

CONNECTICUT

**STATE SUMMARY
2025**

Connecticut at a glance

THE STATE OPPORTUNITY INDEX combines research-backed strategies for improving education-to-career outcomes with benchmarking measures to track progress for all 50 states, giving policymakers and institutions a framework for strengthening the link between education and opportunity.

For each state, the Index reports the percentage of students who experience a positive return on investment and summarizes progress in five key areas for improving success beyond completion: Clear Outcomes, Quality Coaching, Affordability, Work-Based Learning, and Employer Alignment. States are grouped into four categories: Leading (at the forefront, demonstrating strong progress); Advanced (substantial progress); Developing (early stages of improvement); and Foundational (just beginning their journey).

Positive ROI

69%



State
Opportunity
Index

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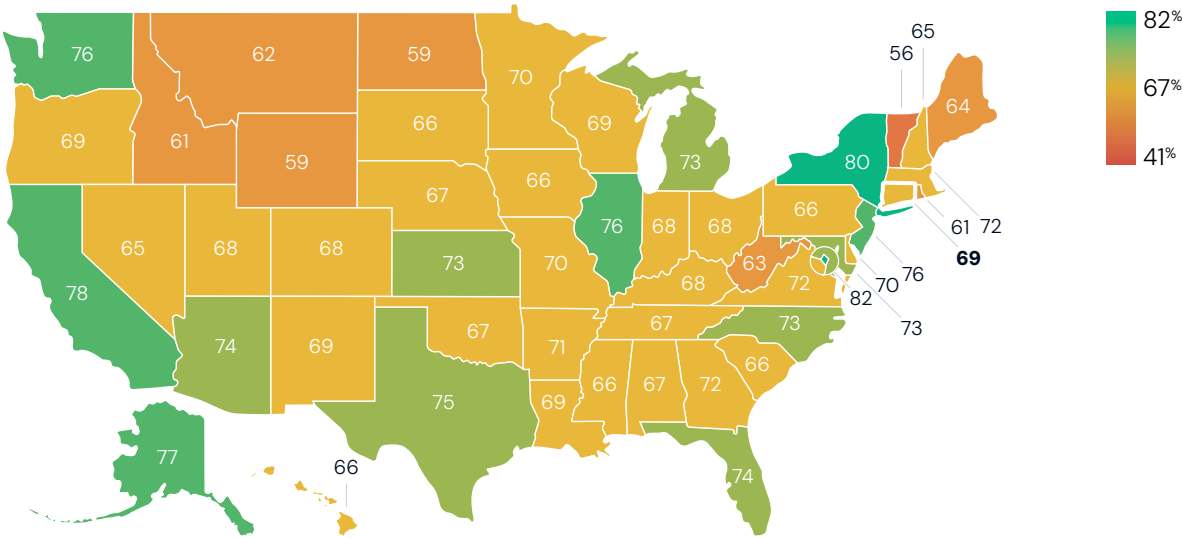
Positive ROI

Connecticut

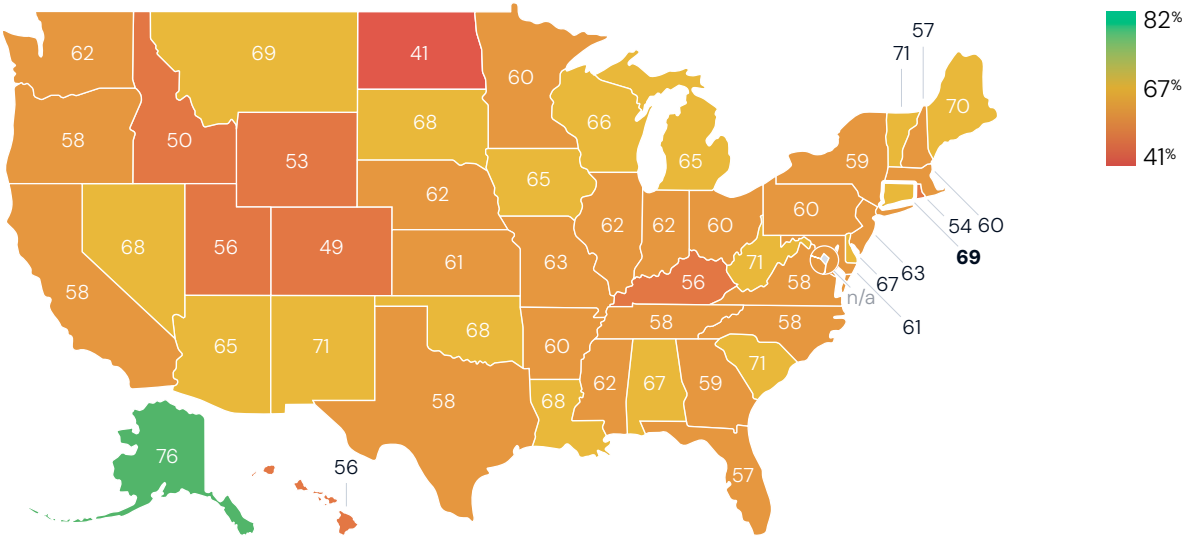
The positive ROI value for each state represents the estimated percentage of public college graduates whose earnings premium over high school graduates is enough to repay their total cost of a degree within 10 years.

