

Education and the Economy:

Boosting the Nation's Economy by Improving High School Graduation Rates Among Students of Color and Native Students



Building on its previous work examining education and the economy, the Alliance for Excellent Education (the Alliance), with generous support from State Farm®, analyzed state-level economic data to determine the economic benefits that states could see by improving the high school graduation rates of students of color and Native students. The Alliance calculated projections using a sophisticated economic model developed by Economic Modeling Specialists Inc., a firm specializing in socioeconomic impact tools. The findings presented in this document clearly demonstrate that the best economic stimulus package is a high school diploma.

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The Promise of *Brown v. Board* Not Yet Realized

The U.S. Supreme Court's landmark *Brown v. Board of Education of Topeka* decision in 1954 established that "separate education facilities are inherently unequal." Nearly sixty years later, the nation is still struggling to carry out the legacy of this decision and ensure that all students receive an equal education. In the twenty-first-century global economy, however, it is no longer enough that all students receive just an *equal* education; today, it is essential that all students receive a *rigorous* education that prepares them for success after high school. This is especially true for students of color, Native students, and students from historically underserved communities in order to break the cycle of poverty and disenfranchisement and fulfill the promise that the *Brown v. Board* decision embodied for many.

Students of color and Native students still do not have the same education outcomes as their peers. Nationally, graduation rates for these students hover near 50 percent, lagging up to 25 percentage points below white students.¹ While Asian American students overall fare well, with an 81 percent graduation rate, a lack of detailed data hides pockets of inequity—Southeast Asians, for example, have graduation rates that are widely considered to be significantly lower.²

A key factor in these disparate outcomes is the schools that many students of color and Native students attend. Nearly sixty years after the *Brown v. Board* decision, students of color and Native students are still often concentrated in the lowest-performing high schools in the country. For example, students of color or Native students are six times more likely than their white peers to attend a "dropout factory," one of the nearly 2,000 high schools that produce half the nation's high school dropouts.³ In addition, nearly 75 percent of the high schools identified as the lowest performing in each state as part of the federal School Improvement Grant program are ones in which students of color and Native students make up the majority of the student population.⁴ In many of these schools, teachers are inexperienced, resources are few, and expectations are low; the promise of an education that prepares students for success after high school has been broken. Yet the potential for students in these schools to do great things remains high.

The Economic Necessity to Deliver on the Promise

The hope of *Brown v. Board* has yet to be fulfilled, and the nation has a moral imperative to improve the educational outcomes of students of color and Native students. But, in a time of shifting demographics and an ailing economy, there is also an economic necessity to help all students unlock their potential and ensure that they graduate from high school with the skills and knowledge necessary to succeed in college and in their careers.

The nation's students of color and Native students are quickly moving from the minority of the student population to the majority. Already in twelve states, these students make up more than half of the total number of students. In ten additional states, students of color and Native students comprise between 40 and 50 percent of the student



population.⁵ Today's students are tomorrow's workforce, and the nation cannot afford to continue graduating just over half of the fastest-growing group of students.

Improving the educational outcomes of students of color and Native students will also significantly boost the national economy and the economies of the communities in which they live. Improving graduation rates in general—particularly among students of color and Native students—creates a wave of economic benefits that include boosting individual earnings, home and auto sales, job and economic growth, spending and investment, and state tax revenue.

To demonstrate these economic benefits in concrete terms, the Alliance for Excellent Education, through the generous support of State Farm[®], has quantified the potential economic benefits that would likely accrue if the number of dropouts among African American, Latino, Asian American, and Native American students were cut in half in each state.^a

Nationwide, the economic benefits that would likely be realized as a result of increasing the graduation rate of just one single high school class are staggering.^b

