

GOVERNMENTAL RESEARCH ASSOCIATION ANNUAL CONVENTION

Providence, RI July 14, 2025



Social Factors of Academic Success

PHYLLIS RESNICK

Executive Director and Lead Economist, Colorado Futures Center



Social Factors Modeling: Highlights from CFC's research portfolio

Welcome to the Colorado Equity Compass



Indicators recommendation:

The Colorado Futures Center (CFC) recommends



CFC has established a recognized niche in Social Factor Modeling





HOME RESEARCH STAFF NEWS CONTACT

Social Factors of Academic Success

Social factors matter in academic success. This research, commissioned by the Colorado State University system office, identifies the social factors most highly associated with academic success in Colorado's young learners.

Our opportunity to study social factors of academic success evolved out of a specific request from Colorado State University





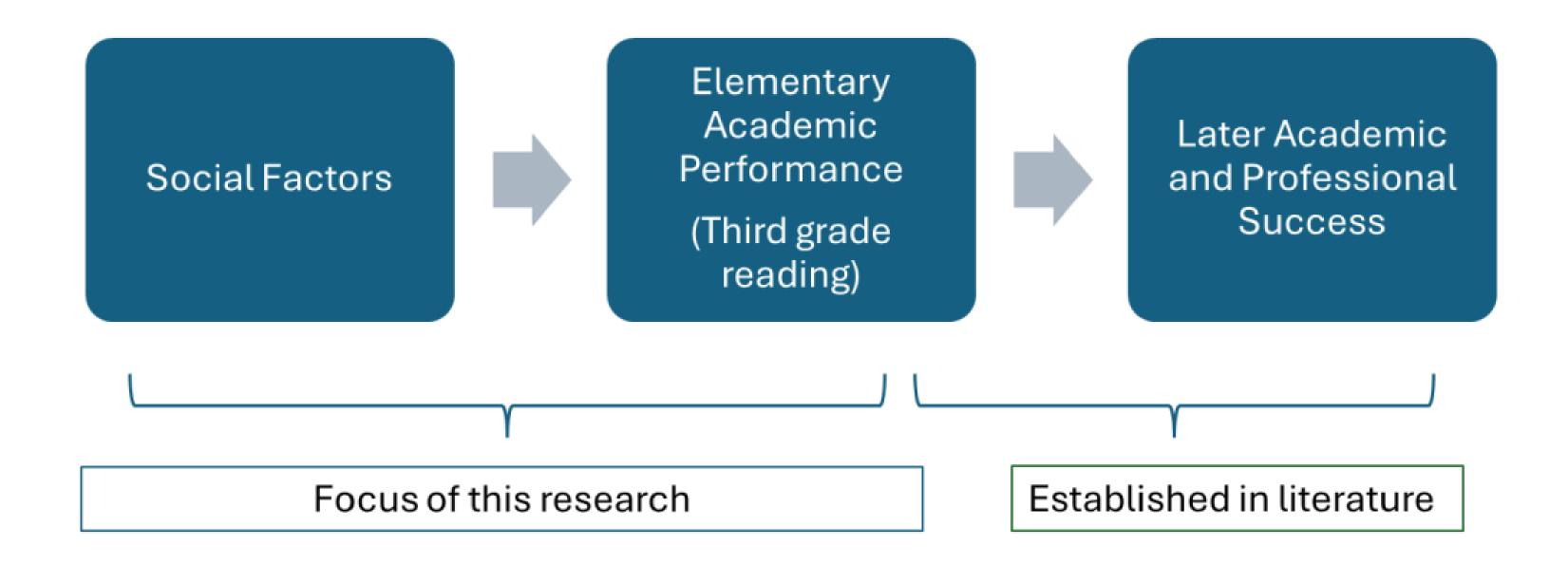
Purpose of study

To assess student success (proxied by third grade reading scores) with a social factors approach.

Identify those factors most highly correlated with success and actionable with policy recommendations



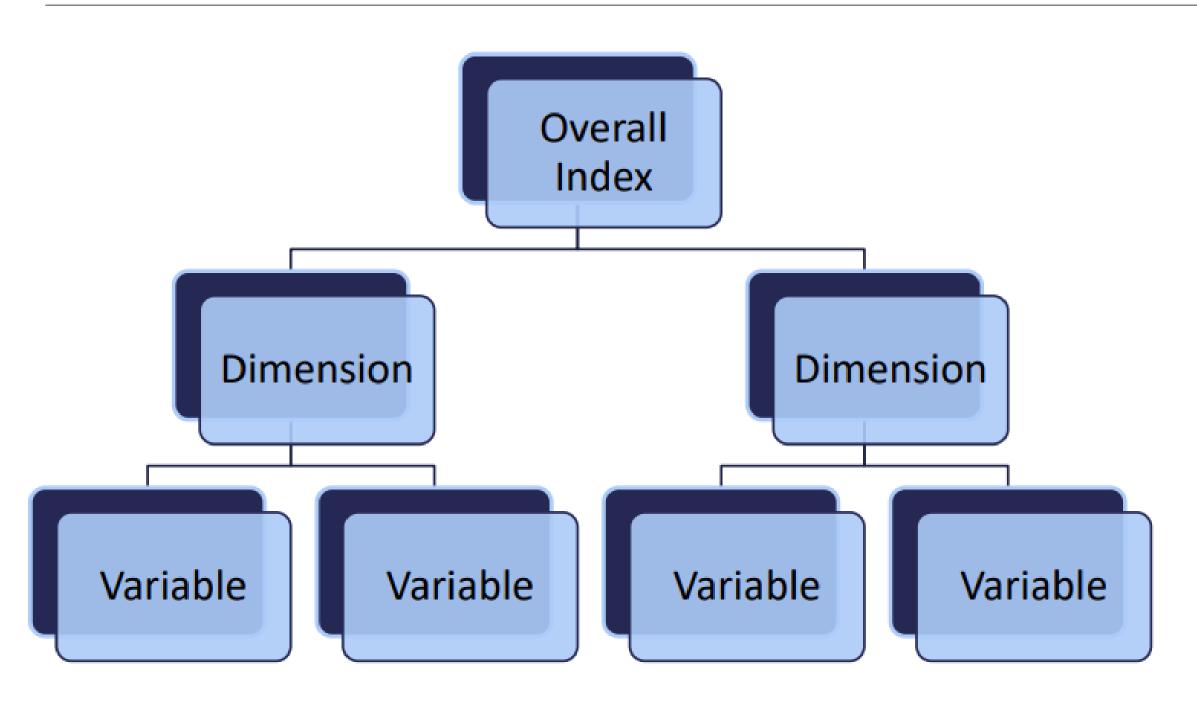
Research proposition





Third grade is when the transition happens from learning to read to reading to learn

Modeling approach



Correlations with third grade reading any level of the model: Overall Index, Dimension, Variable.

All variables converted into standard scores which allows for "apples to apples" comparisons of variables and for combination of variables into indexes



Classroom

- Pupils per teacher
- •Maximum student mobility in classroom
- Average student mobility in classroom
- Average teacher salary
- Average teacher turnover

Early Childhood Education

- Percent attending preschool
- ECE slots per child
- ECE facilities per child

Economic

- Percent Free and Reduced Lunch
- Median family income
- Change in percent of HHs above 2x poverty
- Gini coefficient

Employment Opportunity

- •Percent of HHs with a working mother
- Percent employed
- Percent of pop over 25 with Bachelors or more

Environment

- Walkability index
- Share impervious surface
- Share covered with tree canopy
- Environment exposure score

Food

- Price of a banana
- Percent of children with access to healthy food
- Not receiving SNAP

Health

- Years of potential life lost
- Health perception variable based on YPLL
- Self reported good health
- •Self reported good mental health

Health Care

- Percent of children insured
- · Health facilities per capita

Household

- Share of u18 population who moved in prior year
- Percent of children with access to internet and computer
- Percent of HHs with no access to a car
- Percent of households headed by a single parent

Housing

- Share of HHs cost burdened
- Percent of children doubled up
- Percent of housing affordable to median income HH

School Finance

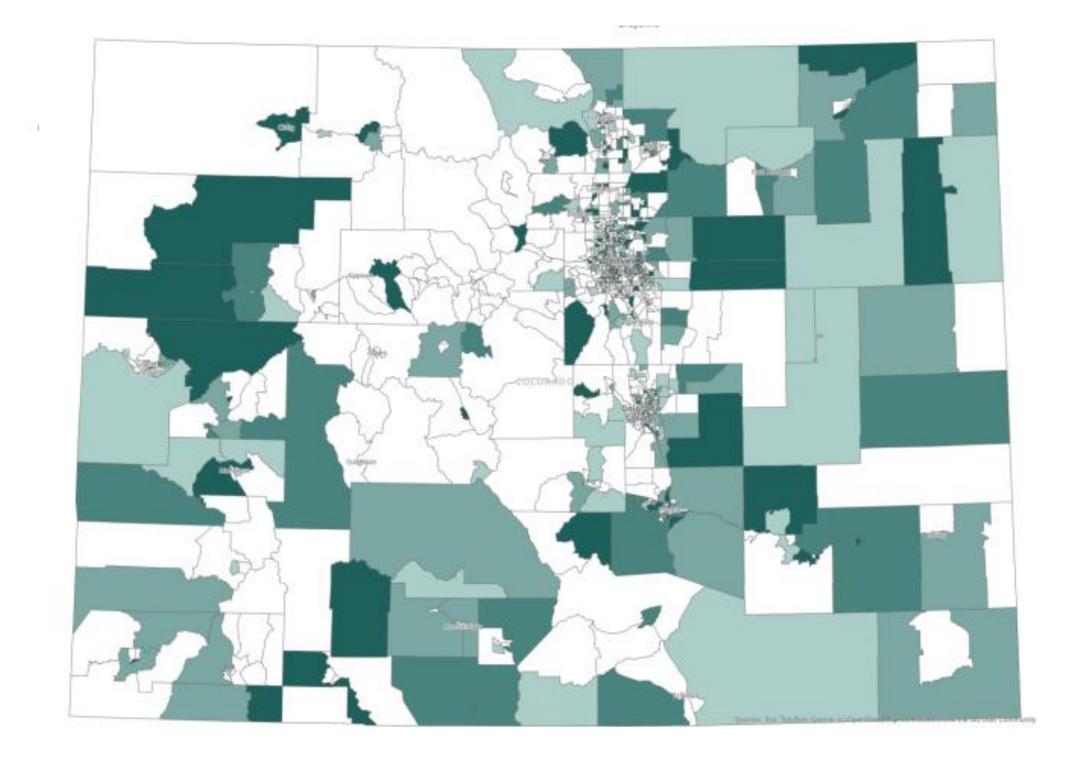
- Override funding total
- ·Override funding per pupil
- Average per pupil funding
- Total per pupil funding

Social

- Percent connected youth
- Share of voting age pop registered
- Adult English proficiency
- Child English proficiency

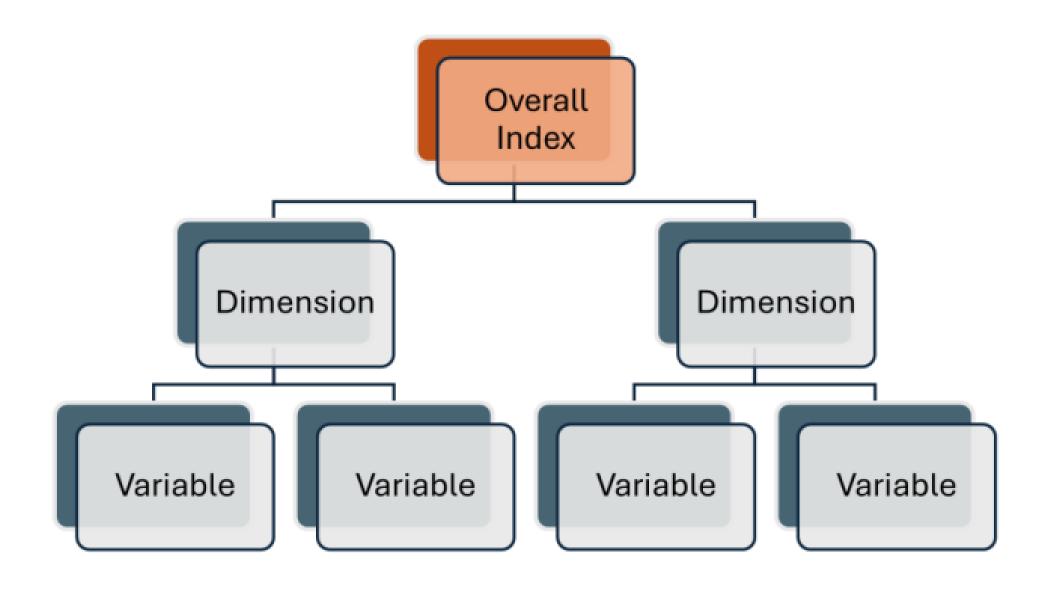
Social factors stratified into dimensions





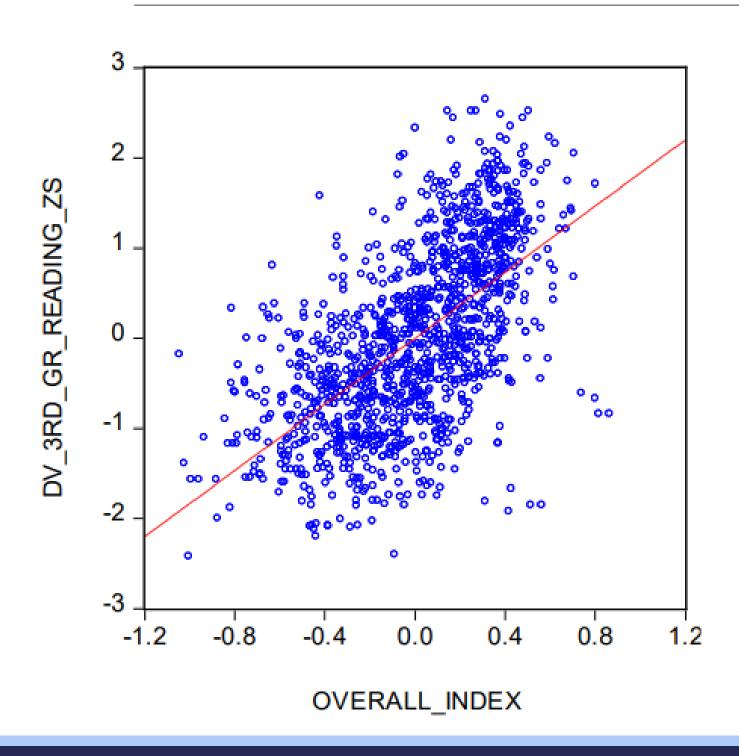
The unit of analysis is the census tract, not the individual student





