

# A STRONGER

# NATION



## through higher education

Ten-year time horizon  
brings Goal 2025 into sharp focus

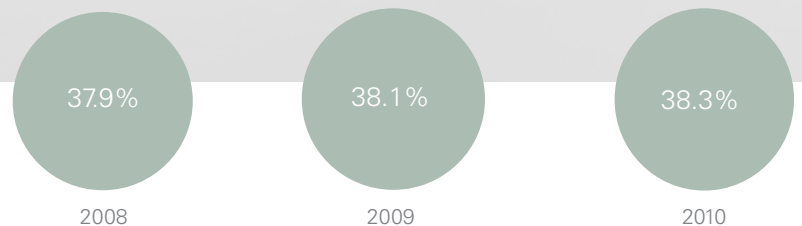
An annual report from Lumina Foundation

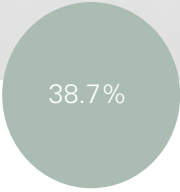
## In this report:

- The higher education attainment rate of the U.S. and every state, showing how rates have changed over six years.
- The attainment rate for every county and the 100 most populous metropolitan areas in the U.S.
- Breakdowns of the attainment data, including by race and ethnicity.
- A snapshot of current college enrollment, broken down by age, race and ethnicity.
- A road map to reach Goal 2025.
- A description of some of the metrics Lumina uses to track progress toward increasing college attainment.

## Tracking the trend

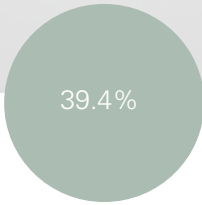
Percentage of the country's working-age population (25-64) with at least an associate degree





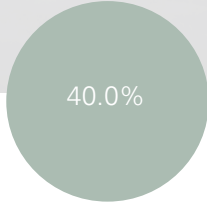
38.7%

2011



39.4%

2012



40.0%

2013



# Our time is limited, but reaching Goal 2025 looms large

Ten years. Sounds like a long time, doesn't it?

Well, it isn't. Think back a decade. In 2005, George Bush was beginning his second term as president. *Million-Dollar Baby* won the best-picture Oscar. Rosa Parks and Johnny Carson both died that year. Hard to believe a decade has passed. Or try looking back 10 years in your own life — to the birth of a son or daughter, perhaps, or to your college graduation. Seems like yesterday, right?

Ten years can pass quickly — especially when those years are measured against the big things in life, the things that really matter.

Here at Lumina Foundation, we're focused intently on something that really matters: Goal 2025, the ambitious college-attainment goal that drives all we do. That goal calls for 60 percent of Americans to hold a college degree, certificate or other high-quality postsecondary credential by the year 2025.

For us, Goal 2025 isn't just a number or a convenient way to organize the Foundation's work. We're convinced — and economists and other experts give us good reason to be convinced — that reaching this goal is a national imperative. The only way the United States can meet its growing need for talent is to significantly increase Americans' attainment of high-quality, college-level credentials. It's the only way we can prepare for lasting success in the workplace and in life.

And let's be clear. We mean **all** Americans, not just those born into certain families or neighborhoods or income brackets. For America to truly prosper — for the nation to attain, not just economic security, but social justice

and cohesion — college success must expand dramatically, and in all directions. Postsecondary credentials must be made available to — no, **expected of** — millions more Americans, from all walks of life.

For many decades, education has proven to be this nation's single most powerful engine of individual progress and upward mobility. And in today's rapidly changing workplace, that's truer than ever. In fact, experts say some form of college-level learning is a necessity for anyone who seeks a spot in the middle class. That's a potent argument as the nation confronts the problems caused by rising levels of inequality.

That's why we take Goal 2025 seriously. And taking the goal seriously means that we regularly monitor progress toward that goal, from every level

— beginning with national attainment figures and extending all the way to our own actions and activities here at Lumina Foundation.

This annual report, *A Stronger Nation through Higher Education*, is our most visible tool in that ongoing effort. Like all earlier editions of the report, this one, our sixth, is designed specifically to track progress toward Goal 2025 — on a national scale, from the perspective of the country's largest metropolitan areas, in each of the 50 states, even down to the county level.

And this edition of *Stronger Nation* continues the basic trend noted in previous editions: It cites modest progress toward the goal in most areas. We celebrate that progress, of course, and we know it reflects the energy and effort of thousands of dedicated individuals and scores of organizations who share our commitment to increasing student

success. But this year, 2015, we are acutely aware of the 10-year time horizon. Modest progress isn't enough.

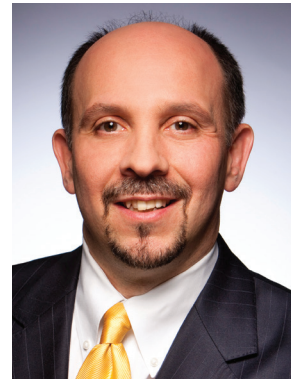
Clearly, the challenge presented by Goal 2025 is formidable. Much work lies ahead as we try to reach that 60 percent attainment rate ... as we seek to ensure that these newly earned credentials represent the learning that students truly need ... as we strive for equity by closing attainment gaps linked to race, ethnicity, income and age.

This work cannot be ours alone. What's required is a national effort, a movement that involves every person who has a stake in the success of an American student. In other words, Goal 2025 requires action from everyone, including you.

And this report can help. The information on these pages has power. It can help you better understand and address the problems that hinder college attainment. In fact, the data in *Stronger Nation* can be an immensely useful tool that you can use to improve student success in your own state, county or metropolitan area.

We urge you to use this report — and the additional tools available online at [www.luminafoundation.org/stronger\\_nation](http://www.luminafoundation.org/stronger_nation) — as you embrace the vital effort to increase postsecondary attainment. The challenge is difficult, but the payoff will be huge — for millions of individual Americans and for the nation as a whole.

And, yes, the clock is ticking...



A handwritten signature in black ink, appearing to read 'J.P. Merisotis'.

Jamie P. Merisotis  
President and CEO, Lumina Foundation

For the nation to attain, not just economic security, but social justice and cohesion, college success must expand dramatically.

# A new urgency drives the vital national effort to increase postsecondary attainment

At the end of 2015, there will be 10 years remaining for the nation to reach Goal 2025. Given the significance of this milestone and the increasing urgency of making substantial progress toward Goal 2025, this year's issue of *A Stronger Nation through Higher Education* focuses on progress to date in increasing attainment and the work that remains to reach the goal.

**Goal 2025:**  
By 2025, 60 percent of Americans will have a high-quality postsecondary credential.

However, while the nation is making progress in increasing postsecondary attainment, that progress is not nearly sufficient to reach Goal 2025. There are two issues that must be addressed: closing the significant and persistent gaps in postsecondary attainment among various segments of the population, and accelerating the rate at which overall attainment increases.

## Status report on Goal 2025

The metric used by Lumina Foundation to track progress toward Goal 2025 is the higher education attainment rate of the nation's population of working-age residents — those between the ages of 25 and 64. The source of this data is the most recent year from the American Community Survey of the U.S. Census. This year's report reflects data from 2013.

By this measure, the U.S. higher education attainment rate is 40 percent. This is a modest increase over last year's rate of 39.4 percent. Since 2008, the U.S. higher education attainment rate has increased by 2.1 percentage points. This represents an increase of more than 2.8 million degrees over the expected total. This progress reflects both increasing demand for postsecondary credentials by millions of Americans and the efforts of higher education institutions, policymakers and many others to respond to that demand.

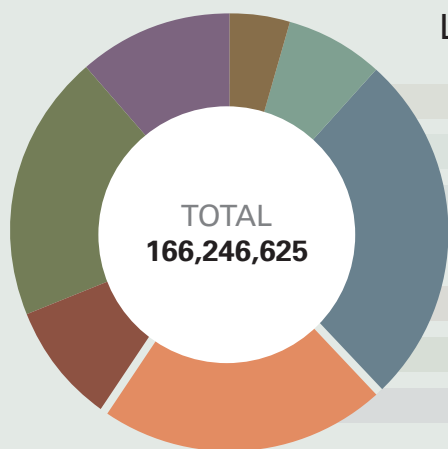
Keeping with the trend of recent years, the higher education attainment rate of the young adult population — those between the ages of 25 and 34 — is higher than that of the overall adult population at 41.6 percent, and it has increased by 0.7 percentage points from last year. Since the attainment rate among young adults was actually lower in 2008 than that of the overall adult population, this rate — our best leading indicator of future attainment rates — is heading in a positive direction.

## Attainment gaps

As in past years, attainment rates vary significantly based on race/ethnicity, geography and other factors. These gaps in attainment are increasingly worrisome because postsecondary credentials are the gateway to full participation in society — economically, civically and culturally.

For this reason, attainment gaps linked to race and ethnicity deserve special scrutiny. While the overall attainment rate is 40 percent, the rate for African Americans is only 28.1 percent. The rates for Native Americans and Hispanics are even lower, at 23.9 percent and 20.3 percent, respectively. The good news is that all of these rates increased this year (see graph on Page 4). Still, the gaps in attainment have not narrowed appreciably. Since nonwhite residents account for a growing share of the U.S. population, these persistent gaps in attainment are arguably the most serious threat to the nation's ability to reach Goal 2025. For our part, Lumina Foundation has increased its commitment to addressing what we call the equity imperative — the pressing need to close gaps in attainment linked to race and ethnicity.

Increasing overall attainment and closing attainment gaps both depend on a range of factors, mostly related to student pathways into and through postsecondary education. These factors must combine in ways that ultimately lead to increasing the number of Americans who obtain high-quality degrees and other credentials. The actual work of increasing attainment is

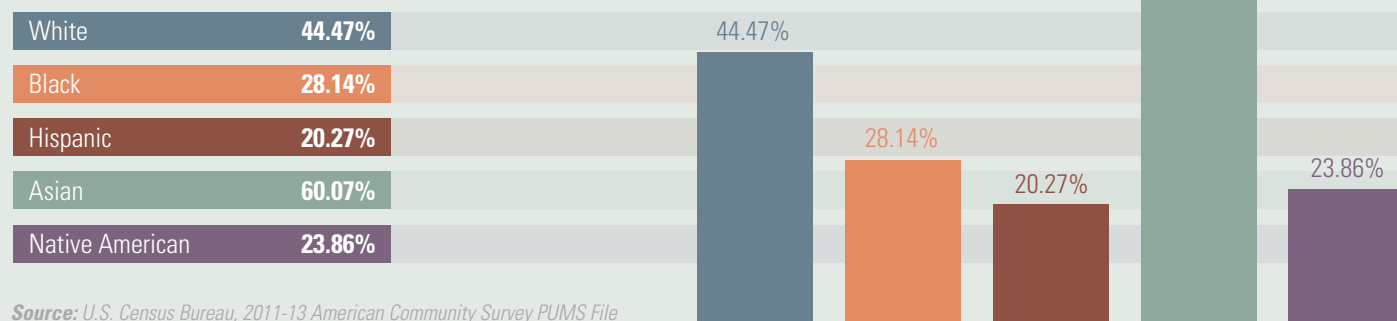


Levels of education for United States residents, ages 25-64

Less than ninth grade	7,849,104	4.72%
Ninth to 12th grade, no diploma	11,958,503	7.19%
High school graduate (including equivalency)	43,843,773	26.37%
<b>Some college, no degree</b>	<b>36,174,067</b>	<b>21.76%</b>
Associate degree	14,710,826	8.85%
Bachelor's degree	32,970,178	19.83%
Graduate or professional degree	18,740,174	11.27%

Source: U.S. Census Bureau, 2013 American Community Survey

## Degree-attainment rates among United States residents (ages 25-64), by population group



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

to increase the number of Americans who enroll, make progress through, and complete a program of study. While the overall attainment rate is the ultimate success metric for Lumina Foundation, we also track what might be termed interim metrics. These metrics — for enrollment, persistence and completion — help us monitor progress on factors that will drive *future* increases in the attainment rate. To focus attention on attainment gaps, these metrics are disaggregated by race and ethnicity wherever possible (see “Lumina Foundation’s metrics,” Page 6).

These metrics show the clear need to improve student outcomes in higher education. While the number of college graduates increased again this year — to 2.9 million obtaining associate and baccalaureate degrees — enrollment is down by 600,000 students, most notably among adult students. Enrollment also is down among African American and Native American students. Enrollment of Hispanic students remained flat this year, but given the rapid growth of the Hispanic population, this can hardly be seen as good news. While the recovery of employment markets explains much of this reduction, it is still true that enrollment must increase substantially for the nation to reach Goal 2025.

As the metrics show, rates of persistence and completion are also down across the board. Again, some of this reduction can be attributed to the improving economy, but the overall trends are not encouraging. For our part, Lumina will continue to track and report on these critical metrics of enrollment, persistence and completion to focus attention on the critical need to build more and better student pathways through postsecondary education.

As critically important as it is to understand and address attainment gaps based on race and ethnicity, the significant variation in attainment rates between and within states and other geographical regions remains vital. Since its first issue in early 2009, *Stronger Nation* has included breakdowns of attainment rates for states and counties. And for the past two years, the report has

included attainment rate breakdowns for the nation’s 100 most populous metropolitan areas as well.

Most states are increasing attainment. In fact, 30 states have increased attainment by more than 0.5 percentage points this year, and 12 have increased by more than a full percentage point. Unfortunately, five states have seen their attainment rates decrease by more than 0.5 percentage points, although their rates are up overall since 2008.

Intra-state gaps in attainment remain an issue for states and communities. At the state tables in this report show, it is not unusual for county-level attainment rates to vary within states by a factor of four or five, or even more. This is not a trivial matter. Communities and regions with very low levels of postsecondary attainment face enormous challenges in today’s knowledge-based economy. As in past years, we urge state and community leaders to examine the state and metropolitan-area data in this report to better understand the dynamics of postsecondary attainment in their specific regions and to design innovative approaches to increase it.

Gaps in attainment are increasingly worrisome because postsecondary credentials are the gateway to full participation in society.

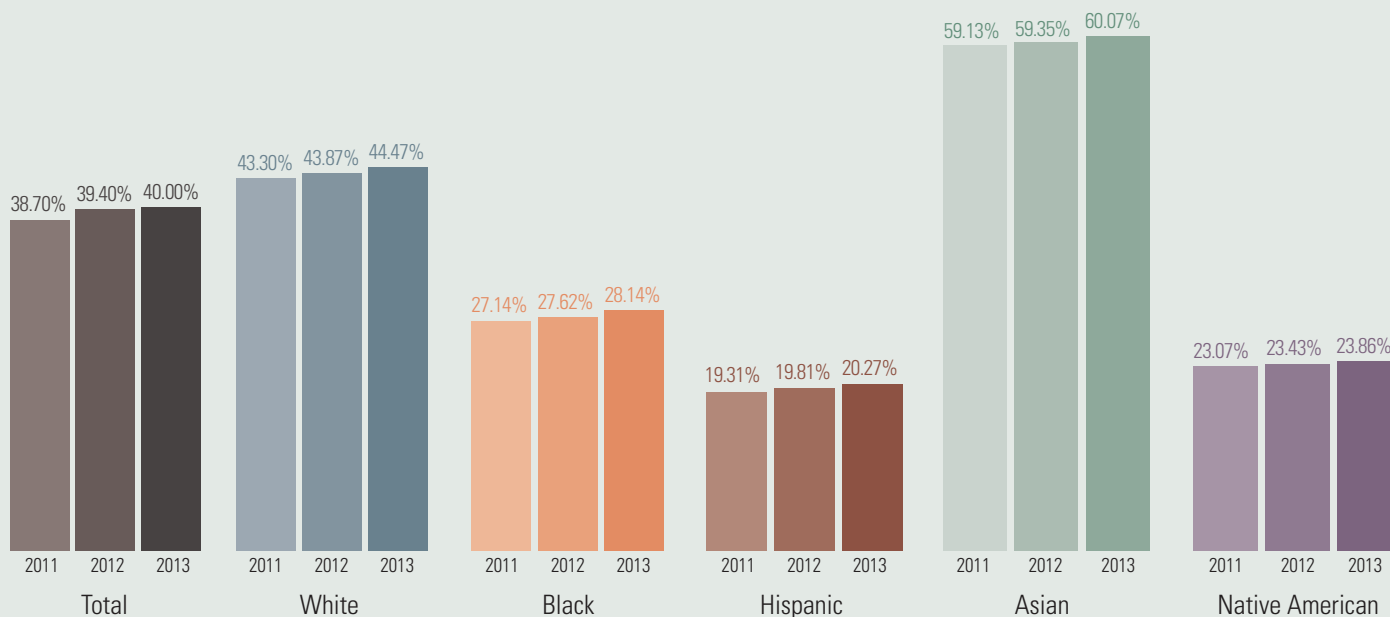
### A road map to reach Goal 2025

Postsecondary attainment rates are increasing, but are they increasing enough to reach Goal 2025?

According to Census Bureau projections, in 2025 there will be close to 176 million Americans between the ages of 25 and 64. For the nation to reach Goal 2025, fully 106.4 million of these individuals will need to hold high-quality postsecondary credentials.

Residents who are now between 15 and 54 years old will make up the 25-64 age group in 2025. To understand whether the nation is on track to reach Goal 2025, we can look at how this population is doing in terms of attainment. Fortunately, around 52 million of these Americans already have an associate

## The trend in degree-attainment rates for United States residents (ages 25-64), by population group



Source: U.S. Census Bureau, American Community Survey PUMS Files

or bachelor's degree. If current rates continue, another 2.8 million college graduates will immigrate to the U.S. in the next decade.

U.S. colleges and universities are currently graduating about 2.8 million students each year. Assuming this rate of degree production continues — perhaps an optimistic assumption, given the reduction in enrollment, persistence and completion rates reported earlier — 30.7 million more Americans will earn college credentials by 2025. Add these up, and the U.S. will reach an attainment rate of 48.7 percent by 2025. To close the remaining gap of 11.3 percent and reach Goal 2025, the nation will need an additional 19.8 million postsecondary credentials. So the short answer to the question about whether postsecondary attainment rates are increasing enough to reach Goal 2025 is no. The nation has made and continues to make progress toward Goal 2025, but much more needs to be done.

How can we produce the 19.8 million additional credentials needed to close the gap and reach Goal 2025? There is no single answer to that question. Reaching Goal 2025 will require action on several fronts.

### Higher education degree completion

Clearly, to reach Goal 2025, the nation must significantly increase production of college degrees. As noted earlier, increasing enrollment is an obvious first step, particularly to address the critical need to close gaps in attainment. In 2014, enrollment in U.S. colleges and universities totaled 19.2 million. Lumina's target for this metric is to steadily increase enrollment to 26.8 million by 2025. In addition, given demographic shifts in the U.S. population, enrollment by Hispanic students must nearly double (to 6.4 million from 3.3 million in 2014). Enrollment by African American and Native American students must also increase — to 3.6 million (from 2.9 million) for African

Americans and to 188,000 for Native American students (up from 108,000).

Persistence and completion must also increase. Far too many students drop out of college without completing a degree, and attrition is particularly acute between the first and second years. Lumina has set targets in its persistence metrics (see details on Page 6) to focus attention on this critical period. Boosting degree completion has been an increasing focus of states and institutions as a key strategy for increasing attainment, but current rates are still too low — 55 percent in 2014, according to new data from the National Student Clearinghouse.

Taking enrollment, persistence and completion into account, Lumina's target for degree production is to produce 4.1 million additional degrees over current rates by 2025.

Another step in closing the gap is to target the large number of Americans who have attended college but have not completed a degree — the "some college, no degree" population. As a result of high attrition rates, an astounding 36.2 million Americans between the ages of 25 and 64 fall into this category — nearly 21.8 percent of the working-age population. Along with a growing number of states and institutions, Lumina has worked to better understand how to help these Americans return to college and complete their degrees. Based on what we have learned from this work and the progress to date, Lumina believes it is fully realistic to expect 15 percent of the "some college, no degree" population to earn a degree — a little less than 5.5 million Americans.

### Certificates and certifications

The final factor in the formula to reach Goal 2025 is to count high-quality postsecondary credentials that are not included in the U.S. Census data on degrees. And just what constitutes "high-quality?" At Lumina, we define high-quality credentials as



those with clear and transparent learning outcomes leading to further education and employment.

Lumina has always felt that some non-degree postsecondary certificates and certifications meet this definition and therefore should contribute to the attainment goal, and we have done considerable work to better understand these credentials and find better ways to count them. This is not simply a statistical exercise. Many of these credentials have significant value in the workforce and are a route to success for many Americans.

We are not alone in our focus on these credentials. They are of increasing interest to economists and others who are concerned with changing workforce demands. In fact, many states, metropolitan regions and community colleges are working to better understand the role of such credentials in meeting attainment goals.

One particular area of focus is postsecondary certificates. Certificates meet one part of Lumina's definition for high-quality postsecondary credentials in that they carry college credit; in fact, most are granted by community colleges. The difficulty has been in identifying which certificates have significant labor market return and in determining which certificates are held by individuals who do not also hold a college degree. According to the Center on Education and the Workforce at Georgetown University, 7.8 million Americans hold a high-quality postsecondary certificate as their highest-level credential; we believe these should be counted toward Goal 2025.

Fortunately, we should soon have reliable data on high-quality postsecondary certificates. The U.S. Census will begin reporting data on certificates as early as next year. When we have publicly available annual data on certificates, we will be able to count them toward the goal and therefore expect to see an increase in the U.S. attainment rate of at least 5 percent.

There are also large numbers of postsecondary certifications that, while conveying significant labor market value, do not necessarily offer a clear path to further education. To address this

issue, Lumina is working with many organizations to develop a strong national system of postsecondary credentials. The first step is to develop a common framework that can be used to define the learning outcomes of all types of postsecondary credentials so that stronger pathways into and through postsecondary education can be designed and built. Once this work bears fruit, we believe postsecondary certifications can boost the attainment rate by 2 percentage points, a significant step in the effort to reach Goal 2025.

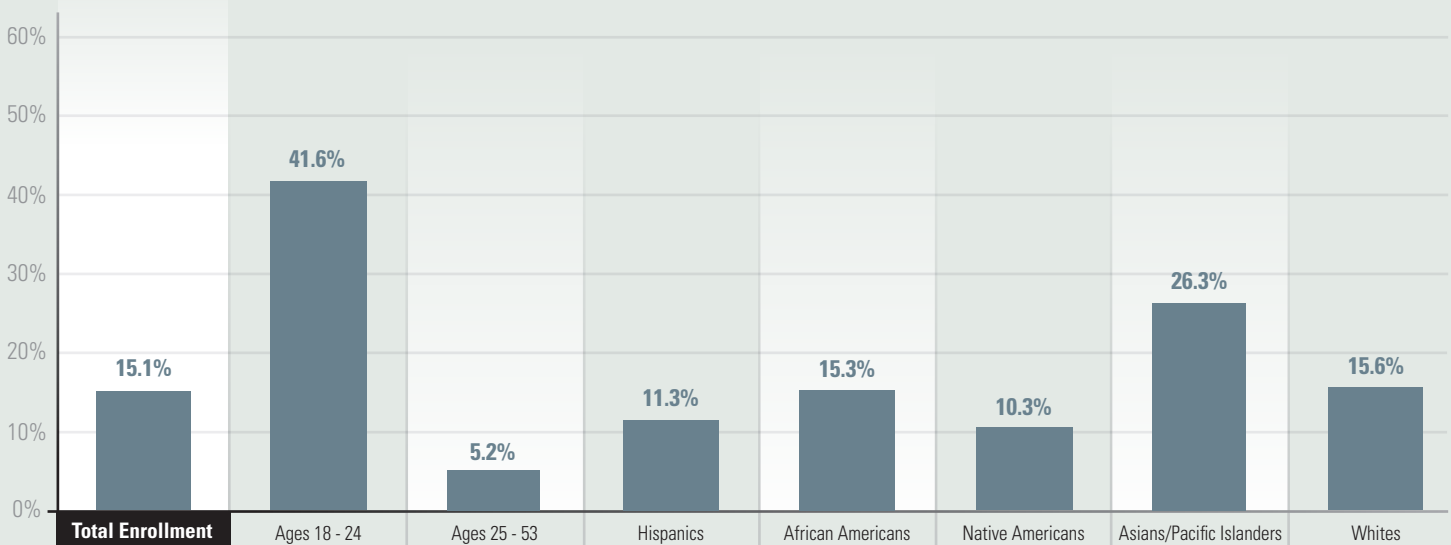
### Adding it up

There is a little more than 10 years left for the U.S. to reach Goal 2025, and we are making progress. More states have adopted or strengthened their attainment goals, and colleges and universities are focusing attention on serving more students and increasing completion.

Perhaps most importantly, more and more Americans recognize the need to increase attainment to secure their own future and that of the nation. According to the most recent Lumina/Gallup poll, 61 percent of Americans believe that increasing higher education attainment is necessary to the nation — a remarkable 10 percent increase in a single year. An even larger share of African American and Hispanic residents believe in the need to increase attainment — 74 percent and 72 percent, respectively. The bottom line is that since early 2009, when Lumina Foundation began reporting on attainment in the *Stronger Nation* reports, over 2.8 million more Americans between the ages of 25 and 64 now hold a postsecondary credential.

Admittedly, the nation is still coming up short by more than 19 million credentials. But we can close this gap, and we believe we *will*, by taking a multi-pronged approach — one in which we 1.) improve student enrollment, persistence and completion, particularly by underrepresented students; 2.) support adults' efforts to return to college; and 3.) recognize all forms of high-quality postsecondary credentials.

## College enrollment among United States residents, ages 18-53



**Note:** These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.  
**Source:** U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

# Lumina Foundation's metrics

In the 2013 issue of *Stronger Nation*, Lumina Foundation reported for the first time on the metrics it uses to monitor progress on the key factors leading to Goal 2025. We have continued to develop and revise these metrics, and this year we are reporting on metrics that track national progress on enrollment, persistence and completion — the factors that will drive future increases in attainment.

In addition, Lumina tracks a metric that focuses on an attitudinal shift that we believe is necessary to reach Goal 2025: whether or not Americans believe increasing higher education attainment is necessary to the nation. To focus attention on attainment gaps, each metric is broken down, where possible, by age and race/ethnicity. Performance on each metric is reported for most recent years, as are our targets for 2015, 2020 and 2025.

## **AWARENESS:** Increase the percentage of Americans who believe that increasing higher education attainment is necessary to the nation.

	2012	2013	2014	2015
<b>Overall</b>	<b>43%</b>	<b>51%</b>	<b>61%</b>	<b>62%</b>
Hispanic	N/A	N/A	<b>72%</b>	73%
African American	N/A	N/A	<b>74%</b>	75%
White	N/A	N/A	<b>56%</b>	60%

Source: 2014 Gallup/Lumina Poll

## **ENROLLMENT:** Increase total higher education enrollment.

	2012	2013	2014	2015	2020	2025
<b>Overall</b>	<b>19.8M</b>	<b>19.8M</b>	<b>19.2M</b>	<b>19.5M</b>	<b>23M</b>	<b>26.8M</b>
Ages 18-24	13M	13M	<b>12.8M</b>	12.8M	13.2M	14.1M
Ages 25-54	6.3M	6.2M	<b>5.9M</b>	6.2M	9.2M	12.1M
Hispanic	3.1M	3.3M	<b>3.3M</b>	3.4M	4.8M	6.4M
African American	3M	3.1M	<b>2.9M</b>	3M	3.3M	3.6M
Native American	123K	120K	<b>108K</b>	112K	150K	188K

Source: U.S. Census Bureau, American Community Society 1-Year Public Use Microdata Samples

## **PERSISTENCE:** Increase the persistence rate of students from first year to second year.

	2012	2013	2014	2015	2020	2025
<b>Overall</b>	<b>69.2%</b>	<b>68.8%</b>	<b>68.7%</b>	<b>70%</b>	<b>72%</b>	<b>75%</b>
Age 20 or younger	77%	76.5%	<b>76%</b>	77%	80%	85%
Age 24 or older	50.6%	49.4%	<b>48.7%</b>	49.5%	56%	68%

Source: National Student Clearinghouse 2014

## **COMPLETION:** Increase the overall annual higher education completion rate.

	2012	2013	2014	2015	2020	2025
<b>Overall</b>	<b>54%</b>	<b>56.1%</b>	<b>55%</b>	<b>58%</b>	<b>65%</b>	<b>72%</b>
Ages 18-24*	56.8%	59.8%	<b>59.3%</b>	62%	70%	75%
Ages 25-54*	42.1%	43.5%	<b>42.1%</b>	44%	54%	61%
Associate/bachelor's degrees awarded**	2.7M	2.8M	<b>2.9M</b>	3M	4.4M	6.3M

\*Source: National Student Clearinghouse 2014

\*\*Source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS) Completion Survey, 2012-13

# Metro-area data

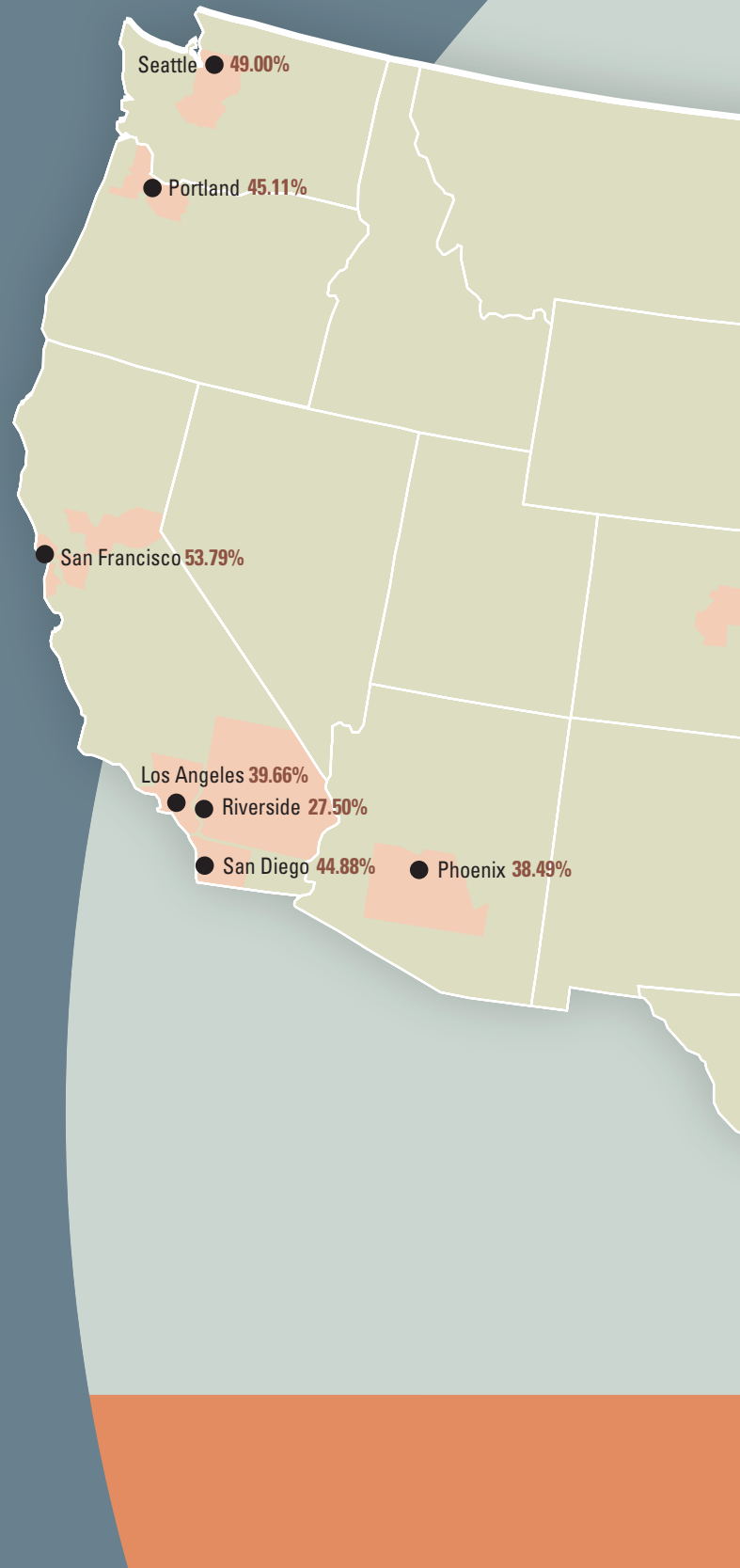


## Rank by population

1	New York, N.Y./Newark-Jersey City, N.J.	19.9 million
2	Los Angeles-Long Beach-Anaheim, Calif.	13.1 million
3	Chicago-Naperville-Elgin, Ill.	9.5 million
4	Dallas-Fort Worth-Arlington, Texas	6.8 million
5	Houston-The Woodlands-Sugar Land, Texas	6.3 million
6	Philadelphia, Pa./Camden, N.J./Wilmington, Del.	6.0 million
7	Washington, D.C./Arlington-Alexandria, Va.	5.9 million
8	Miami-Fort Lauderdale-West Palm Beach, Fla.	5.8 million
9	Atlanta-Sandy Springs-Roswell, Ga.	5.5 million
10	Boston-Cambridge-Newton, Mass.	4.7 million
11	San Francisco-Oakland-Hayward, Calif.	4.5 million
12	Phoenix-Mesa-Scottsdale, Ariz.	4.4 million
13	Riverside-San Bernardino-Ontario, Calif.	4.4 million
14	Detroit-Warren-Dearborn, Mich.	4.3 million
15	Seattle-Tacoma-Bellevue, Wash.	3.6 million
16	Minneapolis-St. Paul-Bloomington, Minn.	3.5 million
17	San Diego-Carlsbad, Calif.	3.2 million
18	Tampa-St. Petersburg-Clearwater, Fla.	2.9 million
19	St. Louis, Mo.	2.8 million
20	Baltimore-Columbia-Towson, Md.	2.8 million
21	Denver-Aurora-Lakewood, Colo.	2.7 million
22	Pittsburgh, Pa.	2.4 million
23	Charlotte-Concord-Gastonia, N.C.	2.3 million
24	Portland-Hillsboro, Ore./Vancouver, Wash.	2.3 million
25	San Antonio-New Braunfels, Texas	2.3 million

## Rank by degree attainment

1	Washington, D.C./Arlington-Alexandria, Va.	55.36%
2	Boston-Cambridge-Newton, Mass.	54.73%
3	San Francisco-Oakland-Hayward, Calif.	53.79%
4	Minneapolis-St. Paul-Bloomington, Minn.	51.80%
5	Seattle-Tacoma-Bellevue, Wash.	49.00%
6	Denver-Aurora-Lakewood, Colo.	48.90%
7	New York, N.Y./Newark-Jersey City, N.J.	46.76%
8	Pittsburgh, Pa.	46.02%
9	Baltimore-Columbia-Towson, Md.	45.81%
10	Portland-Hillsboro, Ore./Vancouver, Wash.	45.11%
11	San Diego-Carlsbad, Calif.	44.88%
12	Chicago-Naperville-Elgin, Ill.	44.59%
13	Atlanta-Sandy Springs-Roswell, Ga.	44.29%
14	Philadelphia, Pa./Camden, N.J./Wilmington, Del.	43.78%
15	St. Louis, Mo.	43.33%
16	Charlotte-Concord-Gastonia, N.C.	42.47%
17	Miami-Fort Lauderdale-West Palm Beach, Fla.	40.49%
18	Los Angeles-Long Beach-Anaheim, Calif.	39.66%
19	Dallas-Fort Worth-Arlington, Texas	39.57%
20	Detroit-Warren-Dearborn, Mich.	39.42%
21	Tampa-St. Petersburg-Clearwater, Fla.	39.20%
22	Phoenix-Mesa-Scottsdale, Ariz.	38.49%
23	Houston-The Woodlands-Sugar Land, Texas	37.13%
24	San Antonio-New Braunfels, Texas	35.50%
25	Riverside-San Bernardino-Ontario, Calif.	27.50%



# College attainment in the 25 most populous metropolitan regions in the continental U.S.



**Note:** This map denotes Metropolitan Statistical Areas (MSAs). The term MSA refers to a large population nucleus, together with adjacent communities having a high degree of social and economic integration with that core. MSAs comprise one or more entire counties, except in New England, where cities and towns are the basic geographic units. The federal Office of Management and Budget defines MSAs for purposes of collecting, tabulating and publishing federal data. These definitions result from applying published standards to Census Bureau data.

## Percentage of residents (25-64) with at least an associate degree, by metro area

	Percent with at least an associate degree	Avg. Population 2011-13	2011-13 Population Rank		Percent with at least an associate degree	Avg. Population 2011-13	2011-13 Population Rank
Akron, Ohio	39.25	705,686	77	McAllen-Edinburg-Mission, Texas	22.12	815,996	70
Albany-Schenectady-Troy, N.Y.	49.82	877,905	61	Memphis, Tenn.	34.97	1,341,746	41
Albuquerque, N.M.	39.06	902,797	59	Miami-Fort Lauderdale-West Palm Beach, Fla.	40.49	5,828,191	8
Allentown-Bethlehem-Easton, Pa.	39.78	827,048	68	Milwaukee-Waukesha-West Allis, Wis.	44.20	1,569,659	39
Atlanta-Sandy Springs-Roswell, Ga.	44.29	5,522,942	9	Minneapolis-St. Paul-Bloomington, Minn.	51.80	3,459,146	16
Augusta-Richmond County, Ga.	34.21	580,270	92	Nashville-Davidson-Murfreesboro-Franklin, Tenn.	40.24	1,757,912	36
Austin-Round Rock, Texas	48.37	1,883,051	35	New Haven-Milford, Conn.	43.55	862,287	63
Bakersfield, Calif.	22.45	864,124	62	New Orleans-Metairie, La.	34.15	1,240,977	45
Baltimore-Columbia-Towson, Md.	45.81	2,770,738	20	New York, N.Y./Newark-Jersey City, N.J.	46.76	19,949,502	1
Baton Rouge, La.	33.75	820,159	69	North Port-Sarasota-Bradenton, Fla.	38.21	732,535	74
Birmingham-Hoover, Ala.	38.31	1,140,300	49	Ogden-Clearfield, Utah	39.65	621,580	88
Boise City, Idaho	40.34	650,288	83	Oklahoma City, Okla.	36.75	1,319,677	42
Boston-Cambridge-Newton, Mass.	54.73	4,684,299	10	Omaha, Neb./Council Bluffs, Iowa	44.44	895,151	60
Bridgeport-Stamford-Norwalk, Conn.	54.41	939,904	57	Orlando-Kissimmee-Sanford, Fla.	40.57	2,267,846	26
Buffalo-Cheektowaga-Niagara Falls, N.Y.	45.90	1,134,115	50	Oxnard-Thousand Oaks-Ventura, Calif.	40.67	839,620	66
Cape Coral-Fort Myers, Fla.	32.49	661,115	81	Palm Bay-Melbourne-Titusville, Fla.	40.61	550,823	98
Charleston-North Charleston, S.C.	42.10	712,220	76	Philadelphia, Pa./Camden, N.J./Wilmington, Del.	43.78	6,034,678	6
Charlotte-Concord-Gastonia, N.C.	42.47	2,335,358	23	Phoenix-Mesa-Scottsdale, Ariz.	38.49	4,398,762	12
Chattanooga, Tenn.	32.56	541,744	99	Pittsburgh, Pa.	46.02	2,360,867	22
Chicago-Naperville-Elgin, Ill.	44.59	9,537,289	3	Portland-Hillsboro, Ore./Vancouver, Wash.	45.11	2,314,554	24
Cincinnati, Ohio	41.12	2,137,406	28	Providence-Warwick, R.I.	41.40	1,604,291	38
Cleveland-Elyria, Ohio	40.00	2,064,725	29	Provo-Orem, Utah	47.82	562,239	94
Colorado Springs, Colo.	47.82	678,319	79	Raleigh, N.C.	53.57	1,214,516	47
Columbia, S.C.	41.21	793,779	72	Richmond, Va.	42.20	1,245,764	44
Columbus, Ohio	43.46	1,967,066	32	Riverside-San Bernardino-Ontario, Calif.	27.50	4,380,878	13
Dallas-Fort Worth-Arlington, Texas	39.57	6,810,913	4	Rochester, N.Y.	47.77	1,083,278	51
Dayton, Ohio	38.07	802,489	71	Sacramento/Roseville/Arden-Arcade, Calif.	41.10	2,215,770	27
Deltona-Daytona Beach-Ormond Beach, Fla.	31.45	600,756	90	Salt Lake City, Utah	40.99	1,140,483	48
Denver-Aurora-Lakewood, Colo.	48.90	2,697,476	21	San Antonio-New Braunfels, Texas	35.50	2,277,550	25
Des Moines-West Des Moines, Iowa	48.93	599,789	91	San Diego-Carlsbad, Calif.	44.88	3,211,252	17
Detroit-Warren-Dearborn, Mich.	39.42	4,294,983	14	San Francisco-Oakland-Hayward, Calif.	53.79	4,516,276	11
El Paso, Texas	30.68	831,036	67	San Jose-Sunnyvale-Santa Clara, Calif.	55.32	1,919,641	34
Fresno, Calif.	27.08	955,272	56	Scranton/Wilkes-Barre/Hazleton, Pa.	36.20	562,037	95
Grand Rapids-Wyoming, Mich.	41.10	1,016,603	52	Seattle-Tacoma-Bellevue, Wash.	49.00	3,610,105	15
Greensboro-High Point, N.C.	37.21	741,065	73	Spokane-Spokane Valley, Wash.	40.13	535,724	100
Greenville-Anderson-Mauldin, S.C.	37.18	850,965	65	Springfield, Mass.	41.54	626,915	86
Harrisburg-Carlisle, Pa.	40.13	557,711	96	St. Louis, Mo.	43.33	2,801,056	19
Hartford-West Hartford-East Hartford, Conn.	47.60	1,215,211	46	Stockton-Lodi, Calif.	27.64	704,379	78
Houston-The Woodlands-Sugar Land, Texas	37.13	6,313,158	5	Syracuse, N.Y.	44.61	661,934	80
Indianapolis-Carmel-Anderson, Ind.	41.30	1,953,961	33	Tampa-St. Petersburg-Clearwater, Fla.	39.20	2,870,569	18
Jackson, Miss.	38.92	576,382	93	Toledo, Ohio	36.15	608,145	89
Jacksonville, Fla.	38.44	1,394,624	40	Tucson, Ariz.	38.34	996,554	53
Kansas City, Mo./Kan.	43.70	2,054,473	30	Tulsa, Okla.	36.85	961,561	55
Knoxville, Tenn.	37.31	852,715	64	Urban Honolulu, Hawaii	45.77	983,429	54
Lakeland-Winter Haven, Fla.	27.89	623,009	87	Virginia Beach-Norfolk-Newport News, Va.	39.81	1,707,369	37
Las Vegas-Henderson-Paradise, Nev.	29.74	2,027,868	31	Washington, D.C./Arlington-Alexandria, Va.	55.36	5,949,859	7
Little Rock-North Little Rock-Conway, Ark.	36.64	724,385	75	Wichita, Kan.	37.91	637,394	84
Los Angeles-Long Beach-Anaheim, Calif.	39.66	13,131,431	2	Winston-Salem, N.C.	36.18	650,820	82
Louisville/Jefferson County, Ky.	37.10	1,262,261	43	Worcester, Mass.	44.55	926,710	58
Madison, Wis.	54.67	627,431	85	Youngstown-Warren-Boardman, Ohio	30.46	555,506	97

Source: U.S. Census Bureau, 2011-13 Census 3-Year Estimates

**Note:** This chart lists Metropolitan Statistical Areas (MSAs). The term MSA refers to a large population nucleus, together with adjacent communities having a high degree of social and economic integration with that core. MSAs comprise one or more entire counties, except in New England, where cities and towns are the basic geographic units. The federal Office of Management and Budget defines MSAs for purposes of collecting, tabulating and publishing federal data. These definitions result from applying published standards to Census Bureau data.

# State profiles



# AL



## Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree

31.6%

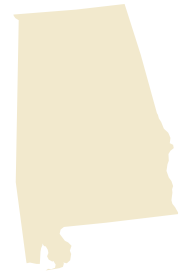
2008

31.7%

2009



# Alabama



The need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in Alabama. As in other states, the economy of Alabama is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state's residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone's attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Unfortunately, Alabama is one of the 19 states that have not yet set or begun to develop a statewide goal to increase postsecondary attainment. Adopting such a goal — one that, among other things, addresses the critical need to close gaps in attainment for minority students, low-income students, working adults and other underrepresented students — would be an excellent step for Alabama to take to focus action on expanding opportunity for its residents.

Alabama is making progress on increasing attainment. The most recent Census data (2013) show that 33.6 percent of the state's 2.5 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year's rate of 33.1 percent. The state's rate of higher education attainment is below the national rate of 40 percent.

While attainment is increasing, it is not increasing rapidly enough to meet the national goal of 60 percent. We are making progress, but we need to do much more.

A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Alabama was 33.6 percent, the same as that of the adult population as a whole but below the national rate of 41.6 percent.

The steps that Alabama and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
3. Create smarter pathways for students.

The details of Lumina's state policy agenda can be found at <http://strategylabs.luminafoundation.org/higher-education-state-policy-agenda/>. This site also contains extensive information about the progress states are making on the attainment agenda as well as resources that states can draw on to reach their own attainment goals.

Many groups and individuals must work together to increase attainment. The imperative for Alabama to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



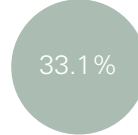
31.5%

2010



31.9%

2011



33.1%

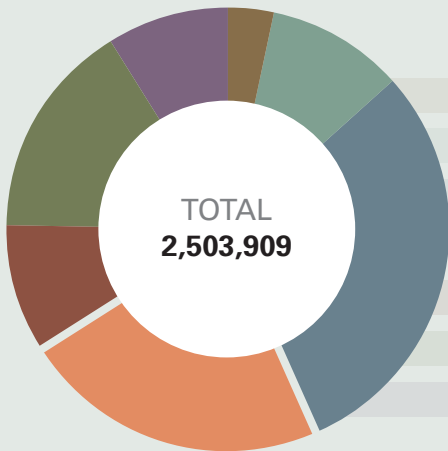
2012



33.6%

2013

## Levels of education for Alabama residents, ages 25-64

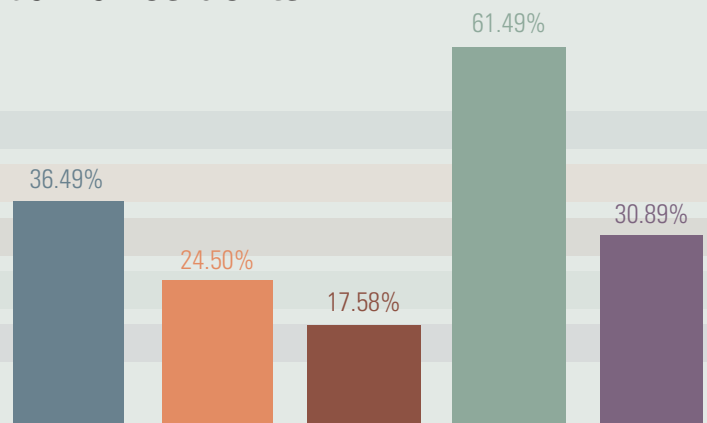


Less than ninth grade	89,515	3.58%
Ninth to 12th grade, no diploma	246,148	9.83%
High school graduate (including equivalency)	751,131	30.00%
<b>Some college, no degree</b>	<b>574,831</b>	<b>22.96%</b>
Associate degree	226,983	9.07%
Bachelor's degree	397,545	15.88%
Graduate or professional degree	217,756	8.70%

Source: U.S. Census Bureau, 2013 American Community Survey

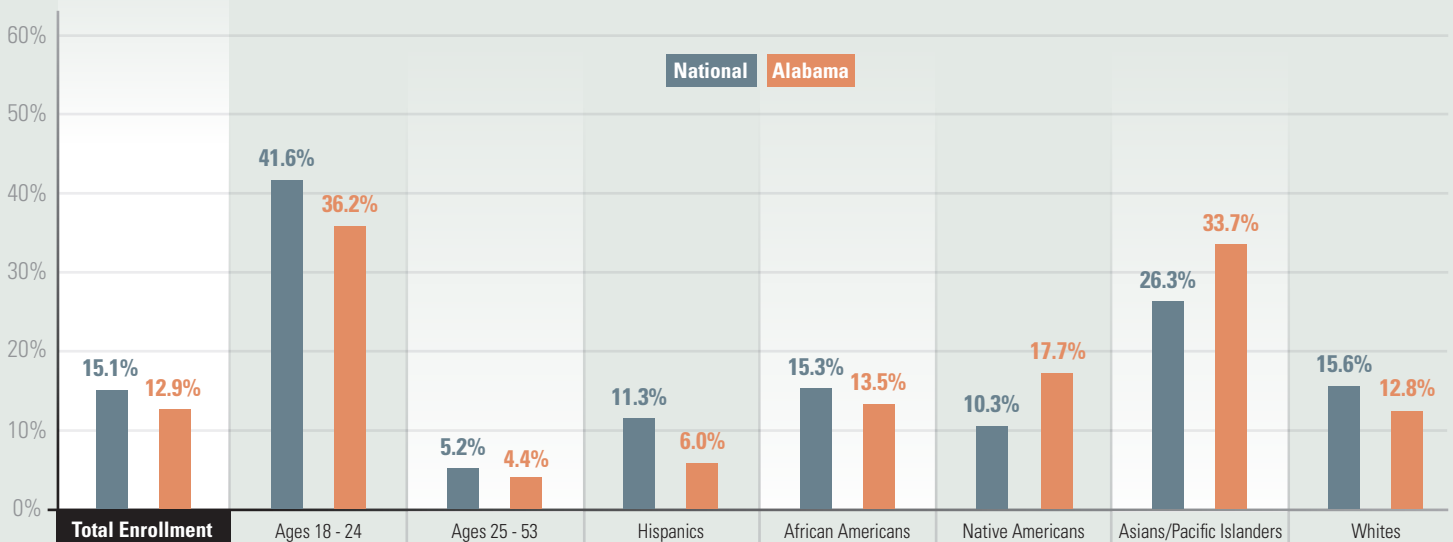
## Degree-attainment rates among Alabama residents (ages 25-64), by population group

White	36.49%
Black	24.50%
Hispanic	17.58%
Asian	61.49%
Native American	30.89%



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

## College enrollment among Alabama residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.  
Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of Alabama residents (ages 25-64) with at least an associate degree, by county

Autauga	31.31	Clarke	21.20	DeKalb	20.34	Jefferson	40.54	Mobile	30.31	Talladega	21.83
Baldwin	37.72	Clay	18.78	Elmore	30.32	Lamar	17.55	Monroe	19.25	Tallapoosa	25.42
Barbour	21.39	Cleburne	17.80	Escambia	21.32	Lauderdale	29.63	Montgomery	38.57	Tuscaloosa	35.44
Bibb	20.61	Coffee	34.44	Etowah	25.08	Lawrence	20.75	Morgan	29.41	Walker	20.49
Blount	22.95	Colbert	26.97	Fayette	22.84	Lee	41.58	Perry	18.44	Washington	16.37
Bullock	17.18	Conecuh	19.91	Franklin	19.56	Limestone	31.83	Pickens	18.74	Wilcox	18.23
Butler	22.57	Coosa	14.37	Geneva	20.08	Lowndes	19.54	Pike	28.50	Winston	21.41
Calhoun	24.47	Covington	25.23	Greene	15.17	Macon	24.95	Randolph	18.82		
Chambers	19.77	Crenshaw	21.75	Hale	19.25	Madison	48.20	Russell	27.82		
Cherokee	21.05	Cullman	27.30	Henry	28.69	Marengo	26.32	St. Clair	24.91		
Chilton	21.16	Dale	29.95	Houston	30.85	Marion	19.56	Shelby	50.60		
Choctaw	23.02	Dallas	21.94	Jackson	21.17	Marshall	25.31	Sumter	23.87		

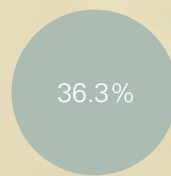
*Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates*

# AAK



## Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree



2008



2009

# Alaska



**T**he need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in Alaska. As in other states, the economy of Alaska is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state's residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone's attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Alaska is one of those states. However, it is one of 15 states that — despite having set a statewide attainment goal or being in the process of developing one — still have work to do to strengthen that goal. Specifically, these states need to make sure that their attainment goals adequately address the critical need to close gaps in attainment for underrepresented students, such as minority students, low-income students and working adults.

Alaska needs to make more progress on increasing attainment. The most recent Census data (2013) show that 36.5 percent of the state's 397,000 working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is a decrease from last year's rate of 37 percent. The state's rate of higher education attainment is below the national rate of 40

percent. Clearly, much more needs to be done for the state to meet the national goal of 60 percent.

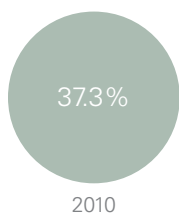
A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Alaska was 34.6 percent, lower than that of the adult population as a whole and also below the national rate of 41.6 percent.

The steps that Alaska and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

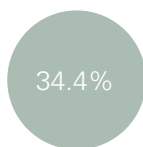
1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
3. Create smarter pathways for students.

The details of Lumina's state policy agenda can be found at <http://strategylabs.luminafoundation.org/higher-education-state-policy-agenda/>. This site also contains extensive information about the progress states are making on the attainment agenda as well as resources that states can draw on to reach their own attainment goals.

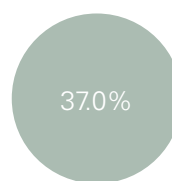
Many groups and individuals must work together to increase attainment. The imperative for Alaska to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



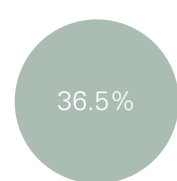
2010



2011

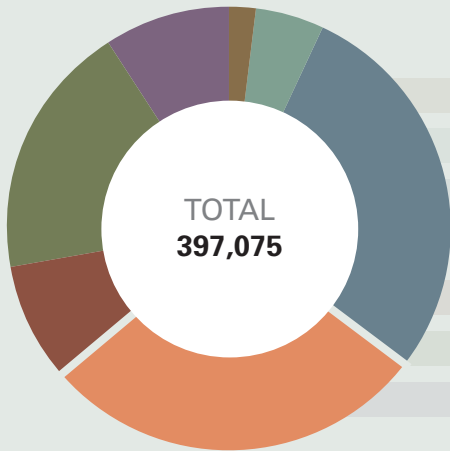


2012



2013

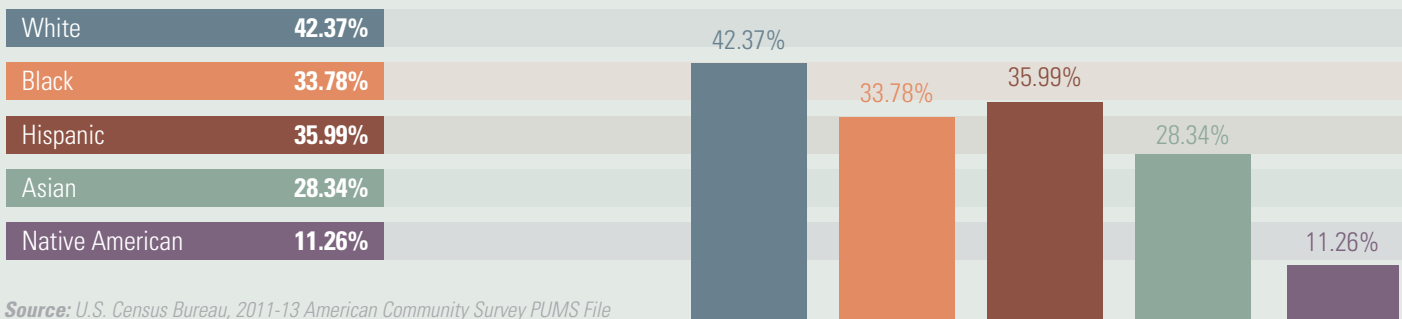
## Levels of education for Alaska residents, ages 25-64



Less than ninth grade	8,202	2.07%
Ninth to 12th grade, no diploma	19,533	4.92%
High school graduate (including equivalency)	112,993	28.46%
<b>Some college, no degree</b>	<b>111,544</b>	<b>28.09%</b>
Associate degree	34,681	8.73%
Bachelor's degree	74,634	18.80%
Graduate or professional degree	35,488	8.94%

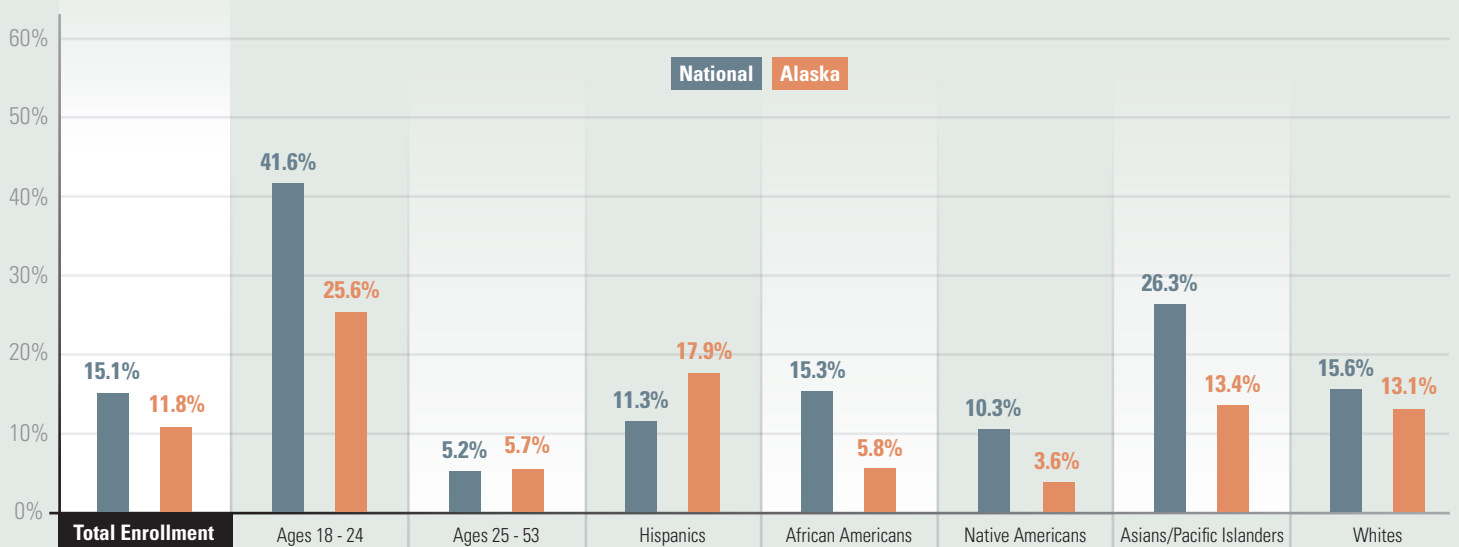
Source: U.S. Census Bureau, 2013 American Community Survey

## Degree-attainment rates among Alaska residents (ages 25-64), by population group



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

## College enrollment among Alaska residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of Alaska residents (ages 25-64) with at least an associate degree, by borough

Aleutians East Borough	16.20	Juneau City and Borough	43.24	Prince of Wales-Hyder Census Area	20.40
Aleutians West Census Area	19.94	Kenai Peninsula Borough	30.91	Sitka City and Borough	42.85
Anchorage Municipality	41.98	Ketchikan Gateway Borough	33.36	Skagway Municipality	28.59
Bethel Census Area	15.89	Kodiak Island Borough	29.29	Southeast Fairbanks Census Area	33.51
Bristol Bay Borough	25.87	Lake and Peninsula Borough	19.77	Valdez-Cordova Census Area	32.88
Denali Borough	37.45	Matanuska-Susitna Borough	31.14	Wade Hampton Census Area	8.03
Dillingham Census Area	24.36	Nome Census Area	21.91	Wrangell City and Borough	23.08
Fairbanks North Star Borough	39.44	North Slope Borough	23.72	Yakutat City and Borough	28.61
Haines Borough	35.10	Northwest Arctic Borough	14.09	Yukon-Koyukuk Census Area	14.77
Hoonah-Angoon Census Area	34.61	Petersburg Census Area	37.61		

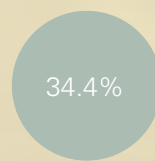
*Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates*

# AZ



## Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree



2008



2009



# Arizona



The need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in Arizona. As in other states, the economy of Arizona is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state's residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone's attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Arizona is one of those states. However, it is one of 15 states that — despite having set a statewide attainment goal or being in the process of developing one — still have work to do to strengthen that goal. Specifically, these states need to make sure that their attainment goals adequately address the critical need to close gaps in attainment for underrepresented students, such as minority students, low-income students and working adults.