- **African American students:** If just half of the 333,200 African American students who dropped out from the Class of 2010 had graduated, these 166,600 “new graduates” together would likely be earning an additional **\$1.7 billion** each year compared to what they will earn without a high school diploma. These increased earnings would have filtered throughout the economy and created additional economic benefits, including the following:
 - ♦ *Increased spending and investment:* New graduates’ increased earnings, combined, would likely have allowed them to spend up to an additional **\$1.3 billion** and invest an additional **\$442 million** during an average year.
 - ♦ *Increased home and vehicle sales:* By the midpoint of their careers, these new graduates, combined, would likely have spent as much as **\$4.3 billion** more on home purchases than they will spend without a diploma. In addition, they would likely have spent up to an additional **\$178 million** on vehicle purchases during an average year.
- **Latino students:** If just half of the 363,900 Latino students who dropped out from the Class of 2010 had graduated, together these 181,950 new graduates would likely be earning an additional **\$2.2 billion** each year compared to what they will earn without a high school diploma. These increased earnings would have filtered throughout the economy and created additional economic benefits, including the following:
 - ♦ *Increased spending and investment:* New graduates’ increased earnings, combined, would likely have allowed them to spend up to an additional **\$1.6 billion** and invest an additional **\$594 million** during an average year.
 - ♦ *Increased home and vehicle sales:* By the midpoint of their careers, these new graduates, combined, would likely have spent as much as **\$5.9 billion** more on home purchases than they will spend without a diploma. In addition, they would likely have spent up to an additional **\$209 million** on vehicle purchases during an average year.
- **Native students:** If just half of the 24,700 American Indian and Alaska Native students who dropped out from the Class of 2010 had graduated, together these 12,350 new graduates would likely be earning an additional **\$147 million** each year compared to what they will earn without a high school diploma. These increased earnings would have filtered throughout the economy and created additional economic benefits, including the following:

^a Arkansas, the District of Columbia and Utah are not included in this analysis because graduation rate and dropout data is unavailable by student subgroup for these states.

^b Information on data sources and methodology can be found in the technical notes at http://www.all4ed.org/files/EconTechNotes_leb_seb.pdf.

- ♦ *Increased spending and investment:* New graduates' increased earnings, combined, would likely have allowed them to spend up to an additional **\$107 million** and invest an additional **\$40 million** during an average year.
- ♦ *Increased home and vehicle sales:* By the midpoint of their careers, these new graduates, combined, would likely have spent as much as **\$387 million** more on home purchases than they will spend without a diploma. In addition, they would likely have spent up to an additional **\$14 million** on vehicle purchases during an average year.
- **Asian American students:** If just half of the 34,500 Asian, Hawaiian Native, and Pacific Islander students who dropped out from the Class of 2010 had graduated, together these 17,250 new graduates would likely be earning an additional **\$209 million** each year compared to what they will earn without a high school diploma. These increased earnings would have filtered throughout the economy and created additional economic benefits, including the following:
 - ♦ *Increased spending and investment:* New graduates' increased earnings, combined, would likely have allowed them to spend up to an additional **\$152 million** and invest an additional **\$57 million** during an average year.
 - ♦ *Increased home and vehicle sales:* By the midpoint of their careers, these new graduates, combined, would likely have spent as much as **\$664 million** more on home purchases than they will spend without a diploma. In addition, they would likely have spent up to an additional **\$20 million** on vehicle purchases during an average year.

Together, these four groups of new graduates would likely have had a significant impact on the economy. The 378,200 African American, Latino, Native, and Asian American new graduates together would likely have created the following:

- *Job and economic growth:* The additional spending and investments by these new graduates, combined, would likely have been enough to support as many as **30,000** new jobs and increase the gross domestic product by as much as **\$5.4 billion** by the time they reached their career midpoints.
- *Increased tax revenue:* As a result of these new graduates' increased wages and higher levels of spending, state tax revenues would likely have grown by as much as **\$412 million** during an average year.
- *Increased human capital:* Thirty-eight percent of these new graduates would likely have enrolled in a postsecondary program after earning a high school diploma. However, only **86,500** of them, or about 23 percent of all new graduates, are expected to complete a postsecondary credential, including a vocational certificate, two- or four-year degree, or higher, which signals a critical hole in the secondary to postsecondary pipeline.

State-by-state data is included in the tables on the following pages.

Making the Economic Case to Deliver on the Promise

Especially in this time of fiscal uncertainty, projections such as those above and in the tables below are necessary to make the case for improving the academic outcomes of the nation's students of color and Native students. Information illustrating the economic benefits of improving the educational outcomes of the nation's students of color and Native students can be used at the local, state, and federal levels to encourage policymakers and community members to invest time, energy, and financial resources into effectively addressing low-performing secondary schools and ensuring that all students receive an education that prepares them for success in college and careers.