Overall index findings: 2019 vintage data

Overall index correlated with third grade reading



Dependent Variable: DV_3RD_GR_READING_ZS

Method: Least Squares

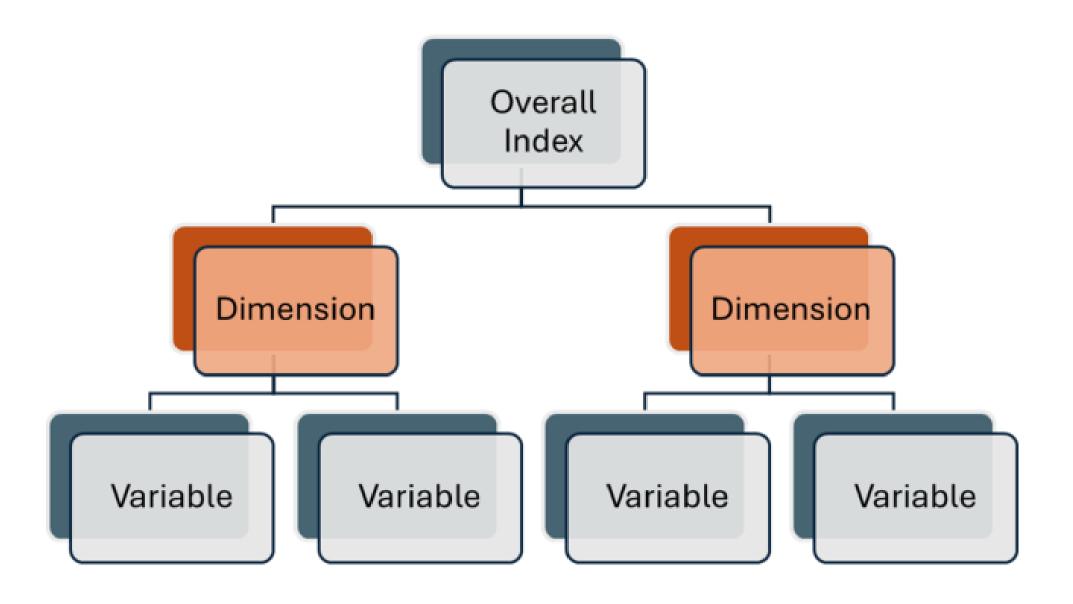
Date: 12/01/23 Time: 15:52

Sample: 1 1230

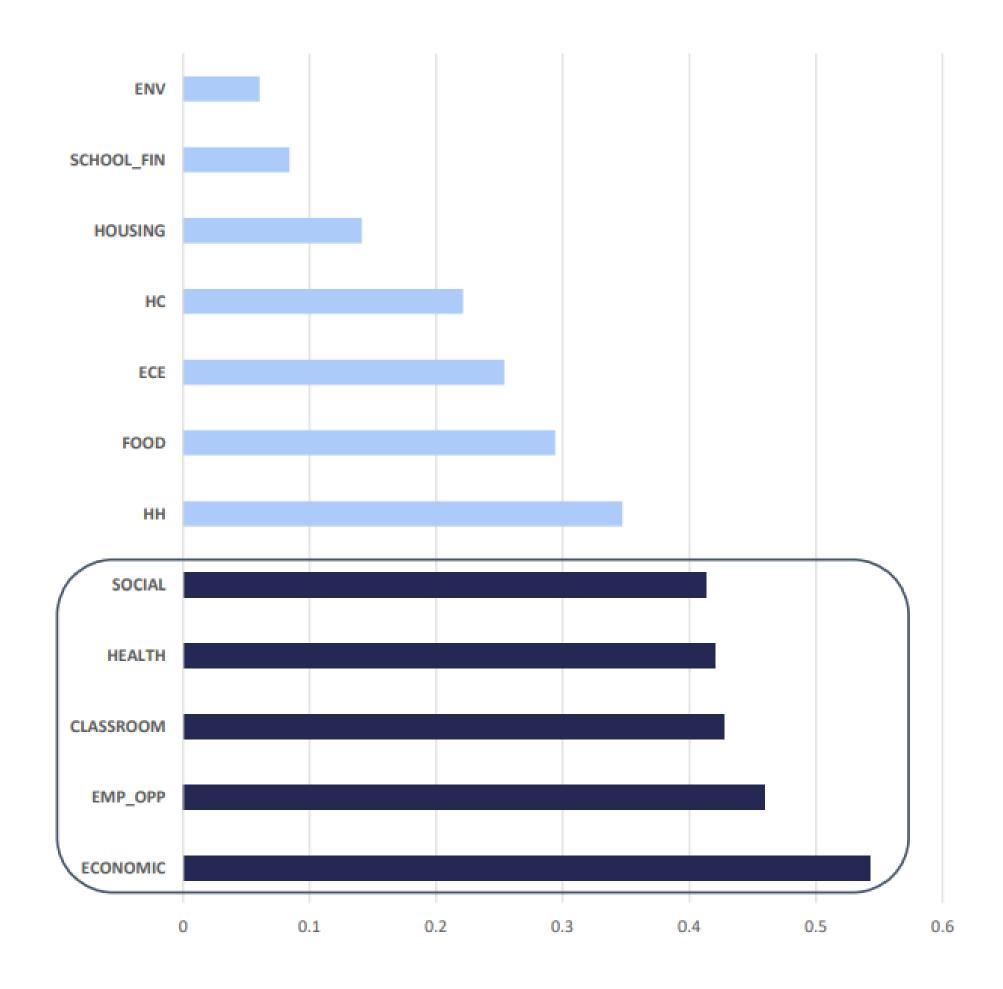
Included observations: 1230

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C OVERALL_INDEX	2.23E-05 1.834285	0.022718 0.068957	0.000980 26.60034	0.9992 0.0000
R-squared Adjusted R-squared S.E. of regression Sum squared resid Log likelihood F-statistic Prob(F-statistic)	0.365564 0.365048 0.796746 779.5392 -1464.814 707.5780 0.000000	Mean depende S.D. depende Akaike info cri Schwarz criter Hannan-Quin Durbin-Watso	nt var terion ion n criter.	-5.69E-05 0.999883 2.385063 2.393379 2.388192 1.020458



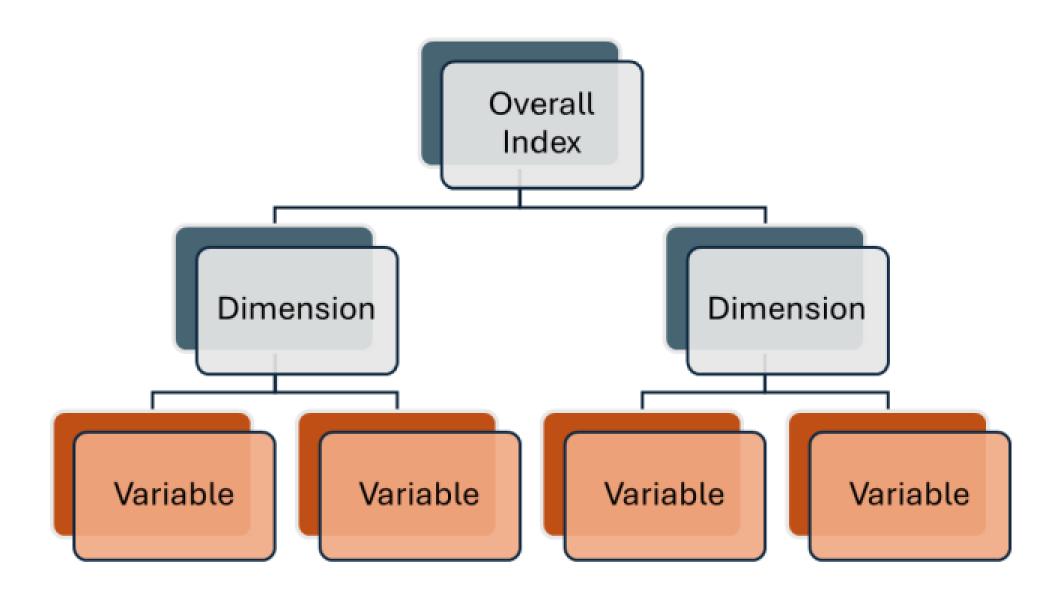


Dimension findings: 2019 vintage data



Five dimensions emerge as most highly correlated





Individual variable findings: 2019 vintage data



Significant individual variables

Share of students eligible for free and reduced lunch

Share of adults with a bachelor's degree or higher

Share of households with a working mother

Average student churn in the classroom

Score relating health perceptions to life expectancy (despair)

Share of housing affordable to the median income

Share of adults registered to vote

Total per pupil funding (School finance)

Early childhood slots per child under 5 (ECE)



Quantifying classroom churn in Colorado



Step 1: For each school, CFC took the average/maximum for the school over the period 2016-2019 and assigned that value to the school

Used the 4-year period to help offset the impact of a potential outlier year



Step 2: Took the average of the value assigned to each school for the three closest schools to the centroid of the census tract



Come with me on a CFC data odyssey...

Years of Potential Life Lost

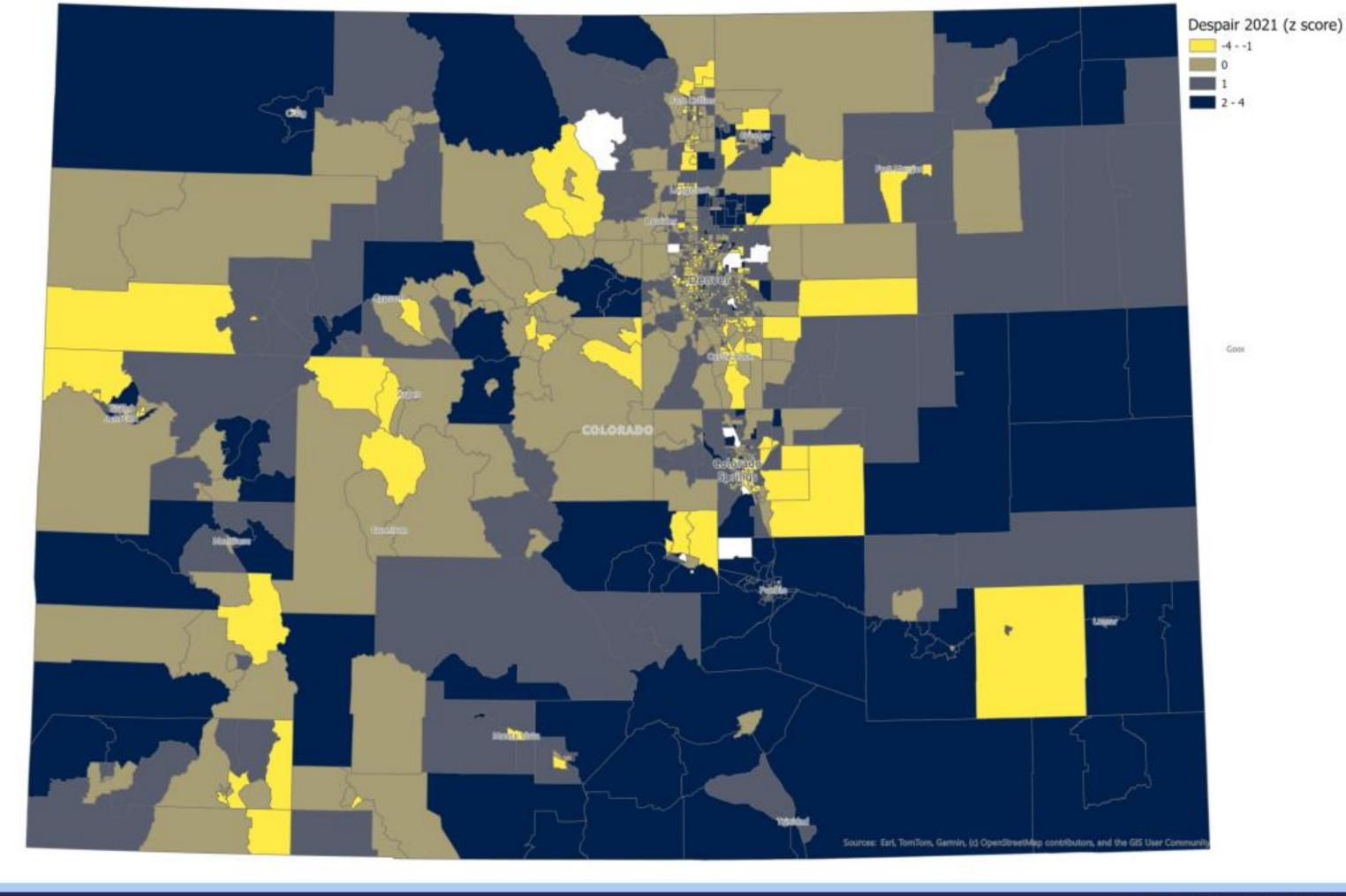


Self reported good health (BRFSS)

What does it mean when YPLL suggests relative longevity yet the respondents to the BRFSS report poor health?

