



Postsecondary learning builds the talent that helps us rise

An annual report from Lumina Foundation

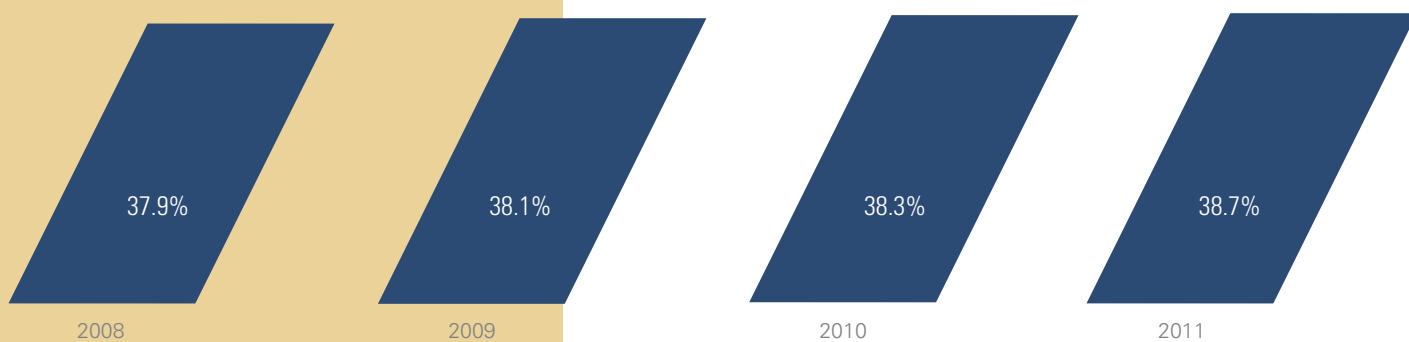
In this report:

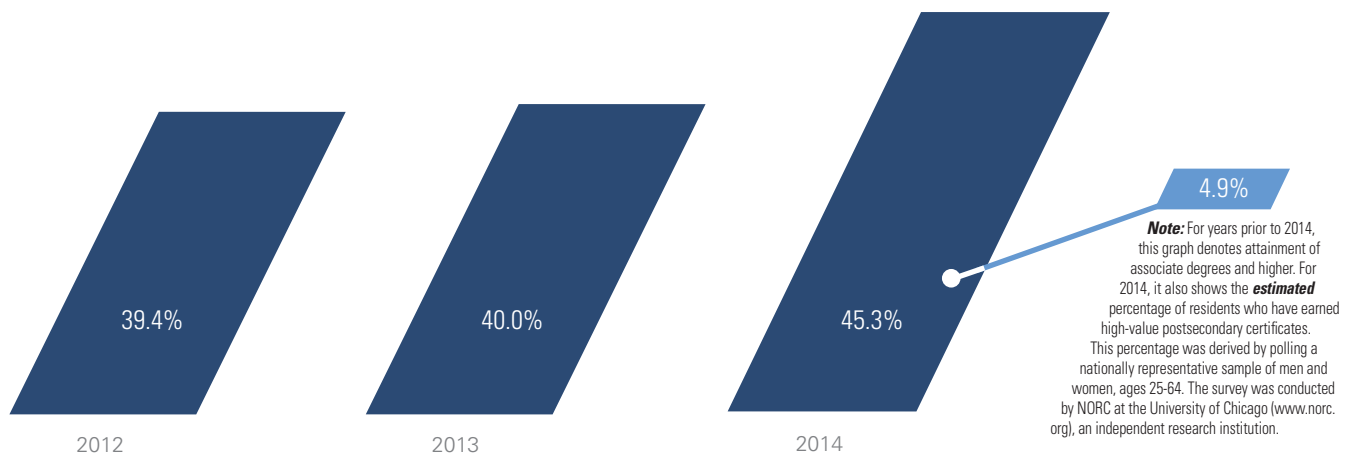
- The postsecondary attainment rate of the U.S. and every state, showing how rates have changed over seven years.
- The attainment rate for every county and the 100 most populous metropolitan areas in the U.S.
- Breakdowns of the attainment data, including by race and ethnicity.
- An estimated attainment percentage for those who hold high-quality postsecondary certificates, nationally and in each state.
- A road map to reach Goal 2025.
- A description of some of the metrics Lumina uses to track progress toward increasing postsecondary attainment.



Tracking the trend

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







Goal 2025 can be the key that unlocks a national trove of talent

This nation has arrived at a pivotal point. Economically, though we've finally climbed out of the valley of the Great Recession, we're still far from anything that feels like a peak. For many Americans, the traditional formulas for success no longer seem viable; old rules no longer seem to apply.

In short, our country is changing — economically, socially, culturally, demographically, technologically, politically — and these changes are increasingly rapid, even constant. Facing an uncertain future, many Americans are understandably anxious, even fearful, about how to assure a better life for themselves and their families.

The thing is, the nation's fundamentals really haven't changed. Not in 240 years.

The secret to individual and societal success, the fuel that drives this nation's economy, the powerful atom at the core of the American dream — that has never changed. It is today what it has always been: *talent* — that is, the knowledge, skills and abilities of our citizens.

America's deep reservoir of talent is what has set this country apart and allowed us to thrive for more than two centuries. It's made us the most innovative, prosperous and secure nation in history, the envy of much of the world.

But the competition for talent has never been greater — and the stakes have never been higher. Global competition has soared. Some 2 million jobs are unfilled in this country, lacking qualified applicants. Three-fourths of American CEOs cite major problems in finding qualified people to fill these jobs. And two-thirds of all jobs being created today require some form of post-high school education or training.

Talent is not merely innate ability; rather, it's a collection of knowledge and skills that are continually honed by education and experience to meet the needs of an ever-changing economy and society. In short, the recipe for 21st century success is far more complex than it used to be, and the need for talent — all kinds of talent — is greater than ever. This means we need to find new ways to

develop our nation's talent to assure all Americans have the opportunity to create a better future.

The vital step in meeting this exploding demand for talent — the indispensable step, we at Lumina Foundation are convinced — is to significantly increase postsecondary attainment rates, especially among students who represent our future as a nation: non-white students, working adults, first-generation students and low-income students.

Increasing student success has been our aim for many years, of course, and

“What matters for us — and what is genuinely important in the vital effort to meet the nation's need for talent — isn't so much the credential itself. What matters is the learning inherent in that credential: the knowledge, skills and abilities a student has developed while earning it.”

Lumina has embraced that mission firmly and formally by adopting an ambitious attainment goal and organizing all of our work around it. That goal, which we call Goal 2025, calls for 60 percent of Americans to hold a degree, certificate or other high-quality postsecondary credential by the year 2025.

This annual report, *A Stronger Nation*, is perhaps our best-known tool in the Goal 2025 effort. This edition of *Stronger Nation*, our seventh, is like all of its predecessors in that it uses Census data to track progress in degree-attainment rates — on a national scale, in the country's largest metropolitan areas, in all 50 states, even down to the county level. However, this year's report also

represents a milestone. For the first time, it contains national data and state-specific estimates showing Americans' attainment, not only of degrees, but of high-quality postsecondary *certificates*.

As Goal 2025 has always stated clearly, Lumina sees all high-quality credentials — not just degrees — as valuable and valid, so long as they lead to further education and employment.

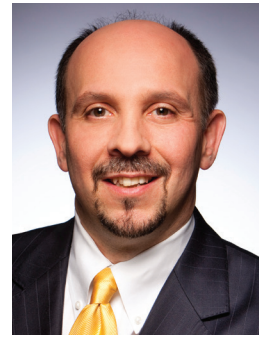
What matters for us — and what is genuinely important in the vital effort to meet the nation's need for talent — isn't so much the credential itself. What matters is the learning inherent in that credential: the knowledge, skills and abilities a student has developed while earning it.

Stronger Nation is all about the evidence of that learning — quantifying it, tracking it, pinpointing the places where it is and isn't happening. As such, it can be immensely helpful as you work in your own state, county or metro area to increase residents' attainment of high-quality credentials.

I urge you to use this report — and the additional tools available online at www.luminafoundation.org/stronger_nation — as you embrace the attainment challenge. We at Lumina hope you'll join us in that effort because it's critical to America's future. In fact, it's the one sure path to a nation that is more talented — and therefore more prosperous, more equitable, more secure ... and, we hope, more confident in its future.



Jamie P. Merisotis
President and CEO
Lumina Foundation



A growing need, an ongoing commitment and a sharper focus on boosting postsecondary attainment

In 2009, Lumina Foundation released its first *Stronger Nation* report on our progress as a nation in meeting Goal 2025 — that by 2025, 60 percent of Americans hold degrees, certificates or other high-quality credentials.

Much has changed in America since 2009, but Lumina's commitment to Goal 2025 has not. Indeed, all available evidence points to the fact that increasing the rate of postsecondary attainment in the U.S. is more important today than ever.

Postsecondary learning is the key to meeting the nation's growing need for talent. Lumina's commitment to Goal 2025 is based on the fact that opportunity in America — opportunity to reach the middle class, have a good job and career, and contribute to one's community — depends on success in postsecondary education. Our nation will thrive only to the extent that we provide opportunities for postsecondary success to the millions of Americans who need them.

The bottom line

The good news is that attainment is increasing in the U.S. The degree-attainment rate — the proportion of the U.S. population between the ages of 25 and 64 who hold a two- or four-year college degree — reached 40.4 percent in 2014, the most recent year for which data are available. In 2013 the degree-attainment rate was 40.0 percent, and in 2008 — the first year reported in *Stronger Nation* — was only 37.9 percent. This is real progress; the increase in the attainment rate since 2008 represents more than 4.2 million additional Americans with college degrees.

The degree-attainment rate has increased even faster among those between the ages of 25 and 34. In 2014, their attainment rate was 42.3 percent. The previous year, that rate was 41.6 percent, and in 2008, it was 37.8 percent — below that of the overall adult population. If this rate of increase can be sustained, it bodes well for future increases in the overall rate of attainment. However, this rate of increase is still not enough to get the nation to Goal 2025.

Of course, it is not just degrees that count toward the goal; all high-quality postsecondary credentials are included. Lumina

Foundation has made this point consistently since the first *Stronger Nation* report was issued. Until now, however, we have lacked data on the number of Americans who hold high-quality postsecondary certificates, one of the other credentials that count toward Goal 2025. This year, for the first time ever, we have reliable national data showing that 4.9 percent of Americans hold a high-quality certificate as their highest credential.

With the inclusion of these high-quality certificates, we can report that the nation's overall postsecondary attainment rate is 45.3 percent.

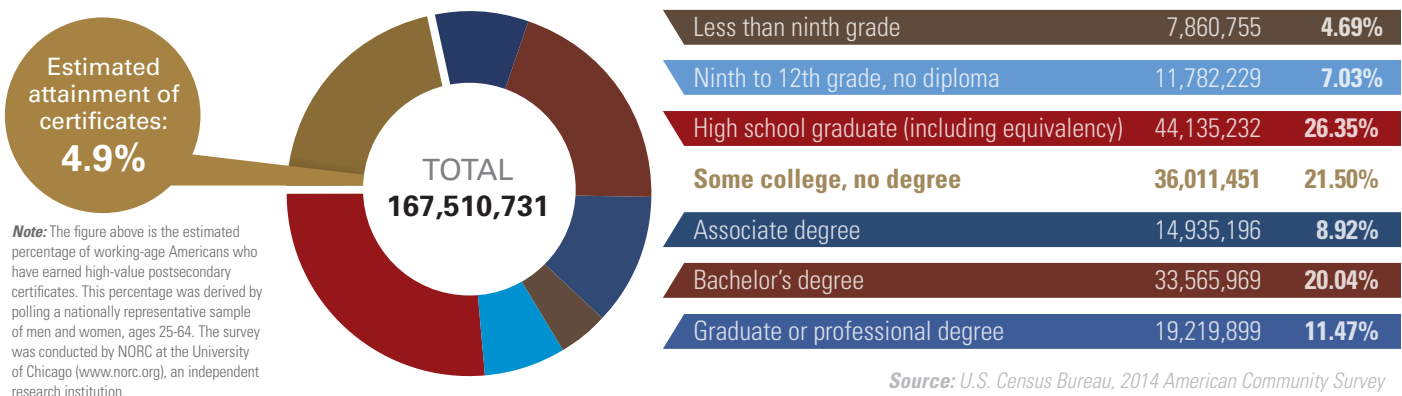
According to Lumina's projection model, about 35.7 million Americans will earn postsecondary credentials that count toward Goal 2025 if current rates of degree and certificate production continue. To reach 60 percent by 2025, 10.9 million more Americans — now between the ages of 15 and 54 — must be added to that total.

Quality postsecondary certificates

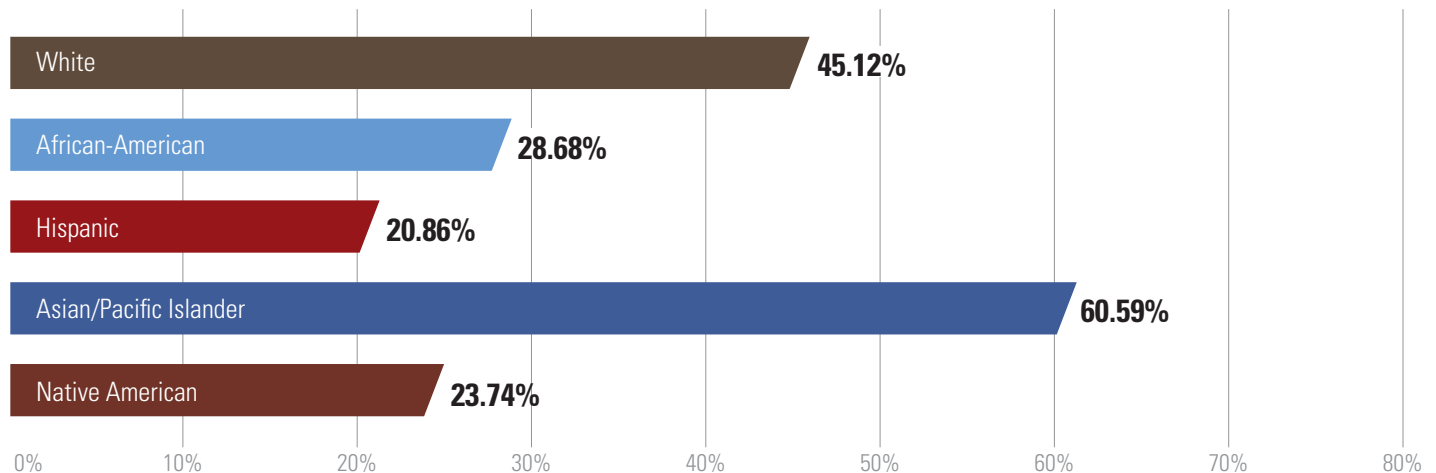
Lumina's inclusion of certificates in the *Stronger Nation* report recognizes the key role they play in helping millions of Americans get a leg up in postsecondary learning. Certificates are awarded by postsecondary institutions — most often, community colleges — and many have significant value in the job market. And because they are issued by postsecondary institutions and carry college credit, they offer a pathway to further education — especially to associate degrees.

To obtain the first-ever nationally representative data on postsecondary certificate attainment, Lumina contracted with NORC at the University of Chicago.¹ NORC administered a survey on certificates that was developed by GEMEnA, the Federal Interagency Working Group on Expanded Measures of Enrollment and Attainment.² To be sure we are counting high-quality certificates, we included only those whose holders reported they were employed in the field in which the certificate was awarded. As an additional check of the validity of the data, we compared the results to estimates on certificate attainment derived by the

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



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



Source: U.S. Census Bureau, 2012-14 American Community Survey PUMS File

Georgetown University Center on Education and the Workforce (CEW).³ Because the numbers are very close, we are confident that CEW's state-level estimates of high-quality certificates are accurate, and we have included them in the state-level data reported in this year's *Stronger Nation*.

The recognition of high-quality certificates is long overdue, but it raises important issues for Lumina and for postsecondary education as a whole. We need to better understand certificates — who gets them and issues them, the pathways they offer to further education and employment, and what they represent in terms of learning. In future reports we will track the number of certificate holders who go on to obtain degrees.

Beyond certificates, there are other postsecondary credentials that potentially meet Lumina's definition of high quality. In particular, certifications — industry-recognized credentials usually based on an assessment of skills and knowledge — often represent significant postsecondary learning and have great value in employment markets. However, the pathways to further education for those who hold certifications are not as clear as for those with certificates. Lumina is working to build stronger pathways into and through all forms of postsecondary learning in order to ensure that more Americans have opportunities for postsecondary learning.

It's about jobs ... and equity

When Lumina released its first *Stronger Nation* report, the nation had entered the Great Recession — the worst economic dislocation of the entire postwar period. The Great Recession transformed the nation's job markets in ways that made postsecondary skills essential for millions more Americans. Even though employment markets have since recovered to a large extent and overall employment is

approaching pre-recession levels, the transformation of jobs in ways that increase the need for postsecondary skills is continuing; in fact, it seems to be accelerating.

A look at job losses in the Great Recession and job growth since tells the story. According to recent data from CEW, the number of jobs held by workers with a high school diploma or less declined by 6.3 million during the recession, and very few of these jobs — if any — have come back.⁴

Workers with some college or an associate degree also lost jobs during the Great Recession — 1.8 million jobs, to be exact. However, unlike jobs requiring high school and below, these jobs have more than come back. Today, there are 700,000 more jobs requiring some college or an associate degree than existed before the recession.

Contrary to anecdotal — and incorrect — reports throughout the media, the number of jobs requiring at least a bachelor's degree did not decline during the Great Recession and has exploded in the recovery. Today, there are 8.1 million more jobs for Americans with a bachelor's degree or above than existed when the recession began. Virtually all job growth in the U.S. since 2007 is in jobs requiring some form of postsecondary education.

The implications of this fundamental shift are profound for our society. But this is not just about jobs. Success in postsecondary learning determines whether Americans can buy homes, pay for health care, and save for retirement and their children's education. Just as important, Americans who hold postsecondary credentials are more engaged in their communities — voting and volunteering at higher rates and showing greater appreciation for diverse cultures. When

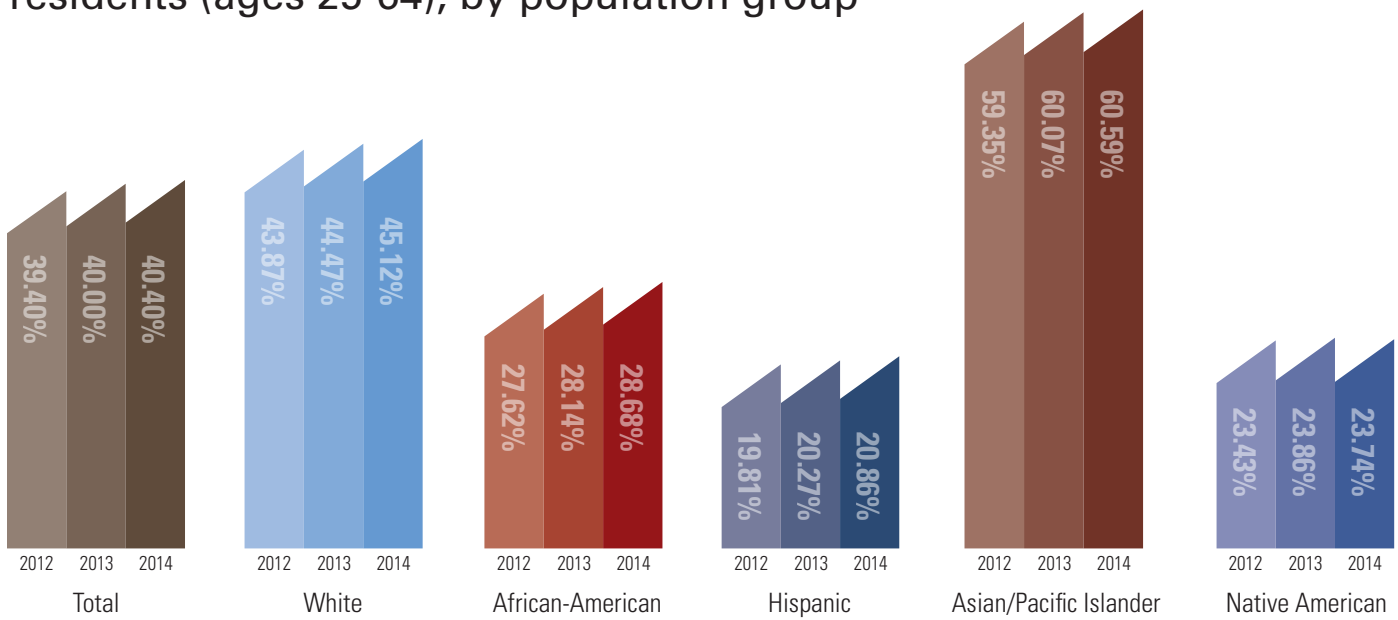
¹ Data and reports are available online from NORC. Visit: www.norc.org

² GEMEnA works to develop and validate national measures of the participation in and credentialing of education and training for work. It also seeks to build government-wide consensus for the adoption of these measures in key federal data collections.

³ For each state, labor market experts at CEW calculated a certificate-attainment percentage by using Survey of Income Program Participation 2008 Wave 12 data (2012) and data from the Integrated Postsecondary Education Data System (IPEDS) 2014. Their calculations update work first published in a June 2012 report from CEW, *Certificates: Gateway to Gainful Employment and College Degrees*.

⁴ A more precise way to describe what has happened is that recovery in the high-school-and-below job market has been offset by additional job losses that have continued in the recovery. The less-than-high-school job market has not recovered from the recession.

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

opportunities for postsecondary success are not available to all, fundamental inequities develop and spread through our society.

Numerous studies show that opportunities for postsecondary success in the U.S are not available to all. In particular, African-Americans, Hispanics and Native Americans continue to lag in postsecondary attainment. While the overall attainment rate is 45.3 percent, rates are much lower for African-Americans (34.2 percent), Hispanics (26.9 percent), and Native Americans.⁵ In contrast, the overall attainment rate for whites is 49.7 percent.

Low-income individuals and working adults also have limited postsecondary opportunities compared to other Americans. This not only adds to a troubling increase in income inequality, it also severely reduces economic and social mobility in the U.S. Indeed, the U.S. has now fallen below the average of other developed countries in the Organisation for Economic Co-operation and Development (OECD) in one widely used measure of mobility. Only 5 percent of American children with parents who have not graduated from high school will graduate from college (the OECD average is 23 percent).⁶ The result is that lower-income Americans, including children born into poverty, have limited opportunities to advance since economic mobility is now so dependent on success in postsecondary learning.

The road map to Goal 2025

How do we turn this around and increase attainment to the levels needed by our nation?

According to Lumina's attainment projection model, about 35.7 million Americans will earn postsecondary credentials that count toward Goal 2025 if current rates of degree and certificate

production continue until 2025. Adding these graduates to those who have already obtained quality credentials and will still be in the workforce in 2025, the postsecondary attainment rate will reach 53.9 percent in 2025 — well above current rates, but not enough to reach Goal 2025. Again, to reach Goal 2025, 10.9 million more Americans now between 15 and 54 years old must be added to that total.

Where will we find these 10.9 million? What steps must we take as a nation to transform millions of underprepared citizens into those holding high-quality postsecondary credentials?

- **3.7 million** could come from Americans between the ages of 15 and 24 who will not complete postsecondary education with our current approaches. But this can happen only through wide-scale implementation of effective strategies to increase student success and close gaps in attainment for students from underrepresented groups.
- **3.9 million** could come from Americans between the ages of 25 and 54 — especially the roughly 27 million Americans in that age group who have attended college but not obtained a degree or other credential. But this can only happen if a true postsecondary learning system is in place to support the educational success of working adults. Employer-supported education could be instrumental in helping Americans obtain these credentials.
- **3.3 million** could come from Americans who hold a postsecondary certification as their highest credential — but

⁵ As the graph atop this page indicates, the degree-attainment rate for Native Americans is 23.74 percent. Unfortunately, we do not yet have an estimate of the percentage of Native Americans who hold high-quality certificates as their highest postsecondary credential.

⁶ OECD, *Education at a Glance 2014*, Table 4.2.

only if those certifications meet Lumina's definition of high quality. Since certifications are directly tied to workforce-relevant skills, recognizing employer-provided training and offering pathways from it to degrees and other postsecondary credentials will be a major driver in helping Americans obtain these credentials. But it's important to note that these and other non-degree credentials should count toward Goal 2025 only when they offer genuine pathways to further education, as well as employment.

The 10.9 million additional credentials needed to reach Goal 2025 must go to Americans who, by definition, will be *post-traditional* learners — students who are not well served by current systems. Compared with current students, these post-traditional learners will be older, and more will be African-American, Hispanic and Native American. More will have lower incomes and be first-generation students. Serving these students better — and thereby closing gaps in attainment — is essential to increasing attainment rates overall.

Lumina's Goal 2025 metrics

Lumina's national metrics track progress on a set of interim measures that must increase for the nation to reach Goal 2025; these metrics include enrollment, persistence and graduation. There is good and bad news in the metrics information in this report. The number of graduates is arguably the most important metric because increasing it is the only way to increase attainment. Fortunately, it is at record levels. However, enrollment is down, which suggests that it may be difficult to maintain current levels of degree production into the future — much less increase them to the levels needed to reach Goal 2025.

Likewise, completion rates are not increasing — something Lumina considers essential to increase degree production and attainment to the necessary levels. We are guardedly optimistic that these downturns reflect improved employment prospects in a recovering economy and are therefore temporary. Since retention

is up, we have some evidence to suggest that completion rates and degree production will increase in the near future. However, these numbers bear close attention from Lumina and all others focused on increasing attainment.

The agenda for action

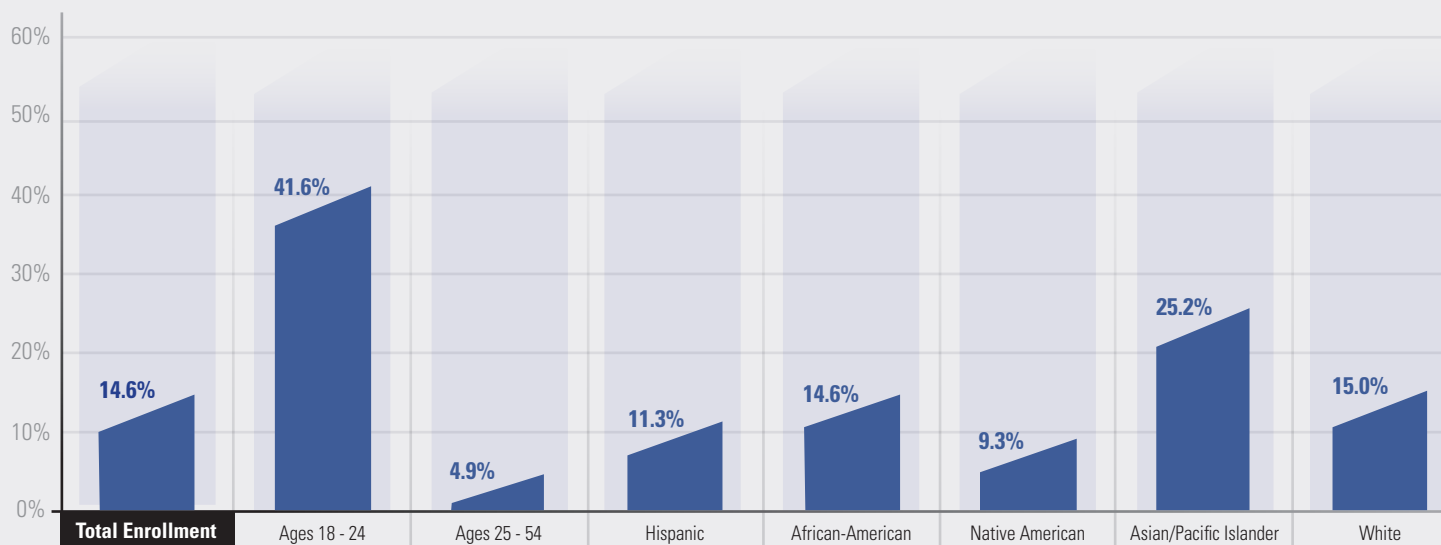
Increasing attainment and reaching Goal 2025 is everyone's job, and Lumina is working with individuals and groups across the nation to make it a reality. For example, we have helped established Community Partnerships for Attainment in 75 metropolitan regions across the U.S. In these communities, leaders from government, business, youth-serving organizations, K-12 education, colleges and universities, and many others are all focused on improving the performance of their local education systems so more local residents can find success in postsecondary learning.

Lumina is also working with state policy leaders across the nation to set attainment goals and develop and implement strong state plans to reach them. So far, 26 states have set rigorous and challenging attainment goals — 15 in the last year alone. Most of these states are taking concrete steps — such as implementing outcomes-based funding, improving developmental education, and making higher education more affordable — to increase attainment and reach their goals.