The legacy of the *Brown v. Board* decision holds the nation to a promise to ensure an equitable education for all students. Nearly sixty years later, workforce demands now require that an equitable education be one that ensures students' success after high school. The nation must not turn its back on this promise; indeed, the nation can no longer afford unequal education for students of color and Native students in its schools.

Table 1. Economic Benefits of Improving the Graduation Rate Among African American Students

State	African American Students					
	Class of 2010 Dropouts ⁱ	Economic Benefits If Half of Dropouts Had Graduated ⁱⁱ				
		Additional Annual Earnings (\$)	Additional Annual Spending (\$)	Additional Annual Investment (\$)	Additional Home Sales (\$)	Additional Vehicle Sales (\$)
Alabama	11,800	50 million	38 million	12 million	95 million	5.8 million
Alaska	300	2.7 million	2 million	700,000	7.5 million	200,000
Arizona	1,300	6.1 million	4.5 million	1.5 million	16 million	700,000
Arkansas	n/a					
California	20,200	124 million	91 million	33 million	423 million	12 million
Colorado	1,300	7.8 million	5.9 million	2 million	30 million	700,000
Connecticut	2,500	14 million	10 million	4.1 million	58 million	1.5 million
Delaware	1,700	8.8 million	6.4 million	2.4 million	33 million	900,000
District of Columbia	n/a					
Florida	28,800	137 million	103 million	35 million	320 million	16 million
Georgia	31,300	155 million	116 million	39 million	332 million	16 million
Hawaii	100	600,000	400,000	200,000	2.9 million	100,000
Idaho	+					
Illinois	18,800	94 million	69 million	25 million	288 million	10 million
Indiana	5,000	23 million	17 million	5.9 million	61 million	2.5 million
Iowa	900	4 million	3 million	1 million	7.6 million	400,000
Kansas	1,600	6.3 million	4.7 million	1.6 million	11 million	800,000
Kentucky	2,600	13 million	10 million	3.1 million	25 million	1.3 million
Louisiana	12,900	69 million	51 million	17 million	144 million	6.6 million
Maine	100	500,000	400,000	100,000	1 million	100,000
Maryland	12,500	86 million	60 million	25 million	322 million	7.4 million
Massachusetts	2,700	15 million	10 million	4.1 million	56 million	1.6 million
Michigan	+					
Minnesota	+					
Mississippi	9,000	33 million	26 million	7.9 million	52 million	4.5 million
Missouri	7,400	37 million	28 million	9 million	71 million	3.7 million
Montana	+					
Nebraska	1,300	4.8 million	3.6 million	1.2 million	8.7 million	700,000
Nevada	3,500	13 million	9.6 million	3.6 million	38 million	1.8 million
New Hampshire	+					
New Jersey	6,400	45 million	32 million	13 million	174 million	3.8 million
New Mexico	300	1.4 million	1 million	300,000	3.1 million	200,000
New York	25,100	139 million	102 million	37 million	311 million	15 million
North Carolina	20,700	100 million	76 million	24 million	224 million	11 million
North Dakota	+					
Ohio	15,200	71 million	53 million	18 million	163 million	7.7 million
Oklahoma	2,500	10 million	8 million	2.5 million	15 million	1.2 million
Oregon	600	2.5 million	1.9 million	600,000	7.4 million	300,000
Pennsylvania	12,300	57 million	42 million	15 million	146 million	6.4 million
Rhode Island	400	1.9 million	1.4 million	500,000	5.3 million	200,000
South Carolina	15,500	74 million	56 million	18 million	161 million	7.8 million
South Dakota	+					
Tennessee	8,300	39 million	30 million	9.2 million	73 million	4.2 million
Texas	26,200	149 million	112 million	37 million	224 million	14 million
Utah	n/a					
Vermont	+					
Virginia	13,800	81 million	59 million	22 million	249 million	7.9 million
Washington	2,800	17 million	12 million	4.5 million	60 million	1.6 million
West Virginia	500	1.8 million	1.4 million	400,000	3.2 million	200,000
Wisconsin	4,700	21 million	16 million	5.5 million	59 million	2.4 million
Wyoming	+					
Total	333,200	1.7 billion	1.3 billion	442 million	4.3 billion	178 million

