



# **Economic Impact of Emily Griffith Technical College**

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Final Report

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# **Economic Impact of Emily Griffith Technical College**

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## Background

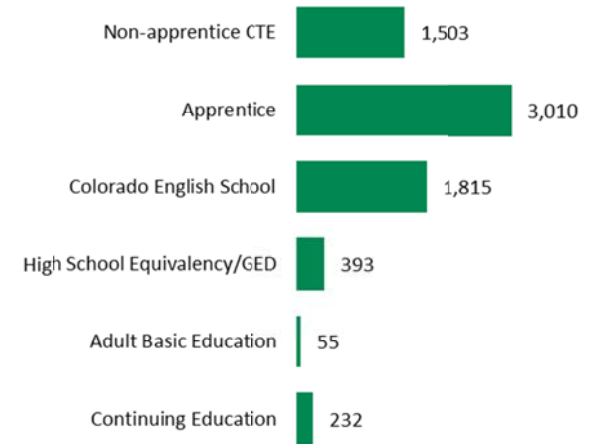
Emily Griffith Technical College (EGTC), formerly Emily Griffith Opportunity School, was founded in 1916, “for all who wish to learn.” The nation’s first technical college, EGTC remains one of the most diverse, affordable and successful vocational learning opportunities in Colorado. The public technical college serves around 7,000 students per year. Current students represent 94 different countries and speak 72 different languages. It boasts one of the lowest post-secondary tuitions—all students leave debt-free—and one of the highest completion, placement and licensure rates among peer institutions.

EGTC offers Career and Technical Education (CTE) through the College of Health Sciences and Administration, the College of Creative Arts and Design and the College of Trades, Industry and Professional Studies. EGTC also has an Apprenticeship Training Division and opportunities to earn continuing education credits in a variety of fields. EGTC also offers pre-college programs such as high school equivalency and GED classes, Adult Basic Education (ABE), and the Colorado English School. Figure 1 displays the number of students by program for the 2014-15 academic year.

This report—commissioned by the Emily Griffith Foundation and produced by BBC Research & Consulting (BBC)—analyzes the current economic and social impact of EGTC on the Denver region, as measured by student earnings gains. The report begins with a brief discussion of the returns on education in general, as documented in prevailing research and the U.S. Census Bureau’s American Community Survey (ACS).

**Figure 1.  
EGTC Students  
by Program,  
2014-15**

Source:  
Emily Griffith Technical  
College and BBC  
Research & Consulting.



## Economic Returns on Education

Education is both a personal investment and a social investment as it provides well-documented benefits both to the individuals receiving the education and to society as a whole. For an individual, increased education typically results in higher earning capacity and a reduced risk of unemployment. Education can also provide individuals (and their children) with non-monetary benefits including positive impacts to health, cognitive and social development (for children) and even job satisfaction. From a social investment perspective the benefits of education are typically quantified in terms of the connection to economic development but links to non-monetary benefits have also been well documented in the prevailing literature. These non-monetary social benefits include fewer inequalities in the distribution of wealth, reduced dependency on social programs, increased civic,

volunteer and charity engagement, reductions in crime and greater stability of social structures.<sup>1</sup>

A number of studies quantify wage and income differences based on educational attainment, though literature focused on vocational and technical education is more limited. According to ACS data for the Denver metro area, workers gain \$9,222 in annual earnings with a high school degree (or GED) and another \$6,242 in annual earnings with some college or an associate’s degree (including vocational/technical education).<sup>2</sup>

Over a worker’s lifetime those gains compound as higher wages lead to greater opportunities for wage growth over time. In order to illustrate earnings differences among workers with various levels of educational attainment, the U.S. Census Bureau developed the Synthetic Work-Life Earnings estimate which calculates the amount of money a person might expect to make over the course of a career.<sup>3</sup>

Figure 2 displays median annual earnings and simulated lifetime earnings by educational attainment for a Denver metro worker, based on Census Bureau methodology. As illustrated in the figure, moving from no high school degree to a degree or equivalency yields lifetime earnings gains of about \$381,000. Attaining some

post-secondary education (e.g., post-secondary certificate program, associate’s degree, or some college) adds another \$307,000 in lifetime earnings.

**Figure 2.**  
**Income and Simulated Lifetime Earnings by Educational Attainment, Denver Metro Area**

Educational Attainment	Median Annual Earnings	Synthetic Work-Life Earnings
Less than high school graduate	\$21,997	\$904,240
High school graduate (includes GED)	\$31,219	\$1,284,835
Some college or associate's degree	\$37,461	\$1,592,135
<i>Gains with a high school degree or GED</i>	<i>\$9,222</i>	<i>\$380,595</i>
<i>Gains with some coll./associate's degree</i>	<i>\$6,242</i>	<i>\$307,300</i>

Note: Synthetic work-life earnings follow the Census Bureau’s methodology of calculating expected earnings over a 40-year time period for the population aged 25–64 based on median annual earnings from a single point in time for eight 5-year age groups and multiplied by five.