	Connecticut	U.S.
Overall	69%	70%
Bachelor's	69%	73%
Associate	69%	60%

Percentage of graduates with positive 10-year ROI by state – bachelor's degrees



Percentage of graduates with positive 10-year ROI by state – associate degrees





Everyone should have access to accurate information on employment outcomes that can help them make informed decisions about education after high school. The Clear Outcomes measure is based on 10 critical elements that contribute to the capacity of state education-to-employment data systems to strengthen the connection between education and opportunity.

COLLECT

State data system elements	State description	Rating
1 Includes learner-level and program characteristic data for nondegree and noncredit postsecondary education and training programs	Connecticut collects enrollment and credential outcome data for several nondegree and noncredit postsecondary education and training programs. The state's nondegree and noncredit collections include: (i) college-issued, for-credit nondegree credentials; (ii) college-issued, noncredit nondegree credentials; (iii) WIOA-eligible training providers; and (iv) occupational licensure. Connecticut links employment outcomes to college-issued, for-credit nondegree certificates, and this integrated information is published as an open data file through Connecticut State Colleges & Universities Office of Decision Support and Institutional Research.	ADVANCED
2 Examines earnings by occupation, pay rate, and work location	Connecticut does not collect any of the three enhancements.	FOUNDATIONAL

INTEGRATE

State data system elements	State description	Rating
3 Integrates and delivers information on learner's earnings and employment after postsecondary education and training completion, and over time	Connecticut has integration and publication of several key types of postsecondary education and employment data, including: (i) public four-year institutions to employment, with public downloadable data and a public interactive reporting tool available through the Connecticut State Colleges & Universities (CSCU) Office of Decision Support and Institutional Research, and (ii) community colleges to employment, with public downloadable data and a public interactive reporting tool available through the CSCU Office of Decision Support and Institutional Research. Integrated data for public four-year institutions and community colleges to employment are all disaggregated by race/ethnicity, gender, and family income or economically disadvantaged status. Connecticut links employment outcomes to college-issued, for-credit nondegree credentials, but this integrated data is not publicly reported. Connecticut does not integrate data on private four-year institutions or WIOA-eligible training providers to employment.	ADVANCED
4 Integrates and delivers information on learner's earnings and employment after high school completion and over time	Connecticut, through its State Department of Education, has public downloadable data files and a public interactive reporting tool for high school-to-employment outcomes, with disaggregation by race/ethnicity, gender, and other characteristics of the students, credentials earned, and employment situation.	LEADING
5 Partners with national and multi-state initiatives to assess education-to-opportunity outcomes for graduates and non-graduates of postsecondary education and training programs who relocate or work outside the state	Connecticut partners with PSEO (50-75% graduate coverage), Multi-State Data Collaborative, and State Wage Interchange System.	LEADING

CATEGORY KEY

Extent to which elements are present in state data infrastructure.