Table 2. Economic Benefits of Improving the Graduation Rate Among Latino Students

State	Latino Students					
	Class of 2010 Dropouts ⁱ	Economic Benefits If Half of Dropouts Had Graduated ⁱⁱ				
		Additional Annual Earnings (\$)	Additional Annual Spending (\$)	Additional Annual Investment (\$)	Additional Home Sales (\$)	Additional Vehicle Sales (\$)
Alabama	900	4.6 million	3.4 million	1.2 million	9.1 million	500,000
Alaska	+					
Arizona	12,100	61 million	45 million	16 million	155 million	6.4 million
Arkansas	n/a					
California	109,800	761 million	550 million	211 million	2.6 billion	70 million
Colorado	8,100	52 million	39 million	14 million	200 million	4.6 million
Connecticut	3,500	21 million	15 million	6.3 million	91 million	2 million
Delaware	500	2.6 million	1.9 million	700,000	9.6 million	300,000
District of Columbia	n/a					
Florida	22,800	116 million	86 million	30 million	267 million	13 million
Georgia	6,800	36 million	27 million	9.4 million	79 million	3.6 million
Hawaii	300	1.2 million	900,000	300,000	6.1 million	200,000
Idaho	1,100	4.3 million	3.3 million	1 million	10 million	600,000
Illinois	13,700	72 million	53 million	19 million	221 million	7.4 million
Indiana	2,000	9.9 million	7.3 million	2.6 million	22 million	1 million
Iowa	900	4.3 million	3.2 million	1.1 million	8.4 million	500,000
Kansas	2,100	9.6 million	7.1 million	2.5 million	17 million	1.1 million
Kentucky	500	2.7 million	2 million	700,000	5.2 million	200,000
Louisiana	500	2.9 million	2.2 million	700,000	5.3 million	300,000
Maine	+					
Maryland	2,100	16 million	11 million	5 million	62 million	1.3 million
Massachusetts	5,000	30 million	21 million	8.6 million	117 million	3.1 million
Michigan	3,000	17 million	13 million	4.4 million	50 million	1.6 million
Minnesota	1,900	10 million	7.6 million	2.8 million	34 million	1 million
Mississippi	300	1.2 million	900,000	300,000	2 million	100,000
Missouri	900	4.9 million	3.6 million	1.2 million	9.2 million	500,000
Montana	100	500,000	400,000	100,000	900,000	100,000
Nebraska	1,500	6.1 million	4.5 million	1.6 million	11 million	800,000
Nevada	10,100	44 million	31 million	12 million	124 million	5.5 million
New Hampshire	400	1.6 million	1.1 million	400,000	5.7 million	200,000
New Jersey	6,800	47 million	34 million	13 million	186 million	4 million
New Mexico	7,900	34 million	25 million	8.1 million	79 million	4.2 million
New York	27,400	161 million	117 million	44 million	372 million	16 million
North Carolina	5,800	28 million	21 million	6.8 million	63 million	3 million
North Dakota	+					
Ohio	2,000	10 million	7.7 million	2.8 million	24 million	1 million
Oklahoma	1,700	8 million	6.1 million	2 million	12 million	900,000
Oregon	2,700	12 million	9.3 million	3.2 million	36 million	1.6 million
Pennsylvania	5,100	25 million	19 million	6.8 million	56 million	2.7 million
Rhode Island	1,100	5.7 million	4.1 million	1.6 million	15 million	600,000
South Carolina	1,500	7.9 million	5.9 million	2 million	17 million	800,000
South Dakota	100	500,000	400,000	100,000	800,000	100,000
Tennessee	1,300	6.7 million	5 million	1.6 million	13 million	700,000
Texas	78,300	499 million	369 million	131 million	746 million	42 million
Utah	n/a					
Vermont	+					
Virginia	3,400	21 million	15 million	5.8 million	67 million	2 million
Washington	5,400	35 million	26 million	9.5 million	121 million	3.1 million
West Virginia	100	400,000	300,000	100,000	700,000	50,000
Wisconsin	2,200	11 million	8 million	2.9 million	30 million	1.2 million
Wyoming	300	800,000	600,000	200,000	2.3 million	100,000
Total	363,900	2.2 billion	1.6 billion	594 million	5.9 billion	209 million