Source: U.S. Census Bureau 2014 ACS and BBC Research & Consulting.

Studies that quantify economic impact or returns on education for specific institutions vary widely in the methodologies used, though the most common approach is to measure increased earning capacity in the labor market.<sup>4</sup> This is the approach employed for EGTC in the following analysis.<sup>5</sup>

<sup>1</sup> Vila, Luis. *The Outcomes of Investment in Education and People’s Well-being*. European Journal of Education, Vol 40, No. 1, 2005.

<sup>2</sup> Source: 2010-2014 5-year ACS. The Denver metro area includes Adams, Arapahoe, Broomfield, Clear Creek, Denver, Douglas, Elbert, Gilpin, Jefferson and Park counties.

<sup>3</sup> <https://www.census.gov/prod/2012pubs/acsbr11-04.pdf>

<sup>4</sup> Vila, Luis. *The Outcomes of Investment in Education and People’s Well-being*. European Journal of Education, Vol 40, No. 1, 2005.

<sup>5</sup> It should be noted that different institutions have varying data collection processes, offer different levels of service and different training and educational programs. Impact

## Economic Returns of EGTC

Over the past few academic years, EGTC has served an average of about 7,000 students per year. Of these, on average, 1,600 are enrolled in non-apprentice CTE courses, 2,700 in the apprenticeship program and 2,700 in pre-college courses (ESL and GED) or continuing education. BBC evaluated the economic impact of these educational pathways separately. The impact is measured through 1) The income gains of students completing EGTC courses and 2) The associated secondary impacts of those income gains (e.g., increased consumer spending and induced economic stimulation).

The analysis indicates that EGTC coursework resulted in **\$42.5 million** in increased student earnings for the 2014-15 graduating cohort, generating a total annual economic and human capital impact of **\$62.3 million** on the Denver region.

Over the course of ten years, that impact is compounded by additional graduates along with the previous graduates remaining in the Denver workforce. BBC estimates the total economic and human capital impact of EGTC on the Denver region's economy between 2006 and 2016 to be **\$2.2 billion**.

A detailed description of BBC's analysis and methodology and EGTC's long-term impact follows.

**Methodology and analysis.** BBC calculated earnings gains by program by year, aggregated those results and then calculated the compounding impact over time assuming graduates remain in the Denver region's workforce. BBC's methodology is explained for each educational pathway, using the 2014-15 academic year as an example.

**Non-apprentice CTE.** EGTC tracks placement (i.e., employment) through an annual survey of former students which asks all graduates from the previous year whether they are currently employed in their field of interest, if so where and if not, why not. Overall, EGTC maintains exceptionally high placement rates (78% for the 2014-15 academic year). The placement rate does not capture students who graduate from EGTC and continue their education through other programs or are otherwise not seeking related employment due to family obligations and/or military service. Even so, those students have completed an EGTC program and have been equipped by EGTC to capitalize on increased earning potential should they so choose. In other words, those graduates represent an increase in human capital and earning potential created by EGTC—even if those students may not have actualized their increased earning potential. For this analysis, BBC considers those graduates to be “equipped” for an increase in earnings.

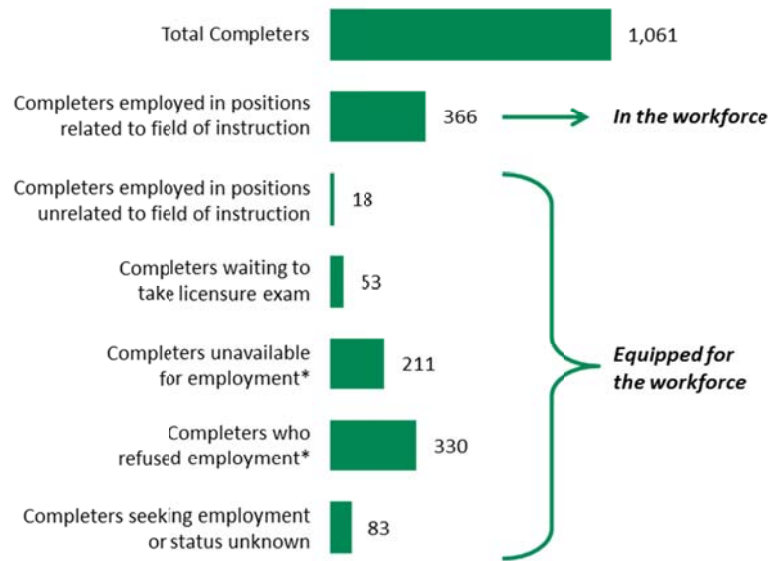
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studies are typically crafted uniquely for the institution of concern and as such, other similar studies may not be directly applicable to this analysis.