It doesn't end there. Lumina is working with colleges and universities to implement a strong student success agenda, and with employer and industry groups to align their practices with the national postsecondary attainment agenda. Through all of these efforts and many others, real progress is being made.

Still, much work remains, and the nation is not yet on track to reach Goal 2025. In short, we have reached the point where urgent action is required to create the transformative change needed to reach Goal 2025. Lumina will continue to focus national attention on this urgent need, call attention to progress, and develop and implement solutions.

College enrollment among United States 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

Lumina Foundation's metrics

As an organization focused on results, Lumina Foundation uses a set of national metrics to guide our work, measure our impact and monitor the nation's progress toward Goal 2025. These national metrics focus on the factors that we believe are critical to increasing attainment and are the target of our work.

These metrics include awareness, enrollment, persistence and completion. Each was designed with a numerical benchmark and a target date (i.e., the end of Lumina's current 2013-2016 strategic plan).

- **Awareness:** Increase the percentage of Americans who believe it is important to increase the proportion of Americans with a degree or credential beyond high school to 62 percent by 2015.

- **Enrollment:** Increase total higher education enrollment to 18.77 million by 2015.
- **Persistence:** Increase the persistence rate of current students from first year to second year to 70 percent by 2015.
- **Completion:** Increase the overall annual higher education completion rate for students to 57 percent and the degrees awarded to 3 million by 2015.

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 the most recent year that data are available and for the three preceding years in our current four-year strategic plan.

AWARENESS	2012	2013	2014	2015
Overall	43%	51%	61%	58%
Hispanic	N/A	N/A	72%	71%
African-American	N/A	N/A	74%	70%
White	N/A	N/A	56%	54%
Ages 18-34	N/A	N/A	63%	55%
Ages 35-64	N/A	N/A	59%	59%

Source: 2015 Gallup/Lumina Poll

ENROLLMENT	2011	2012	2013	2014
Overall	16.2M	16M	15.4M	15.2M
Ages 18-24	11.5M	11.5M	11.2M	11.1M
Ages 25-54	4.3M	4.1M	3.8M	3.7M
Hispanic	2.6M	2.7M	2.7M	2.8M
African-American	2.5M	2.5M	2.4M	2.3M
Native American	104K	100K	90K	84K

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

PERSISTENCE	2012	2013	2014	2015
Overall	69.2%	68.8%	68.7%	69.6%
Age 20 or younger	77%	76.5%	76%	76.3%
Age 24 or older	50.6%	49.4%	48.6%	49.3%

Source: National Student Clearinghouse 2015

COMPLETION	2012	2013	2014	2015
Overall	54%	56.1%	55.0%	52.9%
Ages 20 or younger*	56.8%	59.8%	59.3%	58.6%
Ages 24 or older*	42.1%	43.5%	42.1%	39.2%
Associate/bachelor's degrees awarded**	2.7M	2.8M	2.9M	2.9M

*Source: National Student Clearinghouse 2015

**Source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS) Completion Survey, 2013-14 from applying published standards to Census Bureau data.



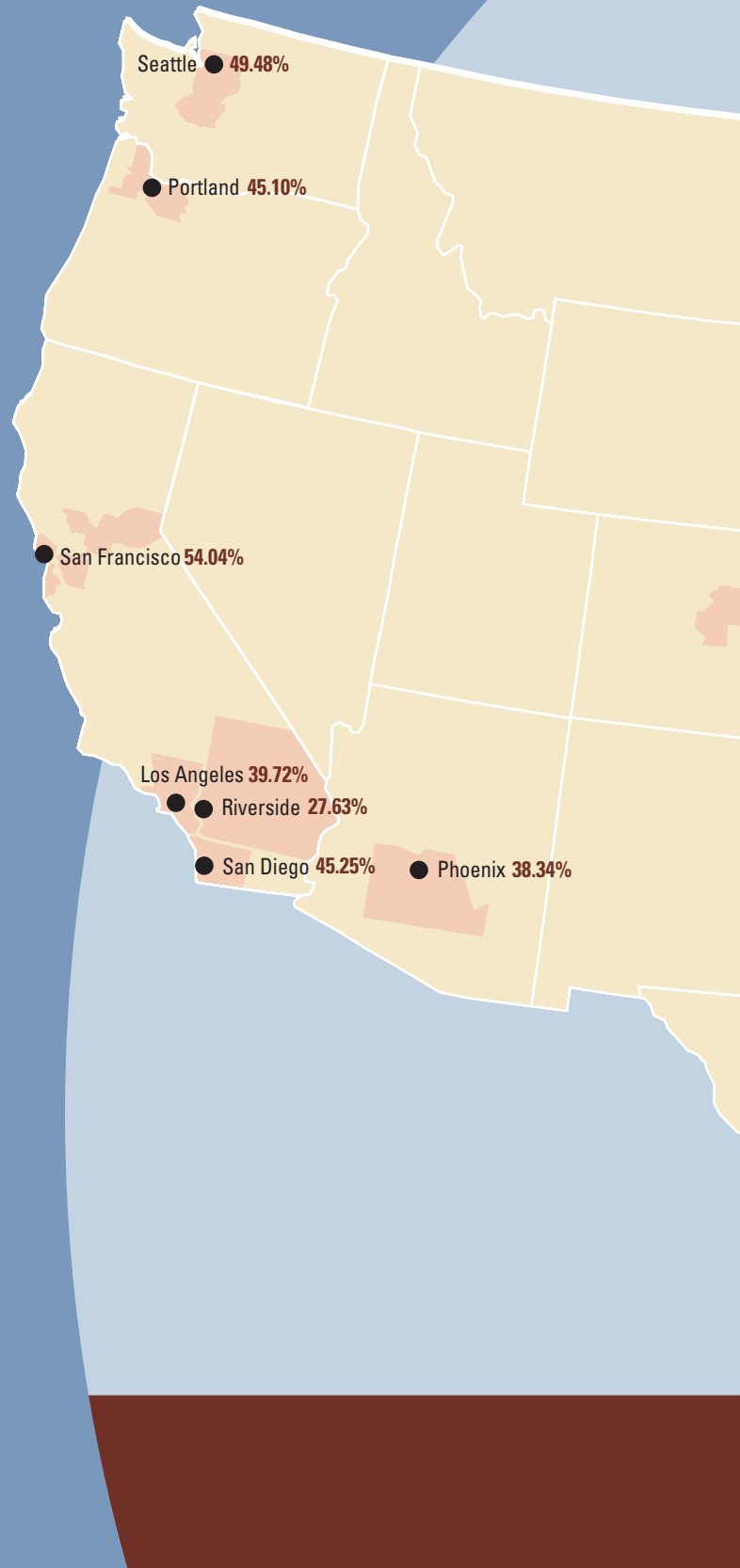
METRO-AREA DATA

Rank by population

1	New York, N.Y./Newark-Jersey City, N.J.	20.1 million
2	Los Angeles-Long Beach-Anaheim, Calif.	13.3 million
3	Chicago-Naperville-Elgin, Ill.	9.6 million
4	Dallas-Fort Worth-Arlington, Texas	7.0 million
5	Houston-The Woodlands-Sugar Land, Texas	6.5 million
6	Philadelphia, Pa./Camden, N.J./Wilmington, Del.	6.1 million
7	Washington, D.C./Arlington-Alexandria, Va.	6.0 million
8	Miami-Fort Lauderdale-West Palm Beach, Fla.	5.9 million
9	Atlanta-Sandy Springs-Roswell, Ga.	5.6 million
10	Boston-Cambridge-Newton, Mass.	4.7 million
11	San Francisco-Oakland-Hayward, Calif.	4.6 million
12	Phoenix-Mesa-Scottsdale, Ariz.	4.5 million
13	Riverside-San Bernardino-Ontario, Calif.	4.4 million
14	Detroit-Warren-Dearborn, Mich.	4.3 million
15	Seattle-Tacoma-Bellevue, Wash.	3.7 million
16	Minneapolis-St. Paul-Bloomington, Minn.	3.5 million
17	San Diego-Carlsbad, Calif.	3.3 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.	2.8 million
22	Charlotte-Concord-Gastonia, N.C.	2.4 million
23	Pittsburgh, Pa.	2.4 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.	55.71%
2	Boston-Cambridge-Newton, Mass.	55.14%
3	San Francisco-Oakland-Hayward, Calif.	54.04%
4	Minneapolis-St. Paul-Bloomington, Minn.	51.96%
5	Seattle-Tacoma-Bellevue, Wash.	49.48%
6	Denver-Aurora-Lakewood, Colo.	49.01%
7	New York, N.Y./Newark-Jersey City, N.J.	46.98%
8	Pittsburgh, Pa.	46.06%
9	Baltimore-Columbia-Towson, Md.	46.01%
10	San Diego-Carlsbad, Calif.	45.25%
11	Portland-Hillsboro, Ore./Vancouver, Wash.	45.10%
12	Chicago-Naperville-Elgin, Ill.	44.92%
13	Atlanta-Sandy Springs-Roswell, Ga.	44.50%
14	Philadelphia, Pa./Camden, N.J./Wilmington, Del.	44.05%
15	St. Louis, Mo.	43.37%
16	Charlotte-Concord-Gastonia, N.C.	42.63%
17	Miami-Fort Lauderdale-West Palm Beach, Fla.	40.43%
18	Dallas-Fort Worth-Arlington, Texas	39.83%
19	Detroit-Warren-Dearborn, Mich.	39.75%
20	Los Angeles-Long Beach-Anaheim, Calif.	39.72%
21	Tampa-St. Petersburg-Clearwater, Fla.	39.51%
22	Phoenix-Mesa-Scottsdale, Ariz.	38.34%
23	Houston-The Woodlands-Sugar Land, Texas	37.18%
24	San Antonio-New Braunfels, Texas	35.27%
25	Riverside-San Bernardino-Ontario, Calif.	27.63%



Degree 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	Population Estimate	Population Rank		Percent with at least an associate degree	Population Estimate	Population Rank
Akron, Ohio	40.01	703,825	78	Madison, Wis.	55.38	633,787	86
Albany-Schenectady-Troy, N.Y.	49.93	880,167	61	McAllen-Edinburg-Mission, Texas	22.58	831,073	68
Albuquerque, N.M.	38.84	904,587	59	Memphis, Tenn.	34.97	1,343,230	41
Allentown-Bethlehem-Easton, Pa.-N.J.	39.57	829,835	69	Miami-Fort Lauderdale-West Palm Beach, Fla.	40.43	5,929,819	8
Atlanta-Sandy Springs-Roswell, Ga.	44.50	5,614,323	9	Milwaukee-Waukesha-West Allis, Wis.	44.40	1,572,245	39
Augusta-Richmond County, Ga.-S.C.	33.92	583,632	92	Minneapolis-St. Paul-Bloomington, Minn.	51.96	3,495,176	16
Austin-Round Rock, Texas	48.52	1,943,299	35	Nashville-Davidson-Murfreesboro-Franklin, Tenn.	40.56	1,792,649	36
Bakersfield, Calif.	22.40	874,589	62	New Haven-Milford, Conn.	43.68	861,277	64
Baltimore-Columbia-Towson, Md.	46.01	2,785,874	20	New Orleans-Metairie, La.	34.69	1,251,849	45
Baton Rouge, La.	33.72	825,478	70	New York, N.Y./Newark-Jersey City, N.J.	46.98	20,092,883	1
Birmingham-Hoover, Ala.	38.17	1,143,772	49	North Port-Sarasota-Bradenton, Fla.	38.30	748,708	73
Boise City, Idaho	40.14	664,422	81	Ogden-Clearfield, Utah	40.42	632,293	87
Boston-Cambridge-Newton, Mass.	55.14	4,732,161	10	Oklahoma City, Okla.	36.98	1,336,767	42
Bridgeport-Stamford-Norwalk, Conn.	54.18	945,438	57	Omaha, Neb./Council Bluffs, Iowa	45.18	904,421	60
Buffalo-Cheektowaga-Niagara Falls, N.Y.	45.99	1,136,360	50	Orlando-Kissimmee-Sanford, Fla.	41.02	2,321,418	26
Cape Coral-Fort Myers, Fla.	33.48	679,513	80	Oxnard-Thousand Oaks-Ventura, Calif.	41.14	846,178	66
Charleston-North Charleston, S.C.	42.73	727,689	76	Palm Bay-Melbourne-Titusville, Fla.	40.56	556,885	97
Charlotte-Concord-Gastonia, N.C.	42.63	2,380,314	22	Philadelphia, Pa./Camden, N.J./Wilmington, Del.	44.05	6,051,170	6
Chattanooga, Tenn.	33.45	544,559	99	Phoenix-Mesa-Scottsdale, Ariz.	38.34	4,489,109	12
Chicago-Naperville-Elgin, Ill.	44.92	9,554,598	3	Pittsburgh, Pa.	46.06	2,355,968	23
Cincinnati, Ohio	41.38	2,149,449	28	Portland-Hillsboro, Ore./Vancouver, Wash.	45.10	2,348,247	24
Cleveland-Elyria, Ohio	40.28	2,063,598	31	Providence-Warwick, R.I.	41.15	1,609,367	38
Colorado Springs, Colo.	47.30	686,908	79	Provo-Orem, Utah	48.32	571,460	94
Columbia, S.C.	41.34	800,495	72	Raleigh, N.C.	54.04	1,242,974	46
Columbus, Ohio	43.53	1,994,536	32	Richmond, Va.	42.43	1,260,029	44
Dallas-Fort Worth-Arlington, Texas	39.83	6,954,330	4	Riverside-San Bernardino-Ontario, Calif.	27.63	4,441,890	13
Dayton, Ohio	38.51	800,836	71	Rochester, N.Y.	47.76	1,083,393	51
Deltona-Daytona Beach-Ormond Beach, Fla.	32.52	609,939	90	Sacramento/Roseville/Arden-Arcade, Calif.	41.43	2,244,397	27
Denver-Aurora-Lakewood, Colo.	49.01	2,754,258	21	Salt Lake City, Utah	40.41	1,153,340	48
Des Moines-West Des Moines, Iowa	48.97	611,549	89	San Antonio-New Braunfels, Texas	35.27	2,328,652	25
Detroit-Warren-Dearborn, Mich.	39.75	4,296,611	14	San Diego-Carlsbad, Calif.	45.25	3,263,431	17
Durham-Chapel Hill, N.C.	52.91	542,710	100	San Francisco-Oakland-Hayward, Calif.	54.04	4,594,060	11
El Paso, Texas	30.11	836,698	67	San Jose-Sunnyvale-Santa Clara, Calif.	55.72	1,952,872	34
Fresno, Calif.	27.84	965,974	56	Scranton/Wilkes-Barre/Hazleton, Pa.	36.25	559,679	96
Grand Rapids-Wyoming, Mich.	41.42	1,027,703	52	Seattle-Tacoma-Bellevue, Wash.	49.48	3,671,478	15
Greensboro-High Point, N.C.	37.51	746,593	74	Springfield, Mass.	41.84	629,100	88
Greenville-Anderson-Mauldin, S.C.	37.39	862,463	63	St. Louis, Mo.	43.37	2,806,207	19
Harrisburg-Carlisle, Pa.	40.74	560,849	95	Stockton-Lodi, Calif.	27.58	715,597	77
Hartford-West Hartford-East Hartford, Conn.	47.77	1,214,295	47	Syracuse, N.Y.	45.35	661,478	82
Houston-The Woodlands-Sugar Land, Texas	37.18	6,490,180	5	Tampa-St. Petersburg-Clearwater, Fla.	39.51	2,915,582	18
Indianapolis-Carmel-Anderson, Ind.	41.41	1,971,274	33	Toledo, Ohio	37.07	607,456	91
Jackson, Miss.	39.19	577,564	93	Tucson, Ariz.	38.64	1,004,516	53
Jacksonville, Fla.	38.69	1,419,127	40	Tulsa, Okla.	36.64	969,224	55
Kansas City, Mo.	43.82	2,071,133	29	Urban Honolulu, Hawaii	45.65	991,788	54
Knoxville, Tenn.	36.98	857,585	65	Virginia Beach-Norfolk-Newport News, Va.	39.87	1,716,624	37
Lakeland-Winter Haven, Fla.	28.34	634,638	85	Washington, D.C./Arlington-Alexandria, Va.	55.71	6,033,737	7
Las Vegas-Henderson-Paradise, Nev.	29.99	2,069,681	30	Wichita, Kan.	38.38	641,076	84
Little Rock-North Little Rock-Conway, Ark.	36.70	729,135	75	Winston-Salem, N.C.	36.60	655,015	83
Los Angeles-Long Beach-Anaheim, Calif.	39.72	13,262,220	2	Worcester, Mass.	45.00	930,473	58
Louisville/Jefferson County, Ky.	37.18	1,269,702	43	Youngstown-Warren-Boardman, Ohio	30.81	553,263	98

Source: U.S. Census Bureau, 2010-14 American Community Survey Five-Year Estimates. (U.S. Census Bureau, Population Division; Annual Estimates of the Resident Population April 1, 2010 to July 1, 2014)

Highlighted Cities: The metropolitan areas displayed in **boldface** are communities in which Lumina supports a Community Partnership for Attainment (CPA), a partnership of organizations across the community focused on postsecondary attainment. Many CPA sites focus on geographic areas other than the entire MSA.

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.

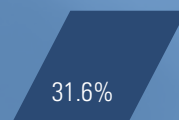


STATE PROFILES

AL

Tracking the trend

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



2008



2009



2010

Alabama



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 Alabama stood at 31.6 percent. In 2014, the most recent year for which data are available, the rate reached 33.7 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.

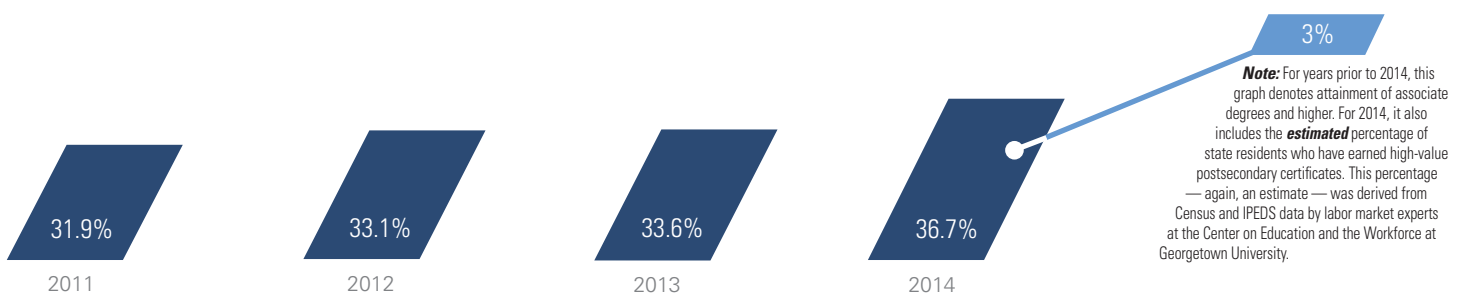
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In Alabama, 3 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 36.7 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge Alabama 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 Alabama by race and ethnicity.

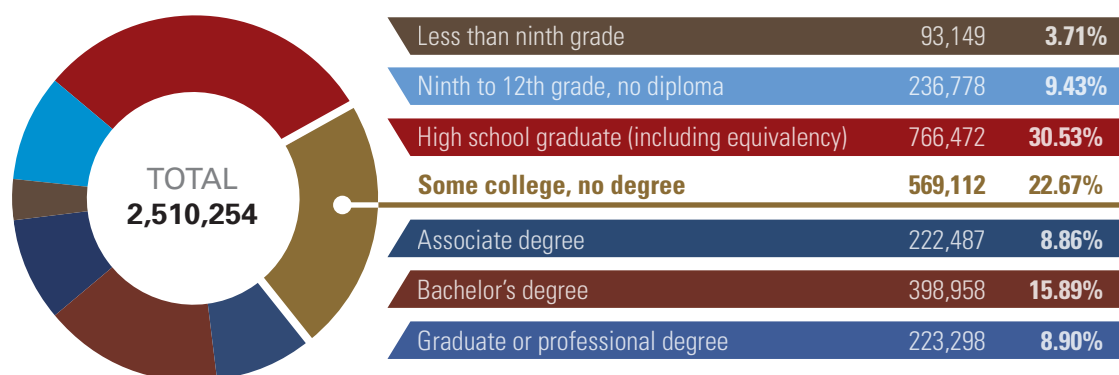
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Our analysis shows that Alabama has not set a goal that meets Lumina's criteria; we urge state leaders to do so.

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/>).



Levels of education for Alabama residents, ages 25-64

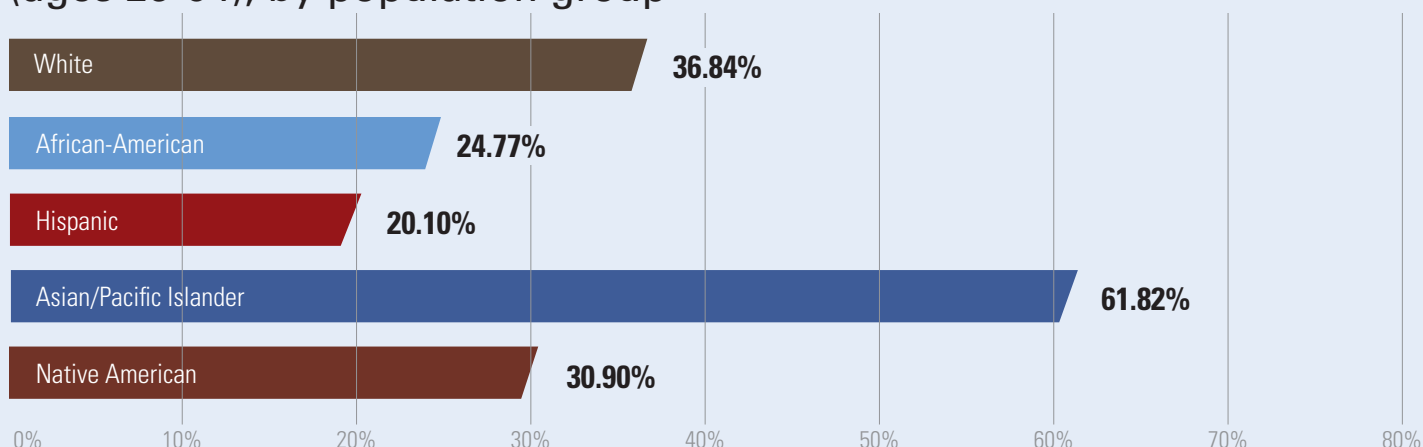


Estimated attainment of certificates: **3%**

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.

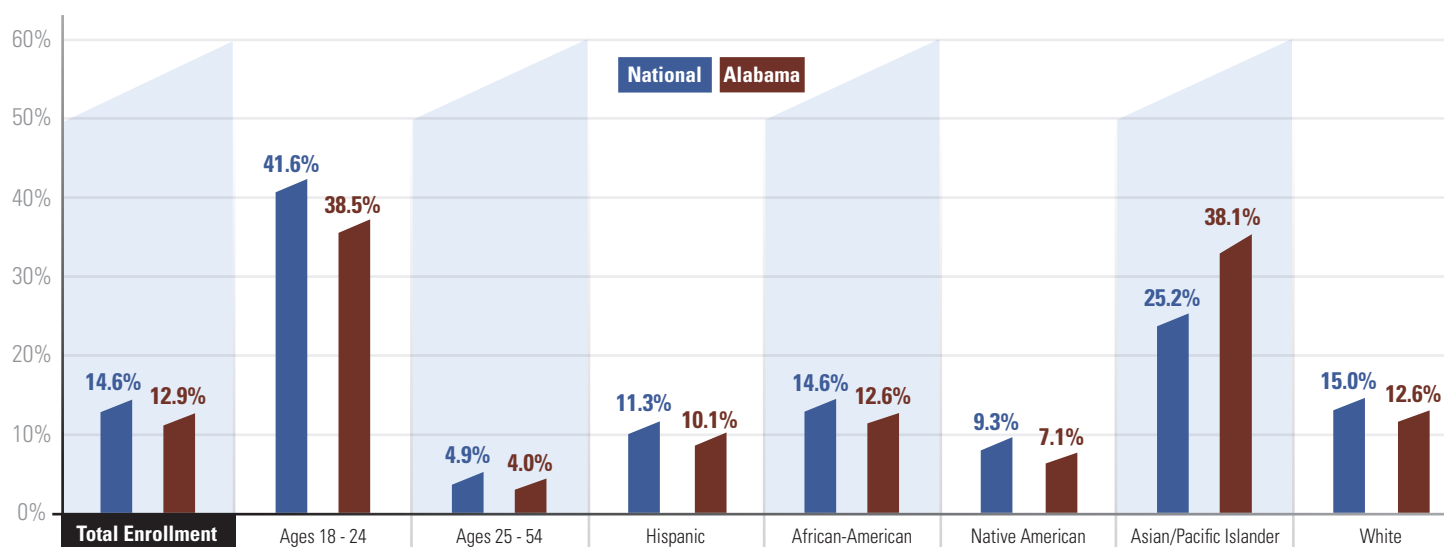
Source: U.S. Census Bureau, 2014 American Community Survey

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



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

College enrollment among Alabama 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 Alabama residents (ages 25-64) with at least an associate degree, by county

Autauga	32.70	Clarke	21.04	DeKalb	21.52	Jefferson	40.88	Mobile	30.98	Talladega	21.51
Baldwin	38.51	Clay	16.95	Elmore	31.74	Lamar	20.04	Monroe	20.86	Tallapoosa	26.68
Barbour	21.42	Cleburne	17.90	Escambia	19.60	Lauderdale	30.53	Montgomery	38.77	Tuscaloosa	36.48
Bibb	18.06	Coffee	34.96	Etowah	25.83	Lawrence	20.21	Morgan	28.88	Walker	20.45
Blount	23.01	Colbert	27.54	Fayette	24.80	Lee	42.88	Perry	16.83	Washington	17.60
Bullock	19.27	Conecuh	16.69	Franklin	17.80	Limestone	32.41	Pickens	16.75	Wilcox	18.46
Butler	23.71	Coosa	15.23	Geneva	20.73	Lowndes	19.32	Pike	30.74	Winston	22.23
Calhoun	26.02	Covington	26.19	Greene	15.63	Macon	25.15	Randolph	19.84		
Chambers	21.03	Crenshaw	22.09	Hale	22.04	Madison	48.70	Russell	26.91		
Cherokee	22.04	Cullman	28.38	Henry	27.62	Marengo	25.54	St. Clair	25.27		
Chilton	21.84	Dale	29.51	Houston	31.37	Marion	21.71	Shelby	50.21		
Choctaw	23.96	Dallas	21.38	Jackson	22.17	Marshall	26.59	Sumter	22.91		

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

AK

Tracking the trend

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



Alaska



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 Alaska stood at 36.3 percent. In 2014, the most recent year for which data are available, the rate is again 36.3 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.

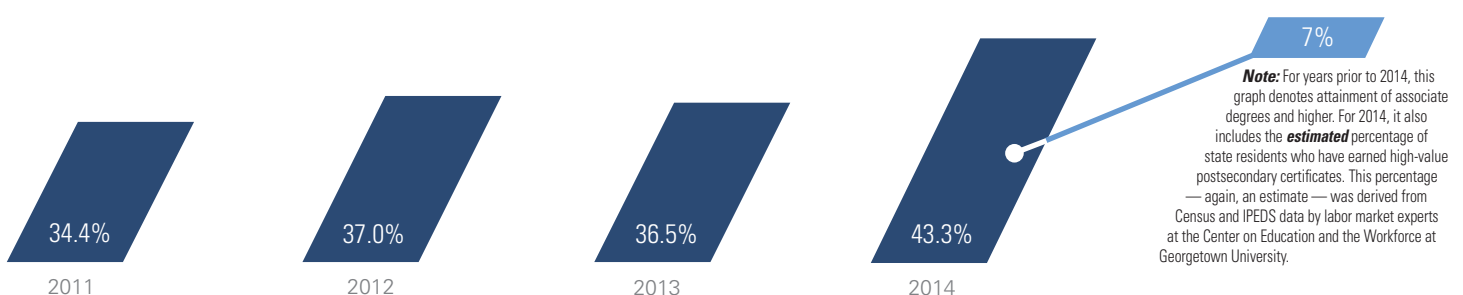
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In Alaska, 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 43.3 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge Alaska 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 Alaska by race and ethnicity.

