

**why is education**  
**important to**  
**Connecticut's**  
**future?**

**37**

**reasons to**  
**get involved.**

<b>1</b>	<b>On average, 41 percent of students nationwide take 8th grade algebra, algebra 2 or geometry, considered among "gateway" courses on the path to college. In Connecticut it's 44 percent of 8th graders, but for the nation's top five states the median is 56 percent.</b>	American Diploma Project Network, January 2008
<b>2</b>	<b>Adults 18 and older with a master's, professional or doctoral degree earned an average of \$79,946, while those with less than a high school diploma earned about \$19,915. The tables also showed adults with a bachelor's degree earned an average of \$54,689 in 2005, while those with a high school diploma earned \$29,448</b>	U.S. Census Bureau, March 2007
<b>3</b>	<b>For every 100 public high school ninth-graders nationally, only 69 will graduate from high school four years later, only 39 will enter college the fall after they graduate, only 27 will return to their college for sophomore year and only 18 of those original 100 will earn associate degrees within three years of enrolling in college or bachelor's degrees within six years of enrolling. New England does a little better, but not well enough to meet the challenges of the new global economy.</b>	Connection, New England Board of Higher Education, Spring 2007
<b>4</b>	<b>In 2006, Less than 50 percent (46.3%) of tenth graders met Goal in Mathematics; this was also true for Science (44.6%) and Reading Across the Disciplines (46.5%).</b>	CT State Department of Education, CT Education Data & Research, (CEDAR) 2006
<b>5</b>	<b>Nearly two-thirds of employers ranked reading comprehension as "very important" for high school graduates, yet 38 percent consider most high school graduates deficient in this basic skill.</b>	Achieve Inc., April 2007
<b>6</b>	<b>By 2020, nearly half of the 25-29 year olds in Connecticut will be minorities.</b>	New England 2020, June 2006
<b>7</b>	<b>75 percent of students raised in high income families* receive at least a bachelor's degree by age 24. For students growing up in low income families, fewer than 9 percent earn a bachelor's degree by age 24.</b>	Promise Abandoned, The Education Trust, August 2006 (*top quartile)
<b>8</b>	<b>U.S. high school students place 17<sup>th</sup> in science and 24<sup>th</sup> in math among industrialized nations.</b>	Achieve Inc., April 2007
<b>9</b>	<b>In Connecticut each year, 13,000 students drop out of high school. And 8 percent of the state's strongest academic students do not continue on to higher education.</b>	Next Steps: The Role of Education in Preparing for Quality Work Force, January 2008
<b>10</b>	<b>Forecasts predict that the number of young people with bachelor's degrees in Connecticut will shrink by more than 4% between 1993 and 2020, even as the percentage of jobs requiring a college degree continues to grow rapidly.</b>	New England 2020, June 2006
<b>11</b>	<b>By 2020, more than a quarter of Connecticut's working-age population will be composed of minority populations.</b>	New England 2020, June 2006
<b>12</b>	<b>Jobs requiring higher education will grow by 22 percent between 2002 and 2012 - nearly double the rate of non-college jobs.</b>	Bureau of Labor Statistics

