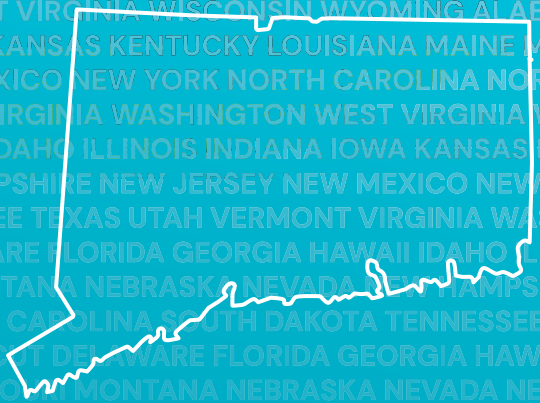
State Opportunity Index





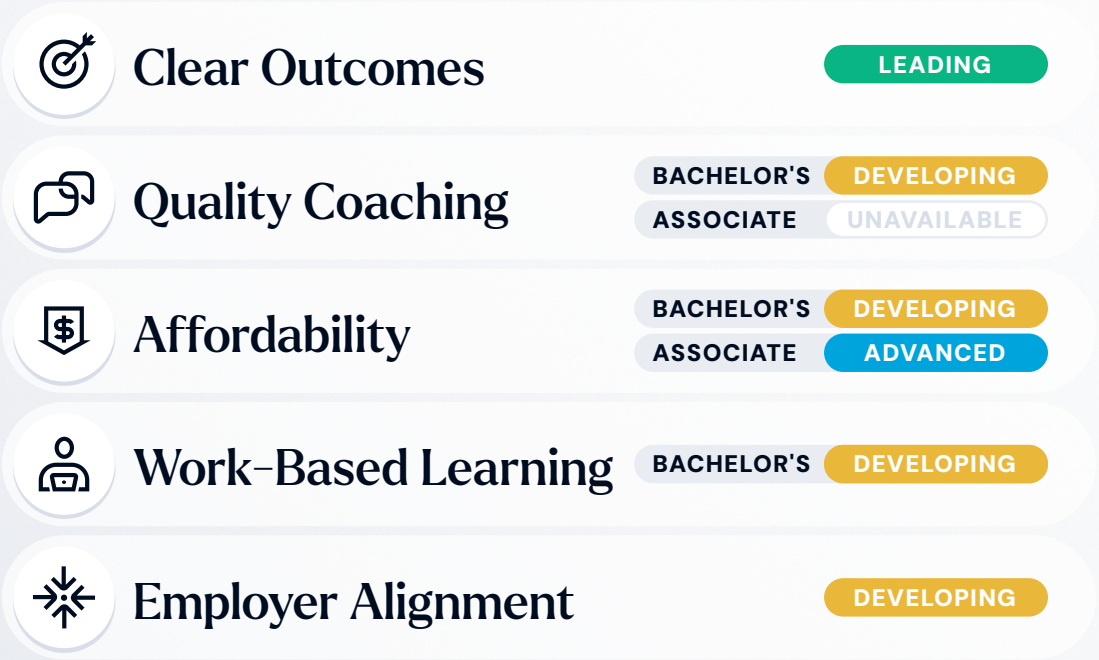
Connecticut

State Summary 2026

Connecticut at a glance

THE STATE OPPORTUNITY INDEX is a framework for measuring and improving education-to-career outcomes. For each state, the Index reports the percentage of graduates 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).

Connecticut is among 17 states Leading in Clear Outcomes. The state also is among 13 states Advanced in Affordability at associate degree institutions, while 35 states and jurisdictions are Leading. To learn more about progress in other states, visit strada.org/state-opportunity-index.