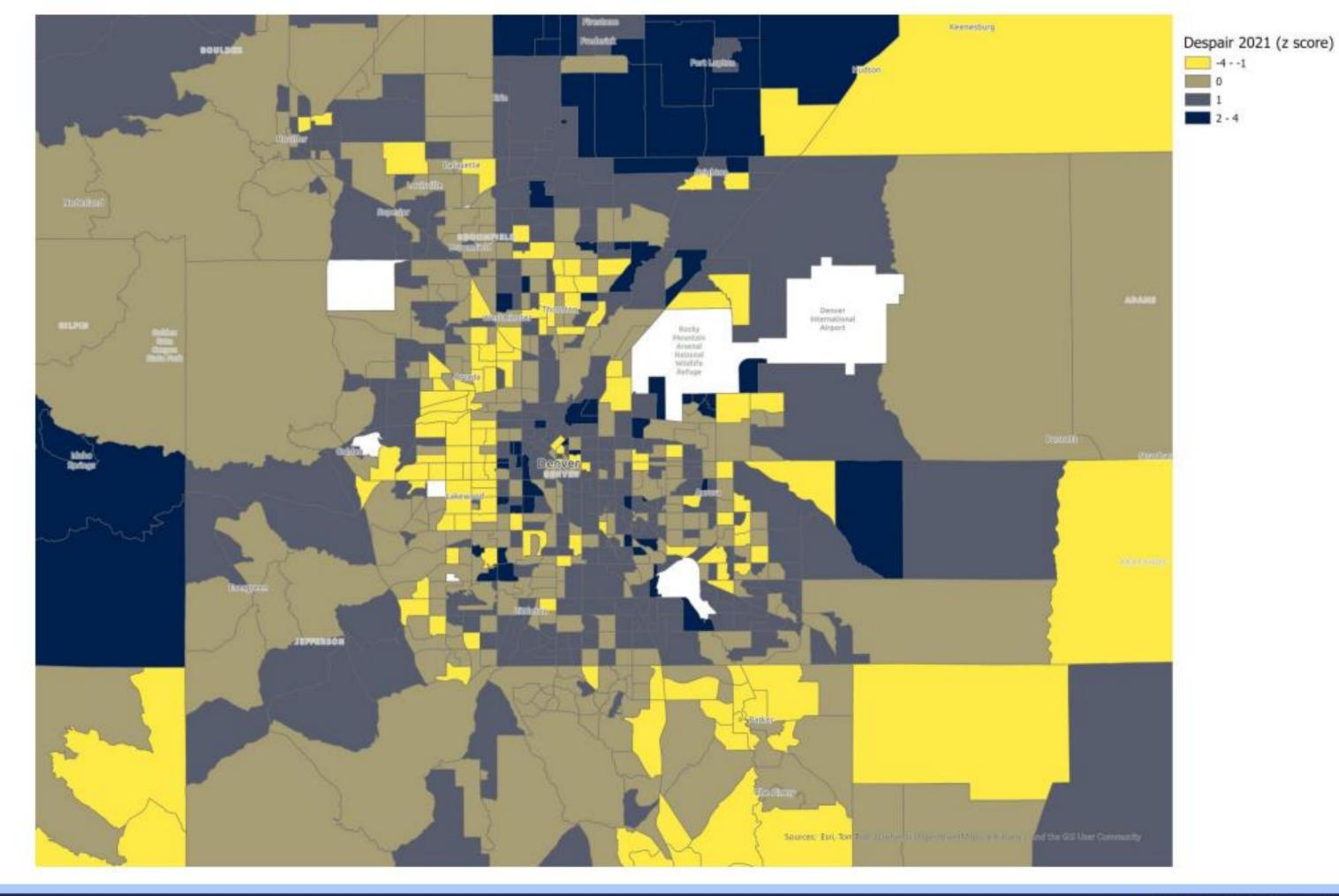


Despair: A variable derived from difference in z-scores between YPLL and **BRFSS** reported good health



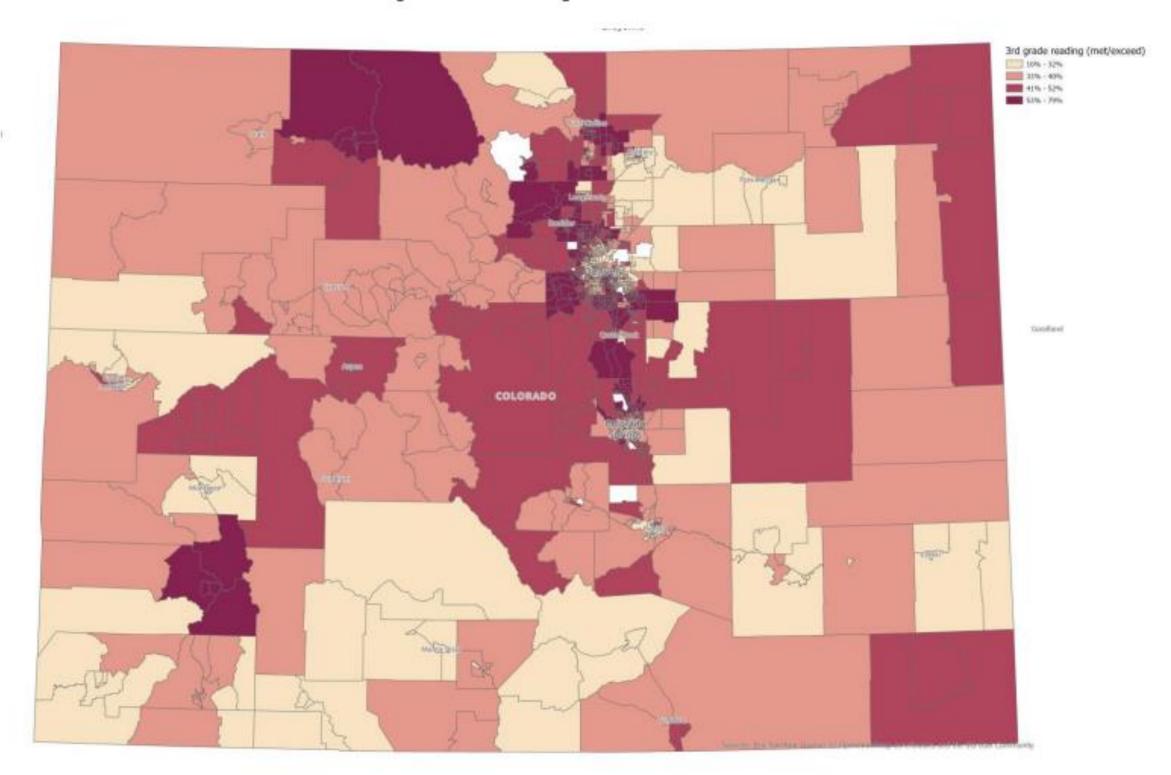


The metro Denver view

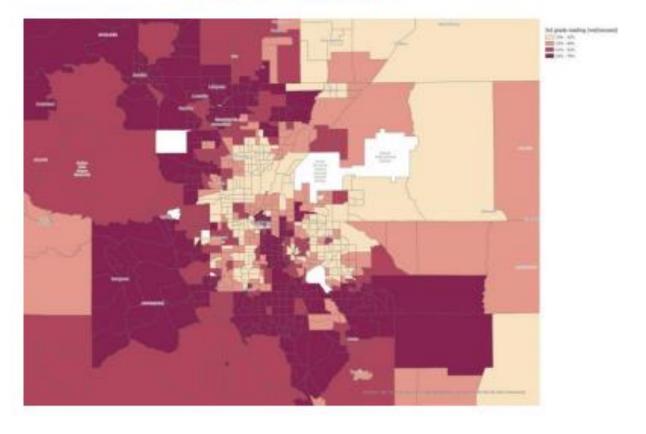




Next steps: Update this model to 2023 vintage data



Metro Denver



Third grade share at or above expectation declined from 41.3% in 2019 to 39.9% in 2023



https://coloradofuturescsu.org/wp-content/uploads/2024/07/SDoS_final_report_July-2.pdf

Let's chat |Further inquiries

Phyllis Resnick, PhD

Executive Director, Colorado Futures Center

phyllis@coloradofuturescsu.org

www.coloradofuturescsu.org





State Innovations Towards College and Career Readiness

SHAWN TEIGEN (MODERATOR)

President, Utah Foundation

GABE GRANTHAM

Policy Advisor, Texas 2036

KERMIT KALEBA

Strategy Director, Credentials of Value, Lumina Foundation

STEVE OSBORN

State Strategy and Student Opportunity Officer, R.I. Dept. of Education

STEPHANIE WELLS

President, Indiana Fiscal Policy Institute



Innovations Toward College and Career Readiness

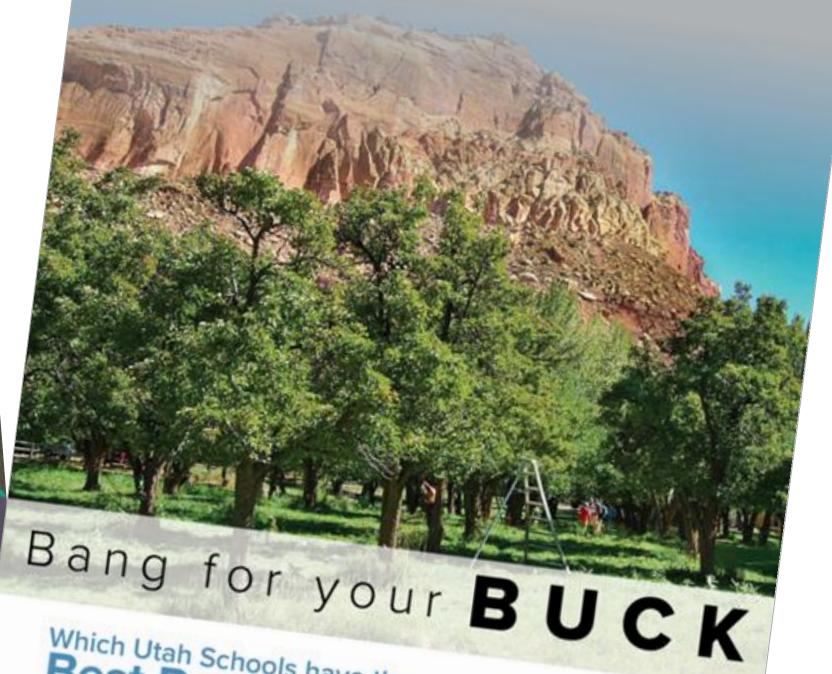
GRA 2025 Annual Conference



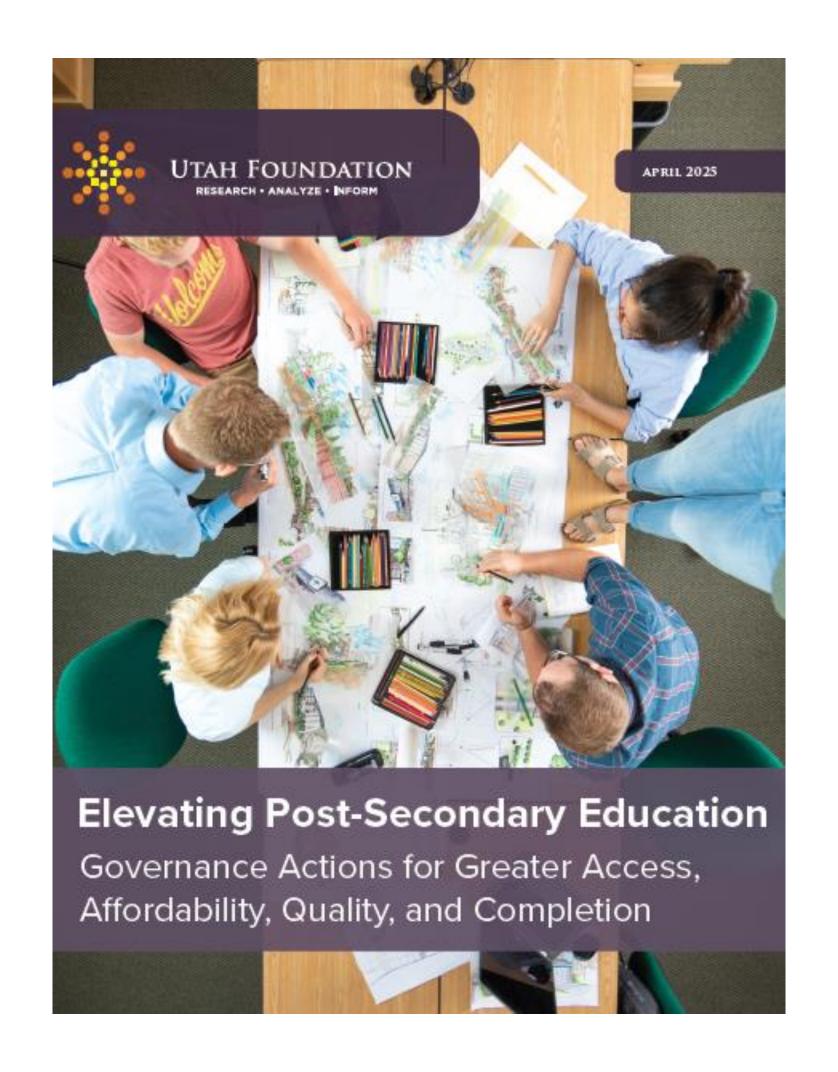


UTAH EDUCATIONAL ATTAINMENT SERIES - No. 3

AUGUST 2023



Which Utah Schools have the Best Return on Investment



Key takeaway

The right balance among access, affordability, quality, and completion will be bolstered by aligning institutional goals and operating under the statute-defined mission and roles of the institutions.

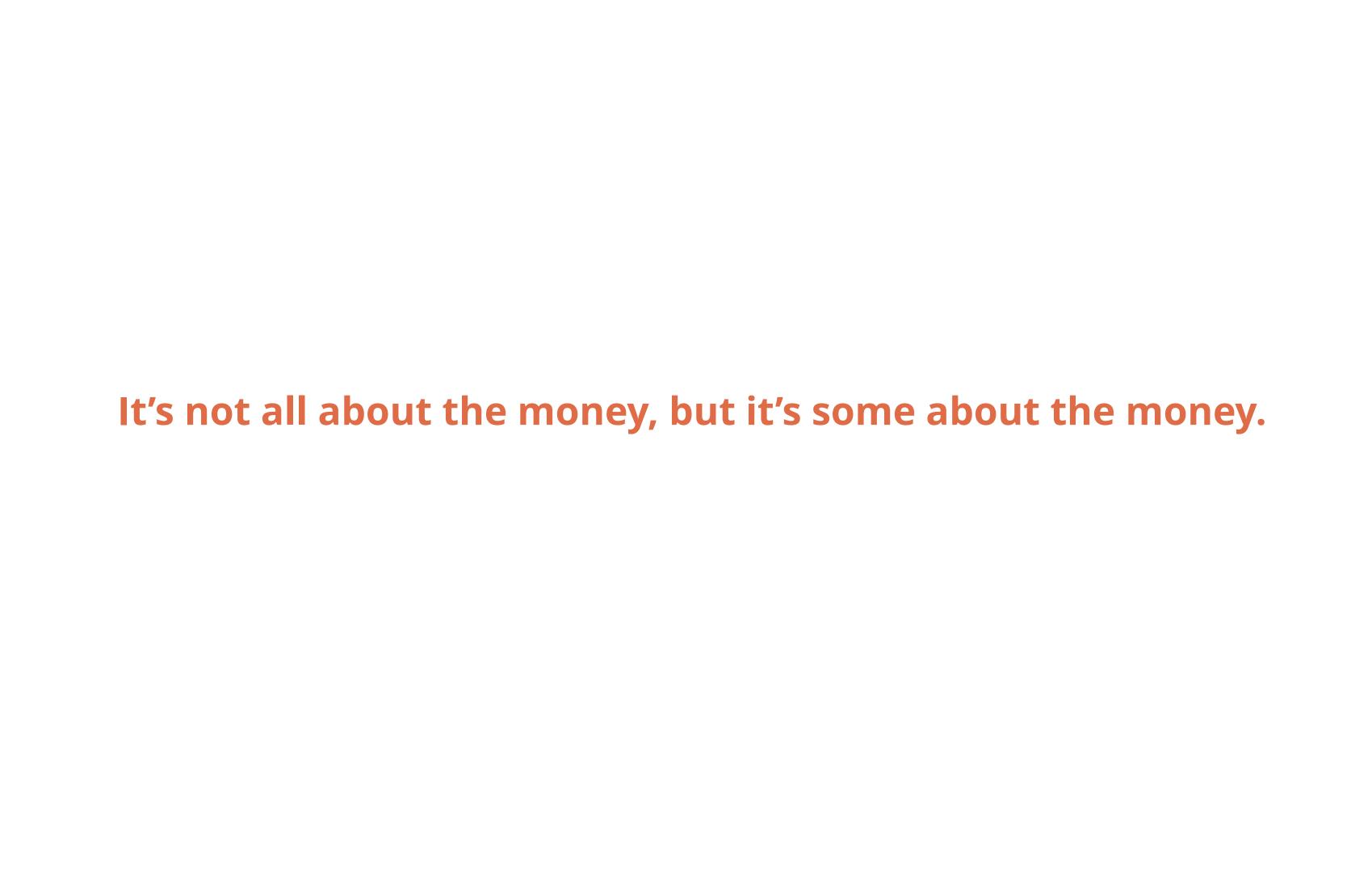
Using its role as a governing body, the Utah Board of Higher Education can ensure system alignment now and for the future of education in Utah.





