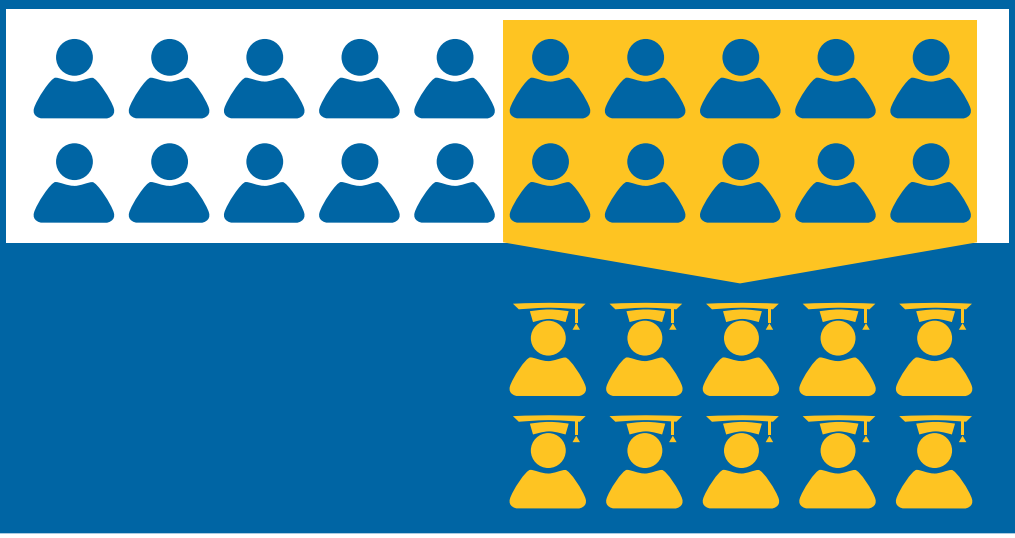
THE ECONOMIC BENEFITS

of Helping High School Dropouts Earn **Both** High School Diplomas and College Degrees

December 2011

WHAT IF …

… half of Kansas's 9,500 dropouts from the Class of 2010 had stayed in school and earned a high school diploma?



THE BENEFITS WOULD BE HUGE

$31 million in increased earnings

$24 million in increased spending

$50 million in increased home sales

$4.2 million in increased auto sales

200 new jobs

$36 million in increased gross state product

$2.7 million in increased state tax revenue

BUT …

... the reality is high school just isn't enough today.

Unfortunately, only **27%** of those new graduates would likely earn some type of college degree or credential.

WHAT IF ...

... 60% of those 4,750 new high school graduates earned a college credential or degree?

Vocational certification		2-year degree		4-year degree	
From a projected	to a goal of	From a projected	to a goal of	From a projected	to a goal of
15%	33%	9%	19%	4%	8%

THE BENEFITS WOULD BE EVEN GREATER

$52 million in increased earnings
An increase of ...
+$21 million

$38 million in increased spending
+$14 million

$96 million in increased home sales
+$46 million
$5.7 million in increased auto sales
+$1.5 million

400 new jobs
+200 jobs

$62 million in increased gross state product
+$26 million

$4.6 million in increased state tax revenue
+$1.9 million

The best economic stimulus package is a diploma.

This document presents new information on the link between education and the economy that builds on the Alliance for Excellent Education's previous work released in spring 2011. With generous support from State Farm® and using an economic model developed by Economic Modeling Specialists Inc., a firm specializing in socioeconomic impact tools, the Alliance analyzed the economies of more than 200 metropolitan statistical areas, all 50 states, and the District of Columbia to determine the economic benefits states and local communities could see by improving high school and college graduation rates overall and among students of color. For more information, visit www.all4ed.org/econ.

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