Table 3. Economic Benefits of Improving the Graduation Rate Among Native Students

State	Native Students ⁱⁱⁱ					
	Class of 2010 Dropouts ⁱ	Economic Benefits If Half of Dropouts Had Graduated ⁱⁱ				
		Additional Annual Earnings (\$)	Additional Annual Spending (\$)	Additional Annual Investment (\$)	Additional Home Sales (\$)	Additional Vehicle Sales (\$)
Alabama	200	800,000	600,000	200,000	1.7 million	100,000
Alaska	2,100	20 million	14 million	5.5 million	57 million	1.3 million
Arizona	2,700	15 million	11 million	4.3 million	41 million	1.5 million
Arkansas	n/a					
California	2,000	16 million	11 million	4.7 million	55 million	1.4 million
Colorado	500	3.3 million	2.4 million	900,000	13 million	300,000
Connecticut	100	600,000	400,000	200,000	2.7 million	100,000
Delaware	+					
District of Columbia	n/a					
Florida	300	1.8 million	1.3 million	500,000	4.1 million	200,000
Georgia	100	800,000	600,000	200,000	1.8 million	100,000
Hawaii	+					
Idaho	200	800,000	600,000	200,000	2.1 million	100,000
Illinois	+					
Indiana	200	800,000	600,000	200,000	2 million	100,000
Iowa	100	700,000	500,000	200,000	1.4 million	100,000
Kansas	300	1.4 million	1 million	400,000	2.6 million	200,000
Kentucky	+					
Louisiana	+					
Maine	+					
Maryland	100	900,000	600,000	300,000	3.5 million	100,000
Massachusetts	100	700,000	500,000	200,000	2.8 million	100,000
Michigan	700	4.5 million	3.3 million	1.2 million	13 million	400,000
Minnesota	800	4.5 million	3.3 million	1.3 million	14 million	400,000
Mississippi	+					
Missouri	200	1 million	700,000	300,000	1.8 million	100,000
Montana	800	3 million	2.3 million	700,000	5.3 million	400,000
Nebraska	+					
Nevada	500	2.1 million	1.5 million	600,000	6.1 million	300,000
New Hampshire	+					
New Jersey	+					
New Mexico	1,900	9.4 million	6.9 million	2.5 million	23 million	1.1 million
New York	600	4.1 million	2.9 million	1.2 million	9.4 million	400,000
North Carolina	900	5.1 million	3.8 million	1.3 million	12 million	500,000
North Dakota	500	2.7 million	2 million	700,000	3.8 million	300,000
Ohio	+					
Oklahoma	3,600	17 million	13 million	4.3 million	26 million	1.8 million
Oregon	500	2.5 million	1.9 million	700,000	7.7 million	300,000
Pennsylvania	200	800,000	600,000	200,000	2.1 million	100,000
Rhode Island	+					
South Carolina	200	900,000	700,000	200,000	2 million	100,000
South Dakota	700	3.3 million	2.5 million	800,000	5.5 million	400,000
Tennessee	+					
Texas	700	4.5 million	3.3 million	1.2 million	6.9 million	400,000
Utah	n/a					
Vermont	+					
Virginia	200	1 million	700,000	300,000	3.1 million	100,000
Washington	1,600	11 million	8.1 million	3.2 million	40 million	1 million
West Virginia	+					
Wisconsin	600	3.1 million	2.3 million	900,000	8.7 million	300,000
Wyoming	200	700,000	500,000	200,000	2 million	100,000
Total	24,700	147 million	107 million	40 million	387 million	14 million

Table 4. Economic Benefits of Improving the Graduation Rate Among Asian American Students

