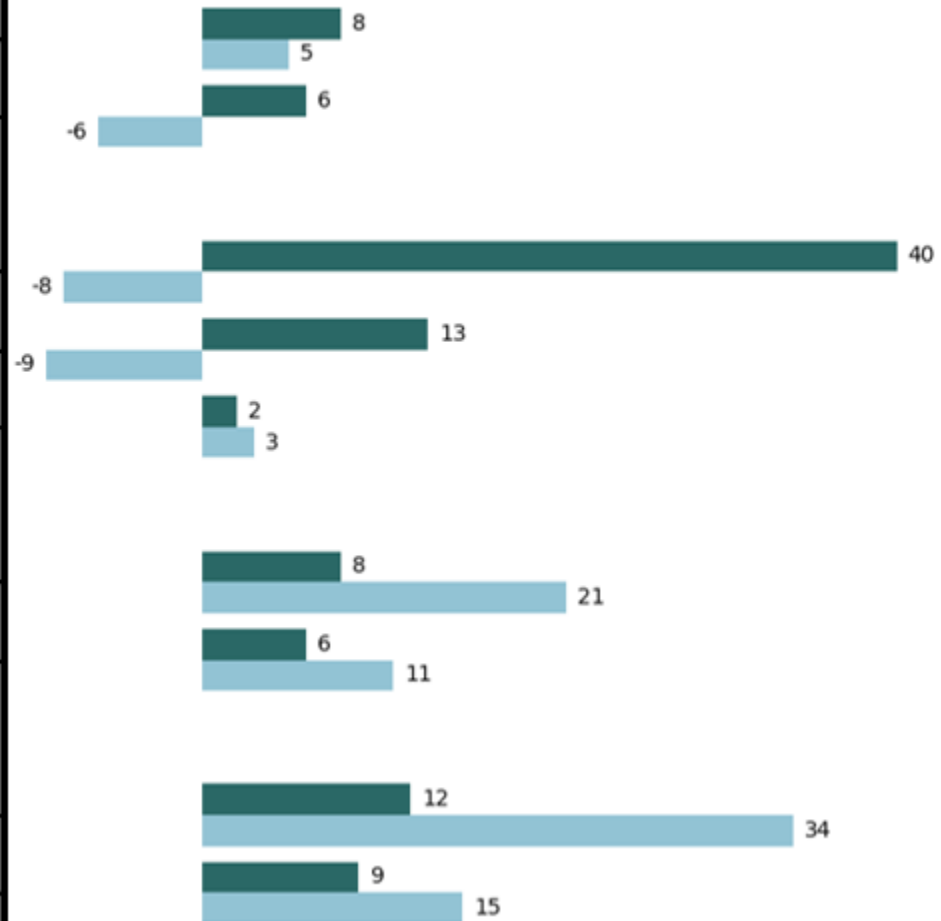
Young Adults: Starting on the bachelors pathway

Pathway Change: Enrolling in a bachelors degree and earning a bachelor's degree by age 26

Pathway Change: Enrolling in a bachelors degree and earning an associate's degree by age 26

Percentage-point change in likelihood of having a good job

Men
Women



Pathways – Gender Percentage-Point Change Comparison

Young Adults: Starting on the high school pathway

Percentage-point change in likelihood of having a good job



Educational Strategies

Pathway Change: Entering a bachelors degree by age 22



Pathway Change: Entering an associates degree or certificate by age 22



Workforce-Oriented Strategies

Pathway Change: Working in a blue collar occupation by age 22



Pathway Change: Working in a STEM or other high paying occupation by age 22



Pathway Change: Experiencing continuous employment between the ages 22 and 26

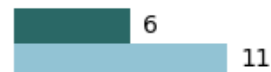


Young Adults: Starting on the middle-skills pathway

Pathway Change: Enrolling in an associates degree or certificate and earning a bachelor's degree by age 26



Pathway Change: Enrolling in an associates degree or certificate and earning an associate's degree by age 26

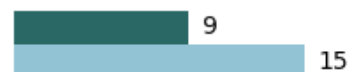


Young Adults: Starting on the bachelors pathway

Pathway Change: Enrolling in a bachelors degree and earning a bachelor's degree by age 26



Pathway Change: Enrolling in a bachelors degree and earning an associate's degree by age 26



Women in low-paying occupations at age 22 may experience more upward mobility compared to other occupations



These large differences are due to how much each gender has to gain, i.e., starting at a low likelihood means more opportunity



Pathways – Pathway Change for Women

Young Adults: Starting on the high school pathway

Educational Strategies

Pathway Change: Entering a bachelors degree by age 22

22%
27%

Pathway Change: Entering an associates degree or certificate by age 22

22%
16%

Workforce-Oriented Strategies

Pathway Change: Working in a blue collar occupation by age 22

11%
3%

Pathway Change: Working in a STEM or other high paying occupation by age 22

16%
7%

Pathway Change: Experiencing continuous employment between the ages 22 and 26

8%
11%

Young Adults: Starting on the middle-skills pathway

Pathway Change: Enrolling in an associates degree or certificate and earning a bachelor's degree by age 26

20%
41%

Pathway Change: Enrolling in an associates degree or certificate and earning an associate's degree by age 26

20%
31%

Young Adults: Starting on the bachelors pathway

Pathway Change: Enrolling in a bachelors degree and earning a bachelor's degree by age 26

28%
62%

Pathway Change: Enrolling in a bachelors degree and earning an associate's degree by age 26

28%
43%

Women: Pathway change in likelihood of having a good job

Original Path
Pathway Change

“Women in blue-collar occupations are underrepresented in positions that tend to pay higher earnings and are much less likely than men to experience upward job mobility.”

