

# Marriage, Parenthood, & College Education



The U.S. Department of Education's National Center for Education Statistics (NCES) announces the release of *Competing Choices: Men's and Women's Paths After Earning a Bachelor's Degree*. This report provides a context for understanding the paths that women and men take toward graduate degrees, employment, marriage, and parenthood during the first four years after earning their bachelor's degree. In particular, the analysis seeks to identify how these behaviors are interrelated. It contains data from the Baccalaureate and Beyond Longitudinal Study (B&B). Some highlights from this report include:

- At the time they received their bachelor's degree in 1992-93, women were more likely than men to be under age 23 (51 percent vs. 42 percent) or over age 29 (19 percent vs. 13 percent). They were also more likely than men to have married (29 percent vs. 24 percent) and to have children (16 percent vs. 12 percent) by the time they graduated.
- Among those who had not married by the time they earned their bachelor's degree, women were more likely than men to have married within four years (32 percent vs. 28 percent). Similarly, among those who did not have children when they graduated, women were more likely than men to become parents within the next four years (15 percent vs. 11 percent).
- For women, marriage before earning a bachelor's degree was negatively related to graduate enrollment. After controlling for other characteristics (including, among others, age, field of study, and undergraduate GPA), 23 percent of women who married before receiving their bachelor's degree enrolled in graduate school, compared with 33 percent of women who had not yet married four years after earning their bachelor's degree. Marriage was not significantly related to graduate enrollment for men, however, after controlling for other characteristics.

Reprinted with permission from the U.S. Department of Education's National Center for Education Statistics. Copies of *Competing Choices: Men's and Women's Paths After Earning a Bachelor's Degree* are available only through the NCES Web site at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001154>.

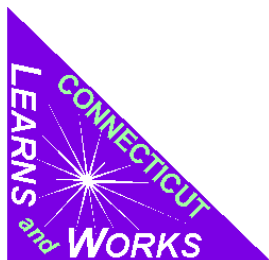
## Save the Date!

March 27, 2002

*A Landscape of Opportunities*

Trumbull, Connecticut

7:30 a.m. to 3:00 p.m.



Known for their quality information geared to educators, counselors, and employment and training specialists, *Connecticut Learns and Works* conferences are a wonderful opportunity to develop successful occupational strategies. The next conference, "A Landscape of Opportunities," will be held on March 27, 2002, at the Trumbull Marriott Hotel and will feature keynote speaker Hilary C. Pennington from Boston, Massachusetts, President of *Jobs for the Future*. More details will be available in the next newsletter. Questions about the conference can be directed to Wanda Izdebski at (860) 263-6283.



# The Lost Opportunity of Senior Year

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The National Commission on the High School Senior Year was formed in June 2000, with the view that senior year should be the accumulation of twelve years of preparation for adulthood, enabling young persons to be contributing citizens, armed with a diploma that presents opportunities for careers and college. The Commission has interviewed students and experts, held meetings, and researched the subject to evaluate and improve the high school experience. Their report, "The Lost Opportunities of Senior Year: Finding a Better Way," depicts a grim status of American high school seniors, estimating that one-third to one-half of high school students are undereducated or miseducated.

Citing research by the Third International Mathematics and Science Study (TIMSS), the Commission found that American high school seniors are academically below seniors from other countries. In both mathematics and science, American 17 year olds outperform students in only 2 of the 21 nations. While most seniors participating in the TIMSS are studying mathematics and science, one-third of American seniors are not studying math, and two-thirds are not studying science. TIMSS also reported that U.S. seniors spend fewer hours on homework and work three times as many hours in after-school jobs. For most, these are low-paying jobs that are not mentally challenging.

Focus groups with high school graduates displayed views that "senioritis," partying, part-time work, and college applications were higher priorities than studying during their senior year. Among high school graduates that directly entered the workforce, there was a perception of a "class structure of schools" in which important students (those that excel in academics, sports, or music) receive more attention from teachers and counselors, and are held to higher standards. They also reported that since they had filled most of their credit requirements for graduation, senior year consisted of more idle time than classes.

Different requirements for high school graduation, college entrance, and substantial employment, are all evidence of a disconnected K-16 system that fails to prepare students for life in the information age. Combined with insufficient career planning at the middle and high school level, high school graduates find themselves unprepared for college education: 29 percent will be required to take remedial classes before beginning credit courses. These classes are the basics of math, reading and writing: 24 percent of students take remedial math classes, 13 percent take remedial reading classes, and 17 percent take remedial writing classes. The annual cost for remediation has been estimated to be between \$260 million and \$1 billion.

The Commission similarly found evidence of a disconnected K-12 system; one survey by the Southern Regional Education Board revealed that only 37 percent of middle school teachers agreed that it is very important to prepare middle school students for high school college preparatory courses. Competition for funds among schools in the same town does little to encourage cooperation. Categorization of students, especially minorities, hinders their education by what President Bush has called the "soft-bigotry of low expectations." In the 18 to 24 year old age range, Asians and Caucasians experience high school graduation rates of 94 and 90 percent, respectively; 81 percent of African Americans and 63 percent of Latinos hold high school diplomas.

While the Commission has not yet announced its final recommendations, preliminary suggestions include streamlining the K-16 system, improving the professional lives of teachers, and timely assessment of students. Instead of a standard four-year program, perhaps high school should have a more flexible time frame, allowing students to finish credits in less or more time. Another option is to allow students, at age sixteen, to choose from applying to college, participating in an internship, beginning an apprenticeship, or entering a technical college program. In the words of the Commission, "The United States desperately needs to seize the lost opportunity of the senior year. The need is immediate. The goal is important. The time to act has arrived."