Arizona is making progress on increasing attainment. The most recent Census data (2013) show that 36.9 percent of the state's 3.3 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year's rate of 36.7 percent. The state's rate of higher education attainment is below the national rate of 40 percent.

While attainment is increasing, it is not increasing rapidly enough to meet the national goal of 60 percent. We are making progress, but we need to do much more.

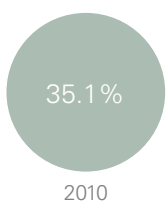
A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Arizona was 35.4 percent, lower than that of the adult population as a whole and also below the national rate of 41.6 percent.

The steps that Arizona and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

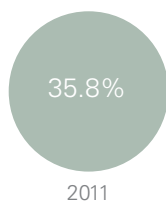
1. Improve the quality of student outcomes in terms of completion, learning and employment.
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3. Create smarter pathways for students.

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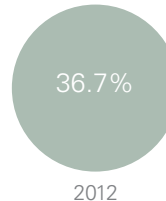
Many groups and individuals must work together to increase attainment. The imperative for Arizona to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



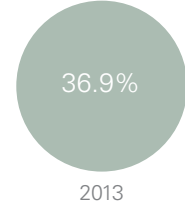
2010



2011

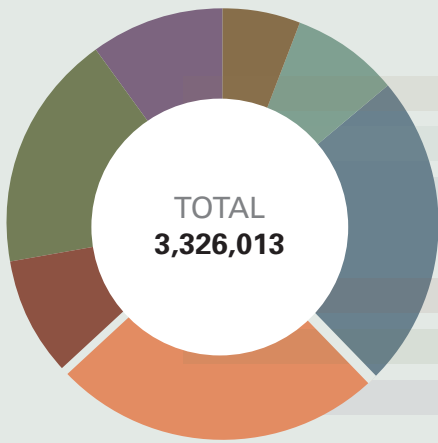


2012



2013

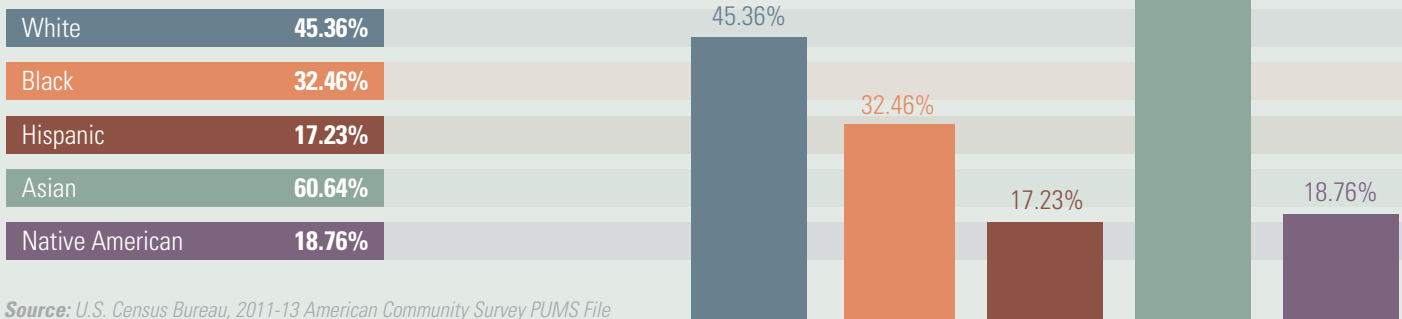
## Levels of education for Arizona residents, ages 25-64



Less than ninth grade	196,505	5.91%
Ninth to 12th grade, no diploma	270,724	8.14%
High school graduate (including equivalency)	794,871	23.90%
<b>Some college, no degree</b>	<b>837,076</b>	<b>25.17%</b>
Associate degree	310,129	9.32%
Bachelor's degree	593,122	17.83%
Graduate or professional degree	323,586	9.73%

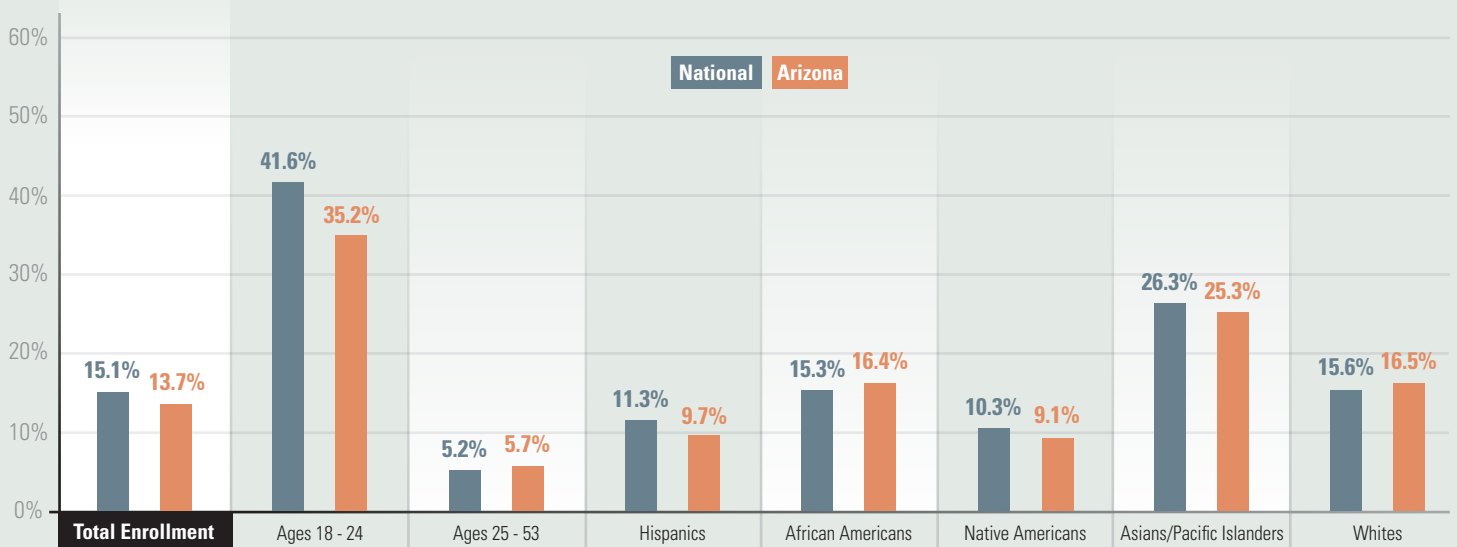
Source: U.S. Census Bureau, 2013 American Community Survey

## Degree-attainment rates among Arizona residents (ages 25-64), by population group



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

## College enrollment among Arizona residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of Arizona residents (ages 25-64) with at least an associate degree, by county

Apache	19.19	Gila	26.12	La Paz	16.18	Navajo	22.61	Santa Cruz	27.63
Cochise	33.45	Graham	20.44	Maricopa	39.34	Pima	38.37	Yavapai	32.37
Coconino	40.54	Greenlee	19.28	Mohave	20.27	Pinal	27.27	Yuma	22.88

*Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates*

# ABR



## Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree

26.5%



2008

27.0%



2009

# Arkansas



The need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in Arkansas. As in other states, the economy of Arkansas is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state's residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone's attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Unfortunately, Arkansas is one of the 19 states that have not yet set or begun to develop a statewide goal to increase postsecondary attainment. Adopting such a goal — one that, among other things, addresses the critical need to close gaps in attainment for minority students, low-income students, working adults and other underrepresented students — would be an excellent step for Arkansas to take to focus action on expanding opportunity for its residents.

Arkansas needs to make more progress on increasing attainment. The most recent Census data (2013) show that 28.8 percent of the state's 1.5 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is a decrease from last year's rate of 29.3 percent. The state's rate of higher education attainment is below the national rate of 40

percent. Clearly, much more needs to be done for the state to meet the national goal of 60 percent.

A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Arkansas was 30.8 percent, higher than that of the adult population as a whole but below the national rate of 41.6 percent.

The steps that Arkansas and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
3. Create smarter pathways for students.

The details of Lumina's state policy agenda can be found at <http://strategylabs.luminafoundation.org/higher-education-state-policy-agenda/>. This site also contains extensive information about the progress states are making on the attainment agenda as well as resources that states can draw on to reach their own attainment goals.

Many groups and individuals must work together to increase attainment. The imperative for Arkansas to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.

27.9%



2010

28.2%



2011

29.3%



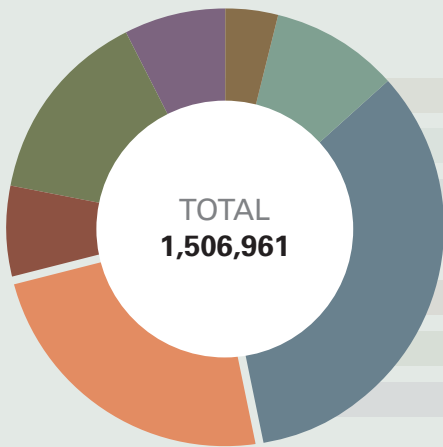
2012

28.8%



2013

## Levels of education for Arkansas residents, ages 25-64

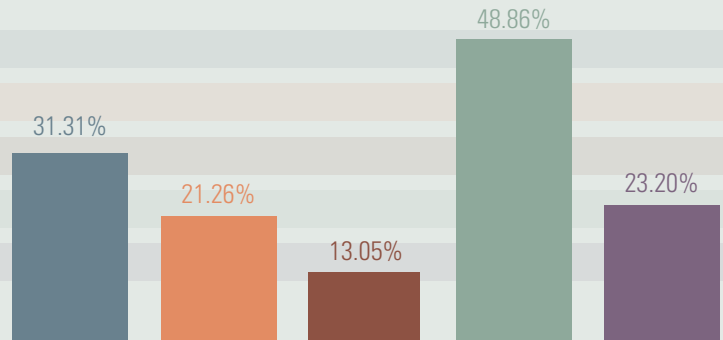


Less than ninth grade	61,053	4.05%
Ninth to 12th grade, no diploma	140,399	9.32%
High school graduate (including equivalency)	521,674	34.62%
<b>Some college, no degree</b>	<b>350,117</b>	<b>23.23%</b>
Associate degree	106,032	7.04%
Bachelor's degree	217,834	14.46%
Graduate or professional degree	109,852	7.29%

Source: U.S. Census Bureau, 2013 American Community Survey

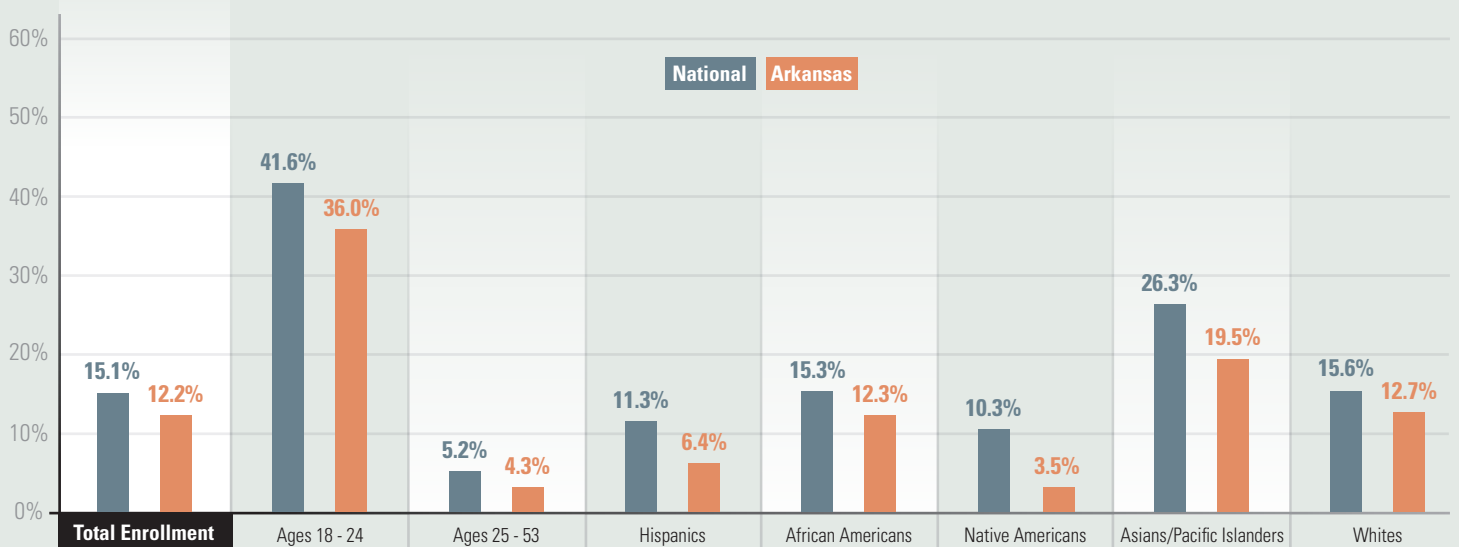
## Degree-attainment rates among Arkansas residents (ages 25-64), by population group

White	31.31%
Black	21.26%
Hispanic	13.05%
Asian	48.86%
Native American	23.20%



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

## College enrollment among Arkansas residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of Arkansas residents (ages 25-64) with at least an associate degree, by county

Arkansas	20.69	Columbia	31.08	Grant	27.32	Lincoln	12.39	Perry	17.44	Sebastian	28.35
Ashley	18.10	Conway	20.67	Greene	20.81	Little River	19.69	Phillips	24.43	Sevier	13.94
Baxter	27.51	Craighead	32.22	Hempstead	22.18	Logan	20.33	Pike	22.09	Sharp	20.83
Benton	36.10	Crawford	25.48	Hot Spring	23.35	Lonoke	29.22	Poinsett	14.97	Stone	23.72
Boone	23.97	Crittenden	21.31	Howard	17.54	Madison	14.61	Polk	22.33	Union	26.89
Bradley	16.55	Cross	18.25	Independence	21.95	Marion	18.58	Pope	27.09	Van Buren	20.71
Calhoun	16.97	Dallas	14.82	Izard	18.41	Miller	19.30	Prairie	16.43	Washington	35.04
Carroll	23.92	Desha	17.38	Jackson	15.12	Mississippi	21.52	Pulaski	39.53	White	26.91
Chicot	15.73	Drew	26.21	Jefferson	24.39	Monroe	20.39	Randolph	23.15	Woodruff	14.58
Clark	32.23	Faulkner	36.22	Johnson	19.04	Montgomery	24.26	St. Francis	18.10	Yell	12.93
Clay	16.42	Franklin	20.91	Lafayette	14.50	Nevada	19.22	Saline	32.48		
Cleburne	23.35	Fulton	20.96	Lawrence	18.68	Newton	20.92	Scott	18.73		
Cleveland	24.44	Garland	29.82	Lee	12.41	Ouachita	25.12	Searcy	20.64		

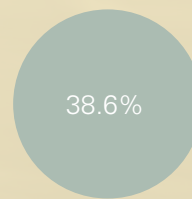
*Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates*

# GA

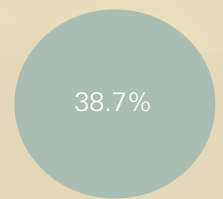


## Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree



2008



2009



# California



The need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in California. As in other states, the economy of California is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state's residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone's attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Unfortunately, California is one of the 19 states that have not yet set or begun to develop a statewide goal to increase postsecondary attainment. Adopting such a goal — one that, among other things, addresses the critical need to close gaps in attainment for minority students, low-income students, working adults and other underrepresented students — would be an excellent step for California to take to focus action on expanding opportunity for its residents.

California needs to make more progress on increasing attainment. The most recent Census data (2013) show that 39.6 percent of the state's 20.4 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is a decrease from last year's rate of 39.7 percent.

The state's rate of higher education attainment is below the national rate of 40 percent. Clearly, much more needs to be done for the state to meet the national goal of 60 percent. A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in California was 40 percent, higher than that of the adult population as a whole but below the national rate of 41.6 percent.

The steps that California and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

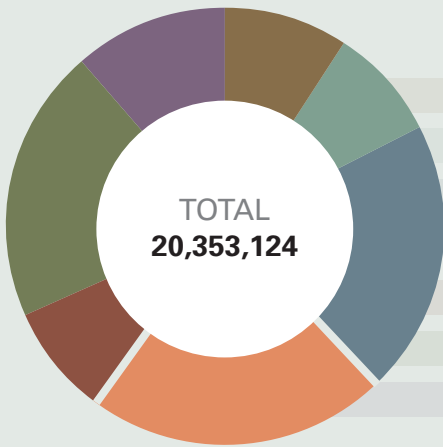
1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
3. Create smarter pathways for students.

The details of Lumina's state policy agenda can be found at <http://strategylabs.luminafoundation.org/higher-education-state-policy-agenda/>. This site also contains extensive information about the progress states are making on the attainment agenda as well as resources that states can draw on to reach their own attainment goals.

Many groups and individuals must work together to increase attainment. The imperative for California to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



## Levels of education for California residents, ages 25-64

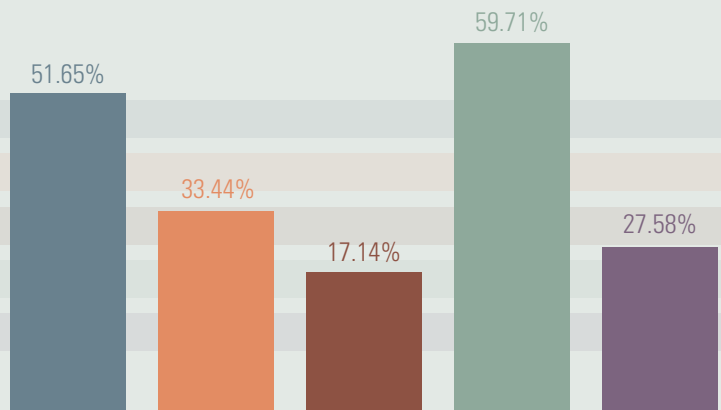


Less than ninth grade	1,868,665	9.18%
Ninth to 12th grade, no diploma	1,712,306	8.41%
High school graduate (including equivalency)	4,162,926	20.45%
<b>Some college, no degree</b>	<b>4,546,189</b>	<b>22.34%</b>
Associate degree	1,640,129	8.06%
Bachelor's degree	4,119,666	20.24%
Graduate or professional degree	2,303,243	11.32%

Source: U.S. Census Bureau, 2013 American Community Survey

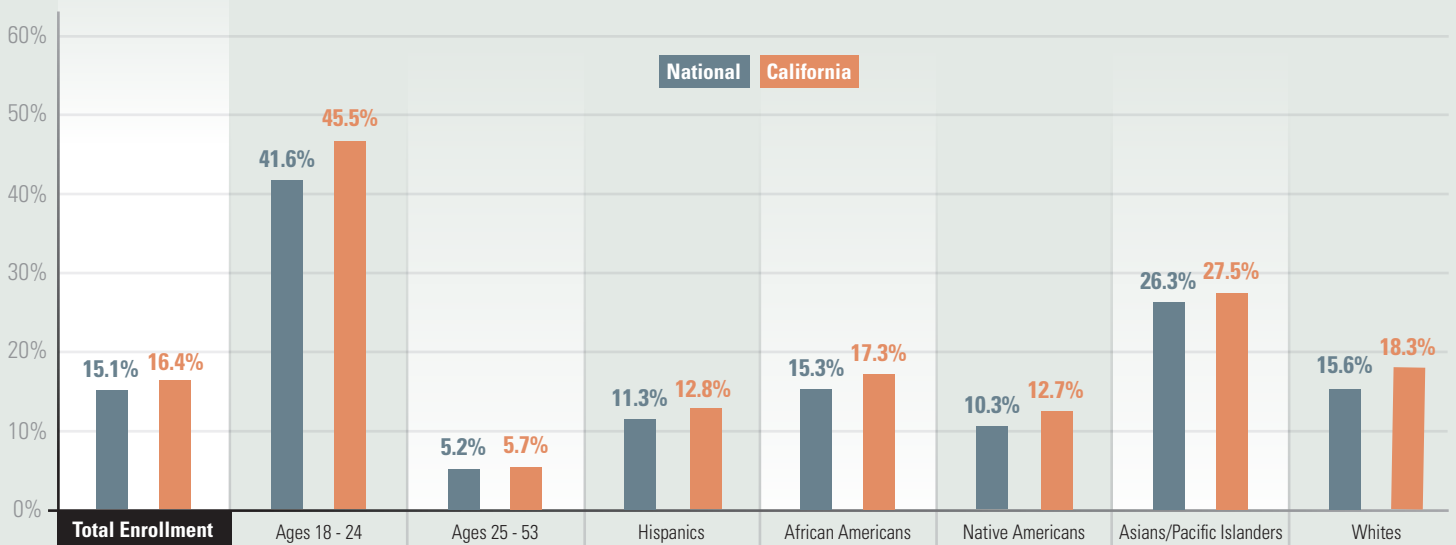
## Degree-attainment rates among California residents (ages 25-64), by population group

White	51.65%
Black	33.44%
Hispanic	17.14%
Asian	59.71%
Native American	27.58%



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

## College enrollment among California residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of California residents (ages 25-64) with at least an associate degree, by county

Alameda	50.74	Glenn	22.45	Marin	61.51	Placer	48.63	San Mateo	54.34	Sutter	29.82
Alpine	39.12	Humboldt	37.80	Mariposa	29.03	Plumas	34.52	Santa Barbara	39.18	Tehama	20.99
Amador	28.27	Imperial	21.74	Mendocino	30.25	Riverside	28.05	Santa Clara	55.76	Trinity	31.03
Butte	35.57	Inyo	30.83	Merced	20.01	Sacramento	38.15	Santa Cruz	45.86	Tulare	21.16
Calaveras	29.97	Kern	22.01	Modoc	30.01	San Benito	26.47	Shasta	31.53	Tuolumne	26.61
Colusa	22.91	Kings	20.65	Mono	40.19	San Bernardino	27.27	Sierra	32.25	Ventura	40.73
Contra Costa	48.03	Lake	25.77	Monterey	29.14	San Diego	44.76	Siskiyou	33.98	Yolo	47.29
Del Norte	20.05	Lassen	22.40	Napa	40.18	San Francisco	62.12	Solano	34.33	Yuba	23.96
El Dorado	43.40	Los Angeles	37.66	Nevada	43.38	San Joaquin	27.44	Sonoma	40.90		
Fresno	27.80	Madera	21.25	Orange	45.65	San Luis Obispo	40.77	Stanislaus	24.19		

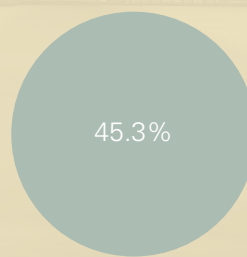
*Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates*

# EOO

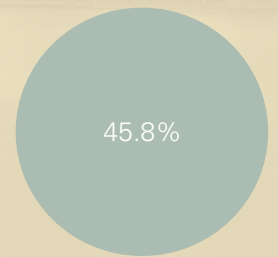


## Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree



2008



2009

# Colorado

The need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in Colorado. As in other states, the economy of Colorado is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state's residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone's attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Colorado is one of those states; in fact, it is among only 16 states that meet the criteria for a strong state attainment goal. Most notably, the state's goal addresses the critical need to close gaps in attainment for underrepresented students, such as minority students, low-income students and working adults.

Colorado is making progress on increasing attainment. The most recent Census data (2013) show that 47.6 percent of the state's 2.9 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year's rate of 47.5 percent. The state's rate of higher education attainment is above the national rate of 40 percent. While attainment is increasing, it is not increasing rapidly

enough to meet the national goal of 60 percent. We are making progress, but we need to do much more.

A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Colorado was 45.9 percent, higher than that of the adult population as a whole and above the national rate of 41.6 percent.

The steps that Colorado and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

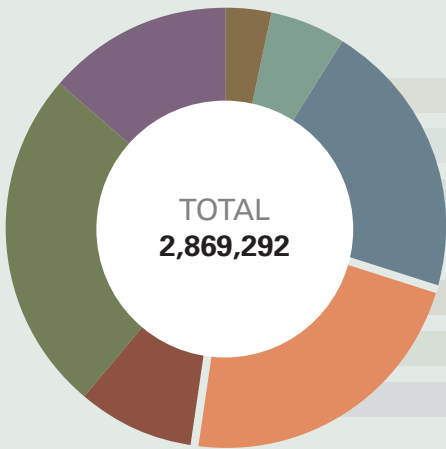
1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
3. Create smarter pathways for students.

The details of Lumina's state policy agenda can be found at <http://strategylabs.luminafoundation.org/higher-education-state-policy-agenda/>. This site also contains extensive information about the progress states are making on the attainment agenda as well as resources that states can draw on to reach their own attainment goals.

Many groups and individuals must work together to increase attainment. The imperative for Colorado to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



## Levels of education for Colorado residents, ages 25-64

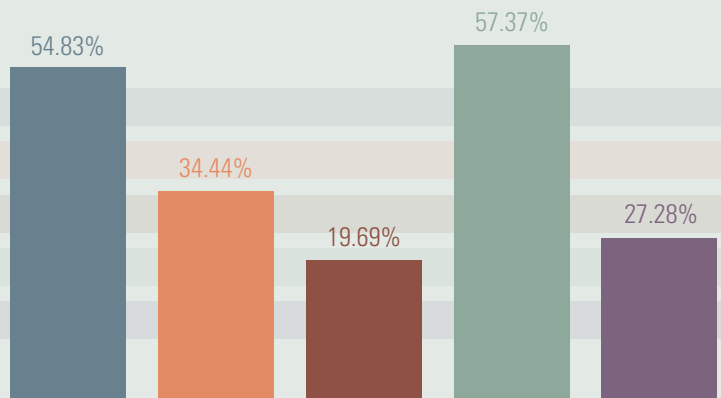


Less than ninth grade	97,537	3.40%
Ninth to 12th grade, no diploma	161,774	5.64%
High school graduate (including equivalency)	590,610	20.58%
<b>Some college, no degree</b>	<b>653,960</b>	<b>22.79%</b>
Associate degree	256,932	8.95%
Bachelor's degree	721,758	25.15%
Graduate or professional degree	386,721	13.48%

Source: U.S. Census Bureau, 2013 American Community Survey

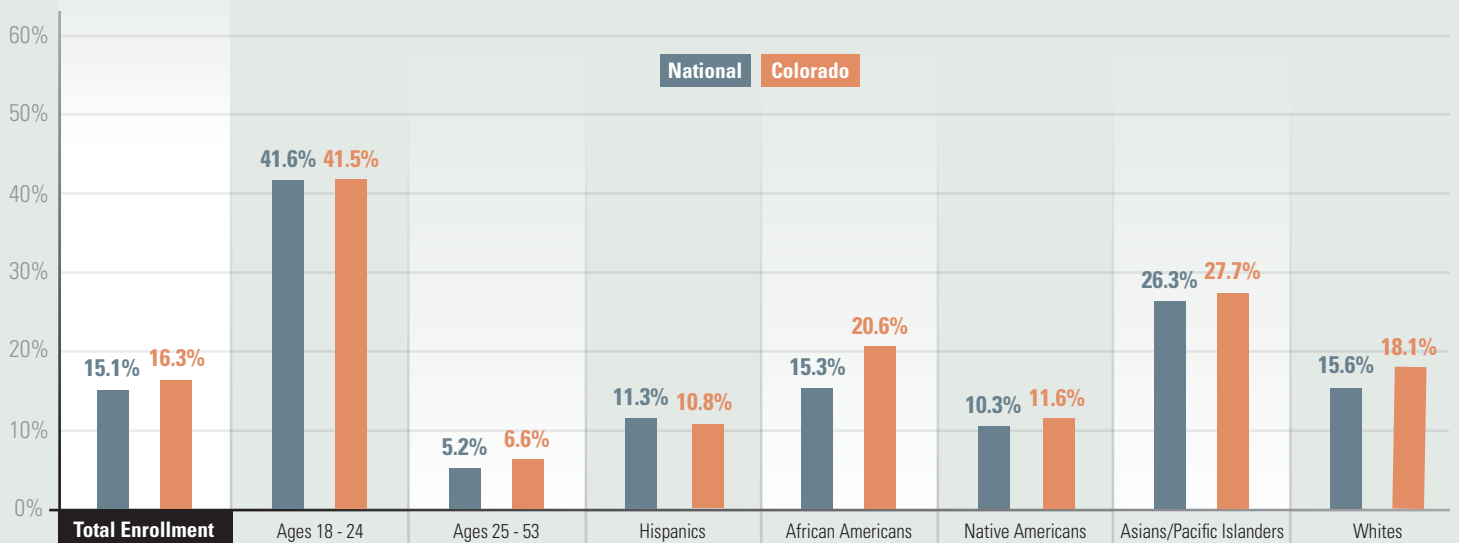
## Degree-attainment rates among Colorado residents (ages 25-64), by population group

White	54.83%
Black	34.44%
Hispanic	19.69%
Asian	57.37%
Native American	27.28%



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

## College enrollment among Colorado residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of Colorado residents (ages 25-64) with at least an associate degree, by county

Adams	30.51	Conejos	28.03	Fremont	22.03	Lake	38.58	Morgan	25.49	Saguache	30.95
Alamosa	29.97	Costilla	23.03	Garfield	33.92	La Plata	49.32	Otero	29.84	San Juan	29.04
Arapahoe	48.45	Crowley	19.87	Gilpin	39.00	Larimer	55.25	Ouray	52.52	San Miguel	57.65
Archuleta	37.55	Custer	40.31	Grand	43.19	Las Animas	29.83	Park	41.29	Sedgwick	30.18
Baca	34.37	Delta	27.28	Gunnison	61.54	Lincoln	22.99	Phillips	28.27	Summit	54.27
Bent	16.43	Denver	50.16	Hinsdale	40.53	Logan	30.39	Pitkin	63.78	Teller	40.75
Boulder	65.98	Dolores	28.91	Huerfano	32.31	Mesa	36.01	Prowers	27.25	Washington	36.75
Broomfield	59.57	Douglas	65.61	Jackson	28.10	Mineral	48.62	Pueblo	34.13	Weld	36.37
Chaffee	40.41	Eagle	52.90	Jefferson	51.07	Moffat	24.71	Rio Blanco	33.17	Yuma	29.89
Cheyenne	38.83	Elbert	41.95	Kiowa	42.46	Montezuma	35.48	Rio Grande	28.46		
Clear Creek	44.71	El Paso	47.42	Kit Carson	27.72	Montrose	30.86	Routt	55.92		

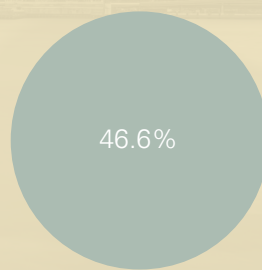
Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates

# GET

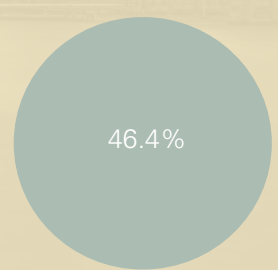


## Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree



2008



2009



# Connecticut



The need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in Connecticut. As in other states, the economy of Connecticut is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state's residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone's attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Connecticut is one of those states. However, it is one of 15 states that — despite having set a statewide attainment goal or being in the process of developing one — still have work to do to strengthen that goal. Specifically, these states need to make sure that their attainment goals adequately address the critical need to close gaps in attainment for underrepresented students, such as minority students, low-income students and working adults.

Connecticut is making progress on increasing attainment. The most recent Census data (2013) show that 47.8 percent of the state's 1.9 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year's rate of 47.5 percent. The state's rate of higher education attainment is above the national rate of

40 percent. While attainment is increasing, it is not increasing rapidly enough to meet the national goal of 60 percent. We are making progress, but we need to do much more.

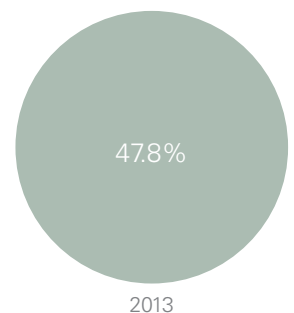
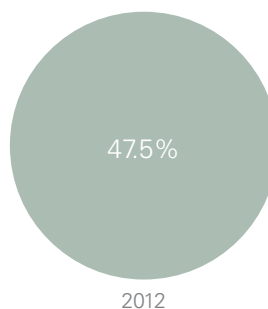
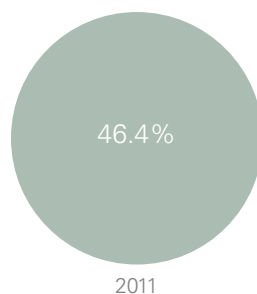
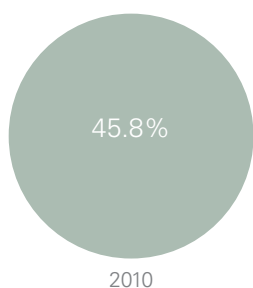
A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Connecticut was 48.4 percent, higher than that of the adult population as a whole and also above the national rate of 41.6 percent.

The steps that Connecticut and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

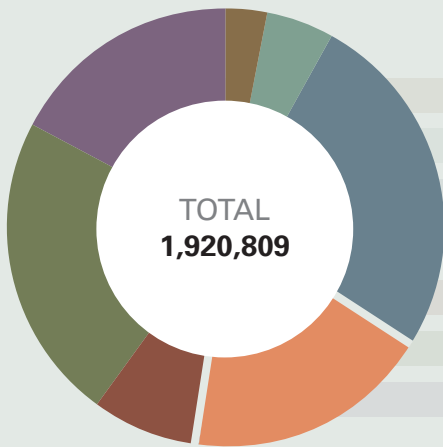
1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
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Many groups and individuals must work together to increase attainment. The imperative for Connecticut to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



## Levels of education for Connecticut residents, ages 25-64

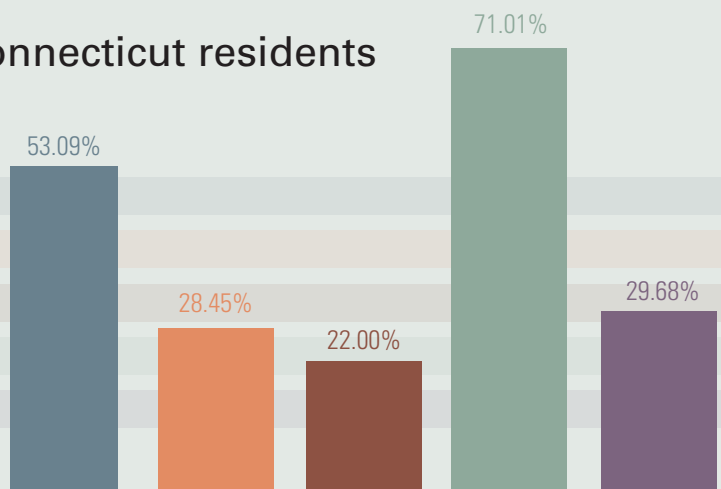


Less than ninth grade	63,183	3.29%
Ninth to 12th grade, no diploma	96,840	5.04%
High school graduate (including equivalency)	490,894	25.56%
<b>Some college, no degree</b>	<b>351,653</b>	<b>18.31%</b>
Associate degree	154,945	8.07%
Bachelor's degree	433,023	22.54%
Graduate or professional degree	330,271	17.19%

Source: U.S. Census Bureau, 2013 American Community Survey

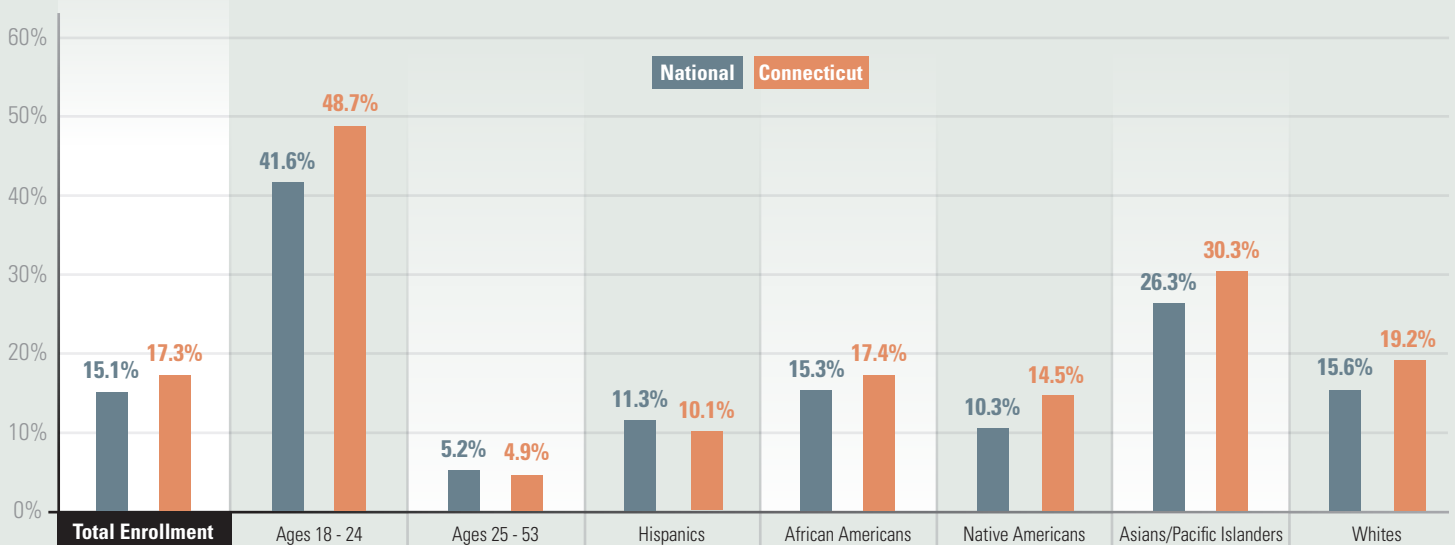
## Degree-attainment rates among Connecticut residents (ages 25-64), by population group

White	53.09%
Black	28.45%
Hispanic	22.00%
Asian	71.01%
Native American	29.68%



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

## College enrollment among Connecticut residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of Connecticut residents (ages 25-64) with at least an associate degree, by county

Fairfield	53.88	Litchfield	44.66	New Haven	43.42	Tolland	50.64
Hartford	45.93	Middlesex	51.24	New London	41.19	Windham	32.07

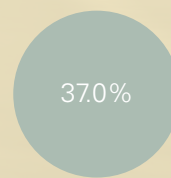
*Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates*

# DE

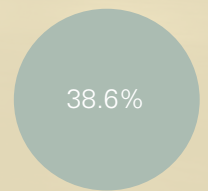


## Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree



2008



2009



# Delaware

The need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in Delaware. As in other states, the economy of Delaware is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state’s residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone’s attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Unfortunately, Delaware is one of the 19 states that have not yet set or begun to develop a statewide goal to increase postsecondary attainment. Adopting such a goal — one that, among other things, addresses the critical need to close gaps in attainment for minority students, low-income students, working adults and other underrepresented students — would be an excellent step for Delaware to take to focus action on expanding opportunity for its residents.

Delaware is making progress on increasing attainment. The most recent Census data (2013) show that 39.9 percent of the state’s 483,000 working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year’s rate of 38.4 percent. The state’s rate of higher education attainment is below the national rate of 40 percent.

While attainment is increasing, it is not increasing rapidly enough to meet the national goal of 60 percent. We are making progress, but we need to do much more.

A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Delaware was 41.3 percent, higher than that of the adult population as a whole but below the national rate of 41.6 percent.

The steps that Delaware and other states can take to increase attainment are laid out in Lumina’s state policy agenda. They are built around three priorities that states must pursue:

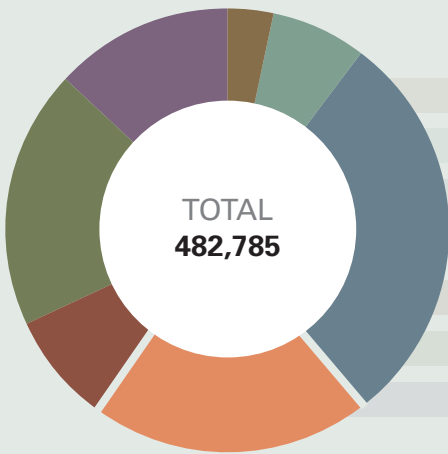
1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
3. Create smarter pathways for students.

The details of Lumina’s state policy agenda can be found at <http://strategylabs.luminafoundation.org/higher-education-state-policy-agenda/>. This site also contains extensive information about the progress states are making on the attainment agenda as well as resources that states can draw on to reach their own attainment goals.

Many groups and individuals must work together to increase attainment. The imperative for Delaware to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



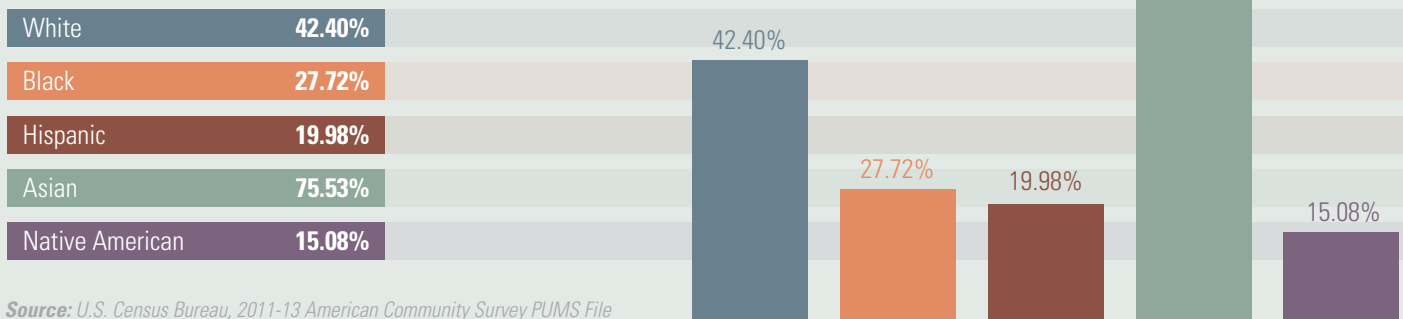
## Levels of education for Delaware residents, ages 25-64



Less than ninth grade	16,160	3.35%
Ninth to 12th grade, no diploma	33,735	6.99%
High school graduate (including equivalency)	143,087	29.64%
<b>Some college, no degree</b>	<b>97,275</b>	<b>20.15%</b>
Associate degree	39,392	8.16%
Bachelor's degree	90,684	18.78%
Graduate or professional degree	62,452	12.94%

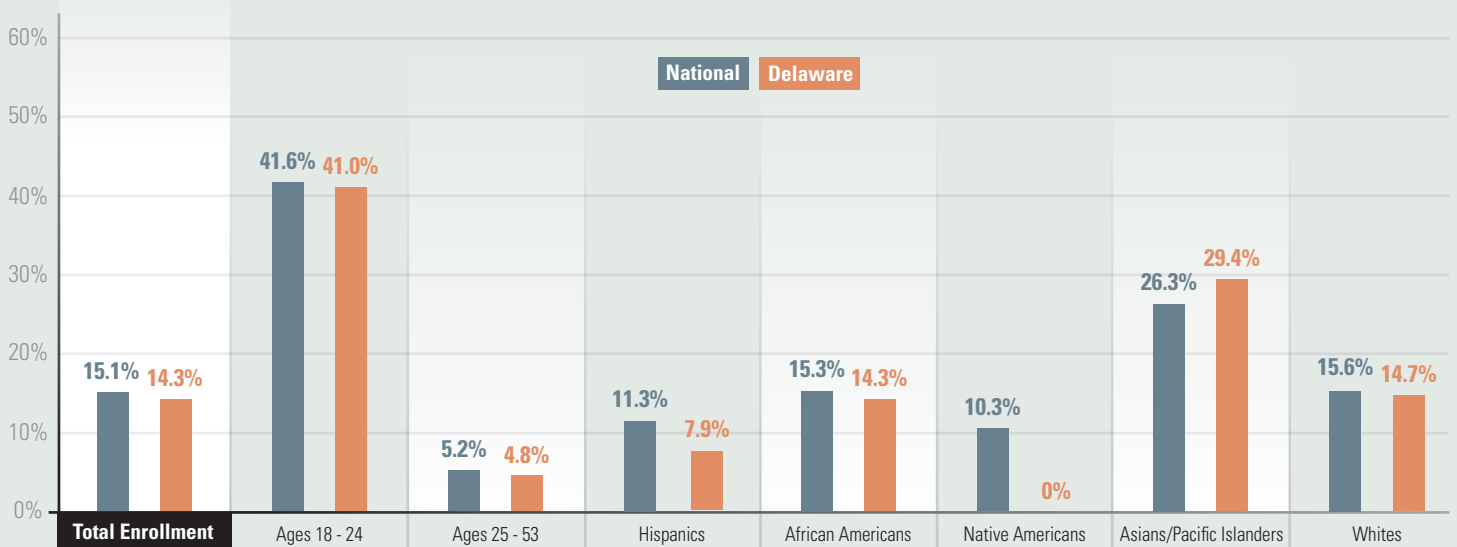
Source: U.S. Census Bureau, 2013 American Community Survey

## Degree-attainment rates among Delaware residents (ages 25-64), by population group



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

## College enrollment among Delaware residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of Delaware residents (ages 25-64) with at least an associate degree, by county

Kent	31.73	New Castle	42.89	Sussex	30.65
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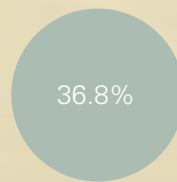
**Source:** U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates

# FL

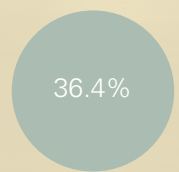


## Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree



2008



2009





# Florida

**T**he need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in Florida. As in other states, the economy of Florida is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state's residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone's attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Unfortunately, Florida is one of the 19 states that have not yet set or begun to develop a statewide goal to increase postsecondary attainment. Adopting such a goal — one that, among other things, addresses the critical need to close gaps in attainment for minority students, low-income students, working adults and other underrepresented students — would be an excellent step for Florida to take to focus action on expanding opportunity for its residents.

Florida is making progress on increasing attainment. The most recent Census data (2013) show that 38.6 percent of the state's 10.1 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year's rate of 38.1 percent. The state's rate of higher education attainment is below the national rate of

40 percent. While attainment is increasing, it is not increasing rapidly enough to meet the national goal of 60 percent. We are making progress, but we need to do much more.

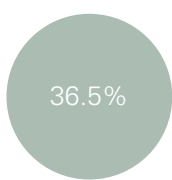
A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Florida was 38.7 percent, higher than that of the adult population as a whole but below the national rate of 41.6 percent.

The steps that Florida and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
3. Create smarter pathways for students.

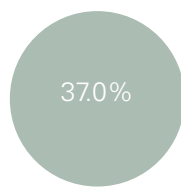
The details of Lumina's state policy agenda can be found at <http://strategylabs.luminafoundation.org/higher-education-state-policy-agenda/>. This site also contains extensive information about the progress states are making on the attainment agenda as well as resources that states can draw on to reach their own attainment goals.

Many groups and individuals must work together to increase attainment. The imperative for Florida to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



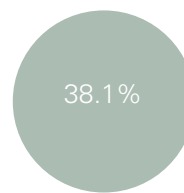
36.5%

2010



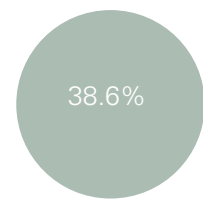
37.0%

2011



38.1%

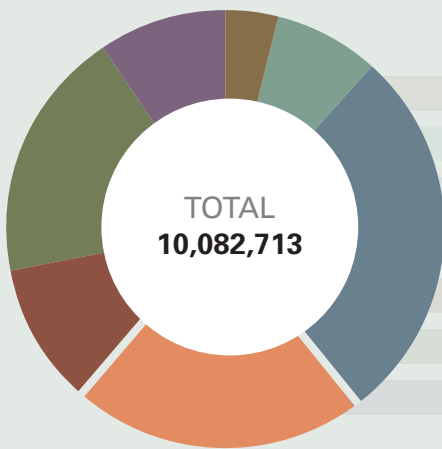
2012



38.6%

2013

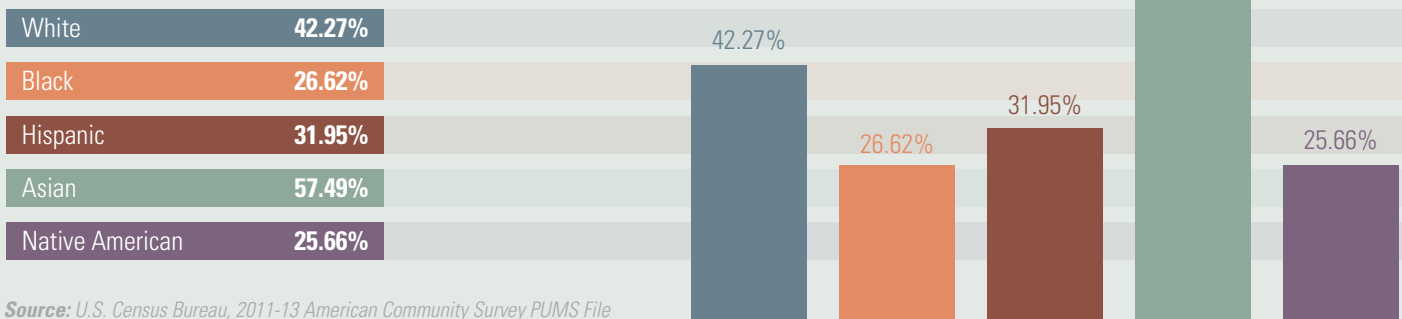
## Levels of education for Florida residents, ages 25-64



Less than ninth grade	416,297	4.13%
Ninth to 12th grade, no diploma	759,760	7.54%
High school graduate (including equivalency)	2,880,789	28.57%
<b>Some college, no degree</b>	<b>2,134,917</b>	<b>21.17%</b>
Associate degree	1,077,760	10.69%
Bachelor's degree	1,878,978	18.64%
Graduate or professional degree	934,212	9.27%

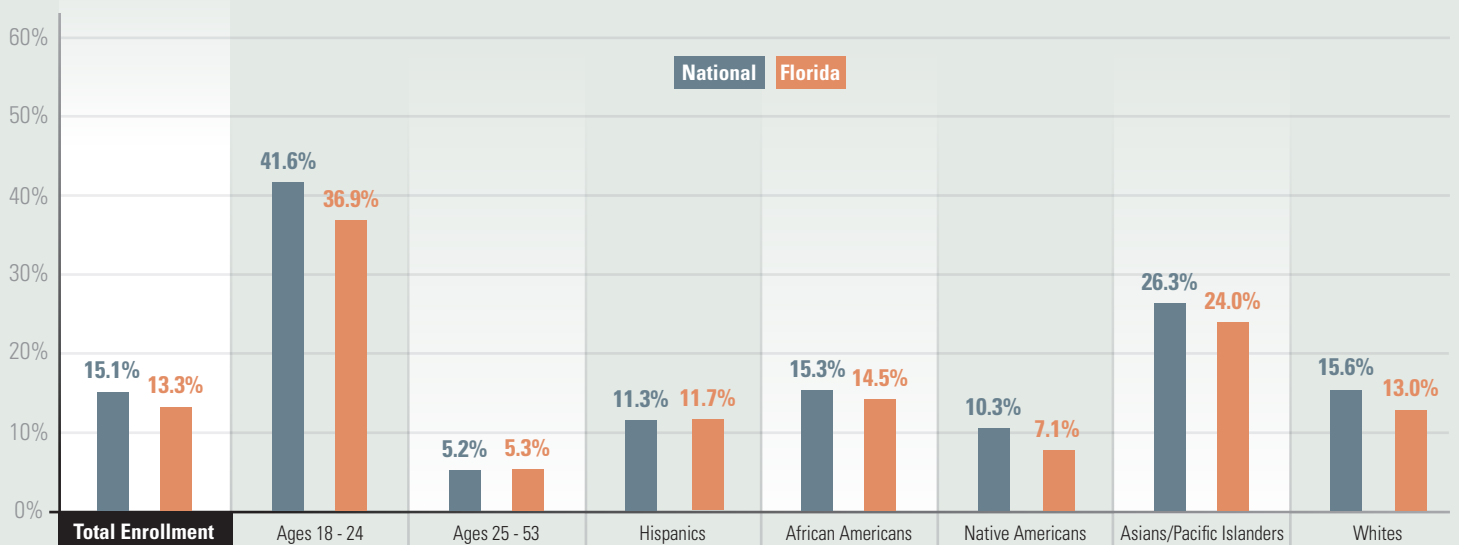
Source: U.S. Census Bureau, 2013 American Community Survey

## Degree-attainment rates among Florida residents (ages 25-64), by population group



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

## College enrollment among Florida residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of Florida residents (ages 25-64) with at least an associate degree, by county

Alachua	53.32	DeSoto	13.34	Hendry	16.16	Levy	18.65	Osceola	29.50	Suwannee	16.91
Baker	16.97	Dixie	14.62	Hernando	26.61	Liberty	16.51	Palm Beach	42.13	Taylor	17.68
Bay	33.44	Duval	37.36	Highlands	23.94	Madison	16.72	Pasco	34.34	Union	16.30
Bradford	16.22	Escambia	37.02	Hillsborough	40.90	Manatee	36.78	Pinellas	39.88	Volusia	32.13
Brevard	40.22	Flagler	32.85	Holmes	19.49	Marion	27.46	Polk	28.16	Wakulla	26.40
Broward	42.09	Franklin	17.27	Indian River	34.89	Martin	41.15	Putnam	17.78	Walton	30.72
Calhoun	14.21	Gadsden	21.78	Jackson	23.09	Miami-Dade	37.90	St. Johns	51.70	Washington	16.77
Charlotte	31.69	Gilchrist	23.32	Jefferson	23.03	Monroe	37.14	St. Lucie	29.53		
Citrus	25.79	Glades	20.06	Lafayette	19.03	Nassau	31.30	Santa Rosa	39.51		
Clay	35.80	Gulf	20.66	Lake	30.28	Okaloosa	38.56	Sarasota	39.15		
Collier	36.07	Hamilton	16.89	Lee	32.66	Okeechobee	17.53	Seminole	47.78		
Columbia	23.41	Hardee	12.53	Leon	54.81	Orange	42.37	Sumter	28.40		

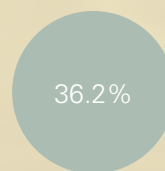
*Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates*

# GAA

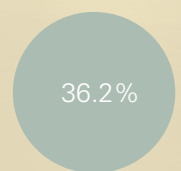


## Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree



2008



2009

# Georgia



**T**he need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in Georgia. As in other states, the economy of Georgia is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state's residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone's attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Georgia is one of those states; in fact, it is among only 16 states that meet the criteria for a strong state attainment goal. Most notably, the state's goal addresses the critical need to close gaps in attainment for underrepresented students, such as minority students, low-income students and working adults.

Georgia is making progress on increasing attainment. The most recent Census data (2013) show that 37.5 percent of the state's 5.3 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year's rate of 37.4 percent. The state's rate of higher education attainment is below the national rate of 40 percent. While attainment is increasing, it is not increasing rapidly

enough to meet the national goal of 60 percent. We are making progress, but we need to do much more.

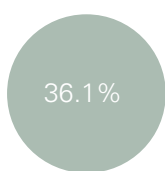
A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Georgia was 37.2 percent, lower than that of the adult population as a whole and also below the national rate of 41.6 percent.

The steps that Georgia and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
3. Create smarter pathways for students.

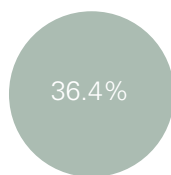
The details of Lumina's state policy agenda can be found at <http://strategylabs.luminafoundation.org/higher-education-state-policy-agenda/>. This site also contains extensive information about the progress states are making on the attainment agenda as well as resources that states can draw on to reach their own attainment goals.