State Opportunity Index

strada

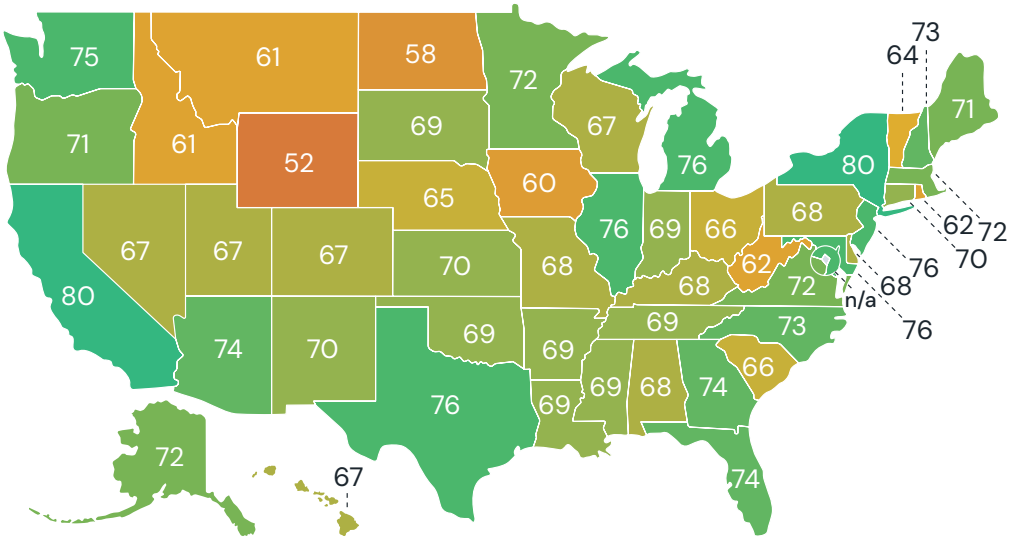
In cases in which the margin of error crosses a category threshold, states are given a combined category.
References for "unavailable" refer to states in which there was insufficient data to assign a rating at this time.

Positive ROI

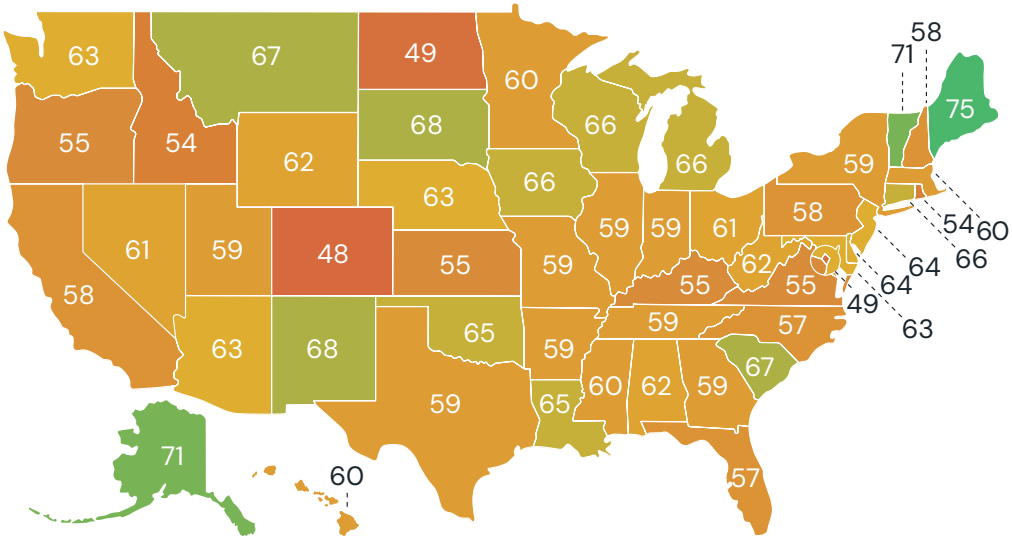
	Connecticut	National
Overall	69%	70%
Bachelor's	70%	73%
Associate	66%	60%

All students who invest their time and money in earning a degree should be financially better off because of it. 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.

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



Clear Outcomes

LEADING

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 clarify education pathway outcomes in order to inform personal, public, and private sector investments.

Connecticut improved from Advanced to Leading in nondegree and noncredit data (element 1) and interactive resources (element 7). Open aggregate data (element 6) also is a strength.