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Figure 3 displays the breakdown of student outcomes for all non-apprentice CTE programs collectively for the most recent academic year.

**Figure 3.**  
**Non-Apprentice CTE Student Outcomes, 2014-15**



Note: \*Completers unavailable for employment and Completers who refused employment include graduates who are continuing to pursue educational opportunities in other EGTC or non-EGTC programs as well as those who are not seeking employment due to military service or family obligations.

Source: Emily Griffith Technical College and BBC Research & Consulting.

Based on the outcomes above, BBC estimated the realized and potential earnings gains of all students completing EGTC non-apprentice CTE programs. Earnings gains are measured for each graduate based on the median wage in their field of training and

then compared to a baseline of minimum wage. According to EGTC student application records, the vast majority of students enter EGTC with household incomes below a full-time minimum wage equivalent; however the study team uses a minimum wage comparison to conservatively estimate the long-term potential gains for workers.

After calculating earnings gains for each student, BBC aggregated the total annual earnings by program and year. The process and results of that analysis for the most recent academic year (2014-15) are illustrated in Figure 4, on page 6.

The total annual earnings gain among non-apprentice CTE graduates that were actively placed in their related field after graduation was \$7.1 million. The total annual earnings gain of graduates still in the pipeline was \$10.6 million. Thus the combined realized and potential annual earnings gain among the non-apprentice CTE graduates in 2014-15 was \$17.7 million.

**Apprentice program.** BBC used a similar methodology to calculate earnings gains among the apprenticeship program participants: the study team compared median earnings in the field of training for each apprentice program to minimum wage earnings. One key difference in the apprenticeship program is that by nature of the program, all enrolled apprentices are working in the industry while completing their training. This means the placement rate is effectively 100 percent upon graduation but also that apprentices are earning a real wage throughout their training. Typically the training wage is above minimum wage but below a journeyman (apprentice graduate) wage.

In order to capture the full economic benefit of the program BBC evaluated the earnings gains not only of those graduating from the program each year but also of those still enrolled in the program who are earning a wage above minimum wage.

In 2014-15, the 253 apprentice graduates could be expected to collectively earn about \$12.2 million in journeyman wages—nearly \$8 million above minimum wage. The 2,757 apprentices still in the program collectively earned \$58.9 million annually, or \$12.9 million above their minimum wage earning potential. The combined annual earnings gain (net of minimum wage) among apprentice graduates and enrolled participants was \$20.8 million.