(Source: Escobari et al., *Moving Up*, 2021; Haumesser and Mahoney, *Factory Flaw*, 2021)

Earning a bachelor's degree is the most effective pathway change for women

Pathways – Pathway Change for Men

Men: Pathway change in likelihood of having a good job

Young Adults: Starting on the high school pathway

Educational Strategies

- Pathway Change: Entering a bachelors degree by age 22
- Pathway Change: Entering an associates degree or certificate by age 22

Workforce-Oriented Strategies

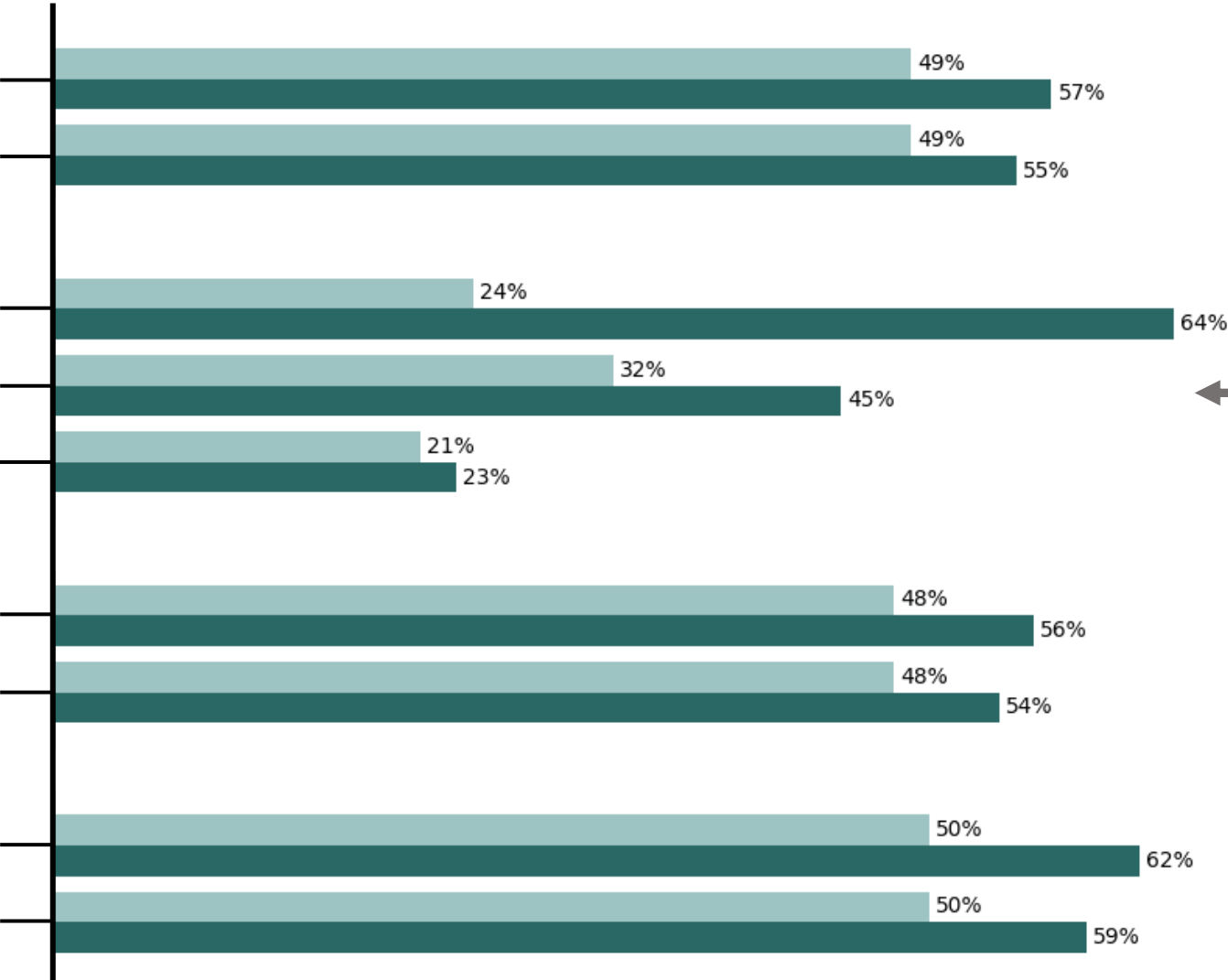
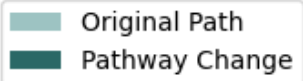
- Pathway Change: Working in a blue collar occupation by age 22
- Pathway Change: Working in a STEM or other high paying occupation by age 22
- Pathway Change: Experiencing continuous employment between the ages 22 and 26

Young Adults: Starting on the middle-skills pathway

- Pathway Change: Enrolling in an associates degree or certificate and earning a bachelor's degree by age 26
- Pathway Change: Enrolling in an associates degree or certificate and earning an associate's degree by age 26

Young Adults: Starting on the bachelors pathway

- Pathway Change: Enrolling in a bachelors degree and earning a bachelor's degree by age 26
- Pathway Change: Enrolling in a bachelors degree and earning an associate's degree by age 26



Working in blue collar occupations and STEM or other high paying occupation results in the two largest percent point increases in likelihoods

While earning a bachelor's degree significantly increases a women's likelihood more than men's, their two overall likelihoods are the same at 62%