COLLECT

State data system elements	State description	Category
1. Includes learner-level and program characteristic data for nondegree and noncredit postsecondary education and training programs	Connecticut collects enrollment and completion data for several nondegree and noncredit postsecondary education and training programs, including: (i) college-issued, noncredit credentials; (ii) WIOA-eligible training providers; and (iii) occupational licensure. Connecticut links employment outcomes to college-issued, noncredit certificates.	LEADING
2. Examines earnings by occupation, pay rate, and work location	Connecticut does not collect any of the three enhanced elements, and Strada's research did not demonstrate an emerging collection policy.	FOUNDATIONAL

INTEGRATE

State data system elements	State description	Category
3. Integrates and delivers information on learners' earnings and employment after postsecondary education and training completion, and over time	Connecticut integrates administrative records on employment and earnings with its (i) public four-year institutions and (ii) community colleges. The state publishes these employment outcomes as an open aggregate dataset and an interactive resource available through the Connecticut State Colleges and Universities Office of Decision Support and Institutional Research. The open dataset features disaggregation by race/ethnicity, gender, and family income/economic status, and the interactive resource supports disaggregation by race/ethnicity. In 2026, DataLinkCT, the SLDS, published employment outcomes for all postsecondary education and workforce training programs through the Education and Workforce Pathways report, open dataset, and interactive resource. Connecticut does not integrate administrative employment and earnings data with private four-year institutions.	ADVANCED
4. Integrates and delivers information on learners' earnings and employment after high school completion and over time	Connecticut integrates administrative records on employment and earnings with high school graduation records. Connecticut, through its State Department of Education, publishes these employment outcomes as an interactive resource and downloadable dataset with disaggregation by race/ethnicity, gender, and other student characteristics.	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), the Multi-State Data Collaborative, and the State Wage Interchange System.	LEADING

Category Key

Extent to which elements are present in state data infrastructure

- **Foundational** — Not in development
- **Developing** — In development
- **Advanced** — Partially present
- **Leading** — Fully present

Clear Outcomes

LEADING

Connecticut 2026

PROVIDE

State data system elements	State description	Category
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 datasets containing aggregate education-to-employment outcomes for public four-year institutions and community colleges as well as WIOA-eligible training providers. The state also publishes an interactive resource featuring downloadable datasets containing high school-to-employment outcomes. The employment outcomes are disaggregated by race/ethnicity, gender, and family income/economic status.	LEADING
7. Publishes robust, timely, and easily understandable interactive resources informing education-to-opportunity decision-making by learners, families, and institutions	Connecticut publishes an interactive resource containing education-to-employment outcomes for public four-year institutions and community colleges with disaggregation by race/ethnicity. The state publishes separate interactive resources containing employment outcomes for WIOA-eligible training providers and high schools.	LEADING
8. Gives researchers access to individual-level matched education-to-opportunity datasets	Connecticut's SLDS, DataLinkCT, provides individual-level matched education-to-opportunity datasets. 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 DataLinkCT's learning agenda. All participating agencies identify data elements that can be considered for a data request. Data requesters can access a data dictionary prior to submitting their applications to be reviewed and approved by a participating agency's Data Governing Board member.	LEADING

IMPACT

State data system elements	State description	Category
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, which established a foundation for a skills-based ecosystem that has fostered collaborative, industry-led partnerships to deliver short-term training solutions to help thousands of individuals upskill. These pathways offer industry-recognized credentials in high-quality, in-demand careers in sectors such as clean energy, construction, information technology, and healthcare.	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 governance structure of DataLinkCT 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

- **Foundational** — Not in development
- **Developing** — In development
- **Advanced** — Partially present
- **Leading** — Fully present

Quality Coaching

Connecticut 2026

BACHELOR'S **DEVELOPING** ASSOCIATE 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. The Quality Coaching measure is based on the percentage of associate students and bachelor's senior students who reported receiving personalized guidance, timely labor market information, and support to create a plan and overcome barriers.

Like most states, **Connecticut** remains Developing in overall Quality Coaching at bachelor's degree institutions, though the rate of students receiving personalized guidance trails the national average. There are not yet sufficient data to report Quality Coaching figures for Connecticut's associate degree students.