● **Leading**
Fully present

● **Advanced**
Partially present

● **Developing**
In development

● **Foundational**
Not in development



PROVIDE

State data system elements	State description	Rating
6 Provides comprehensive and timely open data files containing anonymized education-to-opportunity statistics that anyone can access, download, and otherwise use	The state publishes open data files containing education-to-employment outcomes for (i) public four-year institutions; (ii) community colleges; and (iii) nondegree credentials, with disaggregation by race/ethnicity, gender, and family income or economically disadvantaged status. Additionally, Connecticut has a robust Open Data Portal with downloadable enrollment, credit attainment, and remediation data for Connecticut state colleges and universities.	LEADING
7 Publishes robust, timely, and easily understandable interactive resources informing education-to-opportunity decision-making by learners, families, and institutions	Connecticut has multiple dashboards containing education-to-employment outcomes by program for public four-year and community college institutions, with disaggregation by race/ethnicity and gender. A dashboard of Employment Outcomes by Programs benchmarks employment outcomes to a living wage.	ADVANCED
8 Gives researchers access to individual-level matched education-to-opportunity datasets	Connecticut's Preschool through 20 Workforce Information Network (P20 WIN) SLDS provides, upon approved request, de-identified longitudinal data that covers PSET information from participating agencies. Researchers, policymakers, analysts, and evaluators can submit proposals that outline the benefit of the research project to the state, including how the request aligns with a participating agency's priorities or P20 WIN's learning agenda . Data requesters can access a data dictionary prior to submitting their applications to be approved by a data governing board.	LEADING

(I·I) IMPACT

State data system elements	State description	Rating
9 Enables learners and earners to access and utilize their own verified data, unlocking opportunities for college and career advancement	The Connecticut Office of Workforce Strategy oversees Career ConneCT and has operationalized a foundation for the existing skills-based ecosystem that has fostered collaborative, industry-led partnerships to deliver short-term training solutions to help thousands of individuals upskill into high-quality career pathways. These pathways offer industry-recognized credentials for high-quality, in-demand careers in sectors such as clean energy, construction, IT, and health care through employer partners.	DEVELOPING
10 Designates a unit with responsibility and dedicated, full-time capacity for generating education-to-employment insights to inform state policymaking and resource allocation decision-making	The Connecticut Office of Workforce Strategy leads the Governor's Workforce Council. The Office has evidence of dedicated staff and partnerships with E2E stakeholders. It focuses on workforce issues that include E2E topics. Additionally, the Connecticut's Preschool through 20 Workforce Information Network (P20 WIN) governance structure makes it possible to submit and fulfill data requests that evaluate E2E topics.	ADVANCED

CATEGORY KEY

Extent to which elements are present in state data infrastructure.



Leading
Fully present



Advanced
Partially present



Developing
In development



Foundational
Not in development



FOUR-YEAR

DEVELOPING

TWO-YEAR

UNAVAILABLE

Everyone should have access to coaching that helps them reflect on their talents and interests, choose a career goal, chart a path, and navigate challenges. Graduates who receive such guidance are more likely to land a job that requires a degree and feel satisfied with their career trajectory. The Quality Coaching measure is based on the percentage of two-year students and four-year senior students who reported receiving personalized guidance, timely labor market information, and support to create a plan and overcome barriers.

Personalized guidance		Four-year	Two-year
Percentage of students at public institutions who report receiving personalized coaching or guidance to help select the education that will help prepare them for a successful career.		27% FND./DEV.	UNAVAILABLE
Timely labor market information		Four-year	Two-year
The average share of students at public institutions who receive timely labor market information, across the various types below, before enrolling or during their first year.		24% FND./DEV.	UNAVAILABLE
Education-to-career paths that might be a good fit for student's strengths and interests		28%	
Job opportunities that a particular education program could lead to		29%	
Potential earnings in different careers related to student's education program		19%	
Career outcomes of students from their own institution		19%	
Support		Four-year	Two-year
The average share of students at public institutions who receive at least some support in setting goals and in overcoming obstacles.		71% ADVANCED	UNAVAILABLE
Setting education and career goals and developing a plan to achieve these goals		68%	
Identifying and overcoming barriers		73%	
CATEGORY KEY			
When the margin of error crosses a category threshold, states are given a combined category.			
● Leading ≥75%		● Advanced 50% to <75%	● Developing 25% to <50%
			● Foundational <25%
National results		Four-year	Two-year
Personalized guidance		34%	45%
Timely labor market information		21%	33%
Support		71%	74%



Affordability

Connecticut

FOUR-YEAR

DEVELOPING

TWO-YEAR

ADVANCED

Quality post-high school programs should be within everyone's financial reach, allowing for equitable opportunities for success. The Affordability measure is based on how many hours a week the average student would need to work to cover the in-state net price (total cost of attendance minus any grants and scholarships), how many hours a student from a low-income family would need to work to cover their typical in-state net price, and the percentage of students that complete their degree on time – a critical factor in the cost of a degree.