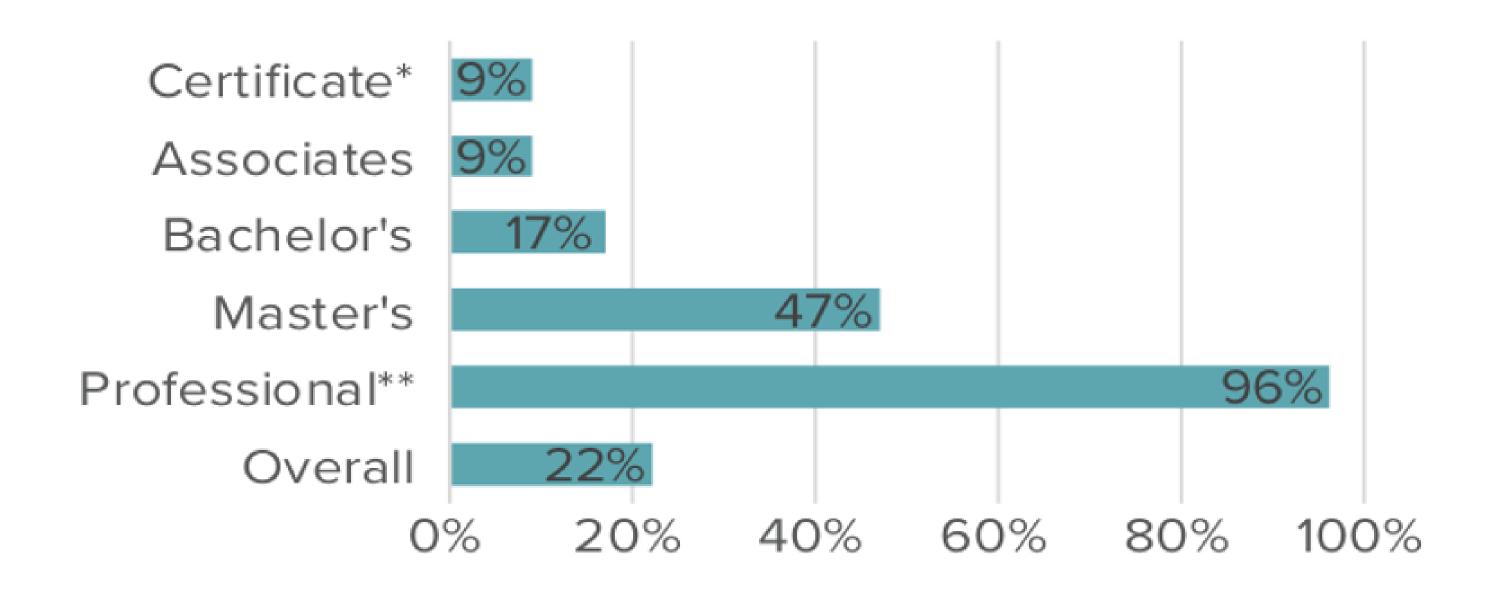
Bang for your BUCK

Which Utah Schools have the Best Return on Investment



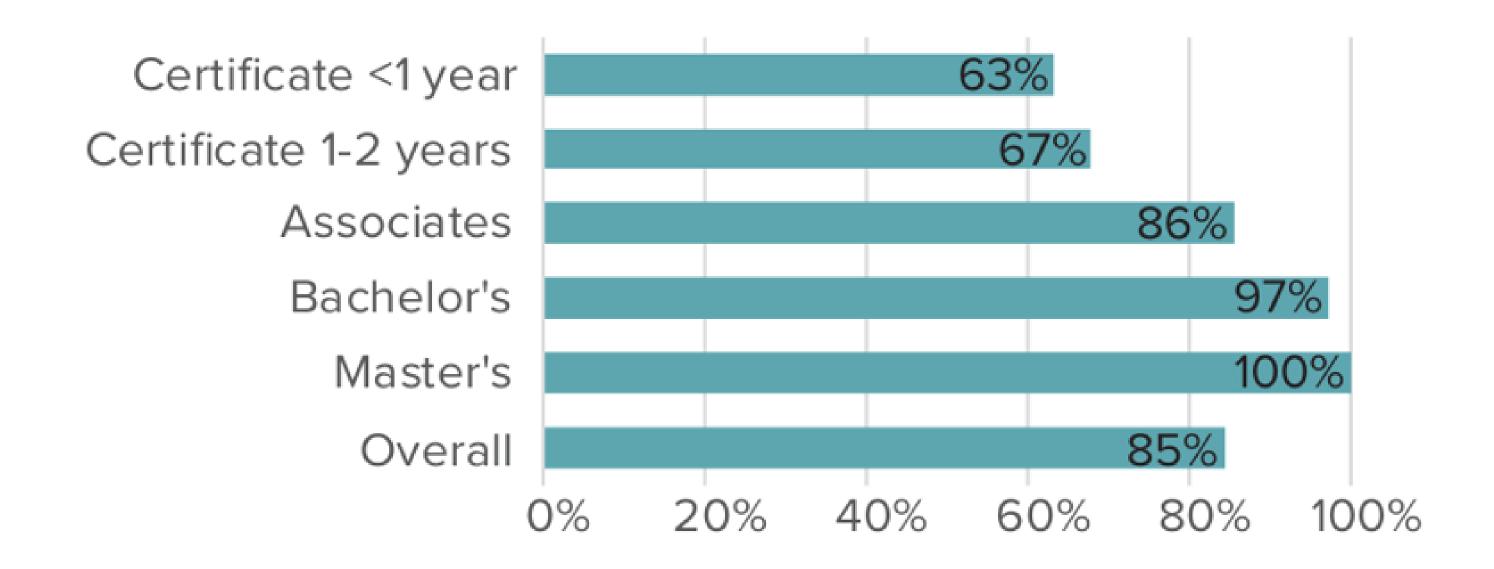
The more post-secondary education, the more likely students are to have substantial debt after five years.

Percent of People with Debt of More Than 12% of Earnings, Three Years After Credential Completion



The more post-secondary education, the more likely students are to earn more than high school graduates.

Percent of People Earning More Than the Average High School Graduate, Five Years After Credential Completion



Report highlight

As expected, the more education one has, the better the return on investment. However:

- 27% of those with associates degrees earn more than the median bachelor's degree wage.
- 35% of those with bachelor's degrees earn more than the median master's degree wage.

Top Six Utah Institutions by 40-Year Net Present Value Ranking

Institution	Institution Level	Institution Type	Predominant Credential	40-Year NPV
Neumont College of Computer Science	4-year	Private for-profit	Bachelor's	\$3,378,000
Brigham Young University	4-year	Private non-profit	Bachelor's	\$2,609,000
University of Utah	• 4-year	Public	Bachelor's	\$2,285,000
Westminster College	4-year	Private non-profit	Bachelor's	\$2,065,000
Weber State University	4-year	Public	Associate's	\$2,043,000
Western Governors University	4-year	Private non-profit	Bachelor's	\$1,936,000

Top Six Utah Institutions by 10-Year Net Present Value Ranking

Institution	Institution Level	Institution Type	Predominant Credential	10-Year NPV
Davis Technical College	Less than 2 year	Public	Certificate	\$369,000
Bridgerland Technical College	2-year	Public	Certificate	\$350,000
Weber State University	4-year	Public	Associate's	\$315,000
Ogden-Weber Technical College	Less than 2 years	Public	Certificate	\$314,000
Neumont College of Computer Science	4-year	Private for-profit	Bachelor's	\$302,000
Salt Lake Community College	2-year	Public	Associate's	\$287,000

What are the key challenges facing college and career readiness right now?

How do we make high school more meaningful in terms of career readiness?

How do we create more seamless transition points to further our college and career goals?

Steve Osborn

State Strategy and Student Opportunity Officer at Rhode Island Department of Education

Gabriel Grantham

Policy Advisor at Texas 2036

Stephanie Wells

President of the Indiana Fiscal Policy Institute

Kermit Kaleba

Strategy Director of employment-aligned credential programs at Lumina Foundation









PrepareRI: Destination 2030

July 2025

PrepareRI Background

PrepareRI is an interagency initiative to improve career readiness and postsecondary attainment for Rhode Island youth to prepare them for the workforce.



PrepareRI 2.0 Action Plan

If you have the passion, we have a pathway



Rhode Island secured a grant provided by CCSSO through JP Morgan Chase's New Skills for Youth initiative to:

- Adopt an employer-led and demand-driven approach to career and technical education (CTE),
- Establish a statewide approach to expanding high-quality work-based learning experiences, which included the creation of the PrepareRI Internship Program,
- Expanding advanced coursework opportunities for students through the ACN,
 Dual Enrollment Fund, and statewide CTE choice.

The PrepareRI "core team" from RIDE, RIOPC, GWB, and Commerce has met biweekly since 2017.





PrepareRI has led to remarkable accomplishments for Rhode Island.

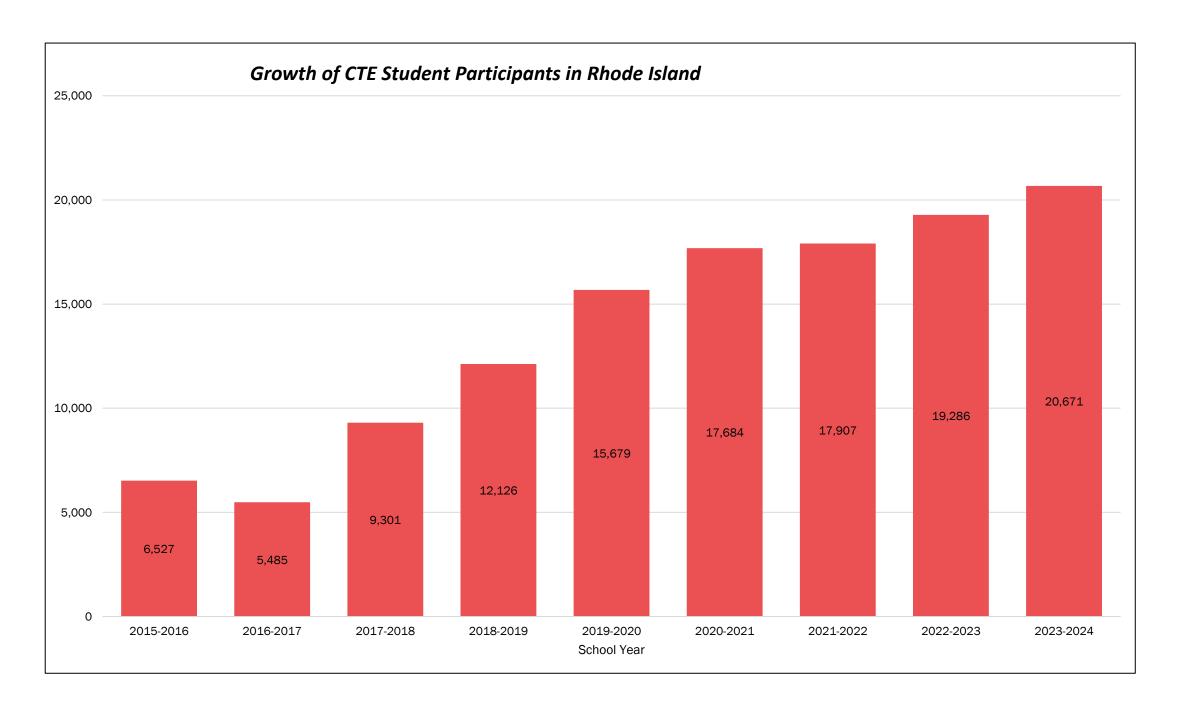






PrepareRI: Impact on CTE

Participation in Rhode Island's CTE programs has increased 217%. We will have more than 300 RIDE-approved CTE programs in Fall 2025.





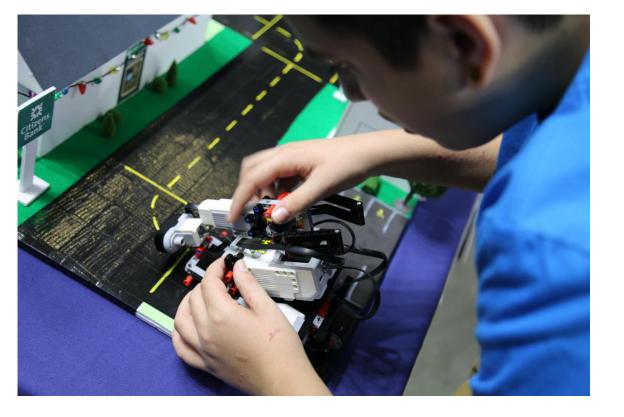




PrepareRI: Impact on Work-Based Learning

- GWB's PrepareRI Internship Program provided more than 1,500 students access to internships with Rhode Island's most respected employers.
- Every CTE program is required to provide Work-Based Learning.
- Taking effect with Readiness-Based Graduation Requirements, all high schools statewide will offer academic credit for WBL.





