

As America Becomes More Diverse: The Impact of State Higher Education Inequality

Connecticut State Profile

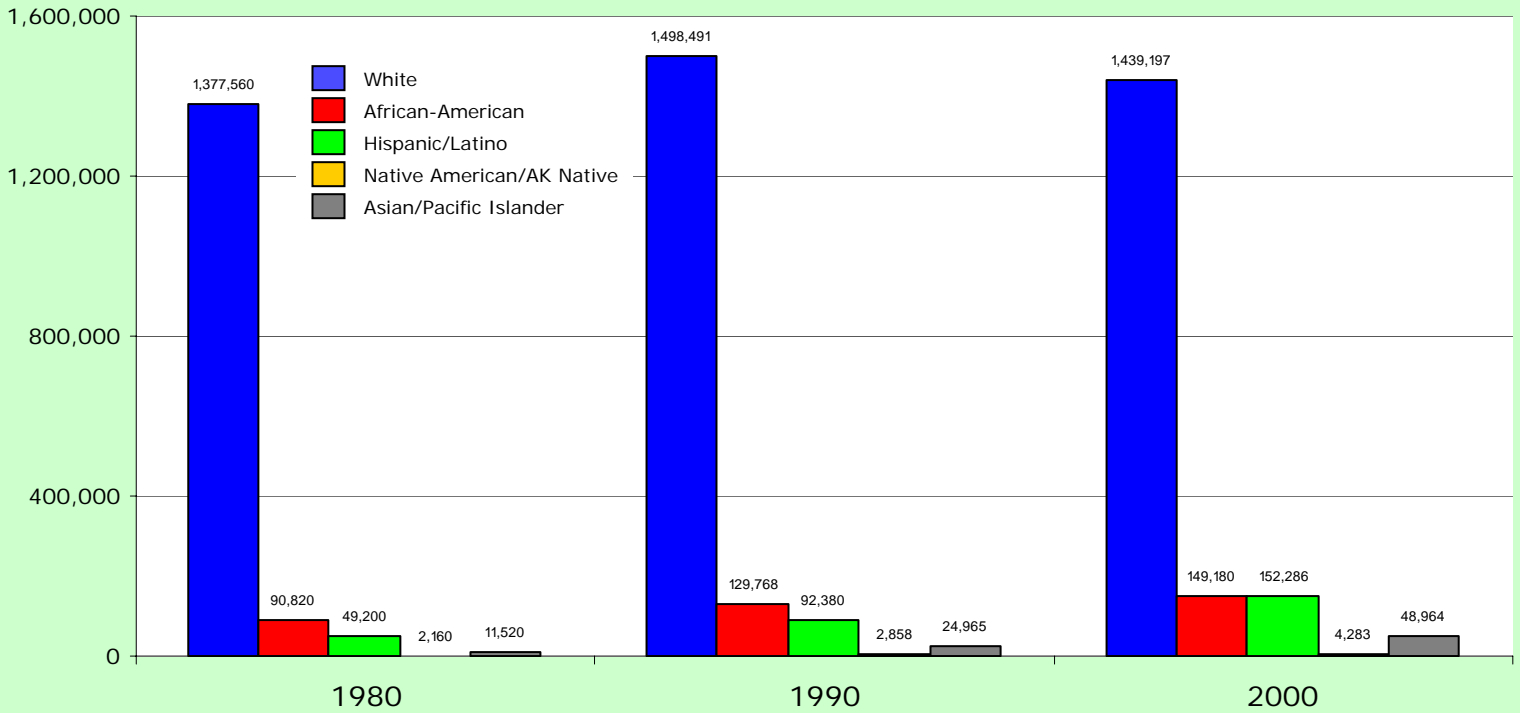
Questions You Should Ask

- ❖ How educated is Connecticut's adult population and workforce?
- ❖ How does Connecticut compare to the national average, the most educated states, and the most educated countries?
- ❖ What are the disparities in educational attainment, participation and completion in higher education, and personal income by gender and race/ethnicity?
- ❖ How is the demographic composition of Connecticut expected to change?
- ❖ How will expected changes in demography – given current disparities in education and personal income – affect the overall educational attainment and personal income of Connecticut?