Student hours of work needed	Four-year	Two-year		
Average student hours of work needed	FOUNDATIONAL 34 hours per week Average annual net price, four-year institutions: \$17,918	ADVANCED 11 hours per week Average annual net price, two-year institutions: \$9,065		
Low-income student hours of work needed	DEVELOPING 21 hours per week Average annual net price for low-income students, four-year institutions: \$13,061	ADVANCED 10 hours per week Average annual net price for low-income students, two-year institutions: \$9,007		
CATEGORY KEY	● Leading <10 hrs	● Advanced 10 to <20 hrs	● Developing 20 to <30 hrs	● Foundational ≥30 hrs

On-time completion rate		Four-year		
On-time completion rate	ADVANCED			
	53%			
CATEGORY KEY	Leading ≥65%	Advanced 50% to <65%	Developing 35% to <50%	Foundational <35%



Work-Based Learning

Connecticut

FOUR-YEAR

DEVELOPING

TWO-YEAR

UNAVAILABLE

All students should have access to quality work-based learning experiences, such as paid internships and apprenticeships, that are linked to higher earnings, greater job satisfaction, and lower underemployment. The Work-Based Learning measure is based on the percentage of two-year students and four-year senior students who reported participating in at least one of the following types of paid experiences: paid internship, paid apprenticeship, paid co-op, paid practicum, or paid undergraduate research experience.

Quality Work-Based Learning	Four-year	Two-year
Percentage of students at public institutions who participated in at least one of five types of quality paid work-based learning experiences	45% DEVELOPING Paid internship participation: 38% Percentage of students who participated in at least one of the five types of experiences (paid or unpaid): 77%	UNAVAILABLE

CATEGORY KEY

When the margin of error crosses a category threshold, states are given a combined category.

Leading
≥75%

Advanced
50% to <75%

Developing
25% to <50%

Foundational
<25%

National results	Four-year	Two-year
Any quality paid work-based learning experience	43%	17%
Paid internship	37%	14%
Any work-based learning experience (paid or unpaid)	72%	33%



In addition to student self-reporting of apprenticeship participation, states have other sources of information on participation in registered apprenticeships via the U.S. Department of Labor. In Connecticut, **0.34 percent** of the state labor force is made up of active apprentices, for a total of **6,583 apprentices**. Across the country, this number ranges from 0.9 percent (Hawaii) to 0.12 percent (Oklahoma). In countries with leading apprenticeship systems, such as Germany, Switzerland, Australia, Canada, and England, apprentices constitute about 2.5–3.0 percent of the labor force, so all states in the U.S. have substantial room for improvement.



Employer Alignment

DEVELOPING

Connecticut

Students should have access to programs that lead to quality jobs and mobility, and employers should assess and advance individuals based on skills and experiences, not just degrees. The Employer Alignment measure is based on the percentage of terminal bachelor's degree holders aged 25–34 employed in a college-level job as well as the supply/demand ratio for a variety of high-demand, high-wage jobs in each state.

College-level employment

The percentage of bachelor's degree graduates who are employed in college-level positions

DEVELOPING

Supply/demand ratio

The overall ratio: the average of the entry-level supply/demand ratios for these nine opportunity occupational groups

FOUNDATIONAL

Information technology and business

Data analytics

LEADING

Finance and accounting professionals

DEVELOPING

Finance and accounting support

FOUNDATIONAL

Information and cybersecurity

LEADING

Software development and engineering

LEADING

Health care

Health care technicians and technologists

FOUNDATIONAL

Nursing

FOUNDATIONAL

Manufacturing and engineering

Engineering

DEVELOPING

Manufacturing/Trades technicians and technologists

FOUNDATIONAL

CATEGORY KEY

● **Leading**
≥75%

● **Advanced**
60% to <75%

● **Developing**
50% to <60%

● **Foundational**
<50%