Many groups and individuals must work together to increase attainment. The imperative for Georgia to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



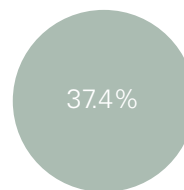
36.1%

2010



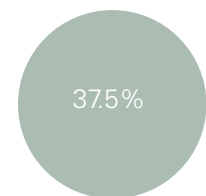
36.4%

2011



37.4%

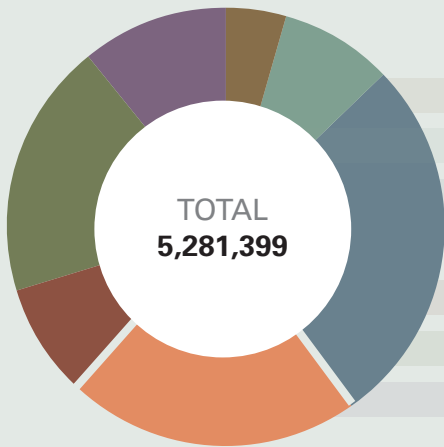
2012



37.5%

2013

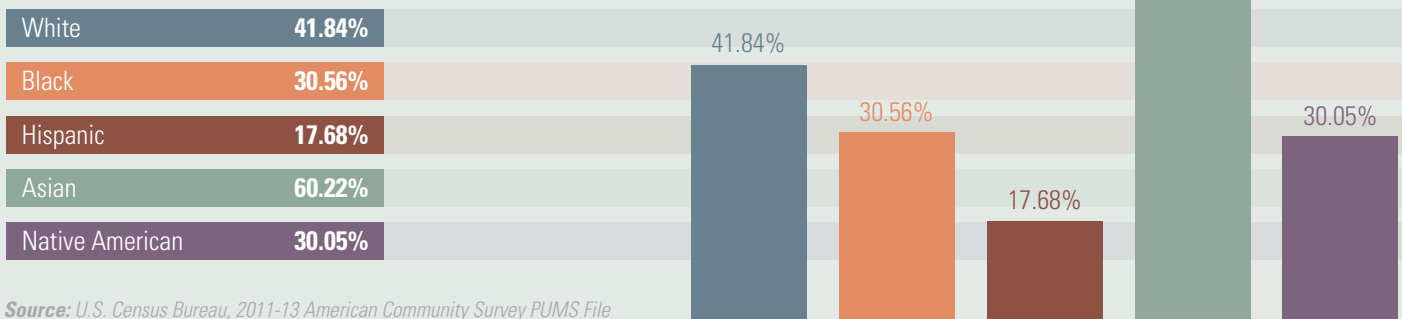
## Levels of education for Georgia residents, ages 25-64



Less than ninth grade	235,039	4.45%
Ninth to 12th grade, no diploma	445,518	8.44%
High school graduate (including equivalency)	1,457,834	27.60%
<b>Some college, no degree</b>	<b>1,159,882</b>	<b>21.96%</b>
Associate degree	423,792	8.02%
Bachelor's degree	988,674	18.72%
Graduate or professional degree	570,660	10.81%

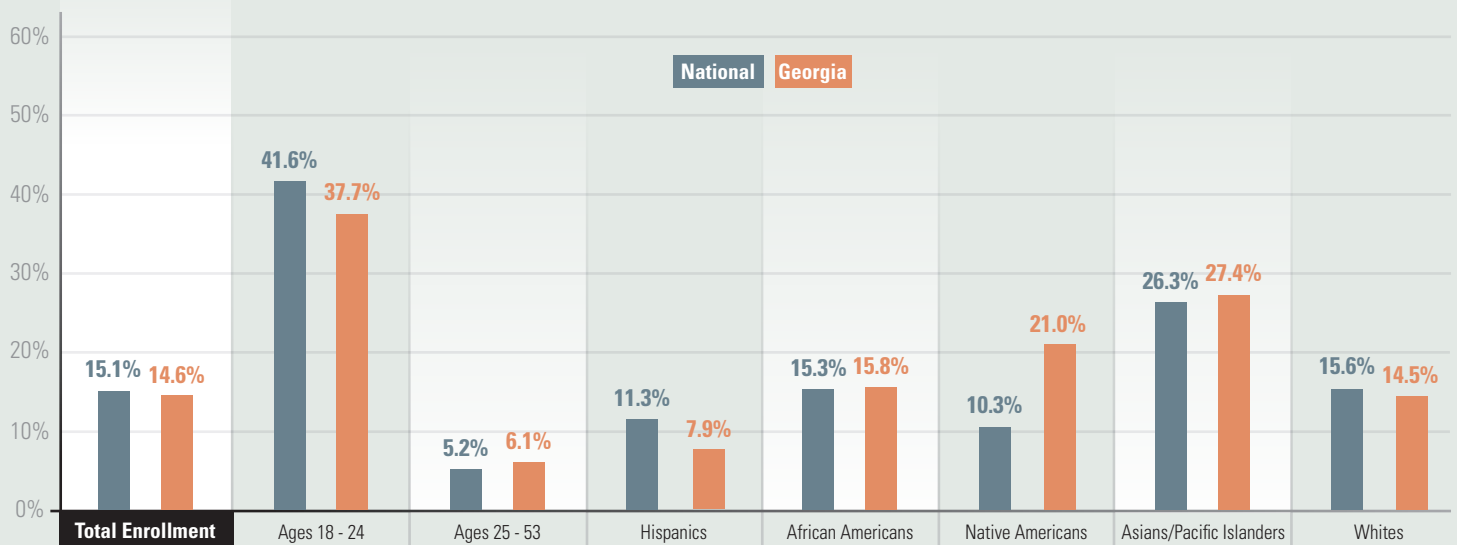
Source: U.S. Census Bureau, 2013 American Community Survey

## Degree-attainment rates among Georgia residents (ages 25-64), by population group



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

## College enrollment among Georgia residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of Georgia residents (ages 25-64) with at least an associate degree, by county

Appling	21.59	Cherokee	43.68	Fannin	22.25	Jenkins	20.32	Oglethorpe	26.48	Thomas	27.65
Atkinson	12.85	Clarke	45.14	Fayette	54.67	Johnson	20.87	Paulding	31.84	Tift	26.66
Bacon	19.77	Clay	13.61	Floyd	27.14	Jones	27.09	Peach	27.30	Toombs	23.68
Baker	19.04	Clayton	27.00	Forsyth	54.44	Lamar	20.53	Pickens	27.82	Towns	29.87
Baldwin	25.50	Clinch	18.26	Franklin	19.86	Lanier	26.57	Pierce	18.72	Treutlen	18.47
Banks	19.20	Cobb	53.00	Fulton	55.76	Laurens	21.48	Pike	26.30	Troup	24.67
Barrow	27.20	Coffee	21.25	Gilmer	22.90	Lee	30.71	Polk	18.88	Turner	21.94
Bartow	23.15	Colquitt	20.25	Glascocock	16.40	Liberty	30.44	Pulaski	19.56	Twiggs	15.56
Ben Hill	17.47	Columbia	47.01	Glynn	33.66	Lincoln	19.88	Putnam	27.66	Union	27.80
Berrien	27.11	Cook	19.66	Gordon	20.84	Long	25.97	Quitman	8.29	Upson	16.15
Bibb	30.35	Coweta	36.25	Grady	21.52	Lowndes	32.78	Rabun	28.42	Walker	21.80
Bleckley	22.60	Crawford	19.03	Greene	21.49	Lumpkin	32.45	Randolph	25.69	Walton	27.73
Brantley	12.51	Crisp	23.96	Gwinnett	44.74	McDuffie	21.94	Richmond	30.46	Ware	20.22
Brooks	17.30	Dade	25.04	Habersham	24.99	McIntosh	19.45	Rockdale	35.45	Warren	15.07
Bryan	41.48	Dawson	29.64	Hall	29.31	Macon	13.76	Schley	22.87	Washington	18.53
Bulloch	35.84	Decatur	23.53	Hancock	14.33	Madison	22.06	Screven	21.80	Wayne	18.75
Burke	16.33	DeKalb	48.08	Haralson	21.14	Marion	12.35	Seminole	20.99	Webster	24.07
Butts	12.84	Dodge	24.33	Harris	39.10	Meriwether	12.48	Spalding	20.84	Wheeler	13.68
Calhoun	15.97	Dooley	18.13	Hart	24.86	Miller	19.60	Stephens	26.13	White	28.19
Camden	30.79	Dougherty	23.85	Heard	17.15	Mitchell	16.12	Stewart	11.75	Whitfield	19.62
Candler	20.96	Douglas	34.33	Henry	37.21	Monroe	26.95	Sumter	23.77	Wilcox	12.98
Carroll	24.44	Early	22.75	Houston	35.49	Montgomery	24.91	Talbot	20.11	Wilkes	19.54
Catoosa	29.33	Echols	11.61	Irwin	19.53	Morgan	30.67	Taliaferro	16.25	Wilkinson	15.41
Charlton	14.79	Effingham	27.53	Jackson	28.72	Murray	16.69	Tattnall	16.41	Worth	17.70
Chatham	39.00	Elbert	17.00	Jasper	22.02	Muscogee	31.84	Taylor	16.58		
Chattahoochee	37.36	Emanuel	19.79	Jeff Davis	19.91	Newton	28.36	Telfair	15.22		
Chattooga	15.74	Evans	21.58	Jefferson	14.74	Oconee	52.91	Terrell	15.26		

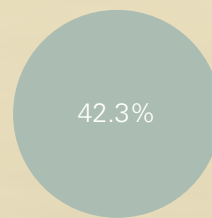
Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates

# HR



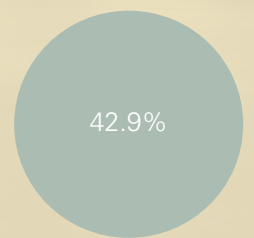
## Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree



42.3%

2008



42.9%

2009



# Hawaii



The need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in Hawaii. As in other states, the economy of Hawaii is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state's residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone's attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Hawaii is one of those states; in fact, it is among only 16 states that meet the criteria for a strong state attainment goal. Most notably, the state's goal addresses the critical need to close gaps in attainment for underrepresented students, such as minority students, low-income students and working adults.

Hawaii is making progress on increasing attainment. The most recent Census data (2013) show that 44.3 percent of the state's 740,000 working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year's rate of 42.6 percent. The state's rate of higher education attainment is above the national rate of 40 percent. While attainment is increasing, it is not increasing rapidly

enough to meet the national goal of 60 percent. We are making progress, but we need to do much more.

A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Hawaii was 43.6 percent, lower than that of the adult population as a whole but above the national rate of 41.6 percent.

The steps that Hawaii and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

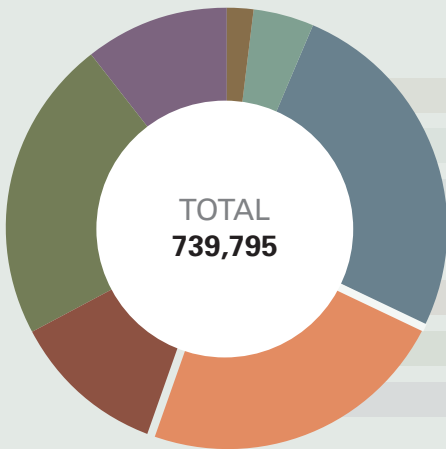
1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
3. Create smarter pathways for students.

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Many groups and individuals must work together to increase attainment. The imperative for Hawaii to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



## Levels of education for Hawaii residents, ages 25-64

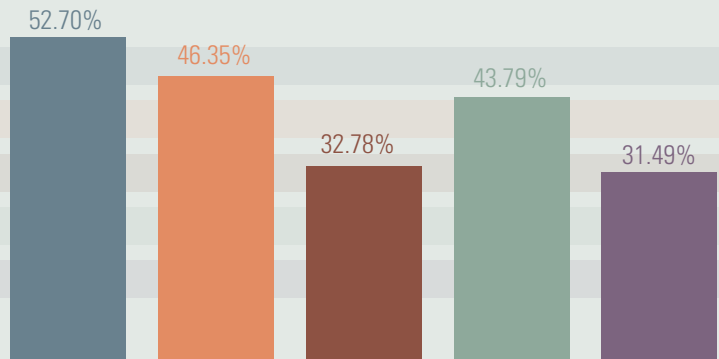


Less than ninth grade	15,794	2.13%
Ninth to 12th grade, no diploma	32,306	4.37%
High school graduate (including equivalency)	191,031	25.82%
<b>Some college, no degree</b>	<b>173,233</b>	<b>23.42%</b>
Associate degree	85,442	11.55%
Bachelor's degree	164,437	22.23%
Graduate or professional degree	77,552	10.48%

Source: U.S. Census Bureau, 2013 American Community Survey

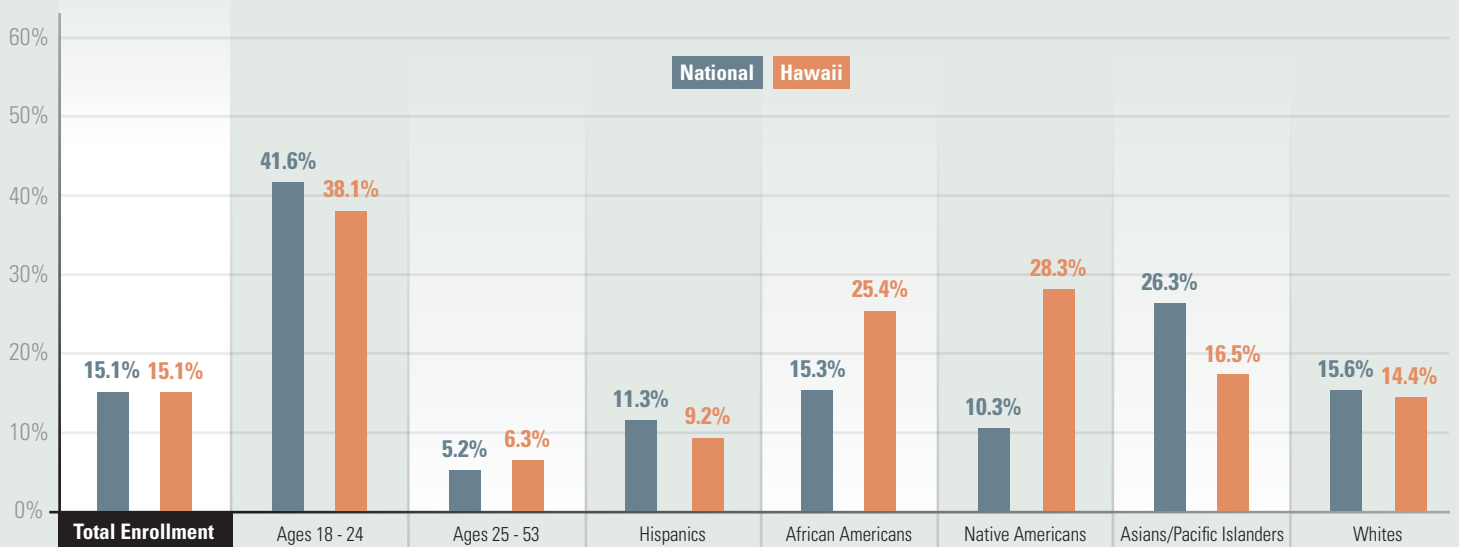
## Degree-attainment rates among Hawaii residents (ages 25-64), by population group

White	52.70%
Black	46.35%
Hispanic	32.78%
Asian	43.79%
Native American	31.49%



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

## College enrollment among Hawaii residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of Hawaii residents (ages 25-64) with at least an associate degree, by county

Hawaii	36.18	Honolulu	45.36	Kalawao	69.57	Kauai	39.04	Maui	35.81
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*Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates*

# AD

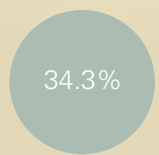


## Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree



2008



2009

# Idaho



The need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in Idaho. As in other states, the economy of Idaho is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state's residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone's attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Idaho is one of those states; in fact, it is among only 16 states that meet the criteria for a strong state attainment goal. Most notably, the state's goal addresses the critical need to close gaps in attainment for underrepresented students, such as minority students, low-income students and working adults.

Idaho is making progress on increasing attainment. The most recent Census data (2013) show that 36.9 percent of the state's 804,000 working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year's rate of 36.1 percent. The state's rate of higher education attainment is below the national rate of 40 percent. While attainment is increasing, it is not increasing rapidly

enough to meet the national goal of 60 percent. We are making progress, but we need to do much more.

A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Idaho was 35.1 percent, lower than that of the adult population as a whole and also below the national rate of 41.6 percent.

The steps that Idaho and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

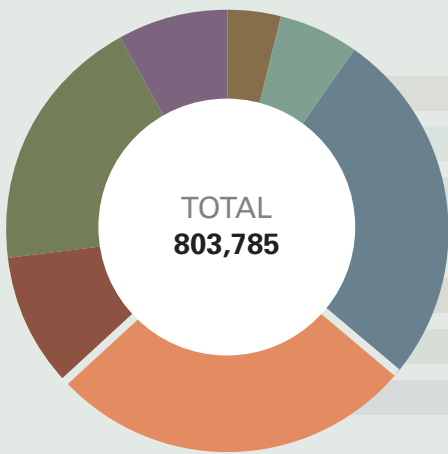
1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
3. Create smarter pathways for students.

The details of Lumina's state policy agenda can be found at <http://strategylabs.luminafoundation.org/higher-education-state-policy-agenda/>. This site also contains extensive information about the progress states are making on the attainment agenda as well as resources that states can draw on to reach their own attainment goals.

Many groups and individuals must work together to increase attainment. The imperative for Idaho to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



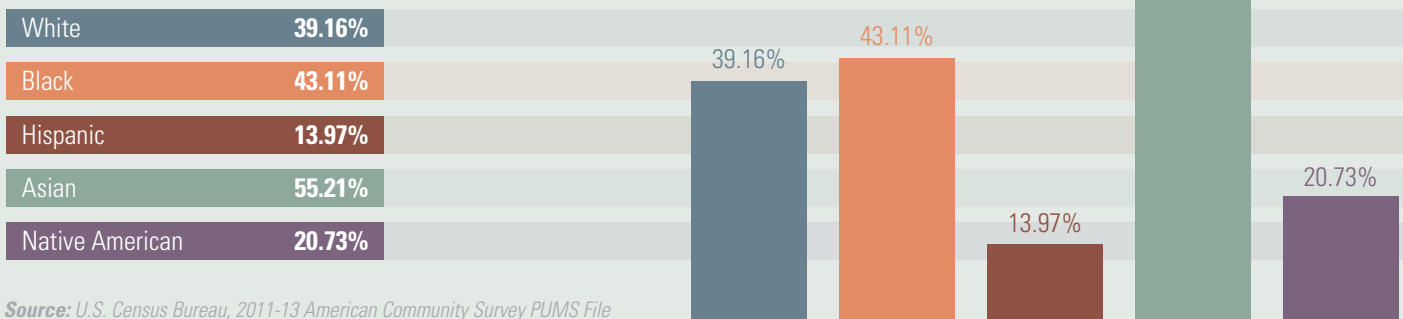
## Levels of education for Idaho residents, ages 25-64



Less than ninth grade	31,608	3.93%
Ninth to 12th grade, no diploma	46,682	5.81%
High school graduate (including equivalency)	213,545	26.57%
<b>Some college, no degree</b>	<b>215,148</b>	<b>26.77%</b>
Associate degree	80,382	10.00%
Bachelor's degree	152,446	18.97%
Graduate or professional degree	63,974	7.96%

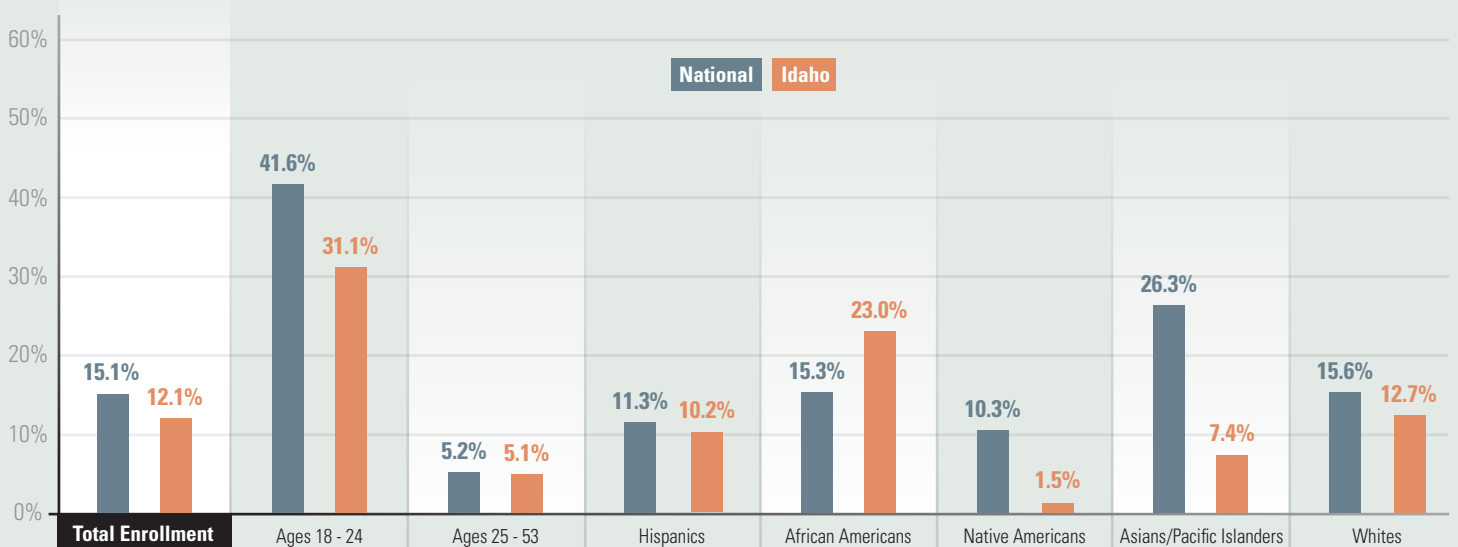
Source: U.S. Census Bureau, 2013 American Community Survey

## Degree-attainment rates among Idaho residents (ages 25-64), by population group



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

## College enrollment among Idaho residents, ages 18-53



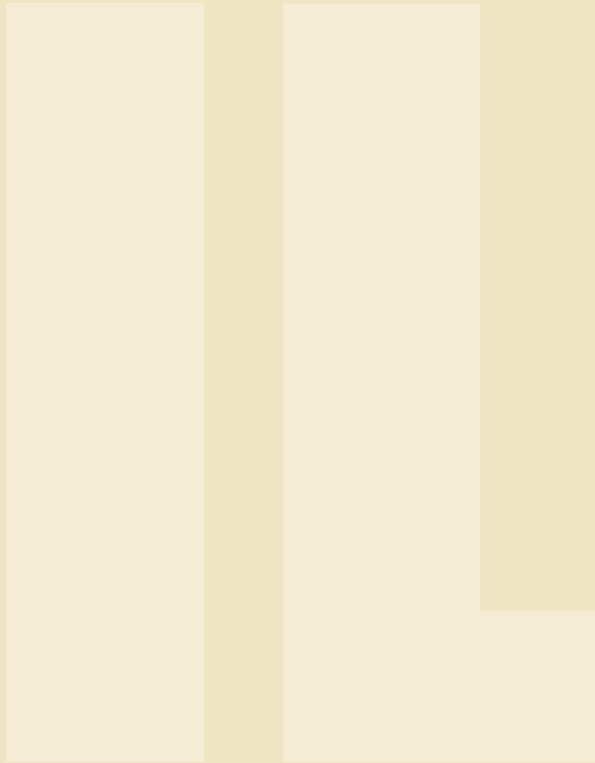
Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of Idaho residents (ages 25-64) with at least an associate degree, by county

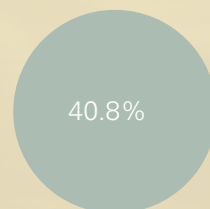
Ada	46.73	Bonner	30.44	Clark	16.24	Idaho	24.54	Madison	48.97	Teton	41.24
Adams	32.65	Bonneville	37.90	Clearwater	27.11	Jefferson	35.82	Minidoka	19.99	Twin Falls	29.44
Bannock	38.30	Boundary	20.67	Custer	32.12	Jerome	19.92	Nez Perce	34.14	Valley	41.40
Bear Lake	25.10	Butte	21.13	Elmore	28.40	Kootenai	34.17	Oneida	21.42	Washington	24.08
Benewah	22.21	Camas	22.88	Franklin	25.97	Latah	53.92	Owyhee	14.95		
Bingham	28.07	Canyon	25.99	Fremont	29.23	Lemhi	31.82	Payette	28.69		
Blaine	48.35	Caribou	29.02	Gem	22.05	Lewis	29.32	Power	20.50		
Boise	33.78	Cassia	28.06	Gooding	20.64	Lincoln	17.45	Shoshone	21.72		

*Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates*

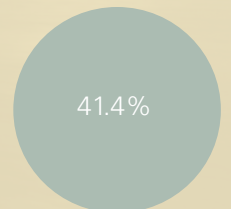


## Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree



2008



2009





# Illinois

The need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in Illinois. As in other states, the economy of Illinois is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state’s residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone’s attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Illinois is one of those states; in fact, it is among only 16 states that meet the criteria for a strong state attainment goal. Most notably, the state’s goal addresses the critical need to close gaps in attainment for underrepresented students, such as minority students, low-income students and working adults.

Illinois is making progress on increasing attainment. The most recent Census data (2013) show that 43 percent of the state’s 6.9 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year’s rate of 42.5 percent. The state’s rate of higher education attainment is above the national rate of 40 percent. While attainment is increasing, it is not increasing rapidly

enough to meet the national goal of 60 percent. We are making progress, but we need to do much more.

A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Illinois was 47 percent, higher than that of the adult population as a whole and above the national rate of 41.6 percent.

The steps that Illinois and other states can take to increase attainment are laid out in Lumina’s state policy agenda. They are built around three priorities that states must pursue:

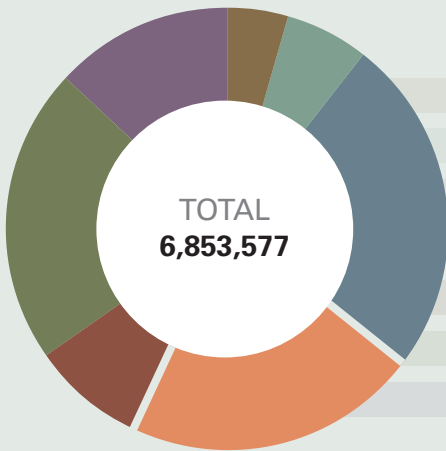
1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
3. Create smarter pathways for students.

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Many groups and individuals must work together to increase attainment. The imperative for Illinois to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



## Levels of education for Illinois residents, ages 25-64

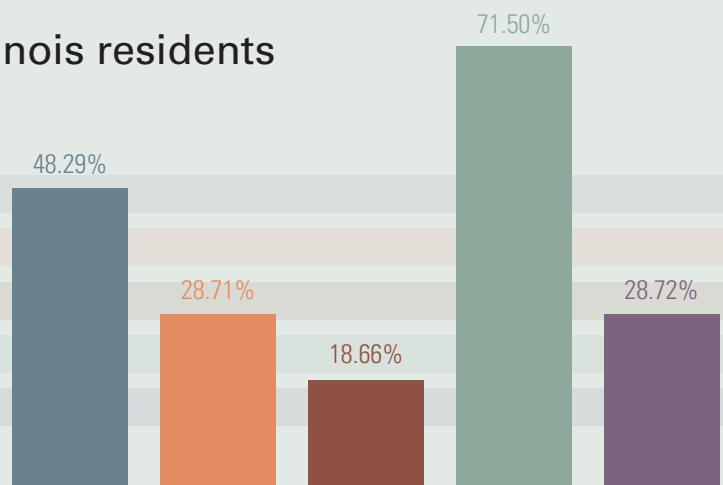


Less than ninth grade	315,815	4.61%
Ninth to 12th grade, no diploma	412,931	6.03%
High school graduate (including equivalency)	1,694,733	24.73%
<b>Some college, no degree</b>	<b>1,484,667</b>	<b>21.66%</b>
Associate degree	579,411	8.45%
Bachelor's degree	1,481,523	21.62%
Graduate or professional degree	884,497	12.91%

Source: U.S. Census Bureau, 2013 American Community Survey

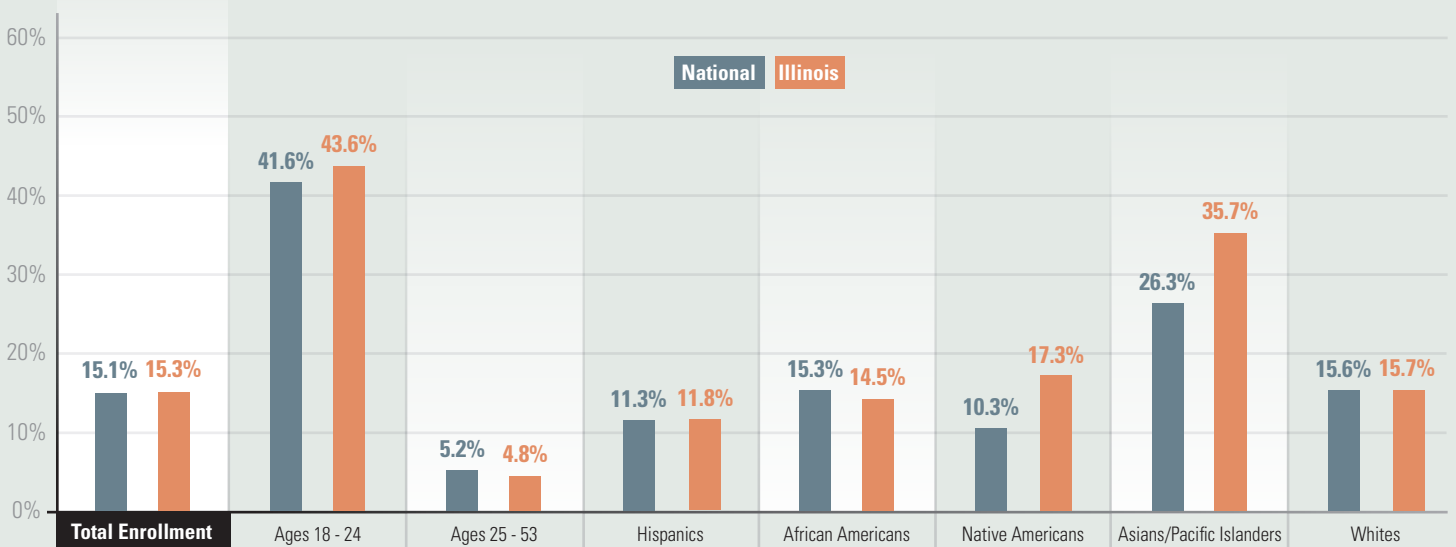
## Degree-attainment rates among Illinois residents (ages 25-64), by population group

White	48.29%
Black	28.71%
Hispanic	18.66%
Asian	71.50%
Native American	28.72%



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

## College enrollment among Illinois residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of Illinois residents (ages 25-64) with at least an associate degree, by county

Adams	33.87	Cumberland	31.86	Hardin	27.90	Lee	27.89	Morgan	30.45	Scott	22.88
Alexander	15.71	DeKalb	42.41	Henderson	28.08	Livingston	24.81	Moultrie	27.48	Shelby	30.00
Bond	32.08	De Witt	27.43	Henry	34.94	Logan	25.60	Ogle	32.79	Stark	31.23
Boone	29.88	Douglas	26.19	Iroquois	27.51	McDonough	45.11	Peoria	42.16	Stephenson	30.01
Brown	22.67	DuPage	56.74	Jackson	47.45	McHenry	43.49	Perry	28.80	Tazewell	37.98
Bureau	28.68	Edgar	31.61	Jasper	34.03	McLean	53.22	Piatt	40.58	Union	34.15
Calhoun	30.74	Edwards	33.67	Jefferson	28.59	Macon	32.81	Pike	22.19	Vermilion	26.18
Carroll	26.88	Effingham	38.16	Jersey	32.91	Macoupin	28.39	Pope	26.13	Wabash	37.21
Cass	18.94	Fayette	26.29	Jo Daviess	34.37	Madison	36.90	Pulaski	25.50	Warren	32.98
Champaign	53.50	Ford	28.85	Johnson	28.10	Marion	28.49	Putnam	28.65	Washington	39.25
Christian	24.19	Franklin	27.55	Kane	40.88	Marshall	29.44	Randolph	20.38	Wayne	30.19
Clark	31.72	Fulton	27.50	Kankakee	28.65	Mason	24.67	Richland	39.30	White	33.88
Clay	30.39	Gallatin	23.99	Kendall	44.83	Massac	32.14	Rock Island	34.38	Whiteside	29.55
Clinton	38.34	Greene	22.74	Knox	31.58	Menard	36.63	St. Clair	38.71	Will	43.17
Coles	38.92	Grundy	29.72	Lake	50.67	Mercer	28.54	Saline	29.12	Williamson	35.99
Cook	44.09	Hamilton	27.27	LaSalle	28.08	Monroe	40.40	Sangamon	44.32	Winnebago	30.93
Crawford	34.64	Hancock	31.46	Lawrence	20.30	Montgomery	23.07	Schuyler	29.97	Woodford	42.71

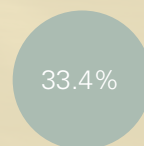
Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates

# IN



## Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree



2008



2009

# Indiana



The need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in Indiana. As in other states, the economy of Indiana is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state's residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone's attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Indiana is one of those states; in fact, it is among only 16 states that meet the criteria for a strong state attainment goal. Most notably, the state's goal addresses the critical need to close gaps in attainment for underrepresented students, such as minority students, low-income students and working adults.

Indiana is making progress on increasing attainment. The most recent Census data (2013) show that 34.7 percent of the state's 3.4 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year's rate of 34.4 percent. The state's rate of higher education attainment is below the national rate of 40 percent. While attainment is increasing, it is not increasing rapidly

enough to meet the national goal of 60 percent. We are making progress, but we need to do much more.

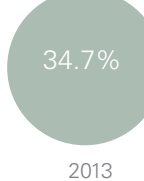
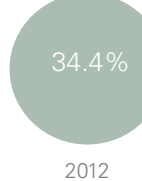
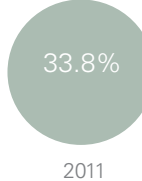
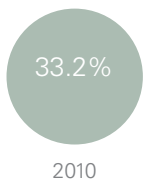
A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Indiana was 36.7 percent, higher than that of the adult population as a whole but below the national rate of 41.6 percent.

The steps that Indiana and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

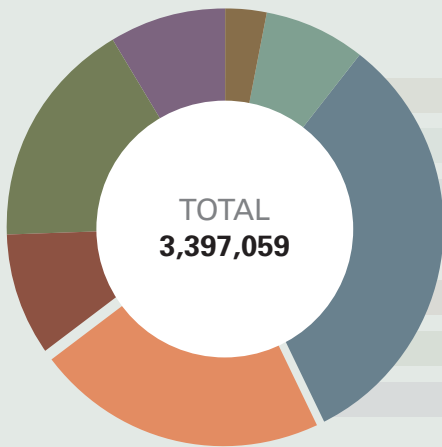
1. Improve the quality of student outcomes in terms of completion, learning and employment.
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Many groups and individuals must work together to increase attainment. The imperative for Indiana to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



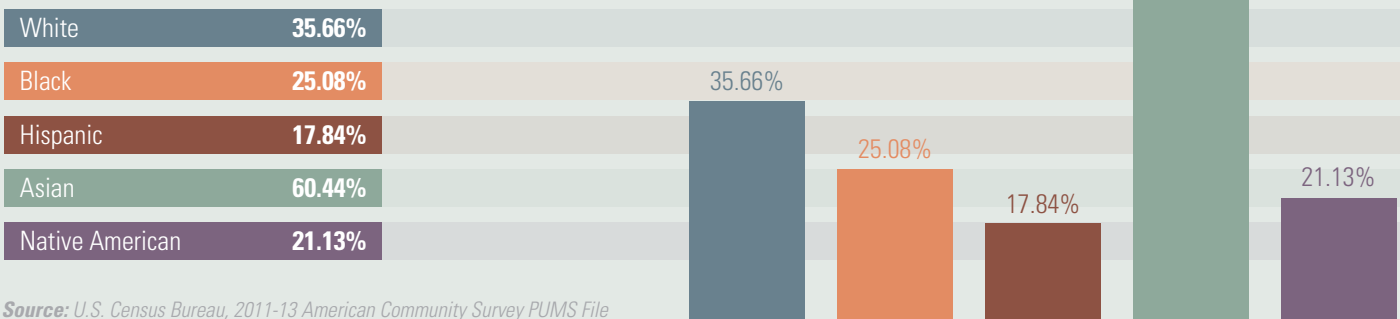
## Levels of education for Indiana residents, ages 25-64



Less than ninth grade	110,258	3.25%
Ninth to 12th grade, no diploma	256,414	7.55%
High school graduate (including equivalency)	1,088,954	32.06%
<b>Some college, no degree</b>	<b>761,726</b>	<b>22.42%</b>
Associate degree	313,771	9.24%
Bachelor's degree	576,605	16.97%
Graduate or professional degree	289,331	8.52%

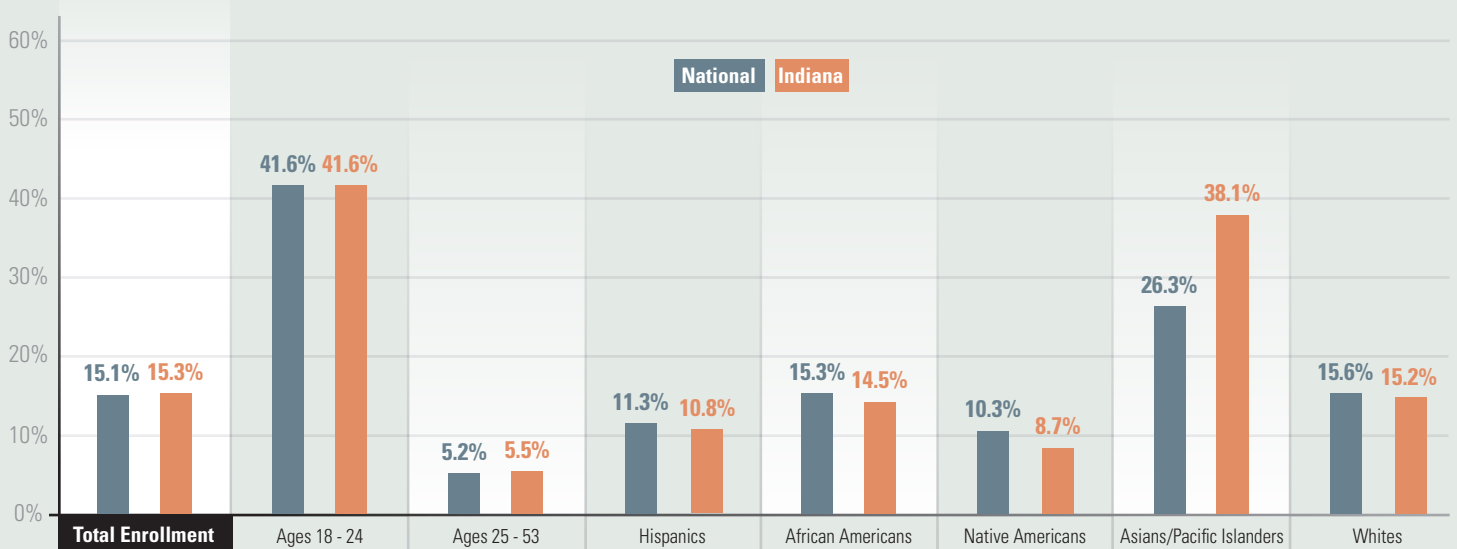
Source: U.S. Census Bureau, 2013 American Community Survey

## Degree-attainment rates among Indiana residents (ages 25-64), by population group



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

## College enrollment among Indiana residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of Indiana residents (ages 25-64) with at least an associate degree, by county

Adams	23.76	DeKalb	28.06	Henry	24.65	Marion	36.31	Posey	34.37	Union	26.57
Allen	38.40	Delaware	33.05	Howard	30.02	Marshall	26.12	Pulaski	21.74	Vanderburgh	33.47
Bartholomew	38.65	Dubois	33.77	Huntington	28.53	Martin	26.61	Putnam	26.00	Vermillion	24.95
Benton	26.86	Elkhart	25.08	Jackson	23.49	Miami	19.81	Randolph	24.48	Vigo	31.77
Blackford	19.34	Fayette	17.70	Jasper	26.67	Monroe	52.66	Ripley	27.90	Wabash	26.16
Boone	53.41	Floyd	33.86	Jay	20.60	Montgomery	25.63	Rush	22.75	Warren	25.91
Brown	29.74	Fountain	23.89	Jefferson	25.09	Morgan	27.02	St. Joseph	37.40	Warrick	42.78
Carroll	27.73	Franklin	29.49	Jennings	18.30	Newton	17.92	Scott	20.36	Washington	21.92
Cass	22.36	Fulton	22.74	Johnson	39.55	Noble	23.66	Shelby	26.31	Wayne	27.05
Clark	29.75	Gibson	32.01	Knox	33.61	Ohio	23.81	Spencer	26.78	Wells	30.21
Clay	27.48	Grant	26.91	Kosciusko	28.09	Orange	22.15	Starke	22.47	White	30.44
Clinton	21.16	Greene	26.28	LaGrange	14.52	Owen	19.39	Steuben	29.82	Whitley	28.06
Crawford	19.30	Hamilton	65.16	Lake	30.29	Parke	22.99	Sullivan	26.86		
Daviess	23.79	Hancock	39.33	LaPorte	27.31	Perry	20.97	Switzerland	18.46		
Dearborn	28.91	Harrison	25.48	Lawrence	25.95	Pike	20.80	Tippecanoe	46.01		
Decatur	23.85	Hendricks	45.56	Madison	28.01	Porter	37.14	Tipton	27.50		

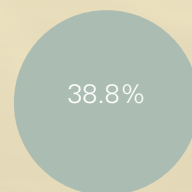
Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates

# W A



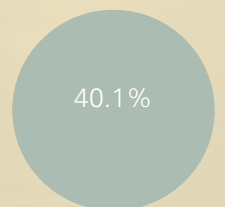
## Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree



38.8%

2008



40.1%

2009





# Iowa

The need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in Iowa. As in other states, the economy of Iowa is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state’s residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone’s attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Unfortunately, Iowa is one of the 19 states that have not yet set or begun to develop a statewide goal to increase postsecondary attainment. Adopting such a goal — one that, among other things, addresses the critical need to close gaps in attainment for minority students, low-income students, working adults and other underrepresented students — would be an excellent step for Iowa to take to focus action on expanding opportunity for its residents.

Iowa needs to make more progress on increasing attainment. The most recent Census data (2013) show that 41.8 percent of the state’s 1.6 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is unchanged from last year’s rate. The state’s rate of higher education attainment is above the national rate of 40 percent, yet

much more needs to be done for the state to meet the national goal of 60 percent.

A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Iowa was 46.9 percent, higher than that of the adult population as a whole and above the national rate of 41.6 percent.

The steps that Iowa and other states can take to increase attainment are laid out in Lumina’s state policy agenda. They are built around three priorities that states must pursue:

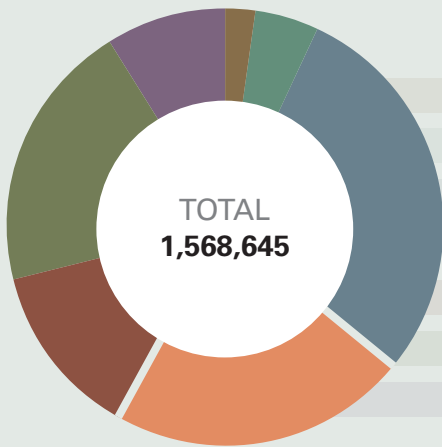
1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
3. Create smarter pathways for students.

The details of Lumina’s state policy agenda can be found at <http://strategylabs.luminafoundation.org/higher-education-state-policy-agenda/>. This site also contains extensive information about the progress states are making on the attainment agenda as well as resources that states can draw on to reach their own attainment goals.

Many groups and individuals must work together to increase attainment. The imperative for Iowa to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



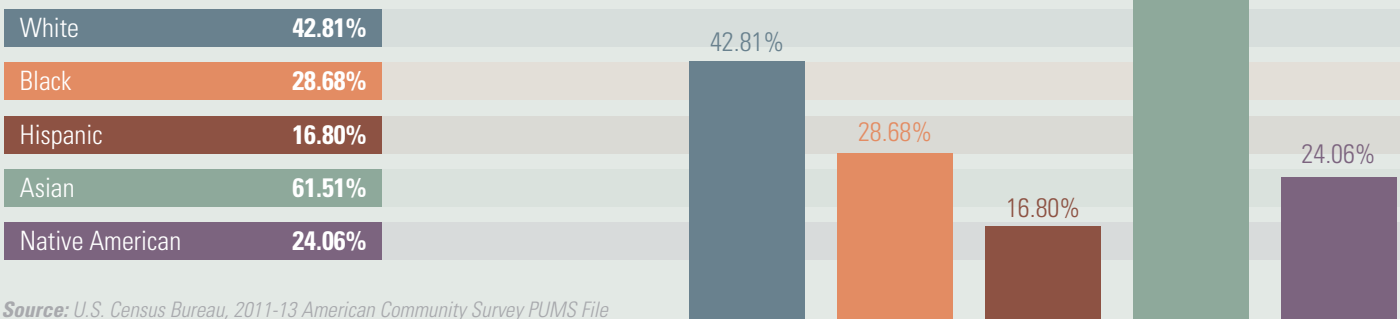
## Levels of education for Iowa residents, ages 25-64



Less than ninth grade	35,701	2.28%
Ninth to 12th grade, no diploma	74,604	4.76%
High school graduate (including equivalency)	452,449	28.84%
<b>Some college, no degree</b>	<b>350,790</b>	<b>22.36%</b>
Associate degree	202,912	12.94%
Bachelor's degree	314,026	20.02%
Graduate or professional degree	138,163	8.81%

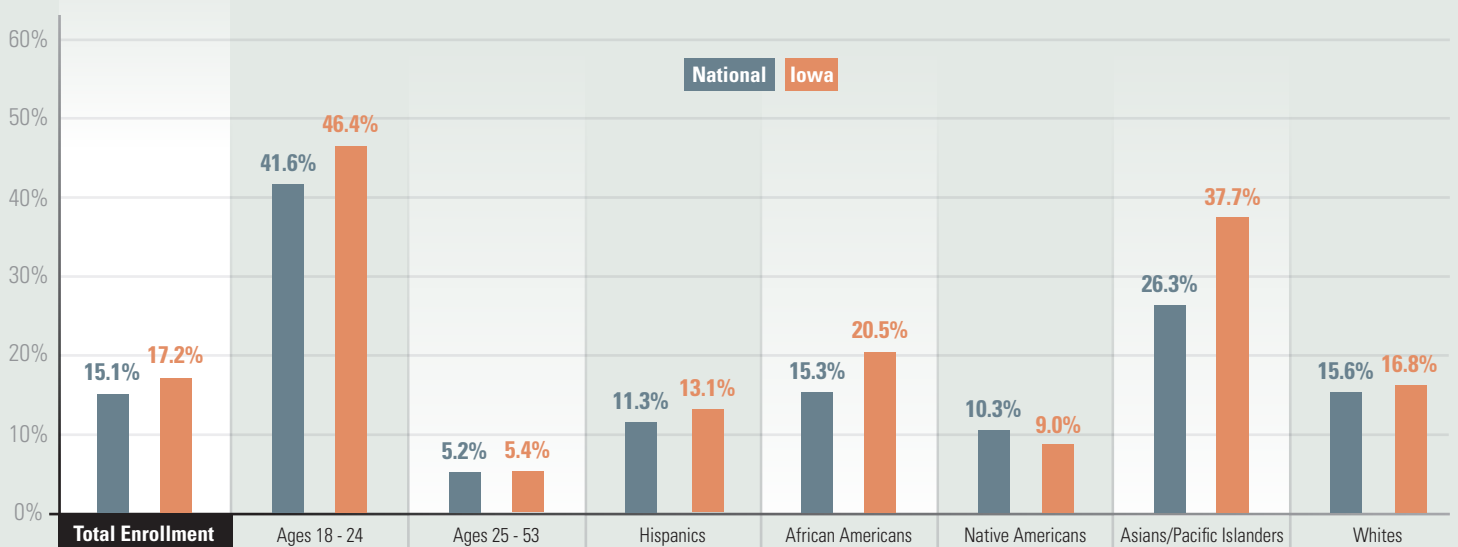
Source: U.S. Census Bureau, 2013 American Community Survey

## Degree-attainment rates among Iowa residents (ages 25-64), by population group



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

## College enrollment among Iowa residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of Iowa residents (ages 25-64) with at least an associate degree, by county

Adair	34.44	Cherokee	35.98	Franklin	32.75	Johnson	62.90	Montgomery	32.93	Tama	33.91
Adams	33.63	Chickasaw	29.06	Fremont	33.07	Jones	32.61	Muscatine	29.46	Taylor	28.11
Allamakee	28.02	Clarke	27.06	Greene	34.26	Keokuk	28.37	O'Brien	35.72	Union	31.60
Appanoose	34.50	Clay	36.69	Grundy	40.95	Kossuth	39.28	Osceola	31.11	Van Buren	25.50
Audubon	34.97	Clayton	27.86	Guthrie	32.31	Lee	29.04	Page	31.75	Wapello	28.66
Benton	36.11	Clinton	33.89	Hamilton	34.11	Linn	47.52	Palo Alto	38.66	Warren	42.07
Black Hawk	39.04	Crawford	25.74	Hancock	36.62	Louisa	24.70	Plymouth	36.73	Washington	34.82
Boone	35.41	Dallas	59.63	Hardin	40.31	Lucas	25.24	Pocahontas	35.23	Wayne	32.07
Bremer	47.65	Davis	34.30	Harrison	31.34	Lyon	34.11	Polk	47.99	Webster	37.00
Buchanan	33.30	Decatur	27.09	Henry	33.91	Madison	37.45	Pottawattamie	32.72	Winnebago	35.20
Buena Vista	30.20	Delaware	30.36	Howard	24.52	Mahaska	35.17	Poweshiek	36.66	Winneshiek	41.62
Butler	33.01	Des Moines	33.23	Humboldt	35.55	Marion	41.13	Ringgold	37.61	Woodbury	31.23
Calhoun	36.86	Dickinson	43.19	Ida	35.96	Marshall	33.36	Sac	36.72	Worth	33.90
Carroll	35.00	Dubuque	40.33	Iowa	38.27	Mills	38.11	Scott	46.19	Wright	32.62
Cass	31.16	Emmet	33.58	Jackson	27.10	Mitchell	36.39	Shelby	37.38		
Cedar	36.64	Fayette	33.83	Jasper	31.81	Monona	27.20	Sioux	39.56		
Cerro Gordo	41.75	Floyd	34.73	Jefferson	46.13	Monroe	35.48	Story	61.62		

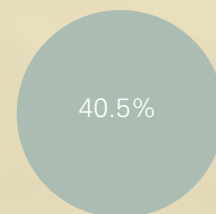
Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates

# KS

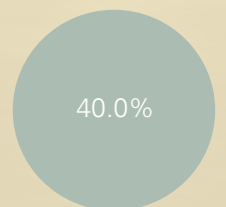


## Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree



2008



2009



# Kansas

The need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in Kansas. As in other states, the economy of Kansas is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state’s residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone’s attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Kansas is one of those states; in fact, it is among only 16 states that meet the criteria for a strong state attainment goal. Most notably, the state’s goal addresses the critical need to close gaps in attainment for underrepresented students, such as minority students, low-income students and working adults.

Kansas is making progress on increasing attainment. The most recent Census data (2013) show that 41.8 percent of the state’s 1.5 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year’s rate of 41.3 percent. The state’s rate of higher education attainment is above the national rate of 40 percent. While attainment is increasing, it is not increasing rapidly

enough to meet the national goal of 60 percent. We are making progress, but we need to do much more.

A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Kansas was 43.2 percent, higher than that of the adult population as a whole and above the national rate of 41.6 percent.

The steps that Kansas and other states can take to increase attainment are laid out in Lumina’s state policy agenda. They are built around three priorities that states must pursue:

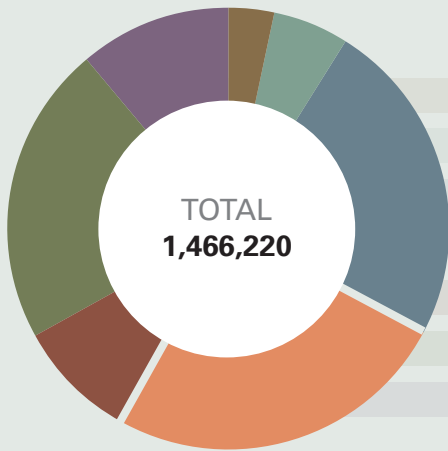
1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
3. Create smarter pathways for students.

The details of Lumina’s state policy agenda can be found at <http://strategylabs.luminafoundation.org/higher-education-state-policy-agenda/>. This site also contains extensive information about the progress states are making on the attainment agenda as well as resources that states can draw on to reach their own attainment goals.

Many groups and individuals must work together to increase attainment. The imperative for Kansas to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



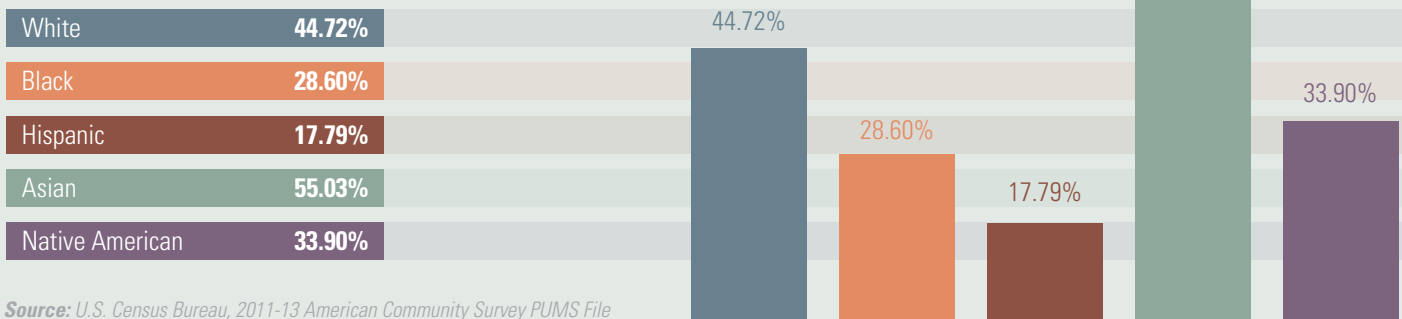
## Levels of education for Kansas residents, ages 25-64



Less than ninth grade	49,971	3.41%
Ninth to 12th grade, no diploma	83,644	5.70%
High school graduate (including equivalency)	348,713	23.78%
<b>Some college, no degree</b>	<b>371,280</b>	<b>25.32%</b>
Associate degree	129,868	8.86%
Bachelor's degree	320,613	21.87%
Graduate or professional degree	162,131	11.06%

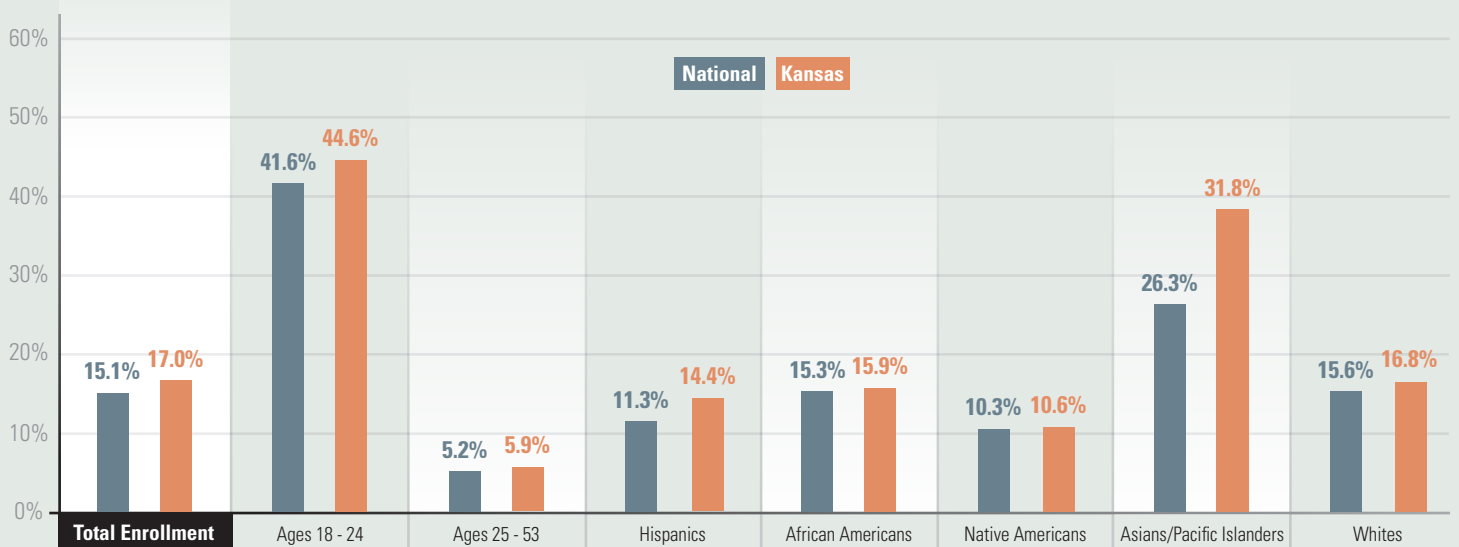
Source: U.S. Census Bureau, 2013 American Community Survey

## Degree-attainment rates among Kansas residents (ages 25-64), by population group



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

## College enrollment among Kansas residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of Kansas residents (ages 25-64) with at least an associate degree, by county

Allen	31.41	Crawford	38.75	Greenwood	26.24	Logan	32.68	Pawnee	32.01	Sherman	32.05
Anderson	32.80	Decatur	34.25	Hamilton	24.87	Lyon	30.44	Phillips	34.86	Smith	35.65
Atchison	31.44	Dickinson	29.99	Harper	30.99	McPherson	37.21	Pottawatomie	40.84	Stafford	31.51
Barber	30.86	Doniphan	28.16	Harvey	37.20	Marion	31.24	Pratt	38.05	Stanton	23.35
Barton	30.88	Douglas	57.78	Haskell	25.79	Marshall	25.57	Rawlins	42.88	Stevens	24.59
Bourbon	38.14	Edwards	33.61	Hodgeman	35.58	Meade	33.58	Reno	31.76	Sumner	27.43
Brown	28.36	Elk	32.72	Jackson	29.53	Miami	36.78	Republic	39.23	Thomas	43.07
Butler	39.93	Ellis	43.75	Jefferson	32.71	Mitchell	41.25	Rice	29.62	Trego	33.95
Chase	27.92	Ellsworth	30.28	Jewell	35.47	Montgomery	30.35	Riley	53.76	Wabaunsee	32.87
Chautauqua	30.91	Finney	26.23	Johnson	62.05	Morris	26.05	Rooks	33.22	Wallace	38.36
Cherokee	25.69	Ford	24.27	Kearny	29.19	Morton	27.39	Rush	28.94	Washington	34.70
Cheyenne	38.46	Franklin	31.03	Kingman	30.64	Nemaha	31.56	Russell	36.12	Wichita	32.27
Clark	41.22	Geary	32.66	Kiowa	39.75	Neosho	31.24	Saline	32.57	Wilson	23.88
Clay	33.39	Gove	35.20	Labette	36.33	Ness	33.11	Scott	38.90	Woodson	28.42
Cloud	33.57	Graham	37.13	Lane	35.38	Norton	24.82	Sedgwick	37.66	Wyandotte	24.18
Coffey	31.96	Grant	27.44	Leavenworth	39.32	Osage	29.05	Seward	19.60		
Comanche	33.10	Gray	32.93	Lincoln	41.04	Osborne	33.91	Shawnee	38.17		
Cowley	33.00	Greeley	35.06	Linn	26.78	Ottawa	35.60	Sheridan	35.02		

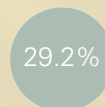
Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates

# NW



## Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree



2008



2009





# Kentucky

The need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in Kentucky. As in other states, the economy of Kentucky is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state’s residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone’s attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Kentucky is one of those states; in fact, it is among only 16 states that meet the criteria for a strong state attainment goal. Most notably, the state’s goal addresses the critical need to close gaps in attainment for underrepresented students, such as minority students, low-income students and working adults.