	Bachelor's		Associate	
	State	National	State	National
PERSONALIZED GUIDANCE				
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	DEVELOPING **28%**	**35%**	UNAVAILABLE **-**	**45%**
TIMELY LABOR MARKET INFORMATION				
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	FND./DEV. **26%**	**26%**	UNAVAILABLE **-**	**35%**
Education-to-career paths that might be a good fit for students' strengths and interests	32%	34%	-	45%
Job opportunities that a particular education program could lead to	21%	21%	-	31%
Potential earnings in different careers related to students' education program	28%	30%	-	40%
Career outcomes of students from their own institution	21%	17%	-	23%
SUPPORT				
The average share of students at public institutions who receive at least some support in setting goals and in overcoming obstacles	ADVANCED **71%**	**72%**	UNAVAILABLE **-**	**73%**
Setting education and career goals, and developing a plan to achieve these goals	69%	71%	-	73%
Identifying and overcoming barriers	73%	73%	-	73%

Category Key

- **Foundational** <25%
- **Developing** 25% to <50%
- **Advanced** 50% to <75%
- **Leading** ≥75%

Affordability

BACHELOR'S **DEVELOPING** ASSOCIATE **ADVANCED**

A quality postsecondary education should be within everyone's reach, with clear, predictable, and manageable costs. 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.

Though affordability at **Connecticut's** bachelor's degree institutions remains Developing overall, the number of hours low-income students would need to work to cover college costs improved from Developing to Advanced. At the associate level, the state remains Advanced in overall affordability.

	Bachelor's		Associate	
	State	National	State	National
STUDENT HOURS OF WORK NEEDED				
Average student hours of work needed	FOUNDATIONAL **33 hours per week** Average annual net price: $19,915	**26 hours per week** Average annual net price: $15,270	ADVANCED **14 hours per week** Average annual net price: $11,513	**8 hours per week** Average annual net price: $8,089
Low-income student hours of work needed	ADVANCED **19 hours per week** Average annual net price for low-income students: $14,289	**12 hours per week** Average annual net price for low-income students: $9,813	ADVANCED **12 hours per week** Average annual net price for low-income students: $11,009	**4 hours per week** Average annual net price for low-income students: $6,678

Category Key	Foundational	Developing	Advanced	Leading
	≥30 hrs	20 to <30 hrs	10 to <20 hrs	<10 hrs

Bachelor's	
State	National
ON-TIME COMPLETION RATE	
DEVELOPING **49%**	**47%**

Category Key	Foundational	Developing	Advanced	Leading
	<35%	35% to <50%	50% to <65%	≥65%

Work-Based Learning

BACHELOR'S **DEVELOPING**

All students should have access to paid, immersive work-based learning experiences that connect education to career. The Work-Based Learning measure is based on the percentage of bachelor's 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. For students at associate degree institutions, participation is reported when data are available, but states are not categorized.

Connecticut's bachelor's degree institutions are categorized as Developing, a category shared by 32 other states. There are not yet sufficient data to report work-based learning figures for Connecticut's associate degree students.

	Bachelor's		Associate	
	State	National	State	National
QUALITY WORK-BASED LEARNING				
Percentage of students at public institutions who participated in at least one of the five types of quality paid work-based learning experiences	DEVELOPING **41%**	**43%**	**-**	**14%**
Paid internship participation	33%	35%	-	10%
Percentage of students who participated in at least one of the five types of experiences (paid or unpaid)	74%	71%	-	30%

Category Key

- **Foundational** <25%
- **Developing** 25% to <50%
- **Advanced** 50% to <75%
- **Leading** ≥75%

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

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, 0.40 percent of the state labor force is made up of active apprentices, for a total of 7,580 apprentices. Across the country, this number ranges from 0.86 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

Students should have access to programs that lead to quality jobs and employers should be able to find the talent they need to fill high-wage roles. 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 set of high-demand, high-wage jobs in each state.

College-level employment in **Connecticut** is 59 percent, compared to 60 percent nationally. The state improved from Foundational to Developing in overall supply/demand, and from Foundational to Advanced in the supply/demand ratios for nursing and manufacturing/trades technicians and technologists. Finance and accounting professionals also are an area of strength, with Connecticut among 14 states categorized as Advanced or Leading in supply/demand for this occupational group.