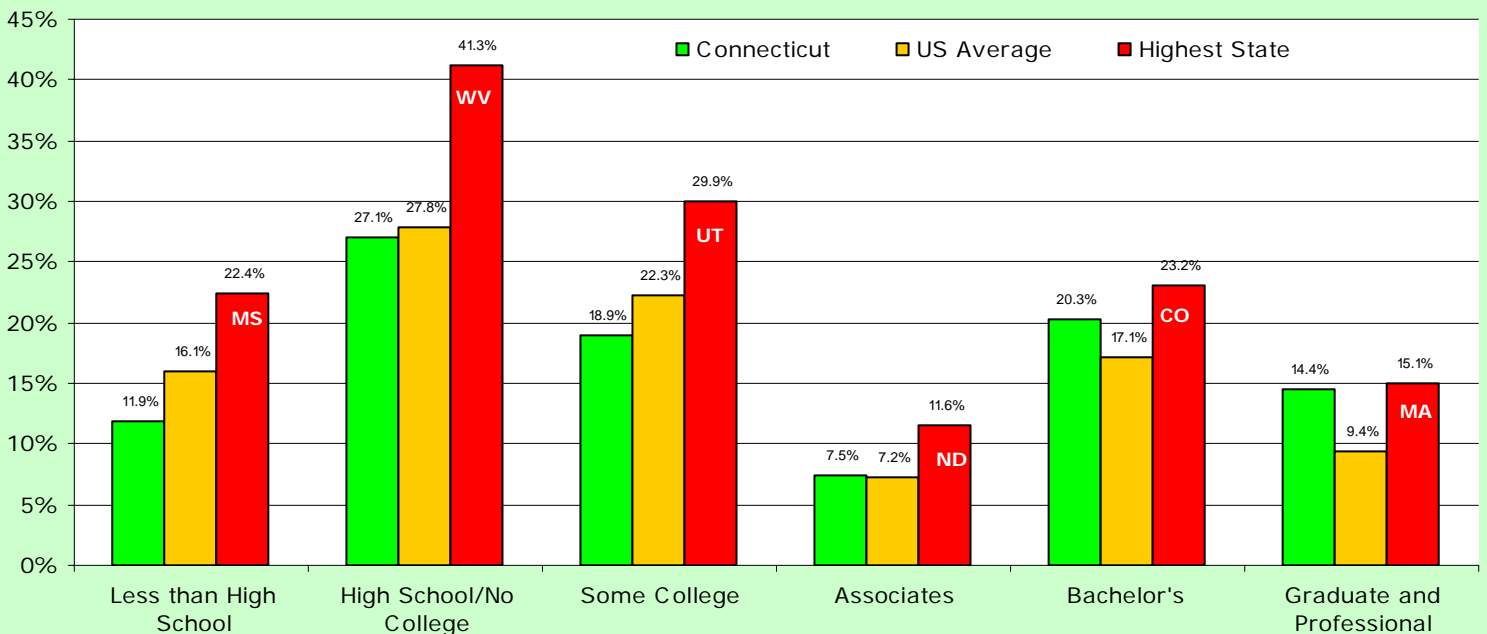
The Impact of State Higher Education Inequality

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Racial/Ethnic Composition of Connecticut's Working Age Population (Ages 25 to 64) from 1980 to 2000

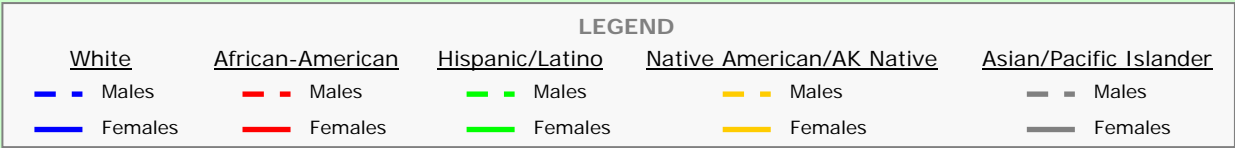


Educational Attainment of 25 to 64 Year Olds in 2000 (All Races)



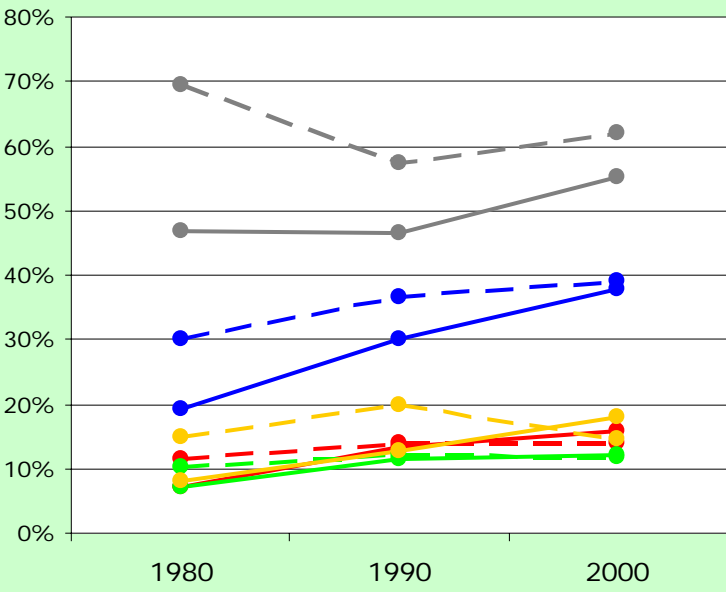
Sources: US Census Bureau's Public Use Microdata Samples (Based on the 1990 and 2000 Census)

Disparities in Educational Attainment by Gender and Race/Ethnicity

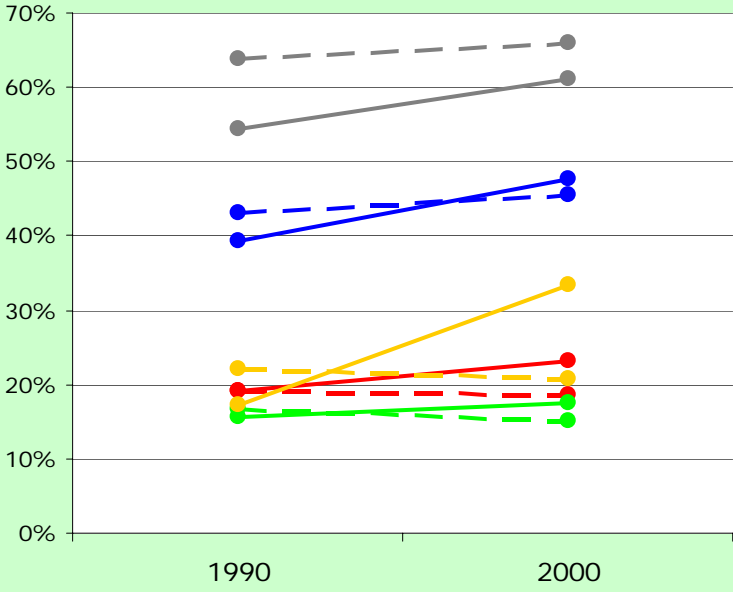


Educational Attainment of 25 to 64 Year Olds (Working Age)