Racial and Ethnic Gaps in Good Jobs

Effectiveness of the 10 pathway changes for
different racial/ethnic groups

Pathways – Ethnicity/Race Percentage-Point Change Comparison

Percentage-point change in likelihood of having a good job

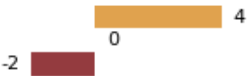
Young Adults: Starting on the high school pathway

Educational Strategies

Pathway Change: Entering a bachelors degree by age 22



Pathway Change: Entering an associates degree or certificate by age 22



Workforce-Oriented Strategies

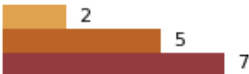
Pathway Change: Working in a blue collar occupation by age 22



Pathway Change: Working in a STEM or other high paying occupation by age 22



Pathway Change: Experiencing continuous employment between the ages 22 and 26

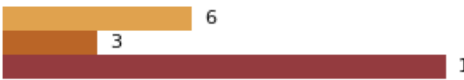


Young Adults: Starting on the middle-skills pathway

Pathway Change: Enrolling in an associates degree or certificate and earning a bachelor's degree by age 26



Pathway Change: Enrolling in an associates degree or certificate and earning an associate's degree by age 26



Young Adults: Starting on the bachelors pathway

Pathway Change: Enrolling in a bachelors degree and earning a bachelor's degree by age 26



Pathway Change: Enrolling in a bachelors degree and earning an associate's degree by age 26



Hispanic and White individuals have the most to gain when switching to a blue-collar occupation whereas Black individuals' likelihood is decreased.

“For Hispanics, initial disadvantages often stem from parents' immigrant and socioeconomic status and their lack of knowledge about the U.S. education system. As Hispanic students proceed through the schooling system, inadequate school resources and their weak relationships with their teachers continue to undermine their academic success.”

(Source: Barbara Schneider et al., *Barriers to Educational Opportunities for Hispanics in the United States*, 2006)

Pathways – Pathway Change for White Individuals

White: Pathway change in likelihood of having a good job

Young Adults: Starting on the high school pathway

Educational Strategies

Pathway Change: Entering a bachelors degree by age 22

Pathway Change: Entering an associates degree or certificate by age 22

Workforce-Oriented Strategies

Pathway Change: Working in a blue collar occupation by age 22

Pathway Change: Working in a STEM or other high paying occupation by age 22

Pathway Change: Experiencing continuous employment between the ages 22 and 26

Young Adults: Starting on the middle-skills pathway

Pathway Change: Enrolling in an associates degree or certificate and earning a bachelor's degree by age 26

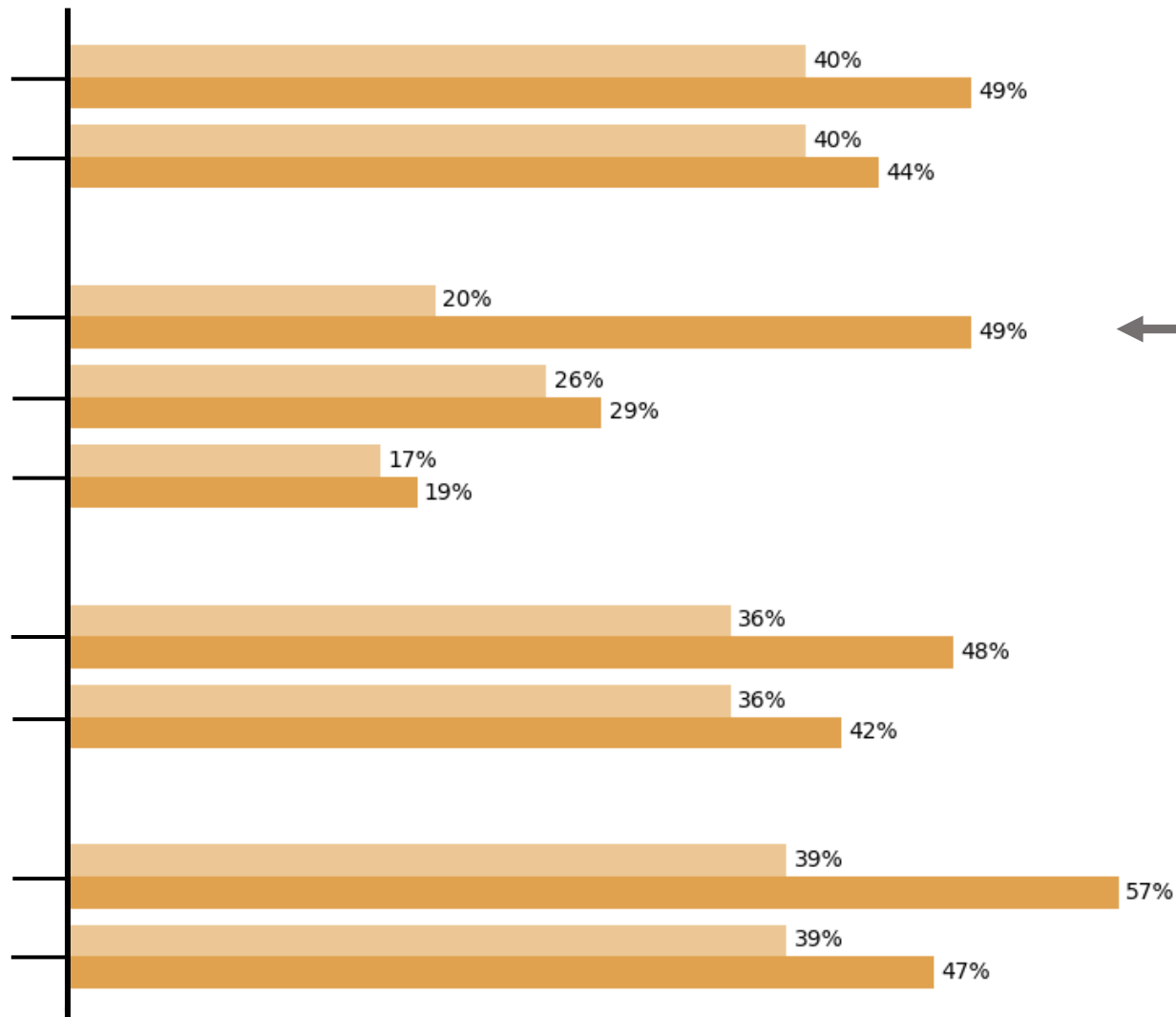
Pathway Change: Enrolling in an associates degree or certificate and earning an associate's degree by age 26