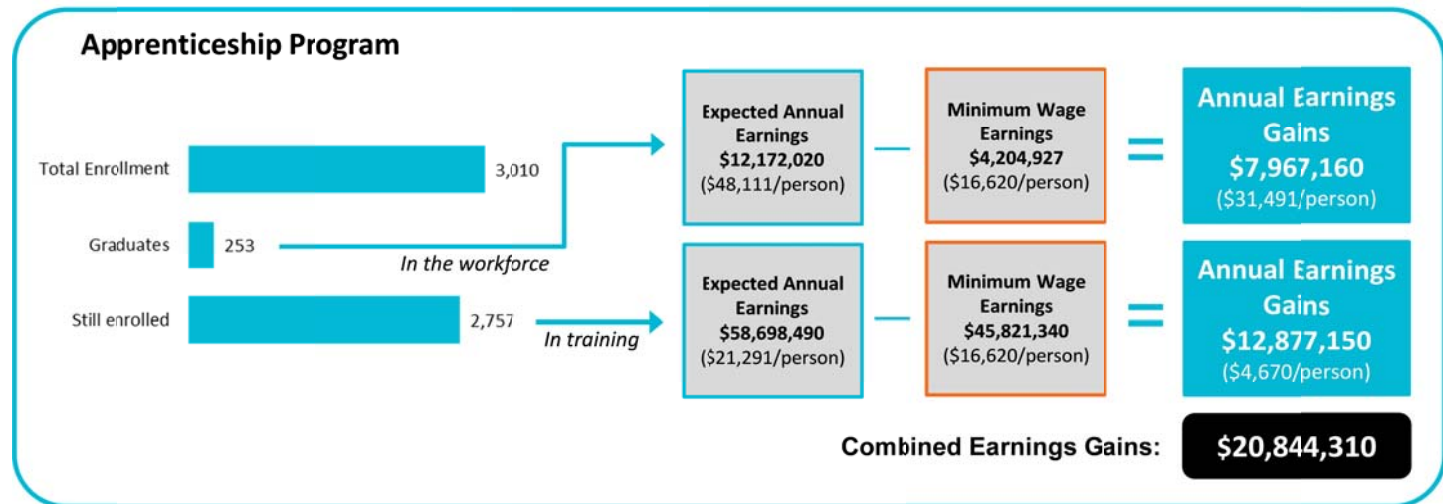
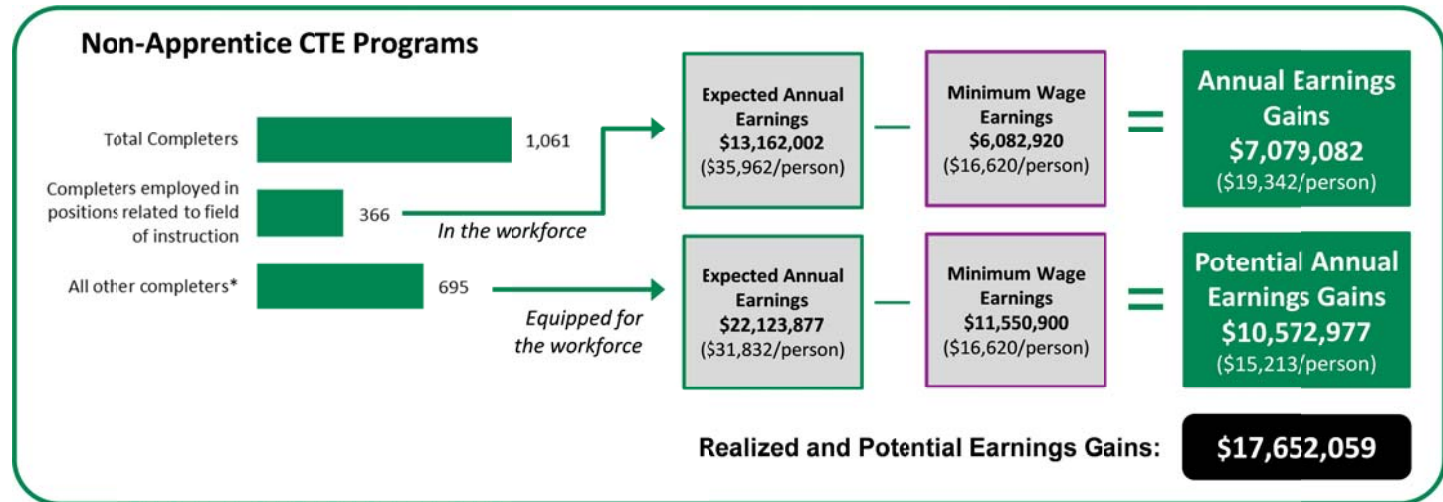
**Earnings gains of CTE students.** Figure 4 displays the analysis and results for the most recent academic year for both non-apprentice CTE students and those in the apprentice program. As shown, the realized and potential annual earnings gains for non-apprentice students exceed \$17 million. The annual gains for apprentice students exceed \$20 million.

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**Figure 4.**  
Annual Earnings Gains of CTE Students, 2014-15

Note:  
\*All other completers includes those waiting to take licensure exam, employed in other fields, continuing education in other programs, not seeking employment due to military service or family obligations and those seeking employment or status unknown.

Source:  
BBC Research & Consulting.



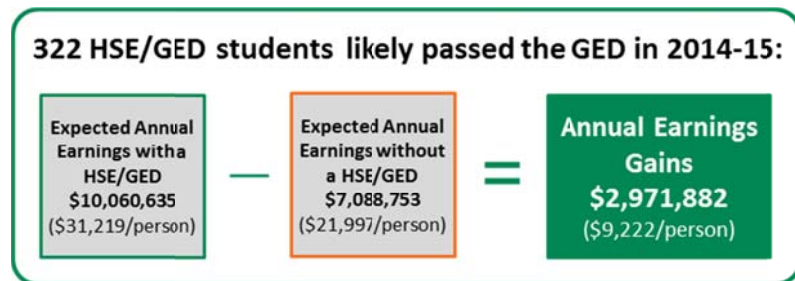
**Pre-college programs.** Outcomes and placement of graduates of the pre-college programs are not tracked in the same way as CTE programs. As such, the impact methodology is slightly different, as

described below. Pre-college programs include Adult Basic Education (ABE), High School Equivalency (HSE/GED), English as a Second Language (ESL) and Continuing Education (CE).

For the HSE/GED program, BBC evaluated completion of HSE/GED prep courses and the proportion of those completers that were likely to pass the GED test. EGTC does not track whether all course completers take and pass the GED; however, it does track the pass rate of all who take a GED test on-site at EGTC. BBC used this pass rate (82% in 2014-15) as a proxy for the pass rate of EGTC HSE/GED students. For 2014-15 this yields an estimate of 322 students who are likely to have passed and received their GED.

