



MLDS CENTER

Maryland Longitudinal
Data System

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The Relative Labor and Postsecondary Value Non- traditional High School Exits



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<https://mldscenter.maryland.gov/>

Background and RQ

- Persisting non-graduates (Uretsky & Henneberger & Wooley, 2016)
 - The relative benefits of on-time graduation are known (Rumberger, 2011; Uretsky, 2019)
 - Questions remain about the relative value of the remaining options (Uretsky & Henneberger, 2020)
 - e.g. GED, non-completers, and late graduates

Research Question: To what extent does the type and timing of high school completion relate to the odds of a student

- (1) participating in the labor market
- (2) enrolling in and
- (3) graduating from postsecondary

10 years after entering their first-freshman year of high school?

Methods

- Series of 3 Multilevel Regressions with Logit Links
 - Work participation
 - Postsecondary participation
 - Postsecondary completion
- Statewide K-12, post-secondary, & workforce data
 - De-identified individual level data (2008-2019)
 - First-time high school freshmen in (2009-2010 School Year)
- Limitations
 - Workforce data does not include informal/contract, federal, and out-of-state work.

Results

1. Labor participation (years 8-10)

- Early workers ↑
- On-time grads ↓ non-completers ↓
- GED and late grads =

2. College Enrollment (by year 10)

- Early workers ↑
- On-time grads ↑ non-completers ↓
- GED and late grads =

3. College Graduation (by year 10)

- Early workers ↓
- On-time grads ↑ non-completers ↓
- GED and late grads =

Policy Implications

- Relative values of non-traditional pathways
 - GED has clear sustained benefits over non-completion
 - GED and late diploma may be equally beneficial to labor and postsecondary outcomes
 - Some indication that late graduates were on track to outpace GED earners in wages
- Adolescent labor participation may promote college enrollment, and later labor participation
 - Some risk to postsecondary completion
 - Need to explore interactions with HS exit type and subgroup effects