COLLEGE-LEVEL EMPLOYMENT			
The percentage of bachelor's degree graduates who are employed in college-level jobs		**59%**	DEVELOPING
SUPPLY/DEMAND RATIO			
The overall ratio: the average of the entry-level supply/demand ratios for these nine opportunity occupational groups			DEVELOPING
Information technology and business	Data analytics		LEADING
	Finance and accounting professionals		ADVANCED
	Finance and accounting support		FOUNDATIONAL
	Information and cybersecurity		LEADING
	Software development and engineering		LEADING
Healthcare	Healthcare technicians and technologists		FOUNDATIONAL
	Nursing		ADVANCED
Manufacturing and engineering	Engineering		DEVELOPING
	Manufacturing/Trades technicians and technologists		ADVANCED

Category Key

- **Foundational** <50%
- **Developing** 50% to <60%
- **Advanced** 60% to <75%
- **Leading** ≥75%

State Opportunity Index

Connecticut 2026

Appendix

Student Survey Responses

Value 11

Quality Coaching 11

Work-Based Learning 12

Student Work 13

Affordability 14

Post-Graduation Plans 14

Nondegree Credentials 15

EXTERNAL AFFORDABILITY METRICS 15

Appendix // **Survey Data Tables**

The following tables provide student responses for questions included in the 2026 State Opportunity Index survey.

	Bachelor's		Associate	
	State	National	State	National
SAMPLE SIZE				
Respondents, 2026	586	36,564	44	17,000
Respondents, 2025–26 combined	1,267	77,803	62	32,005
VALUE				
To what extent do you agree or disagree with the following statement, "My education will be worth the cost"?				
Strongly disagree	5%	4%	–	7%
Somewhat disagree	12%	9%	–	6%
Neither agree nor disagree	12%	9%	–	8%
Somewhat agree	34%	38%	–	28%
Strongly agree	36%	40%	–	52%
Thinking about how your education supports your career goals, how satisfied are you with how well your institution prepared you for the workforce? *(1: Not at all satisfied … 10: Extremely satisfied)*				
Average (1-10)	6.8	7.2	–	7.8
QUALITY COACHING				
Before choosing your major or program of study, how did you receive information on careers, salaries, job opportunities, etc.? *(Select all that apply)*				
One-on-one meeting with faculty or advisor	23%	22%	–	22%
Career fair, group workshop, orientation session, or in a class	28%	30%	–	23%
National job boards *(LinkedIn, GlassDoor, Indeed, Idealist)*	22%	28%	–	25%
College career portal *(Handshake, Symplicity)*	20%	20%	–	12%
Career assessment tools *(MyMajors, Career Coach)*	8%	14%	–	14%
Labor market tools *(Lightcast, O*NET, state workforce websites)*	6%	6%	–	7%
AI-based tools *(ChatGPT, Perplexity, CareerVillage, Roadtrip Nation)*	13%	13%	–	13%
Conversations with friends and family members	45%	52%	–	47%
Conversations with alumni, mentoring services, scholarship groups, etc.	14%	18%	–	13%
Email or newsletter	17%	16%	–	14%
Other	5%	5%	–	9%
None of these	13%	9%	–	12%
I have not yet chosen a program of study.	1%	1%	–	1%