Young Adults: Starting on the bachelors pathway

Pathway Change: Enrolling in a bachelors degree and earning a bachelor's degree by age 26

Pathway Change: Enrolling in a bachelors degree and earning an associate's degree by age 26

Original Path
Pathway Change



This pathway has the largest percent point increase at 29%, which is similar to the general population. With 78% of the population being white, the generalized model is heavily influenced by the majority race

This pathway change results in the highest likelihood of having a good job, also following the general model's results

Pathways – Pathway Change for Hispanic Individuals

Hispanic: Pathway change in likelihood of having a good job

Young Adults: Starting on the high school pathway

Educational Strategies

Pathway Change: Entering a bachelors degree by age 22

44%

46%

Pathway Change: Entering an associates degree or certificate by age 22

44%

44%

Workforce-Oriented Strategies

Pathway Change: Working in a blue collar occupation by age 22

23%

56%

Pathway Change: Working in a STEM or other high paying occupation by age 22

26%

38%

Pathway Change: Experiencing continuous employment between the ages 22 and 26

20%

25%

Young Adults: Starting on the middle-skills pathway

Pathway Change: Enrolling in an associates degree or certificate and earning a bachelor's degree by age 26

44%

48%

Pathway Change: Enrolling in an associates degree or certificate and earning an associate's degree by age 26

44%

47%

Young Adults: Starting on the bachelors pathway

Pathway Change: Enrolling in a bachelors degree and earning a bachelor's degree by age 26

38%

49%

Pathway Change: Enrolling in a bachelors degree and earning an associate's degree by age 26

38%

47%

Original Path
Pathway Change

This pathway change results in the highest likelihood of having a good job. It is also the highest percentage point change amongst all Ethnicity/Race groups

Compared to white and black students, Hispanics have either the same or higher likelihood of having a good job after earning an associate's degree

Pathways – Pathway Change for Black Individuals

Black: Pathway change in likelihood of having a good job

Young Adults: Starting on the high school pathway

Educational Strategies

Pathway Change: Entering a bachelors degree by age 22

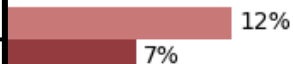


Pathway Change: Entering an associates degree or certificate by age 22



Workforce-Oriented Strategies

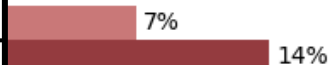
Pathway Change: Working in a blue collar occupation by age 22



Pathway Change: Working in a STEM or other high paying occupation by age 22

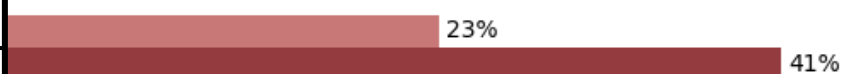


Pathway Change: Experiencing continuous employment between the ages 22 and 26



Young Adults: Starting on the middle-skills pathway

Pathway Change: Enrolling in an associates degree or certificate and earning a bachelor's degree by age 26



Pathway Change: Enrolling in an associates degree or certificate and earning an associate's degree by age 26



Young Adults: Starting on the bachelors pathway

Pathway Change: Enrolling in a bachelors degree and earning a bachelor's degree by age 26



Pathway Change: Enrolling in a bachelors degree and earning an associate's degree by age 26



Original Path
Pathway Change

Only enrolling in a degree is not enough for Black individuals, finishing a degree seems to be necessary. This is a similar pattern to Hispanic individuals.

“Compared to their white peers, Black workers in manufacturing are 14 percentage points less likely to experience upward job mobility.”
(Source: Escobari et al., *Moving Up*, 2021)

This pathway change has the highest likelihood of having a good job

Vulnerability Gap in Good Jobs

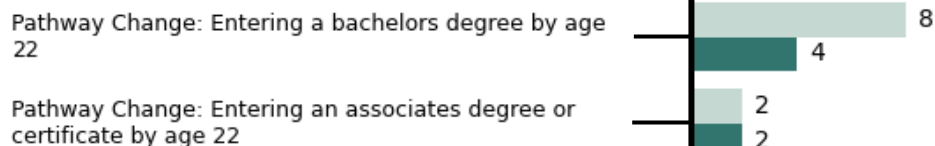
Effectiveness of the 10 pathway changes between
vulnerable and non-vulnerable individuals