BBC then estimated earnings gains for those students by comparing the region’s average earnings of those with a high school degree or equivalent (\$31,219) to the average earnings among Denver residents with less than a high school degree (\$21,997). Results are shown in Figure 5: the collective annual earnings gain for GED students is approximately \$3 million.

**Figure 5. Earnings Gains of HSE/GED, 2014-15**



Source: Emily Griffith Technical College, 2014 ACS and BBC Research & Consulting.

For English Language School students, earnings gains were based on language acquisition level progression within EGTC and the ACS-reported regional median for earnings differences across varying levels of English language proficiency.

In the 2014-15 academic year, 1,768 students were enrolled in EGTC’s English Language School—782 in the Pre Academic Career & Technical (PACT) program and 986 in the Career Readiness English as a Second Language (CRESL) program. Of those, 296 improved their English enough to advance to a higher level within the EGTC English language acquisition curriculum.<sup>6</sup>

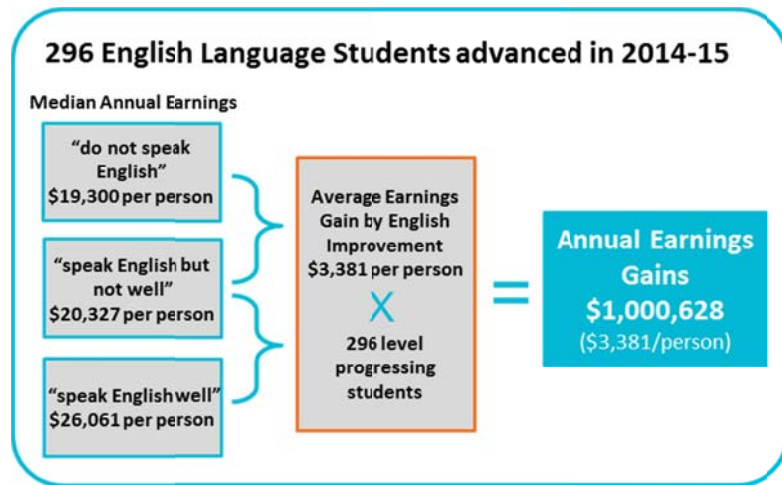
EGTC does not track earnings-related outcomes for their English Language School students, nor are data available to measure earnings gains by the EGTC curriculum level progression. Instead BBC used ACS data on earnings by English language proficiency in the Denver metro area as a proxy for potential earnings gains of EGTC level progression. The ACS uses self-reported language proficiency categories of “does not speak English,” “speaks English but not well,” “speaks English well,” and “speaks English very well.”

Figure 6 displays ACS median earnings by English language proficiency for those speaking English less than “very well” and applies the average earnings gains of language proficiency advancement to the 296 EGTC English language students who experienced a language level progression in the 2014-15 academic year.<sup>7</sup> Total annual potential earnings gains of the English School students are estimated to be \$1.0 million.

<sup>6</sup> EGTC has six program levels: Level 1 (Literacy), Level 2 (Low-Beginning ESL), Level 3 (High-Beginning ESL), Level 4 (Low-Intermediate ESL), Level 5 (High-Intermediate ESL), and Level 6 (Advanced ESL).

<sup>7</sup> It should be noted that the EGTC curriculum categories do not necessarily coincide with English proficiency levels identified in the American Community Survey. It is

**Figure 6.**  
Earnings Gains English Language Students, 2014-15



Source: Emily Griffith Technical College, 2014 ACS and BBC Research & Consulting.

EGTC continuing education classes are non-credit courses designed for both professional development and personal enrichment, and data are not available to quantify the specific economic gains directly or indirectly related to the program. While continuing education students may implement skills learned to improve their current labor productivity and advance existing careers, it is beyond the scope of this study to research and quantify that value and impact to the Denver economy.

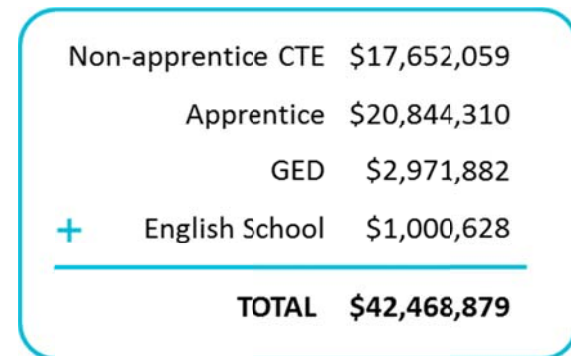
possible for an EGTC ESL student to progress a curriculum level without advancing in terms of self-reported English proficiency in the ACS.