Kentucky is making progress on increasing attainment. The most recent Census data (2013) show that 32.9 percent of the state’s 2.3 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year’s rate of 31.7 percent. The state’s rate of higher education attainment is below the national rate of 40 percent. While attainment is increasing, it is not increasing rapidly

enough to meet the national goal of 60 percent. We are making progress, but we need to do much more.

A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Kentucky was 36.2 percent, higher than that of the adult population as a whole but below the national rate of 41.6 percent.

The steps that Kentucky and other states can take to increase attainment are laid out in Lumina’s state policy agenda. They are built around three priorities that states must pursue:

1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
3. Create smarter pathways for students.

The details of Lumina’s state policy agenda can be found at <http://strategylabs.luminafoundation.org/higher-education-state-policy-agenda/>. This site also contains extensive information about the progress states are making on the attainment agenda as well as resources that states can draw on to reach their own attainment goals.

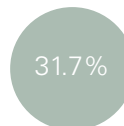
Many groups and individuals must work together to increase attainment. The imperative for Kentucky to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



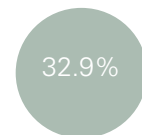
2010



2011

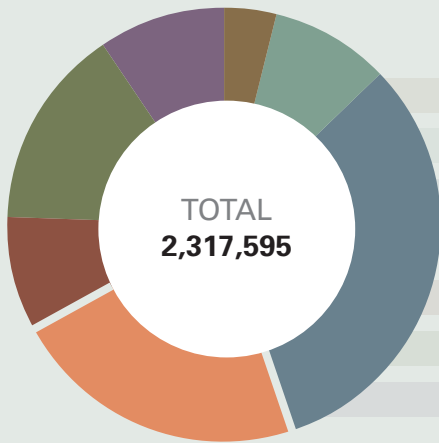


2012



2013

## Levels of education for Kentucky residents, ages 25-64

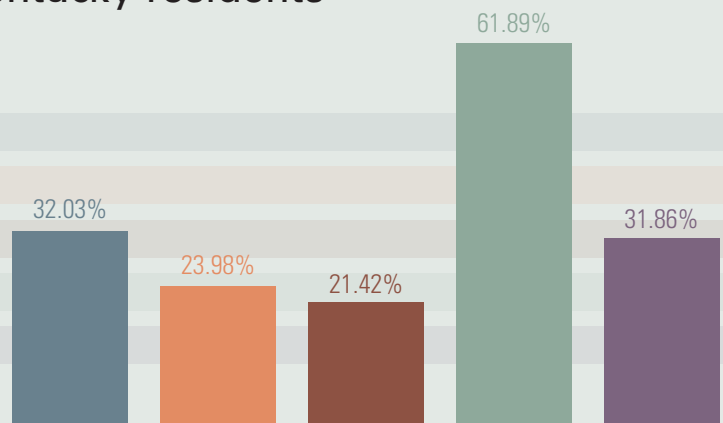


Less than ninth grade	94,638	4.08%
Ninth to 12th grade, no diploma	204,060	8.80%
High school graduate (including equivalency)	746,956	32.23%
<b>Some college, no degree</b>	<b>508,880</b>	<b>21.96%</b>
Associate degree	202,543	8.74%
Bachelor's degree	341,669	14.74%
Graduate or professional degree	218,849	9.44%

Source: U.S. Census Bureau, 2013 American Community Survey

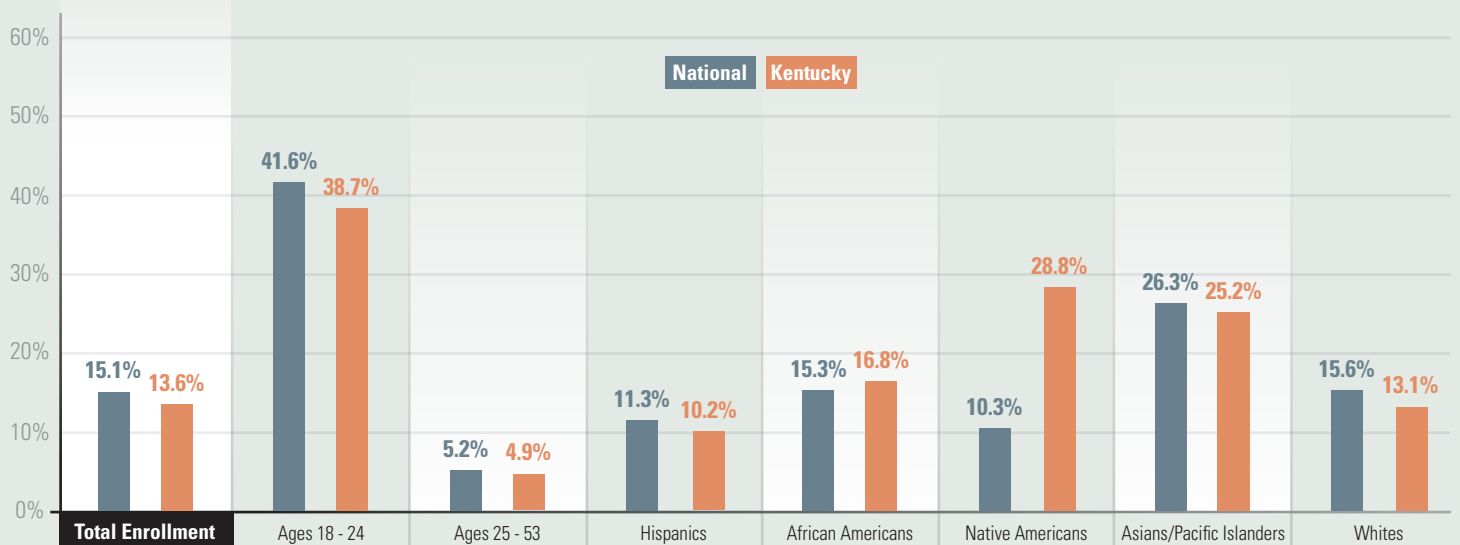
## Degree-attainment rates among Kentucky residents (ages 25-64), by population group

White	32.03%
Black	23.98%
Hispanic	21.42%
Asian	61.89%
Native American	31.86%



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

## College enrollment among Kentucky residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of Kentucky residents (ages 25-64) with at least an associate degree, by county

Adair	22.55	Carroll	14.21	Grant	18.54	Knox	14.36	Mason	24.54	Robertson	19.61
Allen	22.58	Carter	18.69	Graves	27.91	Larue	22.66	Meade	22.46	Rockcastle	20.70
Anderson	30.51	Casey	16.61	Grayson	17.93	Laurel	20.47	Menifee	18.52	Rowan	31.59
Ballard	23.79	Christian	24.56	Green	18.11	Lawrence	19.70	Mercer	29.92	Russell	22.23
Barren	24.34	Clark	29.45	Greenup	28.42	Lee	10.66	Metcalfe	14.06	Scott	37.59
Bath	20.48	Clay	14.28	Hancock	19.02	Leslie	13.19	Monroe	21.04	Shelby	32.24
Bell	18.30	Clinton	16.42	Hardin	33.16	Letcher	22.34	Montgomery	22.37	Simpson	22.02
Boone	42.69	Crittenden	21.12	Harlan	19.96	Lewis	18.24	Morgan	17.08	Spencer	28.45
Bourbon	24.69	Cumberland	24.01	Harrison	22.52	Lincoln	16.44	Muhlenberg	22.39	Taylor	24.52
Boyd	28.28	Daviess	30.02	Hart	14.90	Livingston	19.58	Nelson	26.53	Todd	17.22
Boyle	33.13	Edmonson	19.91	Henderson	26.60	Logan	20.49	Nicholas	26.68	Trigg	29.75
Bracken	26.91	Elliott	10.76	Henry	19.70	Lyon	20.09	Ohio	16.56	Trimble	25.00
Breathitt	18.26	Estill	14.60	Hickman	20.02	McCracken	36.78	Oldham	50.73	Union	24.99
Breckinridge	17.43	Fayette	49.95	Hopkins	25.33	McCreary	15.36	Owen	22.37	Warren	38.38
Bullitt	23.09	Fleming	23.82	Jackson	12.88	McLean	20.82	Owsley	17.46	Washington	25.26
Butler	19.31	Floyd	20.27	Jefferson	40.55	Madison	36.07	Pendleton	24.31	Wayne	15.79
Caldwell	25.12	Franklin	32.97	Jessamine	36.59	Magoffin	14.04	Perry	23.26	Webster	17.55
Calloway	37.21	Fulton	18.34	Johnson	16.55	Marion	21.85	Pike	19.71	Whitley	17.85
Campbell	40.47	Gallatin	15.89	Kenton	39.26	Marshall	25.65	Powell	17.77	Wolfe	18.80
Carlisle	25.91	Garrard	24.22	Knott	21.91	Martin	15.93	Pulaski	27.22	Woodford	41.16

Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates

# LA



## Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree

27.0%



2008

28.1%



2009

# Louisiana



The need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in Louisiana. As in other states, the economy of Louisiana is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state's residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone's attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Louisiana is one of those states. However, it is one of 15 states that — despite having set a statewide attainment goal or being in the process of developing one — still have work to do to strengthen that goal. Specifically, these states need to make sure that their attainment goals adequately address the critical need to close gaps in attainment for underrepresented students, such as minority students, low-income students and working adults.

Louisiana is making progress on increasing attainment. The most recent Census data (2013) show that 29.6 percent of the state's 2.4 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year's rate of 29.1 percent. The state's rate of higher education attainment is below the national rate of 40 percent.

While attainment is increasing, it is not increasing rapidly enough to meet the national goal of 60 percent. We are making progress, but we need to do much more.

A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Louisiana was 31.7 percent, higher than that of the adult population as a whole but below the national rate of 41.6 percent.

The steps that Louisiana and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
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Many groups and individuals must work together to increase attainment. The imperative for Louisiana to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.

28.2%



2010

27.9%



2011

29.1%



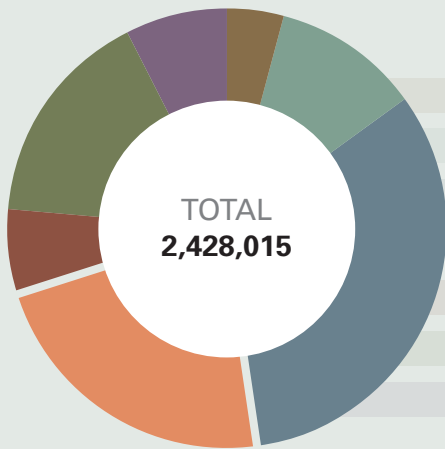
2012

29.6%



2013

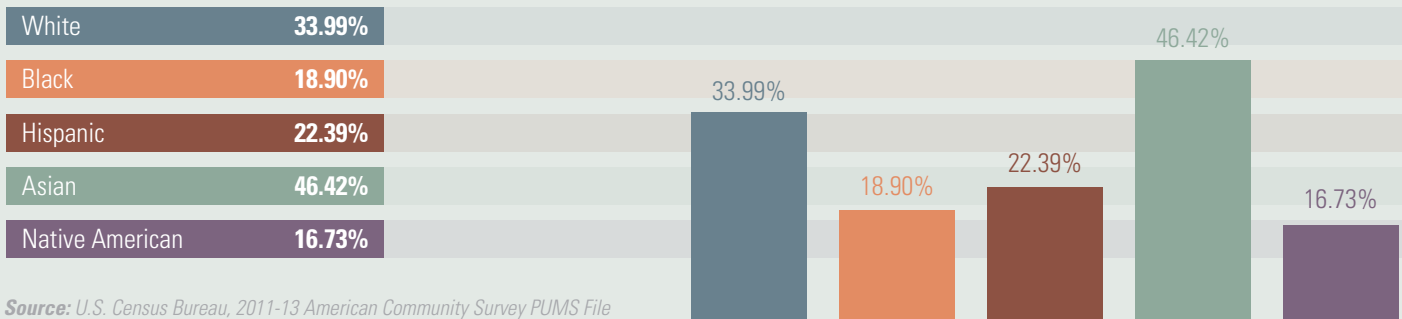
## Levels of education for Louisiana residents, ages 25-64



Less than ninth grade	106,128	4.37%
Ninth to 12th grade, no diploma	260,014	10.71%
High school graduate (including equivalency)	799,868	32.94%
<b>Some college, no degree</b>	<b>544,156</b>	<b>22.41%</b>
Associate degree	147,933	6.09%
Bachelor's degree	389,974	16.06%
Graduate or professional degree	179,942	7.41%

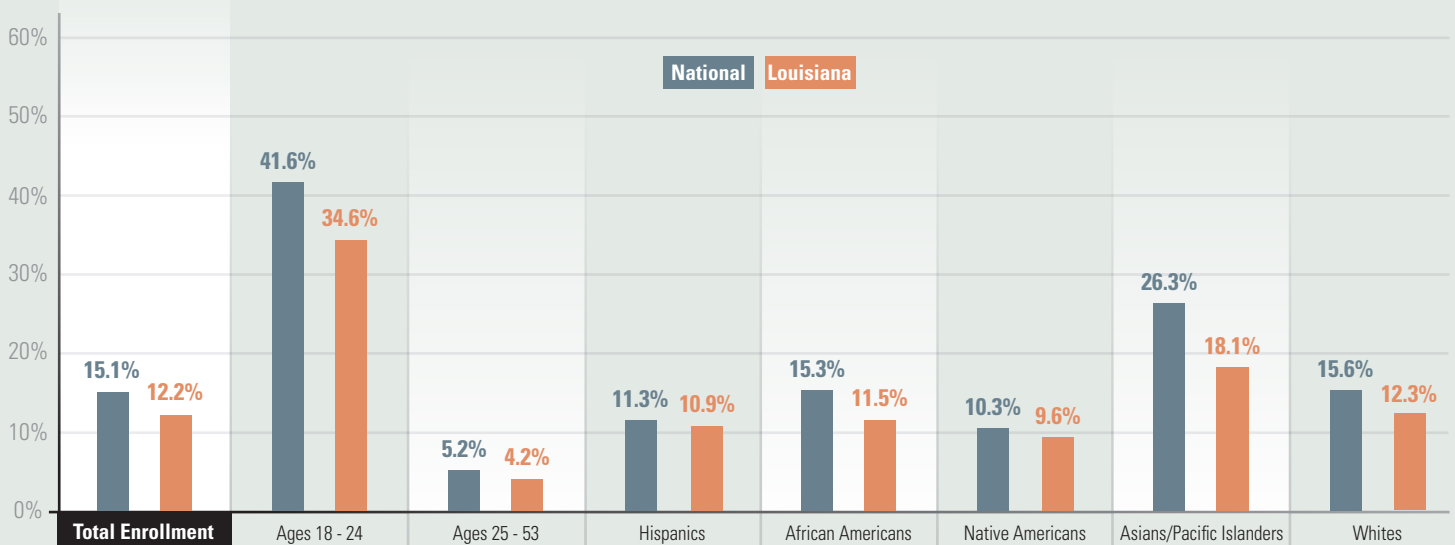
Source: U.S. Census Bureau, 2013 American Community Survey

## Degree-attainment rates among Louisiana residents (ages 25-64), by population group



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

## College enrollment among Louisiana residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of Louisiana residents (ages 25-64) with at least an associate degree, by parish

Acadia	19.26	Cameron	23.28	Iberia	18.47	Morehouse	16.03	St. Charles	30.52	Union	21.06
Allen	16.87	Catahoula	15.08	Iberville	18.88	Natchitoches	26.39	St. Helena	11.41	Vermilion	19.46
Ascension	33.75	Claiborne	15.98	Jackson	20.68	Orleans	39.84	St. James	23.38	Vernon	26.41
Assumption	16.46	Concordia	15.83	Jefferson	31.39	Ouachita	28.15	St. John Baptist	20.38	Washington	17.30
Avoyelles	15.73	De Soto	18.57	Jefferson Davis	18.49	Plaquemines	23.02	St. Landry	18.18	Webster	19.66
Beauregard	22.42	E. Baton Rouge	40.28	Lafayette	35.55	Pointe Coupee	18.53	St. Martin	18.39	W. Baton Rouge	25.61
Bienville	15.88	East Carroll	11.94	Lafourche	20.78	Rapides	24.73	St. Mary	14.65	West Carroll	11.87
Bossier	34.81	East Feliciana	18.94	La Salle	18.53	Red River	18.96	St. Tammany	38.96	West Feliciana	21.61
Caddo	30.65	Evangeline	17.29	Lincoln	41.04	Richland	16.99	Tangipahoa	25.89	Winn	17.13
Calcasieu	28.98	Franklin	14.72	Livingston	24.18	Sabine	18.16	Tensas	9.39		
Caldwell	10.77	Grant	14.60	Madison	16.18	St. Bernard	17.94	Terrebonne	18.20		

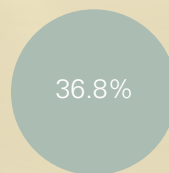
Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates

# WME

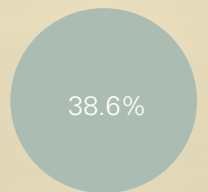


## Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree



2008



2009



# Maine



The need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in Maine. As in other states, the economy of Maine is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state's residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone's attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Maine is one of those states. However, it is one of 15 states that — despite having set a statewide attainment goal or being in the process of developing one — still have work to do to strengthen that goal. Specifically, these states need to make sure that their attainment goals adequately address the critical need to close gaps in attainment for underrepresented students, such as minority students, low-income students and working adults.

Maine is making progress on increasing attainment. The most recent Census data (2013) show that 39.9 percent of the state's 718,000 working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year's rate of 39 percent. The state's rate of higher education attainment is below the national rate of 40 percent.

While attainment is increasing, it is not increasing rapidly enough to meet the national goal of 60 percent. We are making progress, but we need to do much more.

A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Maine was 41.7 percent, higher than that of the adult population as a whole and above the national rate of 41.6 percent.

The steps that Maine and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

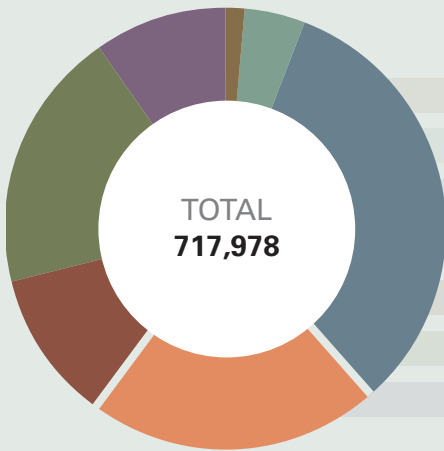
1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
3. Create smarter pathways for students.

The details of Lumina's state policy agenda can be found at <http://strategylabs.luminafoundation.org/higher-education-state-policy-agenda/>. This site also contains extensive information about the progress states are making on the attainment agenda as well as resources that states can draw on to reach their own attainment goals.

Many groups and individuals must work together to increase attainment. The imperative for Maine to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



## Levels of education for Maine residents, ages 25-64

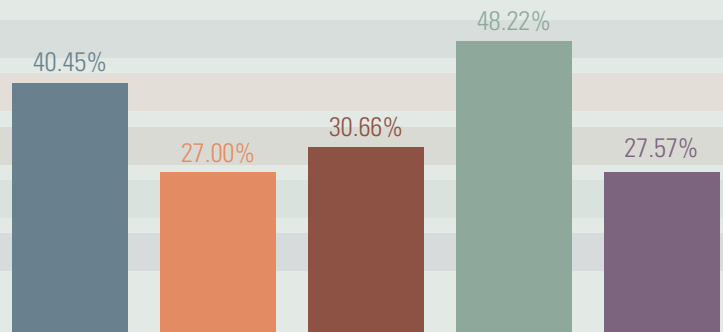


Less than ninth grade	11,065	1.54%
Ninth to 12th grade, no diploma	32,312	4.50%
High school graduate (including equivalency)	233,956	32.59%
<b>Some college, no degree</b>	<b>154,113</b>	<b>21.46%</b>
Associate degree	79,705	11.10%
Bachelor's degree	137,247	19.12%
Graduate or professional degree	69,580	9.69%

Source: U.S. Census Bureau, 2013 American Community Survey

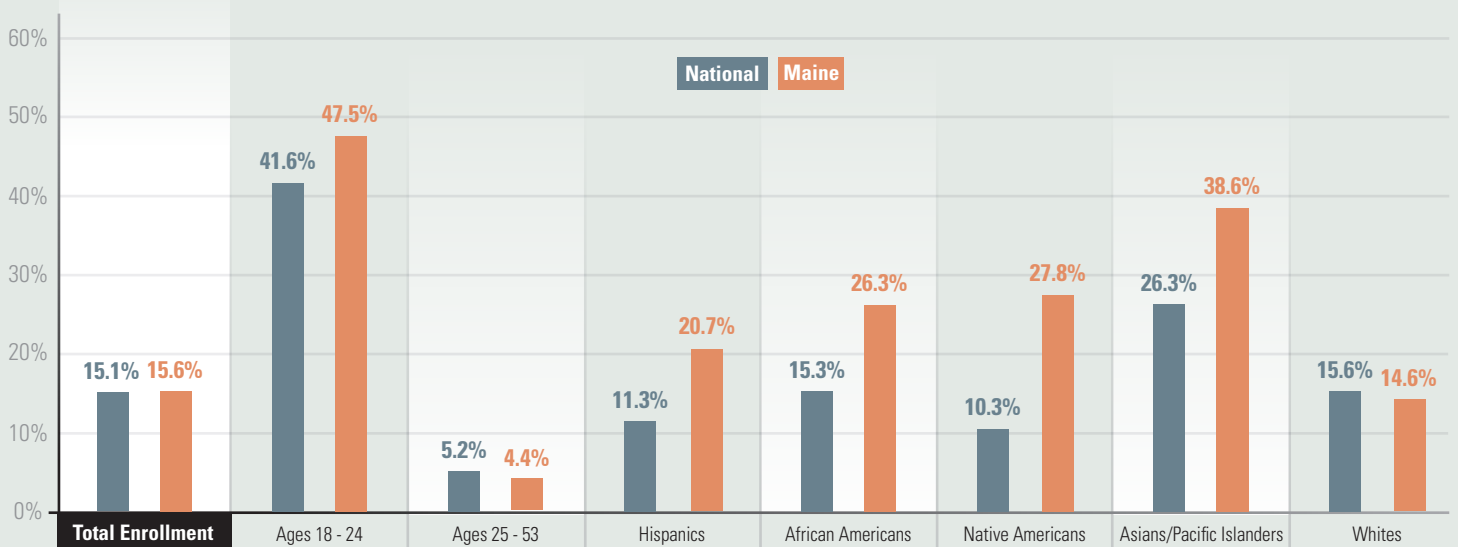
## Degree-attainment rates among Maine residents (ages 25-64), by population group

White	40.45%
Black	27.00%
Hispanic	30.66%
Asian	48.22%
Native American	27.57%



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

## College enrollment among Maine residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of Maine residents (ages 25-64) with at least an associate degree, by county

Androscoggin	31.69	Franklin	34.03	Knox	37.01	Penobscot	37.82	Somerset	26.66	York	41.68
Aroostook	29.84	Hancock	40.54	Lincoln	39.75	Piscataquis	28.37	Waldo	36.99		
Cumberland	53.30	Kennebec	37.30	Oxford	26.44	Sagadahoc	41.98	Washington	29.40		

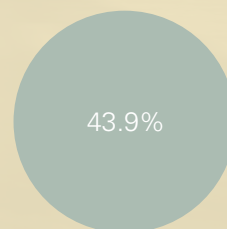
*Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates*

# WMD



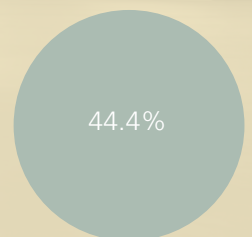
## Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree



43.9%

2008



44.4%

2009



# Maryland

**T**he need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in Maryland. As in other states, the economy of Maryland is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state's residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone's attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Maryland is one of those states; in fact, it is among only 16 states that meet the criteria for a strong state attainment goal. Most notably, the state's goal addresses the critical need to close gaps in attainment for underrepresented students, such as minority students, low-income students and working adults.

Maryland is making progress on increasing attainment. The most recent Census data (2013) show that 46 percent of the state's 3.2 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year's rate of 45.5 percent. The state's rate of higher education attainment is above the national rate of 40 percent. While attainment is increasing, it is not increasing rapidly

enough to meet the national goal of 60 percent. We are making progress, but we need to do much more.

A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Maryland was 46.4 percent, higher than that of the adult population as a whole and above the national rate of 41.6 percent.

The steps that Maryland and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

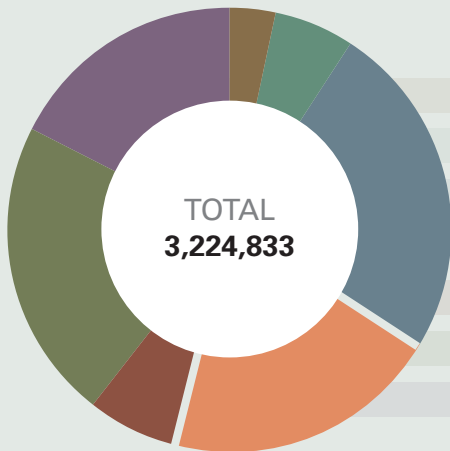
1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
3. Create smarter pathways for students.

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Many groups and individuals must work together to increase attainment. The imperative for Maryland to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



## Levels of education for Maryland residents, ages 25-64

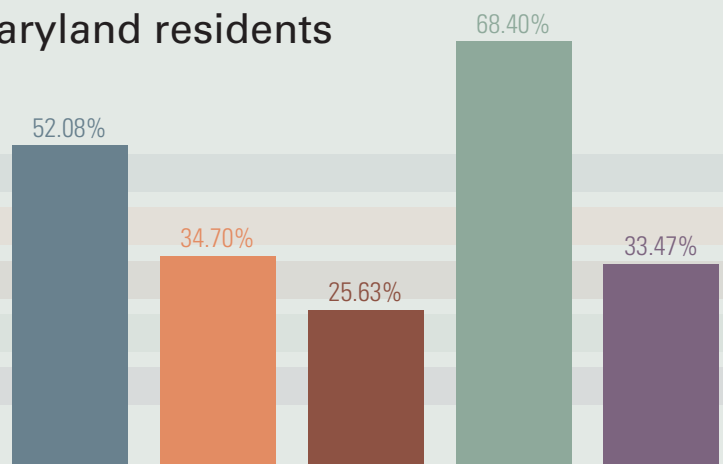


Less than ninth grade	110,763	3.43%
Ninth to 12th grade, no diploma	190,114	5.90%
High school graduate (including equivalency)	784,797	24.34%
<b>Some college, no degree</b>	<b>657,347</b>	<b>20.38%</b>
Associate degree	217,730	6.75%
Bachelor's degree	703,522	21.82%
Graduate or professional degree	560,560	17.38%

Source: U.S. Census Bureau, 2013 American Community Survey

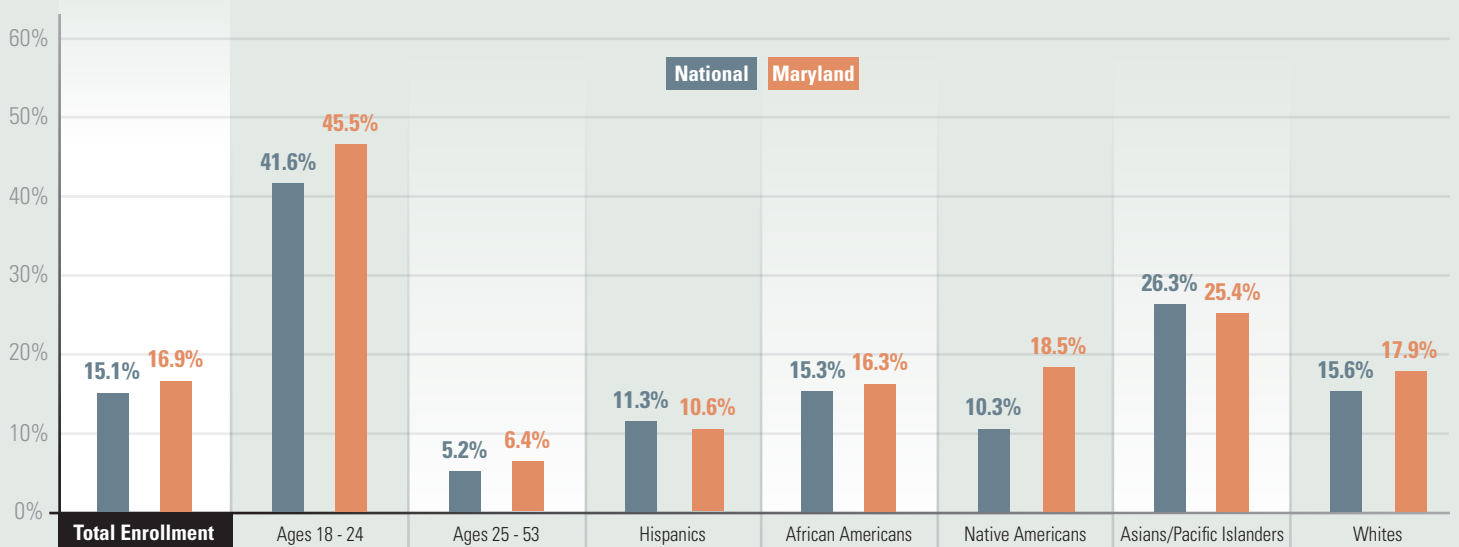
## Degree-attainment rates among Maryland residents (ages 25-64), by population group

White	52.08%
Black	34.70%
Hispanic	25.63%
Asian	68.40%
Native American	33.47%



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

## College enrollment among Maryland residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of Maryland residents (ages 25-64) with at least an associate degree, by county

Allegany	28.92	Caroline	21.26	Dorchester	23.47	Howard	68.31	Queen Anne's	41.89	Washington	29.82
Anne Arundel	46.92	Carroll	45.02	Frederick	49.07	Kent	37.67	St. Mary's	38.91	Wicomico	35.07
Baltimore	45.64	Cecil	31.76	Garrett	27.71	Montgomery	63.56	Somerset	18.11	Worcester	37.44
Calvert	38.71	Charles	36.50	Harford	44.50	Prince George's	36.85	Talbot	39.94	Baltimore (city)	33.53

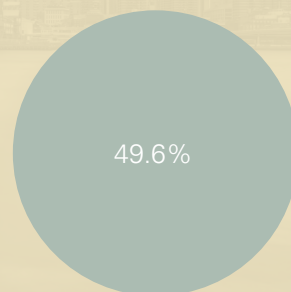
*Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates*

# WMA



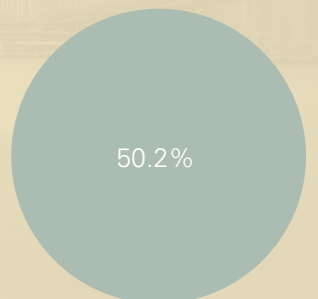
## Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree



49.6%

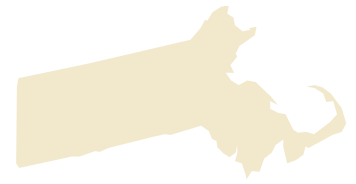
2008



50.2%

2009





# Massachusetts

The need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in Massachusetts. As in other states, the economy of Massachusetts is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state’s residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone’s attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Massachusetts is one of those states; in fact, it is one of only 16 states that meet the criteria for a strong state attainment goal. Most notably, the state’s goal addresses the critical need to close gaps in attainment for underrepresented students, such as minority students, low-income students and working adults.

Massachusetts is making progress on increasing attainment. The most recent Census data (2013) show that 51.5 percent of the state’s 3.6 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year’s rate of 50.5 percent. The state’s rate of higher education attainment is above the national rate of 40 percent. While attainment is increasing, it is not increasing

rapidly enough to meet the national goal of 60 percent. We are making progress, but we need to do much more.

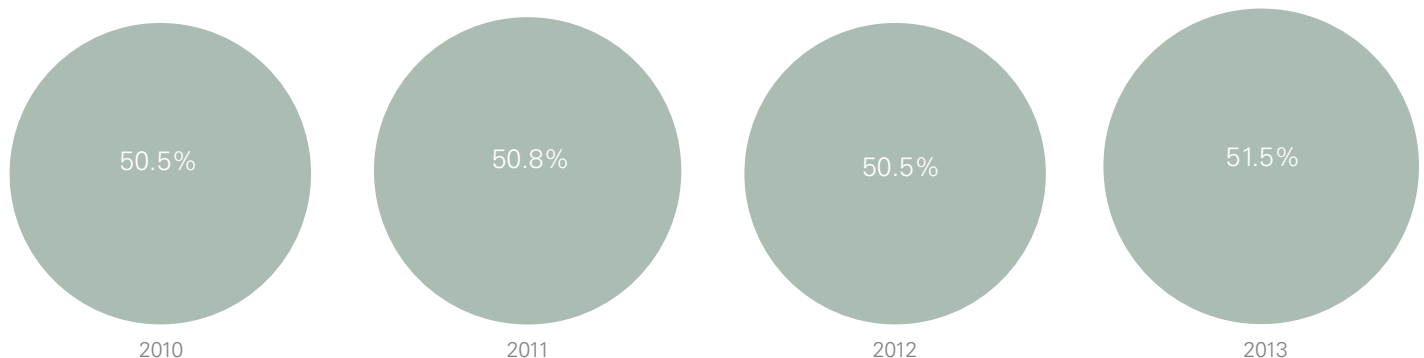
A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Massachusetts was 55.7 percent, higher than that of the adult population as a whole and above the national rate of 41.6 percent.

The steps that Massachusetts and other states can take to increase attainment are laid out in Lumina’s state policy agenda. They are built around three priorities that states must pursue:

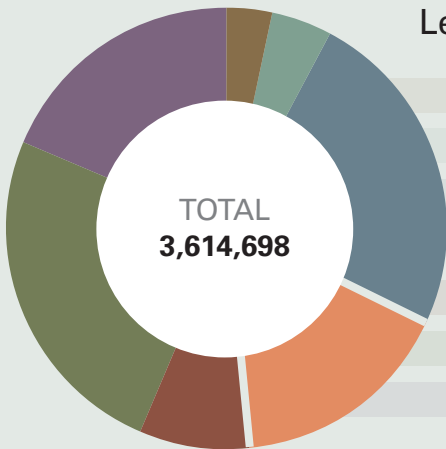
1. Improve the quality of student outcomes in terms of completion, learning and employment.
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## Levels of education for Massachusetts residents, ages 25-64

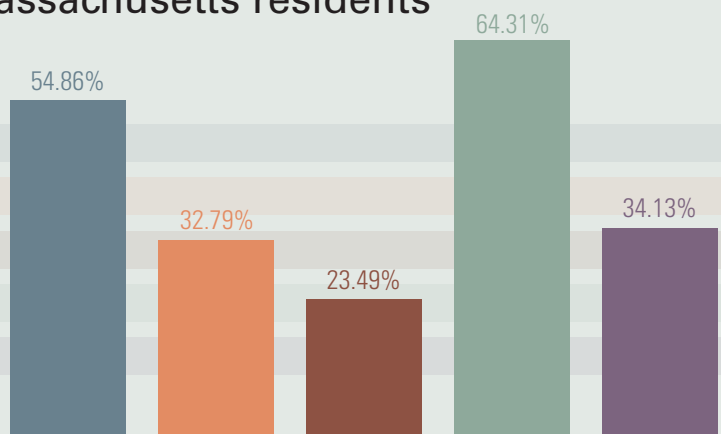


Less than ninth grade	130,666	3.61%
Ninth to 12th grade, no diploma	160,598	4.44%
High school graduate (including equivalency)	867,217	23.99%
<b>Some college, no degree</b>	<b>596,117</b>	<b>16.49%</b>
Associate degree	293,611	8.12%
Bachelor's degree	898,440	24.86%
Graduate or professional degree	668,049	18.48%

Source: U.S. Census Bureau, 2013 American Community Survey

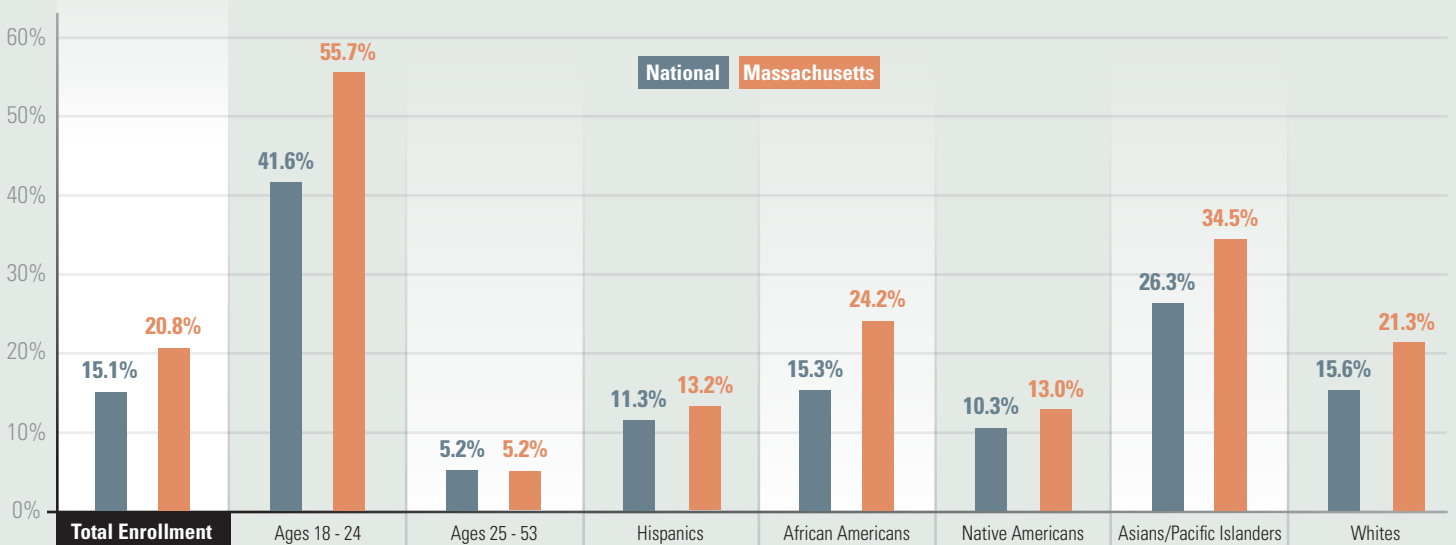
## Degree-attainment rates among Massachusetts residents (ages 25-64), by population group

White	54.86%
Black	32.79%
Hispanic	23.49%
Asian	64.31%
Native American	34.13%



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

## College enrollment among Massachusetts residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of Massachusetts residents (ages 25-64) with at least an associate degree, by county

Barnstable	48.84	Dukes	49.53	Hampden	36.70	Nantucket	51.35	Suffolk	49.05
Berkshire	40.95	Essex	48.68	Hampshire	54.02	Norfolk	62.26	Worcester	46.60
Bristol	37.83	Franklin	46.26	Middlesex	61.18	Plymouth	46.26		

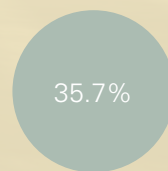
*Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates*

# MM



## Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree



35.7%

2008



35.8%

2009



# Michigan

**T**he need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in Michigan. As in other states, the economy of Michigan is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state's residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone's attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Michigan is one of those states. However, it is one of 15 states that — despite having set a statewide attainment goal or being in the process of developing one — still have work to do to strengthen that goal. Specifically, these states need to make sure that their attainment goals adequately address the critical need to close gaps in attainment for underrepresented students, such as minority students, low-income students and working adults.

Michigan is making progress on increasing attainment. The most recent Census data (2013) show that 38.4 percent of the state's 5.2 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year's rate of 37.4 percent. The state's rate of higher education attainment is below the national rate of 40 percent.

While attainment is increasing, it is not increasing rapidly enough to meet the national goal of 60 percent. We are making progress, but we need to do much more.

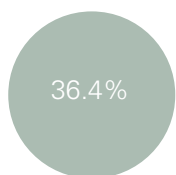
A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Michigan was 40.5 percent, higher than that of the adult population as a whole but below the national rate of 41.6 percent.

The steps that Michigan and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

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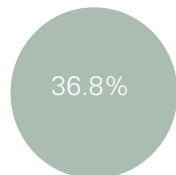
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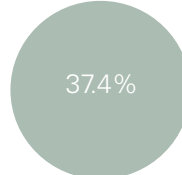
36.4%

2010



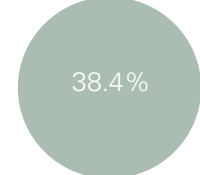
36.8%

2011



37.4%

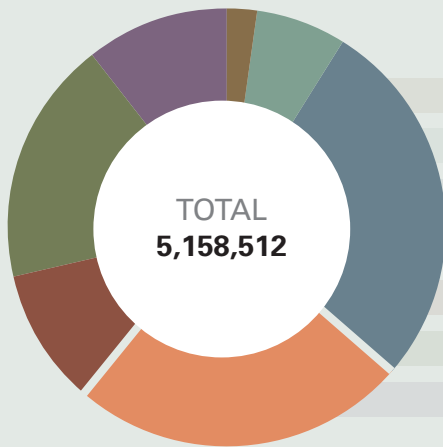
2012



38.4%

2013

## Levels of education for Michigan residents, ages 25-64

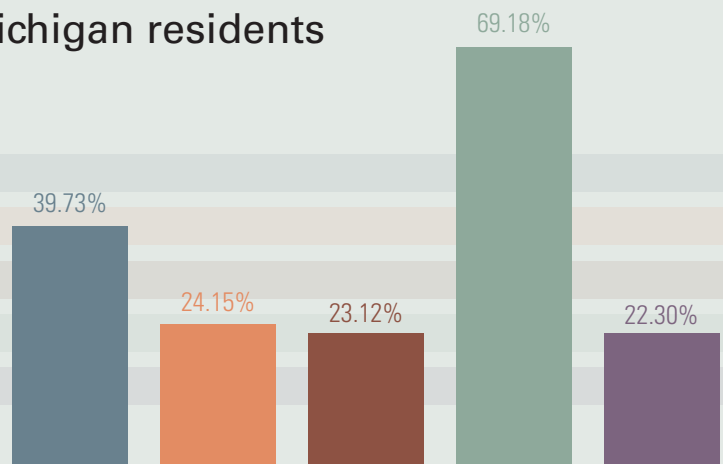


Less than ninth grade	127,025	2.46%
Ninth to 12th grade, no diploma	332,943	6.45%
High school graduate (including equivalency)	1,425,268	27.63%
<b>Some college, no degree</b>	<b>1,293,563</b>	<b>25.08%</b>
Associate degree	512,498	9.93%
Bachelor's degree	922,838	17.89%
Graduate or professional degree	544,377	10.55%

Source: U.S. Census Bureau, 2013 American Community Survey

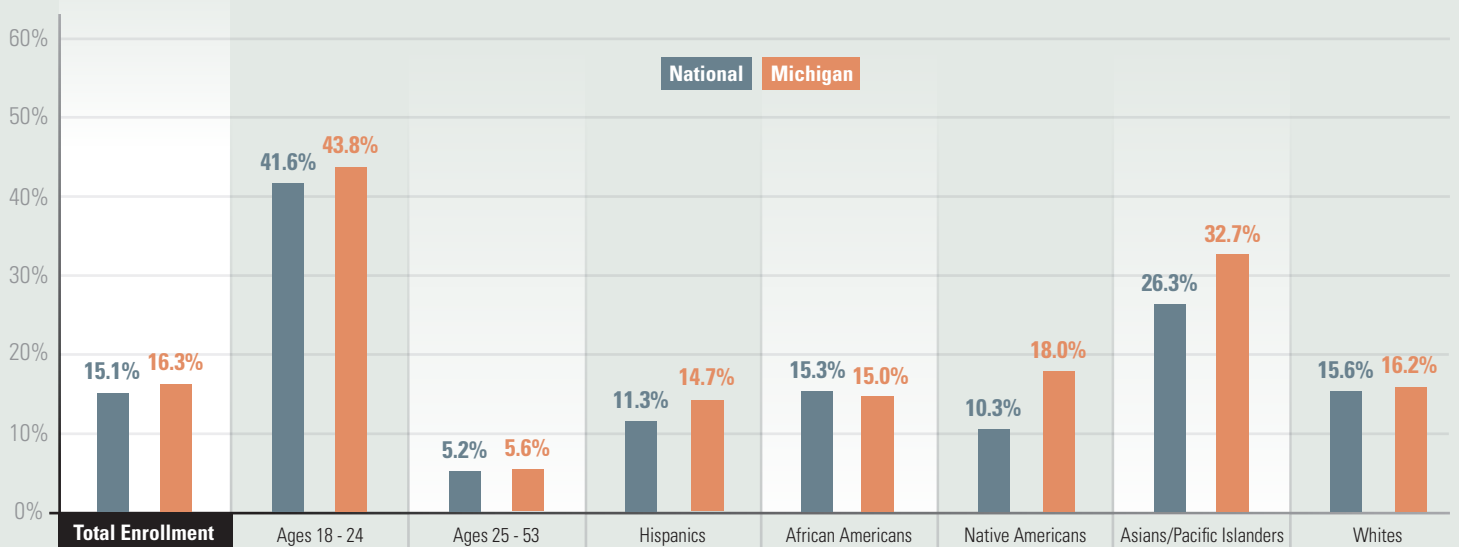
## Degree-attainment rates among Michigan residents (ages 25-64), by population group

White	39.73%
Black	24.15%
Hispanic	23.12%
Asian	69.18%
Native American	22.30%



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

## College enrollment among Michigan residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of Michigan residents (ages 25-64) with at least an associate degree, by county

Alcona	23.61	Charlevoix	35.47	Gratiot	23.57	Lake	14.69	Missaukee	23.17	Presque Isle	28.30
Alger	24.47	Cheboygan	25.48	Hillsdale	24.18	Lapeer	28.46	Monroe	30.52	Roscommon	22.81
Allegan	29.27	Chippewa	26.72	Houghton	42.15	Leelanau	49.14	Montcalm	24.01	Saginaw	31.76
Alpena	31.44	Clare	21.35	Huron	26.41	Lenawee	30.18	Montmorency	21.82	St. Clair	28.53
Antrim	29.80	Clinton	42.80	Ingham	46.96	Livingston	45.28	Muskegon	29.27	St. Joseph	24.28
Arenac	21.87	Crawford	26.49	Ionia	25.29	Luce	22.66	Newaygo	22.44	Sanilac	22.04
Baraga	17.19	Delta	34.12	Iosco	23.13	Mackinac	27.03	Oakland	54.28	Schoolcraft	23.36
Barry	29.40	Dickinson	33.44	Iron	29.39	Macomb	36.04	Oceana	25.72	Shiawassee	27.17
Bay	32.34	Eaton	37.91	Isabella	35.47	Manistee	29.36	Ogemaw	22.49	Tuscola	25.01
Benzie	33.47	Emmet	43.40	Jackson	29.22	Marquette	41.29	Ontonagon	28.07	Van Buren	27.92
Berrien	35.84	Genesee	30.85	Kalamazoo	45.90	Mason	32.11	Osceola	23.00	Washtenaw	60.38
Branch	22.68	Gladwin	22.38	Kalkaska	18.78	Mecosta	31.52	Oscoda	18.11	Wayne	30.77
Calhoun	31.12	Gogebic	31.29	Kent	43.29	Menominee	29.02	Otsego	30.45	Wexford	28.04
Cass	27.20	Grand Traverse	41.41	Keweenaw	36.98	Midland	46.57	Ottawa	41.37		

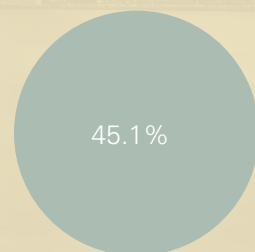
Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates

# WINN

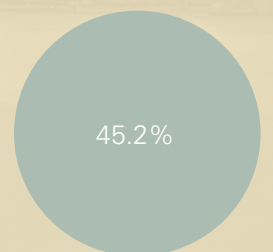


## Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree



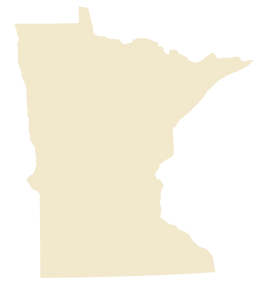
2008



2009



# Minnesota



The need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in Minnesota. As in other states, the economy of Minnesota is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state's residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone's attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Unfortunately, Minnesota is one of the 19 states that have not yet set or begun to develop a statewide goal to increase postsecondary attainment. Adopting such a goal — one that, among other things, addresses the critical need to close gaps in attainment for minority students, low-income students, working adults and other underrepresented students — would be an excellent step for Minnesota to take to focus action on expanding opportunity for its residents.

Minnesota is making progress on increasing attainment. The most recent Census data (2013) show that 48.1 percent of the state's 2.9 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year's rate of 47.7 percent. The state's rate of higher education attainment is above the national rate of

40 percent. While attainment is increasing, it is not increasing rapidly enough to meet the national goal of 60 percent. We are making progress, but we need to do much more.

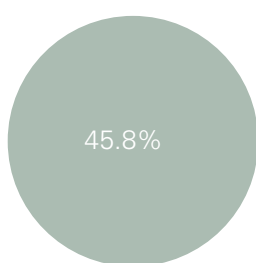
A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Minnesota was 51.7 percent, higher than that of the adult population as a whole and also above the national rate of 41.6 percent.

The steps that Minnesota and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
3. Create smarter pathways for students.

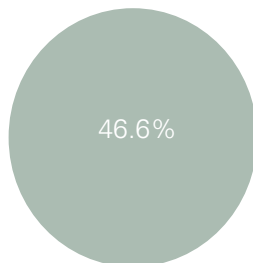
The details of Lumina's state policy agenda can be found at <http://strategylabs.luminafoundation.org/higher-education-state-policy-agenda/>. This site also contains extensive information about the progress states are making on the attainment agenda as well as resources that states can draw on to reach their own attainment goals.

Many groups and individuals must work together to increase attainment. The imperative for Minnesota to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



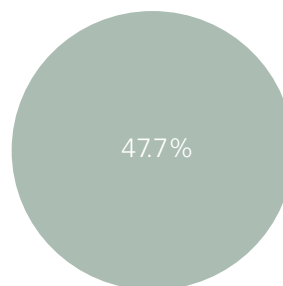
45.8%

2010



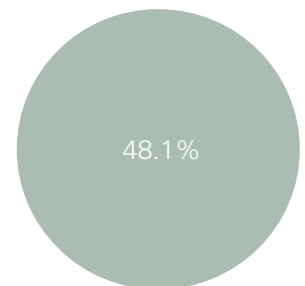
46.6%

2011



47.7%

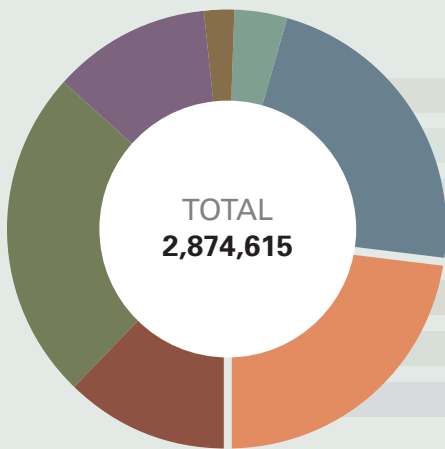
2012



48.1%

2013

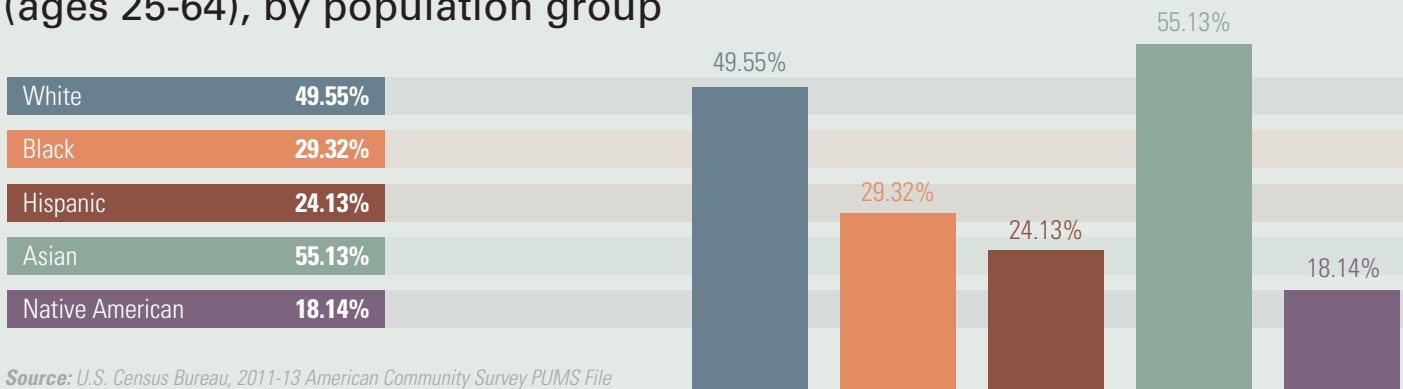
## Levels of education for Minnesota residents, ages 25-64



Less than ninth grade	64,916	2.26%
Ninth to 12th grade, no diploma	114,371	3.98%
High school graduate (including equivalency)	663,844	23.09%
<b>Some college, no degree</b>	<b>649,697</b>	<b>22.60%</b>
Associate degree	348,061	12.11%
Bachelor's degree	703,828	24.48%
Graduate or professional degree	329,898	11.48%

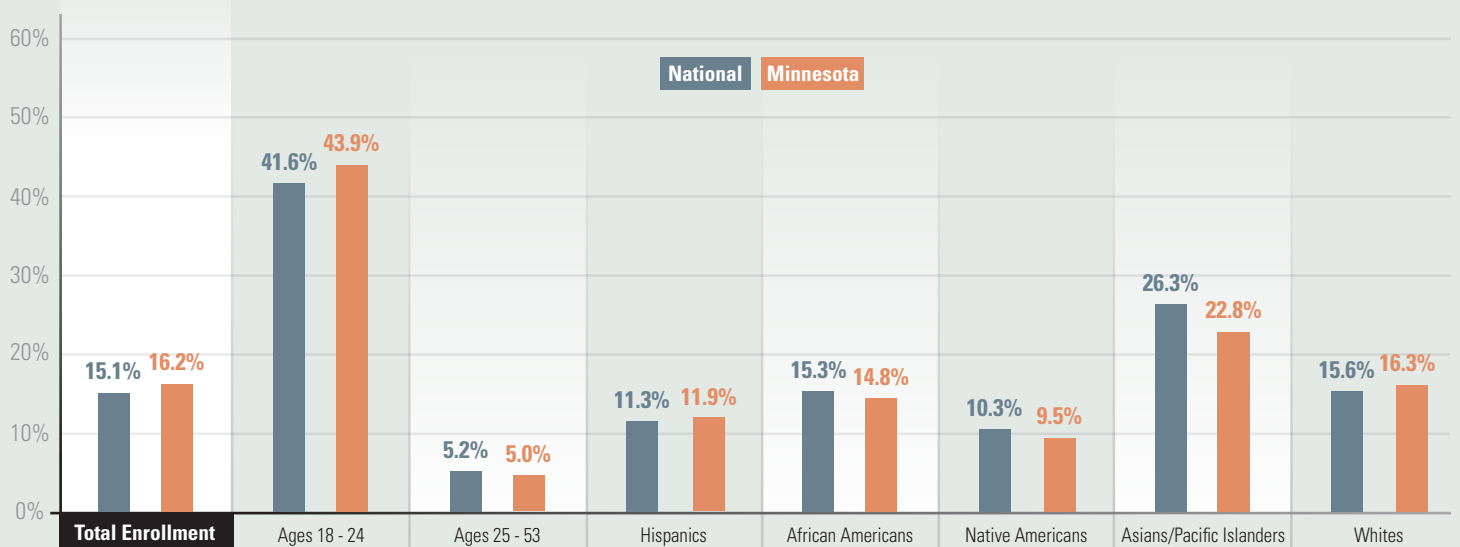
Source: U.S. Census Bureau, 2013 American Community Survey

## Degree-attainment rates among Minnesota residents (ages 25-64), by population group



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

## College enrollment among Minnesota residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of Minnesota residents (ages 25-64) with at least an associate degree, by county

Aitkin	29.93	Cook	45.61	Itasca	35.58	Martin	35.07	Pope	37.89	Swift	34.29
Anoka	41.41	Cottonwood	32.26	Jackson	38.73	Meecker	33.13	Ramsey	49.82	Todd	26.86
Becker	35.61	Crow Wing	37.53	Kanabec	26.14	Mille Lacs	29.20	Red Lake	31.72	Traverse	39.06
Beltrami	39.60	Dakota	53.03	Kandiyohi	38.77	Morrison	30.38	Redwood	31.58	Wabasha	35.01
Benton	35.99	Dodge	40.63	Kittson	36.14	Mower	32.52	Renville	30.66	Wadena	33.31
Big Stone	34.72	Douglas	44.76	Koochiching	30.15	Murray	32.17	Rice	38.81	Waseca	30.86
Blue Earth	44.36	Faribault	32.35	Lac qui Parle	37.02	Nicollet	45.30	Rock	35.94	Washington	55.29
Brown	35.31	Fillmore	34.22	Lake	35.88	Nobles	27.43	Roseau	30.21	Watonwan	29.98
Carlton	34.90	Freeborn	31.42	Lake of the Woods	25.23	Norman	33.17	St. Louis	41.18	Wilkin	39.86
Carver	58.03	Goodhue	38.60	Le Sueur	35.45	Olmsted	55.40	Scott	52.59	Winona	42.74
Cass	29.95	Grant	39.33	Lincoln	38.64	Otter Tail	39.96	Sherburne	40.01	Wright	42.32
Chippewa	36.58	Hennepin	57.24	Lyon	40.76	Pennington	35.73	Sibley	28.34	Yellow Medicine	35.78
Chisago	36.06	Houston	41.91	McLeod	35.77	Pine	23.61	Stearns	40.93		
Clay	47.91	Hubbard	36.57	Mahnomen	26.47	Pipestone	30.48	Steele	39.17		
Clearwater	28.04	Isanti	29.29	Marshall	34.52	Polk	39.22	Stevens	49.48		

Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates

# MMS

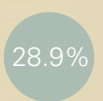


## Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree



2008



2009



# Mississippi

**T**he need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in Mississippi. As in other states, the economy of Mississippi is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state’s residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone’s attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Mississippi is one of those states. However, it is one of 15 states that — despite having set a statewide attainment goal or being in the process of developing one — still have work to do to strengthen that goal. Specifically, these states need to make sure that their attainment goals adequately address the critical need to close gaps in attainment for underrepresented students, such as minority students, low-income students and working adults.