State	Asian American Students ^{iv}					
	Class of 2010 Dropouts ⁱ	Economic Benefits If Half of Dropouts Had Graduated ⁱⁱ				
		Additional Annual Earnings (\$)	Additional Annual Spending (\$)	Additional Annual Investment (\$)	Additional Home Sales (\$)	Additional Vehicle Sales (\$)
Alabama	200	1 million	800,000	300,000	2 million	100,000
Alaska	300	2.5 million	1.8 million	700,000	7.5 million	200,000
Arizona	300	1.8 million	1.3 million	500,000	4.6 million	200,000
Arkansas	n/a					
California	9,800	67 million	48 million	18 million	229 million	6.1 million
Colorado	300	2.1 million	1.6 million	600,000	8.1 million	200,000
Connecticut	300	1.8 million	1.3 million	500,000	7.6 million	200,000
Delaware	+					
District of Columbia	n/a					
Florida	900	4.4 million	3.2 million	1.1 million	10 million	500,000
Georgia	700	3.9 million	2.9 million	1 million	8.5 million	400,000
Hawaii	4,100	20 million	15 million	5.6 million	100 million	2.8 million
Idaho	+					
Illinois	600	3.6 million	2.6 million	1 million	11 million	300,000
Indiana	200	1.3 million	900,000	300,000	3.2 million	100,000
Iowa	200	900,000	600,000	200,000	1.7 million	100,000
Kansas	300	1.2 million	900,000	300,000	2.2 million	100,000
Kentucky	+					
Louisiana	200	1 million	800,000	300,000	2.1 million	100,000
Maine	+					
Maryland	300	2.2 million	1.5 million	700,000	8.1 million	200,000
Massachusetts	600	3.8 million	2.7 million	1.1 million	15 million	400,000
Michigan	500	3.2 million	2.3 million	800,000	9 million	300,000
Minnesota	1,100	6.9 million	5 million	1.9 million	22 million	600,000
Mississippi	100	400,000	300,000	100,000	700,000	100,000
Missouri	+					
Montana	+					
Nebraska	+					
Nevada	1,200	5.2 million	3.7 million	1.5 million	15 million	600,000
New Hampshire	+					
New Jersey	1,100	8.6 million	6.1 million	2.5 million	33 million	700,000
New Mexico	+					
New York	3,800	23 million	17 million	6.3 million	52 million	2.2 million
North Carolina	600	3.3 million	2.5 million	800,000	7.7 million	300,000
North Dakota	+					
Ohio	400	1.9 million	1.4 million	500,000	4.3 million	200,000
Oklahoma	200	1 million	800,000	200,000	1.5 million	100,000
Oregon	400	1.8 million	1.3 million	500,000	5.3 million	200,000
Pennsylvania	700	3.5 million	2.6 million	900,000	8.8 million	400,000
Rhode Island	200	1.1 million	800,000	300,000	3 million	100,000
South Carolina	+					
South Dakota	+					
Tennessee	300	1.5 million	1.2 million	400,000	2.9 million	100,000
Texas	1,400	8.8 million	6.5 million	2.3 million	13 million	700,000
Utah	n/a					
Vermont	+					
Virginia	800	4.8 million	3.5 million	1.3 million	15 million	400,000
Washington	1,600	11 million	8.2 million	3.2 million	39 million	1 million
West Virginia	+					
Wisconsin	500	2.8 million	2 million	700,000	7.6 million	300,000
Wyoming	+					
Total	34,500	209 million	152 million	57 million	664 million	20 million

Table 5. Additional Economic Benefits of Improving the Graduation Rate Among All Students of Color and Native Students