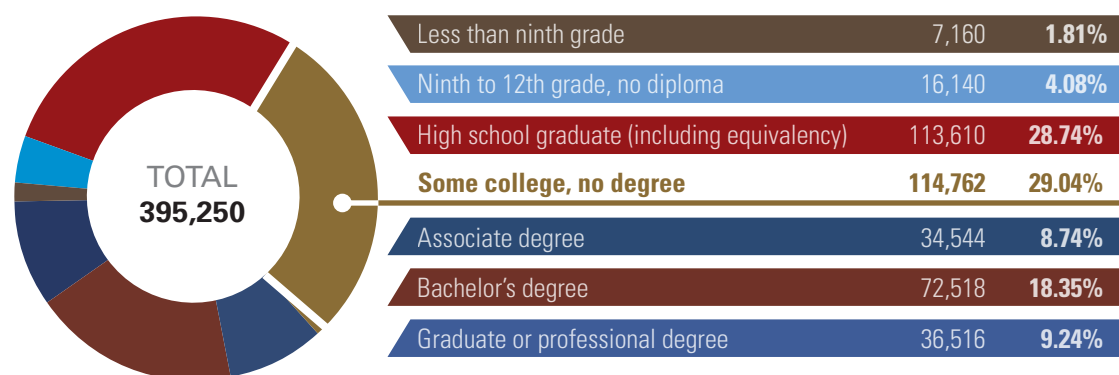
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Our analysis shows that Alaska has not set a goal that meets Lumina's criteria; we urge state leaders to do so.

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/>).



Levels of education for Alaska residents, ages 25-64

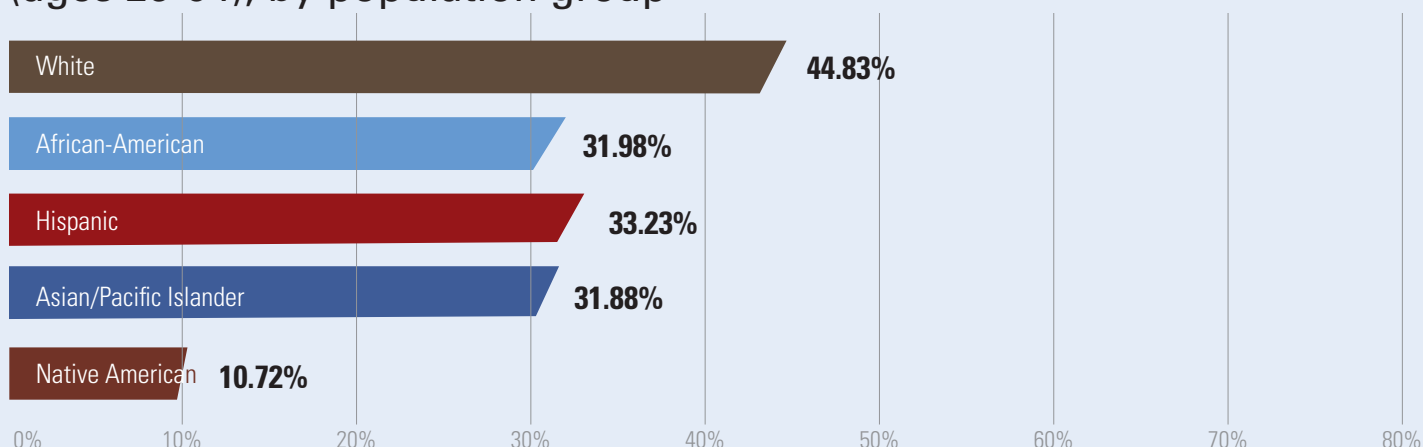


Estimated attainment of certificates: **7%**

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.

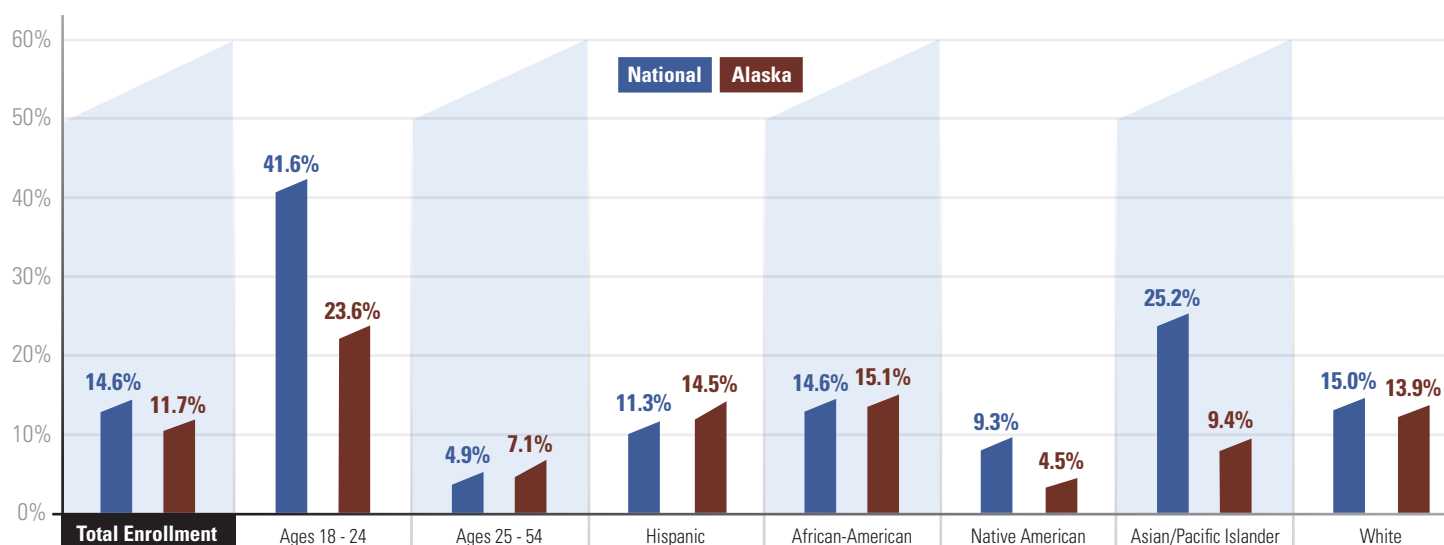
Source: U.S. Census Bureau, 2014 American Community Survey

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



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

College enrollment among Alaska 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 Alaska residents (ages 25-64) with at least an associate degree, by borough

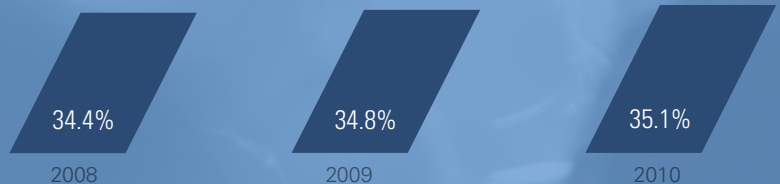
Aleutians East Borough	18.97	Juneau City and Borough	44.05	Prince of Wales-Hyder Census Area	20.98
Aleutians West Census Area	20.47	Kenai Peninsula Borough	30.68	Sitka City and Borough	42.50
Anchorage Municipality	42.38	Ketchikan Gateway Borough	31.33	Skagway Municipality	40.03
Bethel Census Area	15.75	Kodiak Island Borough	32.81	Southeast Fairbanks Census Area	32.01
Bristol Bay Borough	27.45	Lake and Peninsula Borough	19.24	Valdez-Cordova Census Area	32.90
Denali Borough	39.69	Matanuska-Susitna Borough	31.08	Wade Hampton Census Area	7.63
Dillingham Census Area	22.94	Nome Census Area	19.00	Wrangell City and Borough	26.40
Fairbanks North Star Borough	40.20	North Slope Borough	21.56	Yakutat City and Borough	25.68
Haines Borough	38.29	Northwest Arctic Borough	15.58	Yukon-Koyukuk Census Area	16.05
Hoonah-Angoon Census Area	35.79	Petersburg Borough	34.56		

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

AZ

Tracking the trend

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



Arizona



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 Arizona stood at 34.4 percent. In 2014, the most recent year for which data are available, the rate reached 36.8 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.

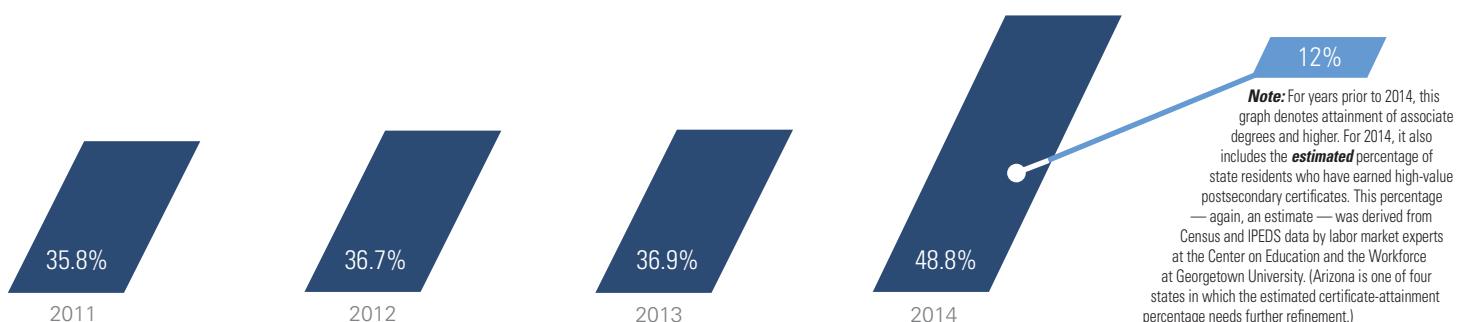
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In Arizona, 12 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 48.8 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge Arizona 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 Arizona by race and ethnicity.

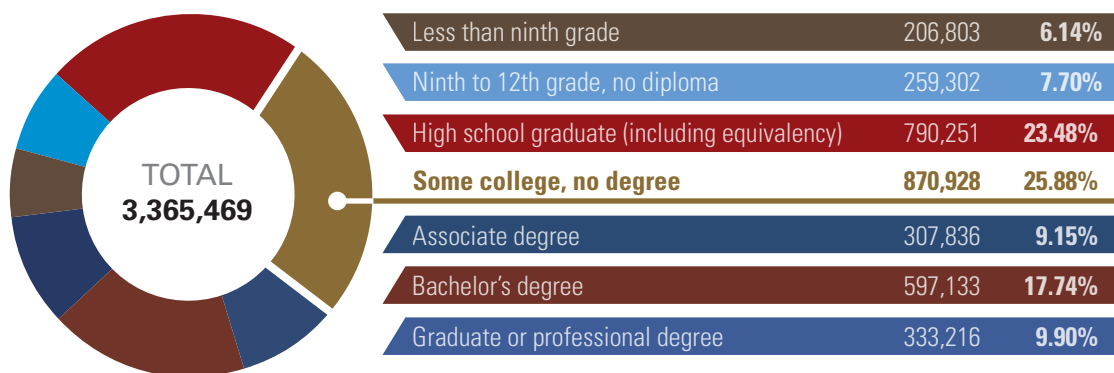
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Our analysis shows that Arizona has not set a goal that meets Lumina's criteria; we urge state leaders to do so.

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/>).



Levels of education for Arizona residents, ages 25-64

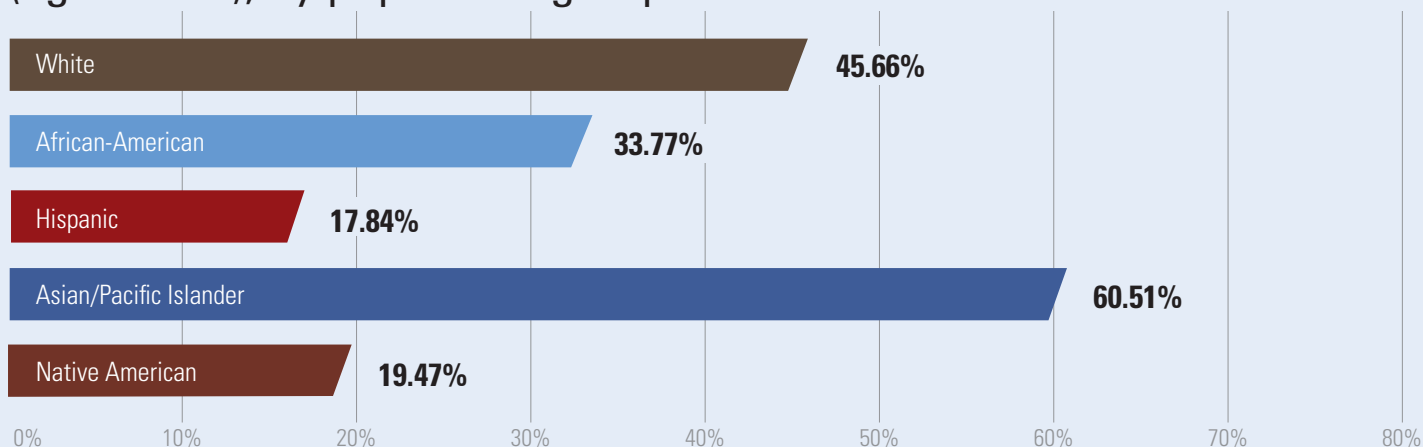


Estimated attainment of certificates: **12%**

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. Be aware that Arizona is one of four states in which the estimated certificate-attainment percentage needs further refinement.

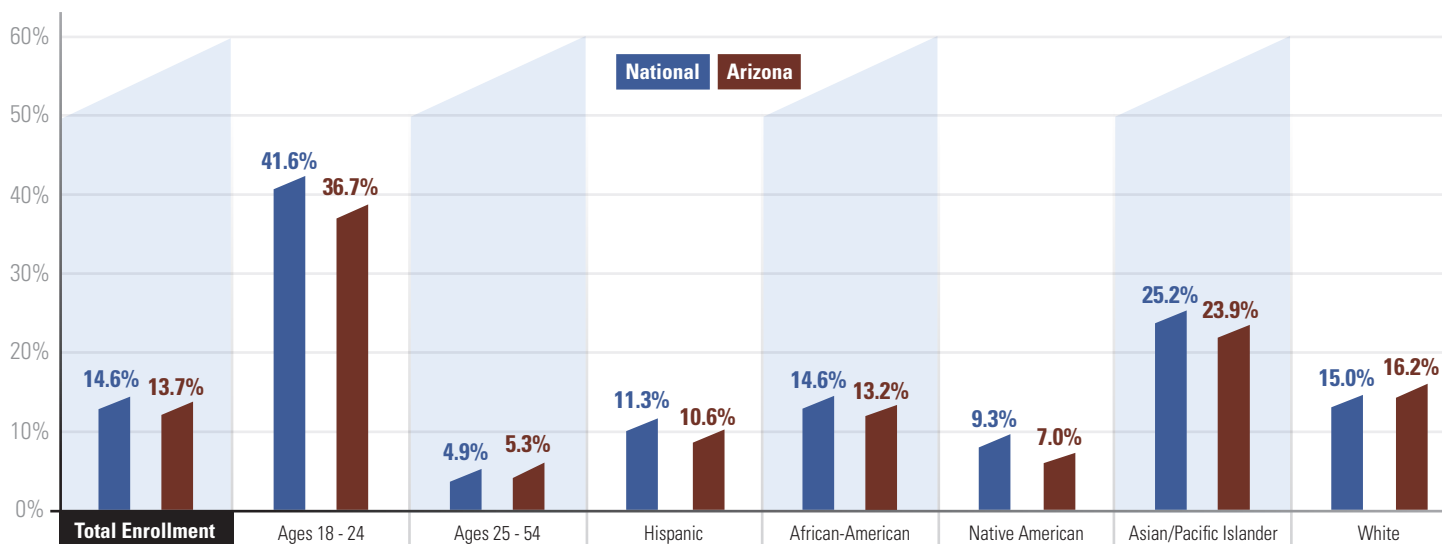
Source: U.S. Census Bureau, 2014 American Community Survey

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



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

College enrollment among Arizona 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 Arizona residents (ages 25-64) with at least an associate degree, by county

Apache	18.59	Gila	25.56	La Paz	17.91	Navajo	22.05	Santa Cruz	29.40
Cochise	34.46	Graham	21.89	Maricopa	39.44	Pima	38.64	Yavapai	32.52
Coconino	41.87	Greenlee	22.04	Mohave	20.57	Pinal	26.92	Yuma	22.23

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

AR

Tracking the trend

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

26.5%

2008

27.0%

2009

27.9%

2010

Arkansas



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 Arkansas stood at 26.5 percent. In 2014, the most recent year for which data are available, the rate reached 29.8 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.

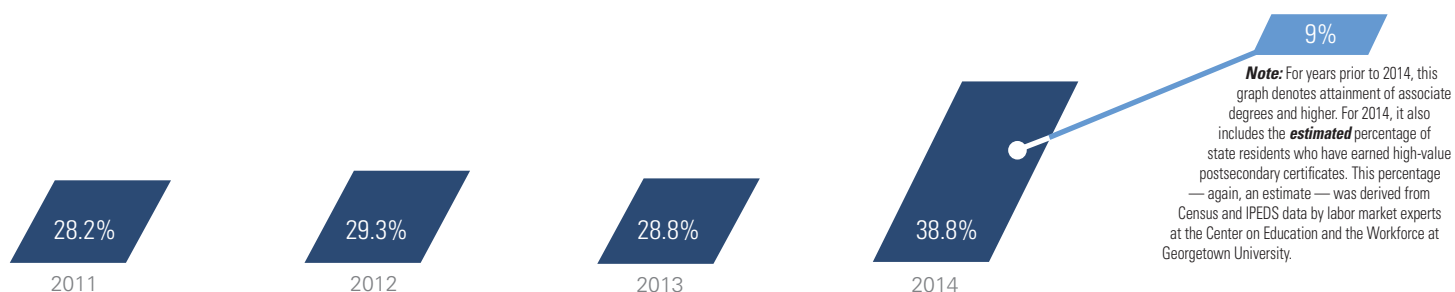
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In Arkansas, 9 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 38.8 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge Arkansas 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 Arkansas by race and ethnicity.

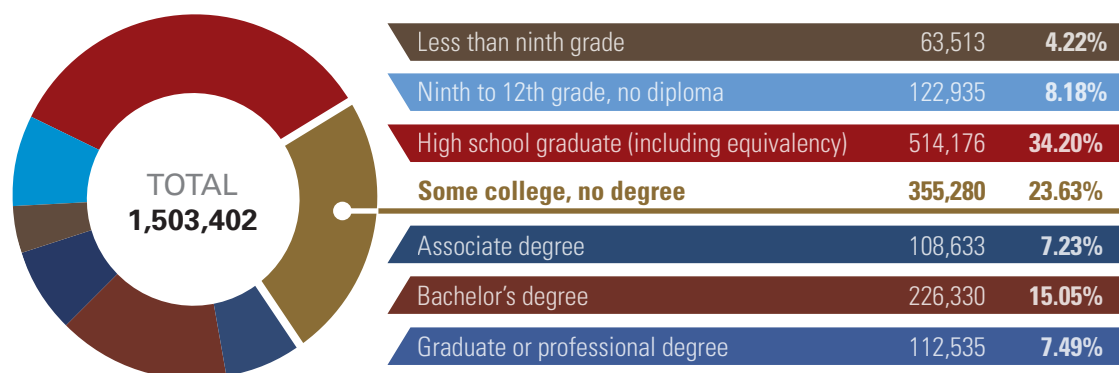
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Arkansas is one of those 26 states.

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/>).



Levels of education for Arkansas residents, ages 25-64

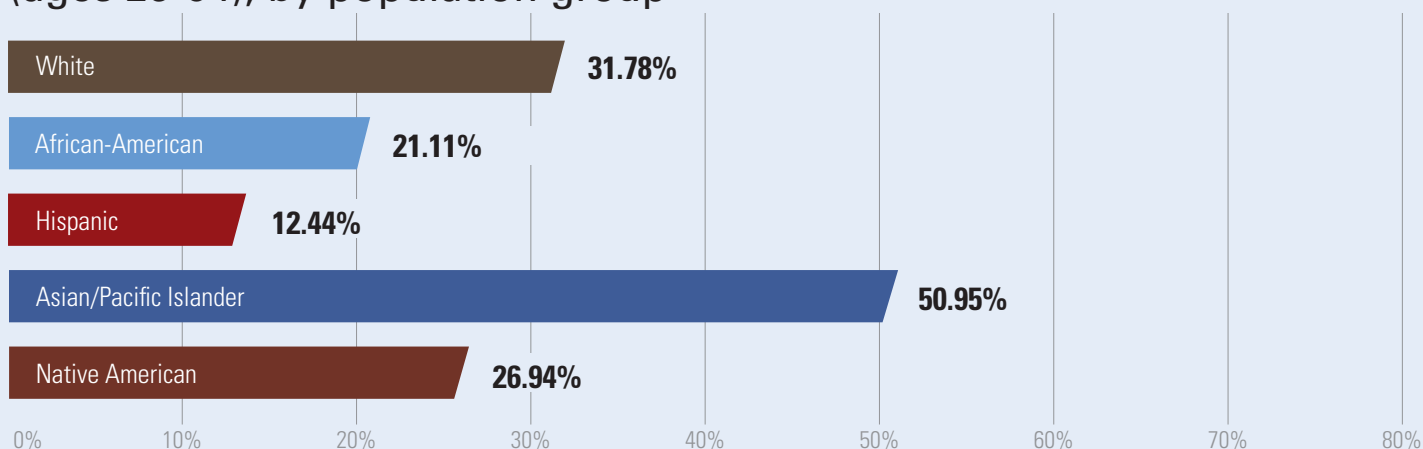


Estimated attainment of certificates: **9%**

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.

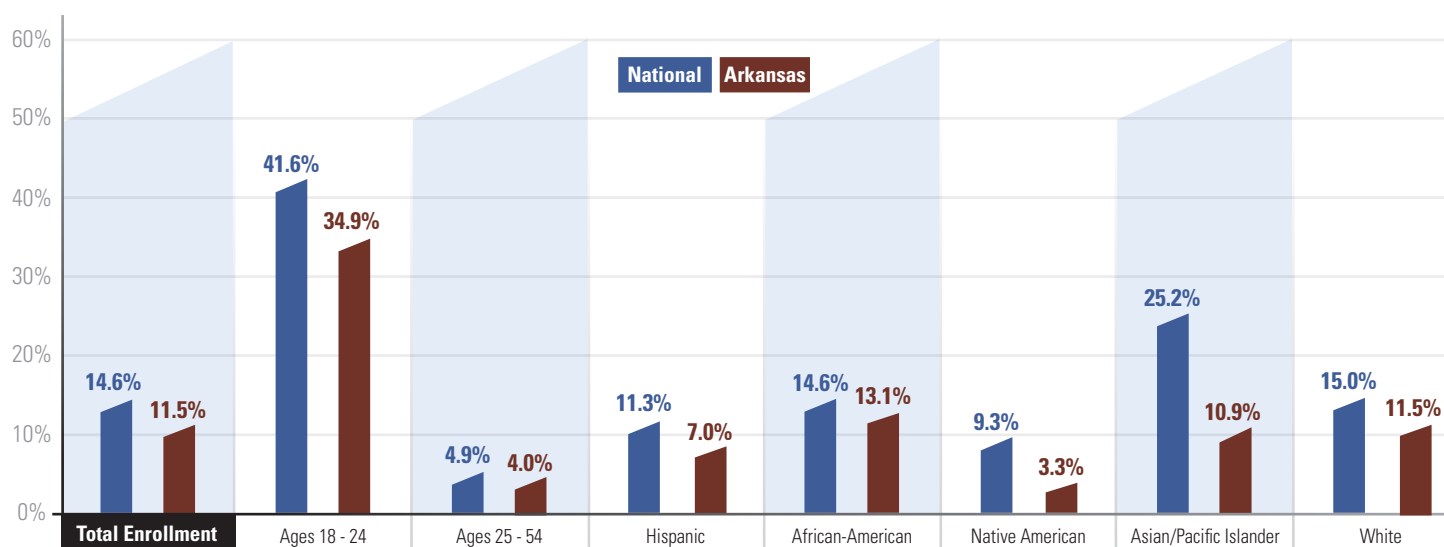
Source: U.S. Census Bureau, 2014 American Community Survey

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



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

College enrollment among Arkansas 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 Arkansas residents (ages 25-64) with at least an associate degree, by county

Arkansas	21.16	Columbia	31.47	Grant	23.82	Lincoln	13.30	Perry	22.09	Sebastian	28.81
Ashley	18.73	Conway	23.37	Greene	22.11	Little River	18.55	Phillips	25.34	Sevier	13.25
Baxter	27.54	Craighead	33.53	Hempstead	21.75	Logan	19.47	Pike	21.64	Sharp	18.89
Benton	37.13	Crawford	25.17	Hot Spring	24.79	Lonoke	30.10	Poinsett	14.77	Stone	25.31
Boone	24.20	Crittenden	23.15	Howard	21.73	Madison	13.46	Polk	21.82	Union	27.92
Bradley	18.31	Cross	18.92	Independence	23.25	Marion	18.14	Pope	27.68	Van Buren	16.58
Calhoun	20.01	Dallas	20.97	Izard	21.62	Miller	19.81	Prairie	18.85	Washington	36.04
Carroll	24.20	Desha	16.12	Jackson	14.64	Mississippi	20.79	Pulaski	40.04	White	28.49
Chicot	14.77	Drew	27.94	Jefferson	24.11	Monroe	19.84	Randolph	25.49	Woodruff	15.11
Clark	32.29	Faulkner	36.56	Johnson	21.02	Montgomery	24.40	St. Francis	18.24	Yell	16.20
Clay	15.52	Franklin	21.43	Lafayette	16.84	Nevada	19.37	Saline	32.45		
Cleburne	23.34	Fulton	20.25	Lawrence	19.84	Newton	18.90	Scott	19.05		
Cleveland	26.33	Garland	29.36	Lee	12.61	Ouachita	26.17	Searcy	23.03		

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

GA

Tracking the trend

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



California



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 California stood at 38.6 percent. In 2014, the most recent year for which data are available, the rate reached 40.2 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.

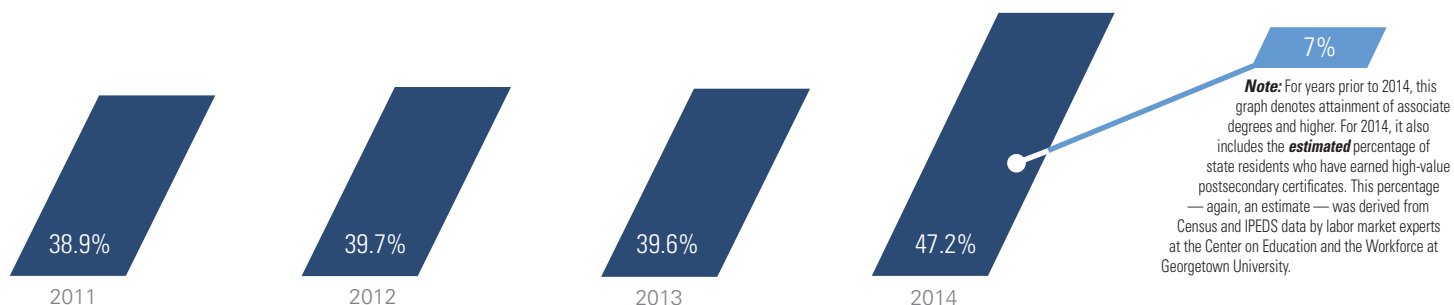
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In California, 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 47.2 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge California 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 California by race and ethnicity.

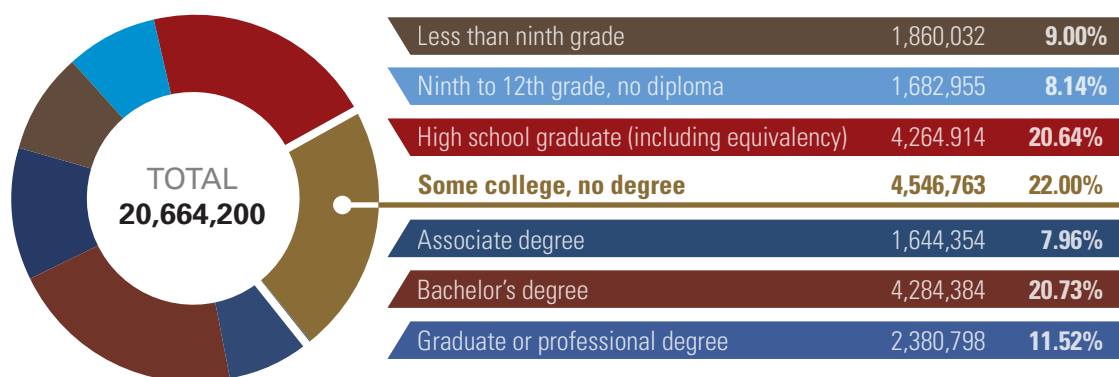
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Our analysis shows that California has not set a goal that meets Lumina's criteria; we urge state leaders to do so.

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/>).



