

Commission for the Advancement of 21st Century Skills and Careers

(P-20 Commission)

QUICK FACTS

Summary of Important Data from April 28, 2009 Briefing Document

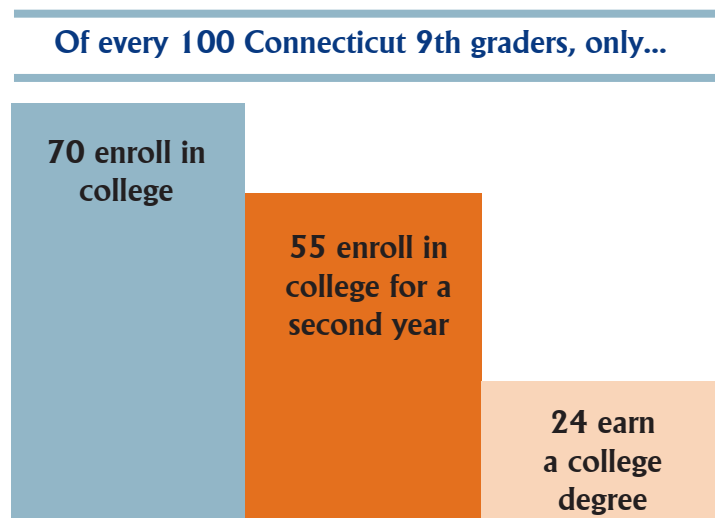
The knowledge and skills of our residents are among the most important drivers of Connecticut's economic success. In 2000, the top states ranked by educational attainment also led the nation in per capita income -- with Connecticut heading the list. Since then, Connecticut has lost its lead in educational attainment. And worse may be yet to come: our falling competitive ranking could well be coupled with a significant drop in the absolute number of college-educated residents. Fortunately, however, Connecticut has a track record of improving the education level and competitiveness of our citizens.

Educational Attainment and the Economy

- 34.7% of Connecticut's adults have a four-year degree, up from 27.2% in 1990. Despite the rise, Connecticut's ranking fell from first to fourth behind Massachusetts, Colorado and Maryland.
- The New England 2020 report forecasts a 3% decline in Connecticut's 25-30 year old population holding a baccalaureate degree or higher. For the first time in 50 years, we will not replace our retirees with a more educated workforce.
- Earning a degree raises individual earning power. People with a bachelor's degree earn an average \$50,900 a year, while those with only a high school diploma earn \$31,500 a year, and those who drop out of high school earn \$23,400 a year.
- The Alliance for Excellent Education estimates that, in Connecticut, the lost lifetime earnings from the class of 2008 who dropped out of high school will amount to nearly \$2.5 billion.
- According to the National Center for Higher Education Management Systems, if Connecticut's Hispanic, black, and Native American students achieved at the same levels of education as white students by 2020, Connecticut's aggregate personal income would increase by \$4.3 billion.

How Well Educated are Connecticut Citizens?

- Connecticut's education system performs well by several measures, and especially for the most talented of our students.
- However, fewer than 1 in 4 of Connecticut's current 9th graders will go on to earn a college degree.



- Performance on the Connecticut Academic Performance Test (CAPT) in 2007 by public school 10th graders reveals that fewer than half of them meet state goals for English, mathematics and science, and the gap is especially severe for minority and lower-income students.
- Approximately 3 out of 5 high school graduates remain in-state, with 19% of them attending a community college and 20% going to a Connecticut State University or the University of Connecticut.
 - At UConn, 71% graduate within six years.
 - At the Connecticut State University System, 38-46% graduate within six years.
 - At the state's community colleges, 7-24% graduate within three years
- According to national data in the Diploma to Nowhere report, 29% of entering four-year students and 43% of entering two-year students need some form of math, science or English remediation. Students enrolling in remedial courses are much more likely to drop out of college.
 - Connecticut's community college system estimates that 80% of its entering students test as needing one or more courses in developmental math or English.

The Opportunity

- Connecticut's P-20 Commission was established by Governor Rell's Executive Order on January 13, 2009. Its purpose is to support collaboration among four systems (early childhood, K-12, higher education, and workforce training) to maximize the number of skilled people in our state with a meaningful postsecondary degree or other credential.
- The Commission will:
 - Develop a public policy framework for state leaders that increases collaboration across the systems at their current and potential points of intersection;
 - Explore how the systems can work more effectively together to deliver services; and
 - Realign existing activities and operations to make the education pipeline more responsive to the diverse needs of students.
- Areas of focus the P-20 Commission might consider include:
 - Ensuring that students see a clear pathway for themselves from middle and high school to college and careers.
 - Training a new generation of teachers and providing professional development to current teachers that ensure students will learn the content and skills they need to succeed.
 - Building longitudinal data systems to monitor progress.