Pathways – Vulnerability Percentage-Point Change Comparison

Young Adults: Starting on the high school pathway

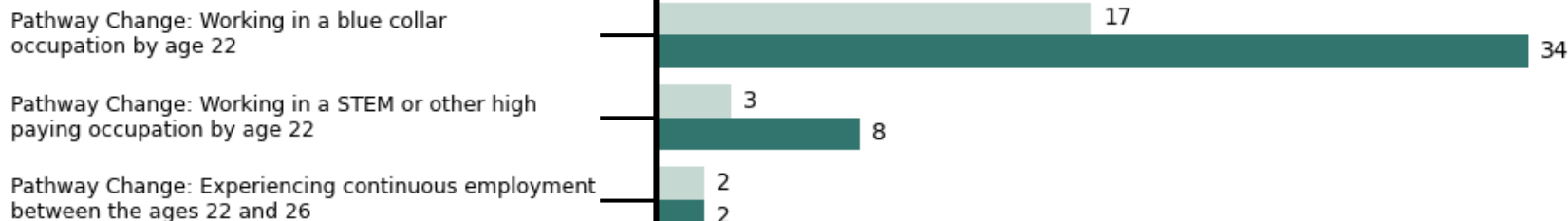
Percentage-point change in likelihood of having a good job

Educational Strategies



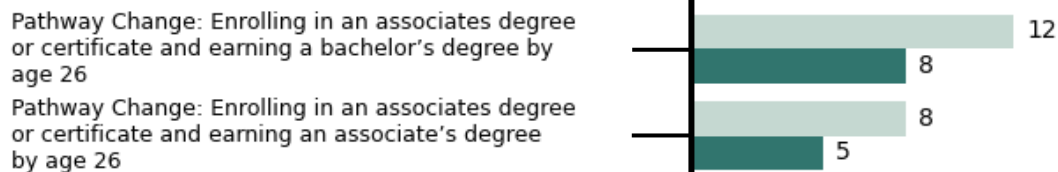
“Students from low-income families enter high school with average literacy skills five years behind those of high-income students”
(Source: Reardon et al., *Patterns of Literacy among U.S. Students*, 2012)

Workforce-Oriented Strategies

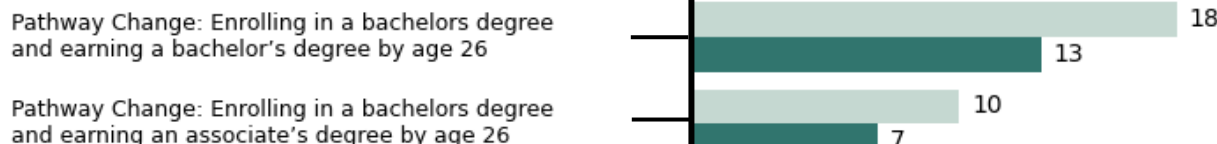


The only pathways more effective for vulnerable individuals are these two workforce-oriented strategies

Young Adults: Starting on the middle-skills pathway



Young Adults: Starting on the bachelors pathway



When obtaining a degree, the gap between the two populations widens after these pathway changes

Pathways – Pathway Change for Vulnerable Population

Young Adults: Starting on the high school pathway

Educational Strategies

Pathway Change: Entering a bachelors degree by age 22

Pathway Change: Entering an associates degree or certificate by age 22

Workforce-Oriented Strategies

Pathway Change: Working in a blue collar occupation by age 22

Pathway Change: Working in a STEM or other high paying occupation by age 22

Pathway Change: Experiencing continuous employment between the ages 22 and 26

Young Adults: Starting on the middle-skills pathway

Pathway Change: Enrolling in an associates degree or certificate and earning a bachelor's degree by age 26