Levels of education for California residents, ages 25-64

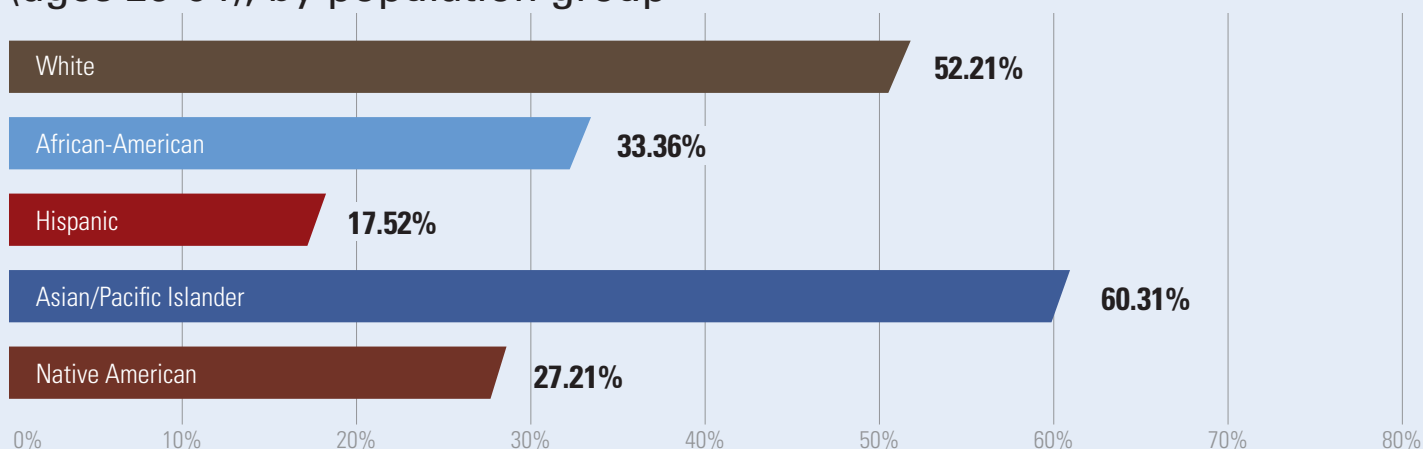


Estimated attainment of certificates: **7%**

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.

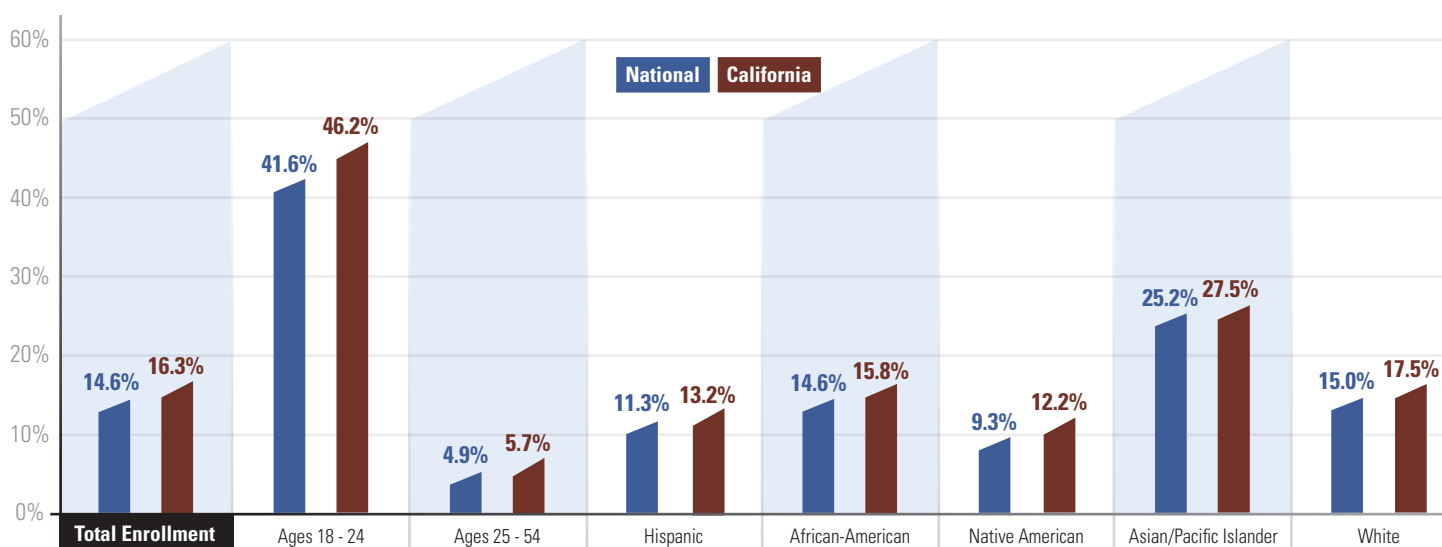
Source: U.S. Census Bureau, 2014 American Community Survey

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



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

College enrollment among California 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 California residents (ages 25-64) with at least an associate degree, by county

Alameda	51.02	Glenn	22.31	Marin	61.67	Placer	49.12	San Mateo	54.83	Sutter	29.28
Alpine	37.76	Humboldt	37.19	Mariposa	30.68	Plumas	33.34	Santa Barbara	38.70	Tehama	22.00
Amador	28.33	Imperial	21.78	Mendocino	29.21	Riverside	28.04	Santa Clara	56.54	Trinity	32.02
Butte	35.60	Inyo	30.13	Merced	20.37	Sacramento	38.49	Santa Cruz	46.02	Tulare	20.73
Calaveras	30.56	Kern	22.40	Modoc	31.26	San Benito	27.48	Shasta	32.07	Tuolumne	27.69
Colusa	23.85	Kings	20.64	Mono	43.82	San Bernardino	27.20	Sierra	34.48	Ventura	41.14
Contra Costa	48.32	Lake	26.21	Monterey	29.29	San Diego	45.25	Siskiyou	34.22	Yolo	47.61
Del Norte	22.46	Lassen	22.13	Napa	40.78	San Francisco	62.71	Solano	34.15	Yuba	23.99
El Dorado	43.67	Los Angeles	37.77	Nevada	44.27	San Joaquin	27.58	Sonoma	41.20		
Fresno	27.84	Madera	21.24	Orange	46.06	San Luis Obispo	41.05	Stanislaus	24.13		

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

GO

Tracking the trend

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



Colorado

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 Colorado stood at 45.3 percent. In 2014, the most recent year for which data are available, the rate reached 48.2 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.

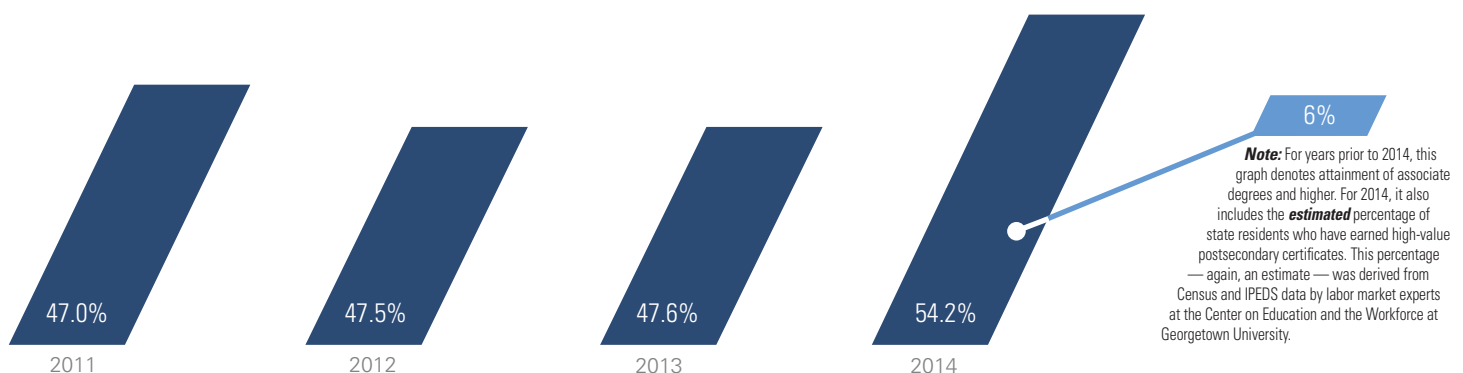
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In Colorado, 6 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 54.2 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge Colorado 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 Colorado by race and ethnicity.

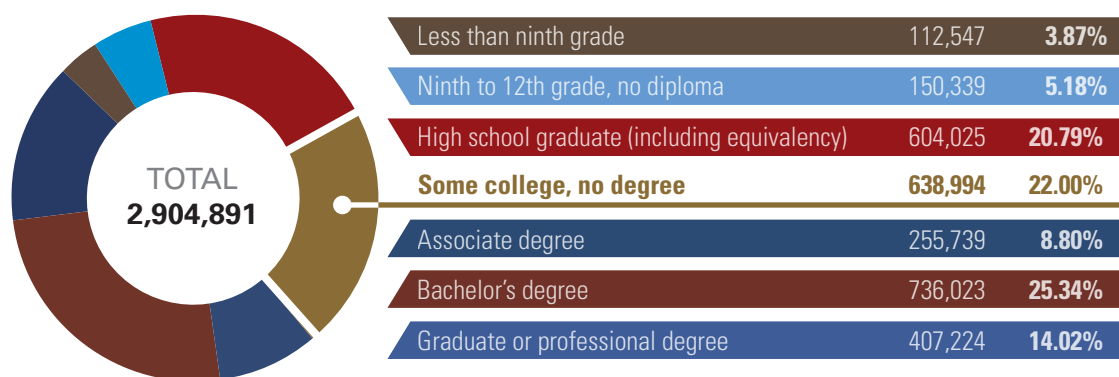
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Colorado is one of those 26 states.

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/>).



Levels of education for Colorado residents, ages 25-64

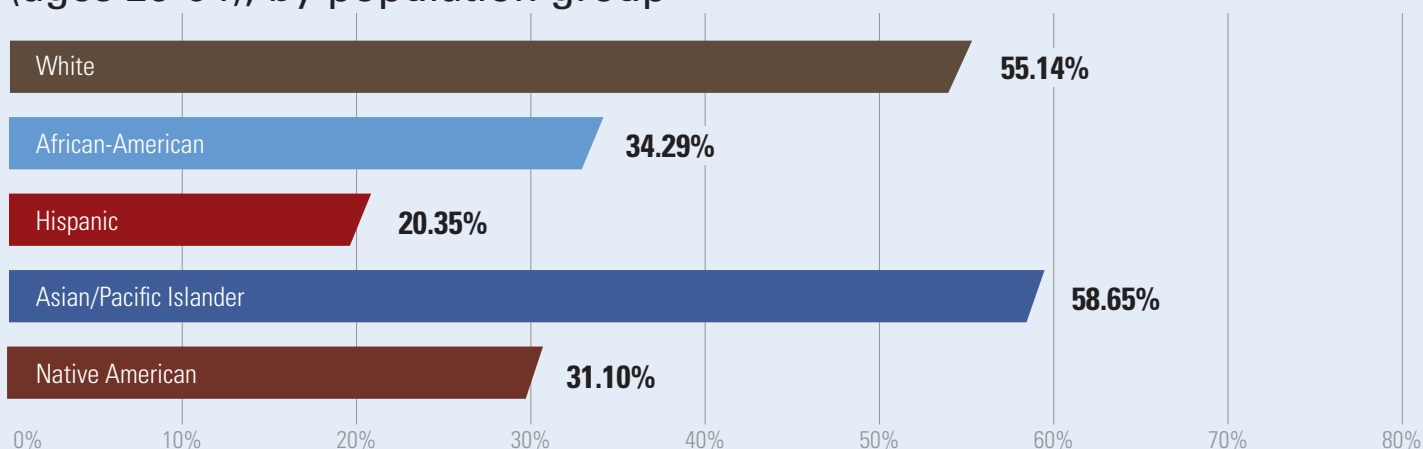


Estimated attainment of certificates: **6%**

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.

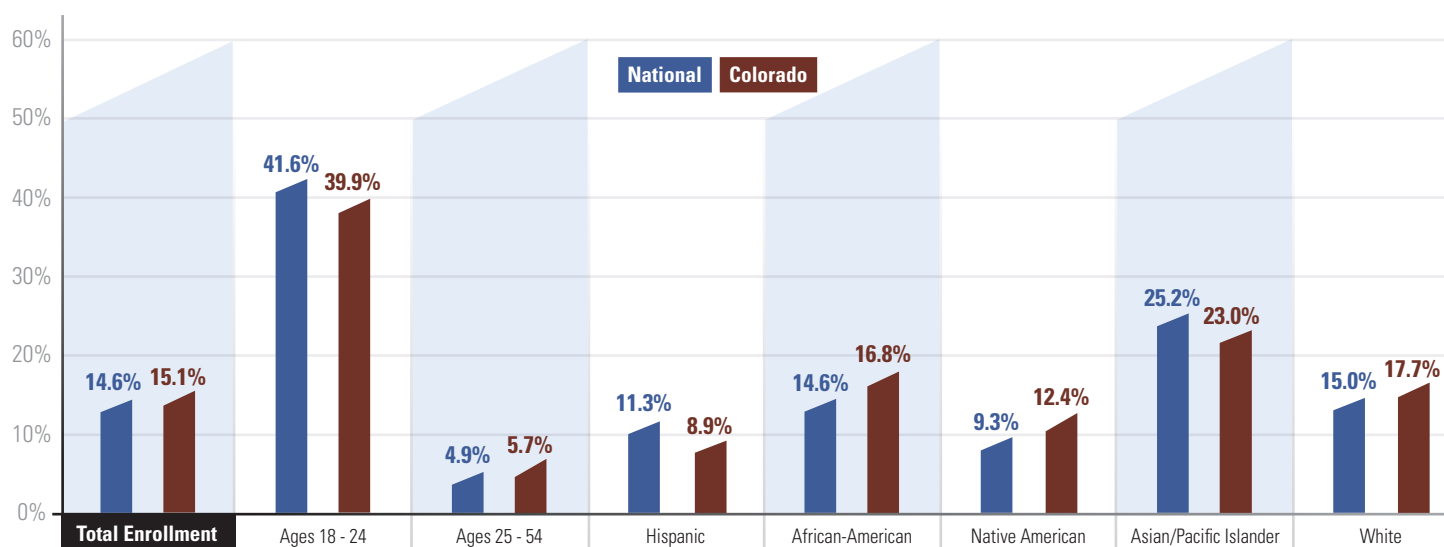
Source: U.S. Census Bureau, 2014 American Community Survey

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



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

College enrollment among Colorado 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 Colorado residents (ages 25-64) with at least an associate degree, by county

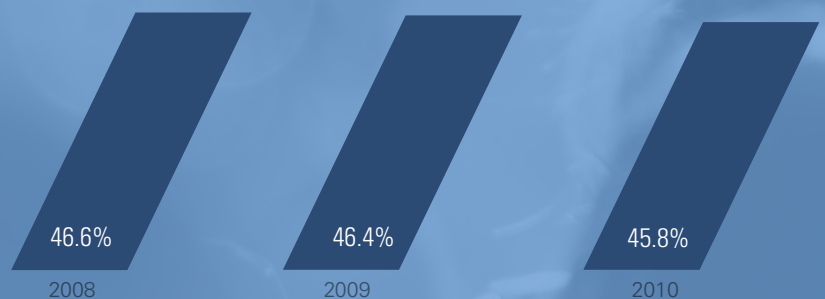
Adams	31.20	Conejos	28.06	Fremont	21.55	Lake	42.73	Morgan	24.55	Saguache	31.96
Alamosa	30.29	Costilla	23.02	Garfield	36.44	La Plata	50.97	Otero	31.68	San Juan	33.33
Arapahoe	48.94	Crowley	19.33	Gilpin	40.26	Larimer	55.48	Ouray	52.67	San Miguel	58.77
Archuleta	40.43	Custer	40.70	Grand	45.94	Las Animas	31.68	Park	41.31	Sedgwick	33.39
Baca	30.77	Delta	27.16	Gunnison	61.21	Lincoln	22.90	Phillips	29.69	Summit	54.70
Bent	17.44	Denver	50.91	Hinsdale	43.47	Logan	32.39	Pitkin	63.45	Teller	41.04
Boulder	66.04	Dolores	32.42	Huerfano	34.01	Mesa	35.83	Prowers	27.34	Washington	33.82
Broomfield	61.09	Douglas	65.56	Jackson	21.96	Mineral	50.53	Pueblo	34.54	Weld	36.22
Chaffee	40.55	Eagle	54.53	Jefferson	51.51	Moffat	23.13	Rio Blanco	31.92	Yuma	28.75
Cheyenne	38.16	Elbert	42.59	Kiowa	40.50	Montezuma	32.91	Rio Grande	29.36		
Clear Creek	47.70	El Paso	47.55	Kit Carson	26.72	Montrose	31.13	Routt	57.75		

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

ET

Tracking the trend

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



Connecticut



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 Connecticut stood at 46.6 percent. In 2014, the most recent year for which data are available, the rate reached 48.2 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.

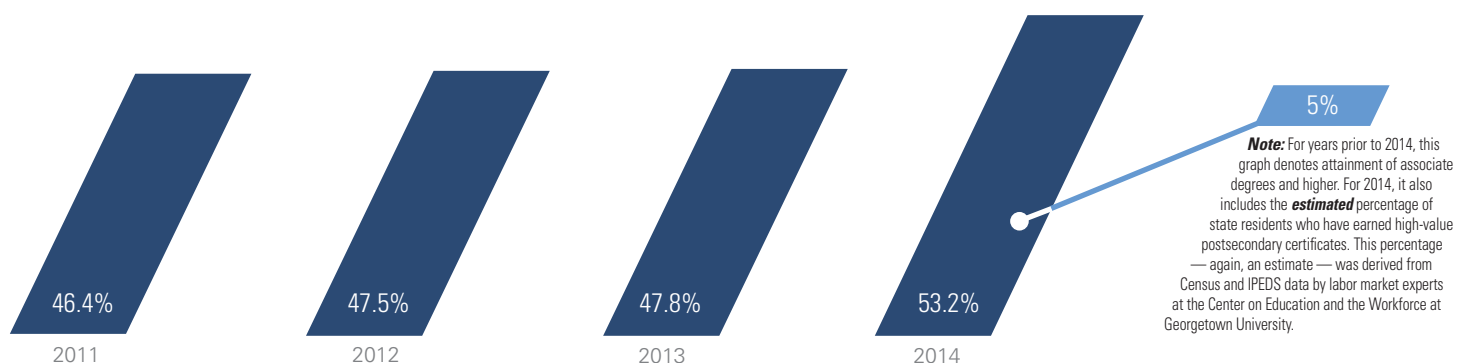
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In Connecticut, 5 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 53.2 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge Connecticut 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 Connecticut by race and ethnicity.

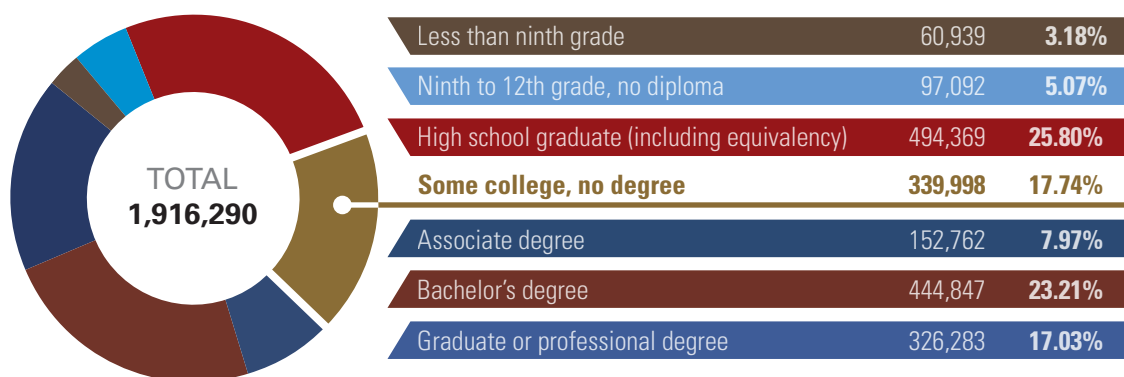
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Connecticut is one of those 26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



Levels of education for Connecticut residents, ages 25-64

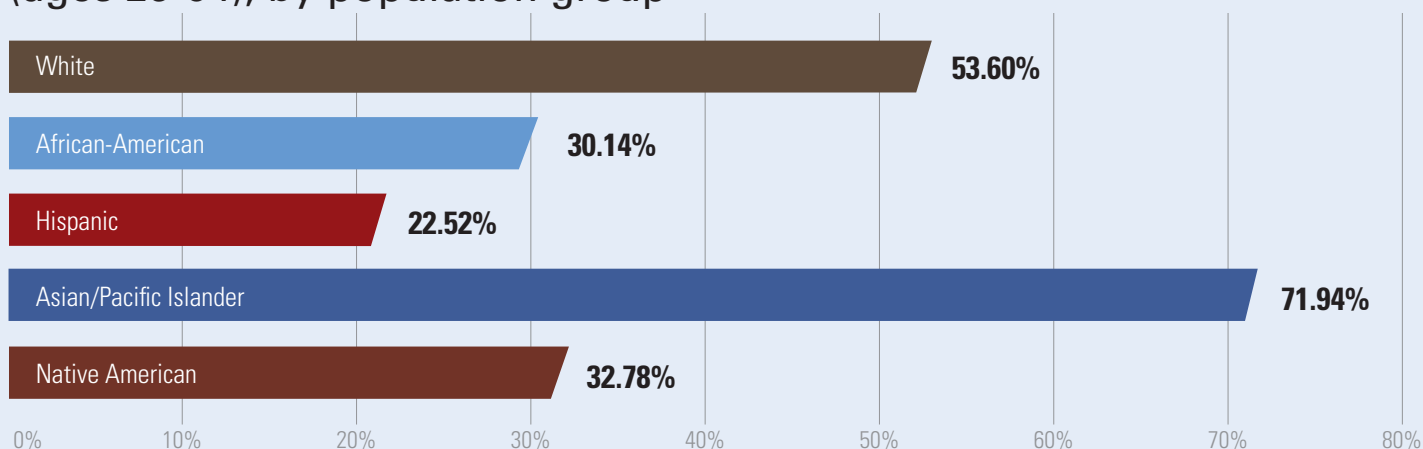


Estimated attainment of certificates: **5%**

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.

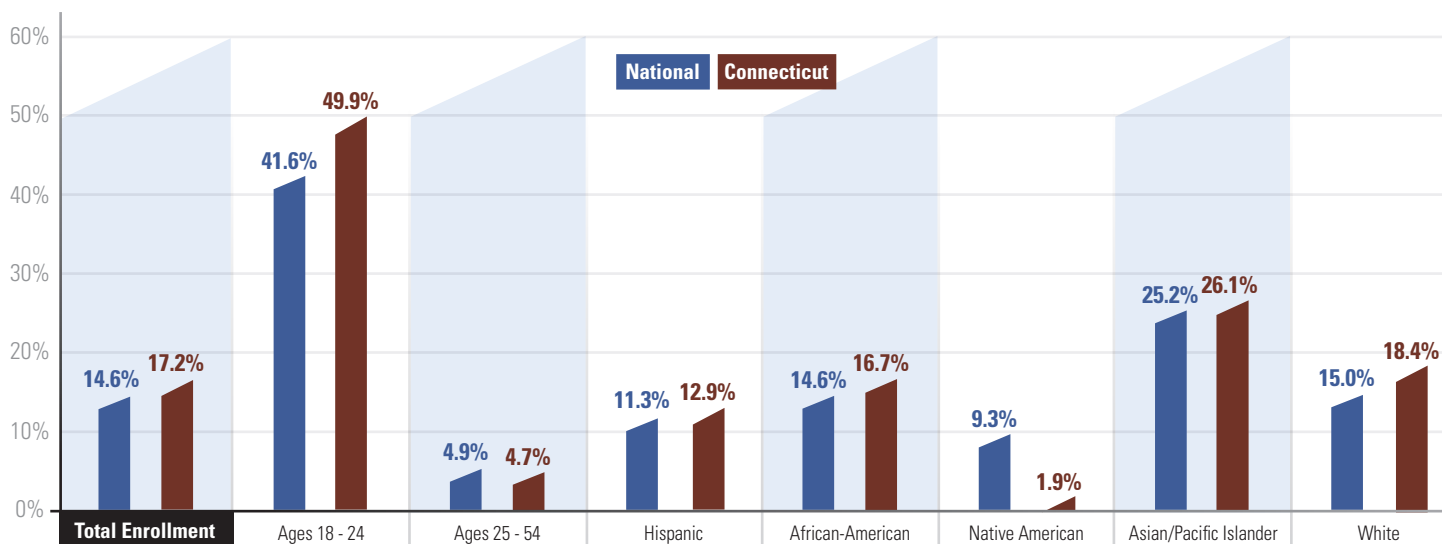
Source: U.S. Census Bureau, 2014 American Community Survey

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



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

College enrollment among Connecticut 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 Connecticut residents (ages 25-64) with at least an associate degree, by county

Fairfield	54.18	Litchfield	45.13	New Haven	43.68	Tolland	49.86
Hartford	46.70	Middlesex	51.66	New London	41.29	Windham	32.92

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

DE

Tracking the trend

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





Delaware

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 Delaware stood at 37 percent. In 2014, the most recent year for which data are available, the rate reached 40.7 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.

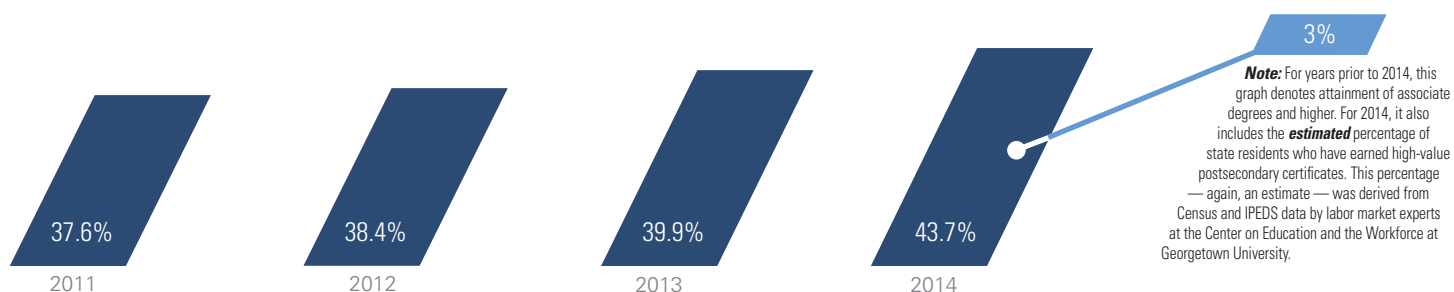
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In Delaware, 3 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 43.7 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge Delaware 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 Delaware by race and ethnicity.

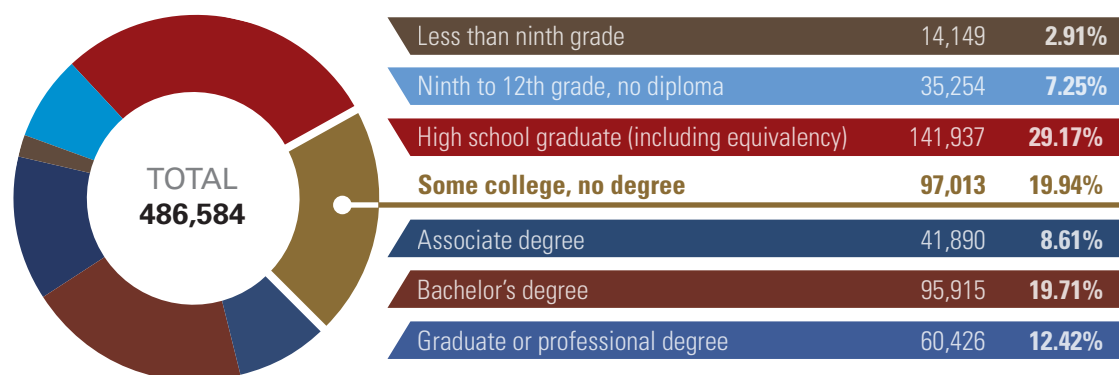
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Our analysis shows that Delaware has not set a goal that meets Lumina's criteria; we urge state leaders to do so.

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/>).