Similarly, data are not available to examine the outcomes of ABE students. However, the majority of ABE students matriculate into the GED or CTE programs and their economic gains are likely to be counted in the HSE/GED and non-apprentice CTE program analysis as they complete those programs. In fact, the long-term income gains of ABE students that matriculate and complete a CTE program are likely to be some of the most impactful as these students enter EGTC with a lower baseline earning potential than many traditional CTE students.

**Total annual impact: earnings gains for 2014-15 cohort.** Figure 7 summarizes the earnings gains for non-apprentice CTE, apprentice, GED and English language students for the 2014-15 academic year.

As shown, the estimated total annual earnings gains for the 2014-15 cohort of EGTC graduates is **\$42.5 million**. For those graduates, the realized and potential earnings gains are likely to be maintained if not increased for each year spent in the labor force.

**Figure 7.**  
Total Annual Earnings Gains, EGTC 2014-15 Cohort



Source:  
BBC Research & Consulting.

**Impact over 10 years.** In order to understand EGTC’s recent historical impact, BBC evaluated realized and potential earnings gains among graduating cohorts over the past 10 years. Changes in data collection systems, reporting and data availability required some adjustments to the methodology for all academic years prior to 2013-14. As such, the most recent two academic years should be considered the most accurate and robust estimate of earnings gains and economic impact in the historical analysis.

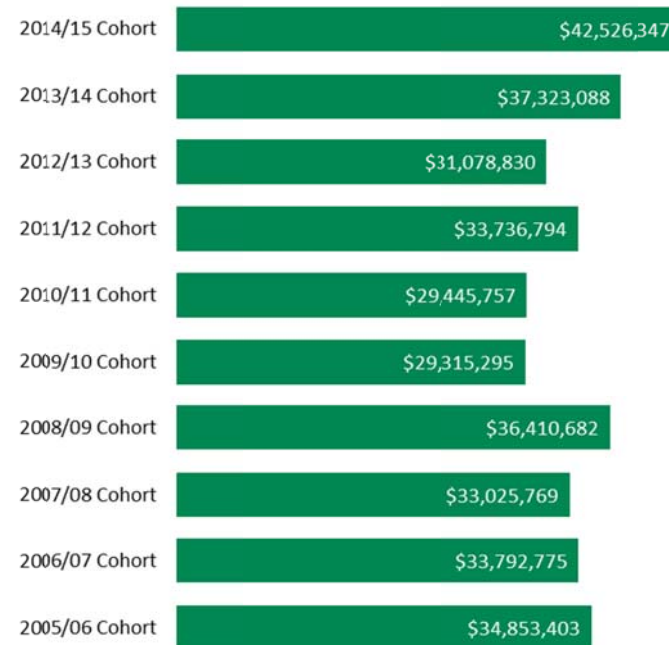
Adjustments to the methodology and data sources for prior years are summarized below:

- BBC repeated the analysis described in the previous section for each year for which completion and placement data were available (2010 through 2014). It should be noted that data collection and reporting requirements for apprentice and non-apprentice CTE students changed prior to the 2013-14 academic year. As such, data prior to 2013-14 may not be directly comparable to 2013-14 and 2014-15.
- Prior to 2010, data on student outcomes (placement and licensure rates) are not available. For years prior to 2010, BBC estimated non-apprentice CTE earnings gains by applying the average completion and placement rates from 2013-14 and 2014-15 to the historical completion data. For apprentices prior to 2010, BBC applied the graduation rates for the most representative years (2012-13 and 2013-14) to the historical completion data.
- Data on pre-college enrollment are not available prior to 2011. Pre-college earnings gains accounted for 13 percent of total student earnings gains in 2013-14 and 9 percent in

2014-15. For all years prior to 2013, the proportion of total earnings gains generated by pre-college student gains is assumed to be the weighted average of the 2013-14 and 2014-15 proportions (11% of total gains).

Using the methodological adjustments described above, Figure 8 displays the total annual estimated earnings gain for each graduating cohort between 2006 and 2015.

**Figure 8.**  
**Estimated Earnings Gains by Cohort, 2005-15**



Note: Gains are expressed net of minimum wage. All gains are adjusted for inflation.

Source: BBC Research & Consulting.

The earnings gains documented above reflect the single-year realized and potential gains for each graduating cohort. However, those gains compound as cohorts remain in the workforce over time. For example, by the end of the 2015 academic year, the 2010 cohort will have experienced five years of earnings gains, the 2011 cohort will have four years of earnings gains and so on.

Figure 9 summarizes the 10-year gains (2006-2016) of the last 10 EGTC cohorts, including their anticipated time in the workforce after graduating from their EGTC program. After accounting for time in the workforce, the 10-year earnings and human capital gains of the last decade of graduates totals \$1.8 billion.

