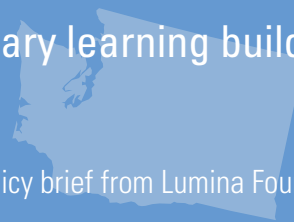


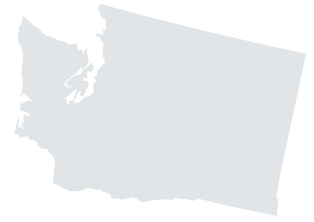


A STRONGER NATION

In Washington, postsecondary learning builds the talent that helps us rise



A policy brief from Lumina Foundation



Washington

The need to increase postsecondary attainment — the number of Americans who hold degrees and other high-quality credentials — has never been clearer. State leaders are responding to the growing global demand for talent by setting goals and enacting policies to increase attainment. Like Lumina Foundation, states have come to understand the scope of the effort required. Much is left to be done, but real progress is being made through the efforts of those who are committed to assuring that millions more Americans benefit from postsecondary education.

Lumina began reporting the attainment rate (associate degree and higher) in 2008. That year, the rate in Washington stood at 42 percent. In 2014, the most recent year for which data are available, the rate reached 44.6 percent.

However, the degree attainment rate doesn't tell the whole story. Lumina has always said that other postsecondary credentials — including certificates and certifications — should count toward national and state goals for attainment, with one important caveat. To count, non-degree credentials should be of high quality, which we define as having clear and transparent learning outcomes leading to further education and employment.

This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In Washington, 7 percent of residents between the ages of 25 and 64 hold a high-quality certificate. This brings the state's overall postsecondary attainment rate to 51.6 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge Washington faces. There are also significant gaps in attainment that must be closed. While current systems work very well for many students, more postsecondary credentials must be earned by Americans who, by definition, are *post-traditional* learners. Compared with current students, they will be older; more will be African-American, Hispanic and Native American; and they will have lower incomes. Most will be first-generation students. The data in this report show the extent of the attainment gaps in Washington by race and ethnicity.

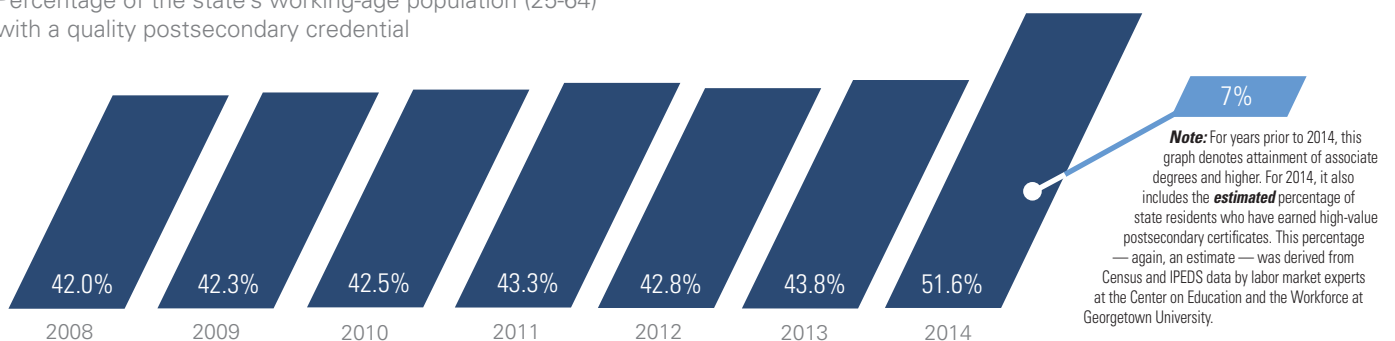
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Washington is one of those 26 states.

There is much more that states can do to increase attainment. It begins with assuring that all prospective students, including working adults, have access to affordable programs that lead to quality credentials. State policies such as outcomes-based funding can encourage colleges and universities to direct resources to approaches that increase student success. States can also help assure that students get full recognition for *all* of their learning — whether it was obtained in an institution, in the military or on the job — and can apply it to further education and credentials.