	Bachelor's		Associate	
	State	National	State	National
WORK-BASED LEARNING				
During your time in college, have you participated in any of the following? *(Select all that apply)*				
Micro-Internship: short-term work experience, typically lasting four weeks or less, on a specific, employer-defined project	24%	23%	–	7%
Project-Based Learning Activity: real-world, employer-designed projects built as assignments within academic courses	21%	30%	–	12%
Service Learning: courses that combine academic instruction with community service, addressing a real-world need	19%	24%	–	12%
Externship: a short-term experience where a student shadows a professional to observe day-to-day duties to learn about a specific career field	22%	21%	–	10%
During your time in college, have you participated in any of the following? *(Select all that apply) [Paid or unpaid]*				
Internship: fixed-term position lasting longer than four weeks performing entry-level tasks for an employer	49%	47%	–	11%
Apprenticeship: paid job combining on-the-job training under an experienced mentor with classroom learning	6%	5%	–	4%
Co-op program: degree program that alternates periods of academic courses with paid work experiences	7%	4%	–	2%
Student teaching, practicum, clinical hours: closely supervised performance of professional responsibilities in a workplace setting	19%	20%	–	14%
Undergraduate research: experience outside of a course, typically working directly with a faculty member in a lab, on a project, or on a research team	26%	25%	–	6%
In-state participation: Student participation in at least one of the five paid experiences in the same state as their institution (paid internship, paid apprenticeship, paid co-op program, paid student teaching, practicum, clinical hours, paid undergraduate research)	33%	32%	–	10%
Did you get credit or a record on your transcript for any of your experiences? *(Select all that apply) [Shown to those who reported the work-based learning experience in question]*				
Internship: fixed-term position lasting longer than four weeks performing entry-level tasks for an employer	48%	52%	–	52%
Apprenticeship: paid job combining on-the-job training under an experienced mentor with classroom learning	38%	33%	–	41%
Co-op program: degree program that alternates periods of academic courses with paid work experiences	35%	47%	–	47%
Student teaching, practicum, clinical hours: closely supervised performance of professional responsibilities in a workplace setting	58%	62%	–	65%
Undergraduate research: experience outside of a course, typically working directly with a faculty member in a lab, on a project, or on a research team	79%	56%	–	38%

	Bachelor's		Associate	
	State	National	State	National
STUDENT WORK				
During the school year, how many hours do you spend in a typical seven-day week working for pay?				
Less than 10 hours per week	25%	16%	–	7%
10 to 19 hours per week	36%	30%	–	16%
20 to 29 hours per week	13%	18%	–	18%
30 hours or more per week	7%	14%	–	34%
Does not typically work while taking classes	19%	22%	–	24%
Do you consider yourself a student who works or a worker that goes to school?				
A student who works	72%	65%	–	44%
A worker who goes to school	9%	13%	–	32%
Does not work	19%	22%	–	24%
Did you have an on-campus job at any point during the time you were enrolled in your current program? If so, what type of job(s) have you had? *(Select all that apply)*				
Academic and Research: Research assistant, lab assistant, or teaching assistant (TA) for a professor	11%	13%	–	3%
Specialized Campus Services: Library assistant, IT help desk technician, or fitness center attendant	9%	9%	–	3%
Peer-Based Roles: Tutor, Resident Assistant (RA), student government or student club role, peer advisor, or orientation leader	21%	12%	–	4%
Retail and Customer Service: Bookstore associate, convenience store clerk, or campus apparel shop worker	8%	5%	–	2%
Food Service and Hospitality: Dining hall staff, campus cafe barista, or catering assistant for university events	12%	7%	–	2%
Administrative and Office Support: Departmental office assistant, front desk receptionist for an academic building, or admissions office worker	14%	10%	–	4%
Other	4%	5%	–	2%
I never had an on-campus job.	45%	57%	–	86%
Did you have an off-campus job at any point during your time you were enrolled in your current program? If so, what type of job(s) have you had? *(Select all that apply)*				
Administrative and Professional Support: Office assistant at a local business, medical receptionist, or clerical worker	5%	8%	–	8%
Community and Public Service: Public schools, libraries, government agencies, community-based organizations	12%	11%	–	8%
Freelance and Gig Economy: Freelance writer, graphic designer, social media manager, rideshare driver	8%	8%	–	6%
Food Service and Hospitality: Waiter/waitress, bartender, cook, barista, food delivery driver	24%	24%	–	20%
Healthcare and Social Services: Caregiver for the elderly, home health aide, non-certified medical assistant	10%	10%	–	15%