Rhode Island is a national leader in work-based learning.





PrepareRI: Impact on Dual Enrollment

 Rhode Island has seen a nearly 200% increase in the number of students participating in dual and concurrent coursework while in high school.

 We changed school accountability. For the first time in Rhode Island, college and career-readiness indicators are valued in school

accountability.

 Rhode Island adopted Readiness-Based Graduation Requirements, taking effect for the Class of 2028, which align the high school to postsecondary and workforce entrance requirements.







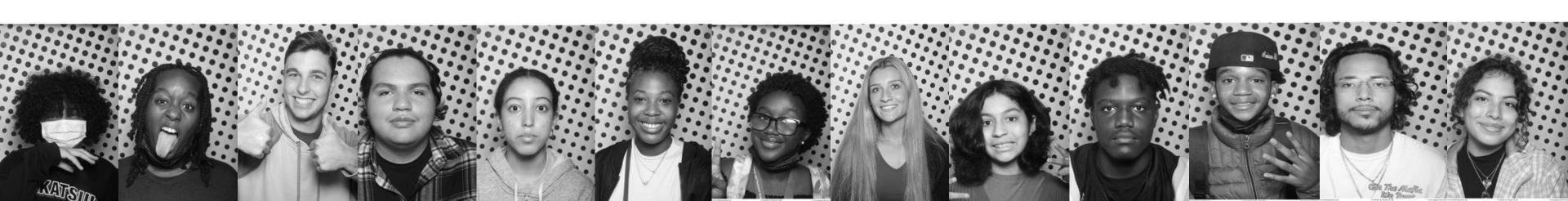


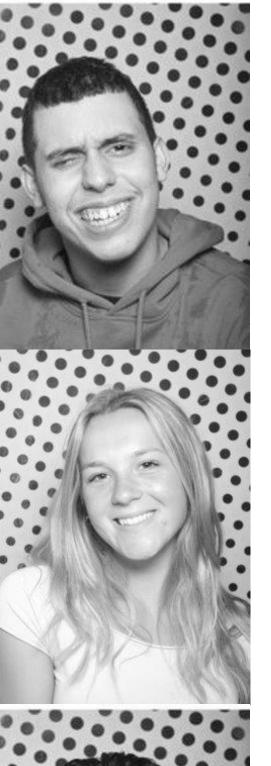
Rhode Island's unified approach to increasing the career readiness of our kids is working!





We are **reaffirming our commitment to our youth** through PrepareRI: Destination 2030.





Goals for PrepareRI: Destination 2030

The PrepareRI: Destination 2030 Action Plan, was created by stakeholders to ensure action and ownership amongst the partner agencies in service of the three overarching goals of PrepareRI



100% of high school students will participate in CTE coursework in a RIDE-approved CTE program.



100% of high school students will graduate high school having earned college credits through AP, Dual/Concurrent Enrollment or having earned an industry recognized credential of value through a RIDE-Approved CTE program.



100% of high school students will graduate high school having completed a work-based learning experience.



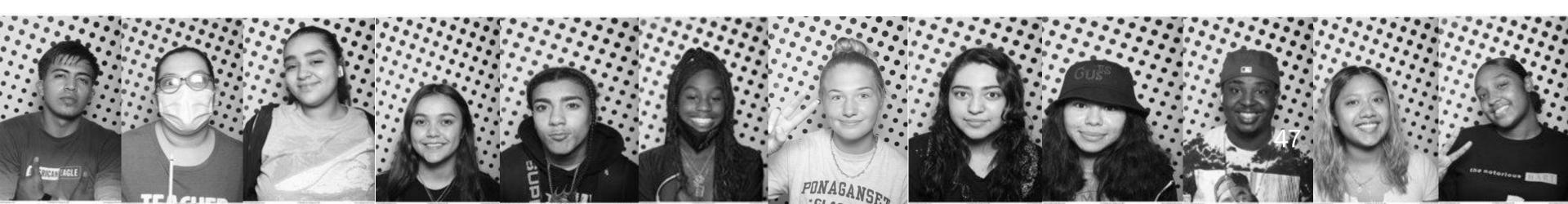








Every child.









On November 15, 2022, the R.I. Council on Elementary and Secondary Education *unanimously* approved Readiness-Based Graduation Requirements for the Class of 2028.



The goal of Readiness-Based Graduation Requirements is to develop a system where we graduate all of our kids with open doors to create their future.

While every student may not go to college, we need to prep them so they have the choice We Must also align our collèges. I believe It is important to set and start with the Might expectations for Students in high school.

Every young person is unique and has Individual interests and passions.

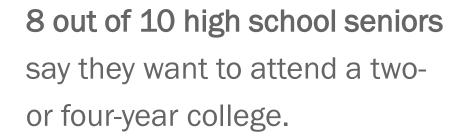
Why?

Bight now, a high school diploma doesn't HS graduation requirements and college necessarily mean a young person is ready admissions requirements are misaligned. for higher education or for their futire.





Our kids want to attend college, but many are not taking the courses to attend and even fewer are passing these courses.





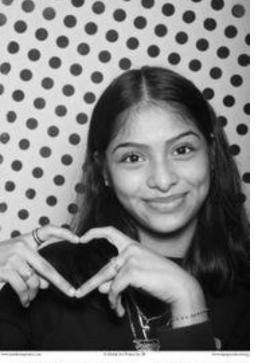
Only 6 out of 10 enrolled in the courses they need to be considered college eligible.















The default expectation for every child in Rhode Island will be that they will complete college and career ready coursework.*





High school has changed. We are changing how we support our kids and their families.



More support for parents to help their students - tools to keep us updated

MORE Flexibility for WORKING STUDENT The burden to access resources is always on students and their families. How do we change that?? BETTER ATTENTION TO STUDENT PERSONAL NEEDS

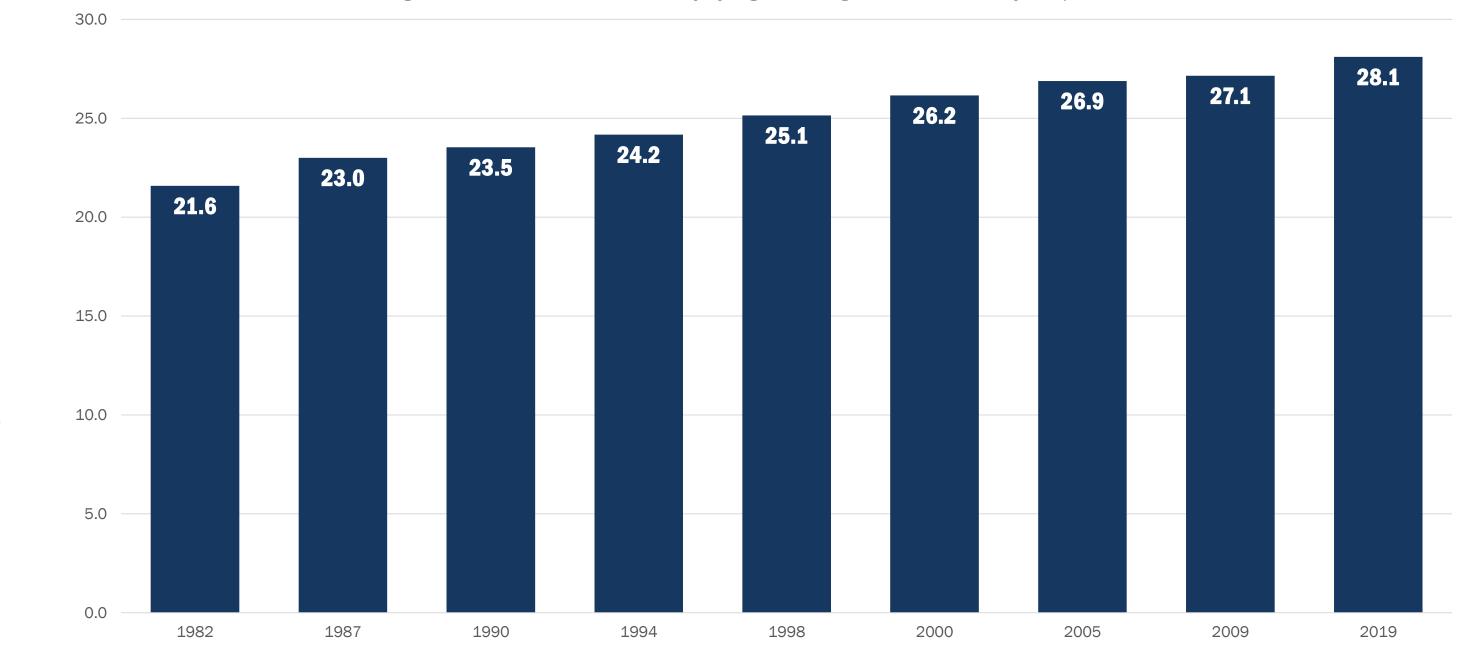
Teachers need support learning to support the increasing diversity Our education system is designed for students with strong networks. We should design a of students and acordemic pathways. system to meet the needs of our students.





The average United States High School graduate in 2019 is earning 30% more credits than a graduate in 1982.

Average total credits earned nationally by high school graduates: Various years, 1982-2019



High School Graduating Class

Source: U.S. Department of Education, National Center for Education Cen Transcript Study (HSTS), and U.S. Department of Education, Institute of Education Sciences, National Assessment of Educational Progress (NAEP) High School Transcript Study, various years, 1990–2019



Children shouldn't have to choose between academics and economic security but many do.

Did you know? According to the American Community Survey...

Youth earnings move

42%

of households with income below the federal poverty level out of poverty.

Youth earnings move

33%

of working-class households above twice the federal poverty line.







Children shouldn't have to choose between academics and economic security, but many do.

Did you know? On the 2023 administration of SurveyWorks...

7%

of middle and high school students reported caring for a sibling, parent, or grandparent for *most* of the day

30%

of middle and high school students reported caring for a sibling, parent, or grandparent for *part* of the day

Many of our kids are supporting working parents and are caring for family members.



All high schools will provide support and flexibility to our caregiving youth and students who work.



Scan the QR Code Below:



Or use this link: bit.ly/RIDE_GRADUATION

to visit RIDE's Reimagining High School Webpage for access to resources and guidance related to Readiness-Based Graduation Requirements.



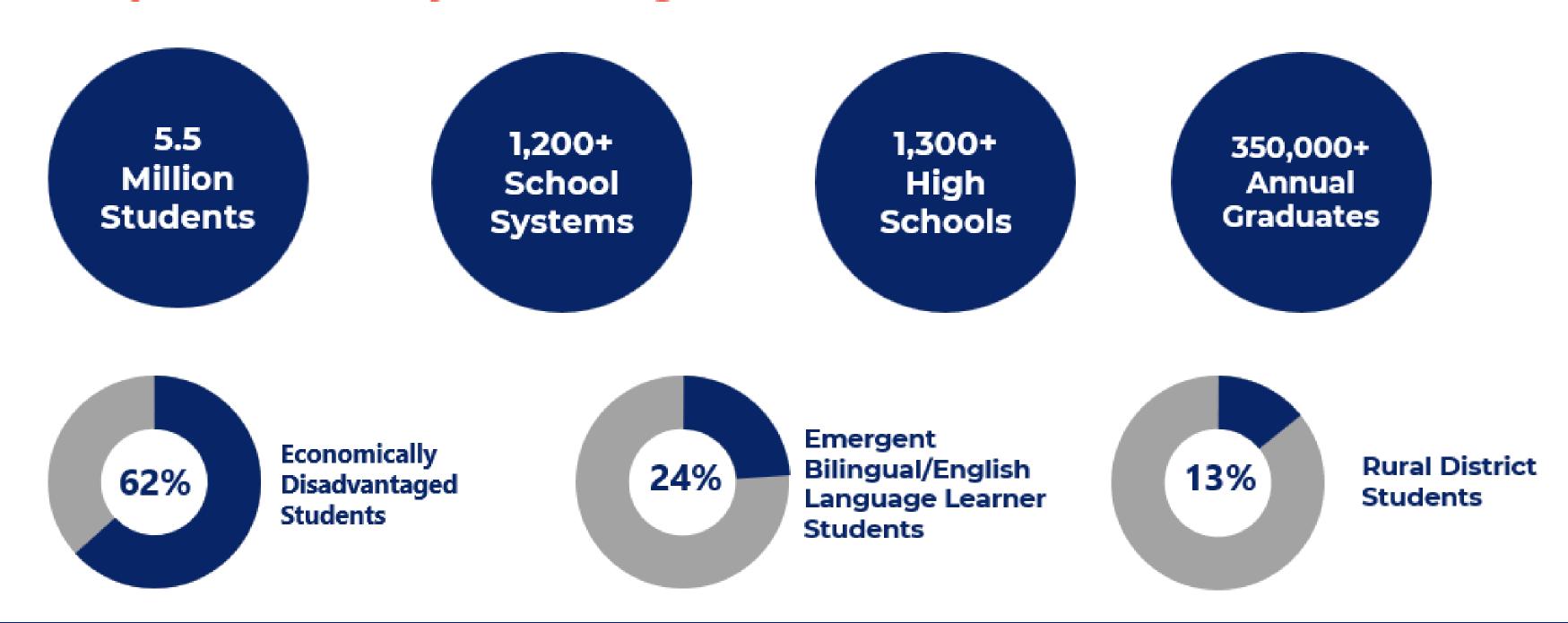
Investments in College and Career Readiness in Texas

Gabe Grantham | Education Policy Advisor



Texas' education landscape is large, diverse, and complex

Texas' public school system at a glance:



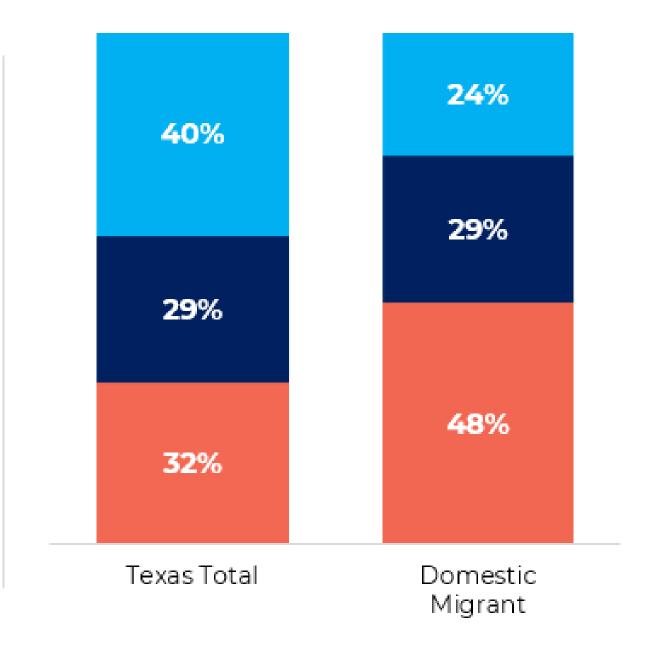
Higher-skilled in-migrants offset lower local credential rates in Texas



For the past decade, Texas has relied on average **annual net migration of 191k** to buoy its workforce.