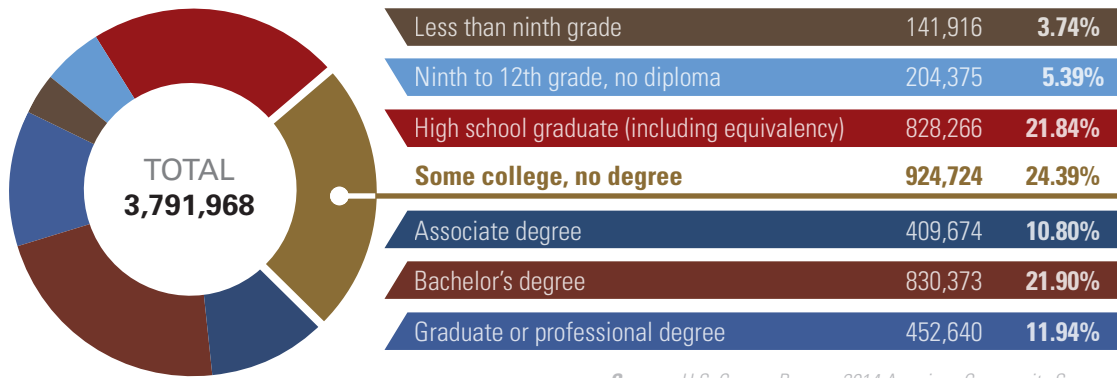
Lumina is working with state leaders from around the nation to expand postsecondary opportunity and success. More information on that work, including our full state policy agenda and additional data, is available on Lumina's Strategy Labs website (<http://strategylabs.luminafoundation.org/>).

Tracking the trend

Percentage of the state's working-age population (25-64) with a quality postsecondary credential



Levels of education for Washington residents, ages 25-64

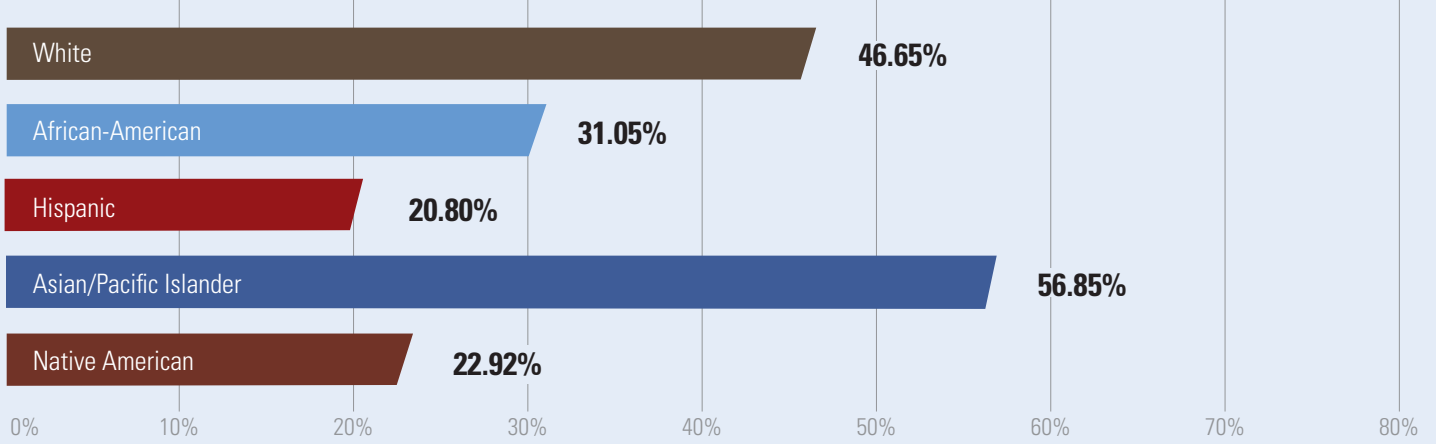


Estimated attainment of certificates: **7%**

Note: The accompanying pie chart does not account for residents who have earned high-value postsecondary certificates. The percentage above – admittedly, an **estimate** – aims to fill that gap. To calculate this percentage, labor market experts at the Georgetown University Center on Education and the Workforce used Survey of Income Program Participation 2008 Wave 12 data (2012) and data from the Integrated Postsecondary Education Data System (IPEDS) 2014.