Percent with a Bachelor's Degree or Higher – by Gender and Race/Ethnicity



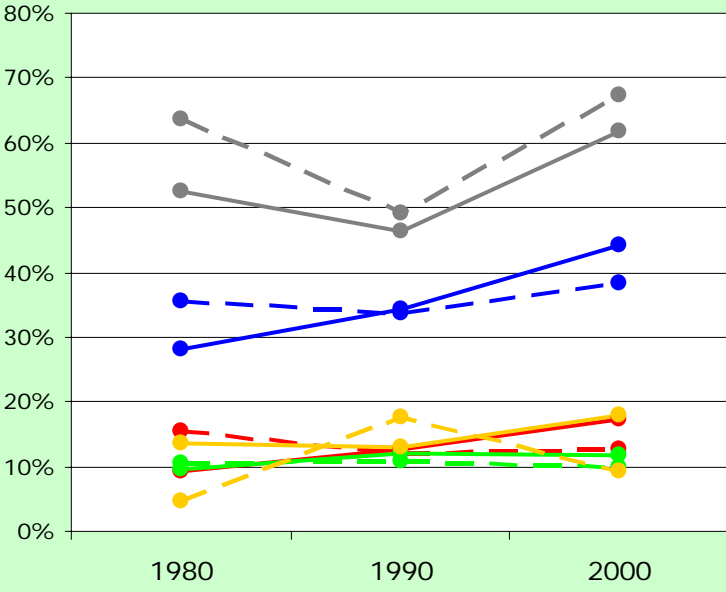
Percent with an Associates Degree or Higher – by Gender and Race/Ethnicity



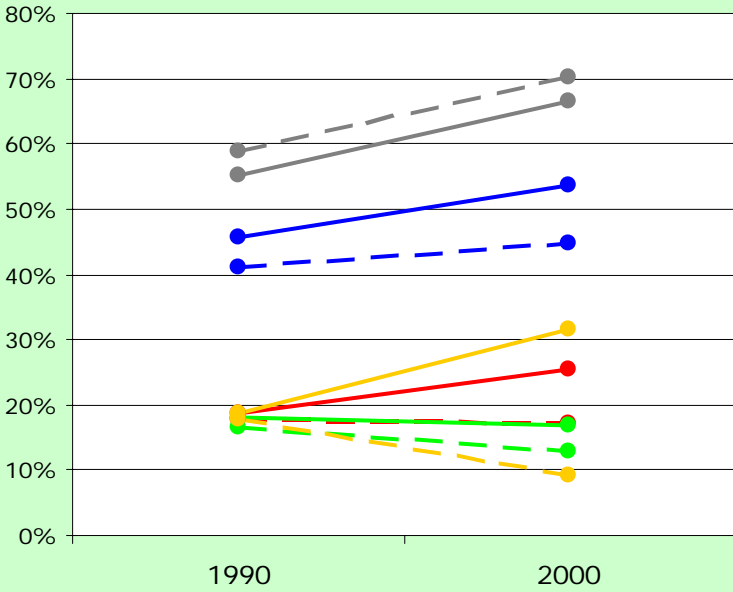
Sources: US Census Bureau's Public Use Microdata Samples (Based on the 1980, 1990, and 2000 Census)
 Note: Associate Degree Data not Available for 1980.

Educational Attainment of 25 to 34 Year Olds (The Young Workforce)