**Figure 9.**  
**Total 10-Year Earnings Gain, 2006-2016**

	Earnings Gain per Year	Years in the Workforce	Total Gains 2006-2016
2014/15 Cohort	\$42,526,347	1	\$42,526,347
2013/14 Cohort	\$37,323,088	2	\$74,646,176
2012/13 Cohort	\$31,078,830	3	\$93,236,491
2011/12 Cohort	\$33,736,794	4	\$134,947,175
2010/11 Cohort	\$29,445,757	5	\$147,228,784
2009/10 Cohort	\$29,315,295	6	\$175,891,768
2008/09 Cohort	\$36,410,682	7	\$254,874,776
2007/08 Cohort	\$33,025,769	8	\$264,206,150
2006/07 Cohort	\$33,792,775	9	\$304,134,973
2005/06 Cohort	\$34,853,403	10	\$348,534,027
<b>Total 10-Year Earnings Gain</b>			<b>\$1,840,226,666</b>

Note: Gains are expressed net of minimum wage. All gains are adjusted for inflation.

Source: BBC Research & Consulting.

The direct earnings and capacity gains only represent a portion of the total economic impact. Those earnings circulate through the local economy as increased spending, tax revenue and economic output, which in turn generate additional jobs and labor income for other residents in the Denver region. This recirculation of money in the economy is termed a “secondary impact.” BBC estimated the secondary impacts of EGTC earnings gains through the IMPLAN Regional Input-Output Modeling System. This widely-used economic modeling software, estimates secondary economic impacts based on user-supplied direct impacts and accounts for revenue leakage from the local economy.<sup>8</sup>

According to the IMPLAN analysis, the \$1.8 billion in realized and potential earnings gains generated by EGTC over the past 10 years could generate an additional \$337 million in labor income, supporting an additional 5,410 jobs in the Denver region. The combination of the direct and secondary labor income gains total \$2.2 billion over the 10-year period.

**Figure 10.**  
**Total 10-Year Impact, 2006-2016**

Source:  
BBC Research & Consulting.

Direct Earnings Gains	\$1,840,226,666
+ Secondary Effect	\$336,771,397
<b>TOTAL 10-YR IMPACT</b>	<b>\$2,177,001,063</b>

<sup>8</sup> For more information on IMPLAN, refer to <http://implan.com>.

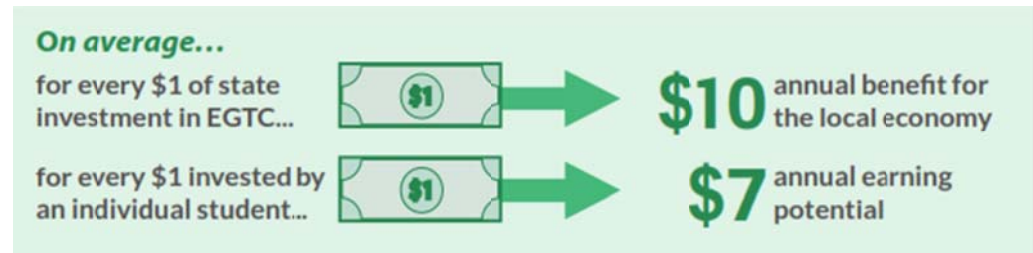
**Return on investment.** EGTC is funded through a combination of public dollars, private contributions and student tuition. EGTC has a track record of highly efficient use of revenues, maintaining lower expenses per FTE enrollment than peer institutions across all expense functions tracked by Integrated Postsecondary Education Data (IPEDS).<sup>9</sup>

From the public investment perspective, EGTC generates a positive return for individual students and also for the public at large. For example, in the 2014-15 academic year, EGTC received \$6.2 million in state funding. The combined direct and secondary impacts of EGTC in terms of earnings and human capital gains were \$62.3 million (\$42.5 million direct and \$7.8 million secondary). In other words, for each state dollar invested, EGTC generated \$10 of realized and potential labor income gains in the local economy.

For students, the return on investment in an EGTC education is particularly high as tuition rates are some of the lowest in the state and **all students leave EGTC debt free.** On average EGTC's non-apprentice CTE programs cost

about \$5,300 (including books and supplies) and require about 28 weeks of coursework. Upon completion, the average student is qualified for a career in which the median wage is \$37,920 annually—more than twice minimum wage (\$16,600 per year, assuming a 40-hour work-week). Thus, on average, every dollar invested by an individual student yields \$7 in annual earning potential.

**Figure 11.**  
**Average Annual Returns, 2014-15 Cohort**



Source: BBC Research & Consulting.

Many of EGTC's programs also provide a baseline for increasing upward mobility—the first rung on a career ladder. For example, EGTC offers a 5-week Nurse Assisting program that costs just \$670. Certification in that course can provide a springboard for becoming a licensed practical nurse, a registered nurse and other nursing and/or medical specializations, opening the door to increasing career and earning opportunity. Figure 12 highlights this example.