Levels of education for Delaware residents, ages 25-64

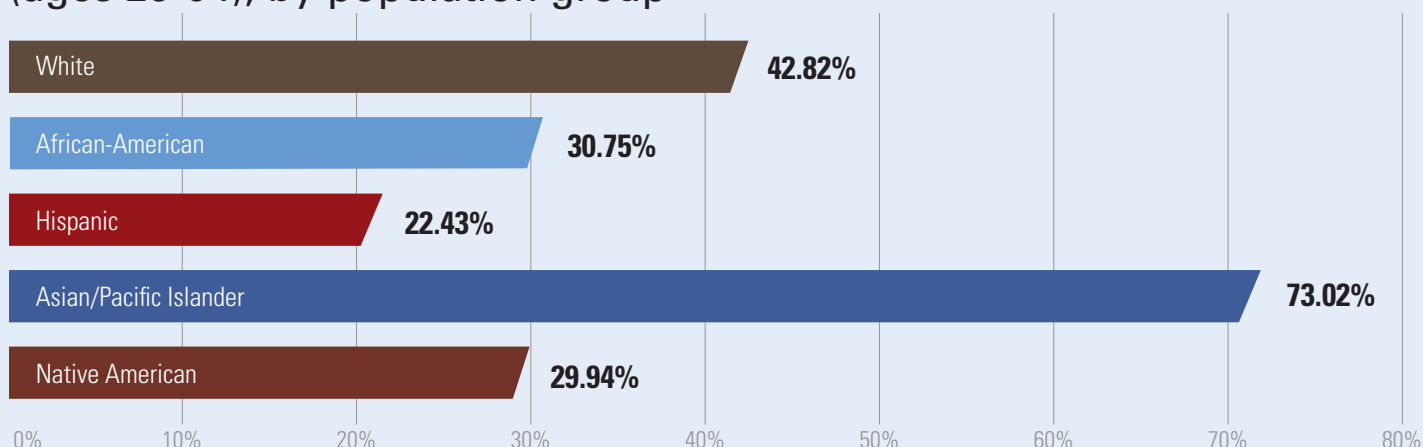


Estimated attainment of certificates: **3%**

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.

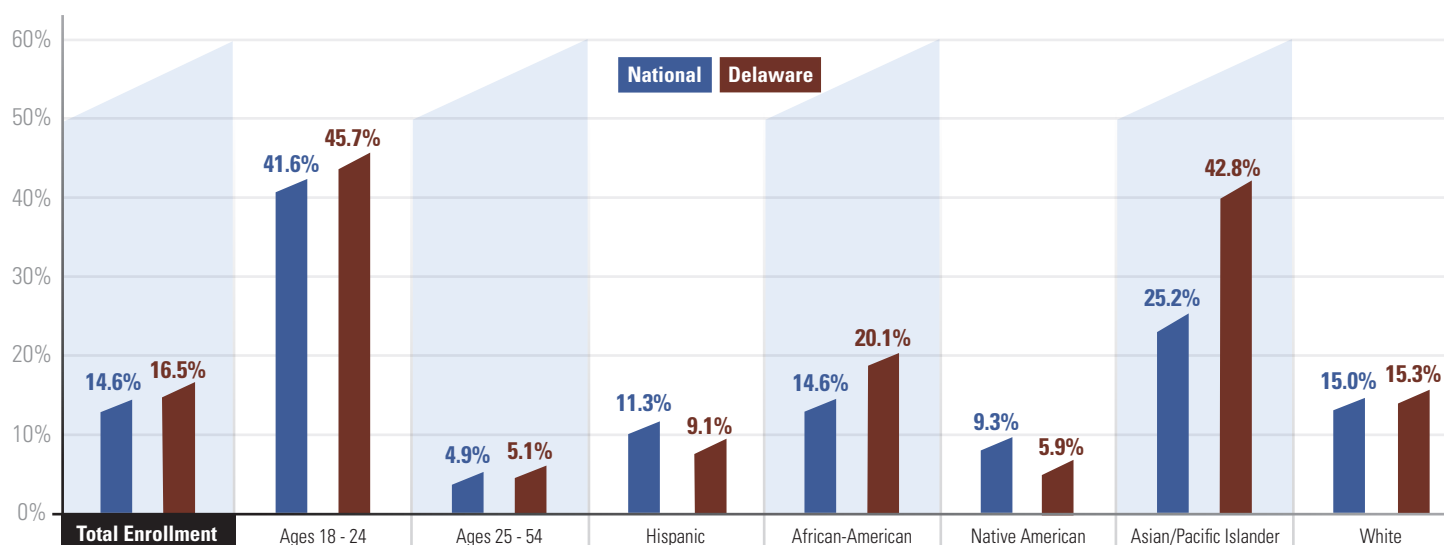
Source: U.S. Census Bureau, 2014 American Community Survey

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



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

College enrollment among Delaware 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 Delaware residents (ages 25-64) with at least an associate degree, by county

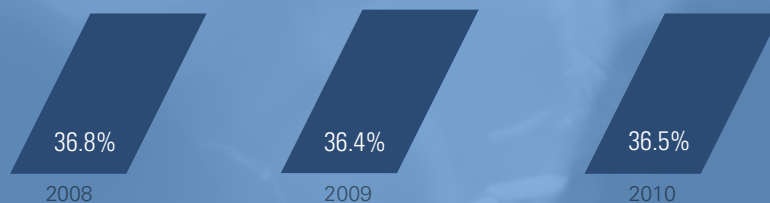
Kent	33.15	New Castle	43.62	Sussex	30.51
------	-------	------------	-------	--------	-------

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



Tracking the trend

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



Florida



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 Florida stood at 36.8 percent. In 2014, the most recent year for which data are available, the rate reached 38.9 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.

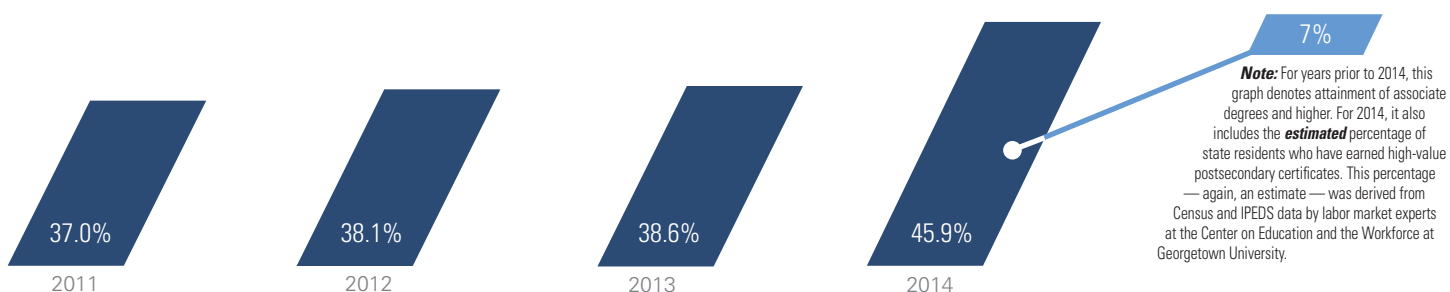
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In Florida, 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 45.9 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge Florida 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 Florida by race and ethnicity.

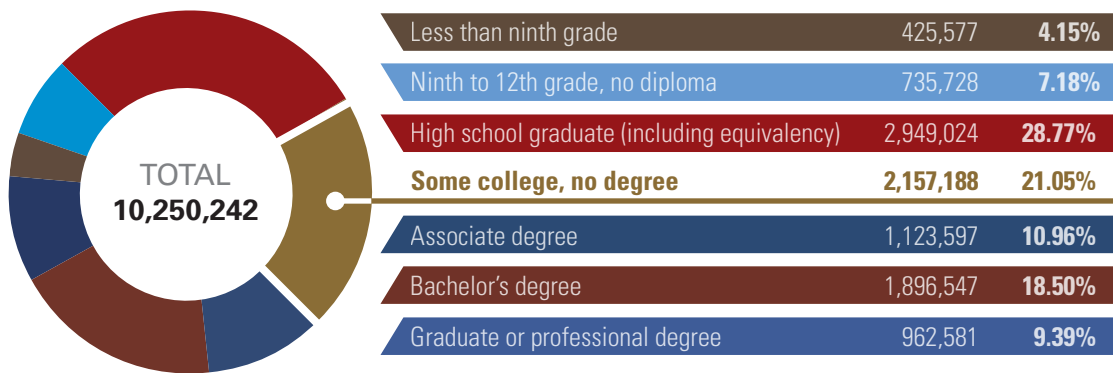
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Our analysis shows that Florida has not set a goal that meets Lumina's criteria; we urge state leaders to do so.

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/>).



Levels of education for Florida residents, ages 25-64

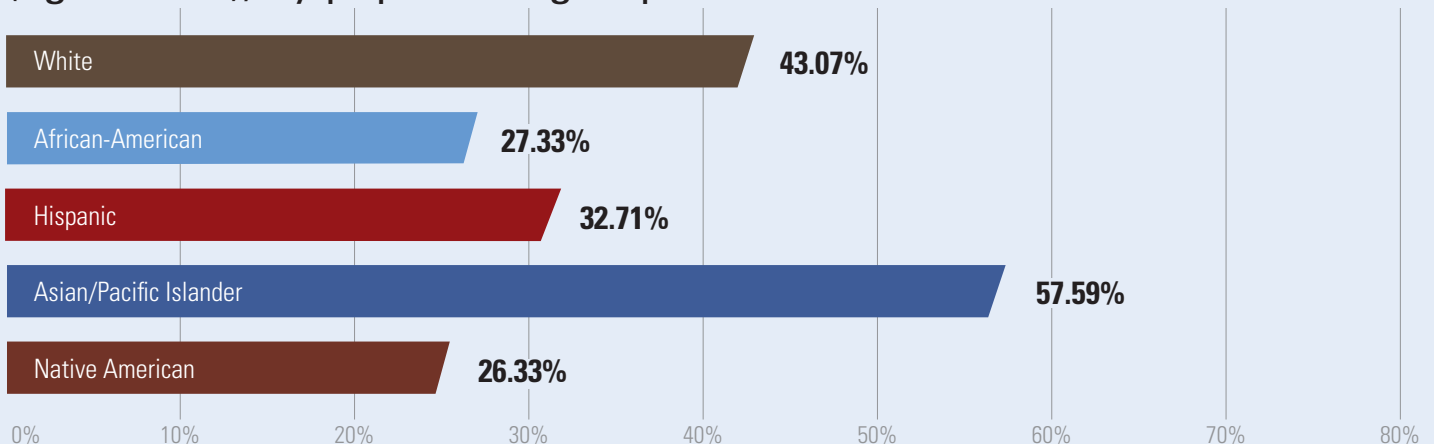


Estimated attainment of certificates: **7%**

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.

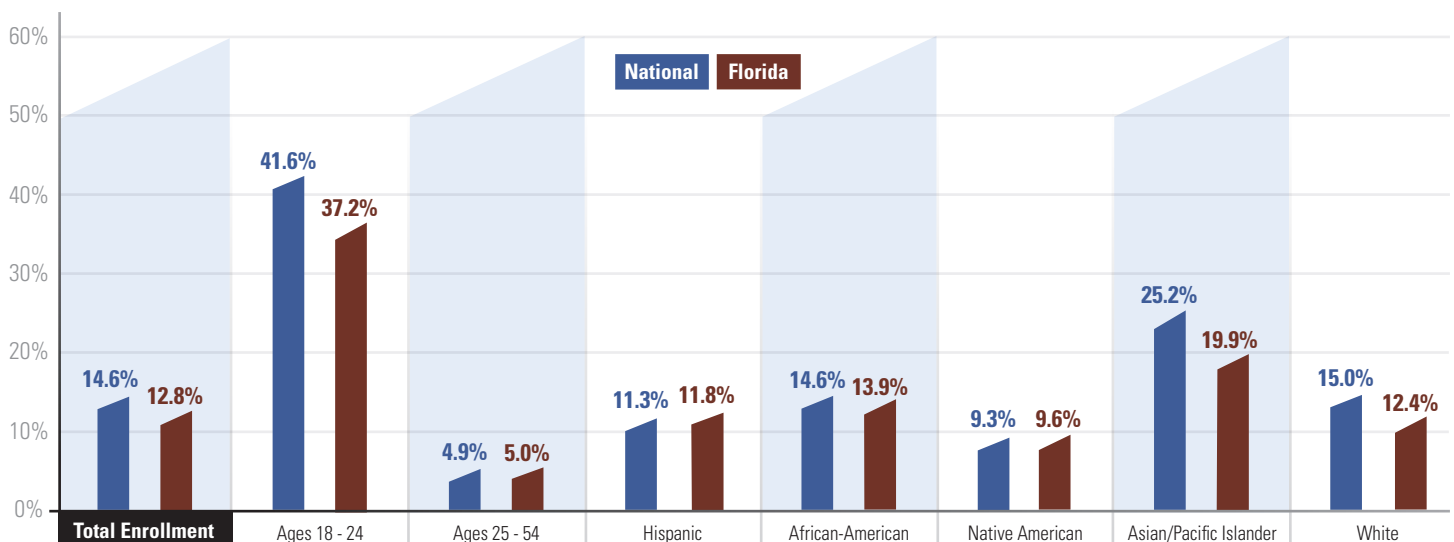
Source: U.S. Census Bureau, 2014 American Community Survey

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



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

College enrollment among Florida 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 Florida residents (ages 25-64) with at least an associate degree, by county

Alachua	53.02	DeSoto	12.18	Hendry	16.48	Levy	17.22	Osceola	29.51	Suwannee	18.40
Baker	17.31	Dixie	13.80	Hernando	27.56	Liberty	17.72	Palm Beach	42.28	Taylor	16.10
Bay	33.72	Duval	37.62	Highlands	25.57	Madison	17.59	Pasco	35.57	Union	16.34
Bradford	17.38	Escambia	38.49	Hillsborough	41.40	Manatee	37.26	Pinellas	40.76	Volusia	32.43
Brevard	40.56	Flagler	33.01	Holmes	17.91	Marion	27.20	Polk	28.34	Wakulla	27.19
Broward	42.53	Franklin	18.64	Indian River	35.43	Martin	42.66	Putnam	18.59	Walton	32.63
Calhoun	13.98	Gadsden	22.72	Jackson	22.17	Miami-Dade	38.07	St. Johns	51.80	Washington	17.25
Charlotte	30.34	Gilchrist	21.21	Jefferson	25.17	Monroe	38.37	St. Lucie	29.76		
Citrus	24.95	Glades	16.97	Lafayette	19.74	Nassau	31.52	Santa Rosa	40.06		
Clay	35.81	Gulf	20.84	Lake	31.22	Okaloosa	39.15	Sarasota	39.25		
Collier	36.74	Hamilton	17.11	Lee	33.48	Okeechobee	17.37	Seminole	48.60		
Columbia	24.69	Hardee	12.73	Leon	55.01	Orange	43.12	Sumter	30.29		

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

GAA

Tracking the trend

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



Georgia



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 Georgia stood at 36.2 percent. In 2014, the most recent year for which data are available, the rate reached 38 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.

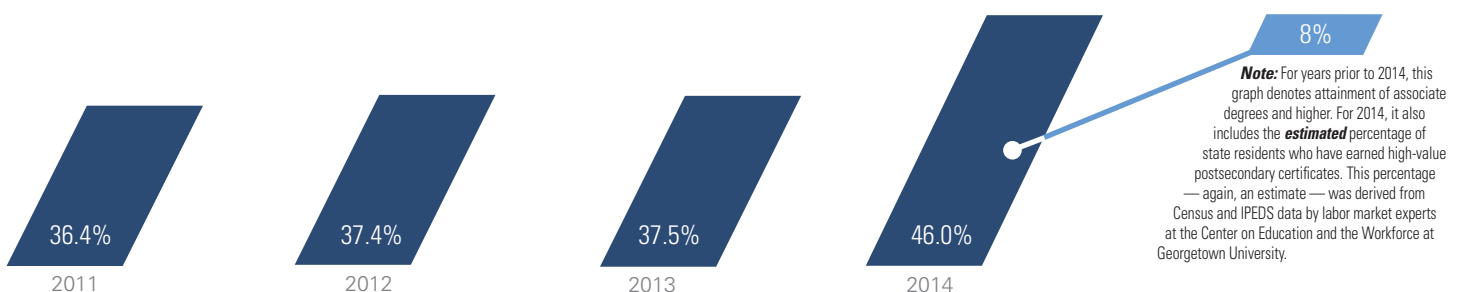
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In Georgia, 8 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 46 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge Georgia 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 Georgia by race and ethnicity.

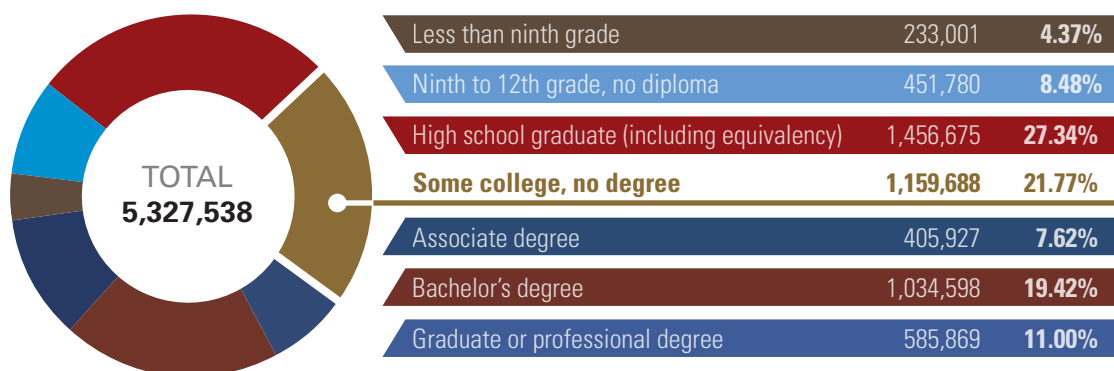
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Georgia is one of those 26 states.

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/>).



Levels of education for Georgia residents, ages 25-64

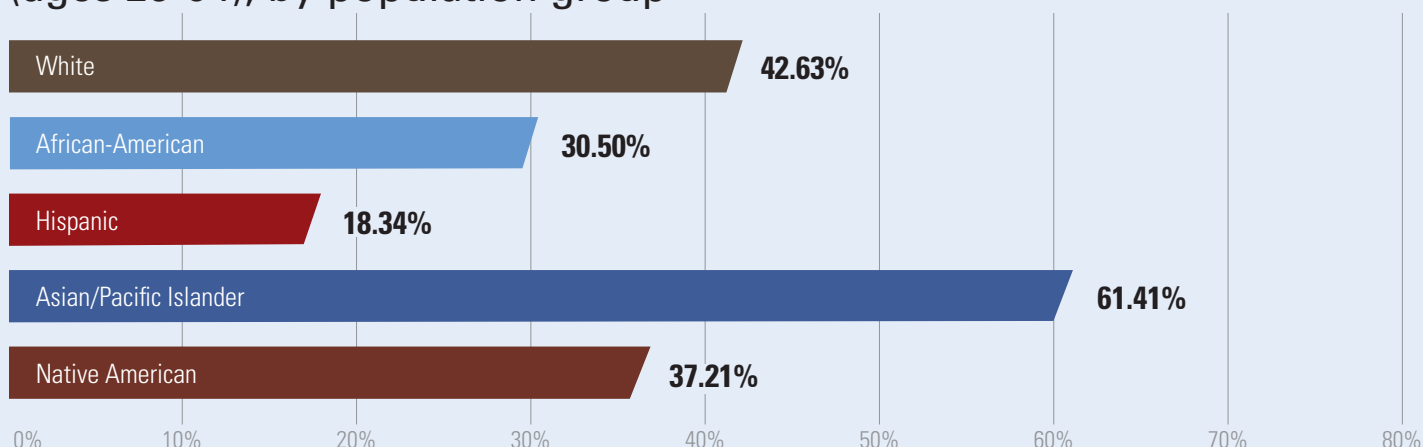


Estimated attainment of certificates: **8%**

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.

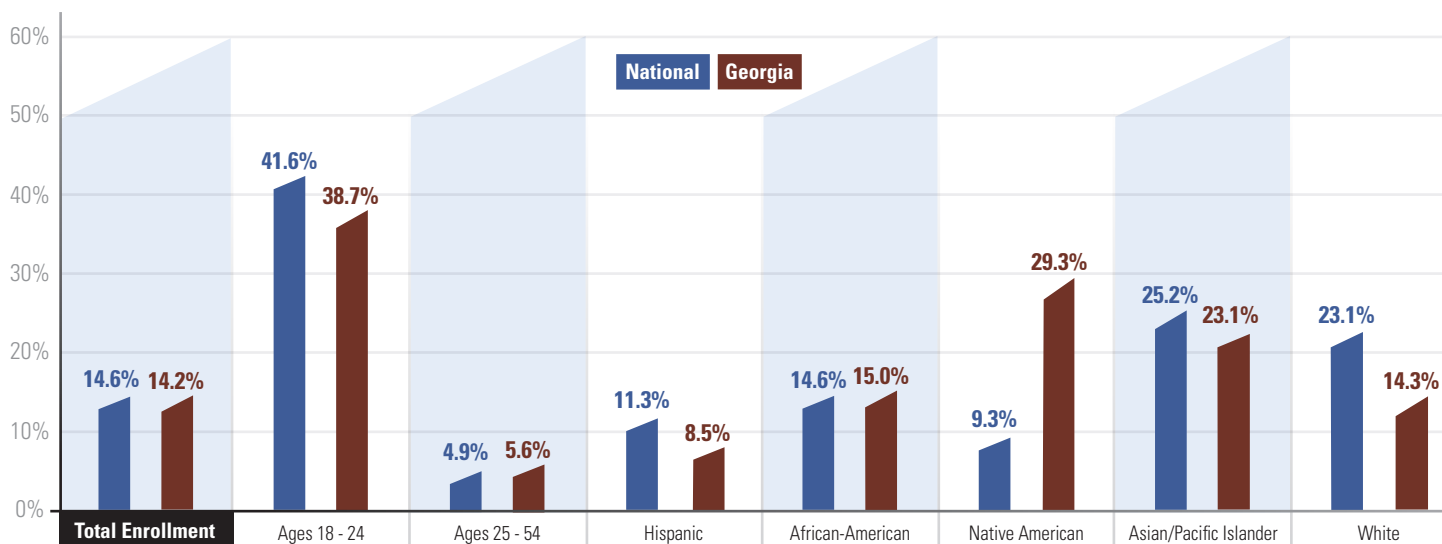
Source: U.S. Census Bureau, 2014 American Community Survey

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



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

College enrollment among Georgia 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 Georgia residents (ages 25-64) with at least an associate degree, by county

Appling	20.17	Cherokee	43.18	Fannin	22.83	Jenkins	22.91	Oglethorpe	26.68	Thomas	26.25
Atkinson	14.29	Clarke	45.32	Fayette	55.04	Johnson	17.82	Paulding	32.45	Tift	27.76
Bacon	19.63	Clay	12.25	Floyd	27.53	Jones	28.44	Peach	26.33	Toombs	22.74
Baker	18.97	Clayton	27.28	Forsyth	55.39	Lamar	23.14	Pickens	29.59	Towns	31.97
Baldwin	25.09	Clinch	20.28	Franklin	20.24	Lanier	25.73	Pierce	19.30	Treutlen	20.04
Banks	19.73	Cobb	53.35	Fulton	56.40	Laurens	22.52	Pike	26.84	Troup	25.46
Barrow	27.00	Coffee	20.74	Gilmer	23.32	Lee	32.91	Polk	18.60	Turner	19.75
Bartow	24.66	Colquitt	20.59	Glascocock	20.73	Liberty	30.10	Pulaski	20.27	Twiggs	15.22
Ben Hill	19.48	Columbia	47.13	Glynn	33.52	Lincoln	19.75	Putnam	28.20	Union	29.28
Berrien	26.56	Cook	21.74	Gordon	20.69	Long	26.32	Quitman	11.14	Upton	16.85
Bibb	30.70	Coweta	36.23	Grady	22.58	Lowndes	32.66	Rabun	27.20	Walker	22.64
Bleckley	22.55	Crawford	16.23	Greene	23.83	Lumpkin	33.95	Randolph	23.64	Walton	26.94
Brantley	13.53	Crisp	22.63	Gwinnett	45.17	McDuffie	23.98	Richmond	30.26	Ware	19.86
Brooks	17.61	Dade	25.31	Habersham	24.42	McIntosh	19.85	Rockdale	34.91	Warren	13.11
Bryan	43.12	Dawson	31.51	Hall	28.98	Macon	13.74	Schley	23.74	Washington	18.99
Bulloch	36.41	Decatur	23.46	Hancock	13.91	Madison	23.38	Screven	21.43	Wayne	20.63
Burke	17.14	DeKalb	48.39	Haralson	21.40	Marion	14.45	Seminole	21.84	Webster	17.35
Butts	14.31	Dodge	23.05	Harris	39.38	Meriwether	14.59	Spalding	21.97	Wheeler	13.56
Calhoun	13.66	Dooly	15.65	Hart	23.06	Miller	19.95	Stephens	26.78	White	29.18
Camden	32.46	Dougherty	23.94	Heard	18.22	Mitchell	16.18	Stewart	13.39	Whitfield	19.55
Candler	22.04	Douglas	34.70	Henry	37.41	Monroe	28.61	Sumter	25.85	Wilcox	12.36
Carroll	24.38	Early	23.66	Houston	34.53	Montgomery	22.93	Talbot	20.60	Wilkes	19.24
Catoosa	31.36	Echols	12.73	Irwin	21.14	Morgan	29.81	Taliaferro	12.94	Wilkinson	15.82
Charlton	16.23	Effingham	28.00	Jackson	28.38	Murray	14.21	Tattnall	18.21	Worth	17.63
Chatham	39.78	Elbert	15.27	Jasper	22.51	Muscogee	32.98	Taylor	15.69		
Chattahoochee	41.12	Emanuel	16.52	Jeff Davis	18.29	Newton	28.74	Telfair	15.83		
Chattooga	15.44	Evans	22.47	Jefferson	15.04	Oconee	55.90	Terrell	17.25		

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



Tracking the trend

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



Hawaii



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 Hawaii stood at 42.3 percent. In 2014, the most recent year for which data are available, the rate reached 45.5 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.

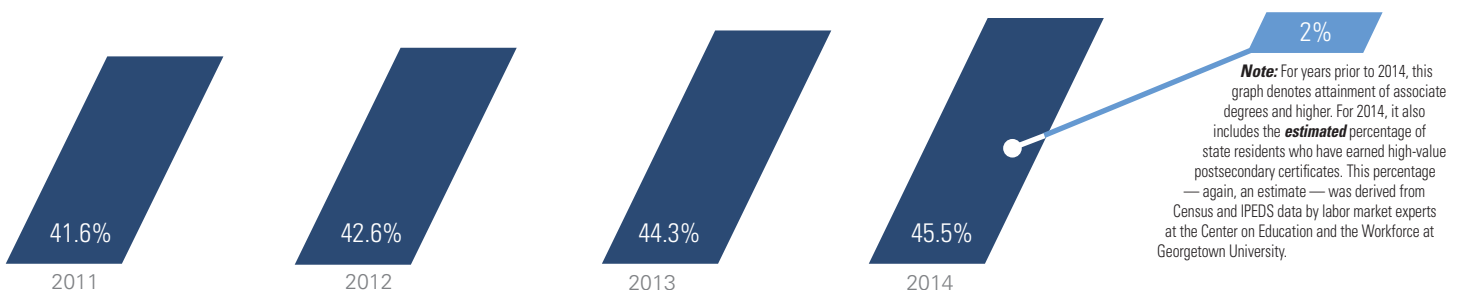
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In Hawaii, 2 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 45.5 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge Hawaii 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 Hawaii by race and ethnicity.

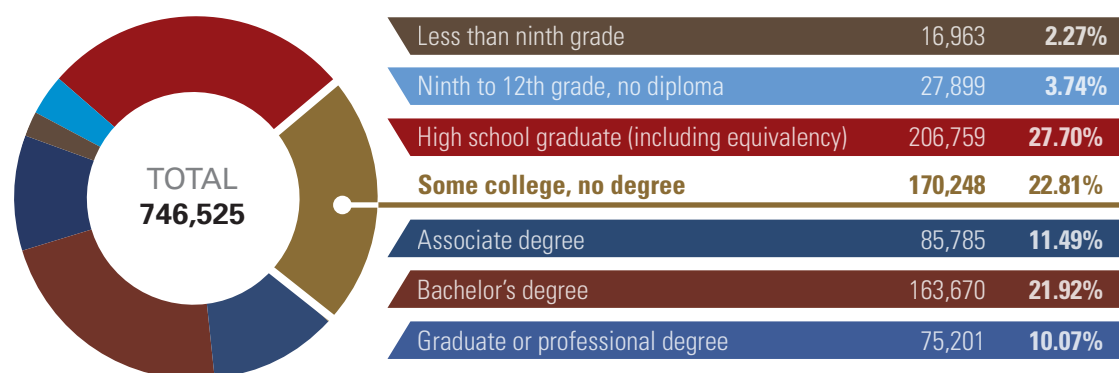
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Hawaii is one of those 26 states.

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/>).