Percent with a Bachelor's Degree or Higher – By Gender and Race/Ethnicity



Percent with an Associates Degree or Higher – By Gender and Race/Ethnicity

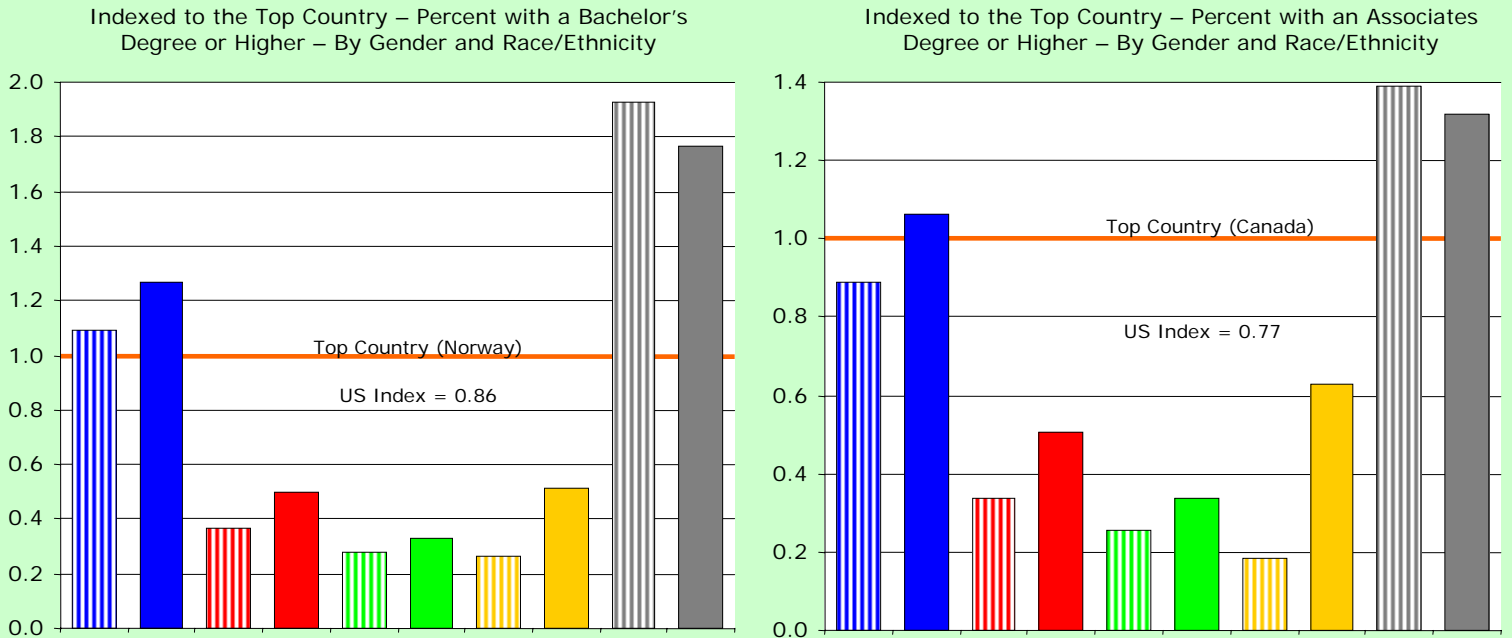


Sources: US Census Bureau's Public Use Microdata Samples (Based on the 1980, 1990, and 2000 Census)
 Note: Associate Degree Data not Available for 1980.

Educational Attainment by Gender and Race/Ethnicity (25 to 34 Year Olds Continued)



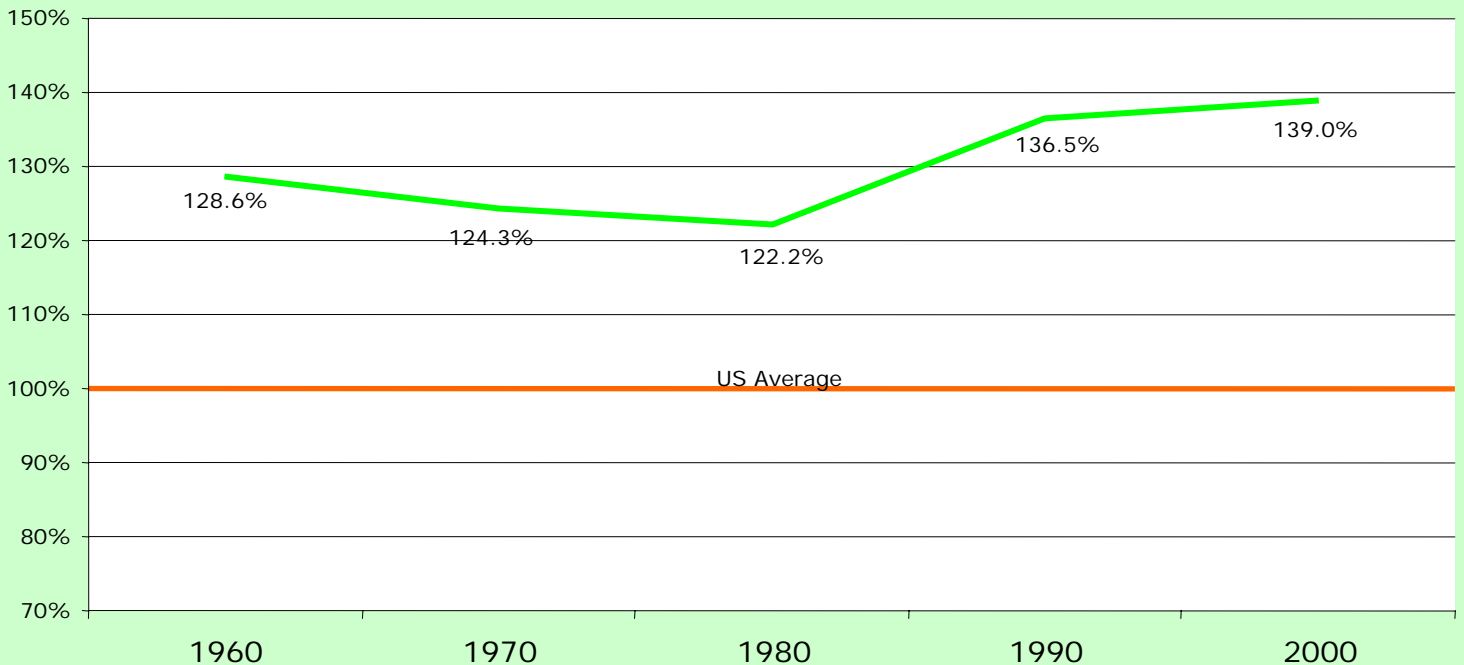
Educational Attainment of 25 to 34 Year Olds (The Young Workforce) Indexed to the Top Country