*To view the full report, "The Lost Opportunity of Senior Year: Finding A Better Way," visit the National Commission on the Senior Year Web site at [www.commissiononthesenioryear.org](http://www.commissiononthesenioryear.org).*



**Occupational Outlook Quarterly**  
online

[www.bls.gov/opus/ooq/ooqhome.htm](http://www.bls.gov/opus/ooq/ooqhome.htm)

Published by the Bureau of Labor Statistics, the *Occupational Outlook Quarterly* provides practical information on jobs and careers. Articles are written in straightforward, non-technical language and cover a wide variety of career and work-related topics such as new and emerging occupations, training opportunities, salary trends, and results of new studies from the Bureau of Labor Statistics.

In addition to full length articles, the "Grab Bag" feature is a collection of brief items of interest to counselors and students. "You're a What?" articles portray a worker in the daily tasks of an unusual occupation, including exercise physiologists, arborists, clowns, farmers, and usability engineers. The *Occupational Outlook Handbook* is just a link away.

OOQ is available in hard copy for \$9.50 a year; the on-line version is free and published before the hard copy. To explore this resource, visit [www.bls.gov/opus/ooq/ooqhome.htm](http://www.bls.gov/opus/ooq/ooqhome.htm).



## Connecticut Career Fairs

This fall, the Connecticut Department of Labor will be conducting four career fairs. The Hartford and Enfield programs will be open to all types of positions, from management, professional, technical, and engineering, to sales, marketing, administrative assisting, production, construction, and entry level. The New Haven program will spotlight opportunities in managerial, professional, technical, and administrative support positions.

The Health and Human Services Career Fair and Expo is the perfect opportunity for those seeking immediate employment or considering a career in health and human services. Employers will be hiring in the ever-expanding health, human services, bioscience, pharmaceutical, and research fields. The Career Expo portion will provide potential students with information on schools and programs in these growing fields and provide job seekers with options to upgrade their skills. Students, counselors, educators, and job seekers are encouraged to attend.

Job fair attendees should arrive early, dress for an interview, and bring at least 50 copies of their résumé. Lists of participating companies, directions, and tips for job seekers can be obtained by visiting [www.ctjobfairs.com](http://www.ctjobfairs.com). For more information, call Deb Barr at (860) 263-6280.

### GENERAL - ALL POSITIONS

#### Hartford

Connecticut Expo Center  
September 12, 2001  
2:00 p.m. - 6:00 p.m.

#### Enfield

Asnuntuck Community College  
October 30, 2001  
2:00 p.m. - 6:00 p.m.

### MANAGERIAL, PROFESSIONAL, TECHNICAL

#### New Haven

New Haven Coliseum  
October 3, 2001  
11:00 a.m. - 4:00 p.m.

### HEALTH AND HUMAN SERVICES CAREER FAIR AND EXPO

#### Cromwell

Radisson Hotel & Conference Center  
October 15, 2001  
1:00 p.m. - 6:00 p.m.

# Career Development Month Poetry and Poster

## Contest

The Connecticut Career Counseling and Development Association (CCDA) is sponsoring Connecticut's participation in the National Career Development Poetry and Poster Contest. Invite students to explore National Career Development Week (November 5th - 9th) by creating poems and posters to illustrate the contest theme, "Career Development Over the Lifespan." Subthemes include "Celebrating Diversity in the Workforce," "Meeting the Challenges of Change," "Demonstrating the Qualities and Skills of a Successful Employee," and "Celebrating My Favorite Career."

Judging for all contests will be based on originality, creativity, and development of the national theme and subthemes. The deadline for state contest entries is December 4, 2001. Winners will automatically be entered in the national competition. The six contest divisions are as follows:

Primary Division: Grades K-2

Intermediate Division: Grades 3-5

Middle Division: Grades 6-8

Senior Division: Grades 9-12

Adult Student Division: Post Secondary

Adult Division: Open to all adults over 18

Any acceptable poetic form is permitted, i.e. cinquain, diamante, free verse, haiku, limerick, metered, rhyming, blank verse. Each poem should be submitted on a single sheet of paper 8.5" by 11" in size, with a minimum 12 point font size for text. Poems will also be evaluated on the appropriate form, execution, spelling, and grammar.

Media for posters may include ink, pencil, collage, poster paints, magic marker, acrylic, photography, computer generated graphics, oil, cut and pasted paper. Each poster must be created in 8.5" by 11" size, with a preference for simple bold lettering. Judging will also include

the appropriate use of media, lettering, and basic principles of art.

For more information, contact Linda Kobylarz at (860) 675-8003 or by e-mail at [lindakoby@aol.com](mailto:lindakoby@aol.com).



## Reference Shelf

### Connecticut Careers:

#### Career Directions for Entry-Level Jobs

by the Connecticut Department of Labor

Entry-level jobs can be an important step in exploring a career path, gaining valuable experience, and forming contacts. *Connecticut Careers* provides key information on 56 entry-level jobs, including:

- job descriptions,
- entry-level and average hourly wages,
- number of annual job openings,
- basic job requirements,
- where to get training,
- where to start your job search,
- career clusters, and
- possible career paths.

To request a free copy of *Connecticut Careers*, contact Erin Wilkins by phone at (860) 263-6279, or by e-mail at [erin.wilkins@po.state.ct.us](mailto:erin.wilkins@po.state.ct.us). This publication is also available on-line at [www.ctdol.state.ct.us/lmi](http://www.ctdol.state.ct.us/lmi). *Quantities are limited.*

"Life isn't about finding yourself.  
Life is about creating yourself."

- George Bernard Shaw

### **CCRN Update**

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