In-migrant educational attainment is substantially **higher than the total workforce.**



High School or below

Some College / Assoc.

Bachelor's or higher

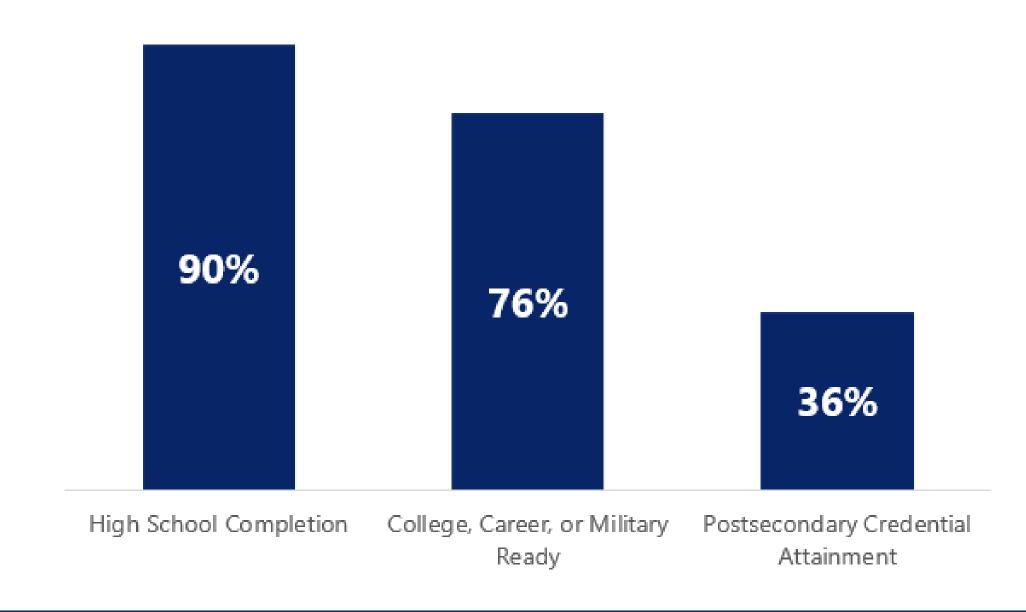
Domestic Migrants

hold Bachelor's and higher degrees at 1.5x the state average.

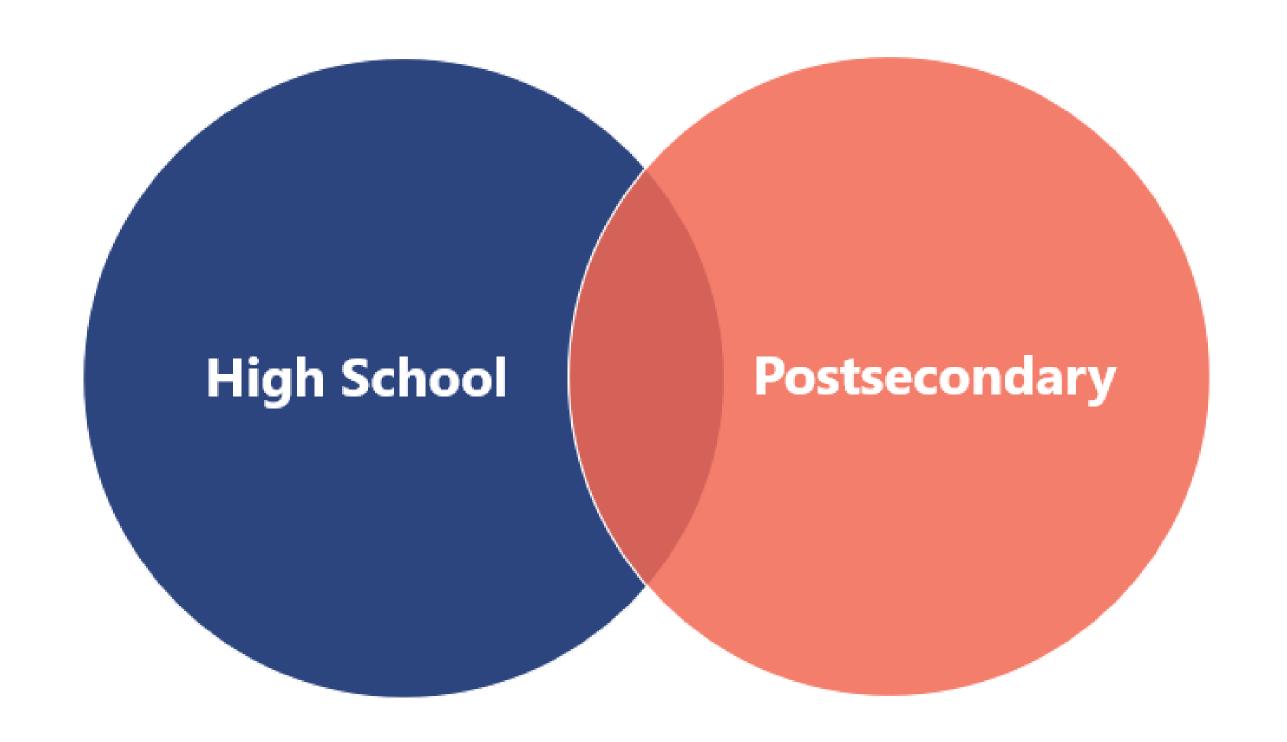
Nearly 2 out of 3 jobs require postsecondary education...



...But today only 36% of Texas high school graduates complete a postsecondary degree or credential

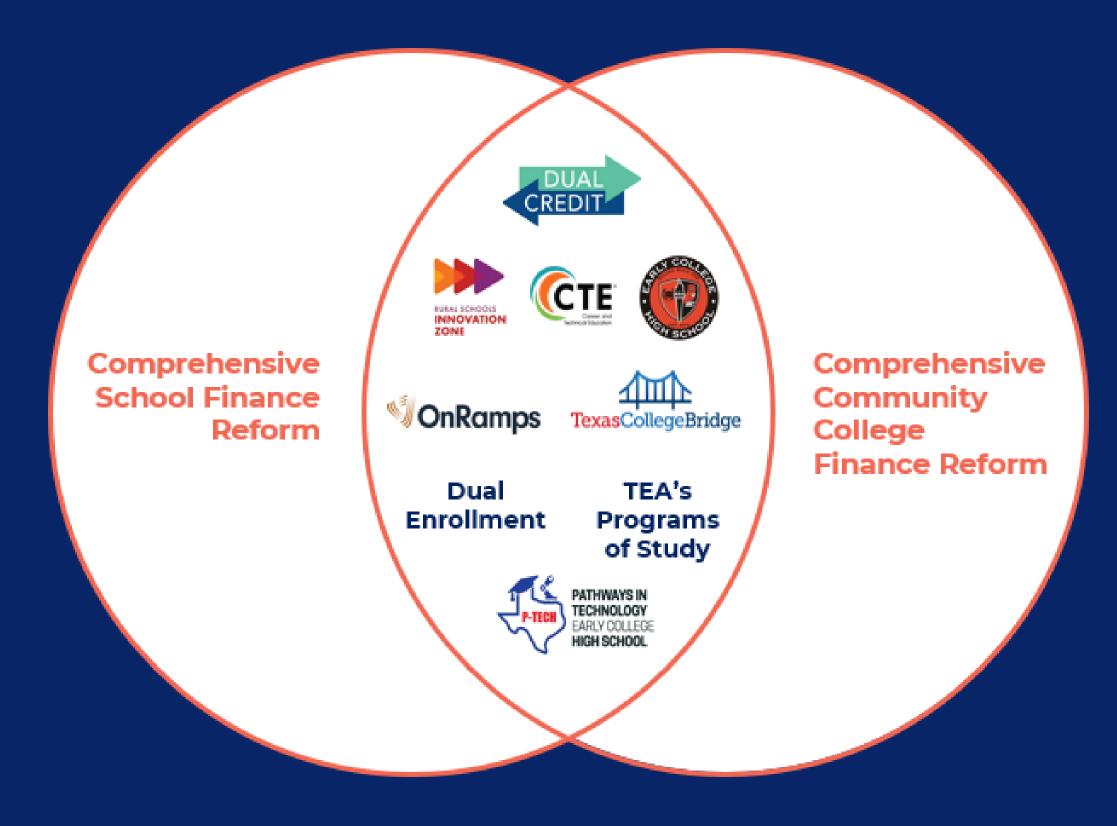


To maximize the high school experience and propel students in postsecondary success, we must blur the lines between K-12 and postsecondary

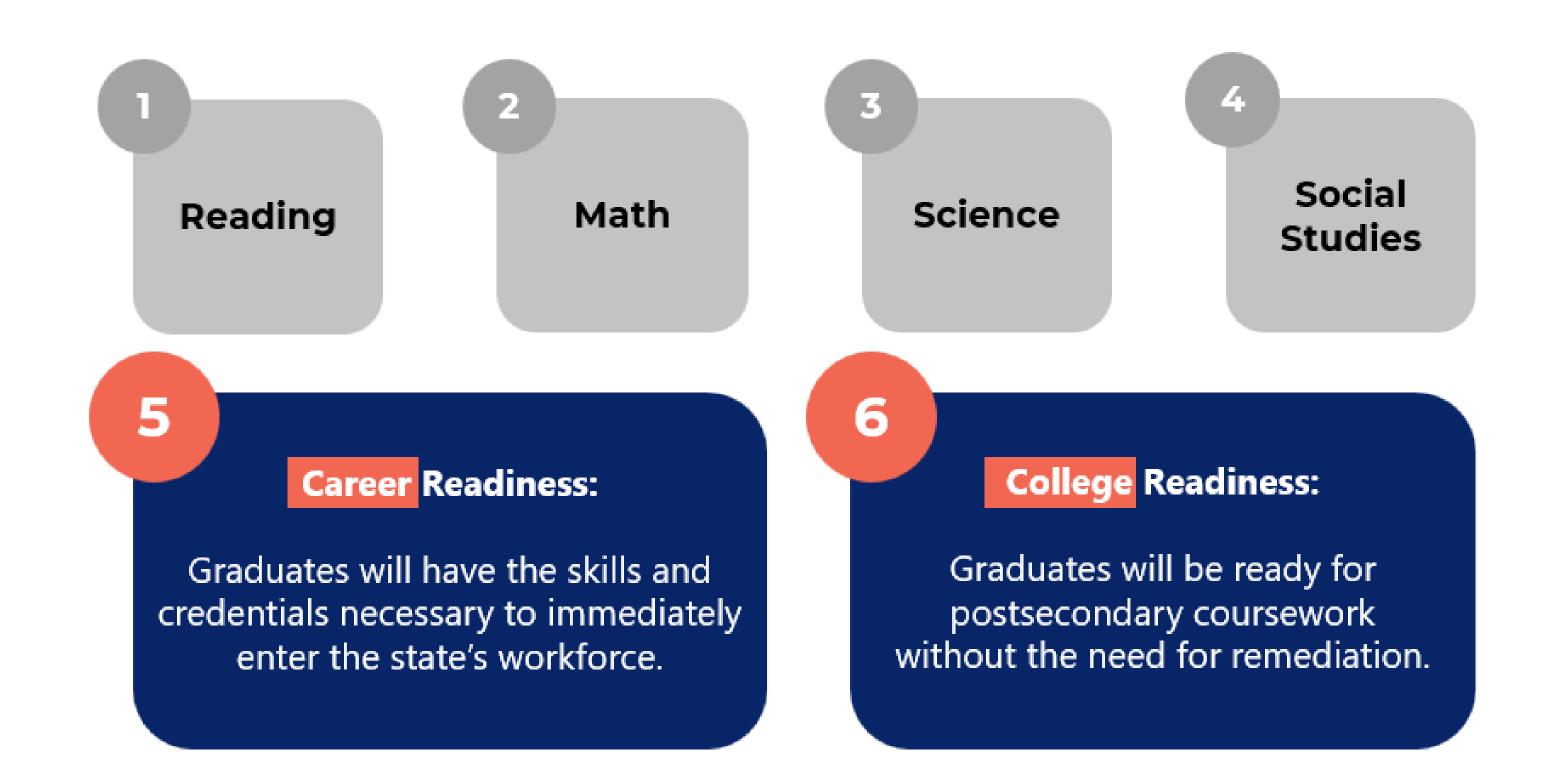


For Texas, this has looked like leveraging the K-12 and Community College Finance Reforms

But, these programs needed to be scaled, synchronized to workforce need, and improve more students' outcomes in order to make lasting change.