Levels of education for Hawaii residents, ages 25-64

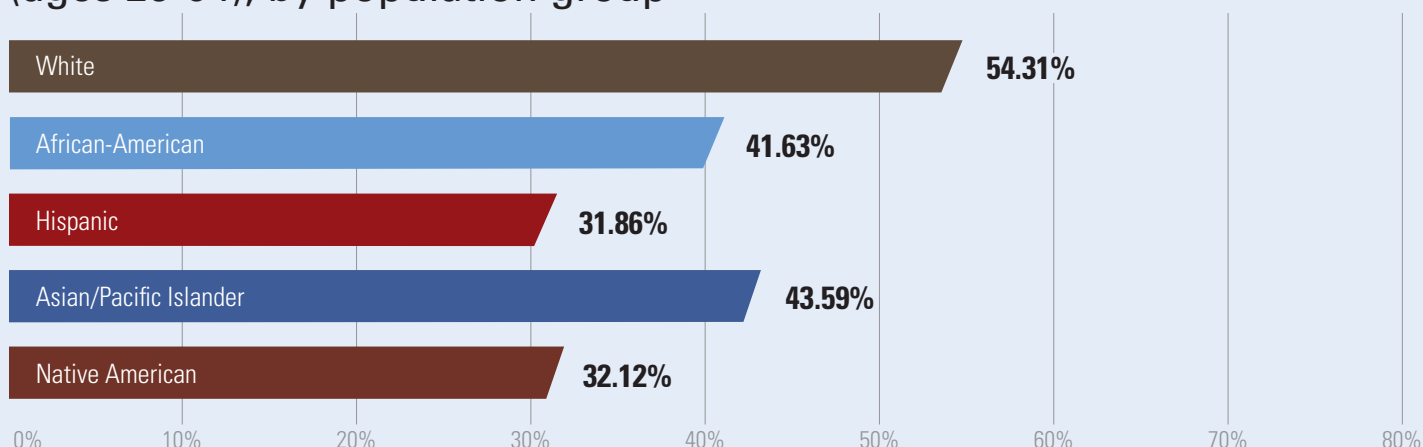


Estimated attainment of certificates: **2%**

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.

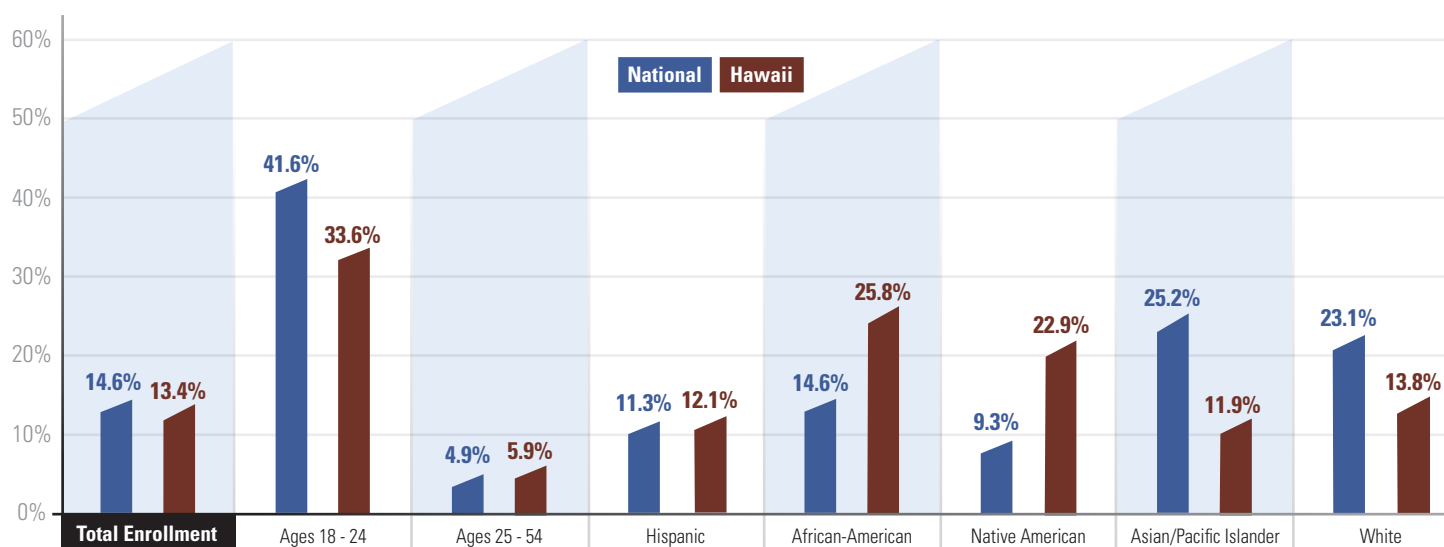
Source: U.S. Census Bureau, 2014 American Community Survey

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



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

College enrollment among Hawaii 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 Hawaii residents (ages 25-64) with at least an associate degree, by county

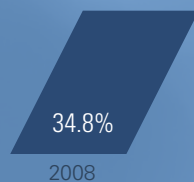
Hawaii	36.37	Honolulu	45.65	Kalawao	73.91	Kauai	39.59	Maui	35.30
--------	-------	----------	-------	---------	-------	-------	-------	------	-------

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

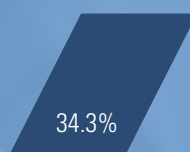
ED

Tracking the trend

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



2008



2009



2010

Idaho



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 Idaho stood at 34.8 percent. In 2014, the most recent year for which data are available, the rate reached 35.7 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.

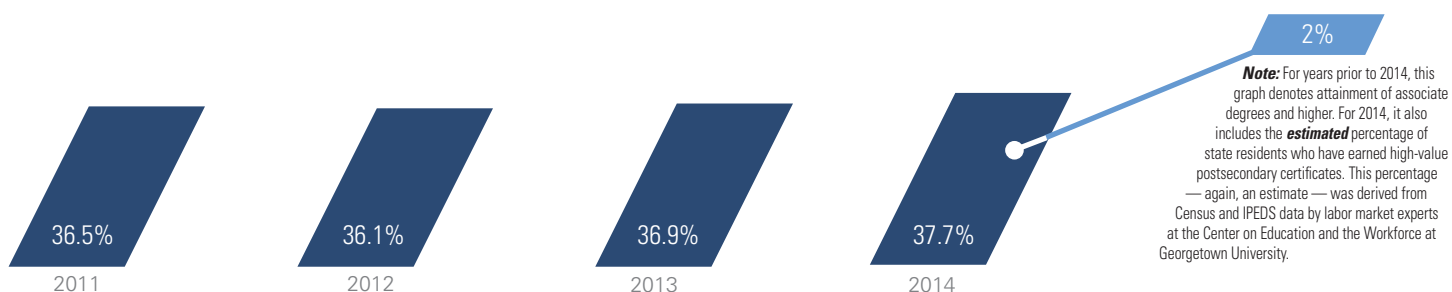
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In Idaho, 2 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 37.7 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge Idaho 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 Idaho by race and ethnicity.

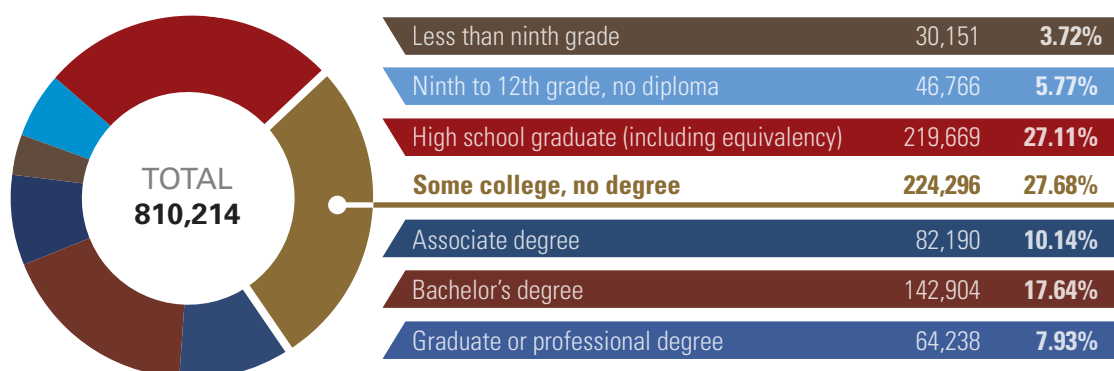
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Idaho is one of those 26 states.

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/>).



Levels of education for Idaho residents, ages 25-64

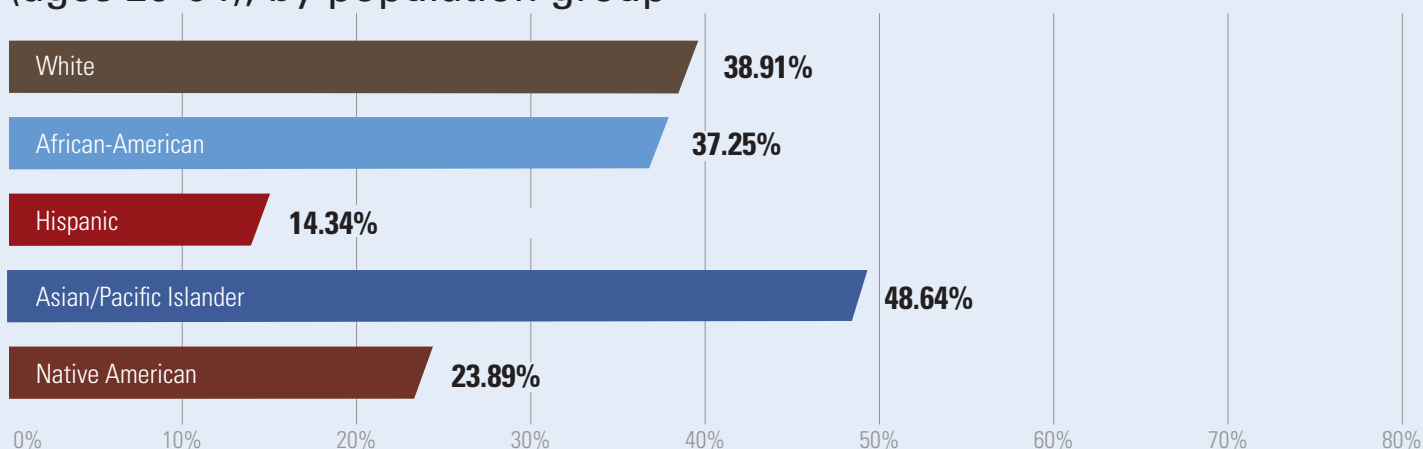


Estimated attainment of certificates: **2%**

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.

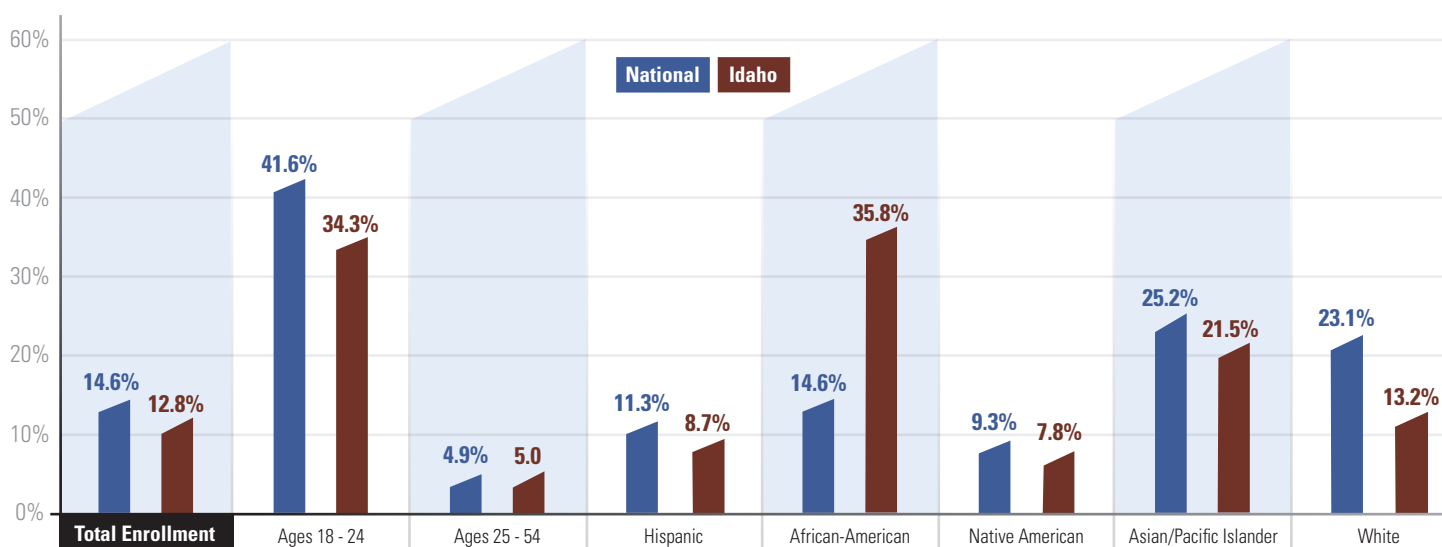
Source: U.S. Census Bureau, 2014 American Community Survey

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



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

College enrollment among Idaho 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 Idaho residents (ages 25-64) with at least an associate degree, by county

Ada	47.19	Bonner	30.47	Clark	17.93	Idaho	26.21	Madison	52.04	Teton	44.28
Adams	30.08	Bonneville	38.48	Clearwater	25.53	Jefferson	35.78	Minidoka	20.94	Twin Falls	29.09
Bannock	38.72	Boundary	20.26	Custer	34.50	Jerome	19.18	Nez Perce	34.79	Valley	39.81
Bear Lake	25.13	Butte	20.63	Elmore	29.63	Kootenai	34.18	Oneida	19.56	Washington	23.02
Benewah	21.78	Camas	24.51	Franklin	28.09	Latah	55.08	Owyhee	16.49		
Bingham	27.62	Canyon	26.50	Fremont	29.52	Lemhi	29.34	Payette	27.30		
Blaine	48.42	Caribou	30.81	Gem	25.00	Lewis	28.44	Power	17.51		
Boise	36.62	Cassia	29.48	Gooding	20.68	Lincoln	17.52	Shoshone	21.89		

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



Tracking the trend

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





Illinois

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 Illinois stood at 40.8 percent. In 2014, the most recent year for which data are available, the rate reached 49.6 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.

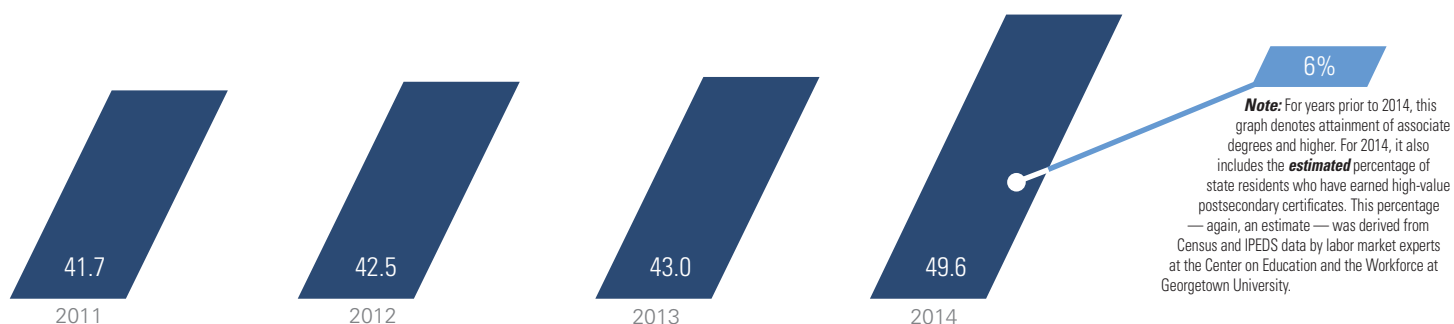
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In Illinois, 6 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 49.6 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge Illinois 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 Illinois by race and ethnicity.

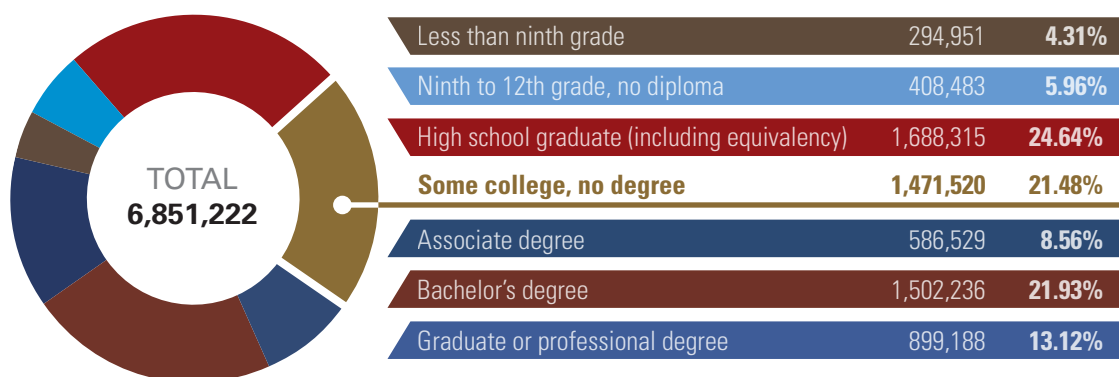
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Illinois is one of those 26 states.

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/>).



Levels of education for Illinois residents, ages 25-64

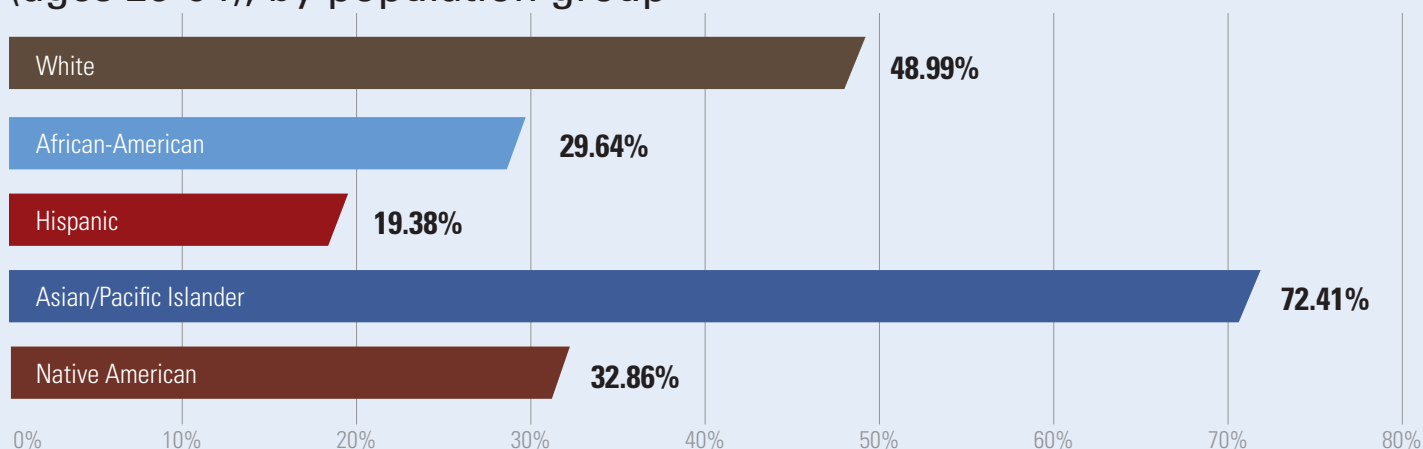


Estimated attainment of certificates: **6%**

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.

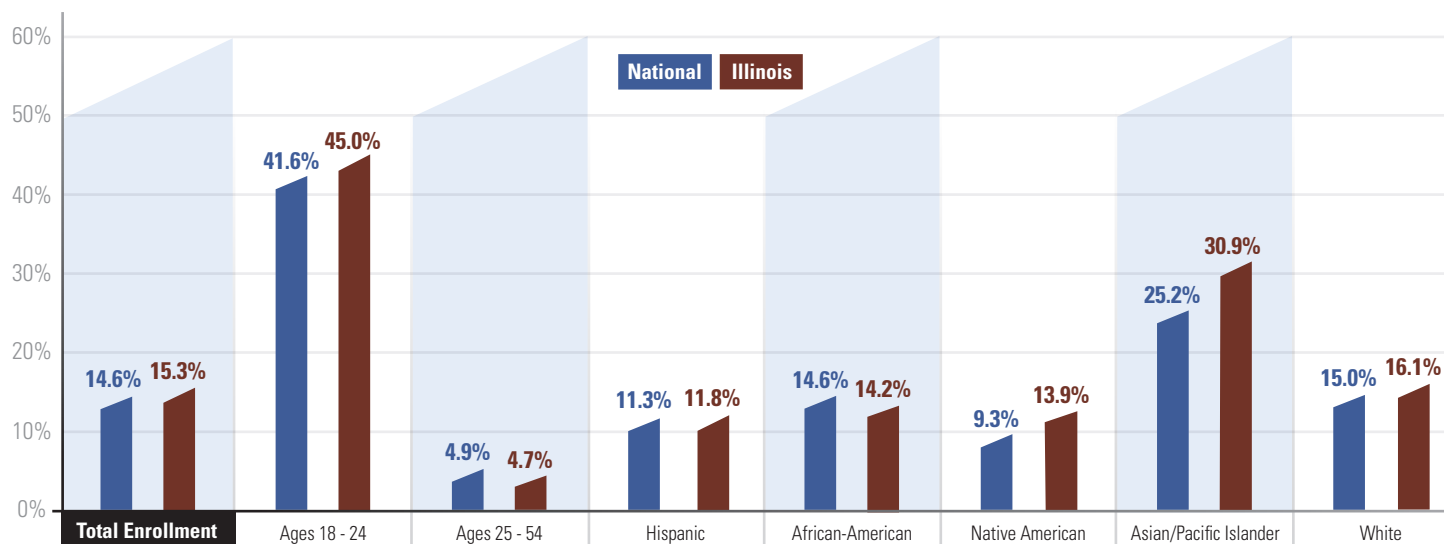
Source: U.S. Census Bureau, 2014 American Community Survey

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



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

College enrollment among Illinois 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 Illinois residents (ages 25-64) with at least an associate degree, by county

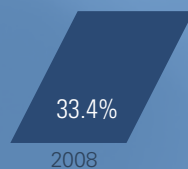
Adams	33.73	Cumberland	30.96	Hardin	25.15	Lee	28.62	Morgan	32.09	Scott	21.59
Alexander	15.67	DeKalb	43.09	Henderson	28.95	Livingston	25.66	Moultrie	26.77	Shelby	29.86
Bond	28.42	De Witt	28.66	Henry	34.72	Logan	26.16	Ogle	32.77	Stark	33.19
Boone	30.36	Douglas	26.67	Iroquois	28.21	McDonough	45.61	Peoria	42.77	Stephenson	30.09
Brown	21.92	DuPage	57.20	Jackson	46.23	McHenry	43.70	Perry	26.52	Tazewell	39.27
Bureau	28.71	Edgar	29.36	Jasper	36.77	McLean	53.99	Piatt	39.62	Union	35.23
Calhoun	32.61	Edwards	34.37	Jefferson	28.66	Macon	33.91	Pike	24.14	Vermilion	25.80
Carroll	26.71	Effingham	39.29	Jersey	31.78	Macoupin	28.86	Pope	26.65	Wabash	38.24
Cass	19.25	Fayette	24.91	Jo Daviess	33.48	Madison	37.59	Pulaski	25.54	Warren	33.24
Champaign	54.27	Ford	27.94	Johnson	29.18	Marion	29.07	Putnam	30.01	Washington	38.98
Christian	24.47	Franklin	26.56	Kane	40.91	Marshall	32.84	Randolph	20.47	Wayne	30.89
Clark	34.15	Fulton	28.64	Kankakee	28.22	Mason	24.70	Richland	39.99	White	30.31
Clay	29.12	Gallatin	23.15	Kendall	45.21	Massac	31.13	Rock Island	34.22	Whiteside	30.30
Clinton	37.69	Greene	22.77	Knox	31.80	Menard	35.59	St. Clair	38.86	Will	43.97
Coles	37.91	Grundy	31.01	Lake	51.01	Mercer	29.19	Saline	27.55	Williamson	35.75
Cook	44.57	Hamilton	28.58	LaSalle	28.67	Monroe	40.45	Sangamon	44.25	Winnebago	31.57
Crawford	35.71	Hancock	31.06	Lawrence	20.95	Montgomery	24.25	Schuyler	29.63	Woodford	42.85

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

IN

Tracking the trend

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





Indiana

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 Indiana stood at 33.4 percent. In 2014, the most recent year for which data are available, the rate reached 35.9 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.

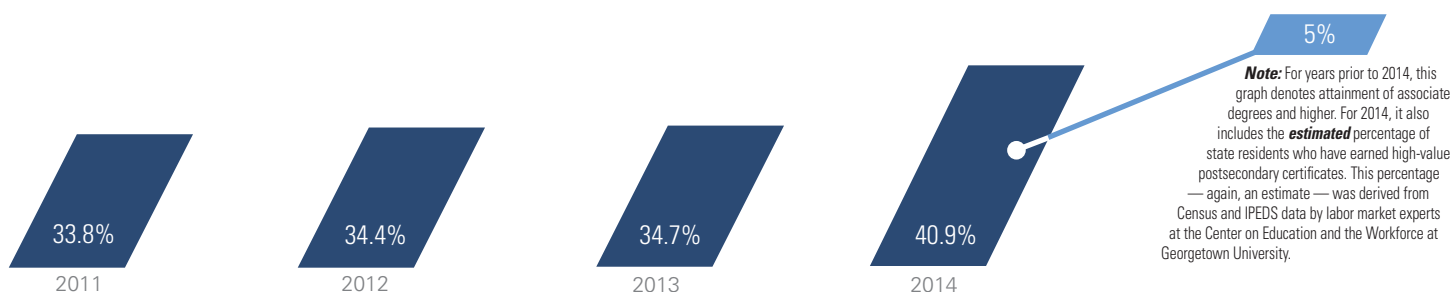
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In Indiana, 5 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 40.9 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge Indiana 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 Indiana by race and ethnicity.

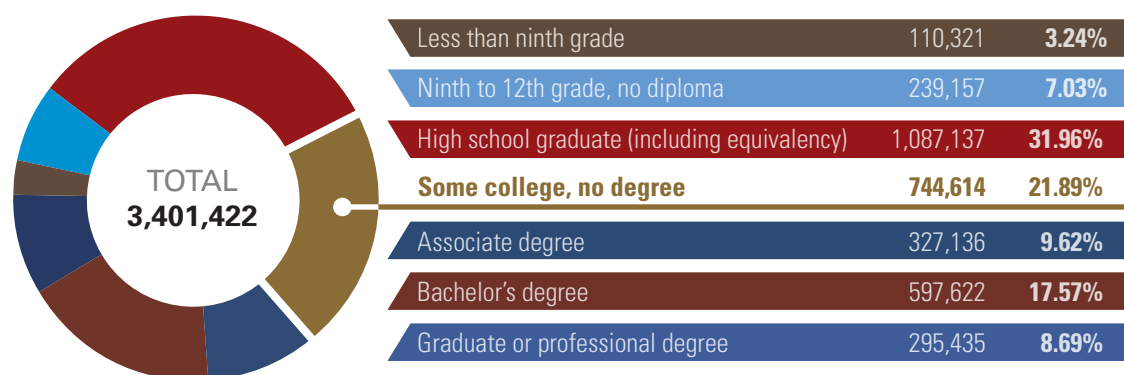
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Indiana is one of those 26 states.

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/>).



Levels of education for Indiana residents, ages 25-64

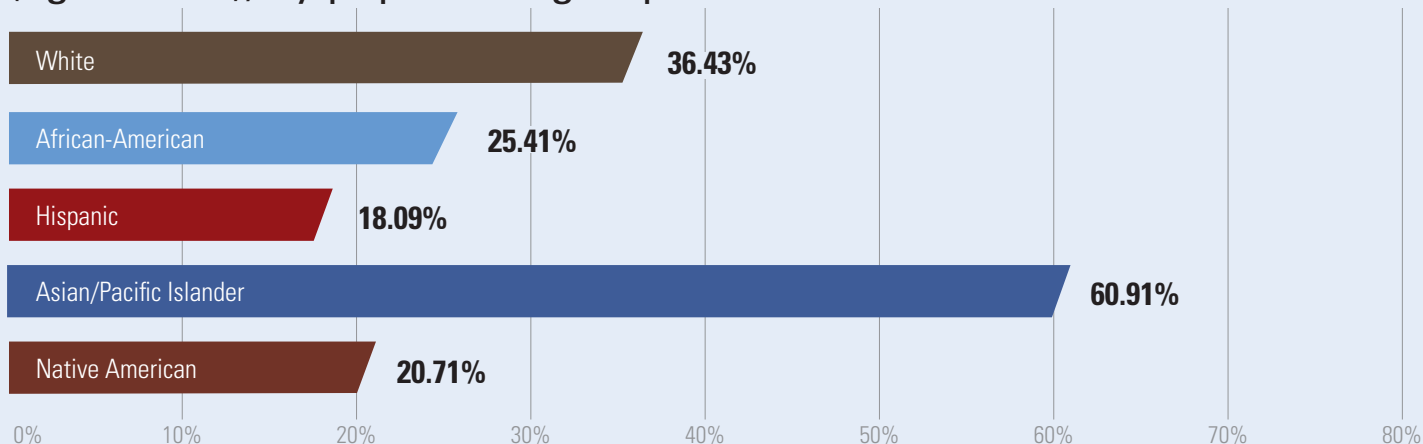


Estimated attainment of certificates: **5%**

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.