Mississippi needs to make more progress on increasing attainment. The most recent Census data (2013) show that 30.5 percent of the state’s 1.5 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is a decrease from last year’s rate of 31.1 percent. The state’s rate of higher education attainment is below the

national rate of 40 percent. Clearly, much more needs to be done for the state to meet the national goal of 60 percent.

A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Mississippi was 31.1 percent, higher than that of the adult population as a whole but below the national rate of 41.6 percent.

The steps that Mississippi and other states can take to increase attainment are laid out in Lumina’s state policy agenda. They are built around three priorities that states must pursue:

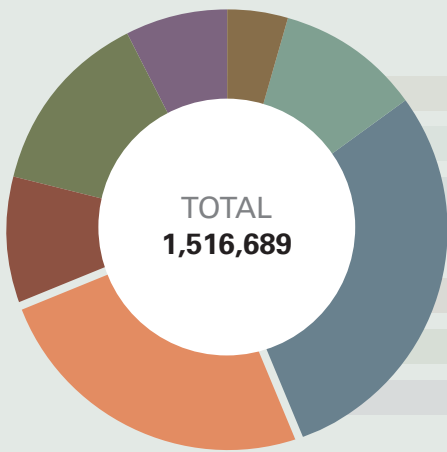
1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
3. Create smarter pathways for students.

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Many groups and individuals must work together to increase attainment. The imperative for Mississippi to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



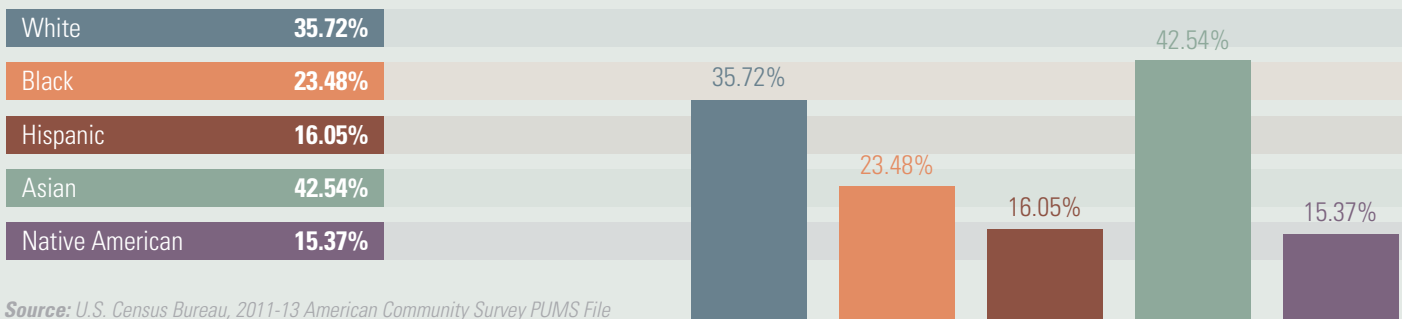
## Levels of education for Mississippi residents, ages 25-64



Less than ninth grade	68,891	4.54%
Ninth to 12th grade, no diploma	159,311	10.50%
High school graduate (including equivalency)	458,528	30.23%
<b>Some college, no degree</b>	<b>367,029</b>	<b>24.20%</b>
Associate degree	144,779	9.55%
Bachelor's degree	207,529	13.68%
Graduate or professional degree	110,622	7.29%

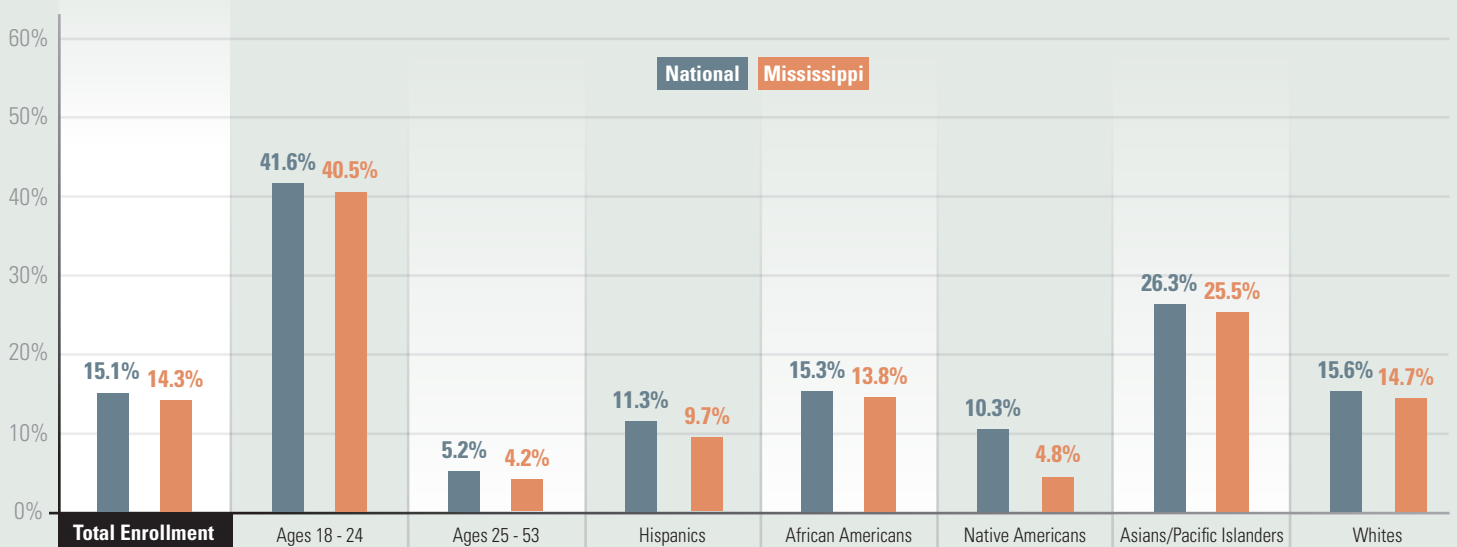
Source: U.S. Census Bureau, 2013 American Community Survey

## Degree-attainment rates among Mississippi residents (ages 25-64), by population group



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

## College enrollment among Mississippi residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of Mississippi residents (ages 25-64) with at least an associate degree, by county

Adams	27.52	Copiah	23.65	Itawamba	25.45	Lincoln	30.67	Pike	24.03	Tishomingo	22.97
Alcorn	29.13	Covington	22.87	Jackson	31.56	Lowndes	31.85	Pontotoc	22.95	Tunica	26.64
Amite	18.78	DeSoto	33.37	Jasper	22.57	Madison	55.41	Prentiss	24.04	Union	23.86
Attala	26.50	Forrest	35.55	Jefferson	27.68	Marion	22.47	Quitman	23.48	Walthall	24.08
Benton	17.30	Franklin	20.32	Jefferson Davis	20.92	Marshall	15.97	Rankin	40.96	Warren	35.16
Bolivar	28.05	George	19.62	Jones	28.58	Monroe	22.83	Scott	16.91	Washington	26.39
Calhoun	16.30	Greene	16.28	Kemper	19.03	Montgomery	19.29	Sharkey	31.51	Wayne	16.34
Carroll	20.13	Grenada	24.16	Lafayette	46.53	Neshoba	24.60	Simpson	24.27	Webster	27.53
Chickasaw	15.19	Hancock	29.71	Lamar	44.41	Newton	28.21	Smith	21.89	Wilkinson	17.56
Choctaw	23.83	Harrison	31.60	Lauderdale	30.35	Noxubee	20.31	Stone	26.06	Winston	28.13
Claiborne	28.06	Hinds	35.96	Lawrence	22.07	Oktibbeha	51.14	Sunflower	18.70	Yalobusha	22.55
Clarke	20.76	Holmes	19.06	Leake	20.86	Panola	25.35	Tallahatchie	18.64	Yazoo	18.21
Clay	25.69	Humphreys	16.36	Lee	32.61	Pearl River	25.78	Tate	26.38		
Coahoma	27.59	Issaquena	7.77	Leflore	26.00	Perry	20.72	Tippah	19.67		

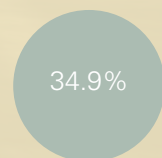
Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates

# MMO



## Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree



2008



2009





# Missouri

The need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in Missouri. As in other states, the economy of Missouri is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state’s residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone’s attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Missouri is one of those states; in fact, it is among only 16 states that meet the criteria for a strong state attainment goal. Most notably, the state’s goal addresses the critical need to close gaps in attainment for underrepresented students, such as minority students, low-income students and working adults.

Missouri is making progress on increasing attainment. The most recent Census data (2013) show that 37.6 percent of the state’s 3.1 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year’s rate of 36.6 percent. The state’s rate of higher education attainment is below the national rate of 40 percent. While attainment is increasing, it is not increasing rapidly

enough to meet the national goal of 60 percent. We are making progress, but we need to do much more.

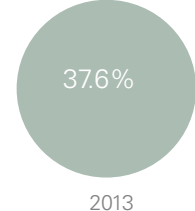
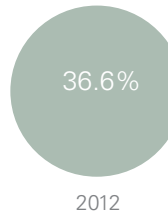
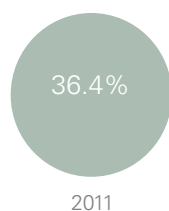
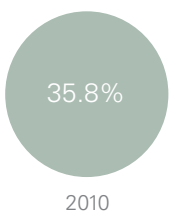
A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Missouri was 41.3 percent, higher than that of the adult population as a whole but below the national rate of 41.6 percent.

The steps that Missouri and other states can take to increase attainment are laid out in Lumina’s state policy agenda. They are built around three priorities that states must pursue:

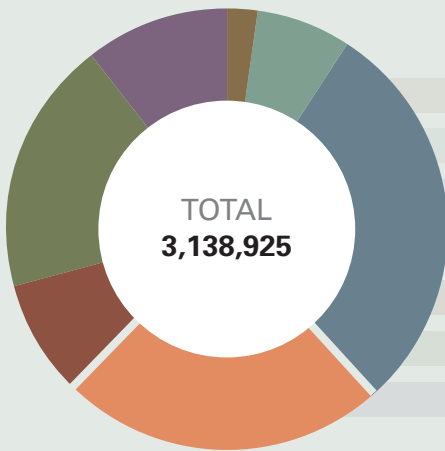
1. Improve the quality of student outcomes in terms of completion, learning and employment.
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Many groups and individuals must work together to increase attainment. The imperative for Missouri to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



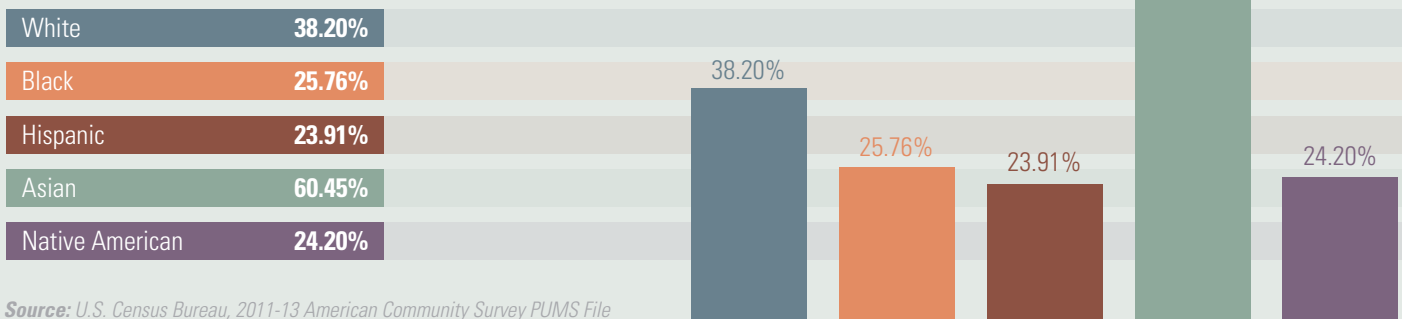
## Levels of education for Missouri residents, ages 25-64



Less than ninth grade	74,760	2.38%
Ninth to 12th grade, no diploma	217,449	6.93%
High school graduate (including equivalency)	925,562	29.49%
<b>Some college, no degree</b>	<b>740,371</b>	<b>23.59%</b>
Associate degree	270,708	8.62%
Bachelor's degree	586,473	18.68%
Graduate or professional degree	323,602	10.31%

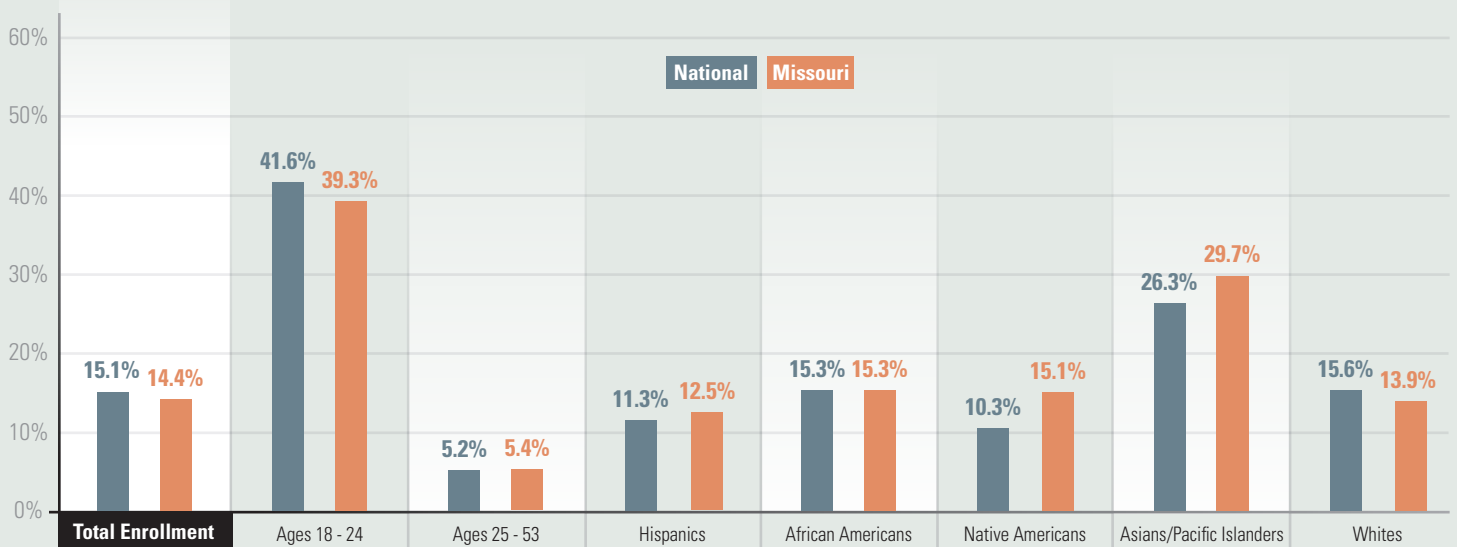
Source: U.S. Census Bureau, 2013 American Community Survey

## Degree-attainment rates among Missouri residents (ages 25-64), by population group



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

## College enrollment among Missouri residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of Missouri residents (ages 25-64) with at least an associate degree, by county

Adair	37.82	Chariton	22.16	Harrison	19.38	Macon	26.44	Phelps	35.31	Shannon	18.29
Andrew	29.24	Christian	36.73	Henry	23.62	Madison	17.12	Pike	15.00	Shelby	21.67
Atchison	31.26	Clark	24.24	Hickory	17.90	Maries	24.02	Platte	50.07	Stoddard	22.47
Audrain	21.58	Clay	42.27	Holt	24.57	Marion	27.79	Polk	26.63	Stone	21.31
Barry	20.76	Clinton	25.91	Howard	30.88	Mercer	24.63	Pulaski	35.56	Sullivan	21.67
Barton	28.17	Cole	40.86	Howell	25.21	Miller	19.66	Putnam	21.13	Taney	25.69
Bates	19.85	Cooper	28.46	Iron	18.93	Mississippi	14.79	Ralls	24.20	Texas	18.05
Benton	20.56	Crawford	21.15	Jackson	36.55	Moniteau	25.18	Randolph	23.87	Vernon	21.91
Bollinger	17.33	Dade	23.59	Jasper	28.99	Monroe	23.33	Ray	23.02	Warren	25.53
Boone	56.64	Dallas	21.65	Jefferson	29.95	Montgomery	23.12	Reynolds	11.67	Washington	14.36
Buchanan	27.33	Daviess	26.50	Johnson	37.60	Morgan	18.80	Ripley	18.31	Wayne	17.09
Butler	24.69	DeKalb	18.31	Knox	21.92	New Madrid	19.27	St. Charles	47.93	Webster	22.95
Caldwell	23.83	Dent	18.69	Laclede	19.35	Newton	28.45	St. Clair	19.27	Worth	24.50
Callaway	29.68	Douglas	18.18	Lafayette	26.27	Nodaway	31.05	Ste. Genevieve	23.22	Wright	18.25
Camden	30.37	Dunklin	18.76	Lawrence	23.89	Oregon	16.62	St. Francois	22.88	St. Louis (city)	39.17
Cape Girardeau	36.21	Franklin	29.95	Lewis	20.40	Osage	29.71	St. Louis	51.92		
Carroll	23.48	Gasconade	25.93	Lincoln	23.76	Ozark	21.29	Saline	25.05		
Carter	28.82	Gentry	24.34	Linn	20.17	Pemiscot	18.29	Schuyler	20.91		
Cass	34.20	Greene	38.27	Livingston	25.45	Perry	23.33	Scotland	27.00		
Cedar	21.21	Grundy	28.82	McDonald	16.79	Pettis	29.07	Scott	20.58		

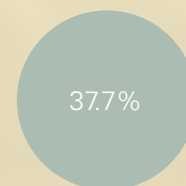
Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates

# WMT

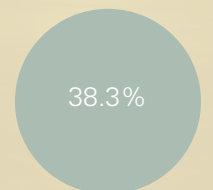


## Tracking the trend

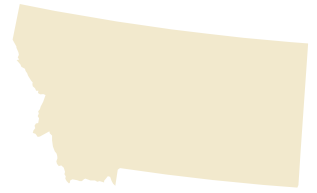
Percentage of the state's working-age population (25-64) with at least an associate degree



2008



2009



# Montana

The need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in Montana. As in other states, the economy of Montana is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state’s residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone’s attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Montana is one of those states; in fact, it is among only 16 states that meet the criteria for a strong state attainment goal. Most notably, the state’s goal addresses the critical need to close gaps in attainment for underrepresented students, such as minority students, low-income students and working adults.

Montana needs to make more progress on increasing attainment. The most recent Census data (2013) show that 39 percent of the state’s 524,000 working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is a decrease from last year’s rate of 39.8 percent. The state’s rate of higher education attainment is below the national rate of 40

percent. Clearly, much more needs to be done for the state to meet the national goal of 60 percent.

A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Montana was 40.1 percent, higher than that of the adult population as a whole but below the national rate of 41.6 percent.

The steps that Montana and other states can take to increase attainment are laid out in Lumina’s state policy agenda. They are built around three priorities that states must pursue:

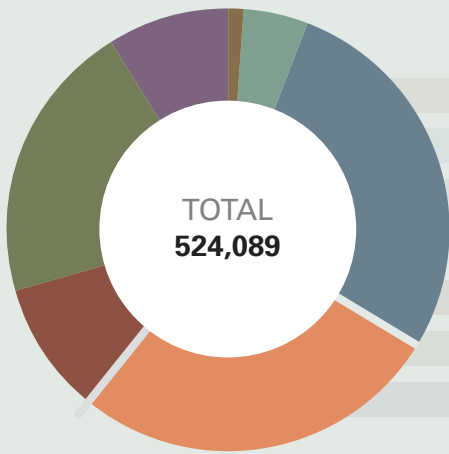
1. Improve the quality of student outcomes in terms of completion, learning and employment.
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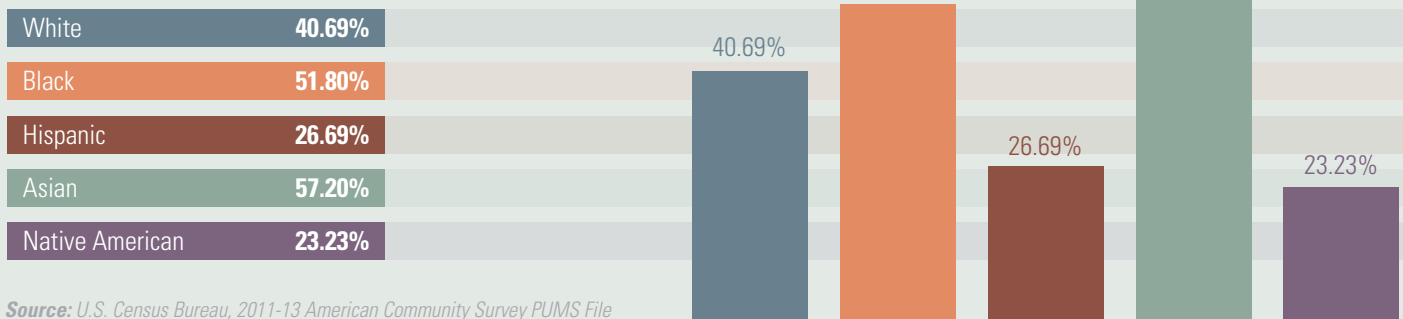
## Levels of education for Montana residents, ages 25-64



Less than ninth grade	7,059	1.35%
Ninth to 12th grade, no diploma	24,213	4.62%
High school graduate (including equivalency)	145,477	27.76%
<b>Some college, no degree</b>	<b>142,752</b>	<b>27.24%</b>
Associate degree	50,831	9.70%
Bachelor's degree	107,761	20.56%
Graduate or professional degree	45,996	8.78%

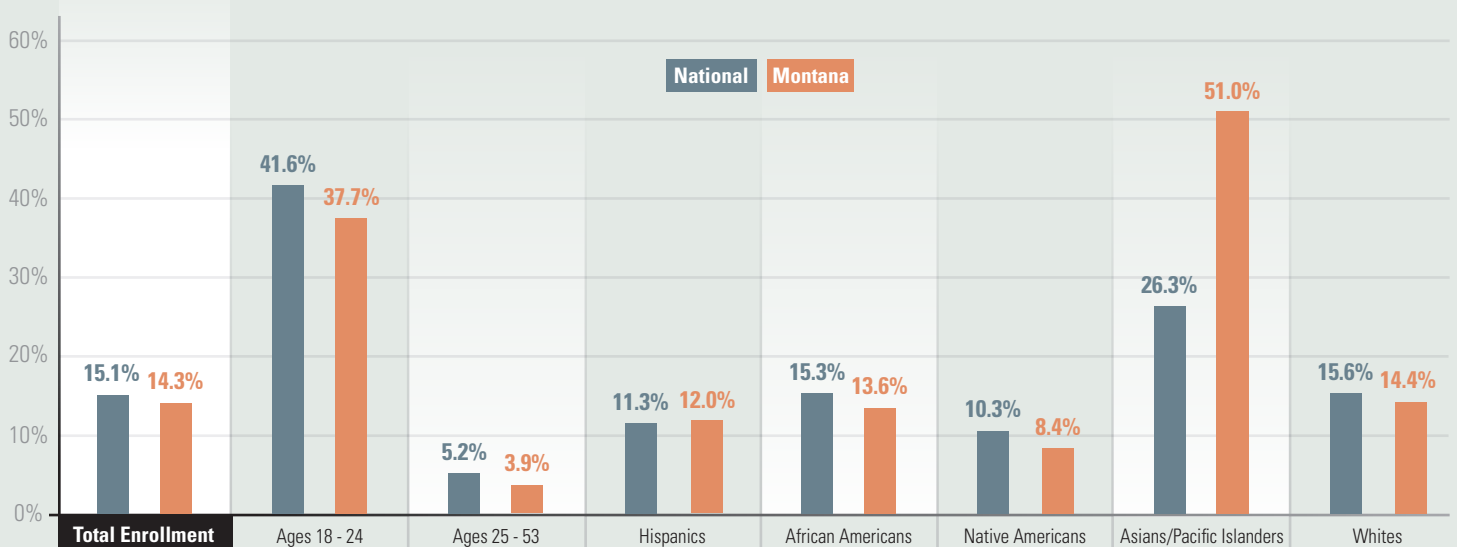
Source: U.S. Census Bureau, 2013 American Community Survey

## Degree-attainment rates among Montana residents (ages 25-64), by population group



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

## College enrollment among Montana residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of Montana residents (ages 25-64) with at least an associate degree, by county

Beaverhead	40.68	Dawson	38.46	Hill	37.81	Mineral	17.66	Ravalli	32.43	Toole	20.26
Big Horn	27.22	Deer Lodge	30.66	Jefferson	44.31	Missoula	49.32	Richland	28.72	Treasure	24.09
Blaine	25.95	Fallon	32.72	Judith Basin	40.00	Musselshell	21.40	Roosevelt	23.68	Valley	32.58
Broadwater	27.69	Fergus	37.88	Lake	33.39	Park	42.12	Rosebud	35.09	Wheatland	24.92
Carbon	36.78	Flathead	36.13	Lewis and Clark	49.08	Petroleum	30.61	Sanders	24.31	Wibaux	39.17
Carter	28.23	Gallatin	53.34	Liberty	31.22	Phillips	31.00	Sheridan	39.74	Yellowstone	38.44
Cascade	36.62	Garfield	23.53	Lincoln	31.16	Pondera	34.17	Silver Bow	33.70		
Chouteau	34.64	Glacier	30.55	McCone	29.65	Powder River	33.67	Stillwater	29.50		
Custer	36.24	Golden Valley	33.15	Madison	40.76	Powell	27.03	Sweet Grass	37.20		
Daniels	47.60	Granite	40.61	Meagher	24.98	Prairie	32.83	Teton	37.53		

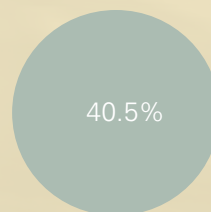
*Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates*

# NE



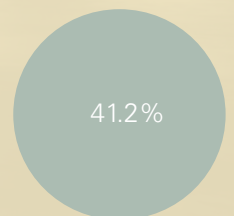
## Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree



40.5%

2008



41.2%

2009





# Nebraska

The need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in Nebraska. As in other states, the economy of Nebraska is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state’s residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone’s attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Unfortunately, Nebraska is one of the 19 states that have not yet set or begun to develop a statewide goal to increase postsecondary attainment. Adopting such a goal — one that, among other things, addresses the critical need to close gaps in attainment for minority students, low-income students, working adults and other underrepresented students — would be an excellent step for Nebraska to take to focus action on expanding opportunity for its residents.

Nebraska is making progress on increasing attainment. The most recent Census data (2013) show that 43.2 percent of the state’s 951,000 working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year’s rate of 43 percent. The state’s rate of higher education attainment is above the national rate of 40 percent.

While attainment is increasing, it is not increasing rapidly enough to meet the national goal of 60 percent. We are making progress, but we need to do much more.

A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Nebraska was 47.1 percent, higher than that of the adult population as a whole and also above the national rate of 41.6 percent.

The steps that Nebraska and other states can take to increase attainment are laid out in Lumina’s state policy agenda. They are built around three priorities that states must pursue:

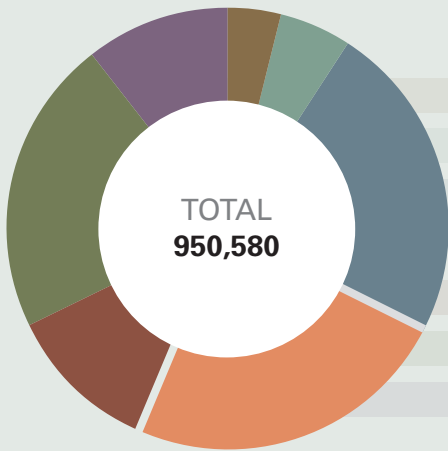
1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
3. Create smarter pathways for students.

The details of Lumina’s state policy agenda can be found at <http://strategylabs.luminafoundation.org/higher-education-state-policy-agenda/>. This site also contains extensive information about the progress states are making on the attainment agenda as well as resources that states can draw on to reach their own attainment goals.

Many groups and individuals must work together to increase attainment. The imperative for Nebraska to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



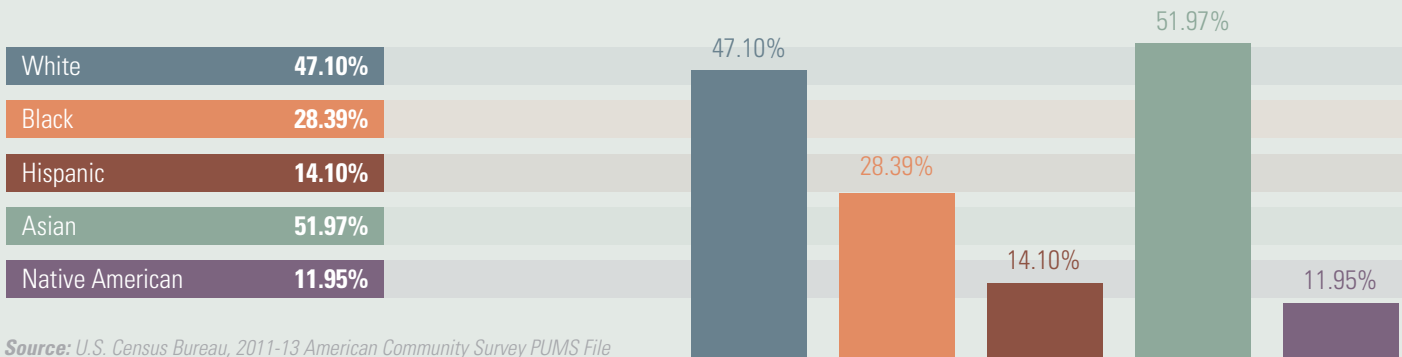
## Levels of education for Nebraska residents, ages 25-64



Less than ninth grade	38,677	4.07%
Ninth to 12th grade, no diploma	48,565	5.11%
High school graduate (including equivalency)	225,023	23.67%
<b>Some college, no degree</b>	<b>227,664</b>	<b>23.95%</b>
Associate degree	106,578	11.21%
Bachelor's degree	205,570	21.63%
Graduate or professional degree	98,503	10.36%

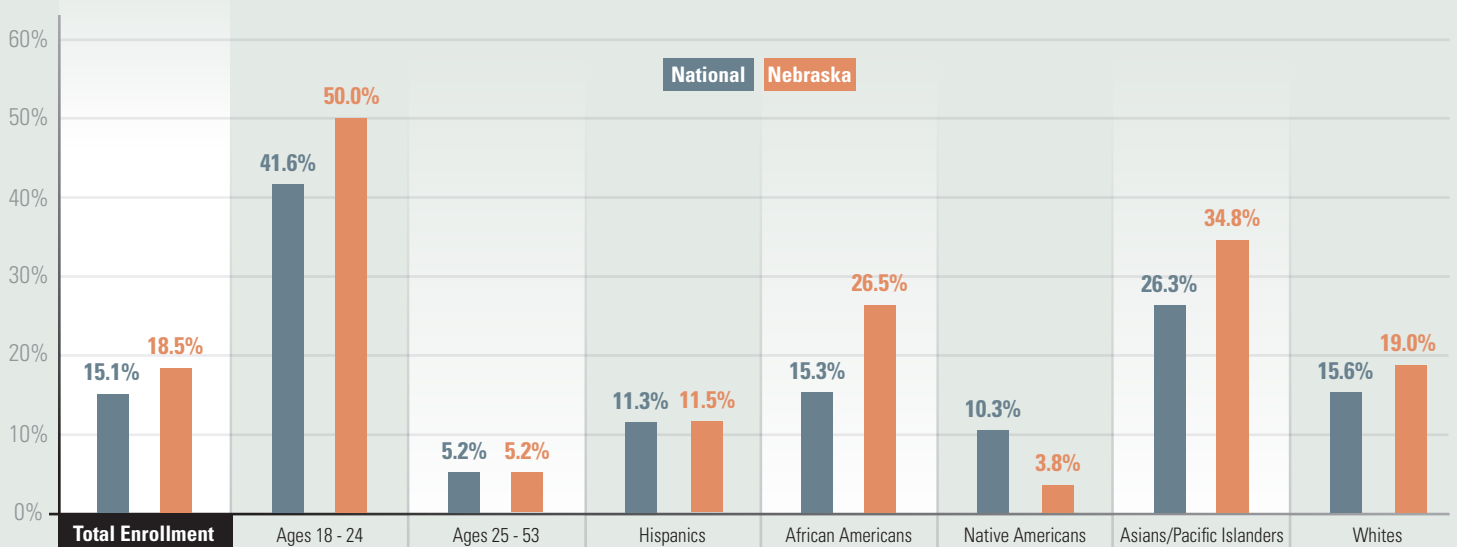
Source: U.S. Census Bureau, 2013 American Community Survey

## Degree-attainment rates among Nebraska residents (ages 25-64), by population group



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

## College enrollment among Nebraska residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of Nebraska residents (ages 25-64) with at least an associate degree, by county

Adams	35.16	Cheyenne	39.36	Furnas	36.81	Johnson	24.37	Nuckolls	31.17	Sheridan	36.11
Antelope	34.22	Clay	34.93	Gage	37.34	Kearney	38.42	Otoe	39.50	Sherman	33.98
Arthur	51.22	Colfax	24.98	Garden	33.50	Keith	34.38	Pawnee	24.54	Sioux	42.02
Banner	34.73	Cuming	37.01	Garfield	24.13	Keya Paha	28.69	Perkins	37.22	Stanton	39.03
Blaine	31.08	Custer	37.21	Gosper	32.47	Kimball	27.90	Phelps	39.67	Thayer	32.95
Boone	31.58	Dakota	20.03	Grant	33.56	Knox	34.57	Pierce	40.42	Thomas	38.86
Box Butte	31.02	Dawes	50.75	Greeley	31.03	Lancaster	50.64	Platte	32.80	Thurston	29.28
Boyd	30.29	Dawson	25.27	Hall	29.36	Lincoln	34.25	Polk	40.75	Valley	35.00
Brown	35.90	Deuel	35.94	Hamilton	40.34	Logan	35.26	Red Willow	40.31	Washington	42.90
Buffalo	45.43	Dixon	30.52	Harlan	36.20	Loup	33.89	Richardson	33.27	Wayne	51.68
Burt	38.41	Dodge	30.76	Hayes	41.83	McPherson	37.74	Rock	35.16	Webster	32.07
Butler	30.90	Douglas	46.44	Hitchcock	39.31	Madison	41.10	Saline	29.36	Wheeler	32.87
Cass	37.73	Dundy	39.81	Holt	39.10	Merrick	31.72	Sarpy	48.64	York	39.24
Cedar	35.56	Fillmore	39.44	Hooker	43.61	Morrill	31.79	Saunders	43.18		
Chase	35.10	Franklin	31.69	Howard	30.84	Nance	28.56	Scotts Bluff	34.02		
Cherry	41.33	Frontier	41.44	Jefferson	31.47	Nemaha	39.28	Seward	44.78		

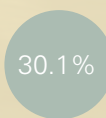
*Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates*

# NW



## Tracking the trend

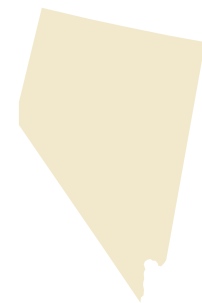
Percentage of the state's working-age population (25-64) with at least an associate degree



2008



2009



# Nevada

**T**he need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in Nevada. As in other states, the economy of Nevada is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state's residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone's attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Unfortunately, Nevada is one of the 19 states that have not yet set or begun to develop a statewide goal to increase postsecondary attainment. Adopting such a goal — one that, among other things, addresses the critical need to close gaps in attainment for minority students, low-income students, working adults and other underrepresented students — would be an excellent step for Nevada to take to focus action on expanding opportunity for its residents.

Nevada is making progress on increasing attainment. The most recent Census data (2013) show that 31.1 percent of the state's 1.5 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year's rate of 30.1 percent. The state's rate of higher education attainment is below the national rate of 40 percent.

While attainment is increasing, it is not increasing rapidly enough to meet the national goal of 60 percent. We are making progress, but we need to do much more.

A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Nevada was 30 percent, lower than that of the adult population as a whole and also below the national rate of 41.6 percent.

The steps that Nevada and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
3. Create smarter pathways for students.

The details of Lumina's state policy agenda can be found at <http://strategylabs.luminafoundation.org/higher-education-state-policy-agenda/>. This site also contains extensive information about the progress states are making on the attainment agenda as well as resources that states can draw on to reach their own attainment goals.

Many groups and individuals must work together to increase attainment. The imperative for Nevada to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



2010



2011

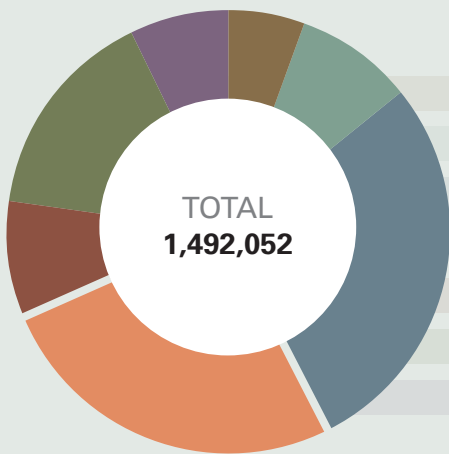


2012



2013

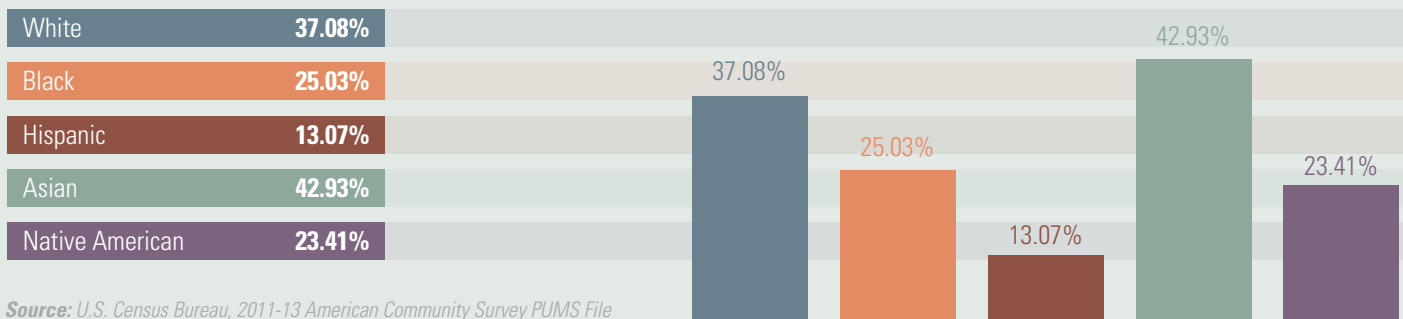
## Levels of education for Nevada residents, ages 25-64



Less than ninth grade	84,908	5.69%
Ninth to 12th grade, no diploma	130,472	8.74%
High school graduate (including equivalency)	422,530	28.32%
<b>Some college, no degree</b>	<b>390,175</b>	<b>26.15%</b>
Associate degree	127,391	8.54%
Bachelor's degree	229,679	15.39%
Graduate or professional degree	106,897	7.16%

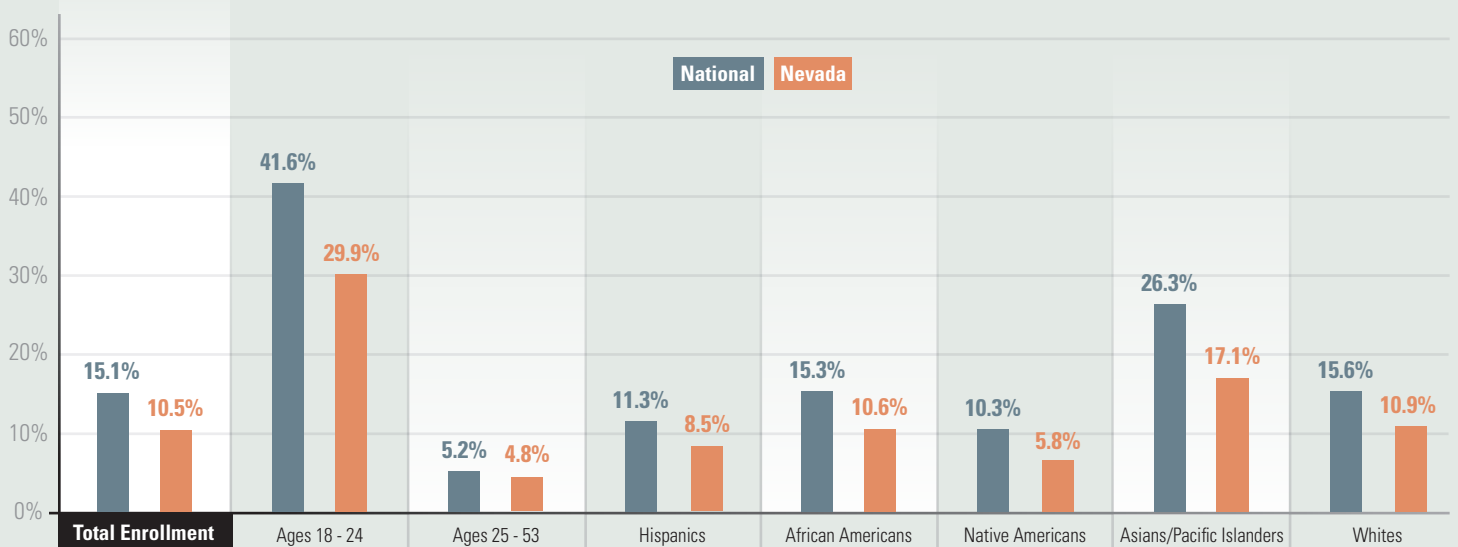
Source: U.S. Census Bureau, 2013 American Community Survey

## Degree-attainment rates among Nevada residents (ages 25-64), by population group



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

## College enrollment among Nevada residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of Nevada residents (ages 25-64) with at least an associate degree, by county

Churchill	25.25	Elko	27.96	Humboldt	22.06	Lyon	26.35	Pershing	14.64	White Pine	23.72
Clark	29.90	Esmeralda	18.75	Lander	21.53	Mineral	23.18	Storey	29.47	Carson City	26.61
Douglas	36.99	Eureka	35.01	Lincoln	25.41	Nye	17.83	Washoe	35.76		

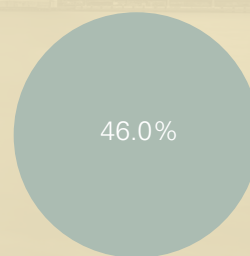
**Source:** U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates

# NH

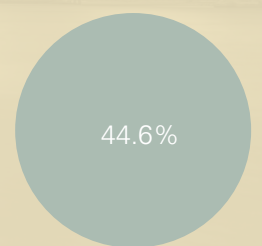


## Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree



2008



2009





# New Hampshire

The need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in New Hampshire. As in other states, the economy of New Hampshire is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state’s residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone’s attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. New Hampshire is one of those states. However, it is one of 15 states that — despite having set a statewide attainment goal or being in the process of developing one — still have work to do to strengthen that goal. Specifically, these states need to make sure that their attainment goals adequately address the critical need to close gaps in attainment for underrepresented students, such as minority students, low-income students and working adults.

New Hampshire needs to make more progress on increasing attainment. The most recent Census data (2013) show that 46.4 percent of the state’s 722,000 working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is a decrease from last year’s rate of 46.7 percent. The state’s rate of higher education attainment is above the national rate

of 40 percent, yet much more needs to be done for the state to meet the national goal of 60 percent.

A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in New Hampshire was 44 percent, lower than that of the adult population as a whole but above the national rate of 41.6 percent.

The steps that New Hampshire and other states can take to increase attainment are laid out in Lumina’s state policy agenda. They are built around three priorities that states must pursue:

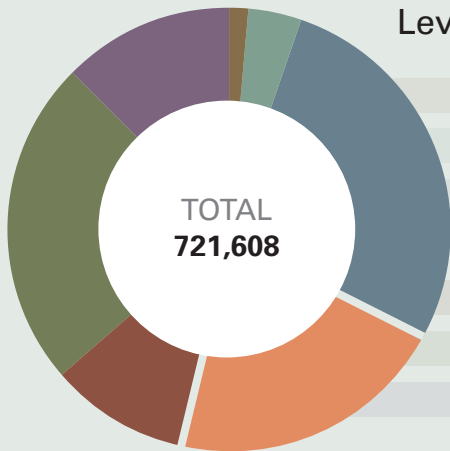
1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
3. Create smarter pathways for students.

The details of Lumina’s state policy agenda can be found at <http://strategy-labs.luminafoundation.org/higher-education-state-policy-agenda/>. This site also contains extensive information about the progress states are making on the attainment agenda as well as resources that states can draw on to reach their own attainment goals.

Many groups and individuals must work together to increase attainment. The imperative for New Hampshire to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



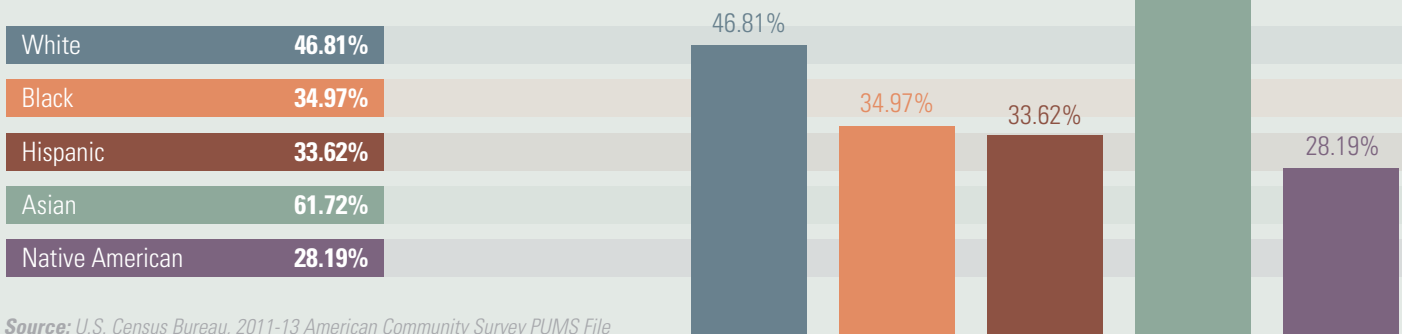
## Levels of education for New Hampshire residents, ages 25-64



Less than ninth grade	12,010	1.66%
Ninth to 12th grade, no diploma	28,034	3.88%
High school graduate (including equivalency)	202,255	28.03%
<b>Some college, no degree</b>	<b>144,194</b>	<b>19.98%</b>
Associate degree	73,805	10.23%
Bachelor's degree	171,685	23.79%
Graduate or professional degree	89,625	12.42%

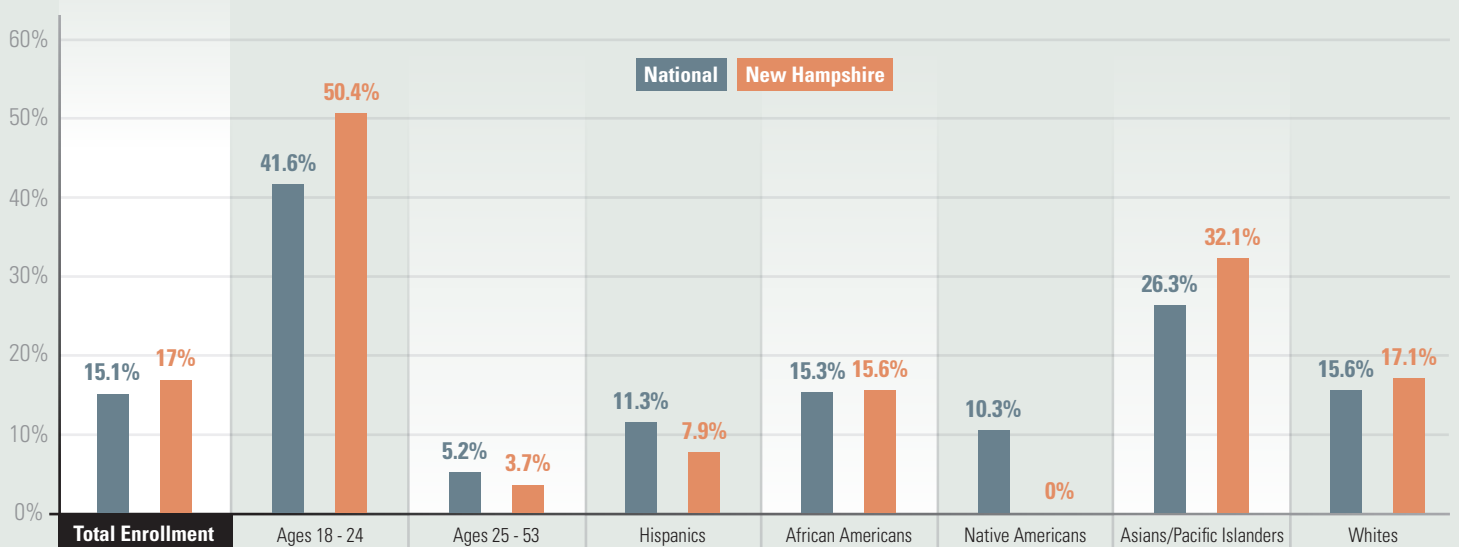
Source: U.S. Census Bureau, 2013 American Community Survey

## Degree-attainment rates among New Hampshire residents (ages 25-64), by population group



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

## College enrollment among New Hampshire residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of New Hampshire residents (ages 25-64) with at least an associate degree, by county

Belknap	40.60	Cheshire	39.84	Grafton	46.26	Merrimack	45.58	Strafford	45.56
Carroll	42.26	Coos	31.09	Hillsborough	47.82	Rockingham	50.42	Sullivan	35.82

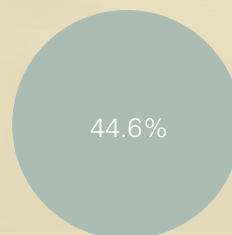
*Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates*

# NJ

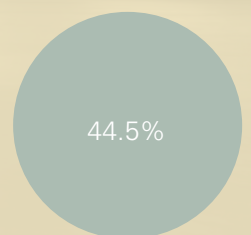


## Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree



2008



2009



# New Jersey

The need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in New Jersey. As in other states, the economy of New Jersey is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state’s residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone’s attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Unfortunately, New Jersey is one of the 19 states that have not yet set or begun to develop a statewide goal to increase postsecondary attainment. Adopting such a goal — one that, among other things, addresses the critical need to close gaps in attainment for minority students, low-income students, working adults and other underrepresented students — would be an excellent step for New Jersey to take to focus action on expanding opportunity for its residents.

New Jersey is making progress on increasing attainment. The most recent Census data (2013) show that 46.5 percent of the state’s 4.8 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year’s rate of 45.8 percent. The state’s rate of higher education attainment is above the national rate of

40 percent. While attainment is increasing, it is not increasing rapidly enough to meet the national goal of 60 percent. We are making progress, but we need to do much more.

A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in New Jersey was 49.7 percent, higher than that of the adult population as a whole and also above the national rate of 41.6 percent.

The steps that New Jersey and other states can take to increase attainment are laid out in Lumina’s state policy agenda. They are built around three priorities that states must pursue:

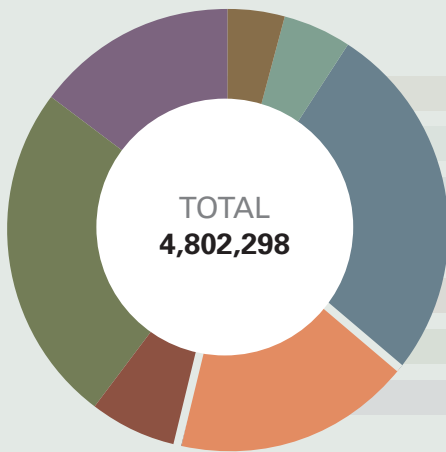
1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
3. Create smarter pathways for students.

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Many groups and individuals must work together to increase attainment. The imperative for New Jersey to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



## Levels of education for New Jersey residents, ages 25-64

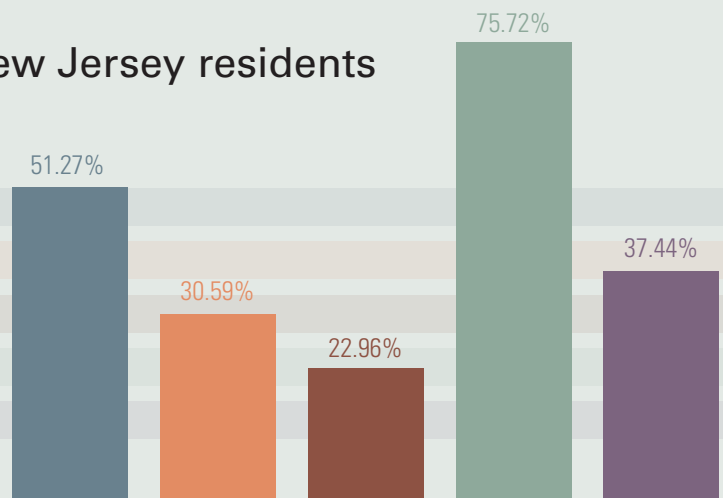


Less than ninth grade	203,812	4.24%
Ninth to 12th grade, no diploma	243,664	5.07%
High school graduate (including equivalency)	1,278,283	26.62%
<b>Some college, no degree</b>	<b>843,912</b>	<b>17.57%</b>
Associate degree	337,835	7.03%
Bachelor's degree	1,191,600	24.81%
Graduate or professional degree	703,192	14.64%

Source: U.S. Census Bureau, 2013 American Community Survey

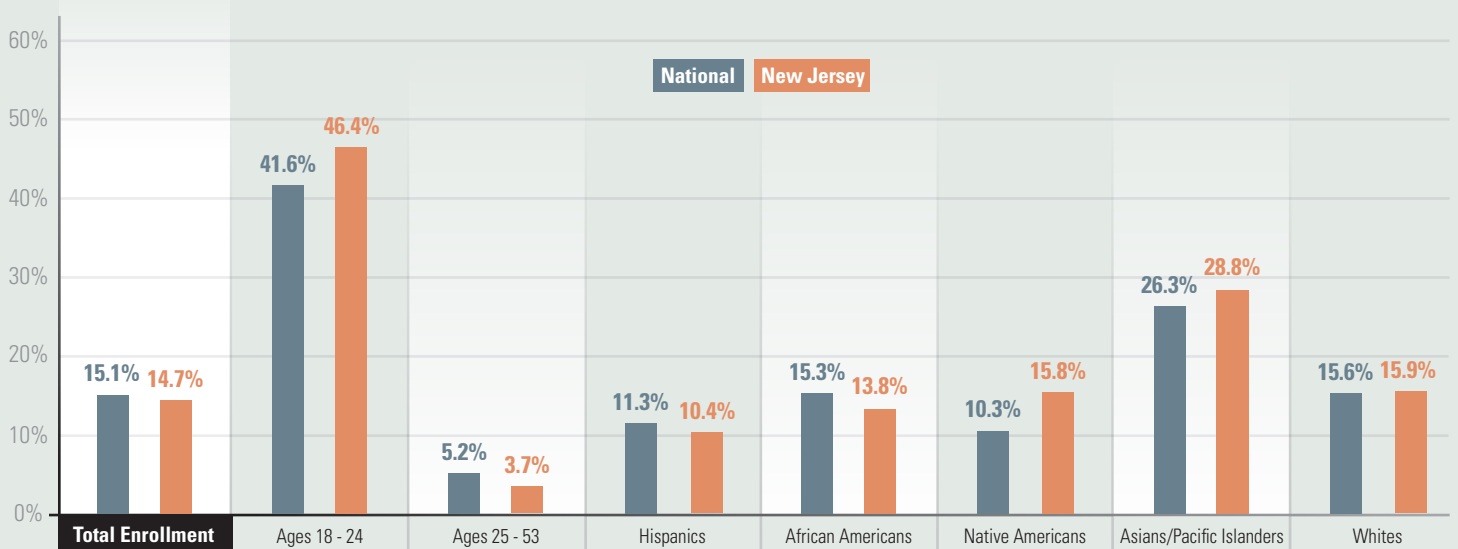
## Degree-attainment rates among New Jersey residents (ages 25-64), by population group

White	51.27%
Black	30.59%
Hispanic	22.96%
Asian	75.72%
Native American	37.44%



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

## College enrollment among New Jersey residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of New Jersey residents (ages 25-64) with at least an associate degree, by county

Atlantic	32.99	Cape May	38.39	Hudson	44.68	Monmouth	52.40	Salem	31.82	Warren	41.48
Bergen	56.01	Cumberland	21.51	Hunterdon	58.50	Morris	60.29	Somerset	60.93		
Burlington	46.18	Essex	39.74	Mercer	47.81	Ocean	37.28	Sussex	43.33		
Camden	39.13	Gloucester	40.71	Middlesex	50.64	Passaic	33.64	Union	40.53		

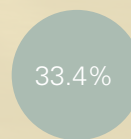
*Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates*

# NW

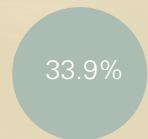


## Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree



2008



2009





# New Mexico

The need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in New Mexico. As in other states, the economy of New Mexico is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state’s residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone’s attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Unfortunately, New Mexico is one of the 19 states that have not yet set or begun to develop a statewide goal to increase postsecondary attainment. Adopting such a goal — one that, among other things, addresses the critical need to close gaps in attainment for minority students, low-income students, working adults and other underrepresented students — would be an excellent step for New Mexico to take to focus action on expanding opportunity for its residents.