Texas modernized goals for public education



For high school, this means planning for postsecondary better, scaling proven models, and building better incentives for adults

Postsecondary Goals For School Boards

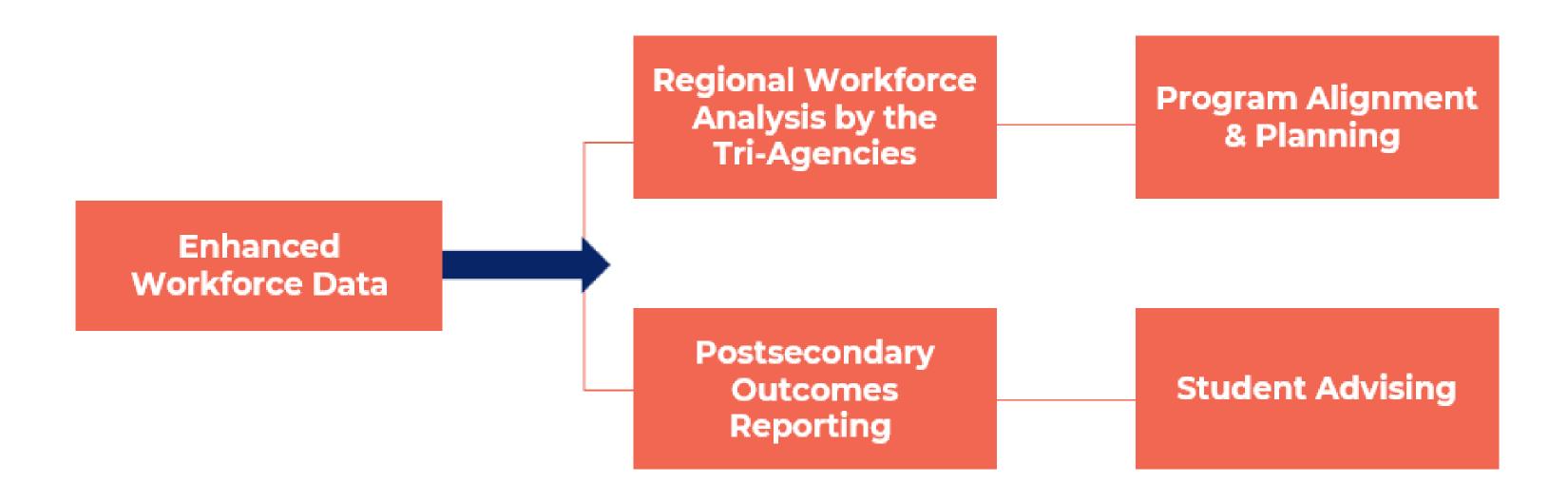
Actionable Postsecondary Outcomes Data For Counselors

Scaling College And Career High School
Models

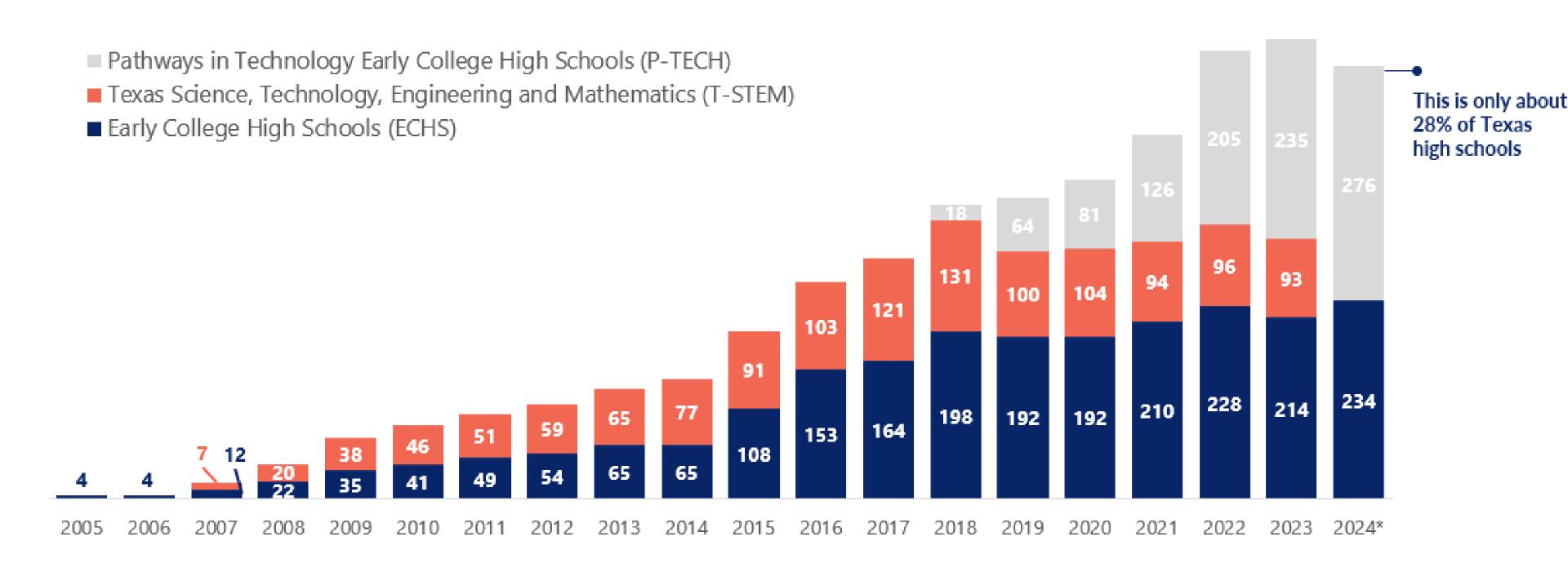
Increasing Dual Credit Access

Aligning Accountability Systems To High Quality Programs and Pathways

Texas is investing in actionable and accurate data across the K-16 continuum

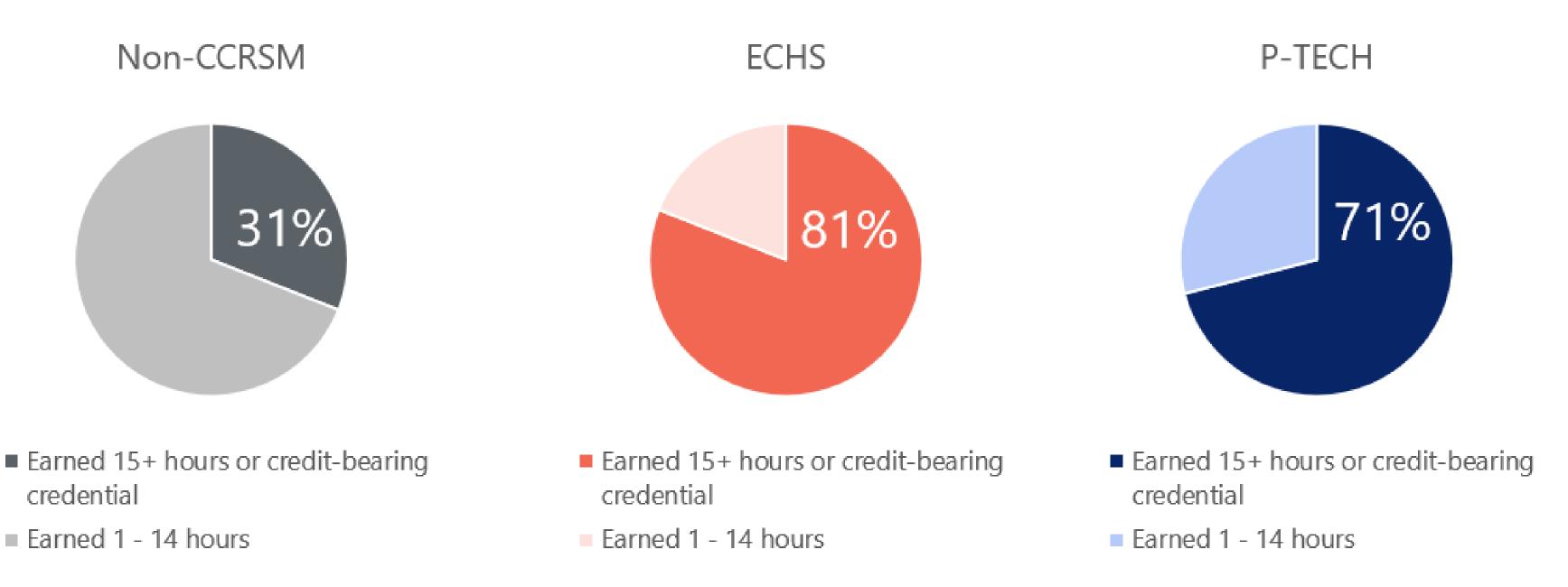


Texas is scaling effective high school models



P-TECH and ECHS graduates contribute to Community College performance-based funding outcomes.

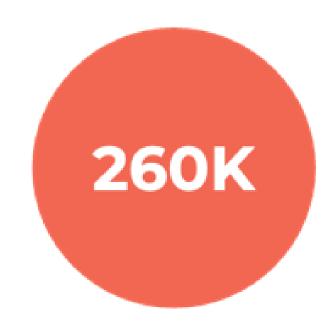
P-TECH and ECHS graduates were more likely to earn 15 or more dual credit hours or earn a credential from a higher education institution.



Texas is dramatically expanding dual enrollment opportunities, blending high school and postsecondary coursework



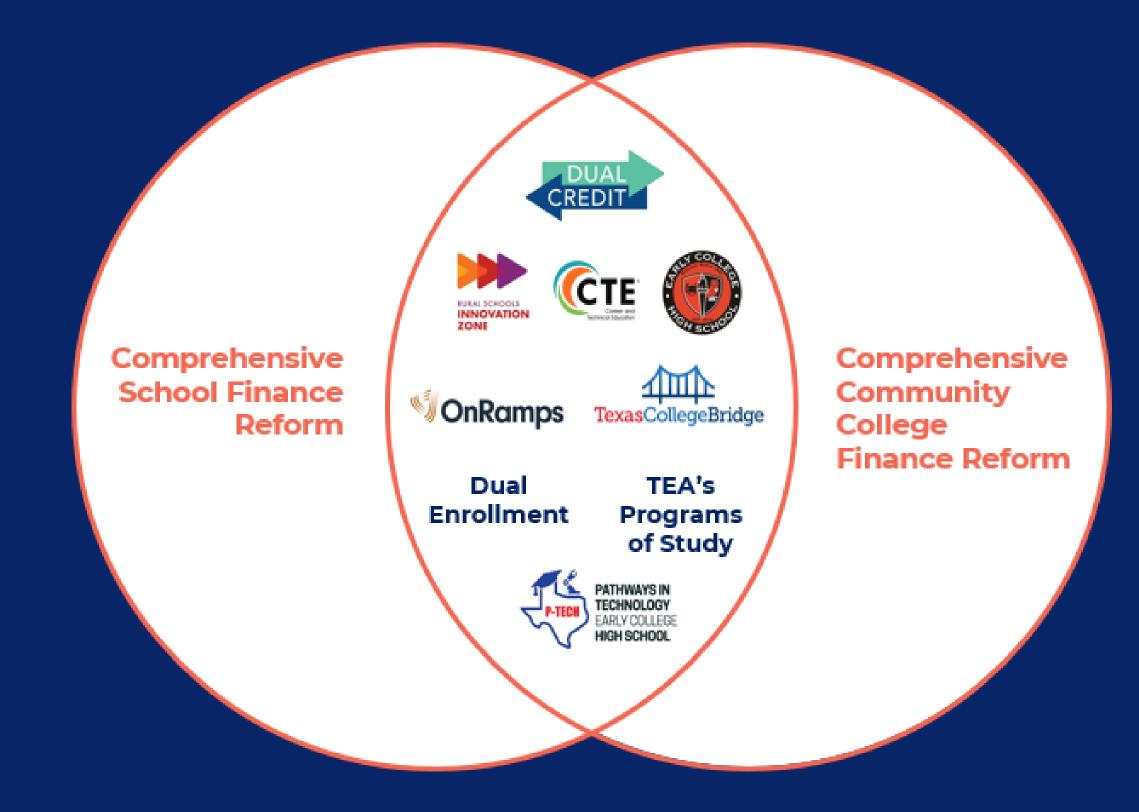
Semester credit hours of dual credit offered at no cost



Students with financial aid served through FAST



Increase in Dual Credit outcomes between FY 24 and FY 25 By integrating and aligning K-12 and postsecondary data, programs, financial incentives and accountability systems, Texas is creating the model for college and career readiness in high school.



Questions

Thank You!

Gabe Grantham

Education Policy Advisor

E-mail: gabe.grantham@texas2036.org

Phone: 903.253.1590







COLLEGE AND CAREER READINESS
PANEL
JULY 2025

INDIANA LANDSCAPE - HISTORY

- Existing Robust CTE System realignment of funding around "in demand" jobs in 2015
- Employer Training Grants and Workforce Ready Grant for short-term skills training in 2017
- Burgeoning interest by some policy makers and philanthropy in youth apprenticeship (Swiss Model) that began in Indiana in 2018
- Career Scholarship Accounts



CHANGES TO POLICY

New High School Diploma Requirements

 Build out of "some" infrastructure for youth apprenticeship (now known as Indiana Career Apprenticeship Pathway (INCAP)

Beginning of career coaching and navigation framework

CONSTRAINTS TO SUCCESS

Lack of funding / unfunded mandate

Confusion within provider ecosystem

No demonstrated evidence of employer demand



IFPI'S ROLE IN PROVIDING RESEARCH ON THIS ISSUE

Apprenticeship and CSA primer in 2024

Employer perspectives survey and report in August 2025

 Continued pressure around data/transparency as programming is rolled out





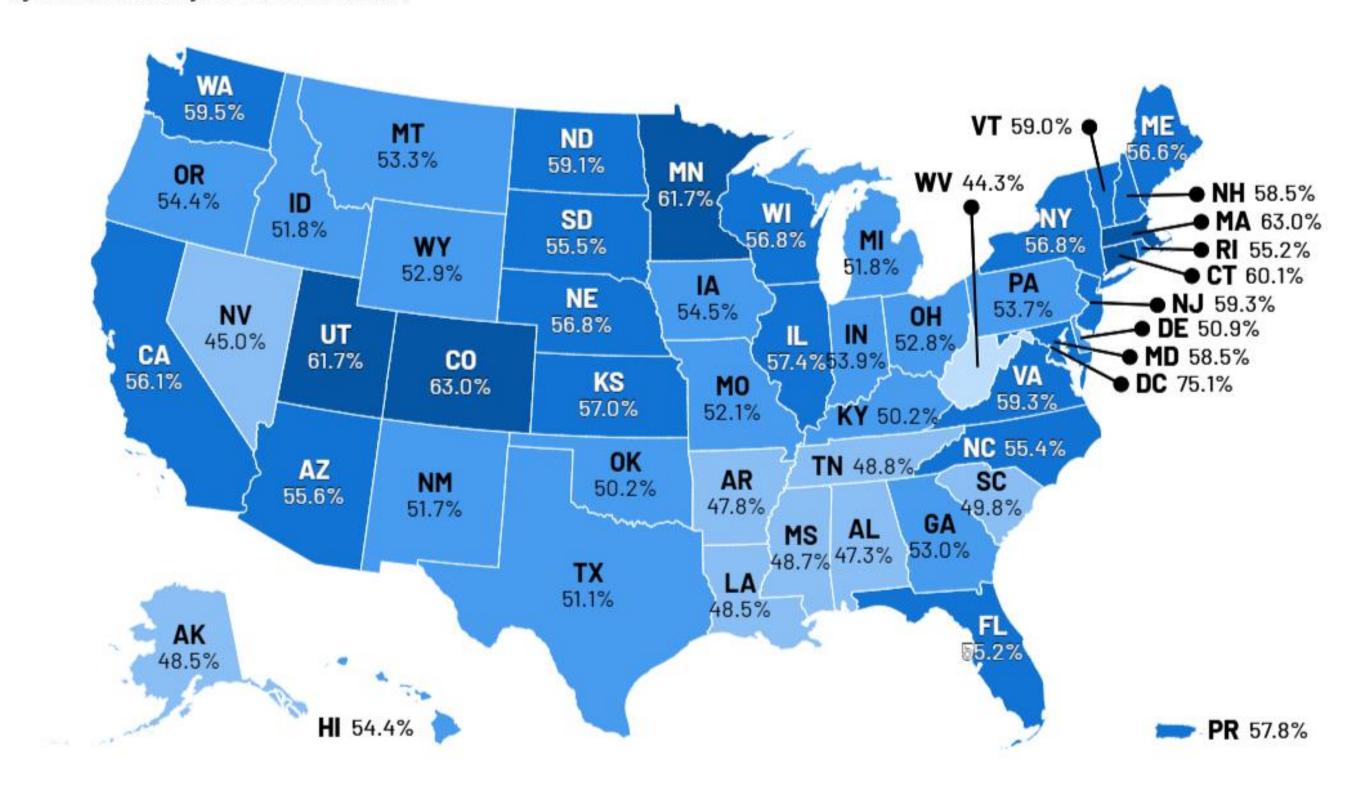
Credentials of Value and Economic Prosperity