<b>13</b>	<b>In 1993, less than half of all four-year graduates had student loans. Today, nearly two-thirds graduate with debt.</b>	Demos, Congressional Testimony, January 2007
<b>14</b>	<b>Long-term job growth in Connecticut's private sector has been basically flat since 1988, when seasonally-adjusted non-government employment peaked at 1.5 million. As of August 2007, that figure was 1,453,000 -about 47,000 below its historic high.</b>	Connecticut Economic Resource Center, Inc. - November 2007
<b>15</b>	<b>African Americans between the ages of 25 and 29 attain bachelor's degrees at nearly one-half - and Latinos at one-third - the rate of Whites.</b>	Promise Abandoned, The Education Trust, August 2006
<b>16</b>	<b>Only 24 percent of high school graduates say they were significantly challenged in high school.</b>	Achieve Inc., April 2007
<b>17</b>	<b>Nearly 30 percent of college freshmen must enroll in at least one remedial course because they are not prepared for college-level work in a particular subject.</b>	Achieve Inc., April 2007
<b>18</b>	<b>Connecticut lost 85,000 40-64 year olds between 1990 and 2000 - a staggering figure nearly equivalent to the population of Waterbury.</b>	New England 2020, June 2006
<b>19</b>	<b>Connecticut now ranks 44<sup>th</sup> among the states in the growth of technology capability and 40<sup>th</sup> in the growth of human capital, a critical component to the amount of output an economy produces.</b>	Benchmarking Connecticut 2007, Connecticut Economic Resource Center, 2008
<b>20</b>	<b>It is clear that Connecticut could be doing better, especially in the areas of university and federal R&amp;D as well as small business formation... Colorado, Maryland, Massachusetts, New Jersey and Virginia stand out.</b>	Benchmarking Connecticut 2007, Connecticut Economic Resource Council, 2008
<b>21</b>	<b>As recently as 2000, two-thirds of Americans believe that there were many ways to succeed without going to college. Today, less than half of Americans believe one can succeed without a college degree.</b>	Achieve Inc., April 2007
<b>22</b>	<b>Over the past 10 years, Connecticut ranks 13<sup>th</sup> among the 50 states in the percentage increase of state tax dollars allocated to higher education operating expenses. Between FY2007 and FY2008, however, Connecticut ranked 30<sup>th</sup>.</b>	Grapevine, Center for the Study of Education Policy, 2008
<b>23</b>	<b>Other developed nations now produce more college graduates per capita - the U.S. ranks 12<sup>th</sup> - while China and India, because of their sheer size, turn out graduates in greater numbers.</b>	Governing, September 2007
<b>24</b>	<b>Out of every 100 American ninth graders, only 40 will enter college right out of high school, and just 18 of those will graduate by their 25<sup>th</sup> birthdays.</b>	Governing, September 2007
<b>25</b>	<b>Among full-time year-round workers between the ages of 25 and 34, white, black and Hispanic four-year college graduates earn an average of about 60% more than high school graduates in the same demographic groups. The earnings premium for Asian Americans is even higher, at about 80%.</b>	Solutionsforour future.org

<b>26</b>	<b>College instructors estimate that more than 4 in 10 high school graduates are not ready for college courses. Employers estimate that 45 percent of high school graduates do not have the skills to advance beyond entry-level jobs.</b>	Achieve Inc., American Diploma Project, 2005
<b>27</b>	<b>Connecticut loses 20.2% of students who start college in-state to out-of-state colleges while gaining back 15.9 percent of those initially starting out-of-state for college.</b>	Next Steps: The Role of Education in Preparing for Quality Work Force, January 2008
<b>28</b>	<b>Financial barriers prevent 48 percent of college-qualified high school graduates from low-income families from attending a four-year college and 22 percent from attending any college at all. The percentages are similar for students in moderate-income families.</b>	Advisory Committee on Student Financial Assistance
<b>29</b>	<b>In America today, two out of three undergraduates leave school with, on average, \$19,300 in student loan debt. And one quarter of graduates have more than \$25,000 in student loan debt. (For students attending public universities, the average is \$17,250 – a figure that has more than doubled in the past decade.) Even community college students rely on loans to help pay for tuition, taking out, on average, \$8,700 in student loans.</b>	Demos, Congressional Testimony, January 2007
<b>30</b>	<b>Industry identified their growing concern about being able to find qualified workers to maintain future competitiveness. What's more, the need for skilled workers for current open positions is acute. This could be Connecticut's most significant economic challenge.</b>	Connecticut Business & Industry Association, 2006
<b>31</b>	<b>Connecticut ranked 42<sup>nd</sup> last year among the 50 states in appropriations of state tax funds for operating expenses of higher education, based on personal income.</b>	Grapevine, Center for the Study of Education Policy, 2008
<b>32</b>	<b>There has been no change in the math scores of U.S. high school students since 2003, while students in other nations, such as Poland and Estonia, improved enough to leapfrog ahead of U.S. students.</b>	Program of International Student Assessment, December 2007
<b>33</b>	<b>Looking back, more than 70 percent of high school graduates who did not go on to college, and more than 60 percent of those who did, say they would have taken more challenging courses in high school.</b>	Achieve Inc., American Diploma Project, 2005
<b>34</b>	<b>Students who complete Algebra II are more than twice as likely to graduate from college compared to students with less mathematical preparation.</b>	National Mathematics Advisory Panel, March 2008
<b>35</b>	<b>A world-class workforce will require placing high focus on developing pre-K through 16 educational objectives, involving players simultaneously from education, government and the private sector, and developing specific demographic-economic policies.</b>	Next Steps: The Role of Education in Preparing for Quality Work Force, January 2008
<b>36</b>	<b>The proportion of Connecticut workers over the age of 55 is the 7<sup>th</sup> highest in the nation.</b>	Connecticut Voices for Children, 2006
<b>37</b>	<b>From 1990 to 2005, Connecticut's population aged 18 to 34 fell by 211,000 or nearly 23 percent, while nationally this cohort remained essentially the same.</b>	Connecticut Office of Workforce Competitiveness, 2007