New Mexico needs to make more progress on increasing attainment. The most recent Census data (2013) show that 34.9 percent of the state’s 1.1 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is a decrease from last year’s rate of 35.1 percent. The state’s rate of higher education attainment is below the

national rate of 40 percent. Clearly, much more needs to be done for the state to meet the national goal of 60 percent.

A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in New Mexico was 32.7 percent, lower than that of the adult population as a whole and below the national rate of 41.6 percent.

The steps that New Mexico and other states can take to increase attainment are laid out in Lumina’s state policy agenda. They are built around three priorities that states must pursue:

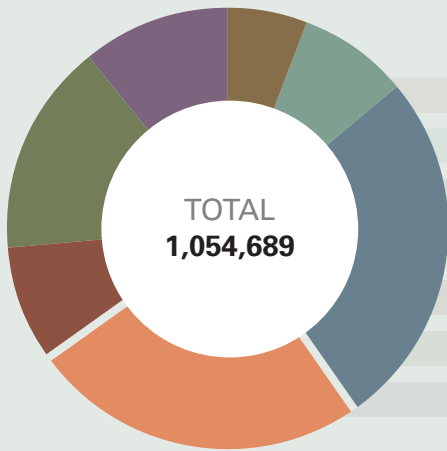
1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
3. Create smarter pathways for students.

The details of Lumina’s state policy agenda can be found at <http://strategylabs.luminafoundation.org/higher-education-state-policy-agenda/>. This site also contains extensive information about the progress states are making on the attainment agenda as well as resources that states can draw on to reach their own attainment goals.

Many groups and individuals must work together to increase attainment. The imperative for New Mexico to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



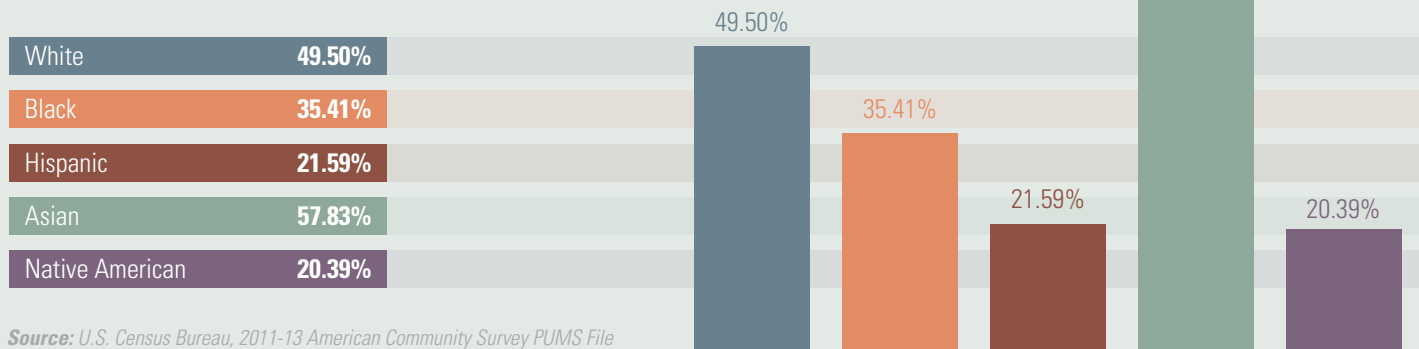
## Levels of education for New Mexico residents, ages 25-64



Less than ninth grade	61,960	5.87%
Ninth to 12th grade, no diploma	87,216	8.27%
High school graduate (including equivalency)	277,481	26.31%
<b>Some college, no degree</b>	<b>260,360</b>	<b>24.69%</b>
Associate degree	92,271	8.75%
Bachelor's degree	162,704	15.43%
Graduate or professional degree	112,697	10.69%

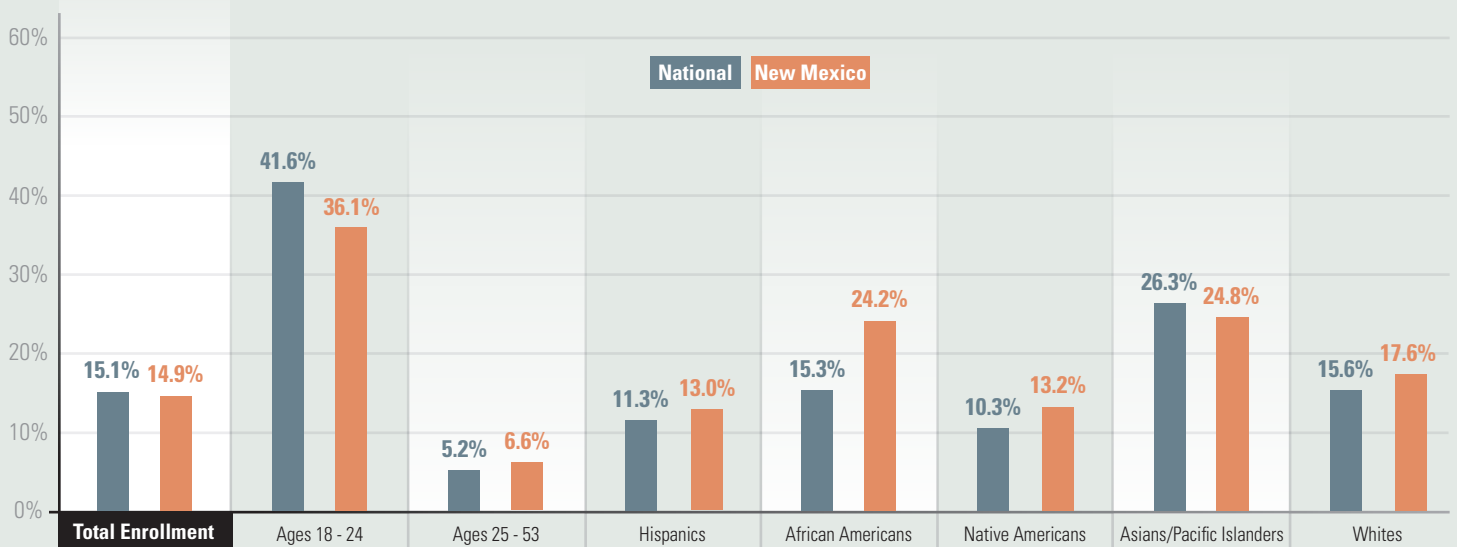
Source: U.S. Census Bureau, 2013 American Community Survey

## Degree-attainment rates among New Mexico residents (ages 25-64), by population group



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

## College enrollment among New Mexico residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of New Mexico residents (ages 25-64) with at least an associate degree, by county

Bernalillo	40.44	De Baca	29.06	Hidalgo	20.56	Mora	22.60	San Juan	26.38	Torrance	22.79
Catron	22.13	Doña Ana	34.79	Lea	21.67	Otero	27.19	San Miguel	27.46	Union	22.77
Chaves	26.61	Eddy	26.11	Lincoln	31.06	Quay	21.22	Santa Fe	44.01	Valencia	24.18
Cibola	19.02	Grant	32.84	Los Alamos	71.89	Rio Arriba	24.54	Sierra	26.51		
Colfax	27.12	Guadalupe	16.80	Luna	20.92	Roosevelt	29.42	Socorro	25.72		
Curry	32.00	Harding	28.88	McKinley	18.61	Sandoval	38.84	Taos	39.29		

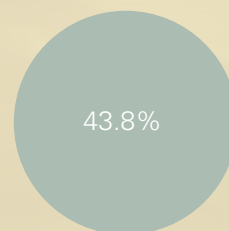
*Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates*

# NWV

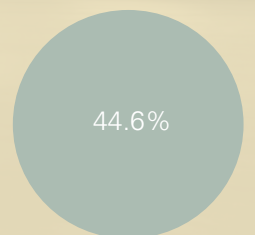


## Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree



2008



2009



# New York

**T**he need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in New York. As in other states, the economy of New York is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state's residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone's attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Unfortunately, New York is one of the 19 states that have not yet set or begun to develop a statewide goal to increase postsecondary attainment. Adopting such a goal — one that, among other things, addresses the critical need to close gaps in attainment for minority students, low-income students, working adults and other underrepresented students — would be an excellent step for New York to take to focus action on expanding opportunity for its residents.

New York is making progress on increasing attainment. The most recent Census data (2013) show that 46 percent of the state's 10.6 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year's rate of 45.1 percent. The state's rate of higher education attainment is above the national rate of

40 percent. While attainment is increasing, it is not increasing rapidly enough to meet the national goal of 60 percent. We are making progress, but we need to do much more.

A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in New York was 51.8 percent, higher than that of the adult population as a whole and also above the national rate of 41.6 percent.

The steps that New York and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

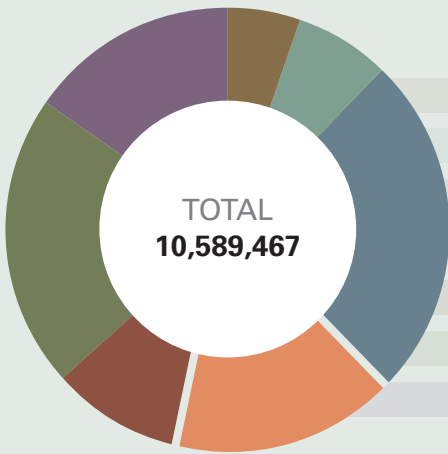
1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
3. Create smarter pathways for students.

The details of Lumina's state policy agenda can be found at <http://strategylabs.luminafoundation.org/higher-education-state-policy-agenda/>. This site also contains extensive information about the progress states are making on the attainment agenda as well as resources that states can draw on to reach their own attainment goals.

Many groups and individuals must work together to increase attainment. The imperative for New York to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



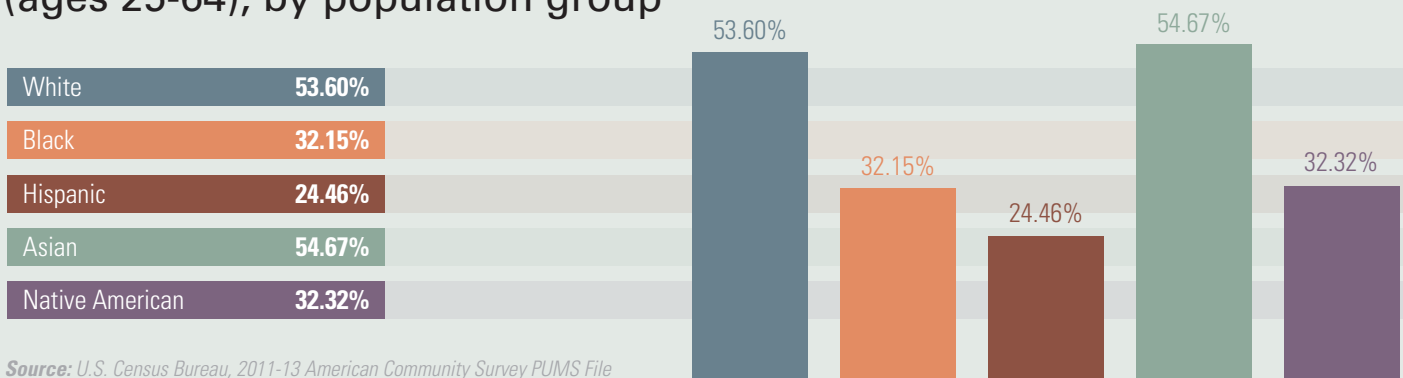
## Levels of education for New York residents, ages 25-64



Less than ninth grade	562,109	5.31%
Ninth to 12th grade, no diploma	746,922	7.05%
High school graduate (including equivalency)	2,646,536	24.99%
<b>Some college, no degree</b>	<b>1,762,856</b>	<b>16.65%</b>
Associate degree	1,014,119	9.58%
Bachelor's degree	2,252,650	21.27%
Graduate or professional degree	1,604,275	15.15%

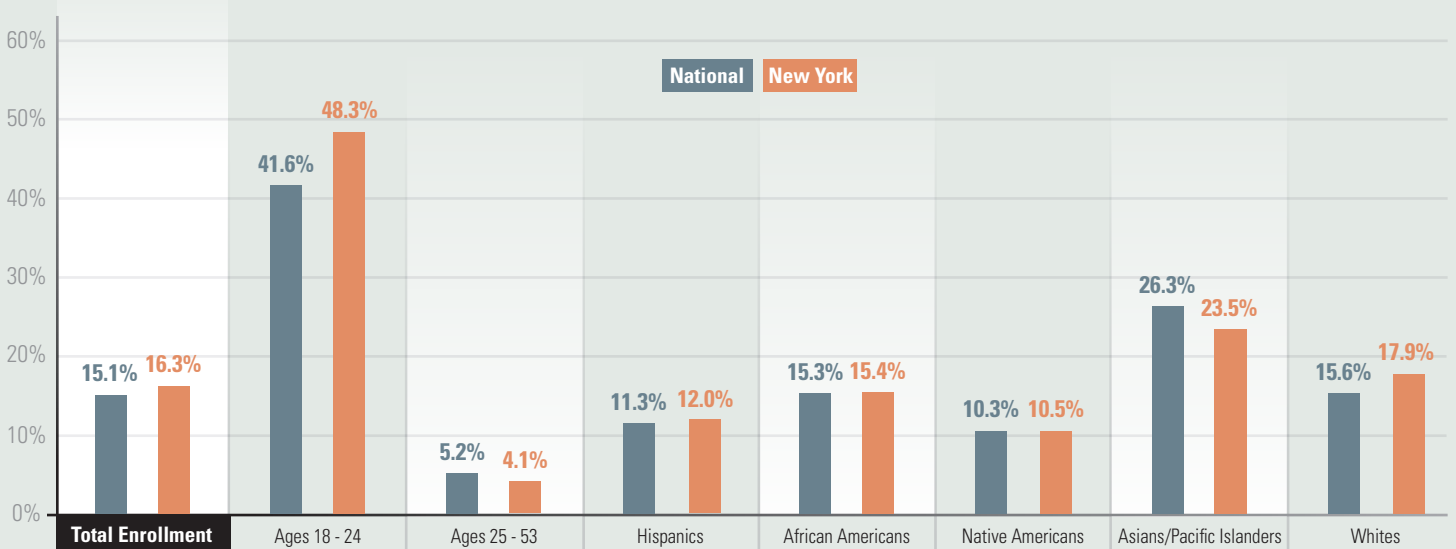
Source: U.S. Census Bureau, 2013 American Community Survey

## Degree-attainment rates among New York residents (ages 25-64), by population group



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

## College enrollment among New York residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of New York residents (ages 25-64) with at least an associate degree, by county

Albany	53.55	Cortland	38.89	Jefferson	33.60	Onondaga	48.92	St. Lawrence	34.79	Ulster	42.06
Allegany	34.36	Delaware	33.13	Kings	40.13	Ontario	48.72	Saratoga	53.69	Warren	41.76
Bronx	27.02	Dutchess	45.36	Lewis	27.42	Orange	40.26	Schenectady	43.90	Washington	29.09
Broome	41.63	Erie	47.34	Livingston	39.59	Orleans	27.74	Schoharie	35.11	Wayne	37.21
Cattaraugus	31.12	Essex	35.81	Madison	42.61	Oswego	29.54	Schuyler	31.66	Westchester	55.13
Cayuga	35.49	Franklin	29.50	Monroe	51.01	Otsego	41.16	Seneca	34.02	Wyoming	29.29
Chautauqua	36.55	Fulton	29.18	Montgomery	32.56	Putnam	50.58	Steuben	38.16	Yates	33.44
Chemung	36.27	Genesee	37.78	Nassau	54.28	Queens	40.87	Suffolk	45.49		
Chenango	31.72	Greene	33.44	New York	66.48	Rensselaer	46.04	Sullivan	32.44		
Clinton	33.08	Hamilton	41.65	Niagara	38.11	Richmond	41.07	Tioga	39.67		
Columbia	42.56	Herkimer	37.53	Oneida	37.75	Rockland	50.53	Tompkins	60.83		

Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates

# NO



## Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree

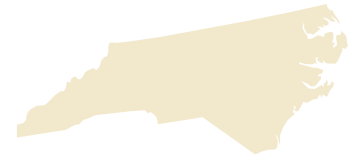
36.9%

2008

37.9%

2009





# North Carolina

The need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in North Carolina. As in other states, the economy of North Carolina is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state’s residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone’s attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. North Carolina is one of those states. However, it is one of 15 states that — despite having set a statewide attainment goal or being in the process of developing one — still have work to do to strengthen that goal. Specifically, these states need to make sure that their attainment goals adequately address the critical need to close gaps in attainment for underrepresented students, such as minority students, low-income students and working adults.

North Carolina is making progress on increasing attainment. The most recent Census data (2013) show that 39.7 percent of the state’s 5.2 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year’s rate of 38.4 percent. The state’s rate of higher education attainment is below the national rate of

40 percent. While attainment is increasing, it is not increasing rapidly enough to meet the national goal of 60 percent. We are making progress, but we need to do much more.

A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in North Carolina was 40.1 percent, higher than that of the adult population as a whole but below the national rate of 41.6 percent.

The steps that North Carolina and other states can take to increase attainment are laid out in Lumina’s state policy agenda. They are built around three priorities that states must pursue:

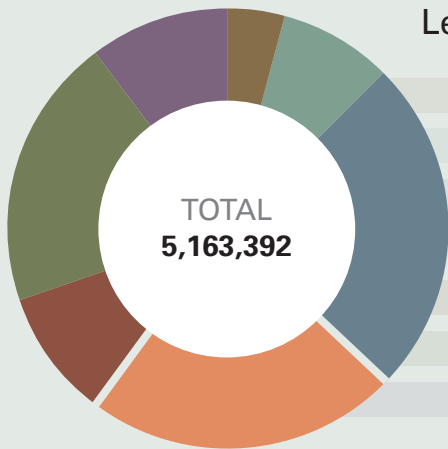
1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
3. Create smarter pathways for students.

The details of Lumina’s state policy agenda can be found at <http://strategylabs.luminafoundation.org/higher-education-state-policy-agenda/>. This site also contains extensive information about the progress states are making on the attainment agenda as well as resources that states can draw on to reach their own attainment goals.

Many groups and individuals must work together to increase attainment. The imperative for North Carolina to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



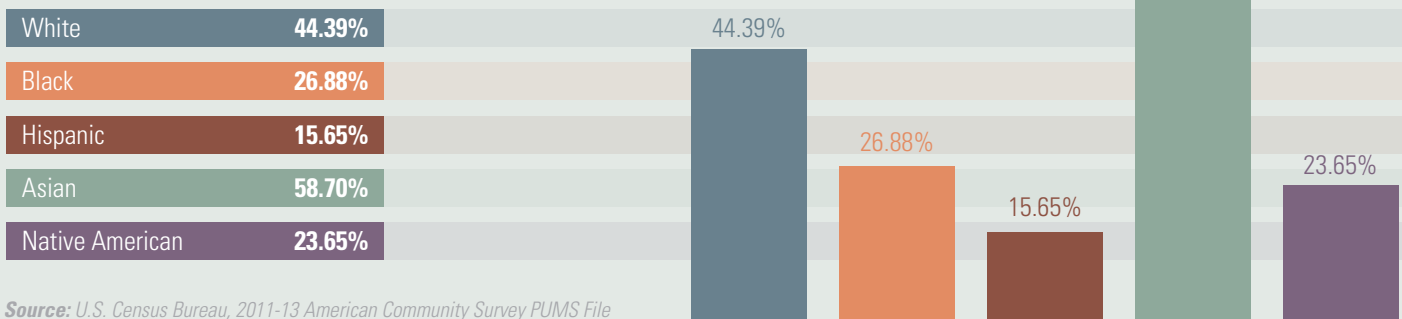
## Levels of education for North Carolina residents, ages 25-64



Less than ninth grade	228,899	4.43%
Ninth to 12th grade, no diploma	418,470	8.10%
High school graduate (including equivalency)	1,288,245	24.95%
<b>Some college, no degree</b>	<b>1,179,818</b>	<b>22.85%</b>
Associate degree	496,937	9.62%
Bachelor's degree	1,027,476	19.90%
Graduate or professional degree	523,547	10.14%

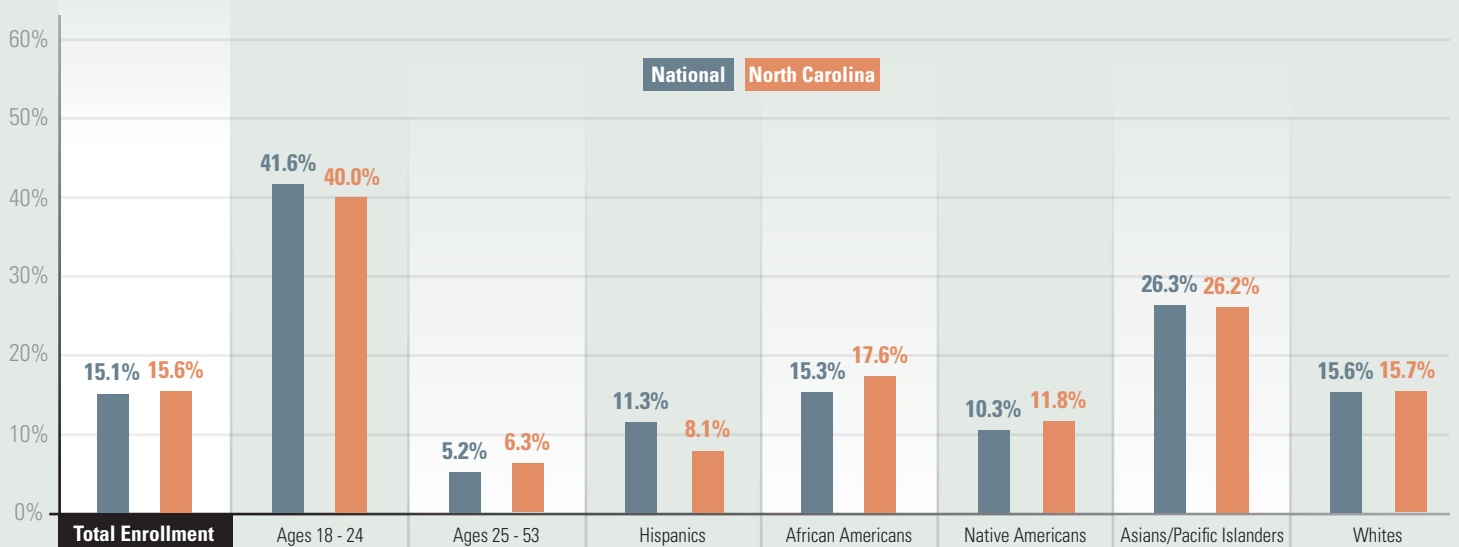
Source: U.S. Census Bureau, 2013 American Community Survey

## Degree-attainment rates among North Carolina residents (ages 25-64), by population group



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

## College enrollment among North Carolina residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of North Carolina residents (ages 25-64) with at least an associate degree, by county

Alamance	33.56	Catawba	33.00	Franklin	29.49	Jones	23.98	Pamlico	30.32	Surry	27.84
Alexander	21.92	Chatham	43.56	Gaston	29.21	Lee	31.05	Pasquotank	32.20	Swain	29.70
Alleghany	31.29	Cherokee	28.68	Gates	24.46	Lenoir	25.87	Pender	33.71	Transylvania	37.95
Anson	18.19	Chowan	29.59	Graham	21.48	Lincoln	31.50	Perquimans	29.19	Tyrrell	14.37
Ashe	31.70	Clay	30.54	Granville	28.09	McDowell	26.28	Person	26.49	Union	43.55
Avery	27.76	Cleveland	30.18	Greene	25.04	Macon	29.36	Pitt	41.35	Vance	20.13
Beaufort	29.38	Columbus	24.48	Guilford	42.69	Madison	32.39	Polk	33.00	Wake	58.61
Bertie	18.07	Craven	32.56	Halifax	21.28	Martin	24.75	Randolph	25.24	Warren	22.86
Bladen	21.47	Cumberland	35.27	Harnett	30.76	Mecklenburg	50.35	Richmond	22.81	Washington	23.78
Brunswick	34.71	Currituck	27.38	Haywood	36.41	Mitchell	30.25	Robeson	21.24	Watauga	47.89
Buncombe	44.80	Dare	38.68	Henderson	37.58	Montgomery	27.05	Rockingham	23.32	Wayne	28.77
Burke	28.97	Davidson	29.45	Hertford	25.62	Moore	45.52	Rowan	28.47	Wilkes	24.29
Cabarrus	37.86	Davie	36.12	Hoke	31.01	Nash	28.87	Rutherford	30.10	Wilson	28.42
Caldwell	23.94	Duplin	19.89	Hyde	21.30	New Hanover	48.63	Sampson	22.57	Yadkin	26.74
Camden	35.07	Durham	53.32	Iredell	36.78	Northampton	19.75	Scotland	22.45	Yancey	24.66
Carteret	34.98	Edgecombe	19.35	Jackson	37.93	Onslow	29.33	Stanly	27.49		
Caswell	18.01	Forsyth	41.69	Johnston	33.80	Orange	63.39	Stokes	22.64		

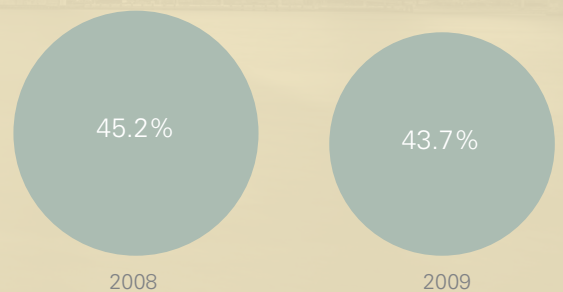
Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates

# NID



## Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree





# North Dakota

The need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in North Dakota. As in other states, the economy of North Dakota is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state’s residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone’s attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Unfortunately, North Dakota is one of the 19 states that have not yet set or begun to develop a statewide goal to increase postsecondary attainment. Adopting such a goal — one that, among other things, addresses the critical need to close gaps in attainment for minority students, low-income students, working adults and other underrepresented students — would be an excellent step for North Dakota to take to focus action on expanding opportunity for its residents.

North Dakota is making progress on increasing attainment. The most recent Census data (2013) show that 45.8 percent of the state’s 365,000 working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year’s rate of 45.6 percent. The state’s rate of higher education attainment is above the national rate of

40 percent. While attainment is increasing, it is not increasing rapidly enough to meet the national goal of 60 percent. We are making progress, but we need to do much more.

A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in North Dakota was 50.4 percent, higher than that of the adult population as a whole and also above the national rate of 41.6 percent.

The steps that North Dakota and other states can take to increase attainment are laid out in Lumina’s state policy agenda. They are built around three priorities that states must pursue:

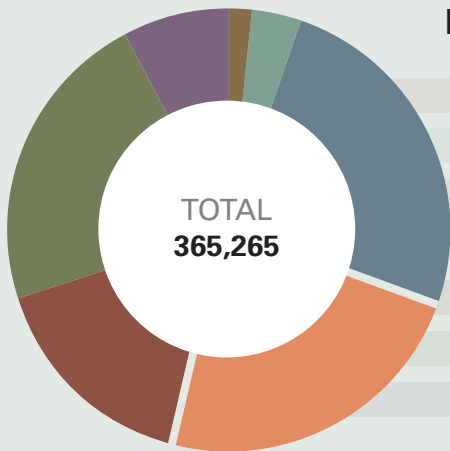
1. Improve the quality of student outcomes in terms of completion, learning and employment.
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3. Create smarter pathways for students.

The details of Lumina’s state policy agenda can be found at <http://strategylabs.luminafoundation.org/higher-education-state-policy-agenda/>. This site also contains extensive information about the progress states are making on the attainment agenda as well as resources that states can draw on to reach their own attainment goals.

Many groups and individuals must work together to increase attainment. The imperative for North Dakota to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



## Levels of education for North Dakota residents, ages 25-64

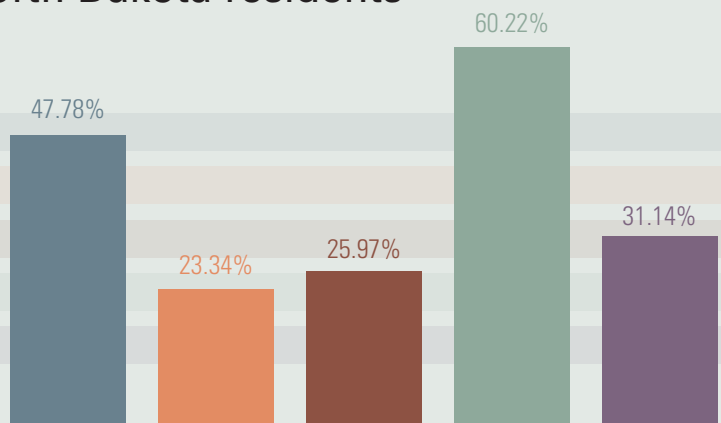


Less than ninth grade	6,757	1.85%
Ninth to 12th grade, no diploma	12,759	3.49%
High school graduate (including equivalency)	93,108	25.49%
<b>Some college, no degree</b>	<b>85,280</b>	<b>23.35%</b>
Associate degree	58,385	15.98%
Bachelor's degree	80,826	22.13%
Graduate or professional degree	28,150	7.71%

Source: U.S. Census Bureau, 2013 American Community Survey

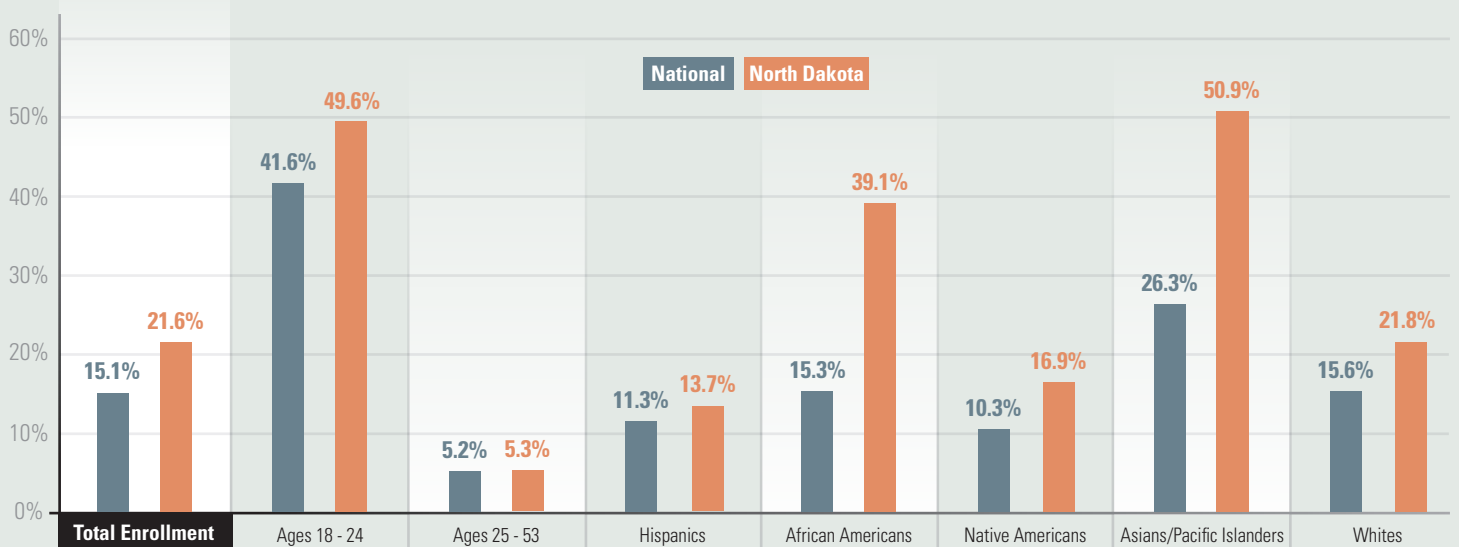
## Degree-attainment rates among North Dakota residents (ages 25-64), by population group

White	47.78%
Black	23.34%
Hispanic	25.97%
Asian	60.22%
Native American	31.14%



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

## College enrollment among North Dakota residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of North Dakota residents (ages 25-64) with at least an associate degree, by county

Adams	34.97	Cavalier	41.82	Grant	39.02	McLean	39.11	Ransom	33.72	Steele	38.95
Barnes	41.50	Dickey	45.32	Griggs	31.11	Mercer	42.89	Renville	36.86	Stutsman	37.94
Benson	29.44	Divide	42.07	Hettinger	33.12	Morton	43.99	Richland	43.31	Towner	43.31
Billings	40.68	Dunn	33.91	Kidder	33.65	Mountrail	34.38	Rolette	39.00	Traill	50.25
Bottineau	40.39	Eddy	42.10	LaMoure	44.69	Nelson	47.76	Sargent	39.41	Walsh	33.59
Bowman	40.38	Emmons	36.17	Logan	30.51	Oliver	34.20	Sheridan	31.12	Ward	41.26
Burke	32.02	Foster	37.91	McHenry	28.15	Pembina	34.49	Sioux	31.95	Wells	38.12
Burleigh	53.23	Golden Valley	37.81	McIntosh	39.89	Pierce	32.66	Slope	37.06	Williams	39.56
Cass	53.84	Grand Forks	48.52	McKenzie	40.07	Ramsey	40.14	Stark	40.80		

Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates

# OH



## Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree

34.9%

2008

34.7%

2009





# Ohio

The need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in Ohio. As in other states, the economy of Ohio is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state’s residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone’s attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Ohio is one of those states. However, it is one of 15 states that — despite having set a statewide attainment goal or being in the process of developing one — still have work to do to strengthen that goal. Specifically, these states need to make sure that their attainment goals adequately address the critical need to close gaps in attainment for underrepresented students, such as minority students, low-income students and working adults.

Ohio is making progress on increasing attainment. The most recent Census data (2013) show that 37.5 percent of the state’s 6.1 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year’s rate of 36.5 percent. The state’s rate of higher education attainment is below the national rate of 40 percent.

While attainment is increasing, it is not increasing rapidly enough to meet the national goal of 60 percent. We are making progress, but we need to do much more.

A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Ohio was 41.3 percent, higher than that of the adult population as a whole but below the national rate of 41.6 percent.

The steps that Ohio and other states can take to increase attainment are laid out in Lumina’s state policy agenda. They are built around three priorities that states must pursue:

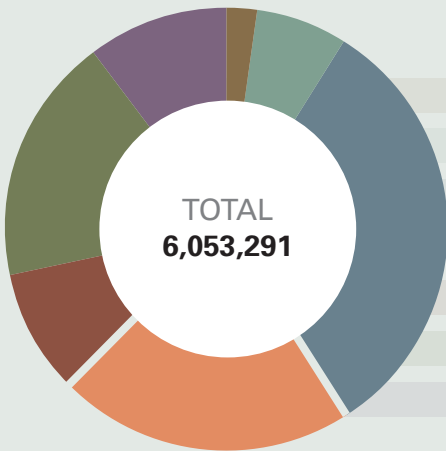
1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
3. Create smarter pathways for students.

The details of Lumina’s state policy agenda can be found at <http://strategylabs.luminafoundation.org/higher-education-state-policy-agenda/>. This site also contains extensive information about the progress states are making on the attainment agenda as well as resources that states can draw on to reach their own attainment goals.

Many groups and individuals must work together to increase attainment. The imperative for Ohio to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



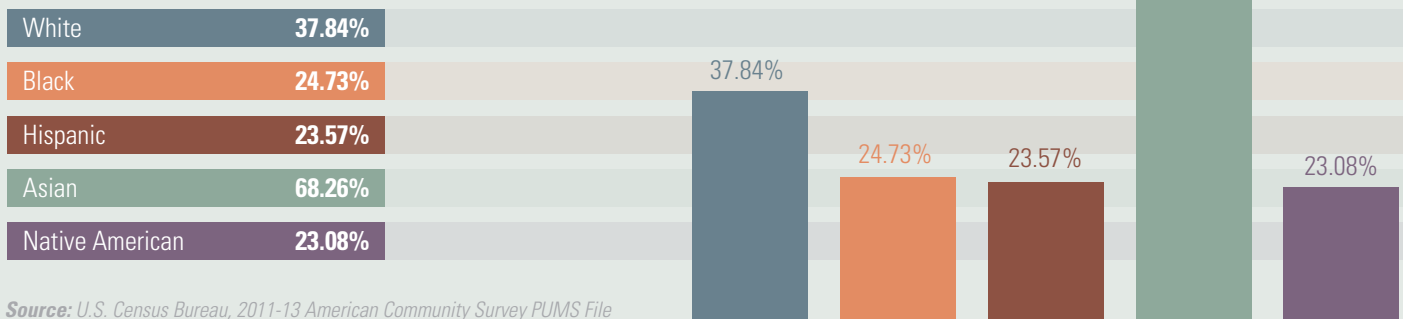
## Levels of education for Ohio residents, ages 25-64



Less than ninth grade	139,178	2.30%
Ninth to 12th grade, no diploma	408,220	6.74%
High school graduate (including equivalency)	1,938,142	32.02%
<b>Some college, no degree</b>	<b>1,298,424</b>	<b>21.45%</b>
Associate degree	568,058	9.38%
Bachelor's degree	1,089,756	18.00%
Graduate or professional degree	611,513	10.10%

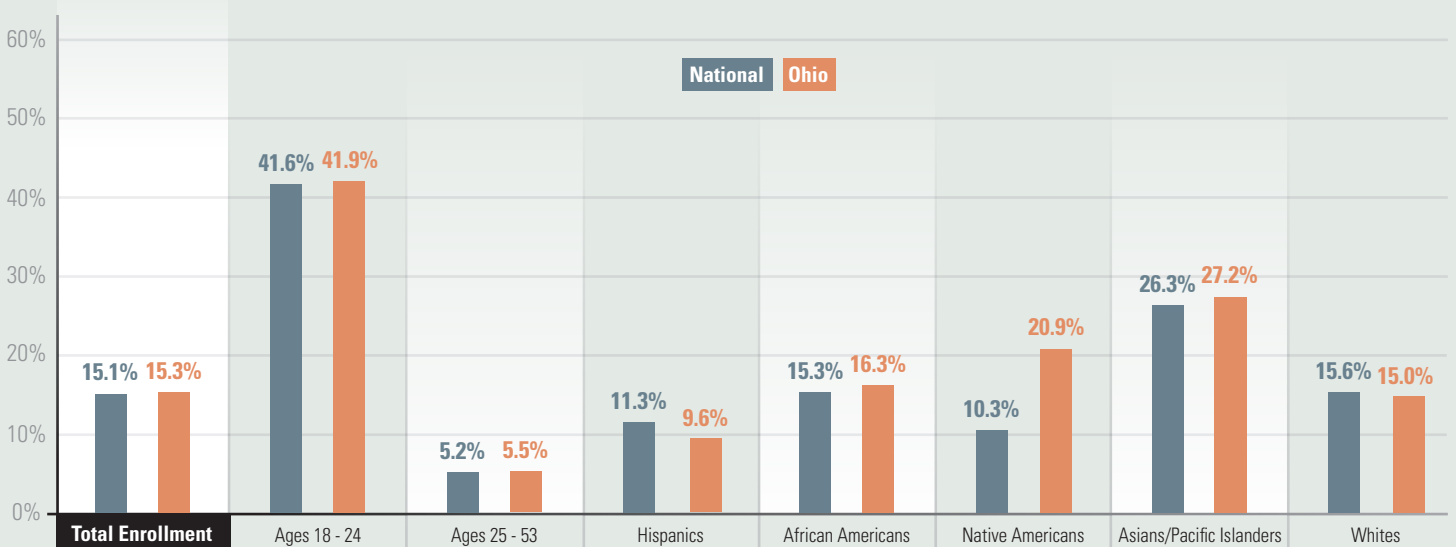
Source: U.S. Census Bureau, 2013 American Community Survey

## Degree-attainment rates among Ohio residents (ages 25-64), by population group



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

## College enrollment among Ohio residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of Ohio residents (ages 25-64) with at least an associate degree, by county

Adams	18.75	Coshocton	22.30	Hamilton	43.95	Logan	22.93	Noble	17.60	Stark	32.87
Allen	28.54	Crawford	23.08	Hancock	38.60	Lorain	34.48	Ottawa	32.54	Summit	41.34
Ashland	29.19	Cuyahoga	40.37	Hardin	21.99	Lucas	34.51	Paulding	23.77	Trumbull	27.39
Ashtabula	21.02	Darke	22.16	Harrison	21.37	Madison	27.19	Perry	20.67	Tuscarawas	25.08
Athens	41.77	Defiance	29.67	Henry	27.77	Mahoning	31.36	Pickaway	24.99	Union	38.14
Auglaize	30.41	Delaware	61.39	Highland	21.16	Marion	22.42	Pike	20.09	Van Wert	28.40
Belmont	28.12	Erie	31.62	Hocking	24.94	Medina	42.76	Portage	33.75	Vinton	19.86
Brown	20.13	Fairfield	38.57	Holmes	12.97	Meigs	27.07	Preble	20.90	Warren	50.19
Butler	37.66	Fayette	22.36	Huron	22.16	Mercer	30.09	Putnam	37.20	Washington	29.48
Carroll	20.21	Franklin	45.71	Jackson	24.61	Miami	31.73	Richland	26.34	Wayne	28.93
Champaign	26.73	Fulton	28.87	Jefferson	30.03	Monroe	24.53	Ross	24.88	Williams	24.12
Clark	27.52	Gallia	25.53	Knox	29.38	Montgomery	36.15	Sandusky	26.62	Wood	43.35
Clermont	36.44	Geauga	47.22	Lake	37.25	Morgan	21.06	Scioto	24.90	Wyandot	24.50
Clinton	24.97	Greene	48.48	Lawrence	25.43	Morrow	23.06	Seneca	27.08		
Columbiana	24.31	Guernsey	24.33	Licking	33.17	Muskingum	25.24	Shelby	25.83		

Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates

# OK



## Tracking the trend

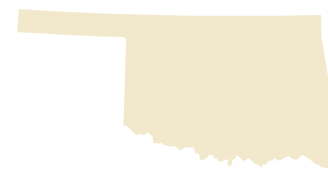
Percentage of the state's working-age population (25-64) with at least an associate degree

31.3%

2008

31.7%

2009



# Oklahoma

**T**he need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in Oklahoma. As in other states, the economy of Oklahoma is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state’s residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone’s attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Unfortunately, Oklahoma is one of the 19 states that have not yet set or begun to develop a statewide goal to increase postsecondary attainment. Adopting such a goal — one that, among other things, addresses the critical need to close gaps in attainment for minority students, low-income students, working adults and other underrepresented students — would be an excellent step for Oklahoma to take to focus action on expanding opportunity for its residents.

Oklahoma needs to make more progress on increasing attainment. The most recent Census data (2013) show that 32.7 percent of the state’s 2 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is a decrease from last year’s rate of 32.9 percent. The state’s rate of higher education attainment is below the

national rate of 40 percent. Clearly, much more needs to be done for the state to meet the national goal of 60 percent.

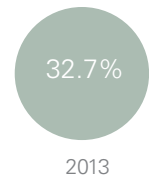
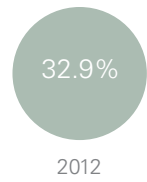
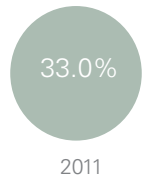
A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Oklahoma was 33.5 percent, higher than that of the adult population as a whole but below the national rate of 41.6 percent.

The steps that Oklahoma and other states can take to increase attainment are laid out in Lumina’s state policy agenda. They are built around three priorities that states must pursue:

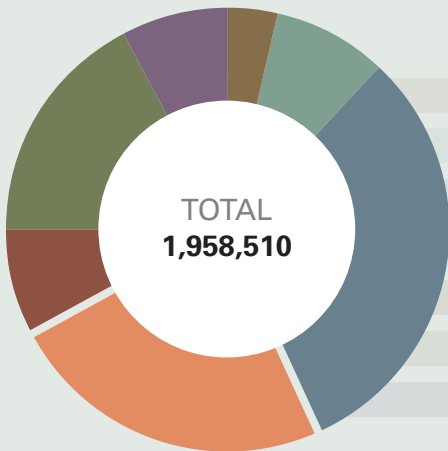
1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
3. Create smarter pathways for students.

The details of Lumina’s state policy agenda can be found at <http://strategylabs.luminafoundation.org/higher-education-state-policy-agenda/>. This site also contains extensive information about the progress states are making on the attainment agenda as well as resources that states can draw on to reach their own attainment goals.

Many groups and individuals must work together to increase attainment. The imperative for Oklahoma to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



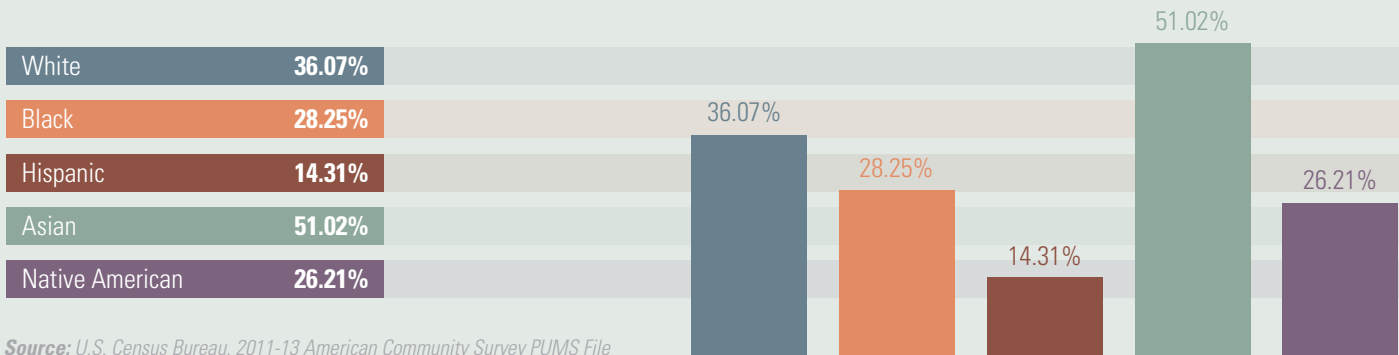
## Levels of education for Oklahoma residents, ages 25-64



Less than ninth grade	73,971	<b>3.78%</b>
Ninth to 12th grade, no diploma	165,066	<b>8.43%</b>
High school graduate (including equivalency)	610,193	<b>31.16%</b>
<b>Some college, no degree</b>	<b>469,339</b>	<b>23.96%</b>
Associate degree	155,240	<b>7.93%</b>
Bachelor's degree	337,454	<b>17.23%</b>
Graduate or professional degree	147,247	<b>7.52%</b>

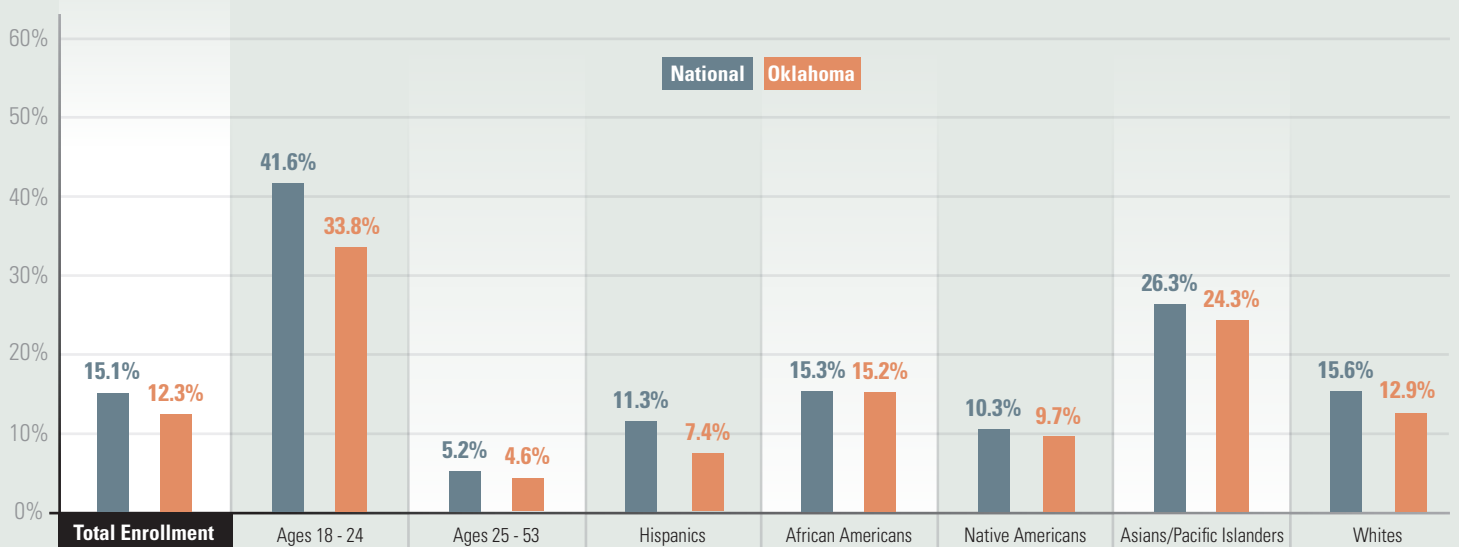
Source: U.S. Census Bureau, 2013 American Community Survey

## Degree-attainment rates among Oklahoma residents (ages 25-64), by population group



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

## College enrollment among Oklahoma residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of Oklahoma residents (ages 25-64) with at least an associate degree, by county

Adair	16.92	Cleveland	41.16	Grant	32.00	Le Flore	22.61	Nowata	22.54	Rogers	34.91
Alfalfa	27.73	Coal	20.79	Greer	22.46	Lincoln	21.55	Okfuskee	20.42	Seminole	22.23
Atoka	18.90	Comanche	27.47	Harmon	21.24	Logan	33.71	Oklahoma	37.10	Sequoyah	21.61
Beaver	25.21	Cotton	23.82	Harper	19.98	Love	20.23	Okmulgee	27.75	Stephens	22.39
Beckham	23.67	Craig	21.94	Haskell	22.48	McClain	28.99	Osage	25.51	Texas	24.73
Blaine	24.73	Creek	23.44	Hughes	16.99	McCurtain	21.46	Ottawa	25.38	Tillman	23.07
Bryan	28.89	Custer	34.72	Jackson	32.36	McIntosh	22.18	Pawnee	25.77	Tulsa	40.04
Caddo	18.39	Delaware	23.08	Jefferson	17.27	Major	23.21	Payne	43.30	Wagoner	31.51
Canadian	36.00	Dewey	26.55	Johnston	26.21	Marshall	20.73	Pittsburg	26.01	Washington	34.62
Carter	23.75	Ellis	33.17	Kay	30.02	Mayes	23.40	Pontotoc	34.14	Washita	25.51
Cherokee	30.46	Garfield	29.39	Kingfisher	27.36	Murray	27.44	Pottawatomie	27.23	Woods	35.32
Choctaw	22.52	Garvin	21.11	Kiowa	24.24	Muskogee	27.11	Pushmataha	19.19	Woodward	23.31
Cimarron	23.79	Grady	24.65	Latimer	27.95	Noble	31.26	Roger Mills	29.55		

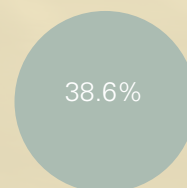
Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates

# OR

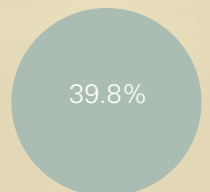


## Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree



2008



2009



# Oregon



The need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in Oregon. As in other states, the economy of Oregon is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state's residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone's attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Oregon is one of those states; in fact, it is among only 16 states that meet the criteria for a strong state attainment goal. Most notably, the state's goal addresses the critical need to close gaps in attainment for underrepresented students, such as minority students, low-income students and working adults.

Oregon is making progress on increasing attainment. The most recent Census data (2013) show that 40.5 percent of the state's 2.1 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year's rate of 39.8 percent. The state's rate of higher education attainment is above the national rate of 40 percent. While attainment is increasing, it is not increasing rapidly

enough to meet the national goal of 60 percent. We are making progress, but we need to do much more.

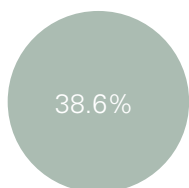
A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Oregon was 39.4 percent, lower than that of the adult population as a whole and also below the national rate of 41.6 percent.

The steps that Oregon and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

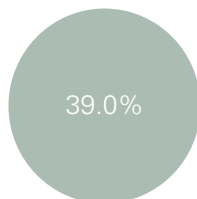
1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
3. Create smarter pathways for students.