Governmental Research Association Annual Conference

Providence, RI July 14, 2025 - ---- - - ----------

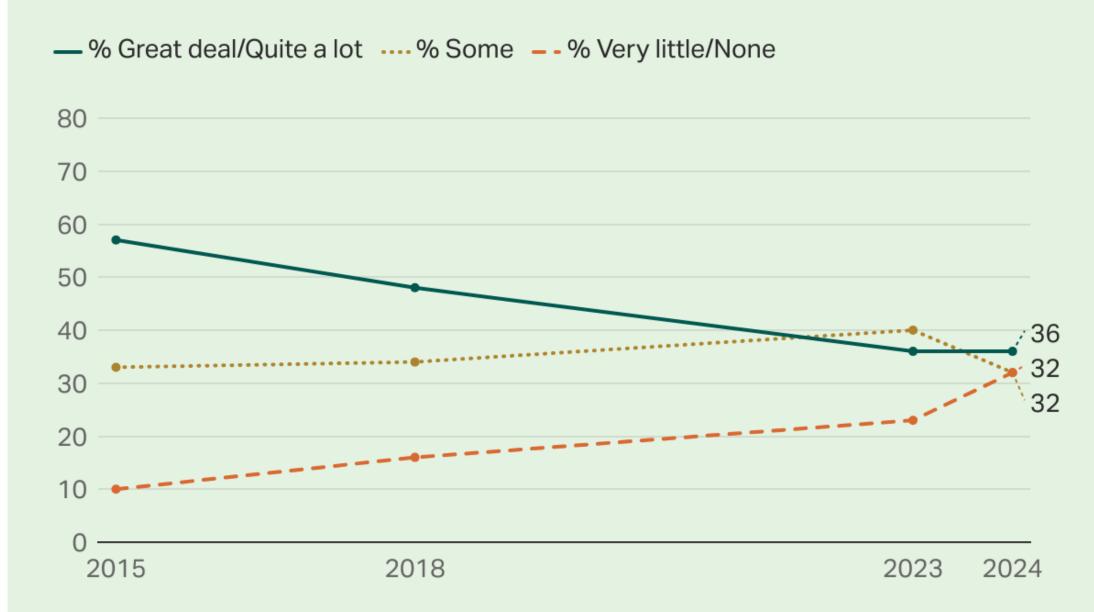
2023 Post-High School Educational Attainment by State

ages 25-64, including short-term credentials



Confidence in U.S. Higher Education

Please tell me how much confidence you, yourself, have in higher education -- a great deal, quite a lot, some or very little?



"None" is a volunteered response. No opinion percentages are not shown.

GALLUP^{*}





Introduction

Summary

State Credentials of Value

Education Types

Demographics

Detailed Race/Ethnicity





Introducing the Credentials of Value Goal

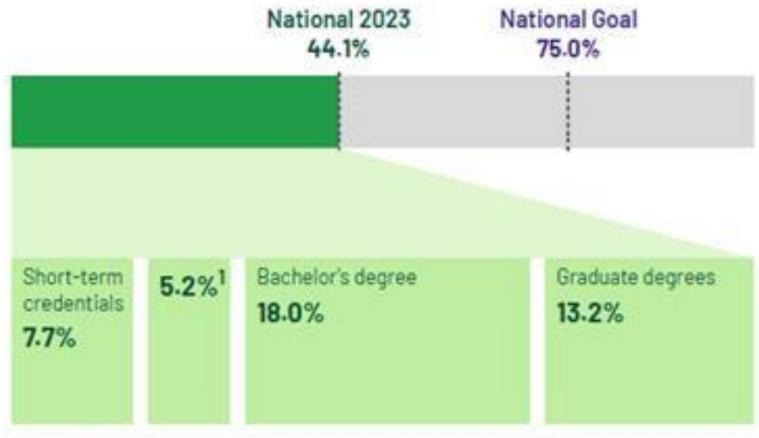
Lumina is reimagining how we think about education attainment. As we strive to increase post-high school attainment, Lumina is equally committed to ensuring that the degrees and other credentials earned provide real value to individuals, equipping them with the knowledge and opportunities they need for long-term success.

That's why we are launching a new credentials of value goal and framework that connects education attainment with economic value. As we spearhead these new data sources and methodologies, we will add more measures to this tool.

By 2040, 75 percent of adults in the U.S. labor force will have college degrees or other credentials of value leading to economic prosperity.

Credentials of Value Share in the United States

Among 139.0m people ages 25-64 in the labor force



Associate degree: 5.2%

Measured as the share of the labor force with a post-high school degree, certification, or certificate and are making at least 15% more than the national median annual salary of a high school graduate

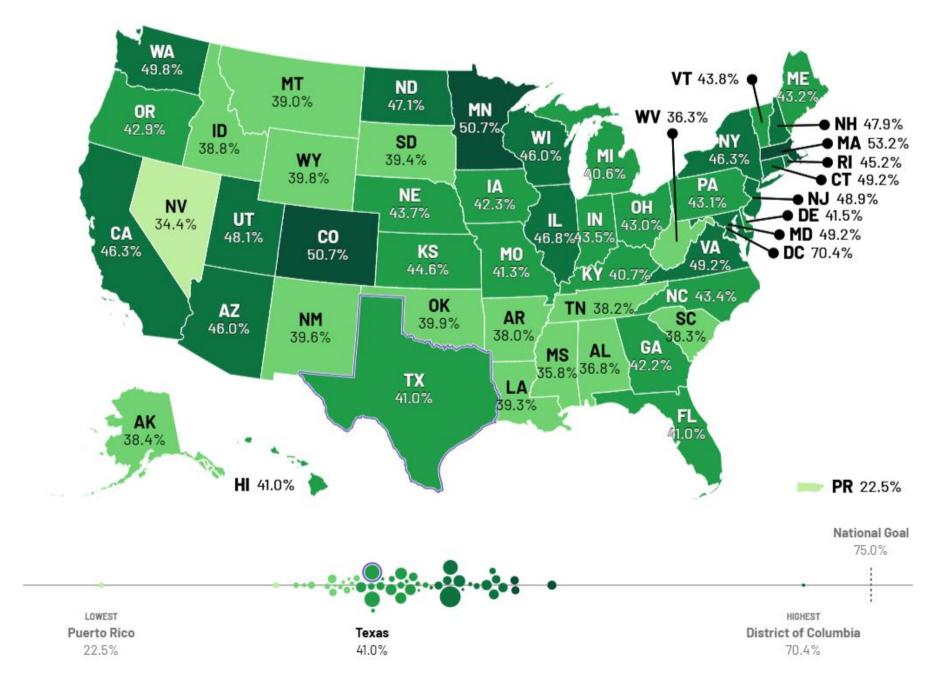
I FARN MORE AROUT THE METHODOLOGY →



State Credentials of Value

2023 Share with Post-High School Credential and Earning At or Above Benchmark

ages 25-64 among the labor force, including short-term credentials; benchmark reflects 15% more than the national median annual salary/wage of a high school graduate





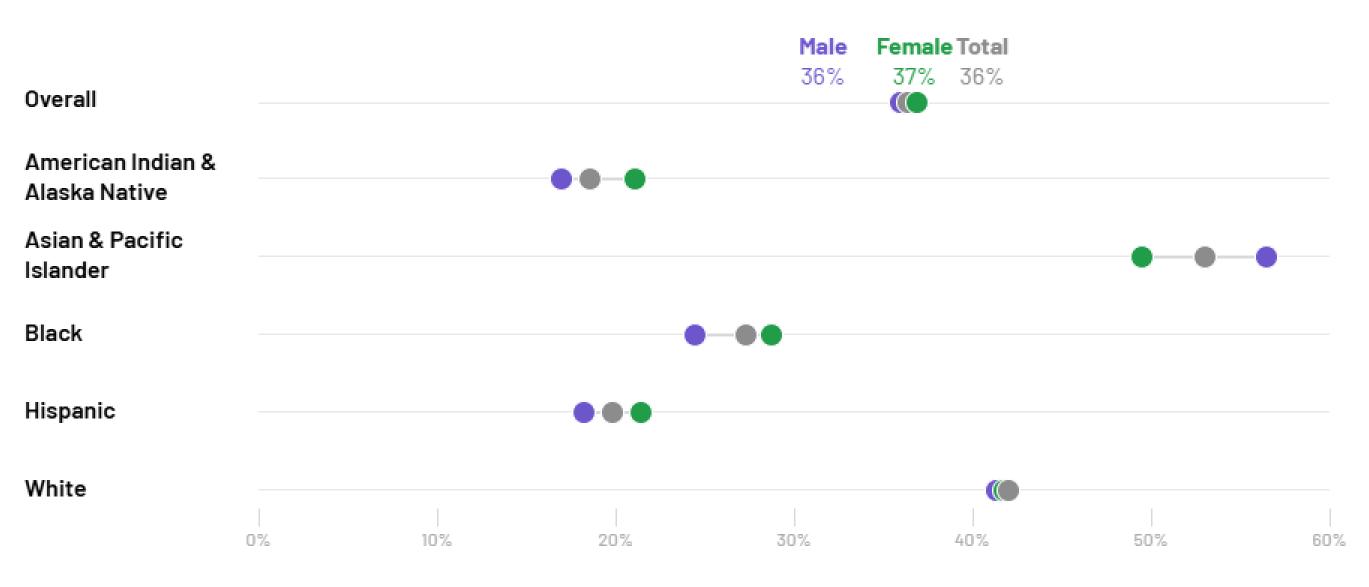




Detailed Race/Ethnicity

Share of People Earning At or Above Benchmark in the United States, by Race/Ethnicity Group and Gender

2021-2023 three-year estimates, ages 25-64 among the labor force with a degree (excluding short-term credentials); benchmark reflects 15% more than the national median annual salary/wage of a high school graduate



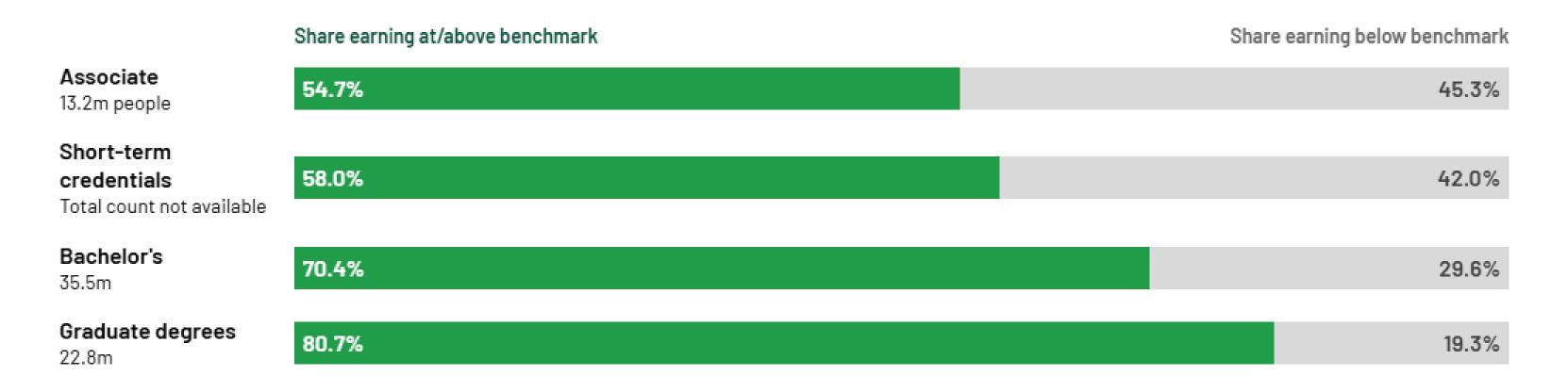
Note: Overall data and total race/ethnicity data uses 2023 one-year estimates. Subgroup data not available for Black or White race/ethnicity groups. Gender data for the Asian race/ethnicity group excludes Native Hawaiian or Other Pacific Islander. Certificate/certification data not available at the race/ethnicity level.



Education Types

2023 Share of People Earning At or Above Benchmark in the United States, within Credential Type

ages 25-64 among the labor force; benchmark reflects 15% more than the national median annual salary/wage of a high school graduate



Note: Short-term credential counts not available.





State Innovations Towards College and Career Readiness

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President, Utah Foundation

GABE GRANTHAM

Policy Advisor, Texas 2036

KERMIT KALEBA

Strategy Director, Credentials of Value, Lumina Foundation

STEVE OSBORN

State Strategy and Student Opportunity Officer, R.I. Dept. of Education

STEPHANIE WELLS

President, Indiana Fiscal Policy Institute



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Policy & Research Associate, Civic Federation

BRIAN DANIELS

Director, Rhode Island Office of Management and Budget

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Director of External Relations, The Sycamore Institute

LAUREN GREENE

Vice President, New Harbor Group

DAN MCGOWAN

Columnist, The Boston Globe

JANINE WEISMAN

Editor-in-Chief, Rhode Island Current