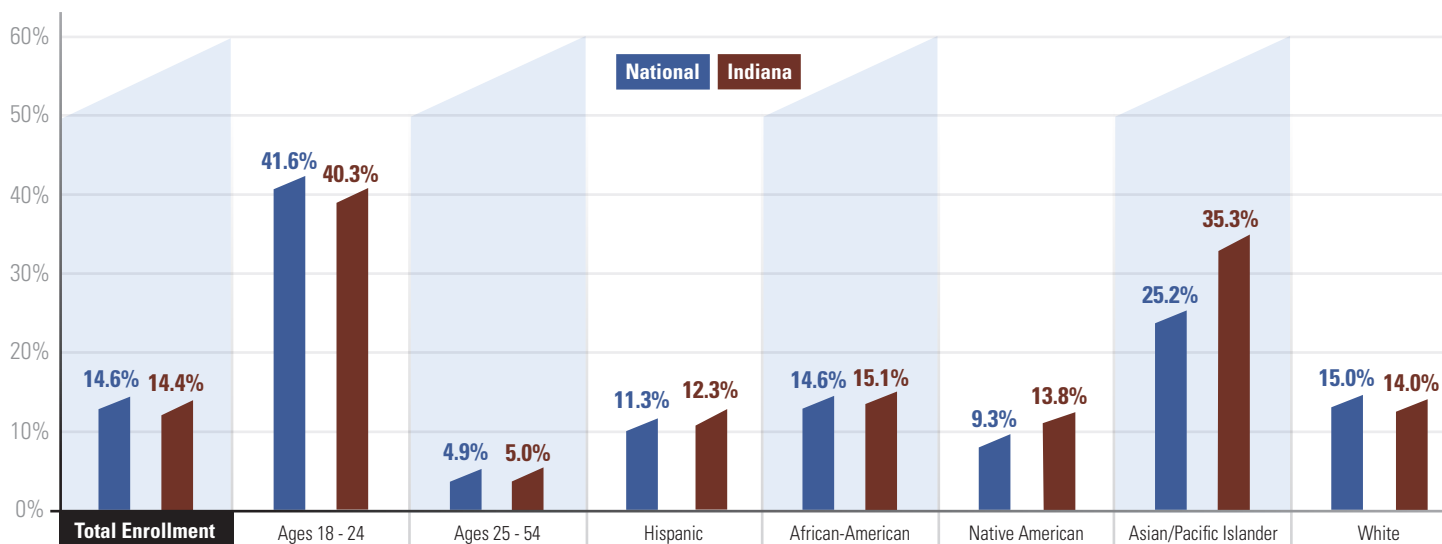
Source: U.S. Census Bureau, 2014 American Community Survey

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



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

College enrollment among Indiana 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 Indiana residents (ages 25-64) with at least an associate degree, by county

Adams	24.25	DeKalb	28.22	Henry	24.83	Marion	36.66	Posey	35.48	Union	28.39
Allen	38.91	Delaware	34.10	Howard	29.70	Marshall	26.74	Pulaski	20.10	Vanderburgh	34.36
Bartholomew	40.45	Dubois	34.66	Huntington	29.93	Martin	27.56	Putnam	25.85	Vermillion	24.52
Benton	27.18	Elkhart	24.79	Jackson	24.06	Miami	19.91	Randolph	25.01	Vigo	32.27
Blackford	22.61	Fayette	18.66	Jasper	27.13	Monroe	53.47	Ripley	28.74	Wabash	26.04
Boone	55.22	Floyd	35.65	Jay	20.26	Montgomery	24.88	Rush	22.32	Warren	29.58
Brown	30.31	Fountain	22.95	Jefferson	24.86	Morgan	27.23	St. Joseph	38.10	Warrick	42.48
Carroll	28.05	Franklin	27.66	Jennings	19.99	Newton	19.00	Scott	21.32	Washington	21.68
Cass	22.88	Fulton	23.88	Johnson	40.51	Noble	24.84	Shelby	25.90	Wayne	27.18
Clark	31.84	Gibson	31.20	Knox	34.00	Ohio	22.30	Spencer	27.22	Wells	31.04
Clay	27.60	Grant	26.99	Kosciusko	29.02	Orange	20.11	Starke	22.95	White	28.33
Clinton	23.36	Greene	26.97	LaGrange	15.42	Owen	19.12	Steuben	31.25	Whitley	29.03
Crawford	17.74	Hamilton	65.68	Lake	30.64	Parke	24.82	Sullivan	26.80		
Daviess	25.71	Hancock	40.39	LaPorte	27.12	Perry	20.41	Switzerland	18.80		
Dearborn	30.84	Harrison	26.63	Lawrence	28.27	Pike	22.01	Tippecanoe	45.31		
Decatur	25.36	Hendricks	45.62	Madison	28.55	Porter	38.75	Tipton	29.21		

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

WA

Tracking the trend

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



Iowa



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 Iowa stood at 38.8 percent. In 2014, the most recent year for which data are available, the rate reached 47.3 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.

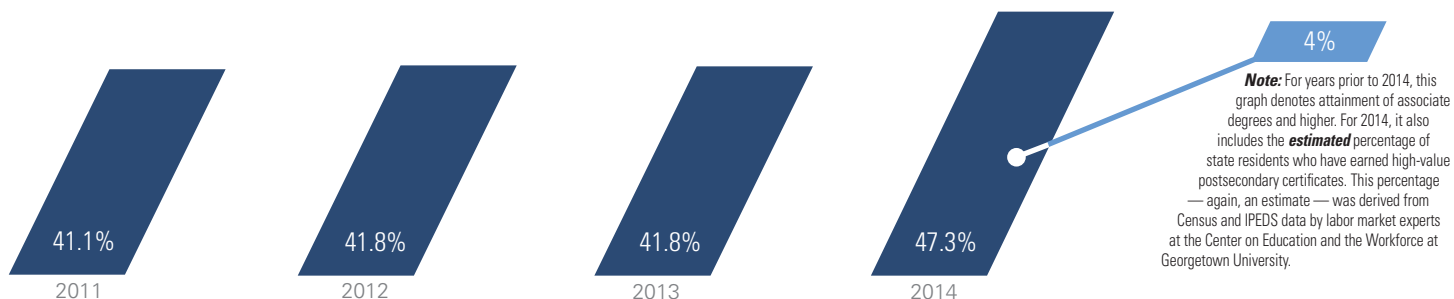
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In Iowa, 4 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 47.3 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge Iowa 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 Iowa by race and ethnicity.

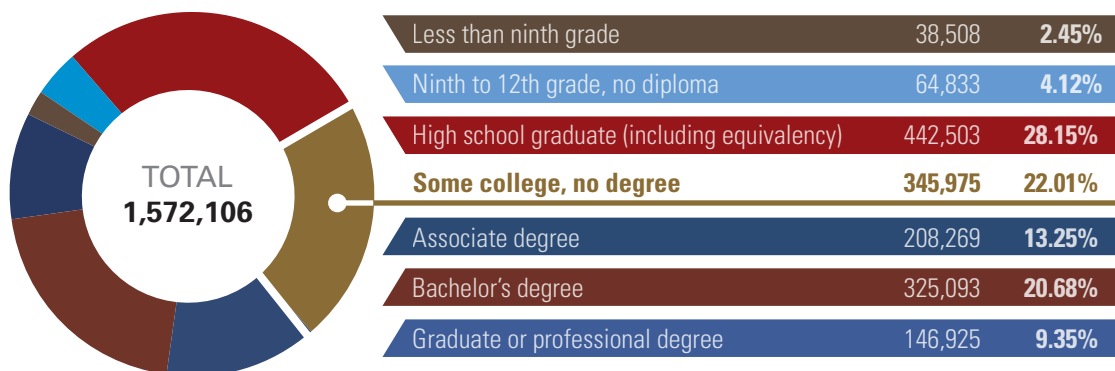
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Our analysis shows that Iowa has not set a goal that meets Lumina's criteria; we urge state leaders to do so.

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/>).



Levels of education for Iowa residents, ages 25-64

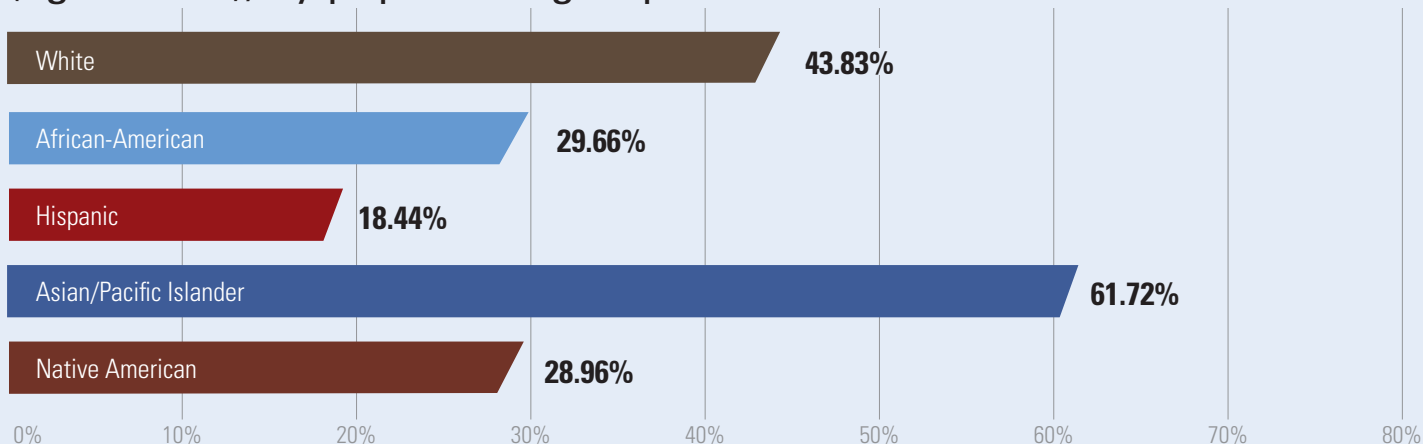


Estimated attainment of certificates: **4%**

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.

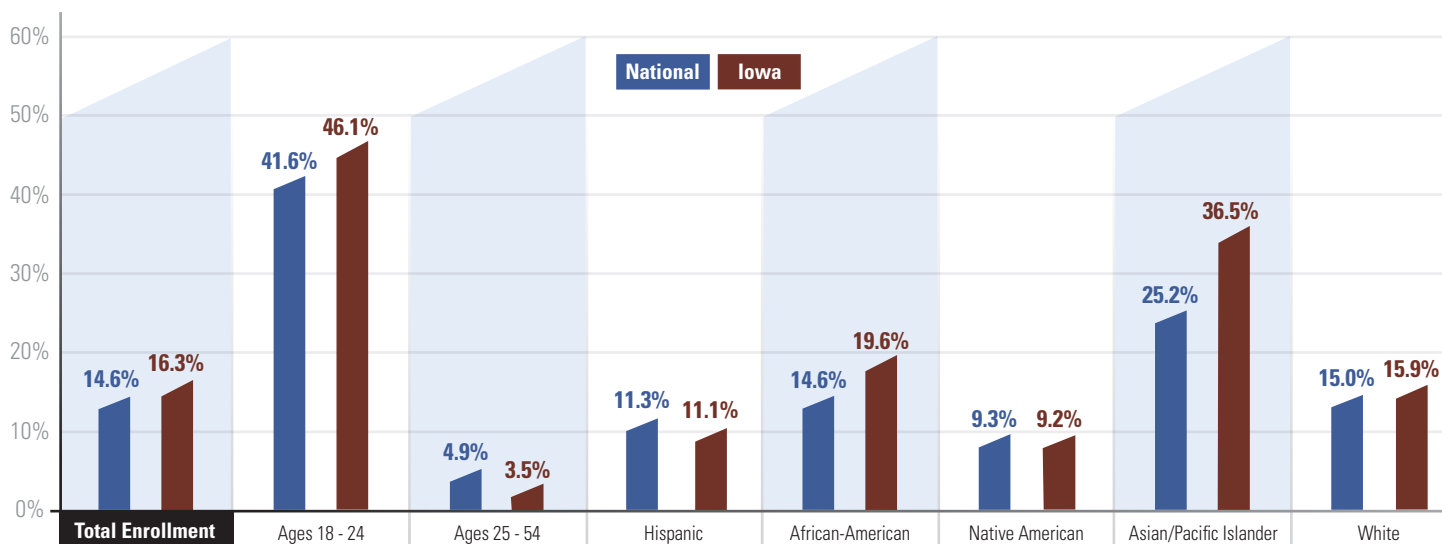
Source: U.S. Census Bureau, 2014 American Community Survey

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



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

College enrollment among Iowa 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 Iowa residents (ages 25-64) with at least an associate degree, by county

Adair	32.27	Cherokee	35.67	Franklin	34.05	Johnson	63.27	Montgomery	33.58	Tama	34.46
Adams	35.68	Chickasaw	31.74	Fremont	34.06	Jones	32.16	Muscatine	31.52	Taylor	31.58
Allamakee	30.24	Clarke	29.82	Greene	35.08	Keokuk	33.35	O'Brien	36.33	Union	32.14
Appanoose	33.69	Clay	37.38	Grundy	41.47	Kossuth	41.12	Osceola	29.15	Van Buren	27.93
Audubon	35.86	Clayton	29.41	Guthrie	32.66	Lee	29.44	Page	34.87	Wapello	28.28
Benton	37.39	Clinton	35.16	Hamilton	33.61	Linn	47.84	Palo Alto	41.66	Warren	44.21
Black Hawk	40.56	Crawford	26.51	Hancock	38.84	Louisa	25.20	Plymouth	37.62	Washington	36.03
Boone	38.07	Dallas	58.95	Hardin	38.18	Lucas	28.21	Pocahontas	36.89	Wayne	31.00
Bremer	47.21	Davis	31.84	Harrison	32.70	Lyon	37.74	Polk	48.55	Webster	37.57
Buchanan	33.71	Decatur	29.37	Henry	34.75	Madison	37.88	Pottawattamie	33.68	Winnebago	38.59
Buena Vista	29.49	Delaware	29.27	Howard	26.63	Mahaska	35.63	Poweshiek	38.09	Winneshek	42.51
Butler	34.37	Des Moines	35.06	Humboldt	34.12	Marion	41.12	Ringgold	38.87	Woodbury	32.73
Calhoun	36.85	Dickinson	43.12	Ida	35.40	Marshall	32.10	Sac	34.79	Worth	35.34
Carroll	36.35	Dubuque	41.07	Iowa	38.60	Mills	37.29	Scott	46.66	Wright	33.94
Cass	31.16	Emmet	31.24	Jackson	28.75	Mitchell	33.25	Shelby	38.91		
Cedar	39.79	Fayette	35.35	Jasper	31.97	Monona	27.58	Sioux	42.02		
Cerro Gordo	42.10	Floyd	35.98	Jefferson	46.29	Monroe	34.27	Story	61.23		

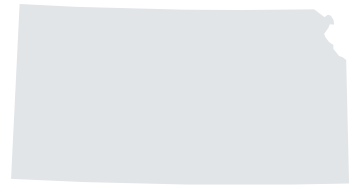
Source: U.S. Census Bureau, 2010-14 American Community Survey 5-Year Estimates

KS

Tracking the trend

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





Kansas

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 Kansas stood at 40.5 percent. In 2014, the most recent year for which data are available, the rate reached 49.3 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.

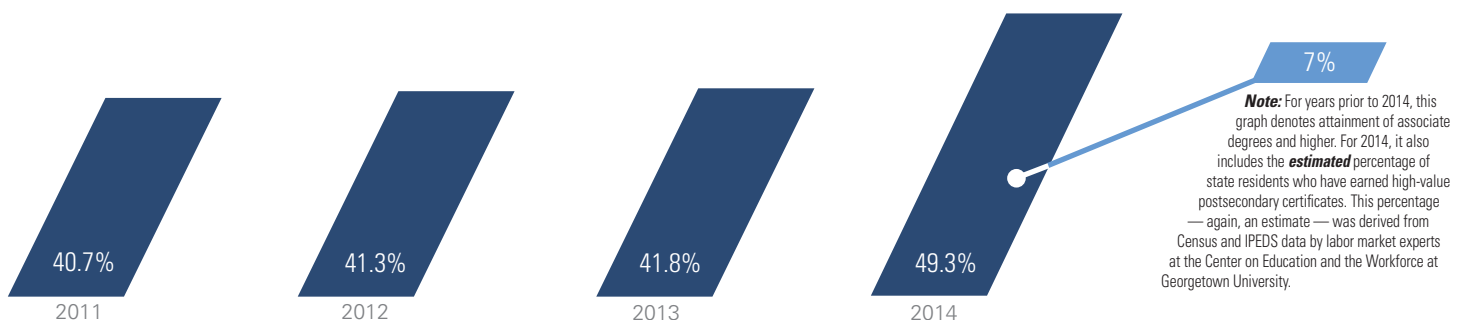
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In Kansas, 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 49.3 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge Kansas 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 Kansas by race and ethnicity.

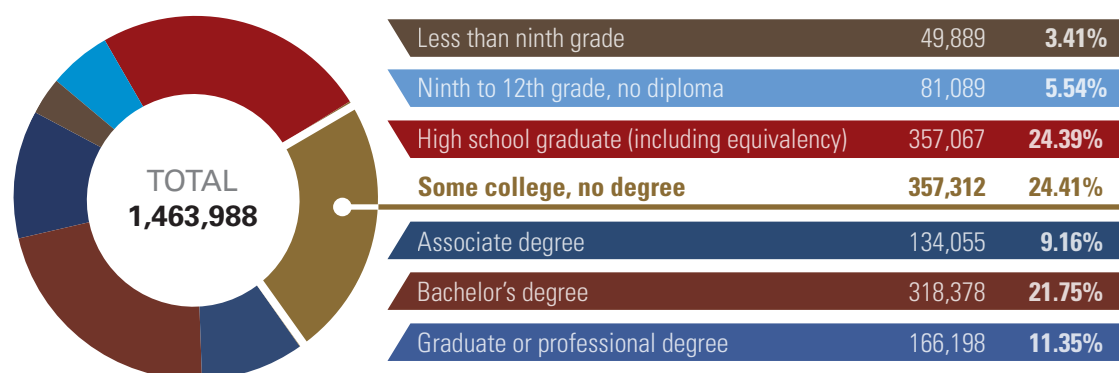
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Kansas is one of those 26 states.

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/>).



Levels of education for Kansas residents, ages 25-64

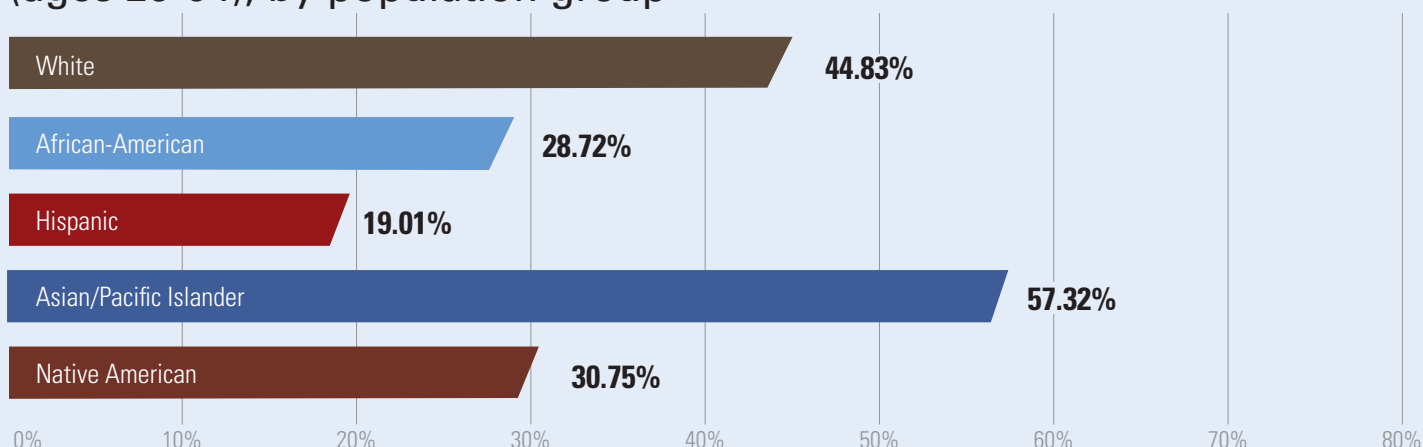


Estimated attainment of certificates: **7%**

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.

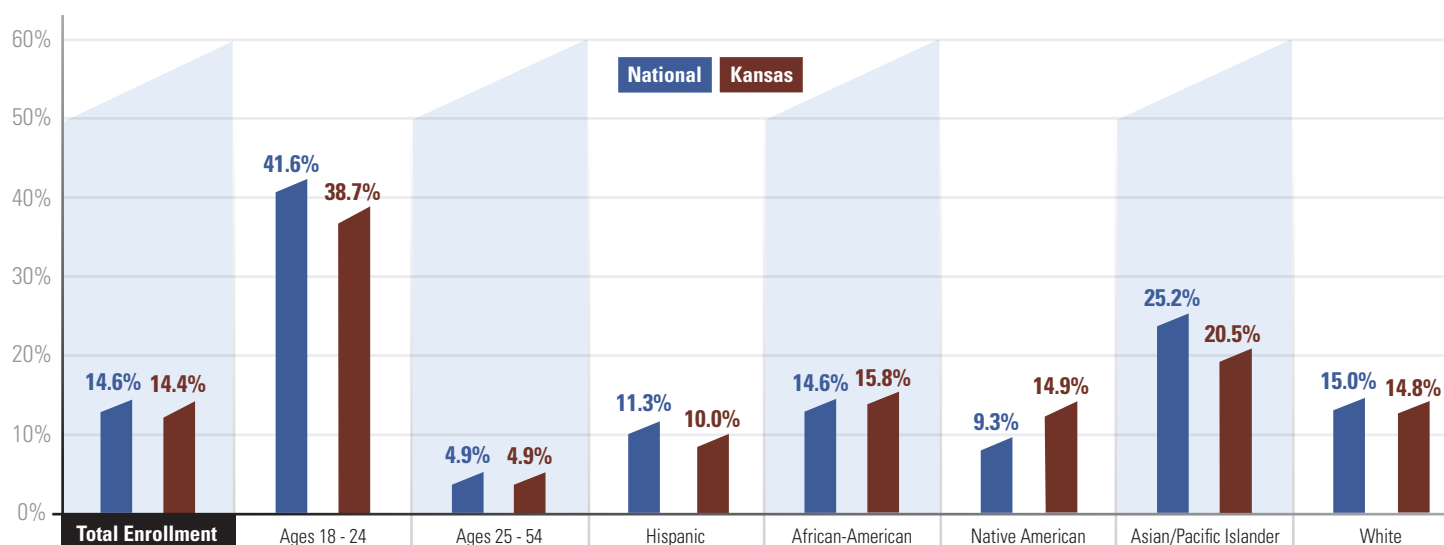
Source: U.S. Census Bureau, 2014 American Community Survey

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



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

College enrollment among Kansas 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 Kansas residents (ages 25-64) with at least an associate degree, by county

Allen	30.01	Crawford	41.25	Greenwood	25.89	Logan	36.06	Pawnee	28.16	Sherman	33.24
Anderson	30.15	Decatur	37.67	Hamilton	24.37	Lyon	32.58	Phillips	37.34	Smith	35.03
Atchison	30.18	Dickinson	32.27	Harper	34.57	McPherson	37.32	Pottawatomie	44.25	Stafford	33.24
Barber	29.15	Doniphan	27.82	Harvey	36.89	Marion	31.65	Pratt	40.10	Stanton	28.19
Barton	30.01	Douglas	57.57	Haskell	26.18	Marshall	26.56	Rawlins	43.71	Stevens	22.74
Bourbon	33.89	Edwards	29.70	Hodgeman	35.12	Meade	32.01	Reno	31.27	Sumner	28.22
Brown	29.51	Elk	32.96	Jackson	31.33	Miami	36.74	Republic	37.97	Thomas	48.95
Butler	41.75	Ellis	43.15	Jefferson	31.93	Mitchell	39.72	Rice	29.68	Trego	36.09
Chase	31.97	Ellsworth	30.71	Jewell	35.50	Montgomery	30.60	Riley	54.16	Wabaunsee	36.10
Chautauqua	29.85	Finney	26.49	Johnson	62.43	Morris	24.44	Rooks	33.46	Wallace	37.99
Cherokee	27.71	Ford	24.03	Kearny	31.49	Morton	26.96	Rush	31.34	Washington	34.64
Cheyenne	38.57	Franklin	31.21	Kingman	28.40	Nemaha	34.46	Russell	36.32	Wichita	32.43
Clark	41.67	Geary	31.35	Kiowa	39.30	Neosho	33.78	Saline	32.94	Wilson	23.72
Clay	34.14	Gove	34.69	Labette	36.18	Ness	32.41	Scott	29.27	Woodson	27.40
Cloud	33.27	Graham	40.63	Lane	37.56	Norton	25.02	Sedgwick	38.66	Wyandotte	24.28
Coffey	31.82	Grant	24.95	Leavenworth	39.84	Osage	28.84	Seward	20.21		
Comanche	30.86	Gray	33.34	Lincoln	42.32	Osborne	34.65	Shawnee	38.27		
Cowley	32.68	Greeley	31.16	Linn	28.36	Ottawa	34.50	Sheridan	32.98		

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

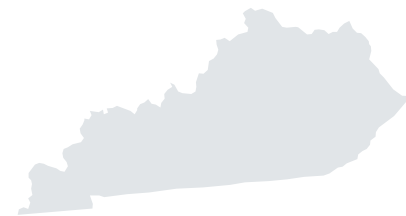


Tracking the trend

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



Kentucky



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 Kentucky stood at 29.2 percent. In 2014, the most recent year for which data are available, the rate reached 32.5 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.

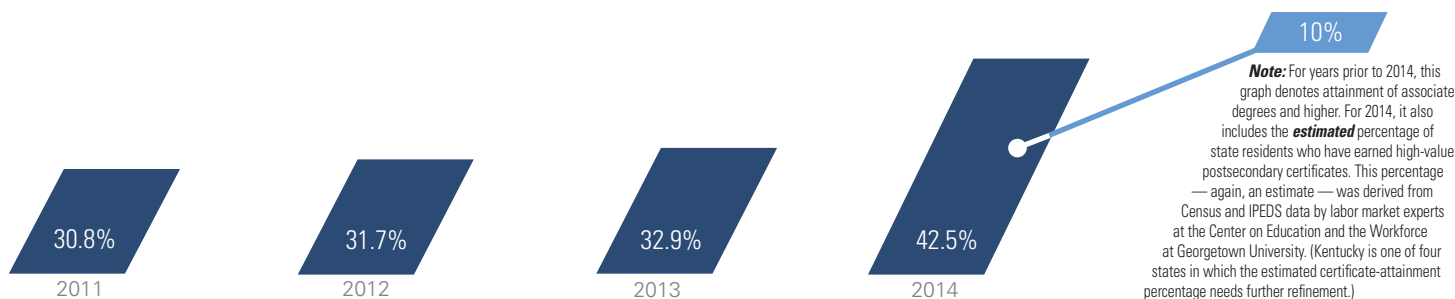
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In Kentucky, 10 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 42.5 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge Kentucky 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 Kentucky by race and ethnicity.

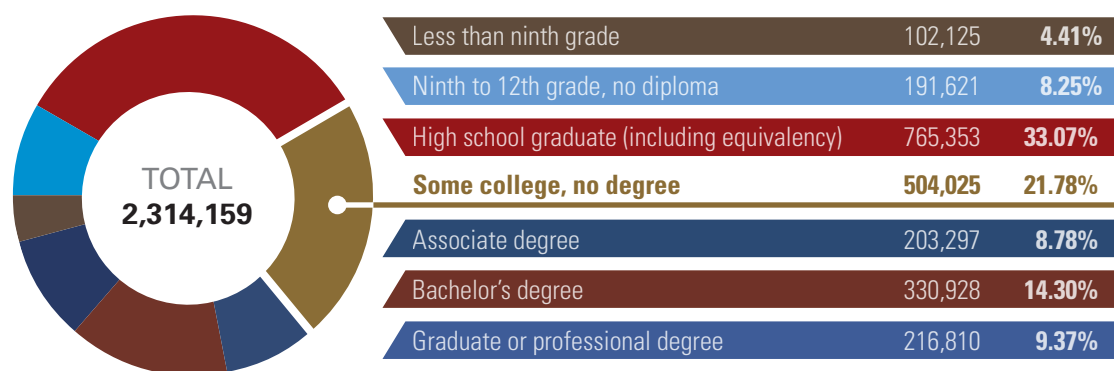
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Kentucky is one of those 26 states.