	Bachelor's		Associate	
	State	National	State	National
Did you have an off-campus job at any point during your time you were enrolled in your current program? If so, what type of job(s) have you had? *(continued)*				
Personal and Household Services: Babysitter/nanny, pet sitter, dog walker, house cleaner	4%	8%	–	6%
Retail and Customer Service: Retail sales associate, cashier at a grocery store, customer service representative at a business	23%	21%	–	21%
Professional Services: Bank teller, clerical assistant at a law firm, office receptionist, administrative assistant	4%	5%	–	5%
Seasonal or Recreational: Summer camp counselor, ski resort employee, lifeguard at a public pool, tour guide at a local attraction	14%	9%	–	4%
Skilled Labor and Trades: Warehouse worker, mover, construction laborer, auto detailer, landscaping worker	6%	6%	–	11%
Other	4%	7%	–	11%
I never had an off-campus job.	26%	27%	–	25%
AFFORDABILITY				
Were you granted college credit for courses or work experience before enrolling at your institution? *(Select all that apply)*				
College courses taken while in high school *(Dual Enrollment, Concurrent Enrollment, Dual Credit, Early College Credit)*	30%	36%	–	19%
Advanced Placement classes or International Baccalaureate program in high school	27%	29%	–	8%
I transferred from an academic program at a two-year college, and I received transfer credit.	10%	17%	–	8%
I transferred from an academic program at a four-year college, and I received transfer credit.	11%	10%	–	12%
I took classes at another college but was not enrolled in a degree or credential program *(continuing education, summer classes, or extramural coursework)*, and I received credit.	7%	9%	–	7%
College credit for prior work or military experience *(Credit for Prior Learning, Prior Learning Assessment)*	3%	3%	–	3%
I did not bring any credits into my institution.	30%	21%	–	50%
POST-GRADUATION PLANS				
Which of the following best represents your plans within six months after graduation?				
I plan to work full time, but have not yet secured a position.	45%	46%	n/a	n/a
I plan to work full time at the job I had while I was enrolled.	4%	8%	n/a	n/a
I have accepted a new full-time job.	10%	11%	n/a	n/a
I plan to work part time.	3%	3%	n/a	n/a
I plan to pursue additional education, but have not yet been admitted.	13%	14%	n/a	n/a
I have been admitted to a program for additional education.	9%	10%	n/a	n/a
I have other plans.	4%	3%	n/a	n/a
I don't know what I plan to do after graduating.	11%	5%	n/a	n/a

	Bachelor's		Associate	
	State	National	State	National
How likely are you to remain in your institution's state after graduation?				
Very unlikely	10%	12%	n/a	n/a
Unlikely	22%	19%	n/a	n/a
Likely	44%	35%	n/a	n/a
Very likely	24%	34%	n/a	n/a
Which of the following best represents your career plans after you complete your current program?				
I plan to continue working for the same employer I have now.	n/a	n/a	–	21%
I plan to look for work with a new employer but in the same career.	n/a	n/a	–	23%
I plan to look for work in a new career.	n/a	n/a	–	56%
NONDEGREE CREDENTIALS				
Have you ever earned, or are you currently earning one of the following credentials relating to career-focused skills? *(Select all that apply)*				
Occupational license issued by a government agency *(teaching license, nursing license, cosmetology license)*	6%	7%	–	11%
Certificate or badge *(from a postsecondary program)*	9%	13%	–	17%
Industry-recognized credential *(Healthcare, IT, Skilled Trades and Manufacturing, Business and Professional Services, Hospitality and Culinary, Public Safety and Legal, Creative and Communications)*	9%	8%	–	13%
Some other type of career-focused credential	3%	3%	–	4%
I don't know.	27%	18%	–	18%
None of the above	52%	56%	–	46%

	State	National
EXTERNAL AFFORDABILITY METRICS		
State appropriations per student FTE, public four-year institutions, FY2025 *(Source: SHEEO SHEF Annual Report)*	$6,505	$11,166
State appropriations per student FTE, public two-year institutions, FY2025 *(Source: SHEEO SHEF Annual Report)*	$15,773	$11,096
FAFSA completion rate, high school class of 2026 (through July 1, 2026) *(Source: NCAN)*	62%	59%
150% completion rate, first-time full-time students, bachelor's degree institutions, 2023-24 *(Source: College Scorecard)*	65%	64%
150% completion rate, first-time full-time Pell recipients, bachelor's degree institutions, 2023-24 *(Source: College Scorecard)*	55%	53%

If we get this right, here's what the future could look like: A young person or adult explores options with a career coach. They have data on jobs and earnings by program. They know costs up front, and public options are affordable and accessible. They engage in paid work-based learning, building skills and clarifying goals. By completion, they don't just hold a credential (or a few).
They have a good job, experience, and momentum toward a better future.

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