Sources: US Census Bureau's Public Use Microdata Samples (Based on the 2000 Census) and the Organisation for Economic Co-operation and Development

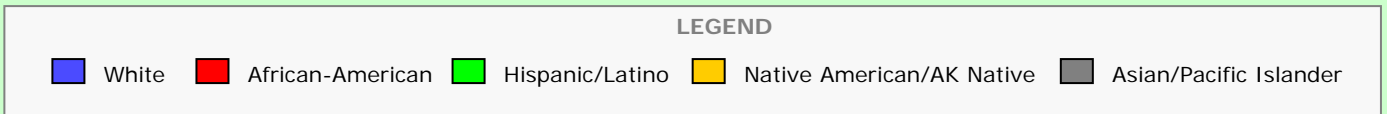
Personal Income

Connecticut's Personal Income Per Capita as a Percent of the US Average (1960 to 2000)

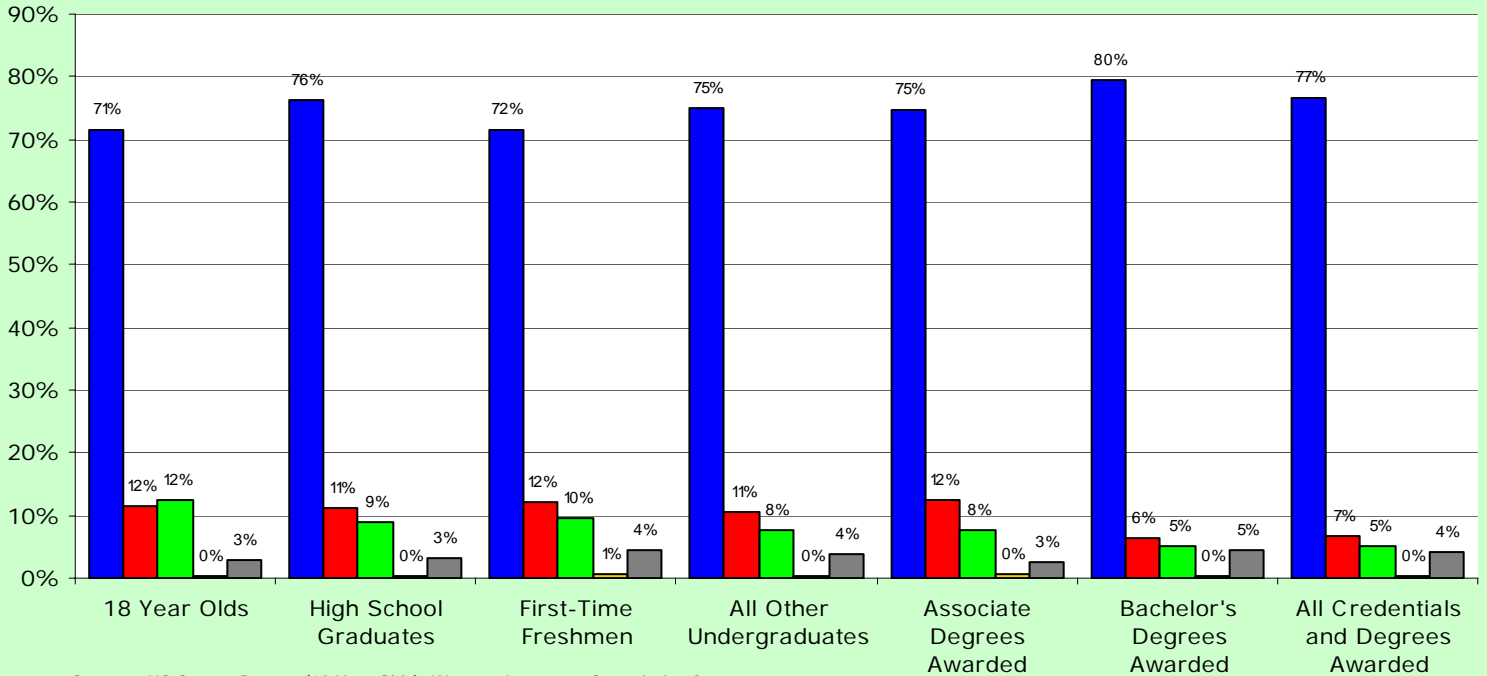


Source: US Census Bureau's Current Population Survey (1960, 1970, 1980, 1990, and 2000)

Higher Education Participation and Completion by Race/Ethnicity



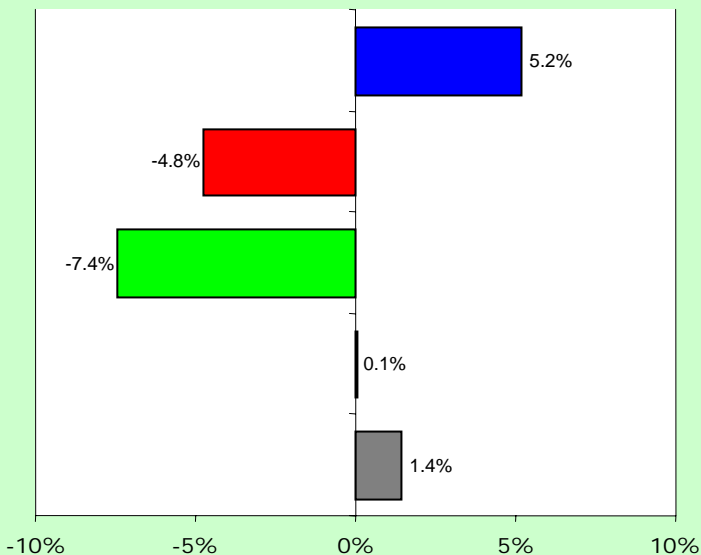
Representation (%) of Race/Ethnic Groups at Each Stage of the Education Pipeline (2002)