<sup>9</sup> National Center for Education Statistics, IPEDS Data Feedback Report 2013 and 2014.

**Figure 12.**  
**Student Career Path**  
**Example: Certified**  
**Nursing Assistant**

Source:  
 EGTC and BBC Research &  
 Consulting.

## STUDENT IMPACT

### CAREER PATH EXAMPLE

Earning a certificate in Nurse Assisting at EGTC can lead to further opportunities and greater earning potential



COST: \$540 for 5-week course  
 SALARY POTENTIAL: \$22,460 - \$36,960



COST: \$8,899 for 30-week course  
 SALARY POTENTIAL: \$36,900 - \$58,340



SALARY POTENTIAL: \$47,000 - \$79,000

**ALL STUDENTS LEAVE EGTC DEBT FREE**

Medical Clerical	Medical Assisting	Pharmacy Technician	Phlebotomy	Practical Nursing
Salary Range* \$24,520 - \$45,940	Salary Range* \$24,900 - \$43,000	Salary Range* \$24,100 - \$44,360	Salary Range* \$26,560 - \$46,340	Salary Range* \$36,900 - \$58,340

\*Salary ranges based on entry level to experienced high salary.

## Social and Community Impact of EGTC

The primary focus of this study is to quantify the economic benefit of EGTC. However, there are also a number of social and community benefits realized by EGTC students and the greater Denver region as a result of the post-secondary education provided by EGTC. Such benefits are well-documented in prevailing academic literature.<sup>10</sup>

Those studies demonstrate that an increase in educational attainment is associated with the following community benefits:

- Lower use of social programs—saving public dollars spent on social supports such as food stamps, housing subsidies and Medicaid;
- Higher levels of employer provided health insurance;
- Physical and mental health outcomes as well as self-reported health measures;
- Fiscal benefits in the form of increased tax revenue for state and local entities;
- Reduced likelihood of incarceration;

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<sup>10</sup> There are a number of studies that could be cited to support each benefit referenced in the following list; only some are included in the subsequent footnotes. For more information on additional sources and studies, the reference section of Vila's *The Outcomes of Investment in Education and People's Well-being* is a good starting point.

- Improved educational, social and health outcomes for children; and
- Greater community involvement through civic and volunteer engagement.<sup>11, 12, 13, 14</sup>

The social and community impact of EGTC across those measures is likely to be particularly pronounced considering the socioeconomics of its incoming students. Many students at EGTC are traditionally disadvantaged populations, including racial/ethnic minorities (54% of students are non-white), single parents (9% of students self-disclosed as single parents) and economically disadvantaged (8% self-disclosed as economically disadvantaged and the majority of applicants indicated household incomes below the federal poverty level).

EGTC also has a unique social impact as Colorado's official English School for refugees. Just over half of EGTC English school students in 2014-15 were refugees. In addition to providing economic

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<sup>11</sup> Mitra, Dana. *The Social and Economic Benefits of Public Education*. Pennsylvania State University. 2011. Available online at [www.elc-pa.org/wp-content/uploads/2011/06/BestInvestment\\_Full\\_Report\\_6.27.11.pdf](http://www.elc-pa.org/wp-content/uploads/2011/06/BestInvestment_Full_Report_6.27.11.pdf)

<sup>12</sup> Key Facts about Higher Education in Washington, 2012. Available online at [www.wsac.wa.gov/sites/default/files/KF2012ChapterVI.pdf](http://www.wsac.wa.gov/sites/default/files/KF2012ChapterVI.pdf)

<sup>13</sup> Kober, Nancy. *Why We Still Need Public Schools: Public Education for the Common good*. Center on Education Policy. 2007. Available online at [www.cep-dc.org/cfcontent\\_file.cfm?Attachment=Kober\\_Report\\_WhyWeStillNeedPublicSchools\\_010107.pdf](http://www.cep-dc.org/cfcontent_file.cfm?Attachment=Kober_Report_WhyWeStillNeedPublicSchools_010107.pdf)

<sup>14</sup> Vila, Luis. *The Outcomes of Investment in Education and People's Well-being*. European Journal of Education, Vol 40, No. 1, 2005.

benefit for refugees, English language acquisition is a critical component of social integration. A recent longitudinal study of Colorado refugees documented significant and positive correlations between language acquisition and a number of community and social benefits including:

- Health and physical well-being;
- Social bonding;
- Safety and stability;
- Civic engagement;
- Education and training; and
- Improved employment and economic self-sufficiency.<sup>15</sup>

In conclusion, the impact of EGTC—from both an economic and social perspective—is a significant contributor to increasing opportunity in the Denver region.

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<sup>15</sup> <https://cbsdenver.files.wordpress.com/2016/03/rise-year-5-report-feb-2016.pdf>

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