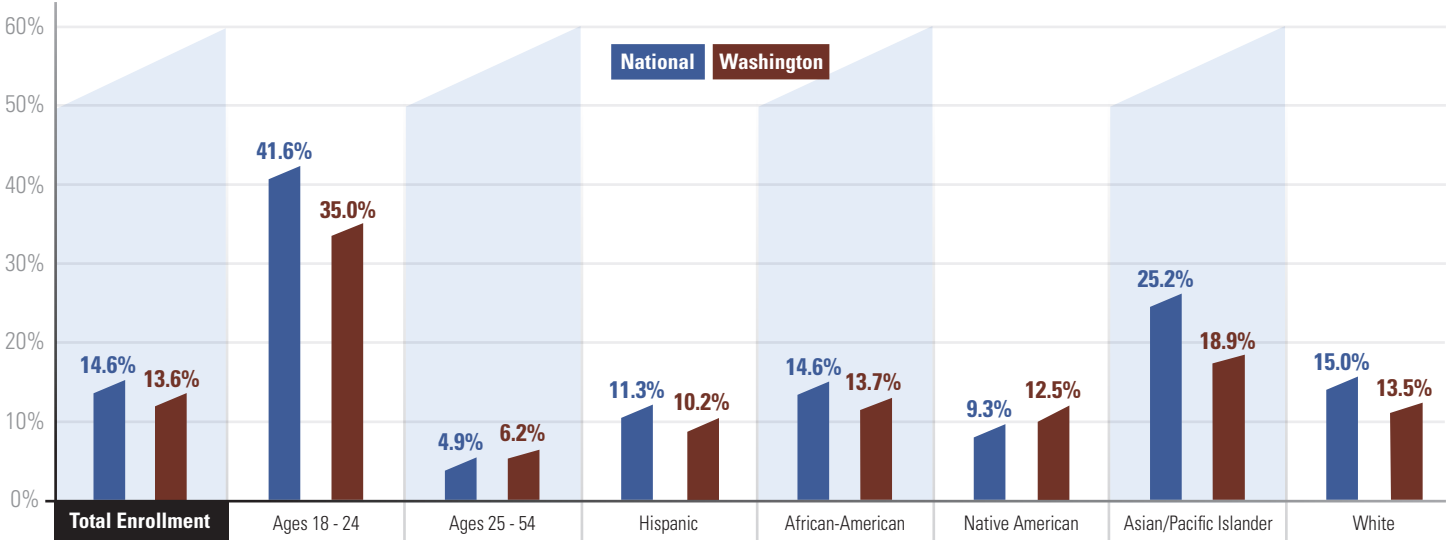
Source: U.S. Census Bureau, 2014 American Community Survey

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



Source: U.S. Census Bureau, 2012, 2013, and 2014 American Community Survey One PUMS File

College enrollment among Washington residents, ages 18-54



Source: U.S. Census Bureau, 2014 American Community Survey One-Year Public Use Microdata Sample
 Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-54, at public and private, two-year and four-year postsecondary institutions

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

Adams	21.86	Cowlitz	26.81	Island	40.97	Lincoln	33.82	Skagit	35.06	Walla Walla	38.01
Asotin	31.12	Douglas	28.19	Jefferson	41.60	Mason	26.19	Skamania	31.07	Whatcom	44.49
Benton	40.81	Ferry	28.04	King	57.52	Okanogan	28.71	Snohomish	41.44	Whitman	61.87
Chelan	32.83	Franklin	25.01	Kitsap	41.45	Pacific	26.63	Spokane	42.14	Yakima	23.61
Clallam	33.18	Garfield	44.35	Kittitas	42.98	Pend Oreille	29.10	Stevens	32.53		
Clark	38.21	Grant	25.71	Klickitat	28.54	Pierce	35.52	Thurston	43.89		
Columbia	35.70	Grays Harbor	27.90	Lewis	27.03	San Juan	46.49	Wahkiakum	27.95		

Source: U.S. Census Bureau, 2010-14 American Community Survey 5-Year Estimates



Lumina Foundation is an independent, private foundation committed to increasing the proportion of Americans with degrees, certificates and other high-quality credentials to 60 percent by 2025. Lumina's outcomes-based approach focuses on helping to design and build an equitable, accessible, responsive and accountable higher education system while fostering a national sense of urgency for action to achieve Goal 2025.