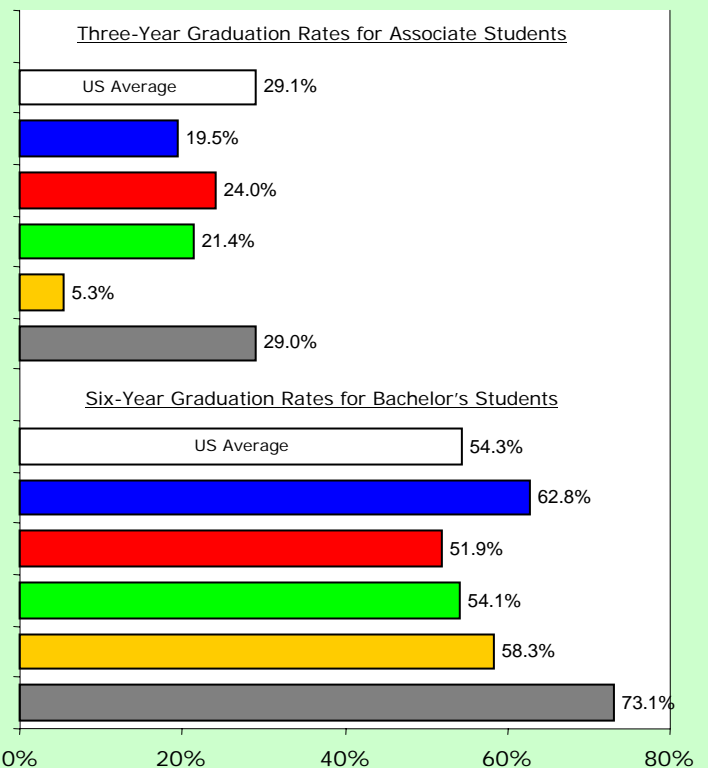
Sources: US Census Bureau (18 Year Olds), Western Interstate Commission for Higher Education (HS Graduates), and the National Center for Education Statistics (College Participation and Completion)

Graduation Rates by Race/Ethnicity (2002)

Actual vs. Parity
Difference in the Percentage of Credentials Awarded and the Percentage of 18 Year Olds by Race/Ethnicity (2002)



Sources: US Census Bureau (18 Year Olds), Western Interstate Commission for Higher Education (HS Graduates), and the National Center for Education Statistics (College Participation and Completion)