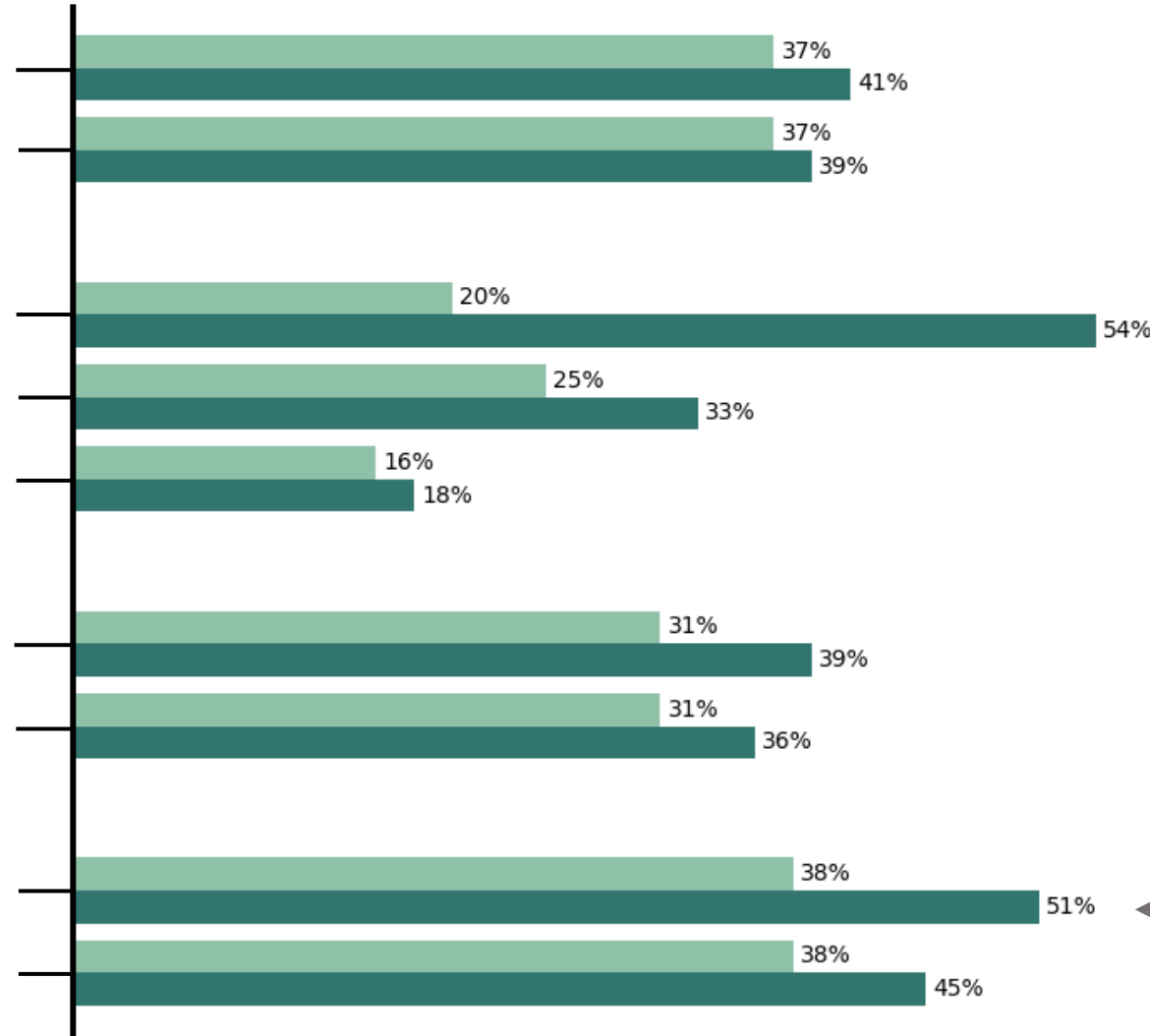
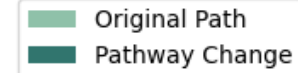
Pathway Change: Enrolling in an associates degree or certificate and earning an associate's degree by age 26

Young Adults: Starting on the bachelors pathway

Pathway Change: Enrolling in a bachelors degree and earning a bachelor's degree by age 26

Pathway Change: Enrolling in a bachelors degree and earning an associate's degree by age 26

Vulnerable: Pathway change in likelihood of having a good job



This is the pathway change with the highest likelihood of having a good job

“One study indicated that first-generation students and students of color are significantly less likely to participate in networking with alumni and professionals or to interview or shadow a professional...”
(Source: David Obstfeld, *Higher aims fulfilled: The Social Capital Academy as a means for advancing underrepresented students in comprehensive university business schools*, 2023)

Pathways – Pathway Change for Non-Vulnerable Population

Non-Vulnerable: Pathway change in likelihood of having a good job

Young Adults: Starting on the high school pathway

Educational Strategies

Pathway Change: Entering a bachelors degree by age 22

Pathway Change: Entering an associates degree or certificate by age 22

Workforce-Oriented Strategies

Pathway Change: Working in a blue collar occupation by age 22

Pathway Change: Working in a STEM or other high paying occupation by age 22

Pathway Change: Experiencing continuous employment between the ages 22 and 26

Young Adults: Starting on the middle-skills pathway

Pathway Change: Enrolling in an associates degree or certificate and earning a bachelor's degree by age 26

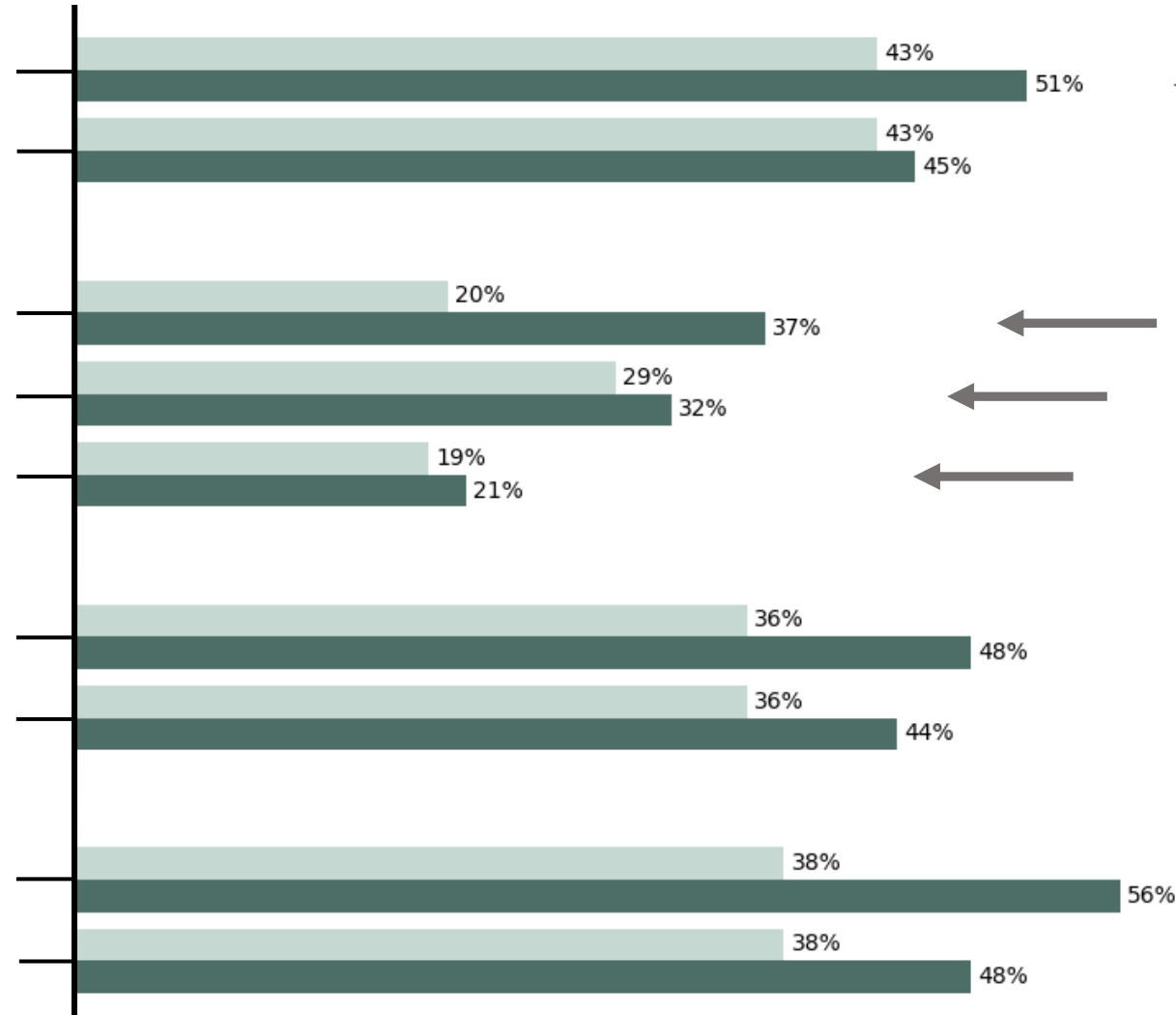
Pathway Change: Enrolling in an associates degree or certificate and earning an associate's degree by age 26