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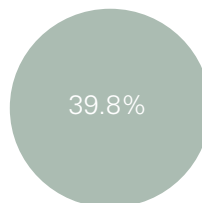
Many groups and individuals must work together to increase attainment. The imperative for Oregon to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



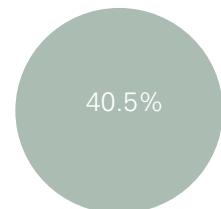
2010



2011

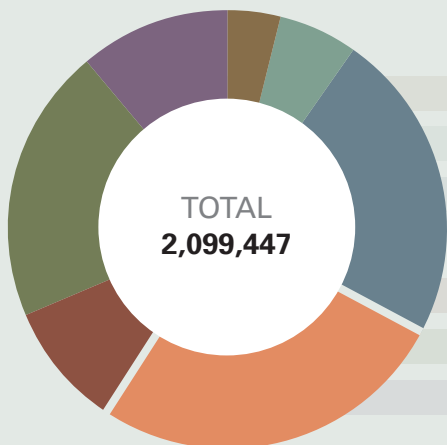


2012



2013

## Levels of education for Oregon residents, ages 25-64

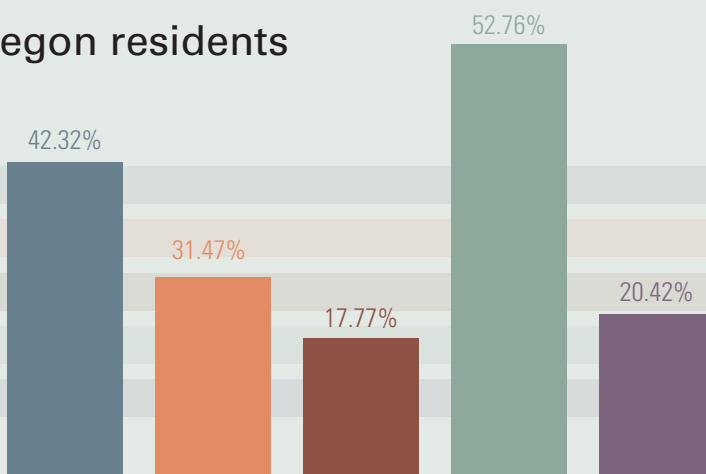


Less than ninth grade	84,243	4.01%
Ninth to 12th grade, no diploma	124,766	5.94%
High school graduate (including equivalency)	481,342	22.93%
<b>Some college, no degree</b>	<b>559,726</b>	<b>26.66%</b>
Associate degree	191,703	9.13%
Bachelor's degree	426,021	20.29%
Graduate or professional degree	231,646	11.03%

Source: U.S. Census Bureau, 2013 American Community Survey

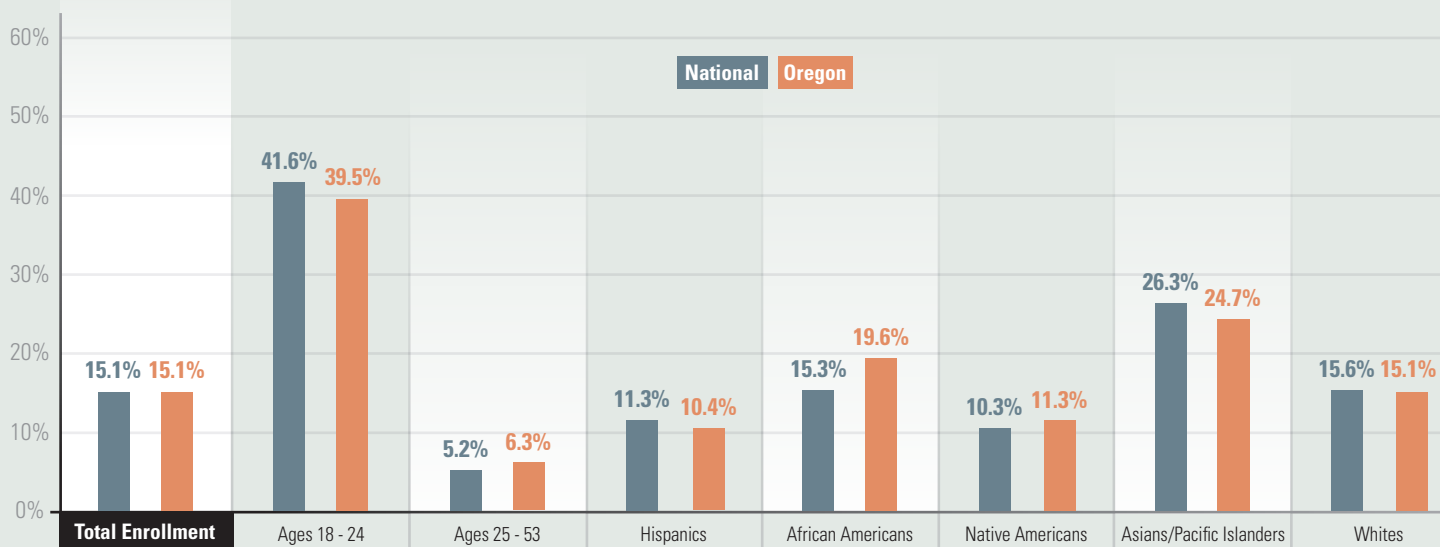
## Degree-attainment rates among Oregon residents (ages 25-64), by population group

White	42.32%
Black	31.47%
Hispanic	17.77%
Asian	52.76%
Native American	20.42%



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

## College enrollment among Oregon residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of Oregon residents (ages 25-64) with at least an associate degree, by county

Baker	32.03	Crook	22.98	Harney	29.03	Lake	29.73	Morrow	15.16	Union	33.39
Benton	59.17	Curry	25.97	Hood River	39.83	Lane	37.10	Multnomah	48.70	Wallowa	34.73
Clackamas	41.73	Deschutes	42.15	Jackson	32.37	Lincoln	30.41	Polk	39.10	Wasco	30.21
Clatsop	32.89	Douglas	26.92	Jefferson	23.48	Linn	28.97	Sherman	31.67	Washington	50.09
Columbia	29.80	Gilliam	26.17	Josephine	28.19	Malheur	19.95	Tillamook	25.22	Wheeler	27.75
Coos	26.58	Grant	32.58	Klamath	30.37	Marion	30.43	Umatilla	26.39	Yamhill	31.29

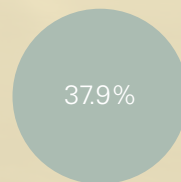
*Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates*

# PAA



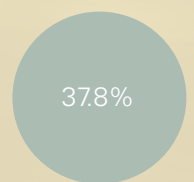
## Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree



37.9%

2008



37.8%

2009



# Pennsylvania

**T**he need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in Pennsylvania. As in other states, the economy of Pennsylvania is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state’s residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone’s attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Unfortunately, Pennsylvania is one of the 19 states that have not yet set or begun to develop a statewide goal to increase postsecondary attainment. Adopting such a goal — one that, among other things, addresses the critical need to close gaps in attainment for minority students, low-income students, working adults and other underrepresented students — would be an excellent step for Pennsylvania to take to focus action on expanding opportunity for its residents.

Pennsylvania is making progress on increasing attainment. The most recent Census data (2013) show that 40.5 percent of the state’s 6.7 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year’s rate of 39.7 percent. The state’s rate of higher education attainment is above the national rate of

40 percent. While attainment is increasing, it is not increasing rapidly enough to meet the national goal of 60 percent. We are making progress, but we need to do much more.

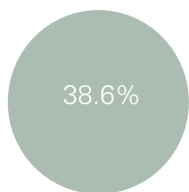
A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Pennsylvania was 46 percent, higher than that of the adult population as a whole and also above the national rate of 41.6 percent.

The steps that Pennsylvania and other states can take to increase attainment are laid out in Lumina’s state policy agenda. They are built around three priorities that states must pursue:

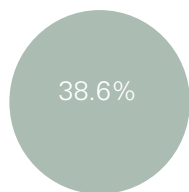
1. Improve the quality of student outcomes in terms of completion, learning and employment.
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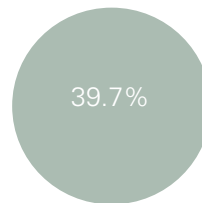
Many groups and individuals must work together to increase attainment. The imperative for Pennsylvania to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



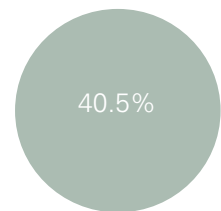
2010



2011

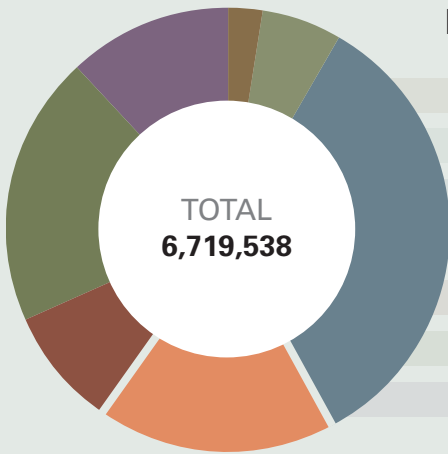


2012



2013

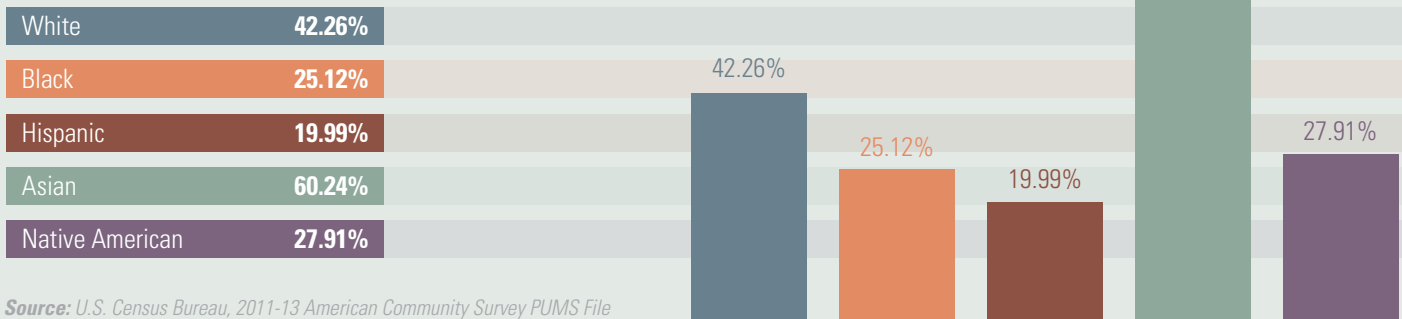
## Levels of education for Pennsylvania residents, ages 25-64



Less than ninth grade	169,610	2.52%
Ninth to 12th grade, no diploma	406,351	6.05%
High school graduate (including equivalency)	2,269,005	33.77%
<b>Some college, no degree</b>	<b>1,152,519</b>	<b>17.15%</b>
Associate degree	605,527	9.01%
Bachelor's degree	1,326,595	19.74%
Graduate or professional degree	789,931	11.76%

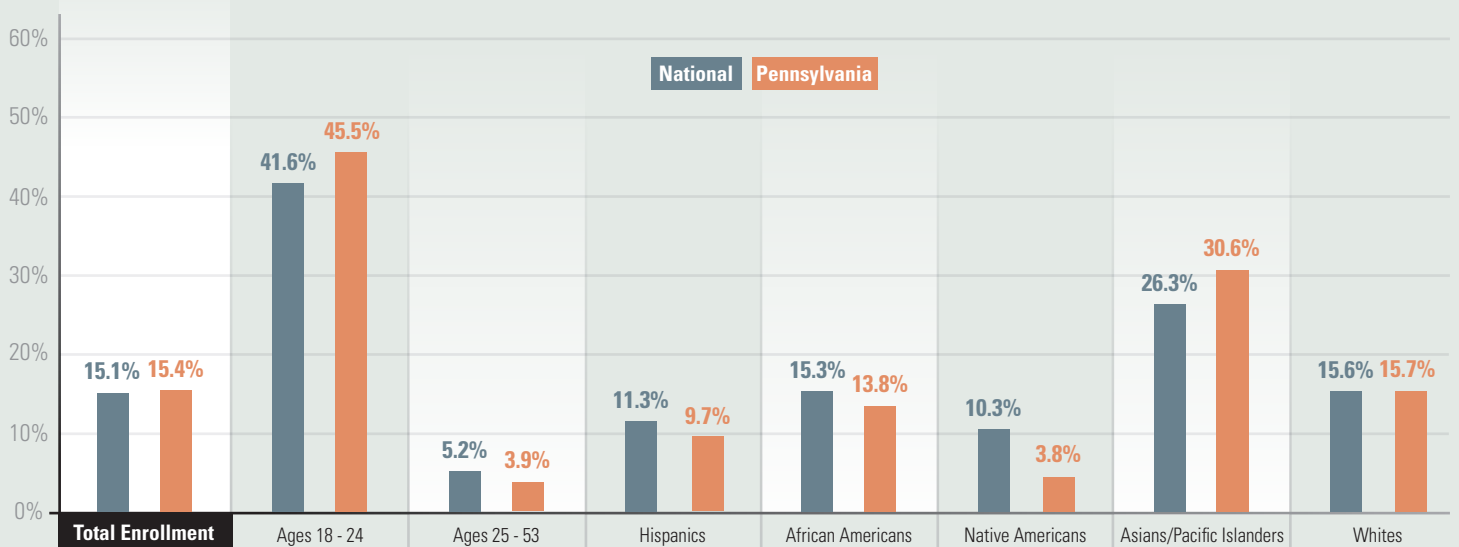
Source: U.S. Census Bureau, 2013 American Community Survey

## Degree-attainment rates among Pennsylvania residents (ages 25-64), by population group



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

## College enrollment among Pennsylvania residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of Pennsylvania residents (ages 25-64) with at least an associate degree, by county

Adams	30.30	Carbon	28.30	Erie	36.29	Lawrence	32.86	Northumberland	25.50	Venango	28.09
Allegheny	51.14	Centre	51.46	Fayette	25.49	Lebanon	29.31	Perry	26.22	Warren	30.36
Armstrong	27.16	Chester	58.37	Forest	13.32	Lehigh	40.84	Philadelphia	31.61	Washington	40.29
Beaver	38.57	Clarion	30.99	Franklin	29.36	Luzerne	34.05	Pike	31.82	Wayne	28.90
Bedford	22.77	Clearfield	26.11	Fulton	20.54	Lycoming	32.66	Potter	25.03	Westmoreland	40.73
Berks	32.87	Clinton	28.77	Greene	24.72	McKean	26.47	Schuylkill	27.00	Wyoming	27.95
Blair	30.93	Columbia	31.80	Huntingdon	22.64	Mercer	32.32	Snyder	28.27	York	33.16
Bradford	28.42	Crawford	28.66	Indiana	34.32	Mifflin	21.28	Somerset	25.63		
Bucks	47.17	Cumberland	43.78	Jefferson	26.26	Monroe	35.18	Sullivan	27.15		
Butler	45.21	Dauphin	39.85	Juniata	21.26	Montgomery	56.68	Susquehanna	27.01		
Cambria	32.25	Delaware	46.28	Lackawanna	40.12	Montour	36.51	Tioga	30.18		
Cameron	26.44	Elk	28.79	Lancaster	32.97	Northampton	39.54	Union	29.03		

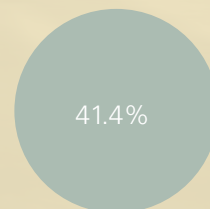
Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates

# RI

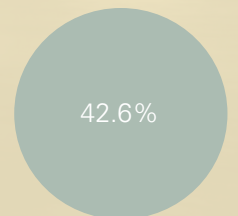


## Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree



2008



2009





# Rhode Island

**T**he need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in Rhode Island. As in other states, the economy of Rhode Island is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state's residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone's attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Rhode Island is one of those states. However, it is one of 15 states that — despite having set a statewide attainment goal or being in the process of developing one — still have work to do to strengthen that goal. Specifically, these states need to make sure that their attainment goals adequately address the critical need to close gaps in attainment for underrepresented students, such as minority students, low-income students and working adults.

Rhode Island is making progress on increasing attainment. The most recent Census data (2013) show that 43.8 percent of the state's 557,000 working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year's rate of 43.2 percent. The state's rate of higher education attainment is above the national rate of

40 percent. While attainment is increasing, it is not increasing rapidly enough to meet the national goal of 60 percent. We are making progress, but we need to do much more.

A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Rhode Island was 45.7 percent, higher than that of the adult population as a whole and also above the national rate of 41.6 percent.

The steps that Rhode Island and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

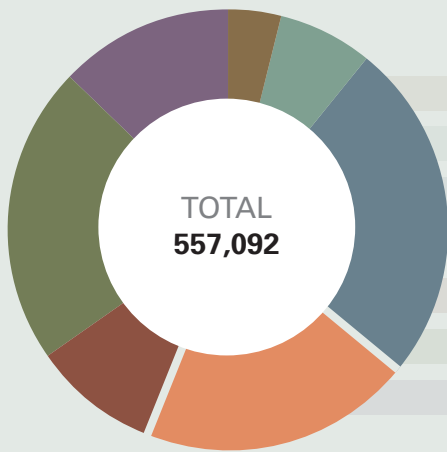
1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
3. Create smarter pathways for students.

The details of Lumina's state policy agenda can be found at <http://strategylabs.luminafoundation.org/higher-education-state-policy-agenda/>. This site also contains extensive information about the progress states are making on the attainment agenda as well as resources that states can draw on to reach their own attainment goals.

Many groups and individuals must work together to increase attainment. The imperative for Rhode Island to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



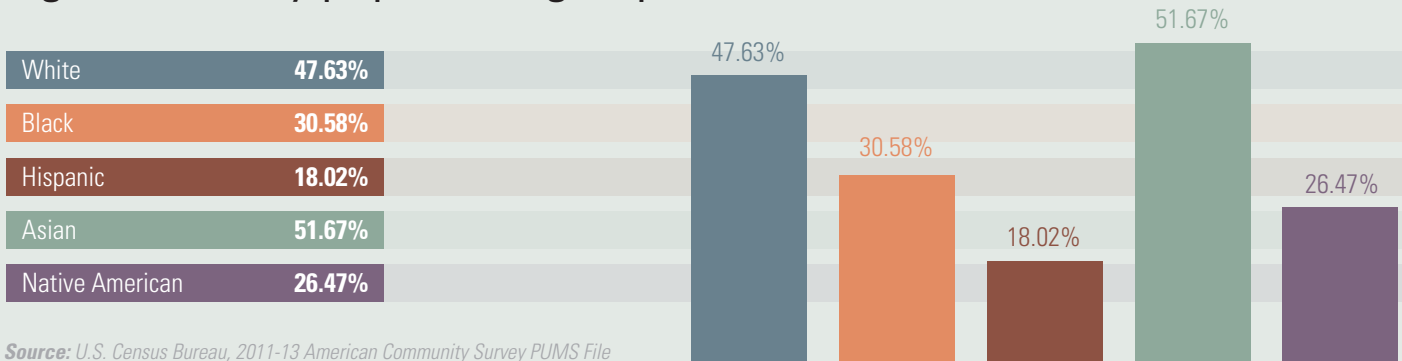
## Levels of education for Rhode Island residents, ages 25-64



Less than ninth grade	23,123	4.15%
Ninth to 12th grade, no diploma	37,747	6.78%
High school graduate (including equivalency)	140,652	25.25%
<b>Some college, no degree</b>	<b>111,779</b>	<b>20.06%</b>
Associate degree	51,634	9.27%
Bachelor's degree	121,434	21.80%
Graduate or professional degree	70,723	12.70%

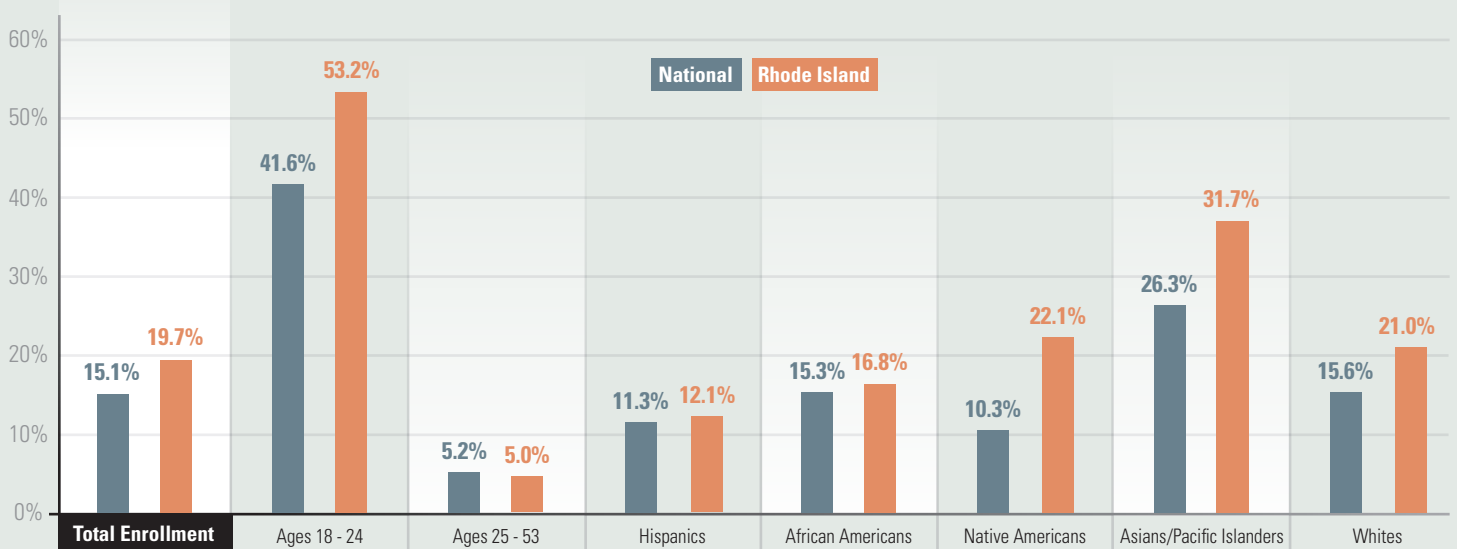
Source: U.S. Census Bureau, 2013 American Community Survey

## Degree-attainment rates among Rhode Island residents (ages 25-64), by population group



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

## College enrollment among Rhode Island residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of Rhode Island residents (ages 25-64) with at least an associate degree, by county

Bristol	56.23	Kent	44.59	Newport	56.69	Providence	37.36	Washington	56.33
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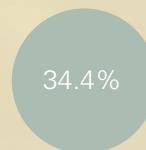
*Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates*

# SEE



## Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree



34.4%

2008



34.9%

2009



# South Carolina

The need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in South Carolina. As in other states, the economy of South Carolina is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state’s residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone’s attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. South Carolina is one of those states; in fact, it is among only 16 states that meet the criteria for a strong state attainment goal. Most notably, the state’s goal addresses the critical need to close gaps in attainment for underrepresented students, such as minority students, low-income students and working adults.

South Carolina is making progress on increasing attainment. The most recent Census data (2013) show that 36.8 percent of the state’s 2.5 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year’s rate of 36.1 percent. The state’s rate of higher education attainment is below the national rate of 40 percent. While attainment is increasing, it is not increasing

rapidly enough to meet the national goal of 60 percent. We are making progress, but we need to do much more.

A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in South Carolina was 36.9 percent, higher than that of the adult population as a whole but below the national rate of 41.6 percent.

The steps that South Carolina and other states can take to increase attainment are laid out in Lumina’s state policy agenda. They are built around three priorities that states must pursue:

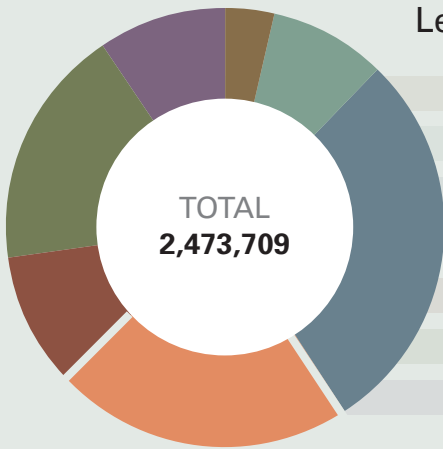
1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
3. Create smarter pathways for students.

The details of Lumina’s state policy agenda can be found at <http://strategylabs.luminafoundation.org/higher-education-state-policy-agenda/>. This site also contains extensive information about the progress states are making on the attainment agenda as well as resources that states can draw on to reach their own attainment goals.

Many groups and individuals must work together to increase attainment. The imperative for South Carolina to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



## Levels of education for South Carolina residents, ages 25-64

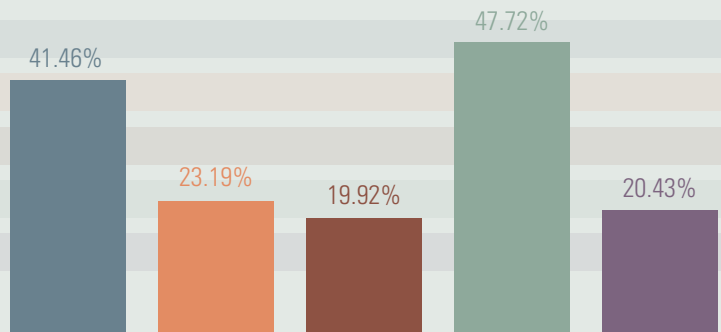


Less than ninth grade	92,296	<b>3.73%</b>
Ninth to 12th grade, no diploma	215,767	<b>8.72%</b>
High school graduate (including equivalency)	704,554	<b>28.48%</b>
<b>Some college, no degree</b>	<b>551,154</b>	<b>22.28%</b>
Associate degree	241,519	<b>9.76%</b>
Bachelor's degree	435,158	<b>17.59%</b>
Graduate or professional degree	233,261	<b>9.43%</b>

Source: U.S. Census Bureau, 2013 American Community Survey

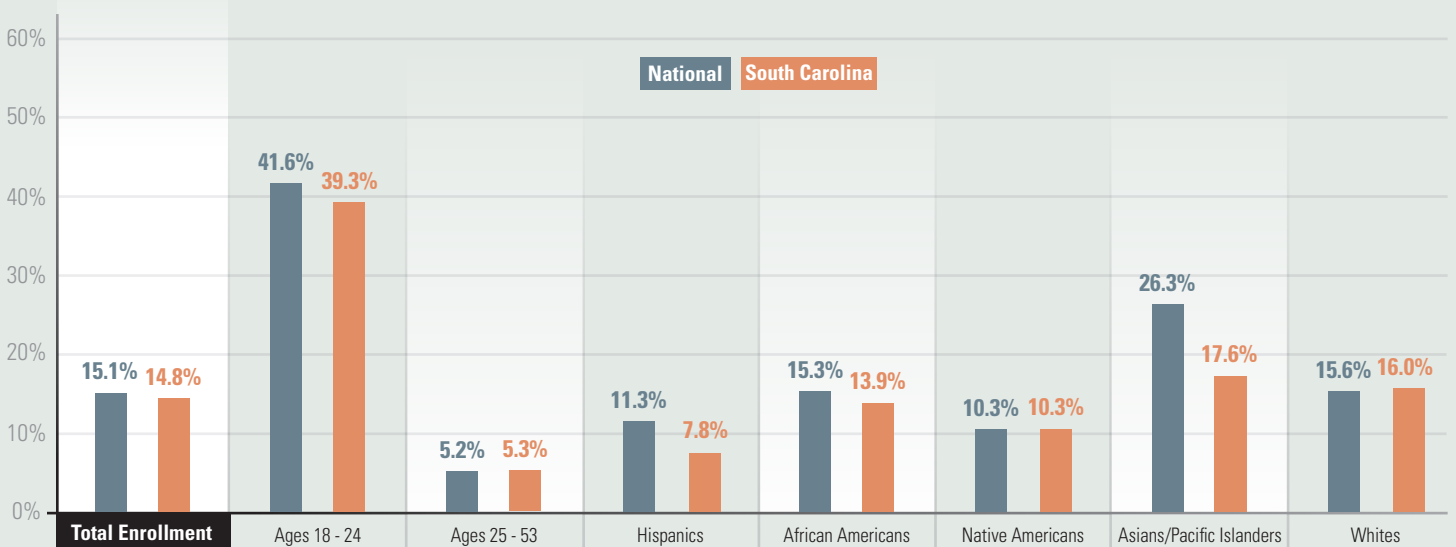
## Degree-attainment rates among South Carolina residents (ages 25-64), by population group

White	<b>41.46%</b>
Black	<b>23.19%</b>
Hispanic	<b>19.92%</b>
Asian	<b>47.72%</b>
Native American	<b>20.43%</b>



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

## College enrollment among South Carolina residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of South Carolina residents (ages 25-64) with at least an associate degree, by county

Abbeville	25.49	Calhoun	27.82	Dillon	15.73	Hampton	20.24	McCormick	25.92	Saluda	22.35
Aiken	32.84	Charleston	49.52	Dorchester	36.22	Horry	34.01	Marion	21.39	Spartanburg	33.89
Allendale	21.29	Cherokee	23.90	Edgefield	24.69	Jasper	18.83	Marlboro	13.73	Sumter	30.10
Anderson	31.30	Chester	21.67	Fairfield	27.23	Kershaw	28.73	Newberry	30.69	Union	23.52
Bamberg	33.00	Chesterfield	21.22	Florence	31.38	Lancaster	28.59	Oconee	31.56	Williamsburg	22.28
Barnwell	21.97	Clarendon	22.05	Georgetown	31.02	Laurens	23.50	Orangeburg	28.85	York	41.05
Beaufort	42.56	Colleton	24.18	Greenville	42.12	Lee	16.53	Pickens	34.64		
Berkeley	32.34	Darlington	25.59	Greenwood	32.77	Lexington	40.33	Richland	46.48		

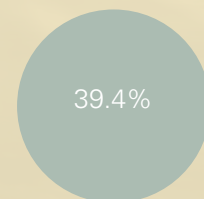
*Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates*

# SD

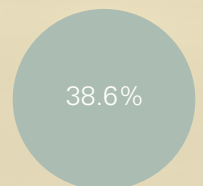


## Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree



2008



2009





# South Dakota

The need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in South Dakota. As in other states, the economy of South Dakota is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state’s residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone’s attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Unfortunately, South Dakota is one of the 19 states that have not yet set or begun to develop a statewide goal to increase postsecondary attainment. Adopting such a goal — one that, among other things, addresses the critical need to close gaps in attainment for minority students, low-income students, working adults and other underrepresented students — would be an excellent step for South Dakota to take to focus action on expanding opportunity for its residents.

South Dakota is making progress on increasing attainment. The most recent Census data (2013) show that 41.9 percent of the state’s 426,000 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year’s rate of 39.6 percent. The state’s rate of higher education attainment is above the national rate of

40 percent. While attainment is increasing, it is not increasing rapidly enough to meet the national goal of 60 percent. We are making progress, but we need to do much more.

A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in South Dakota was 45.5 percent, higher than that of the adult population as a whole and also above the national rate of 41.6 percent.

The steps that South Dakota and other states can take to increase attainment are laid out in Lumina’s state policy agenda. They are built around three priorities that states must pursue:

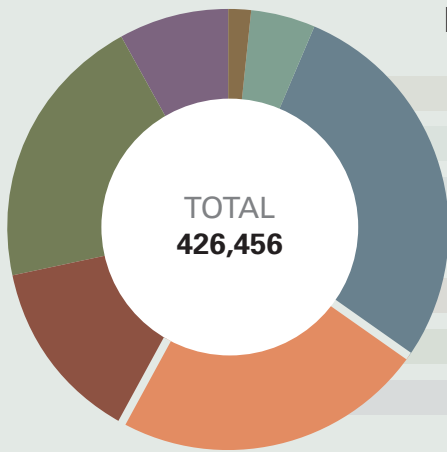
1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
3. Create smarter pathways for students.

The details of Lumina’s state policy agenda can be found at <http://strategy-labs.luminafoundation.org/higher-education-state-policy-agenda/>. This site also contains extensive information about the progress states are making on the attainment agenda as well as resources that states can draw on to reach their own attainment goals.

Many groups and individuals must work together to increase attainment. The imperative for South Dakota to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



## Levels of education for South Dakota residents, ages 25-64

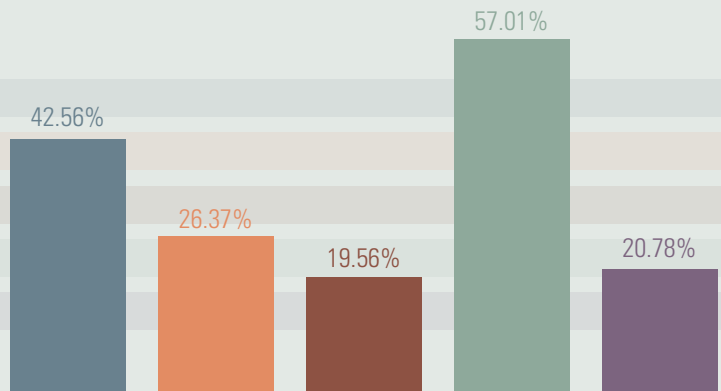


Less than ninth grade	8,096	1.90%
Ninth to 12th grade, no diploma	19,671	4.61%
High school graduate (including equivalency)	121,494	28.49%
<b>Some college, no degree</b>	<b>98,717</b>	<b>23.15%</b>
Associate degree	57,948	13.59%
Bachelor's degree	87,116	20.43%
Graduate or professional degree	33,414	7.84%

Source: U.S. Census Bureau, 2013 American Community Survey

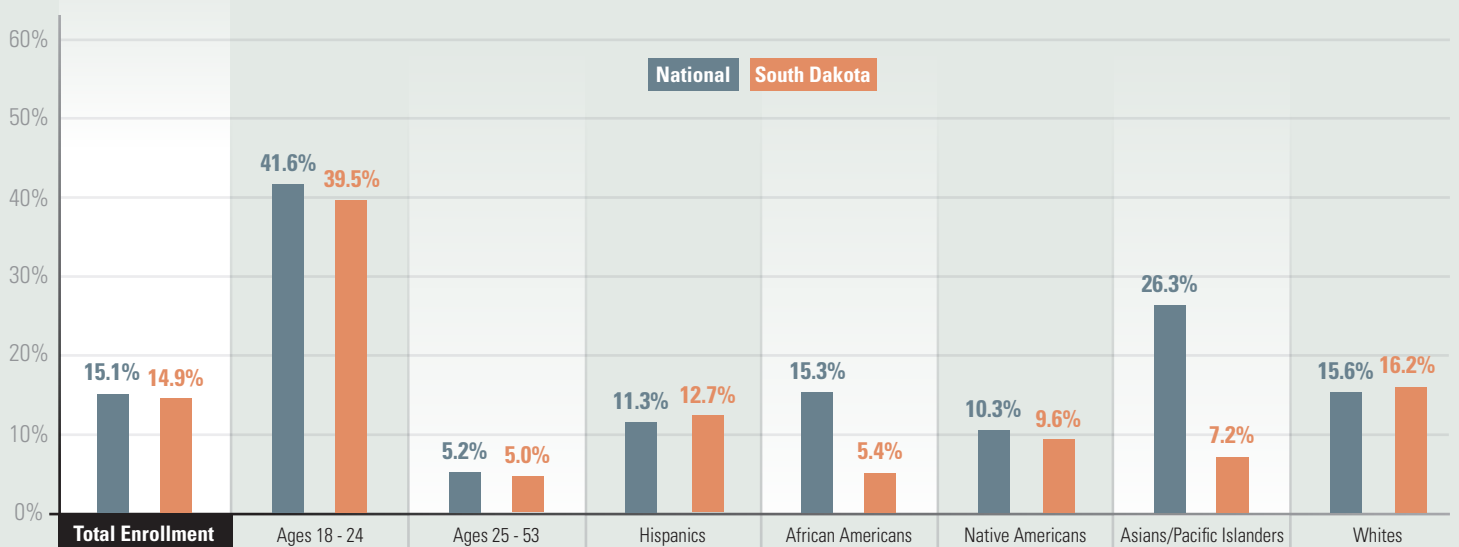
## Degree-attainment rates among South Dakota residents (ages 25-64), by population group

White	42.56%
Black	26.37%
Hispanic	19.56%
Asian	57.01%
Native American	20.78%



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

## College enrollment among South Dakota residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of South Dakota residents (ages 25-64) with at least an associate degree, by county

Aurora	36.38	Clark	33.41	Fall River	34.59	Hyde	34.14	Marshall	39.93	Shannon	21.54
Beadle	29.41	Clay	51.27	Faulk	43.45	Jackson	29.61	Meade	33.50	Spink	33.31
Bennett	30.81	Codington	35.82	Grant	28.96	Jerauld	27.63	Mellette	29.17	Stanley	40.51
Bon Homme	29.33	Corson	28.72	Gregory	30.86	Jones	22.70	Miner	37.71	Sully	46.55
Brookings	52.82	Custer	41.22	Haakon	34.09	Kingsbury	40.68	Minnehaha	43.33	Todd	19.78
Brown	41.15	Davison	46.62	Hamlin	30.67	Lake	41.77	Moody	37.36	Tripp	35.10
Brule	36.44	Day	29.77	Hand	33.76	Lawrence	40.41	Pennington	40.07	Turner	35.37
Buffalo	16.46	Deuel	32.68	Hanson	39.20	Lincoln	55.97	Perkins	27.31	Union	48.12
Butte	29.84	Dewey	24.91	Harding	41.40	Lyman	31.97	Potter	34.52	Walworth	36.73
Campbell	35.57	Douglas	31.53	Hughes	45.33	McCook	40.13	Roberts	32.11	Yankton	36.35
Charles Mix	30.16	Edmunds	42.23	Hutchinson	39.34	McPherson	31.37	Sanborn	34.26	Ziebach	23.97

Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates

# TN



## Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree

31.3%

2008

31.8%

2009



# Tennessee

**T**he need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in Tennessee. As in other states, the economy of Tennessee is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state’s residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone’s attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Tennessee is one of those states; in fact, it is among only 16 states that meet the criteria for a strong state attainment goal. Most notably, the state’s goal addresses the critical need to close gaps in attainment for underrepresented students, such as minority students, low-income students and working adults.

Tennessee is making progress on increasing attainment. The most recent Census data (2013) show that 33.8 percent of the state’s 3.4 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year’s rate of 33.3 percent. The state’s rate of higher education attainment is below the national rate of 40 percent. While attainment is increasing, it is not increasing

rapidly enough to meet the national goal of 60 percent. We are making progress, but we need to do much more.

A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Tennessee was 37 percent, higher than that of the adult population as a whole but below the national rate of 41.6 percent.

The steps that Tennessee and other states can take to increase attainment are laid out in Lumina’s state policy agenda. They are built around three priorities that states must pursue:

1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
3. Create smarter pathways for students.

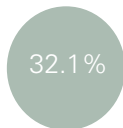
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Many groups and individuals must work together to increase attainment. The imperative for Tennessee to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



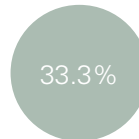
31.9%

2010



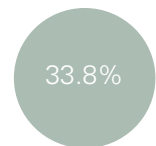
32.1%

2011



33.3%

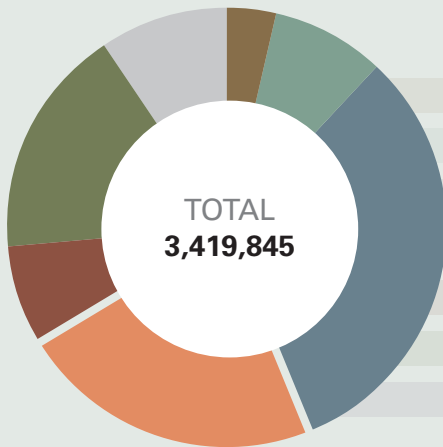
2012



33.8%

2013

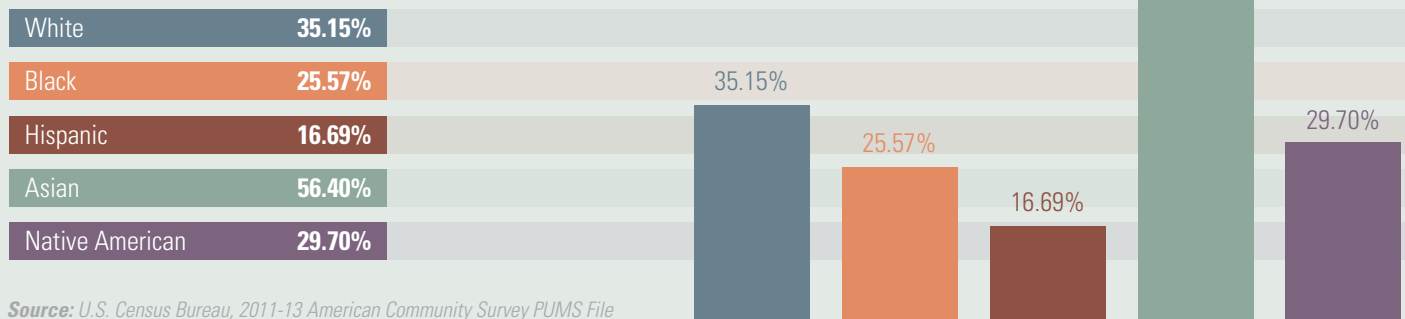
## Levels of education for Tennessee residents, ages 25-64



Less than ninth grade	129,589	3.79%
Ninth to 12th grade, no diploma	280,936	8.21%
High school graduate (including equivalency)	1,099,528	32.15%
<b>Some college, no degree</b>	<b>752,337</b>	<b>22.00%</b>
Associate degree	257,289	7.52%
Bachelor's degree	582,671	17.04%
Graduate or professional degree	317,495	9.28%

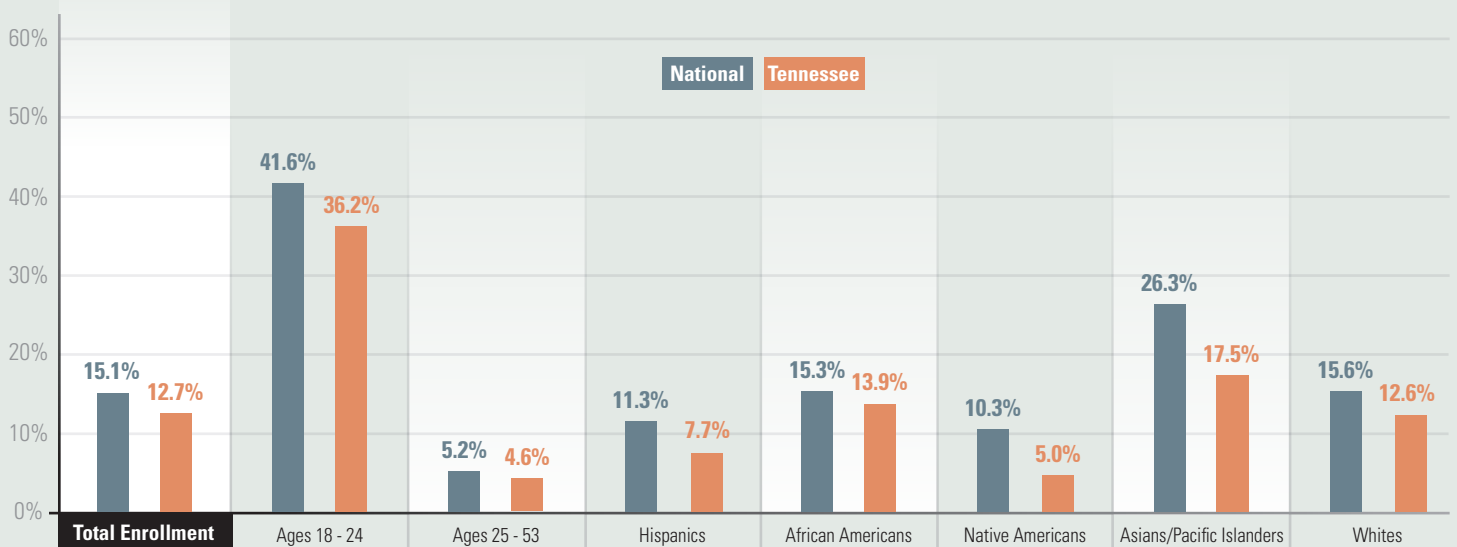
Source: U.S. Census Bureau, 2013 American Community Survey

## Degree-attainment rates among Tennessee residents (ages 25-64), by population group



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

## College enrollment among Tennessee residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of Tennessee residents (ages 25-64) with at least an associate degree, by county

Anderson	30.46	Crockett	18.40	Hamilton	37.32	Lauderdale	15.52	Morgan	12.80	Stewart	20.87
Bedford	18.59	Cumberland	23.36	Hancock	12.84	Lawrence	19.31	Obion	19.43	Sullivan	29.92
Benton	15.70	Davidson	44.01	Hardeman	13.90	Lewis	20.42	Overton	17.94	Sumner	33.95
Bledsoe	14.82	Decatur	21.80	Hardin	16.87	Lincoln	24.23	Perry	19.01	Tipton	25.40
Blount	30.34	DeKalb	17.89	Hawkins	21.45	Loudon	30.46	Pickett	23.18	Trousdale	18.56
Bradley	29.20	Dickson	21.14	Haywood	15.24	McMinn	24.30	Polk	18.55	Unicoi	21.57
Campbell	14.48	Dyer	26.49	Henderson	20.88	McNairy	18.44	Putnam	29.11	Union	13.99
Cannon	18.07	Fayette	29.58	Henry	20.17	Macon	17.06	Rhea	16.93	Van Buren	14.38
Carroll	20.99	Fentress	16.52	Hickman	16.59	Madison	32.25	Roane	27.47	Warren	19.35
Carter	24.20	Franklin	25.99	Houston	14.53	Marion	20.23	Robertson	25.56	Washington	38.29
Cheatham	28.11	Gibson	24.17	Humphreys	18.87	Marshall	21.22	Rutherford	37.42	Wayne	15.35
Chester	25.02	Giles	21.45	Jackson	16.74	Maury	27.33	Scott	18.70	Weakley	27.49
Claiborne	21.31	Grainger	16.41	Jefferson	21.80	Meigs	13.78	Sequatchie	21.62	White	18.02
Clay	18.00	Greene	23.38	Johnson	16.00	Monroe	17.68	Sevier	23.05	Williamson	62.98
Cocke	16.51	Grundy	13.37	Knox	46.99	Montgomery	33.82	Shelby	36.98	Wilson	37.14
Coffee	25.62	Hamblen	23.80	Lake	8.40	Moore	21.49	Smith	17.82		

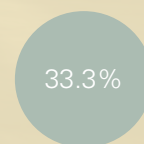
Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates

# TX

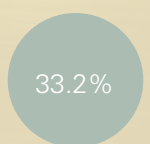


## Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree



2008



2009



# Texas



The need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in Texas. As in other states, the economy of Texas is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state's residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone's attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Texas is one of those states; in fact, it is among only 16 states that meet the criteria for a strong state attainment goal. Most notably, the state's goal addresses the critical need to close gaps in attainment for underrepresented students, such as minority students, low-income students and working adults.

Texas is making progress on increasing attainment. The most recent Census data (2013) show that 35.4 percent of the state's 13.7 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year's rate of 34.6 percent. The state's rate of higher education attainment is below the national rate of 40 percent. While attainment is increasing, it is not increasing

rapidly enough to meet the national goal of 60 percent. We are making progress, but we need to do much more.

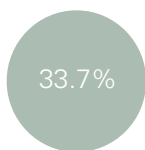
A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Texas was 35.3 percent, lower than that of the adult population as a whole and also below the national rate of 41.6 percent.

The steps that Texas and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
3. Create smarter pathways for students.

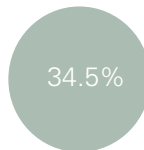
The details of Lumina's state policy agenda can be found at <http://strategylabs.luminafoundation.org/higher-education-state-policy-agenda/>. This site also contains extensive information about the progress states are making on the attainment agenda as well as resources that states can draw on to reach their own attainment goals.

Many groups and individuals must work together to increase attainment. The imperative for Texas to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



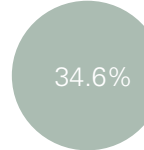
33.7%

2010



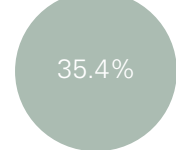
34.5%

2011



34.6%

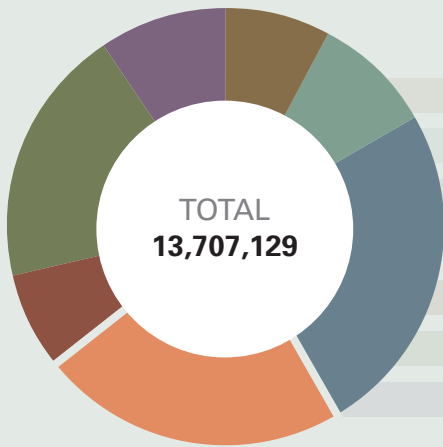
2012



35.4%

2013

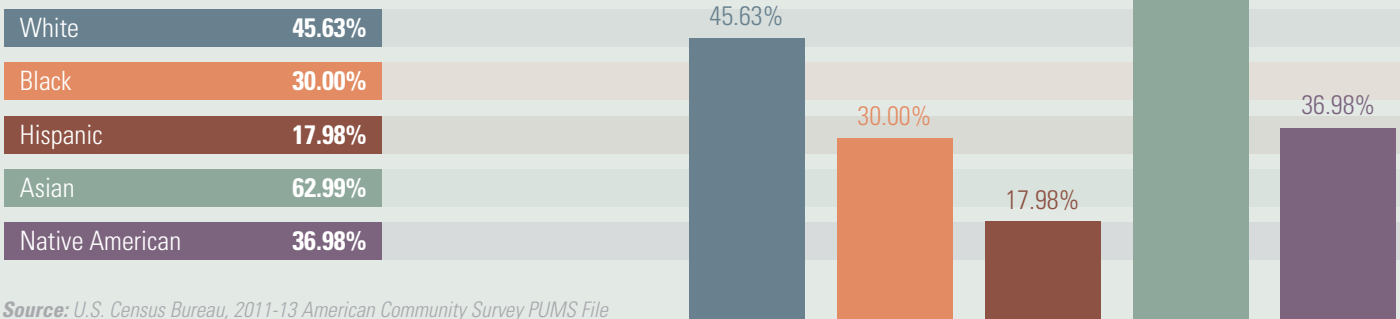
## Levels of education for Texas residents, ages 25-64



Less than ninth grade	1,079,729	7.88%
Ninth to 12th grade, no diploma	1,232,547	8.99%
High school graduate (including equivalency)	3,386,772	24.71%
<b>Some college, no degree</b>	<b>3,153,878</b>	<b>23.01%</b>
Associate degree	958,405	6.99%
Bachelor's degree	2,628,208	19.17%
Graduate or professional degree	1,267,590	9.25%

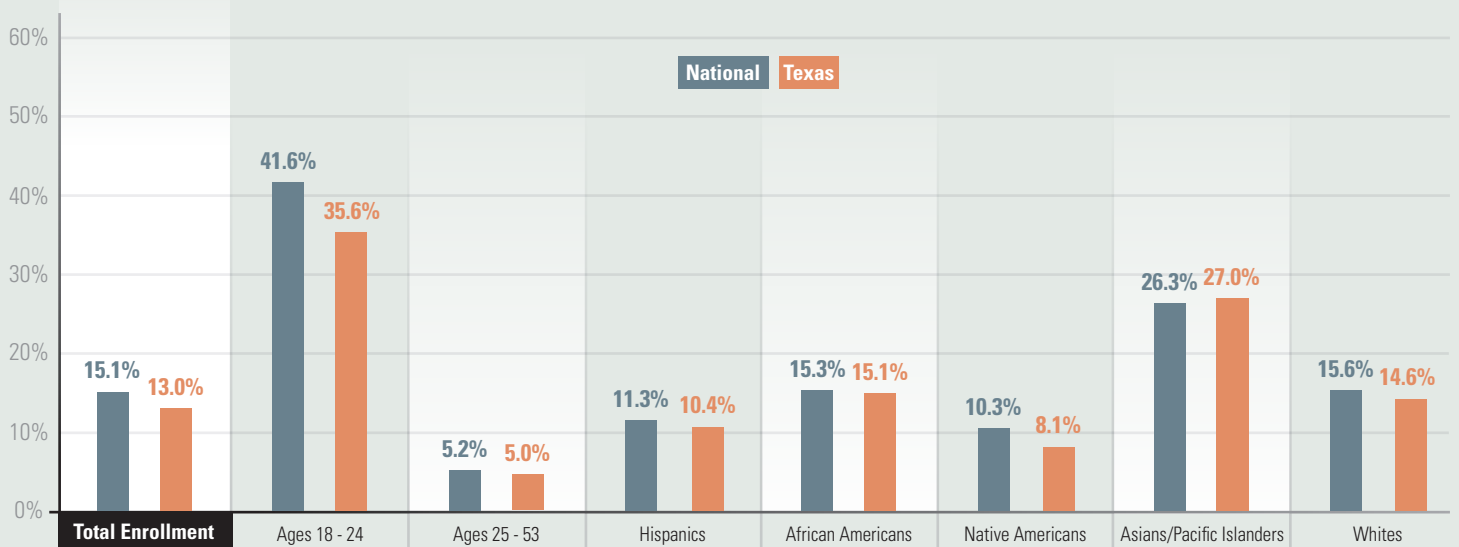
Source: U.S. Census Bureau, 2013 American Community Survey

## Degree-attainment rates among Texas residents (ages 25-64), by population group



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

## College enrollment among Texas residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of Texas residents (ages 25-64) with at least an associate degree, by county

Anderson	16.32	Collingsworth	28.35	Glasscock	29.50	Kendall	49.81	Motley	29.25	Sterling	28.19
Andrews	19.82	Colorado	23.39	Goliad	31.79	Kenedy	14.72	Nacogdoches	29.16	Stonewall	27.36
Angelina	22.91	Comal	42.25	Gonzales	17.77	Kent	38.10	Navarro	23.60	Sutton	22.42
Aransas	27.01	Comanche	27.78	Gray	23.71	Kerr	33.07	Newton	13.73	Swisher	23.20
Archer	29.82	Concho	11.25	Grayson	29.27	Kimble	20.98	Nolan	23.91	Tarrant	37.34
Armstrong	36.69	Cooke	26.94	Gregg	29.41	King	25.22	Nueces	27.86	Taylor	32.20
Atascosa	19.87	Coryell	24.96	Grimes	18.09	Kinney	16.27	Ochiltree	19.84	Terrell	23.28
Austin	29.00	Cottle	24.68	Guadalupe	35.46	Kleberg	32.64	Oldham	37.03	Terry	23.94
Bailey	20.60	Crane	19.87	Hale	18.89	Knox	20.20	Orange	21.96	Throckmorton	29.34
Bandera	32.44	Crockett	19.63	Hall	25.14	Lamar	25.01	Palo Pinto	19.63	Titus	20.83
Bastrop	24.25	Crosby	20.11	Hamilton	26.41	Lamb	20.50	Panola	20.26	Tom Green	29.38
Baylor	33.26	Culberson	19.83	Hansford	27.02	Lampasas	29.83	Parker	34.30	Travis	51.45
Bee	13.98	Dallam	18.27	Hardeman	22.11	La Salle	8.69	Parmer	21.01	Trinity	12.93
Bell	32.76	Dallas	34.59	Hardin	25.60	Lavaca	25.03	Pecos	17.84	Tyler	17.26
Bexar	34.96	Dawson	13.08	Harris	34.73	Lee	24.30	Polk	16.03	Upshur	21.74
Blanco	29.37	Deaf Smith	20.12	Harrison	27.69	Leon	19.01	Potter	22.58	Upton	17.02
Borden	50.34	Delta	21.56	Hartley	24.85	Liberty	13.74	Presidio	29.13	Uvalde	26.03
Bosque	21.09	Denton	50.03	Haskell	14.92	Limestone	19.35	Rains	18.09	Val Verde	23.85
Bowie	26.05	DeWitt	19.92	Hays	44.07	Lipscomb	26.45	Randall	41.24	Van Zandt	21.37
Brazoria	37.59	Dickens	20.89	Hemphill	24.19	Live Oak	23.17	Reagan	13.77	Victoria	25.69
Brazos	44.80	Dimmit	12.19	Henderson	22.70	Llano	31.33	Real	29.02	Walker	21.03
Brewster	43.44	Donley	27.04	Hidalgo	21.62	Loving	8.33	Red River	21.85	Waller	24.71
Briscoe	26.10	Duval	12.94	Hill	22.72	Lubbock	35.04	Reeves	15.00	Ward	19.08
Brooks	13.83	Eastland	23.22	Hockley	24.37	Lynn	22.22	Refugio	20.05	Washington	35.03
Brown	21.91	Ector	19.45	Hood	30.80	McCulloch	20.28	Roberts	37.88	Webb	25.25
Burleson	15.94	Edwards	29.72	Hopkins	22.64	McLennan	32.29	Robertson	20.37	Wharton	23.17
Burnet	25.80	Ellis	29.31	Houston	20.17	McMullen	12.19	Rockwall	45.81	Wheeler	29.22
Caldwell	21.44	El Paso	29.85	Howard	20.05	Madison	18.50	Runnels	21.27	Wichita	28.89
Calhoun	22.62	Erath	30.88	Hudspeth	12.97	Marion	19.73	Rusk	20.71	Wilbarger	25.65
Callahan	22.53	Falls	14.83	Hunt	24.11	Martin	16.85	Sabine	18.16	Willacy	12.86
Cameron	22.36	Fannin	21.68	Hutchinson	22.25	Mason	34.41	San Augustine	19.80	Williamson	47.47
Camp	23.18	Fayette	23.55	Irion	19.09	Matagorda	22.72	San Jacinto	13.58	Wilson	27.50
Carson	30.94	Fisher	25.53	Jack	14.61	Maverick	20.17	San Patricio	22.96	Winkler	15.34
Cass	19.72	Floyd	24.04	Jackson	25.32	Medina	28.72	San Saba	15.01	Wise	23.36
Castro	14.31	Foard	31.07	Jasper	17.52	Menard	17.04	Schleicher	25.57	Wood	22.42
Chambers	26.70	Fort Bend	49.79	Jeff Davis	38.22	Midland	31.72	Scurry	24.38	Yoakum	22.68
Cherokee	21.65	Franklin	24.40	Jefferson	25.24	Milam	21.07	Shackelford	30.92	Young	22.82
Childress	28.85	Freestone	20.79	Jim Hogg	12.64	Mills	31.45	Shelby	18.69	Zapata	13.95
Clay	27.50	Frio	10.30	Jim Wells	18.28	Mitchell	16.91	Sherman	26.98	Zavala	21.60
Cochran	18.15	Gaines	19.94	Johnson	24.83	Montague	23.28	Smith	35.34		
Coke	32.91	Galveston	38.59	Jones	11.40	Montgomery	39.09	Somervell	40.21		
Coleman	21.04	Garza	13.29	Karnes	16.50	Moore	18.74	Starr	12.15		
Collin	58.86	Gillespie	35.44	Kaufman	25.37	Morris	27.35	Stephens	23.93		

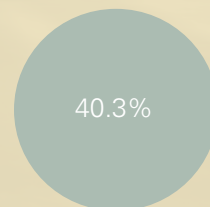
Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates

# UJIT

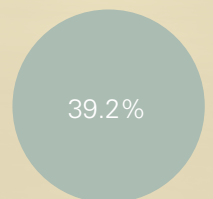


## Tracking the trend

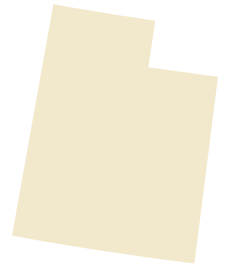
Percentage of the state's working-age population (25-64) with at least an associate degree



2008



2009



# Utah

The need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in Utah. As in other states, the economy of Utah is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state’s residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone’s attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Utah is one of those states. However, it is one of 15 states that — despite having set a statewide attainment goal or being in the process of developing one — still have work to do to strengthen that goal. Specifically, these states need to make sure that their attainment goals adequately address the critical need to close gaps in attainment for underrepresented students, such as minority students, low-income students and working adults.

Utah is making progress on increasing attainment. The most recent Census data (2013) show that 41.6 percent of the state’s 1.4 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year’s rate of 41.4 percent. The state’s rate of higher education attainment is above the national rate of 40 percent.

While attainment is increasing, it is not increasing rapidly enough to meet the national goal of 60 percent. We are making progress, but we need to do much more.

A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Utah was 41.6 percent, the same as that of the adult population as a whole and also equal to the national rate.

The steps that Utah and other states can take to increase attainment are laid out in Lumina’s state policy agenda. They are built around three priorities that states must pursue:

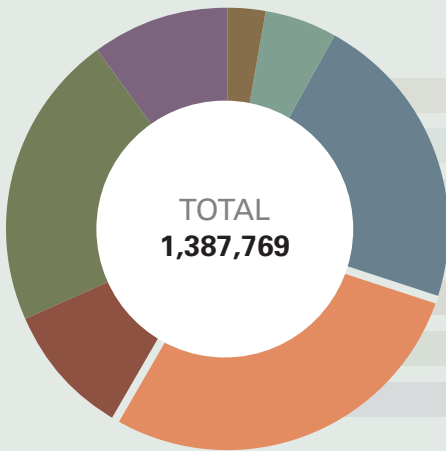
1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
3. Create smarter pathways for students.