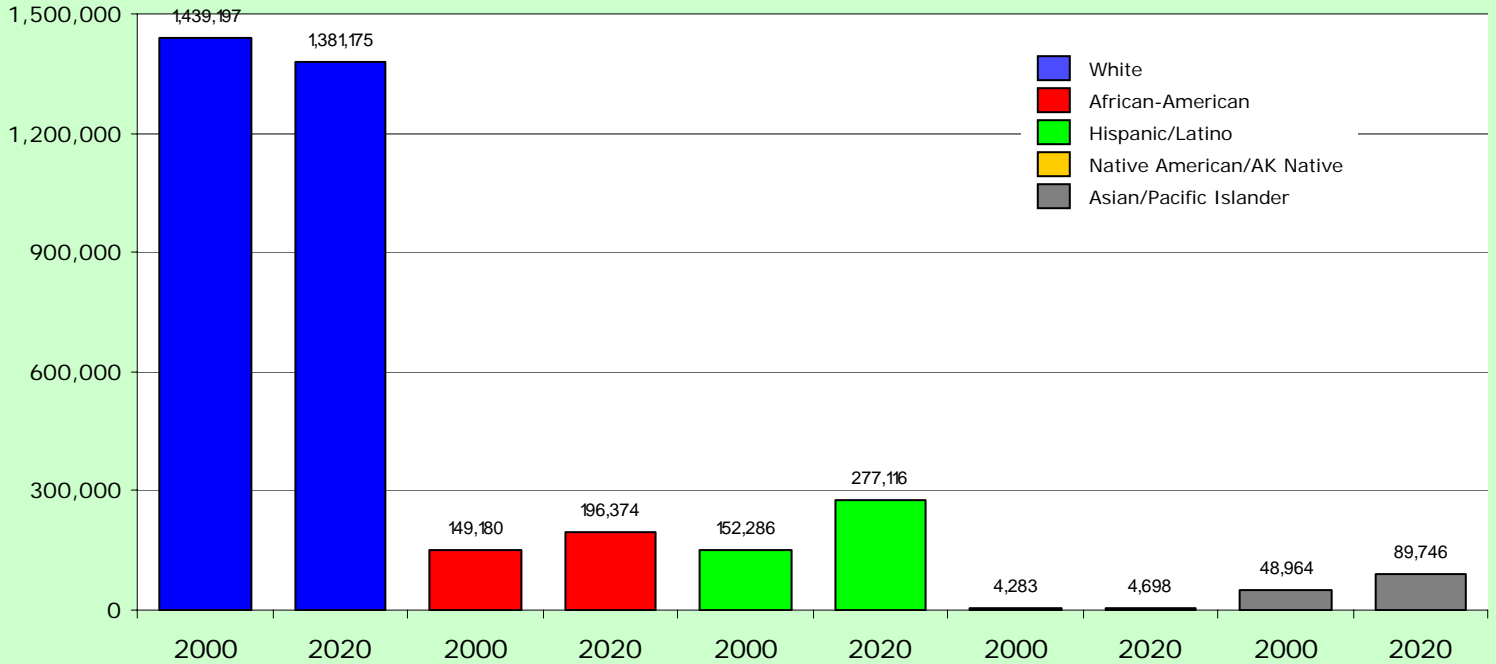


Source: National Center for Education Statistics (IPEDS Graduation Rate Survey)

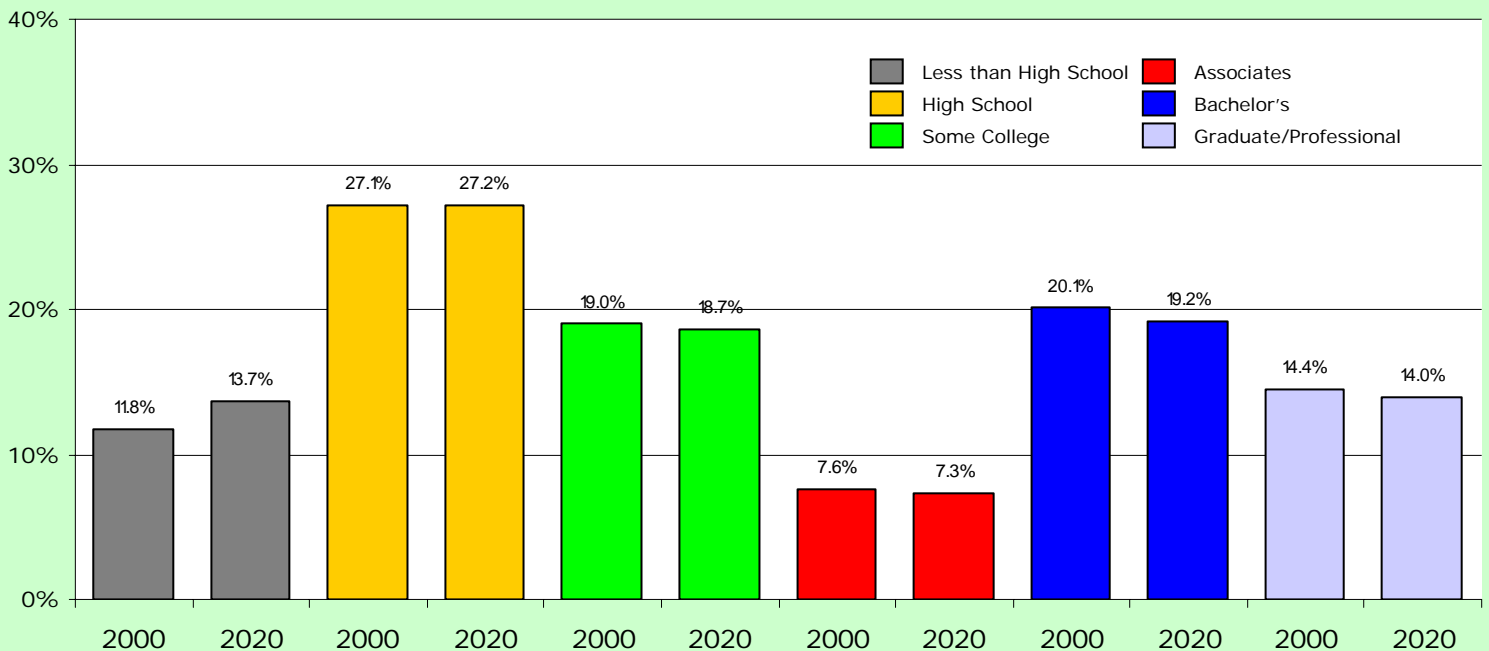
The Impact of Changing Demographics on Educational Attainment and Personal Income (2000 to 2020)

Projected changes in educational attainment and personal income per capita are based on the US Census Bureau's population projections by age and race/ethnicity and 2000 educational attainment and personal income data by age and race/ethnicity. The analyses are designed to help answer the following question: "Given current disparities in educational attainment and personal income by age and race/ethnicity, how will the changing demographics in my state impact the overall educational attainment and personal income of the adult population?"