State	Economic Benefits If Half of All Class of 2010 African American, Latino, Native, and Asian American Dropouts Had Graduated ⁱⁱ				
	Job Growth	Increase in Gross State Product (\$)	Annual Increase in State Tax Revenue (\$)	Percent of New Graduates Enrolling in/Completing a Postsecondary Program	Number of New Graduates Expected to Earn a Postsecondary Degree
Alabama	350	67 million	3.2 million	28/17	1,120
Alaska	100	28 million	900,000	52/30	410
Arizona	450	98 million	6.5 million	39/23	1,890
Arkansas	n/a				
California	5,850	1.3 billion	114 million	46/27	18,990
Colorado	450	84 million	4.7 million	39/25	1,240
Connecticut	200	49 million	5.8 million	37/20	650
Delaware	100	15 million	800,000	32/19	210
District of Columbia	n/a				
Florida	2,250	337 million	19 million	41/26	6,910
Georgia	2,150	283 million	15 million	28/17	3,350
Hawaii	150	28 million	1.6 million	39/23	530
Idaho	50	7.4 million	500,000	43/26	180
Illinois	1,500	216 million	20 million	33/19	3,230
Indiana	250	42 million	3.4 million	34/20	760
Iowa	60	11 million	1 million	32/21	220
Kansas	150	22 million	1.7 million	43/26	560
Kentucky	100	19 million	1.4 million	25/15	250
Louisiana	500	88 million	4 million	34/19	1,310
Maine	#	1 million	100,000	39/23	20
Maryland	850	133 million	12 million	38/24	1,790
Massachusetts	350	64 million	6.5 million	35/23	950
Michigan	150	29 million	2.5 million	44/24	530
Minnesota	200	27 million	2.6 million	42/25	460
Mississippi	300	44 million	2.8 million	37/22	1,040
Missouri	400	53 million	3.2 million	35/20	850
Montana	#	4.5 million	200,000	42/25	130
Nebraska	90	14 million	1 million	39/23	320
Nevada	450	78 million	4.7 million	41/24	1,850
New Hampshire	#	2.2 million	100,000	37/21	40
New Jersey	650	132 million	17 million	31/19	1,350
New Mexico	400	60 million	3.3 million	40/25	1,270
New York	2,200	429 million	38 million	36/21	6,100
North Carolina	1,200	175 million	13 million	28/17	2,420
North Dakota	#	3.2 million	200,000	49/32	80
Ohio	600	100 million	7.8 million	33/19	1,700
Oklahoma	250	43 million	2.4 million	39/23	910
Oregon	150	24 million	1.5 million	44/25	530
Pennsylvania	700	108 million	9.1 million	31/19	1,720
Rhode Island	#	10 million	1.1 million	35/20	170
South Carolina	500	96 million	6.6 million	30/17	1,500
South Dakota	#	4.4 million	200,000	41/26	110
Tennessee	300	58 million	3.3 million	27/16	780
Texas	4,500	801 million	47 million	43/25	13,330
Utah	n/a				
Vermont	+				
Virginia	650	126 million	10 million	40/25	2,270
Washington	400	88 million	6.5 million	44/26	1,500
West Virginia	#	2.5 million	200,000	38/22	60
Wisconsin	200	44 million	4.8 million	35/20	820
Wyoming	#	2 million	100,000	44/25	70
Total	30,000	5.4 billion	412 million	38/23	86,500

ⁱ The number of Class of 2010 dropouts for each group is rounded and based on data from the National Center for Educational Statistics (NCES) Common Core of Data. Arkansas and the District of Columbia are marked “n/a” because neither reported disaggregated data to NCES and therefore neither is included in this analysis. Utah reported disaggregated data to NCES, but the size of each subgroup was too small to meet NCES’s threshold for public release. As a result, it is also marked “n/a” and is excluded from this analysis.

ⁱⁱ These figures represent rounded estimates of gross benefits to the state economy and are not intended to reflect the net impact of additional graduates.

ⁱⁱⁱ Native data includes American Indian and Alaska Native students.

^{iv} Asian American data includes Asian, Hawaiian Native, and Pacific Islander students.

+ Findings are not reported for subgroup/state combinations where the dropout count is less than 100.

Findings on job growth are not reported for states where the projection is less than fifty jobs.

Endnotes

¹ Editorial Projects in Education, “Diplomas Count 2010: Graduation by the Numbers: Putting Data to Work for Student Success,” special issue, *Education Week* 29, no. 34 (2010).

² National Commission on Asian American and Pacific Islander Research in Education, *Asian Americans and Pacific Islanders: Facts, Not Fiction: Setting the Record Straight* (Washington, DC: College Board, 2008).

³ T. Tucci, “Prioritizing the Nation’s Lowest-Performing High Schools” (Washington, DC: Alliance for Excellent Education, 2010).

⁴ Alliance for Excellent Education analysis of state lists of schools eligible for School Improvement Grants as well as data from the National Center for Education Statistics Common Core of Data database.

⁵ Alliance for Excellent Education analysis of the National Center for Education Statistics Common Core of Data database.