Young Adults: Starting on the bachelors pathway

Pathway Change: Enrolling in a bachelors degree and earning a bachelor's degree by age 26

Pathway Change: Enrolling in a bachelors degree and earning an associate's degree by age 26

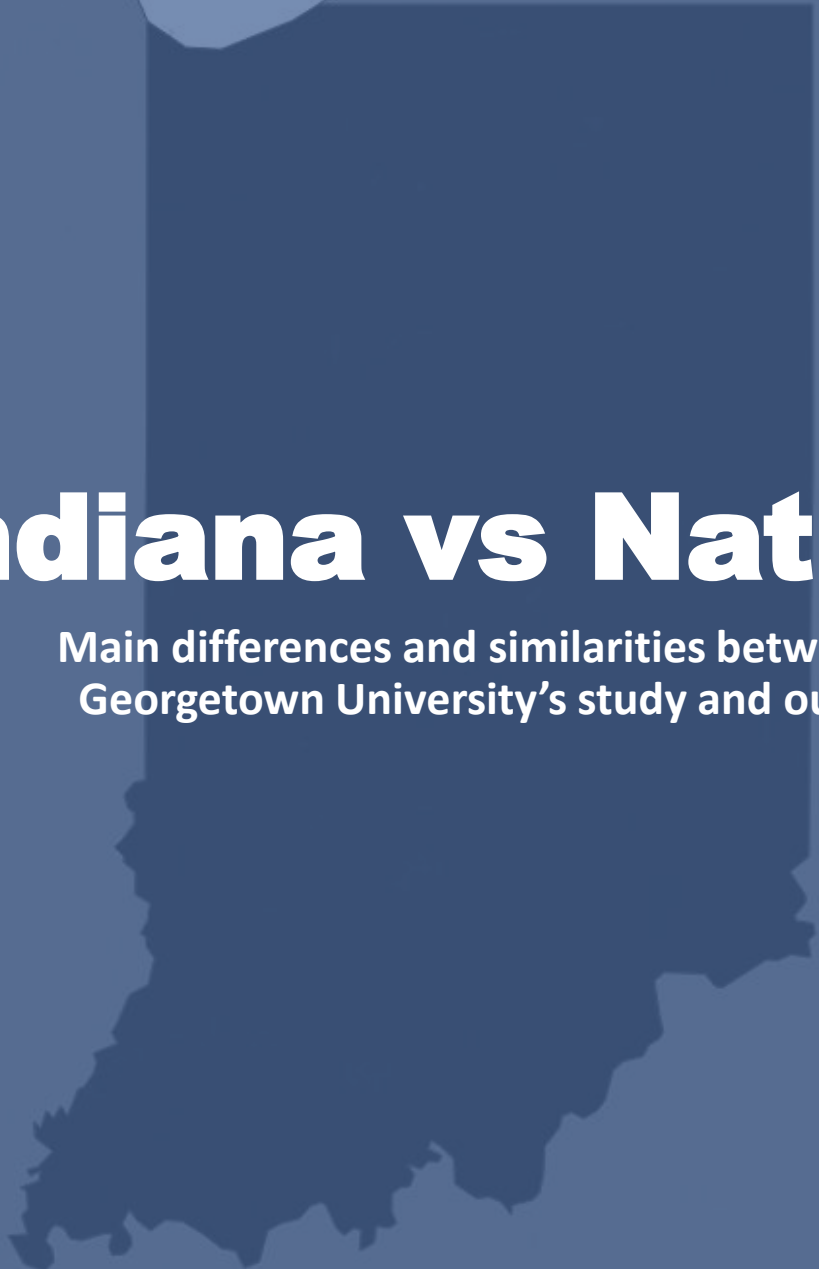
Original Path
Pathway Change



This is the pathway change with 2nd highest likelihood of having a good job

All the workforce-oriented strategies fall in the lowest likelihoods for the non-vulnerable population