Projected Change in 25 to 64 Year Olds by Race/Ethnicity (from 2000 to 2020)



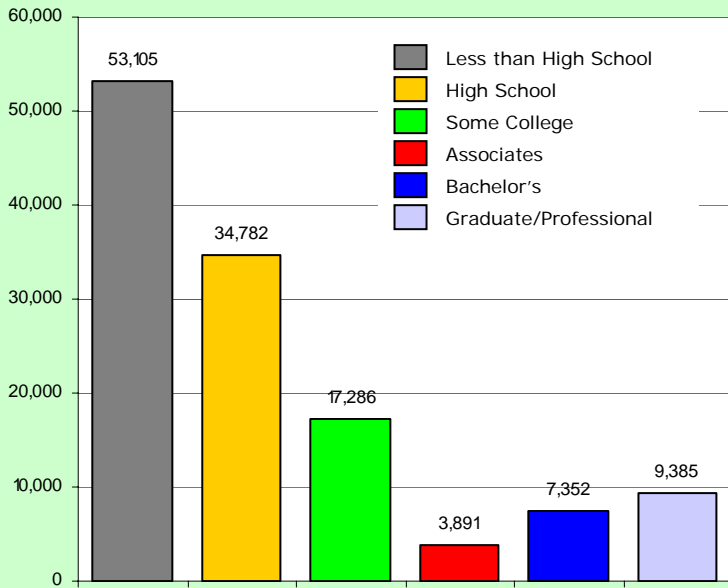
Changes in Educational Attainment as a Result of the Projected Changes In Race/Ethnicity (25 to 64 Year Olds from 2000 to 2020)



Sources: US Census Bureau's Population Projections (from 1995 to 2025) and Census 2000

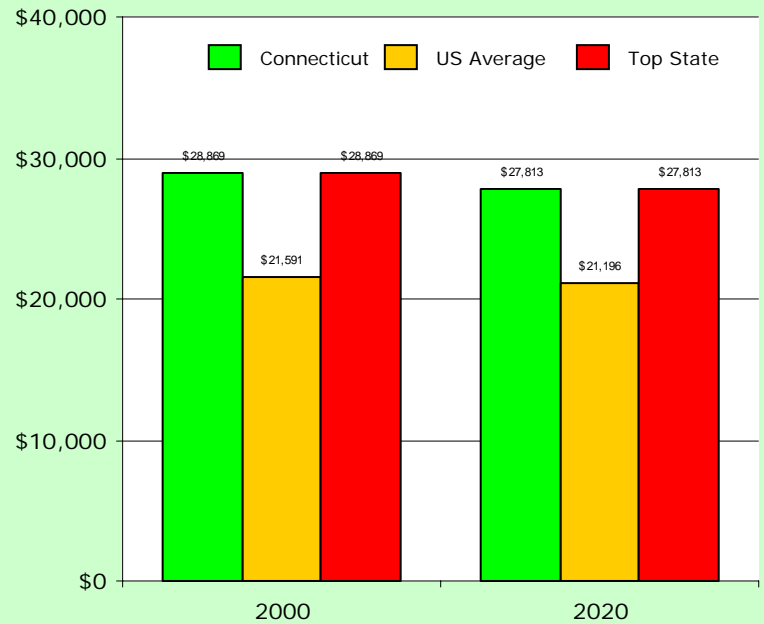
The Impact of Changing Demographics on Educational Attainment and Personal Income (2000 to 2020) - Continued

Number Change in Adults 25 to 64 by Degree Level from 2000 to 2020



Source: US Census Bureau's Population Projections and Census 2000

Change in Per Capita Personal Income from 2000 to 2020 (In 2000 \$)



Source: US Census Bureau's Population Projections and Census 2000

If Hispanics/Latinos, African-Americans, and Native Americans achieved the same levels of education as Whites by 2020, Connecticut's personal income would increase by \$4.3 Billion (in 2000 \$).

Note: Does not account for racial/ethnic disparities in personal earnings for the same levels of education.

The Impact of State Higher Education Inequality

Connecticut Summary

- ❖ The growth in Connecticut's working-age population is almost exclusively African-American, Hispanic and Asian. And by 2020, these three race/ethnic groups are projected to grow even more while the White population is expected to decline.
- ❖ Relative to other states, a high percentage of the workforce has a college education.
- ❖ Females have made progress in educational attainment relative to males but sizable disparities still exist among racial/ethnic populations. The difference in educational attainment between the two largest populations (White and Hispanic) is among the largest of any state – third only to Colorado and California. Sixteen percent of Hispanics have a college degree compared to 47 percent of Whites. The educational gaps between Hispanics and Whites, and African-Americans and Whites, are widening – not closing.
- ❖ Despite increases in educational attainment for the entire population in Connecticut, educational attainment among Hispanic and African-American males has actually declined over the past 20 years.
- ❖ Only Whites and Asians exceed the most educated countries in the percentage of adults (ages 25 to 34) with a bachelor's degree and only Asians when accounting for all college degrees (associate and higher) – which is an important consideration in an increasingly global economy.
- ❖ Connecticut's personal income per capita rose from 129 percent of the U.S. average in 1960 to 139 percent in 2000.
- ❖ The education system in Connecticut (from high school to college completion) fails to retain Hispanics and African-Americans at nearly the rate of Whites and Asians. These race/ethnic disparities are also evident in the graduation rates of college students – particularly at the baccalaureate level.
- ❖ Unless these inequities are addressed, current disparities in educational attainment and the population projections by race/ethnicity indicate that Connecticut will lose ground in the percentage of its workforce that is college-educated. The most substantial growth will occur in the "less than high school" and "high school only" populations – those with no college experience.
- ❖ A similar trend is projected for personal income. Connecticut has the highest personal income per capita of any state in the U.S. However, if the educational disparities go unaddressed, the personal income in Connecticut will decline which will have a negative impact on the tax base of Connecticut and its ability to provide services to its citizens – namely higher education.

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