The details of Lumina’s state policy agenda can be found at <http://strategylabs.luminafoundation.org/higher-education-state-policy-agenda/>. This site also contains extensive information about the progress states are making on the attainment agenda as well as resources that states can draw on to reach their own attainment goals.

Many groups and individuals must work together to increase attainment. The imperative for Utah to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



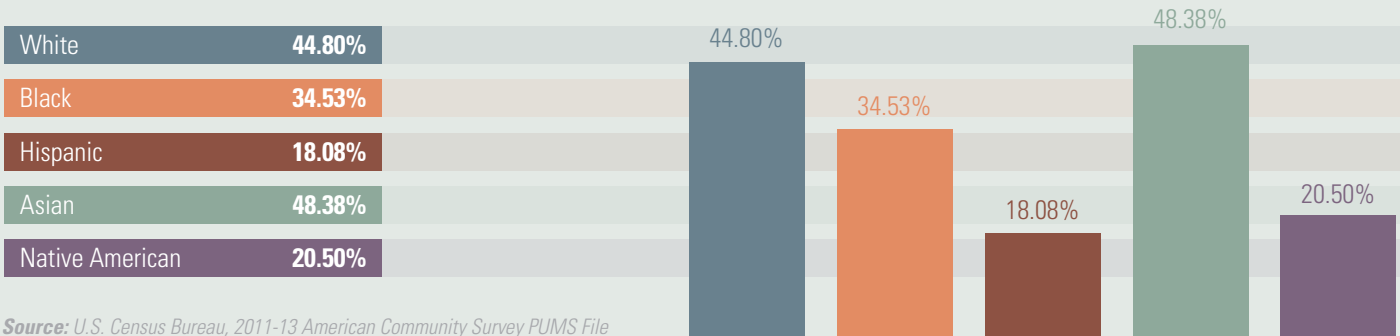
## Levels of education for Utah residents, ages 25-64



Less than ninth grade	38,965	2.81%
Ninth to 12th grade, no diploma	75,340	5.43%
High school graduate (including equivalency)	305,820	22.04%
<b>Some college, no degree</b>	<b>390,395</b>	<b>28.13%</b>
Associate degree	141,202	10.17%
Bachelor's degree	298,101	21.48%
Graduate or professional degree	137,946	9.94%

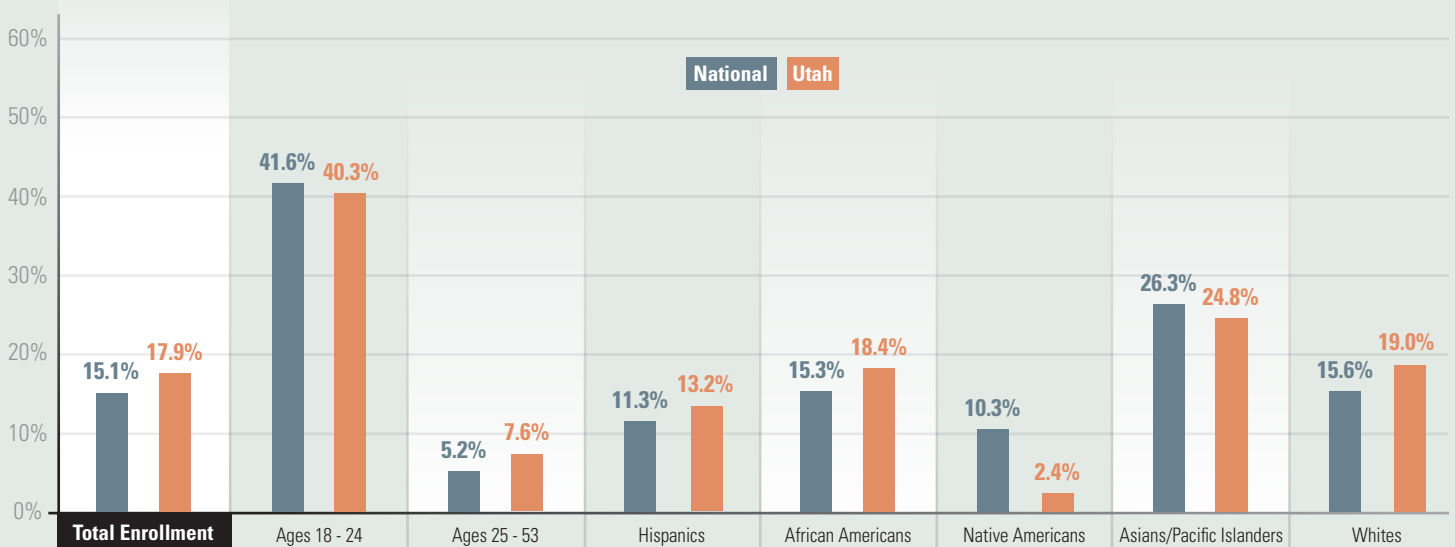
Source: U.S. Census Bureau, 2013 American Community Survey

## Degree-attainment rates among Utah residents (ages 25-64), by population group



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

## College enrollment among Utah residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of Utah residents (ages 25-64) with at least an associate degree, by county

Beaver	27.96	Davis	46.54	Iron	37.54	Piute	27.71	Sevier	27.44	Wasatch	43.90
Box Elder	30.05	Duchesne	25.02	Juab	28.18	Rich	25.50	Summit	56.48	Washington	36.70
Cache	44.48	Emery	27.33	Kane	34.47	Salt Lake	40.69	Tooele	31.63	Wayne	37.79
Carbon	27.49	Garfield	32.28	Millard	29.49	San Juan	29.82	Uintah	24.77	Weber	32.57
Daggett	30.05	Grand	36.92	Morgan	44.81	Sanpete	32.32	Utah	48.24		

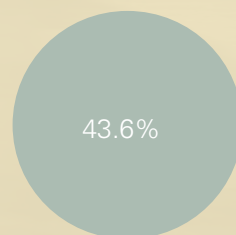
*Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates*

# W T



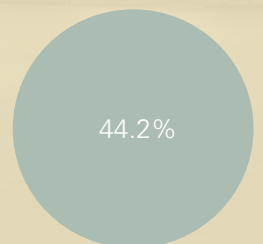
## Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree



43.6%

2008



44.2%

2009



# Vermont



The need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in Vermont. As in other states, the economy of Vermont is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state's residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone's attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Vermont is one of those states. However, it is one of 15 states that — despite having set a statewide attainment goal or being in the process of developing one — still have work to do to strengthen that goal. Specifically, these states need to make sure that their attainment goals adequately address the critical need to close gaps in attainment for underrepresented students, such as minority students, low-income students and working adults.

Vermont needs to make more progress on increasing attainment. The most recent Census data (2013) show that 45.5 percent of the state's 334,000 working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is a decrease from last year's rate of 47 percent. The state's rate of higher education attainment is above the national rate of 40

percent, yet much more needs to be done for the state to meet the national goal of 60 percent.<sup>nt</sup>. We are making progress, but we need to do much more.

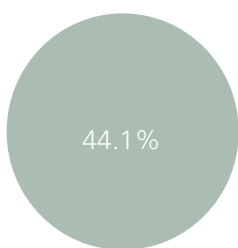
A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Vermont was 47 percent, higher than that of the adult population as a whole and above the national rate of 41.6 percent.

The steps that Vermont and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
3. Create smarter pathways for students.

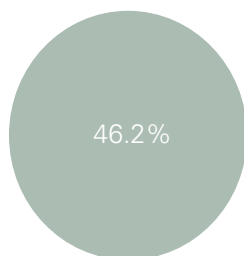
The details of Lumina's state policy agenda can be found at <http://strategylabs.luminafoundation.org/higher-education-state-policy-agenda/>. This site also contains extensive information about the progress states are making on the attainment agenda as well as resources that states can draw on to reach their own attainment goals.

Many groups and individuals must work together to increase attainment. The imperative for Vermont to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



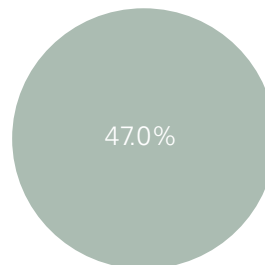
44.1%

2010



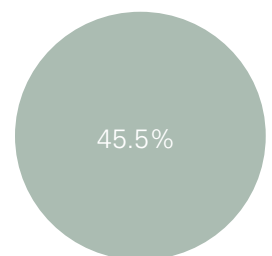
46.2%

2011



47.0%

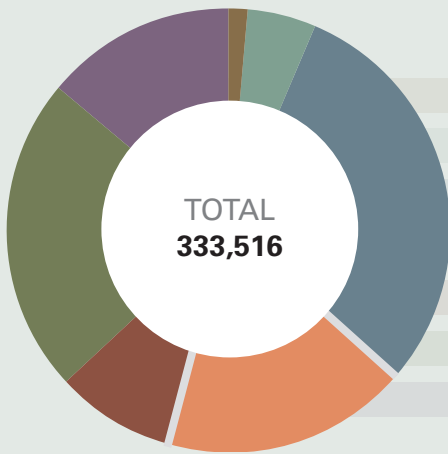
2012



45.5%

2013

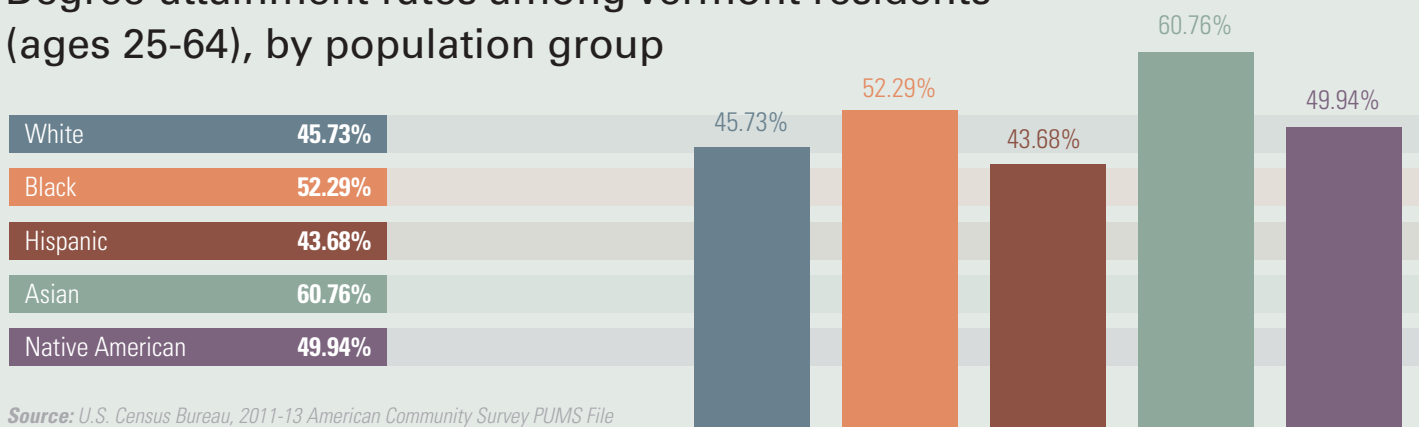
## Levels of education for Vermont residents, ages 25-64



Less than ninth grade	5,297	1.59%
Ninth to 12th grade, no diploma	16,719	5.01%
High school graduate (including equivalency)	99,517	29.84%
<b>Some college, no degree</b>	<b>60,125</b>	<b>18.03%</b>
Associate degree	29,566	8.86%
Bachelor's degree	76,136	22.83%
Graduate or professional degree	46,156	13.84%

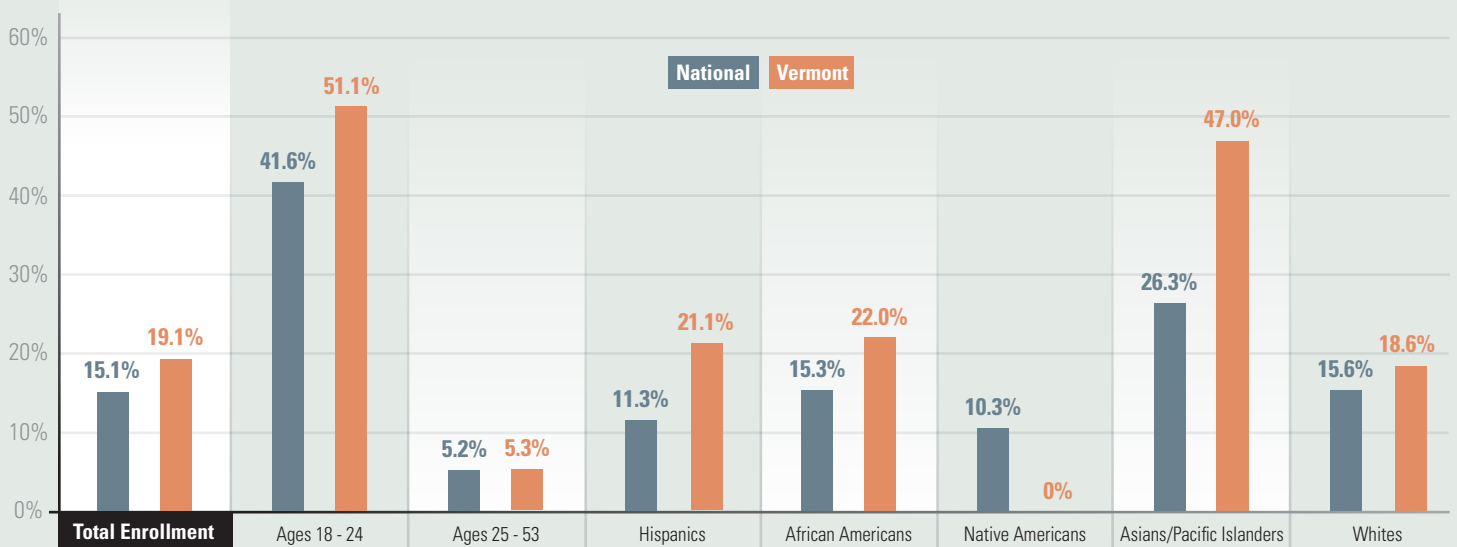
Source: U.S. Census Bureau, 2013 American Community Survey

## Degree-attainment rates among Vermont residents (ages 25-64), by population group



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

## College enrollment among Vermont residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of Vermont residents (ages 25-64) with at least an associate degree, by county

Addison	43.32	Chittenden	59.37	Grand Isle	41.53	Orleans	30.01	Windham	41.65
Bennington	40.60	Essex	26.26	Lamoille	48.51	Rutland	37.77	Windsor	45.47
Caledonia	37.89	Franklin	35.36	Orange	40.66	Washington	48.73		

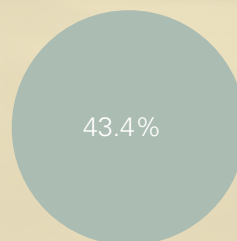
**Source:** U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates

# W A

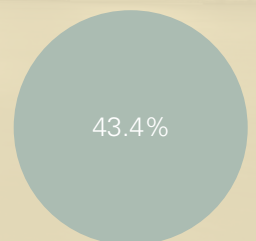


## Tracking the trend

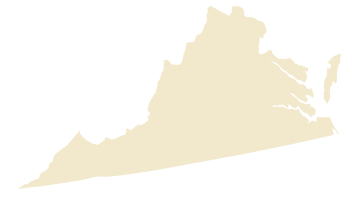
Percentage of the state's working-age population (25-64) with at least an associate degree



2008



2009



# Virginia

The need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in Virginia. As in other states, the economy of Virginia is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state’s residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone’s attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Virginia is one of those states. However, it is one of 15 states that — despite having set a statewide attainment goal or being in the process of developing one — still have work to do to strengthen that goal. Specifically, these states need to make sure that their attainment goals adequately address the critical need to close gaps in attainment for underrepresented students, such as minority students, low-income students and working adults.

Virginia is making progress on increasing attainment. The most recent Census data (2013) show that 46.1 percent of the state’s 4.5 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year’s rate of 45.3 percent. The state’s rate of higher education attainment is above the national rate of 40 percent.

While attainment is increasing, it is not increasing rapidly enough to meet the national goal of 60 percent. We are making progress, but we need to do much more.

A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Virginia was 46.9 percent, higher than that of the adult population as a whole and also above the national rate of 41.6 percent.

The steps that Virginia and other states can take to increase attainment are laid out in Lumina’s state policy agenda. They are built around three priorities that states must pursue:

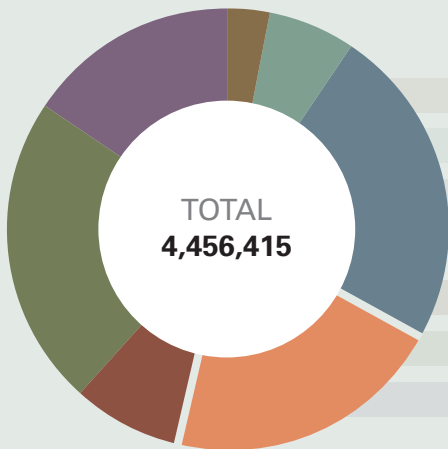
1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
3. Create smarter pathways for students.

The details of Lumina’s state policy agenda can be found at <http://strategylabs.luminafoundation.org/higher-education-state-policy-agenda/>. This site also contains extensive information about the progress states are making on the attainment agenda as well as resources that states can draw on to reach their own attainment goals.

Many groups and individuals must work together to increase attainment. The imperative for Virginia to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



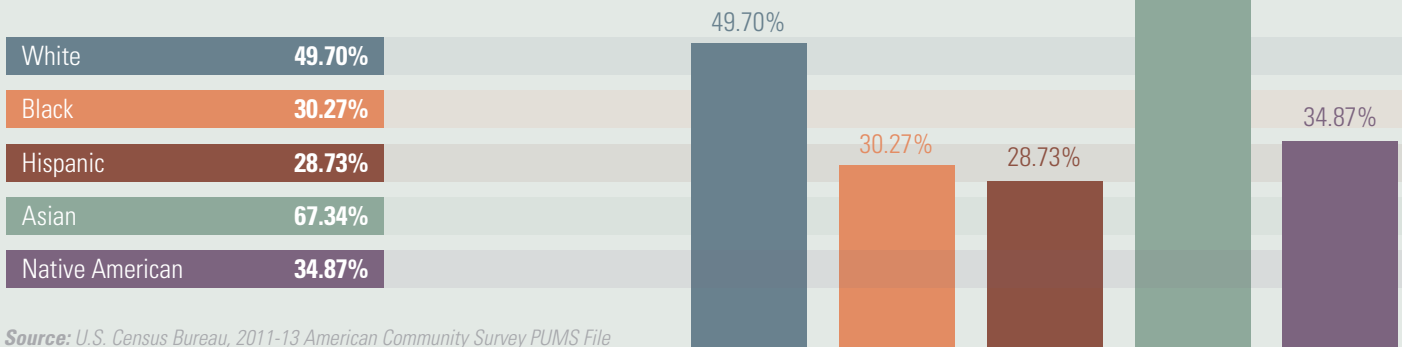
## Levels of education for Virginia residents, ages 25-64



Less than ninth grade	147,377	3.31%
Ninth to 12th grade, no diploma	274,373	6.16%
High school graduate (including equivalency)	1,057,134	23.72%
<b>Some college, no degree</b>	<b>922,381</b>	<b>20.70%</b>
Associate degree	354,209	7.95%
Bachelor's degree	1,011,451	22.70%
Graduate or professional degree	689,490	15.47%

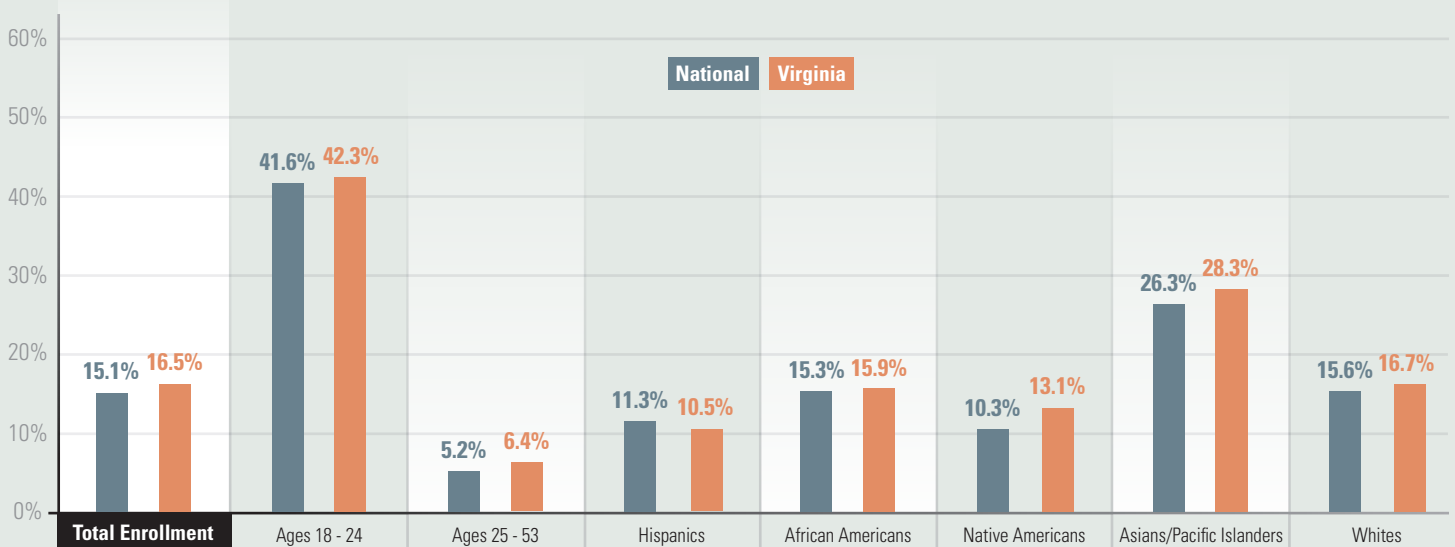
Source: U.S. Census Bureau, 2013 American Community Survey

## Degree-attainment rates among Virginia residents (ages 25-64), by population group



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

## College enrollment among Virginia residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of Virginia residents (ages 25-64) with at least an associate degree, by county and city

						<b>CITIES</b>					
Accomack	23.61	Cumberland	21.82	King George	39.10	Prince William	46.58	Alexandria	67.35	Newport News	34.46
Albemarle	61.25	Dickenson	18.11	King William	26.10	Pulaski	29.72	Bedford	34.52	Norfolk	33.63
Alleghany	27.44	Dinwiddie	20.54	Lancaster	35.51	Rappahannock	37.09	Bristol	29.93	Norton	36.32
Amelia	22.04	Essex	19.08	Lee	20.26	Richmond	17.61	Buena Vista	25.56	Petersburg	20.08
Amherst	28.03	Fairfax	65.53	Loudoun	66.22	Roanoke	48.14	Charlottesville	55.32	Poquoson	49.87
Appomattox	24.73	Fauquier	42.80	Louisa	25.71	Rockbridge	29.74	Chesapeake	41.67	Portsmouth	29.30
Arlington	77.83	Floyd	27.37	Lunenburg	19.10	Rockingham	30.75	Colonial Heights	29.06	Radford	52.01
Augusta	27.46	Fluvanna	36.82	Madison	30.28	Russell	21.86	Covington	14.56	Richmond	41.42
Bath	25.27	Franklin	27.92	Mathews	31.49	Scott	21.94	Danville	31.00	Roanoke	32.16
Bedford	36.05	Frederick	37.54	Mecklenburg	23.15	Shenandoah	26.07	Emporia	26.21	Salem	43.08
Bland	24.48	Giles	28.22	Middlesex	35.22	Smyth	26.04	Fairfax	60.62	Staunton	36.42
Botetourt	38.81	Gloucester	33.39	Montgomery	53.66	Southampton	22.43	Falls Church	80.57	Suffolk	37.57
Brunswick	22.48	Goochland	46.19	Nelson	32.26	Spotsylvania	36.60	Franklin	26.87	Virginia Beach	44.62
Buchanan	16.95	Grayson	23.03	New Kent	33.59	Stafford	45.97	Galax	26.36	Williamsburg	54.25
Buckingham	17.82	Greene	32.18	Northampton	27.56	Surry	22.13	Hampton	33.51	Winchester	36.00
Campbell	29.02	Greensville	11.70	Northumberland	26.46	Sussex	15.47	Harrisonburg	42.22		
Caroline	23.15	Halifax	27.72	Nottoway	20.65	Tazewell	24.54	Hopewell	18.15		
Carroll	24.36	Hanover	47.16	Orange	29.14	Warren	28.98	Lexington	52.89		
Charles City	20.49	Henrico	49.68	Page	18.02	Washington	34.62	Lynchburg	40.50		
Charlotte	25.31	Henry	25.17	Patrick	22.36	Westmoreland	21.86	Manassas	37.37		
Chesterfield	46.13	Highland	24.51	Pittsylvania	25.69	Wise	22.05	Manassas Park	36.40		
Clarke	43.48	Isle of Wight	36.52	Powhatan	37.13	Wythe	27.64	Martinsville	29.01		
Craig	23.10	James City	51.95	Prince Edward	26.98	York	55.63				
Culpeper	30.60	King and Queen	14.77	Prince George	28.10						

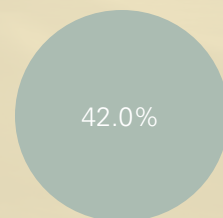
Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates

# WVA



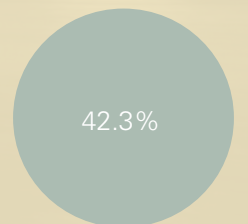
## Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree



42.0%

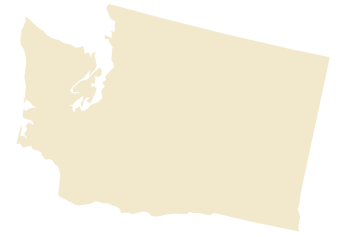
2008



42.3%

2009





# Washington

**T**he need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in Washington. As in other states, the economy of Washington is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state's residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone's attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Washington is one of those states. However, it is one of 15 states that — despite having set a statewide attainment goal or being in the process of developing one — still have work to do to strengthen that goal. Specifically, these states need to make sure that their attainment goals adequately address the critical need to close gaps in attainment for underrepresented students, such as minority students, low-income students and working adults.

Washington is making progress on increasing attainment. The most recent Census data (2013) show that 43.8 percent of the state's 3.8 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year's rate of 42.8 percent. The state's rate of higher education attainment is above the national rate of

40 percent. While attainment is increasing, it is not increasing rapidly enough to meet the national goal of 60 percent. We are making progress, but we need to do much more.

A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Washington was 42.8 percent, lower than that of the adult population as a whole but above the national rate of 41.6 percent.

The steps that Washington and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

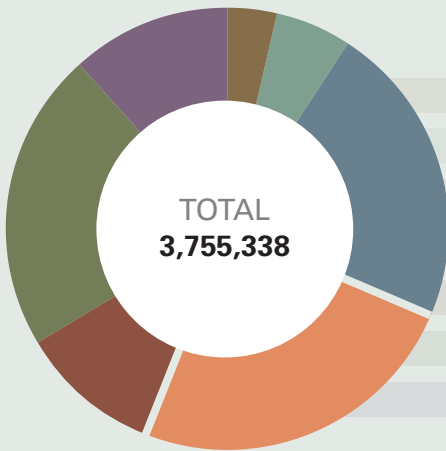
1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
3. Create smarter pathways for students.

The details of Lumina's state policy agenda can be found at <http://strategylabs.luminafoundation.org/higher-education-state-policy-agenda/>. This site also contains extensive information about the progress states are making on the attainment agenda as well as resources that states can draw on to reach their own attainment goals.

Many groups and individuals must work together to increase attainment. The imperative for Washington to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



## Levels of education for Washington residents, ages 25-64

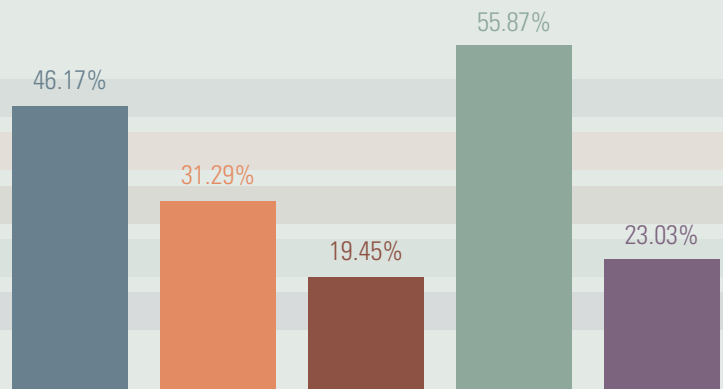


Less than ninth grade	138,888	3.70%
Ninth to 12th grade, no diploma	212,748	5.67%
High school graduate (including equivalency)	832,190	22.16%
<b>Some college, no degree</b>	<b>927,005</b>	<b>24.68%</b>
Associate degree	386,979	10.30%
Bachelor's degree	822,996	21.92%
Graduate or professional degree	434,532	11.57%

Source: U.S. Census Bureau, 2013 American Community Survey

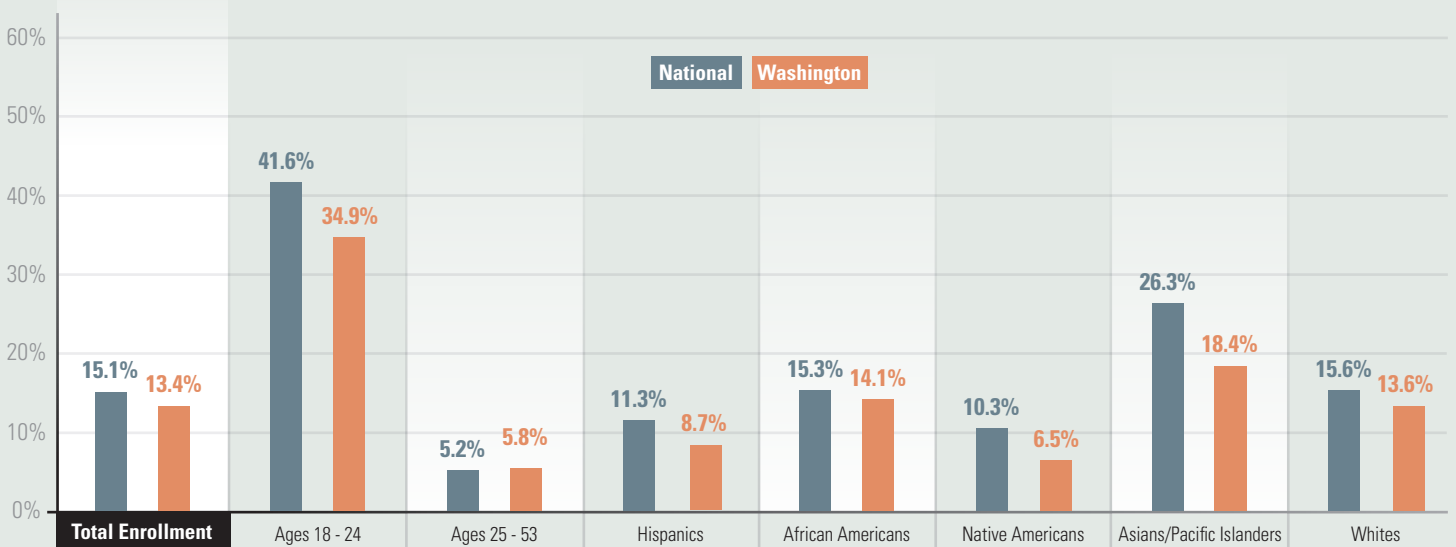
## Degree-attainment rates among Washington residents (ages 25-64), by population group

White	46.17%
Black	31.29%
Hispanic	19.45%
Asian	55.87%
Native American	23.03%



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

## College enrollment among Washington residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of Washington residents (ages 25-64) with at least an associate degree, by county

Adams	23.29	Cowlitz	26.44	Island	41.17	Lincoln	33.84	Skagit	35.06	Walla Walla	38.14
Asotin	30.17	Douglas	28.49	Jefferson	40.44	Mason	26.50	Skamania	29.79	Whatcom	44.51
Benton	40.06	Ferry	27.59	King	56.98	Okanogan	27.96	Snohomish	40.84	Whitman	63.49
Chelan	32.57	Franklin	24.31	Kitsap	40.94	Pacific	28.40	Spokane	41.89	Yakima	22.72
Clallam	33.75	Garfield	40.53	Kittitas	42.63	Pend Oreille	29.39	Stevens	33.00		
Clark	37.76	Grant	24.29	Klickitat	28.98	Pierce	35.31	Thurston	43.23		
Columbia	29.00	Grays Harbor	25.94	Lewis	26.76	San Juan	46.13	Wahkiakum	28.10		

*Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates*

# WORK



## Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree

25.6%



2008

26.4%



2009



# West Virginia

**T**he need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in West Virginia. As in other states, the economy of West Virginia is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state’s residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone’s attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Unfortunately, West Virginia is one of the 19 states that have not yet adopted or begun to develop a statewide goal to increase postsecondary attainment. Adopting such a goal — one that, among other things, addresses the critical need to close gaps in attainment for minority students, low-income students, working adults and other underrepresented students — would be an excellent step for West Virginia to take to focus action on expanding opportunity for its residents.

West Virginia is making progress on increasing attainment. The most recent Census data (2013) show that 28.4 percent of the state’s 974,000 working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year’s rate of 27.8 percent. The state’s rate of higher education attainment is below the national rate of

40 percent. While attainment is increasing, it is not increasing rapidly enough to meet the national goal of 60 percent. We are making progress, but we need to do much more.

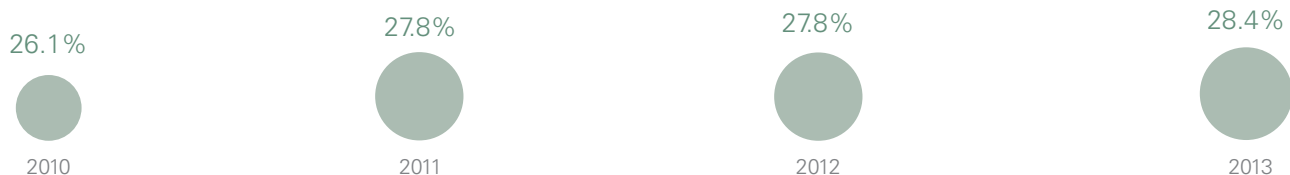
A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in West Virginia was 33.4 percent, higher than that of the adult population as a whole but below the national rate of 41.6 percent.

The steps that West Virginia and other states can take to increase attainment are laid out in Lumina’s state policy agenda. They are built around three priorities that states must pursue:

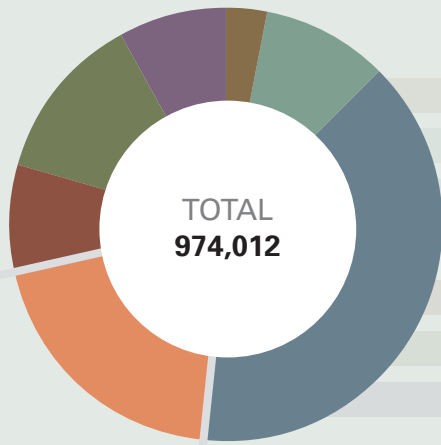
1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
3. Create smarter pathways for students.

The details of Lumina’s state policy agenda can be found at <http://strategylabs.luminafoundation.org/higher-education-state-policy-agenda/>. This site also contains extensive information about the progress states are making on the attainment agenda as well as resources that states can draw on to reach their own attainment goals.

Many groups and individuals must work together to increase attainment. The imperative for West Virginia to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



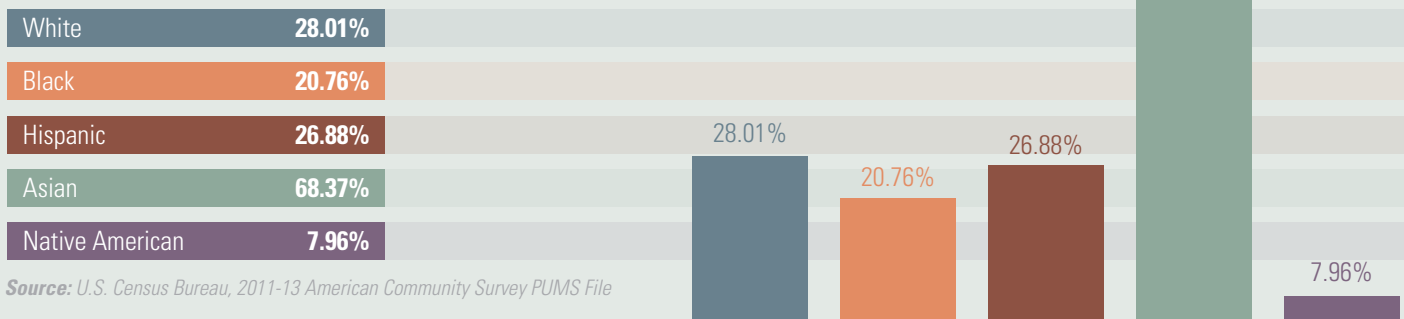
## Levels of education for West Virginia residents, ages 25-64



Less than ninth grade	32,427	3.33%
Ninth to 12th grade, no diploma	89,792	9.22%
High school graduate (including equivalency)	381,114	39.13%
<b>Some college, no degree</b>	<b>193,999</b>	<b>19.92%</b>
Associate degree	77,157	7.92%
Bachelor's degree	122,412	12.57%
Graduate or professional degree	77,111	7.92%

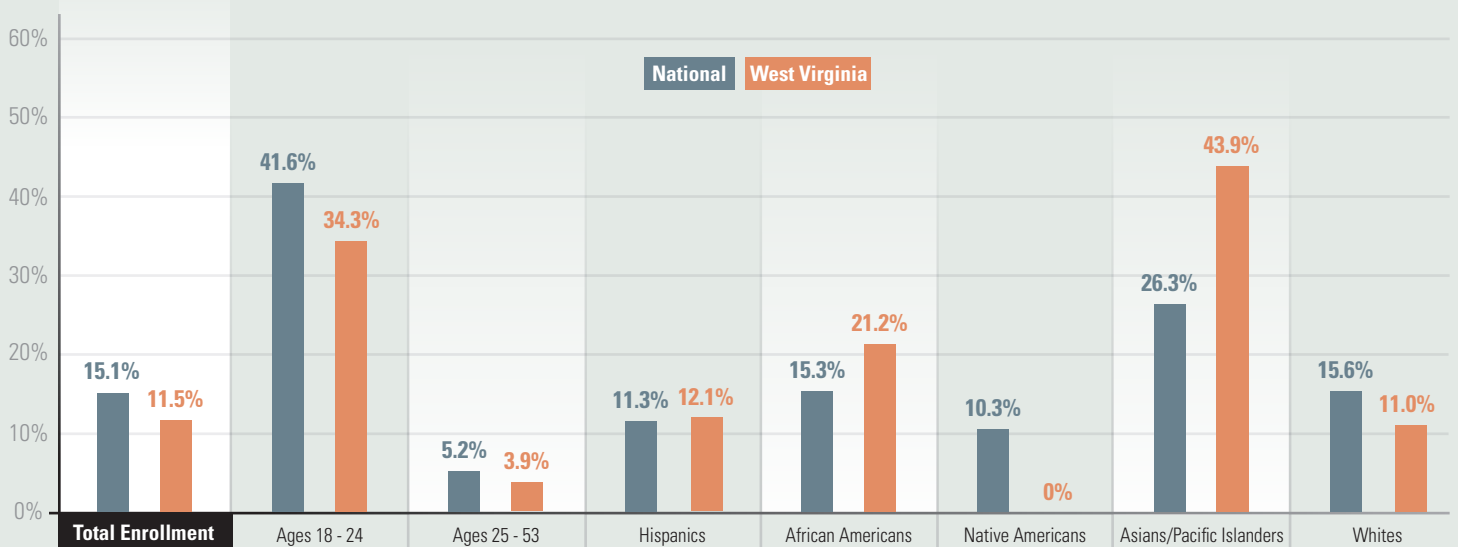
Source: U.S. Census Bureau, 2013 American Community Survey

## Degree-attainment rates among West Virginia residents (ages 25-64), by population group



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

## College enrollment among West Virginia residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of West Virginia residents (ages 25-64) with at least an associate degree, by county

Barbour	17.92	Gilmer	21.84	Lewis	25.87	Monongalia	46.90	Raleigh	25.43	Webster	10.63
Berkeley	28.08	Grant	17.51	Lincoln	15.34	Monroe	18.59	Randolph	25.68	Wetzel	19.94
Boone	15.02	Greenbrier	25.17	Logan	18.07	Morgan	23.46	Ritchie	20.26	Wirt	20.11
Braxton	17.78	Hampshire	13.27	McDowell	9.66	Nicholas	23.63	Roane	17.03	Wood	31.02
Brooke	30.27	Hancock	29.54	Marion	30.85	Ohio	40.62	Summers	19.08	Wyoming	13.33
Cabell	36.71	Hardy	16.82	Marshall	25.40	Pendleton	20.77	Taylor	25.73		
Calhoun	17.32	Harrison	30.01	Mason	22.31	Pleasants	18.70	Tucker	23.26		
Clay	15.31	Jackson	27.13	Mercer	25.39	Pocahontas	24.34	Tyler	17.12		
Doddridge	18.89	Jefferson	36.28	Mineral	24.99	Preston	19.62	Upshur	23.16		
Fayette	19.20	Kanawha	34.34	Mingo	17.30	Putnam	36.14	Wayne	21.32		

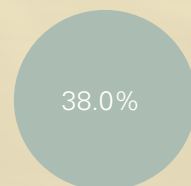
*Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates*

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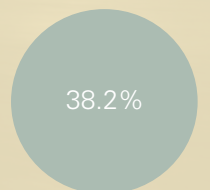


## Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree



2008



2009





# Wisconsin

The need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in Wisconsin. As in other states, the economy of Wisconsin is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state’s residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone’s attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Unfortunately, Wisconsin is one of the 19 states that have not yet set or begun to develop a statewide goal to increase postsecondary attainment. Adopting such a goal — one that, among other things, addresses the critical need to close gaps in attainment for minority students, low-income students, working adults and other underrepresented students — would be an excellent step for Wisconsin to take to focus action on expanding opportunity for its residents.

Wisconsin is making progress on increasing attainment. The most recent Census data (2013) show that 41.1 percent of the state’s 3 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year’s rate of 40.9 percent. The state’s rate of higher education attainment is above the national rate of

40 percent. While attainment is increasing, it is not increasing rapidly enough to meet the national goal of 60 percent. We are making progress, but we need to do much more.

A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Wisconsin was 44.3 percent, higher than that of the adult population as a whole and also above the national rate of 41.6 percent.

The steps that Wisconsin and other states can take to increase attainment are laid out in Lumina’s state policy agenda. They are built around three priorities that states must pursue:

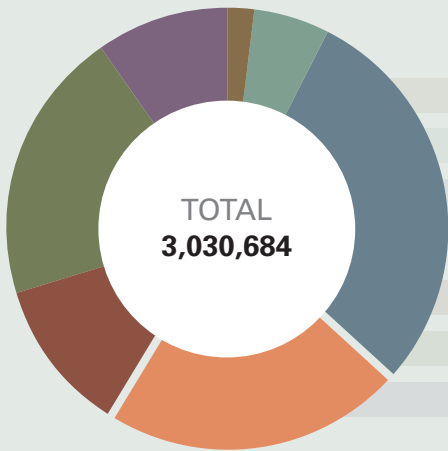
1. Improve the quality of student outcomes in terms of completion, learning and employment.
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Many groups and individuals must work together to increase attainment. The imperative for Wisconsin to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



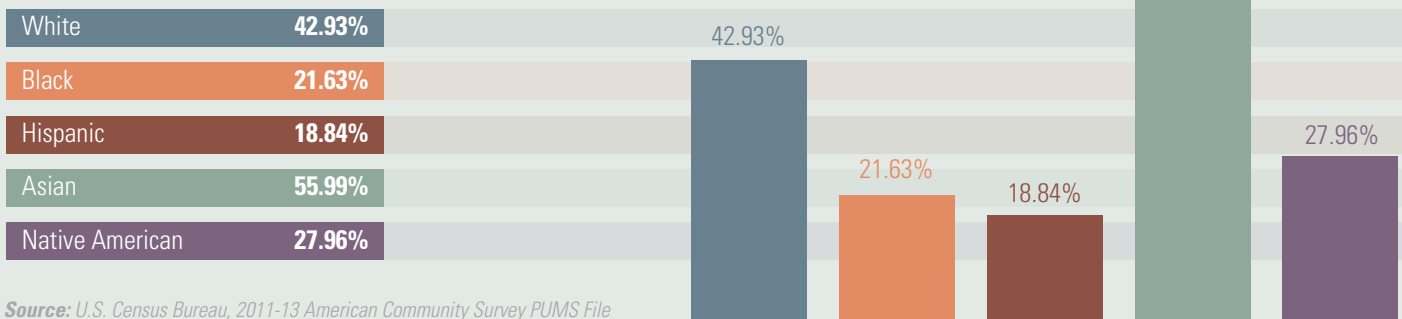
## Levels of education for Wisconsin residents, ages 25-64



Less than ninth grade	65,967	2.18%
Ninth to 12th grade, no diploma	161,461	5.33%
High school graduate (including equivalency)	885,658	29.22%
<b>Some college, no degree</b>	<b>672,955</b>	<b>22.20%</b>
Associate degree	348,259	11.49%
Bachelor's degree	607,935	20.06%
Graduate or professional degree	288,449	9.52%

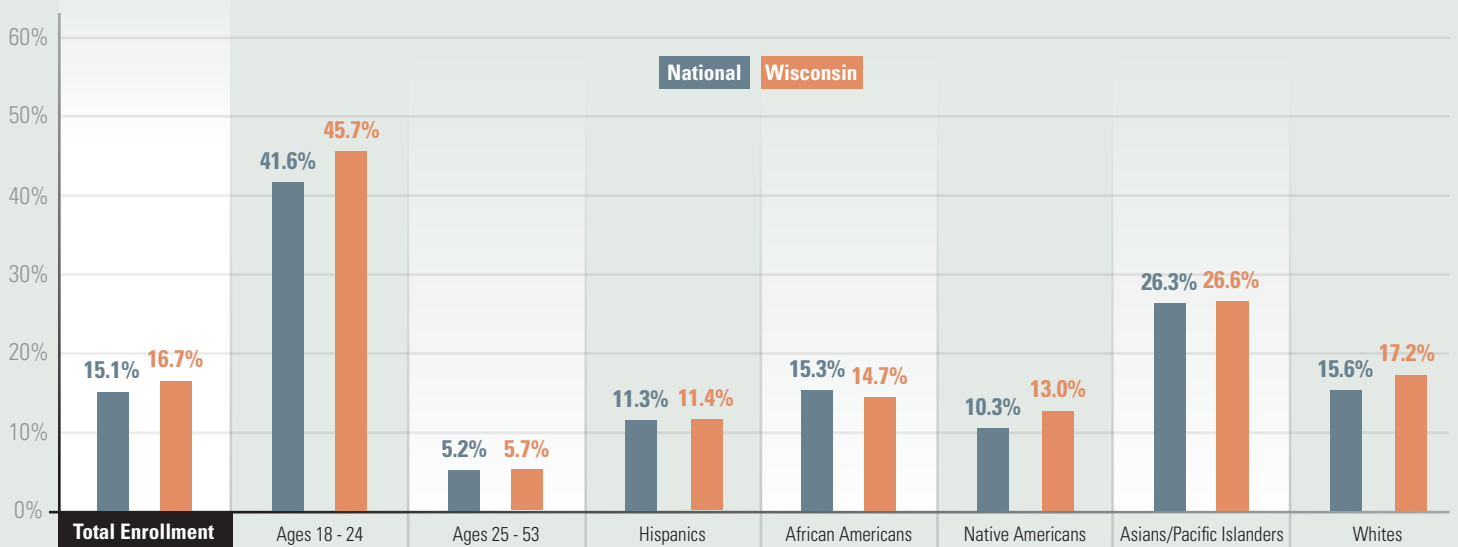
Source: U.S. Census Bureau, 2013 American Community Survey

## Degree-attainment rates among Wisconsin residents (ages 25-64), by population group



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

## College enrollment among Wisconsin residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of Wisconsin residents (ages 25-64) with at least an associate degree, by county

Adams	22.30	Dane	58.87	Iowa	36.36	Marathon	38.14	Polk	32.78	Taylor	24.46
Ashland	37.25	Dodge	28.65	Iron	38.00	Marinette	26.44	Portage	40.38	Trempealeau	32.21
Barron	31.61	Door	37.36	Jackson	26.46	Marquette	23.42	Price	29.03	Vernon	33.56
Bayfield	41.89	Douglas	37.52	Jefferson	35.00	Menominee	24.32	Racine	34.21	Vilas	32.81
Brown	41.42	Dunn	39.59	Juneau	24.19	Milwaukee	37.91	Richland	26.62	Walworth	36.58
Buffalo	32.69	Eau Claire	47.54	Kenosha	35.89	Monroe	30.59	Rock	31.61	Washburn	34.22
Burnett	28.30	Florence	22.77	Kewaunee	27.84	Oconto	31.16	Rusk	26.15	Washington	42.69
Calumet	42.60	Fond du Lac	33.44	La Crosse	48.50	Oneida	35.34	St. Croix	48.30	Waukesha	54.33
Chippewa	34.41	Forest	21.50	Lafayette	29.01	Outagamie	41.63	Sauk	33.21	Waupaca	28.54
Clark	22.35	Grant	33.42	Langlade	25.10	Ozaukee	57.41	Sawyer	33.74	Waushara	24.22
Columbia	35.40	Green	33.26	Lincoln	29.30	Pepin	32.28	Shawano	27.99	Winnebago	38.48
Crawford	28.10	Green Lake	26.35	Manitowoc	31.60	Pierce	40.81	Sheboygan	35.45	Wood	35.22

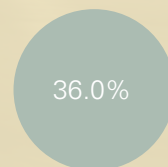
Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates

# WWY



## Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree



2008



2009

# Wyoming

The need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in Wyoming. As in other states, the economy of Wyoming is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state's residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone's attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Unfortunately, Wyoming is one of the 19 states that have not yet set or begun to develop a statewide goal to increase postsecondary attainment. Adopting such a goal — one that, among other things, addresses the critical need to close gaps in attainment for minority students, low-income students, working adults and other underrepresented students — would be an excellent step for Wyoming to take to focus action on expanding opportunity for its residents.

Wyoming is making progress on increasing attainment. The most recent Census data (2013) show that 39.4 percent of the state's 306,000 working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year's rate of 37 percent. The state's rate of higher education attainment is below the national rate of 40

percent. While attainment is increasing, it is not increasing rapidly enough to meet the national goal of 60 percent. We are making progress, but we need to do much more.

A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Wyoming was 41.2 percent, higher than that of the adult population as a whole but below the national rate of 41.6 percent.

The steps that Wyoming and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

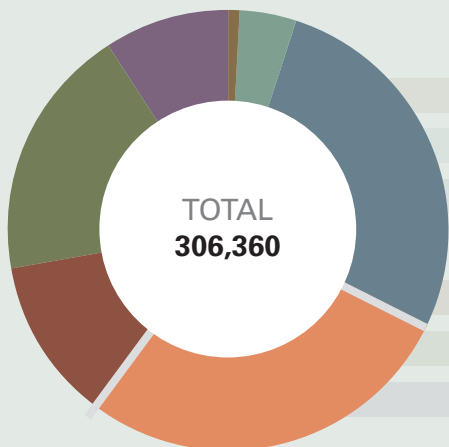
1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
3. Create smarter pathways for students.

The details of Lumina's state policy agenda can be found at <http://strategylabs.luminafoundation.org/higher-education-state-policy-agenda/>. This site also contains extensive information about the progress states are making on the attainment agenda as well as resources that states can draw on to reach their own attainment goals.

Many groups and individuals must work together to increase attainment. The imperative for Wyoming to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



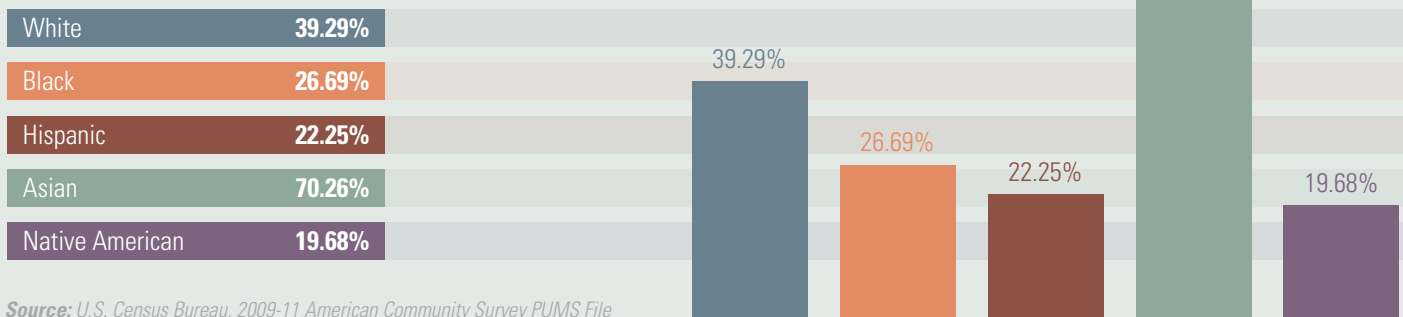
## Levels of education for Wyoming residents, ages 25-64



Less than ninth grade	2,866	0.94%
Ninth to 12th grade, no diploma	12,895	4.21%
High school graduate (including equivalency)	83,414	27.23%
<b>Some college, no degree</b>	<b>86,328</b>	<b>28.18%</b>
Associate degree	36,346	11.86%
Bachelor's degree	56,887	18.57%
Graduate or professional degree	27,624	9.02%

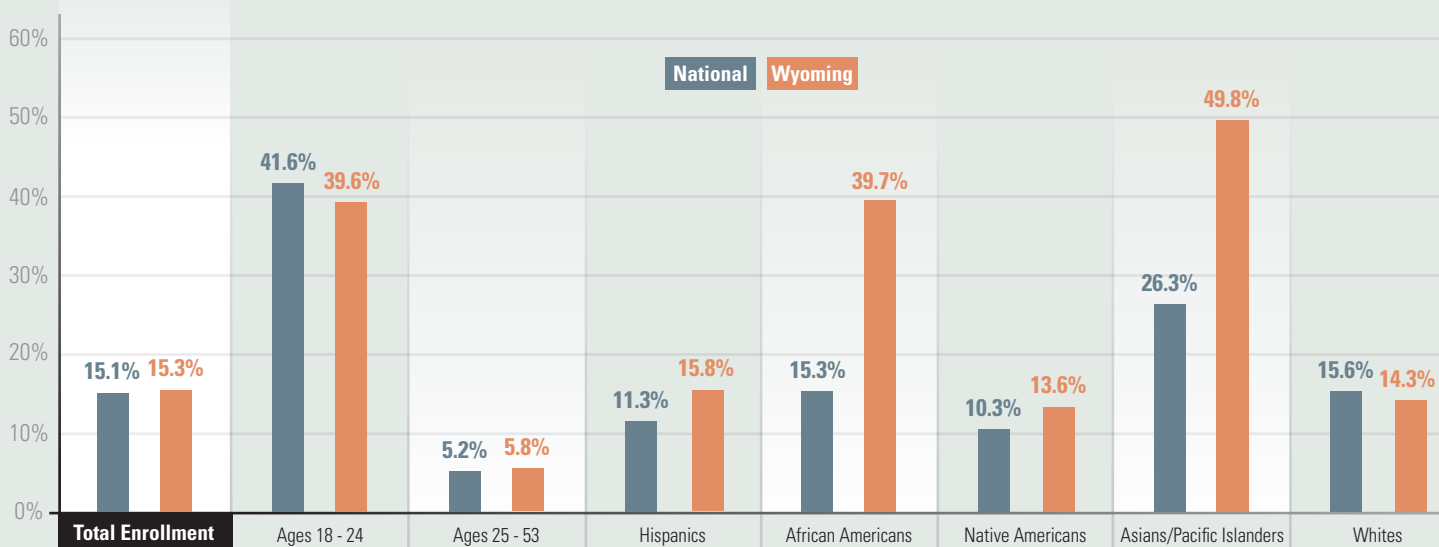
Source: U.S. Census Bureau, 2013 American Community Survey

## Degree-attainment rates among Wyoming residents (ages 25-64), by population group



Source: U.S. Census Bureau, 2009-11 American Community Survey PUMS File

## College enrollment among Wyoming residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

## Percentage of Wyoming residents (ages 25-64) with at least an associate degree, by county

Albany	60.92	Converse	32.71	Hot Springs	31.54	Natrona	34.59	Sheridan	36.56	Uinta	29.16
Big Horn	31.03	Crook	32.56	Johnson	41.89	Niobrara	30.96	Sublette	38.01	Washakie	31.48
Campbell	29.13	Fremont	33.94	Laramie	39.95	Park	41.49	Sweetwater	29.31	Weston	29.60
Carbon	27.90	Goshen	32.56	Lincoln	33.91	Platte	34.61	Teton	54.53		

*Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates*

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## About Lumina Foundation

Lumina Foundation is an independent, private foundation committed to increasing the proportion of Americans with high-quality degrees, certificates and other credentials to 60 percent by 2025. Lumina's outcomes-based approach focuses on helping to design and build an accessible, responsive and accountable higher education system while fostering a national sense of urgency for action to achieve Goal 2025.

**Online access:** This report and all of its elements are available at [www.luminafoundation.org/stronger\\_nation](http://www.luminafoundation.org/stronger_nation). From there, you can:

- Navigate through the full report, including the metro-area attainment data, and compare data dynamically among all states.
- Download a printable version of the full report.
- Download printable versions of individual policy briefs that present the data specific to each state.

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