This is the pathway change with the highest likelihood of having a good job



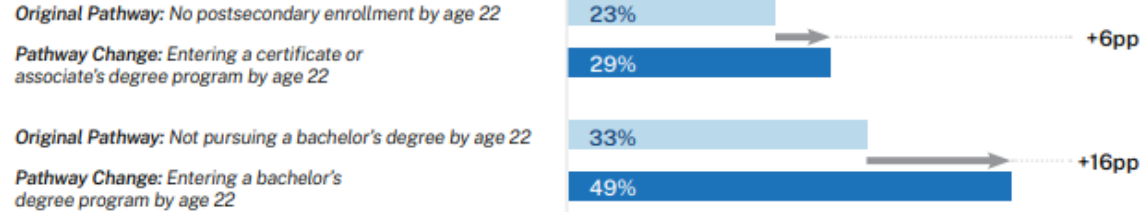
Indiana vs National

Main differences and similarities between
Georgetown University's study and ours

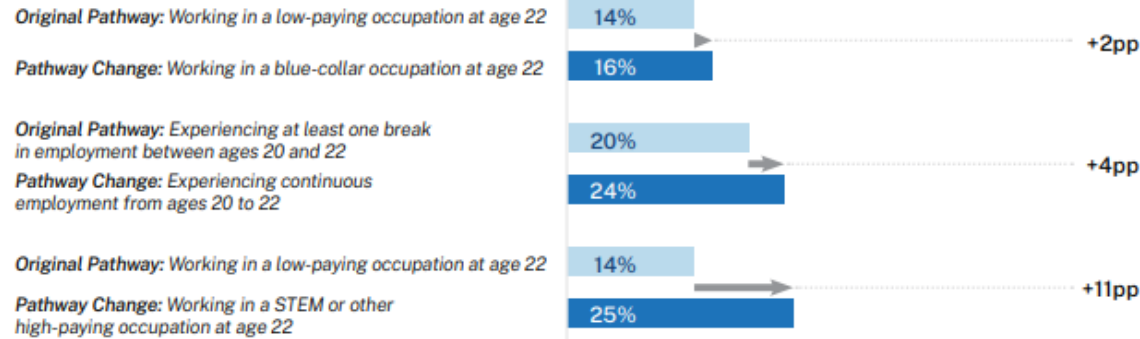
Georgetown University - Pathway Change Comparison

Starting on the high school pathway

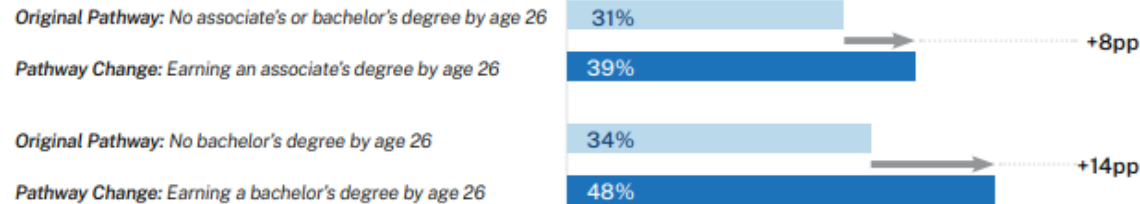
Educational Strategies



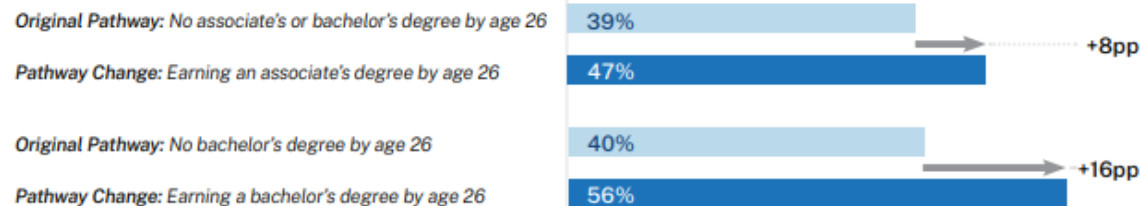
Workforce-Oriented Strategies



Starting on the middle-skills pathway



Starting on the bachelor's degree pathway



Our study does not show as large of a change when an individual enters a bachelor's degree (ours is half at 8%).

This pathway change is the most obvious difference between Indiana's and Georgetown's study. While the initial pathways are similar (ours is 19%), we have a 30% increase vs 2%

This pathway results in the highest likelihood, which also matches our study (19% increase which results in a 58% likelihood)

Key Findings and Observations

Key Findings and Observations

- Completing a bachelor's degree after enrolling in a bachelor's program results in the highest likelihood of having a good job at age 30 for the general population. Across various populations this pathway is still seen as very effective, with some populations benefiting more than others.
- There are significant gender gaps in the effectiveness of pathway changes. Some pathways that benefit men have negative impacts on women, such as entering blue-collar occupations.
- The effectiveness of pathway changes varies among racial and ethnic groups. Overall, black individuals have lower likelihoods before and after intervention than White and Hispanic individuals.
- Workforce oriented strategies are more effective for the vulnerable population rather than the non-vulnerable population. Educational strategies, such as entering a degree or completing a degree have higher likelihoods for the non-vulnerable population.



Questions?

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