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/>).



Levels of education for Kentucky residents, ages 25-64

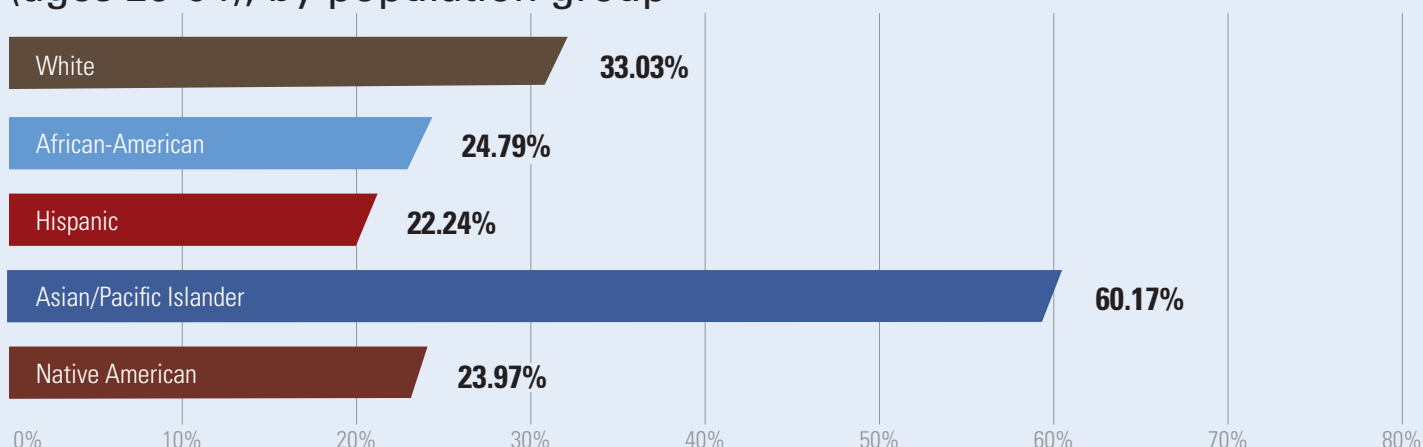


Estimated attainment of certificates: **10%**

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. Be aware that Kentucky is one of four states in which the estimated certificate-attainment percentage needs further refinement.

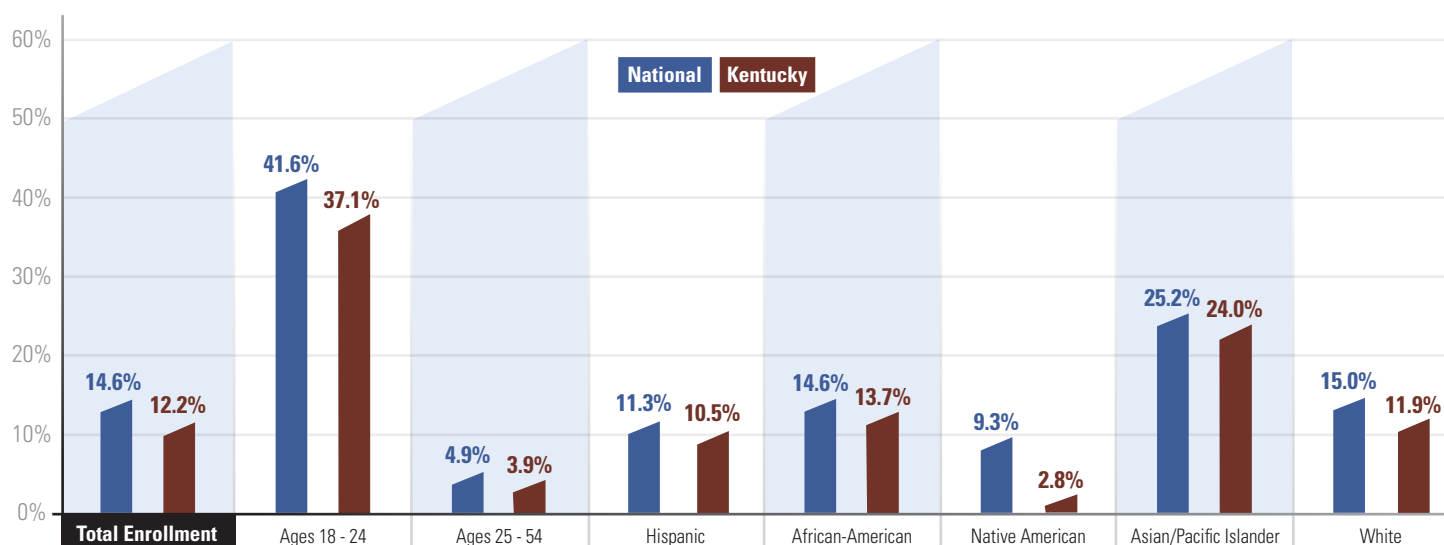
Source: U.S. Census Bureau, 2014 American Community Survey

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



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

College enrollment among Kentucky 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 Kentucky residents (ages 25-64) with at least an associate degree, by county

Adair	25.17	Carroll	16.44	Grant	19.45	Knox	15.03	Mason	24.85	Robertson	23.75
Allen	23.56	Carter	19.13	Graves	27.97	Larue	22.31	Meade	22.92	Rockcastle	20.30
Anderson	25.81	Casey	17.60	Grayson	18.24	Laurel	19.56	Menifee	18.74	Rowan	36.17
Ballard	24.15	Christian	25.60	Green	16.96	Lawrence	20.56	Mercer	29.46	Russell	23.38
Barren	23.91	Clark	29.08	Greenup	27.71	Lee	13.25	Metcalfe	17.92	Scott	38.44
Bath	22.32	Clay	15.55	Hancock	20.73	Leslie	15.00	Monroe	20.78	Shelby	32.19
Bell	17.94	Clinton	15.47	Hardin	34.89	Letcher	23.68	Montgomery	25.44	Simpson	21.95
Boone	42.48	Crittenden	20.99	Harlan	21.03	Lewis	18.51	Morgan	18.74	Spencer	29.74
Bourbon	25.97	Cumberland	24.69	Harrison	22.23	Lincoln	17.43	Muhlenberg	21.41	Taylor	24.72
Boyd	29.82	Daviess	31.16	Hart	16.09	Livingston	16.78	Nelson	26.25	Todd	18.23
Boyle	33.42	Edmonson	22.18	Henderson	27.58	Logan	20.39	Nicholas	28.03	Trigg	28.11
Bracken	28.79	Elliott	10.61	Henry	19.23	Lyon	23.20	Ohio	16.30	Trimble	22.67
Breathitt	19.94	Estill	14.23	Hickman	23.01	McCracken	36.27	Oldham	51.16	Union	22.96
Breckinridge	18.12	Fayette	50.52	Hopkins	25.71	McCreary	16.22	Owen	21.24	Warren	37.25
Bullitt	24.16	Fleming	21.50	Jackson	13.35	McLean	22.31	Owsley	21.81	Washington	23.76
Butler	19.70	Floyd	21.47	Jefferson	40.91	Madison	36.76	Pendleton	23.63	Wayne	15.18
Caldwell	26.38	Franklin	32.73	Jessamine	36.96	Magoffin	14.90	Perry	23.17	Webster	17.22
Calloway	36.55	Fulton	18.87	Johnson	18.11	Marion	23.28	Pike	19.56	Whitley	18.62
Campbell	40.22	Gallatin	16.77	Kenton	38.67	Marshall	29.42	Powell	19.37	Wolfe	16.61
Carlisle	23.32	Garrard	24.54	Knott	21.23	Martin	14.96	Pulaski	25.55	Woodford	41.64

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

LA

Tracking the trend

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

27.0%
2008

28.1%
2009

28.2%
2010

Louisiana



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 Louisiana stood at 27 percent. In 2014, the most recent year for which data are available, the rate reached 29.7 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.

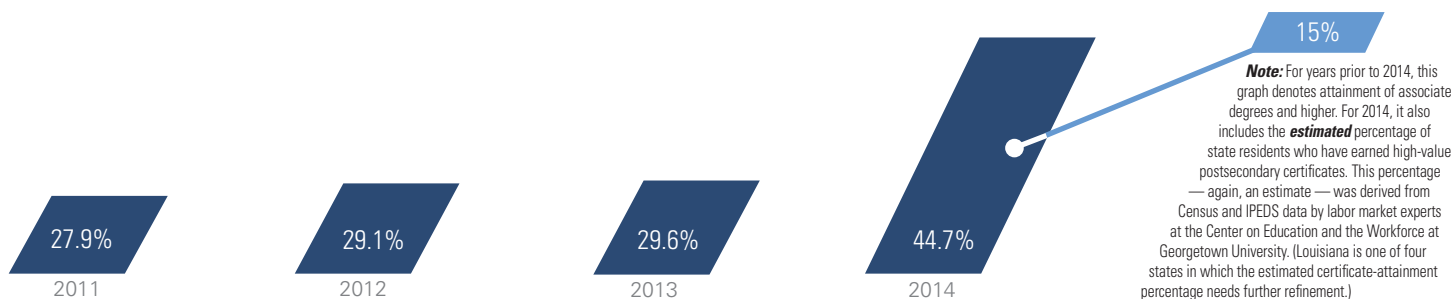
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In Louisiana, 15 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 44.7 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge Louisiana 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 Louisiana by race and ethnicity.

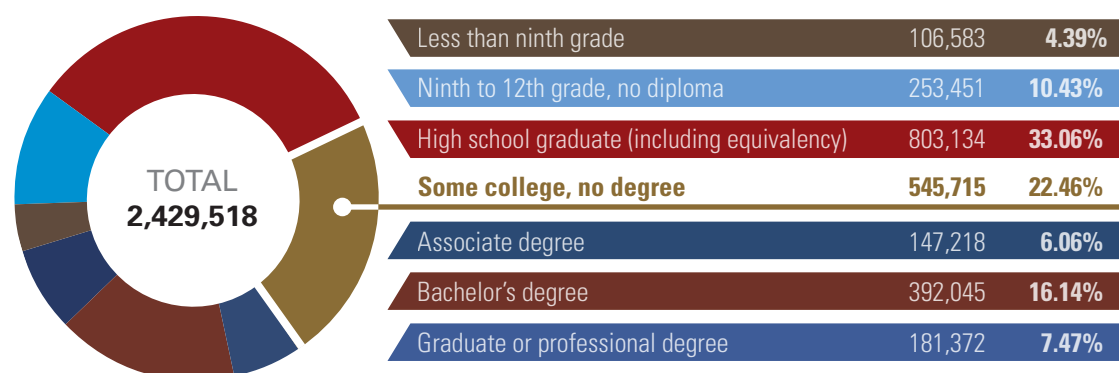
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Louisiana is one of those 26 states.

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/>).



Levels of education for Louisiana residents, ages 25-64

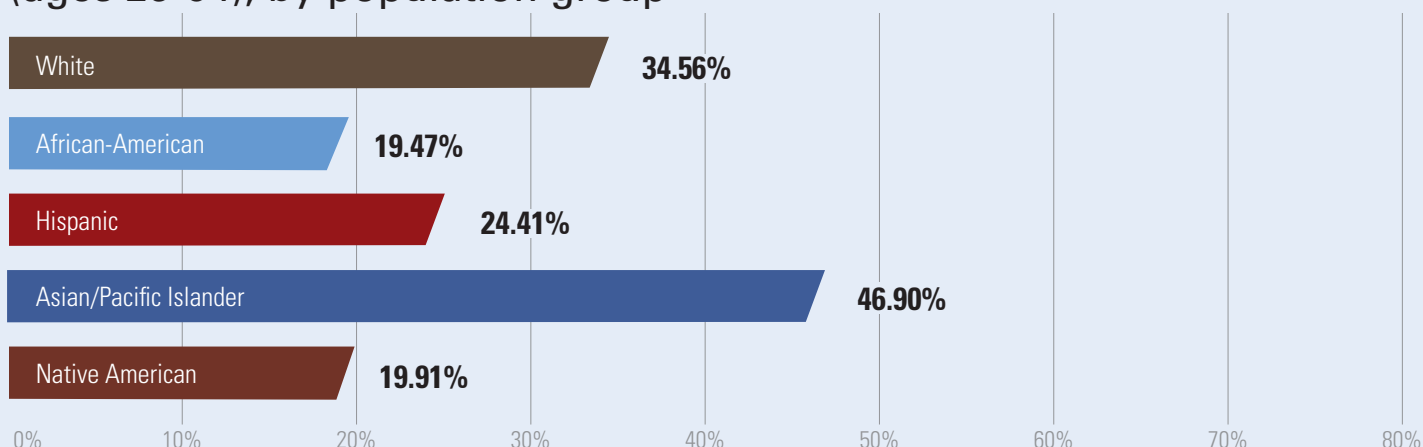


Estimated attainment of certificates:
15%

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. Be aware that Louisiana is one of four states in which the estimated certificate-attainment percentage needs further refinement.

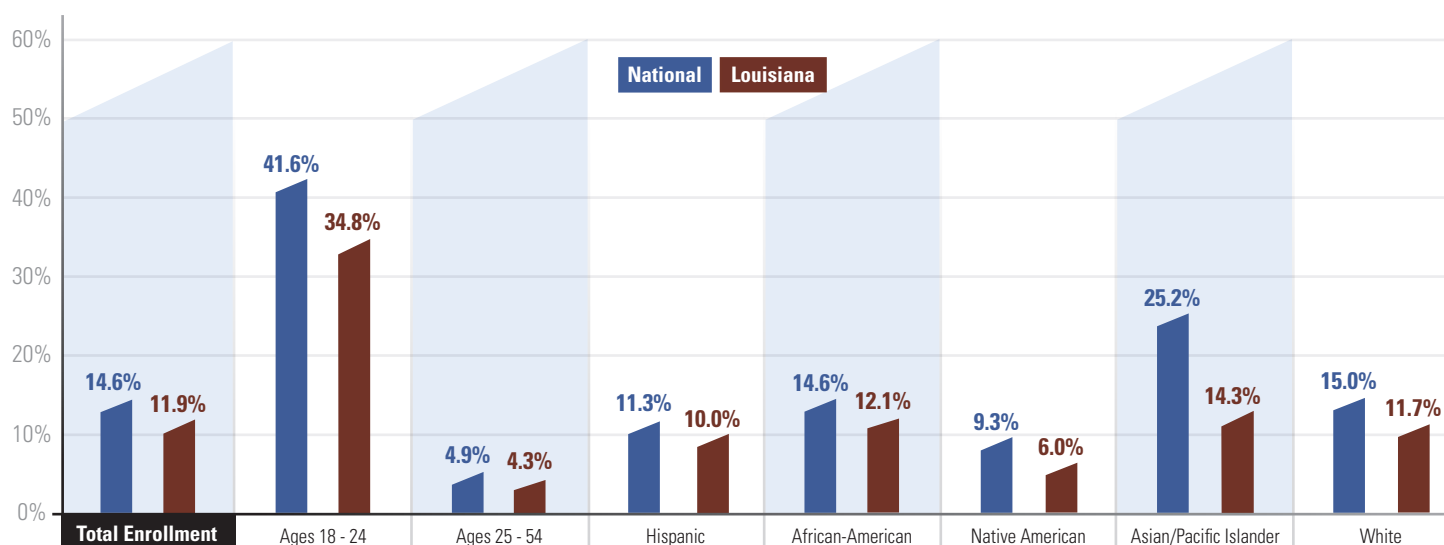
Source: U.S. Census Bureau, 2014 American Community Survey

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



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

College enrollment among Louisiana 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 Louisiana residents (ages 25-64) with at least an associate degree, by parish

Acadia	18.31	East Baton Rouge	40.49	Madison	19.12	St. Landry	18.52
Allen	16.61	East Carroll	11.99	Morehouse	17.71	St. Martin	19.83
Ascension	35.98	East Feliciana	18.27	Natchitoches	25.26	St. Mary	15.25
Assumption	18.29	Evangeline	18.62	Orleans	40.52	St. Tammany	38.98
Avoyelles	15.47	Franklin	16.61	Ouachita	27.91	Tangipahoa	25.16
Beauregard	22.34	Grant	14.57	Plaquemines	23.20	Tensas	10.60
Bienville	16.76	Iberia	19.40	Pointe Coupee	16.81	Terrebonne	17.81
Bossier	34.93	Iberville	19.36	Rapides	24.19	Union	18.48
Caddo	31.14	Jackson	19.36	Red River	16.80	Vermilion	20.18
Calcasieu	29.72	Jefferson	31.64	Richland	17.98	Vernon	26.92
Caldwell	10.69	Jefferson Davis	20.81	Sabine	19.89	Washington	17.18
Cameron	25.53	Lafayette	35.81	St. Bernard	19.08	Webster	20.27
Catahoula	16.36	Lafourche	20.97	St. Charles	31.39	West Baton Rouge	26.16
Claiborne	17.72	LaSalle	20.17	St. Helena	12.26	West Carroll	10.74
Concordia	16.03	Lincoln	39.97	St. James	22.58	West Feliciana	20.99
De Soto	18.27	Livingston	24.21	St. John the Baptist	21.32	Winn	18.56

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

WE

Tracking the trend

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





Maine

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 Maine stood at 36.8 percent. In 2014, the most recent year for which data are available, the rate reached 43.3 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.

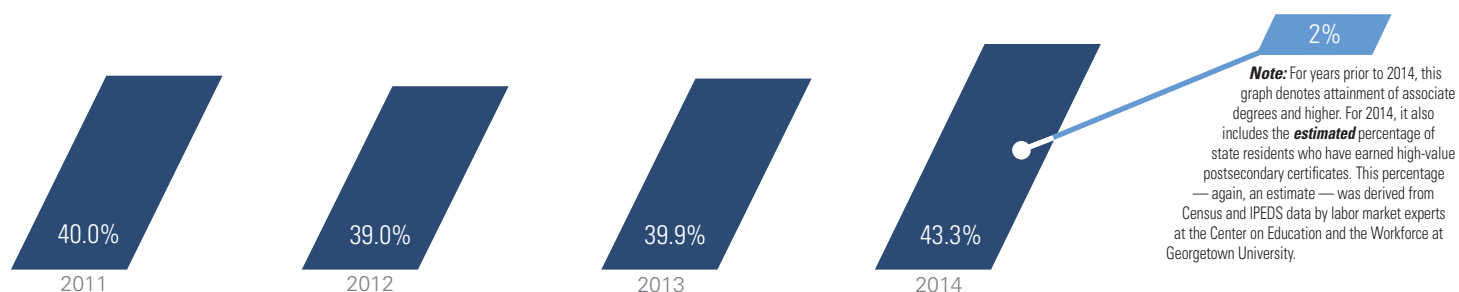
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In Maine, 2 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 43.3 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge Maine 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 Maine by race and ethnicity.

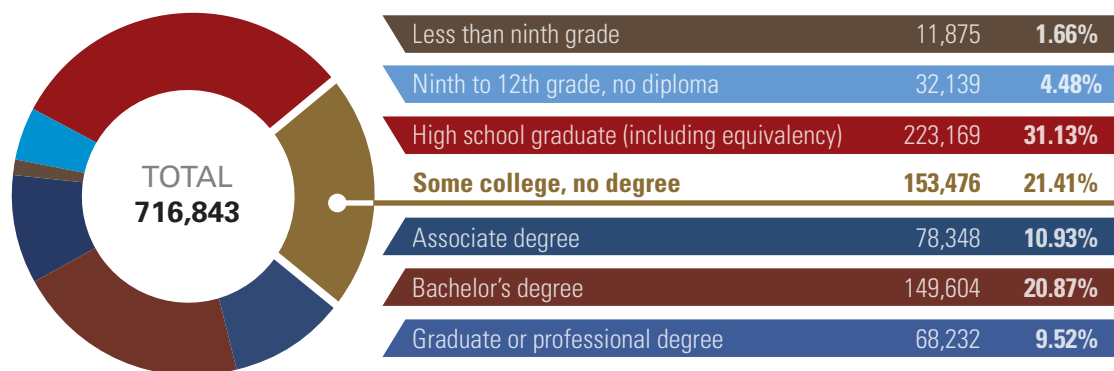
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Our analysis shows that Maine has not set a goal that meets Lumina's criteria; we urge state leaders to do so.

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/>).



Levels of education for Maine residents, ages 25-64

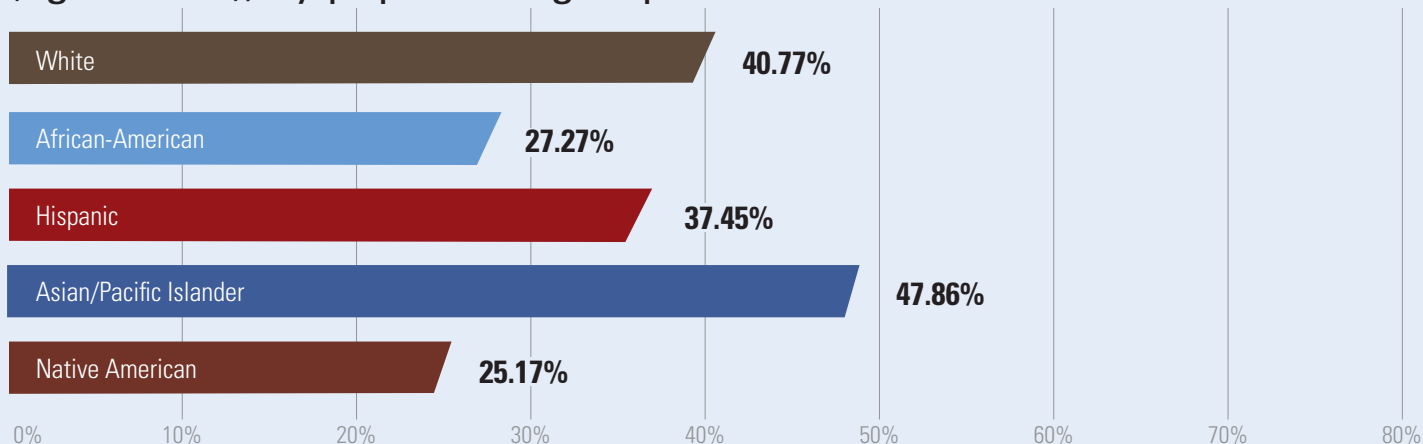


Estimated attainment of certificates: **2%**

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.

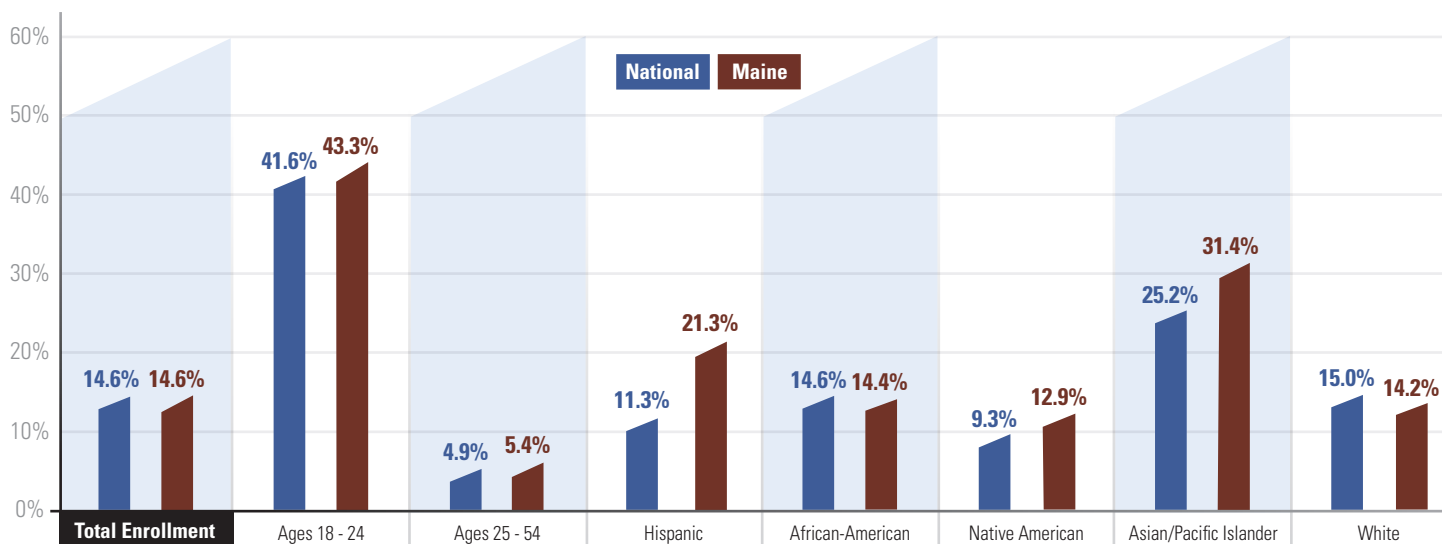
Source: U.S. Census Bureau, 2014 American Community Survey

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



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

College enrollment among Maine 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 Maine residents (ages 25-64) with at least an associate degree, by county

Androscoggin	32.98	Franklin	34.73	Knox	37.46	Penobscot	38.38	Somerset	27.26	York	41.73
Aroostook	30.52	Hancock	40.26	Lincoln	38.98	Piscataquis	30.95	Waldo	38.63		
Cumberland	54.38	Kennebec	35.71	Oxford	27.19	Sagadahoc	41.25	Washington	29.39		

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

WMD

Tracking the trend

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





Maryland

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 Maryland stood at 43.9 percent. In 2014, the most recent year for which data are available, the rate reached 46.9 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.

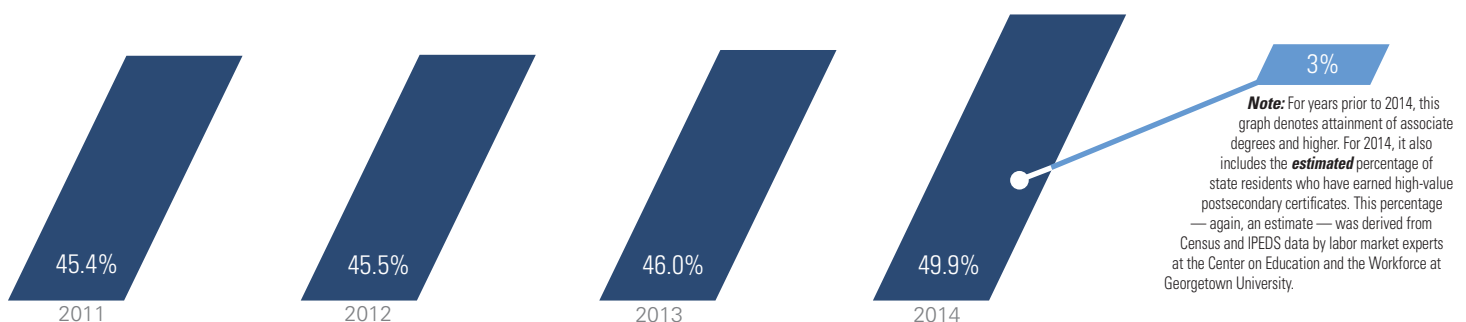
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In Maryland, 3 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 49.9 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge Maryland 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 Maryland by race and ethnicity.

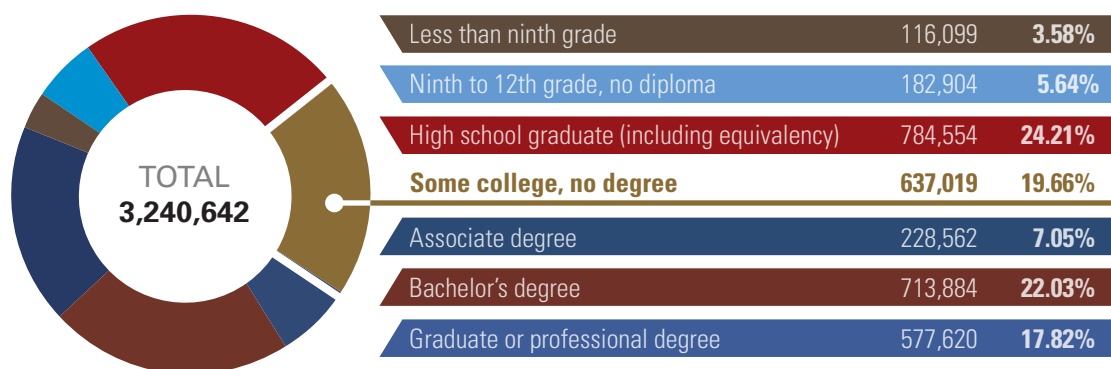
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Maryland is one of those 26 states.

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/>).



Levels of education for Maryland residents, ages 25-64

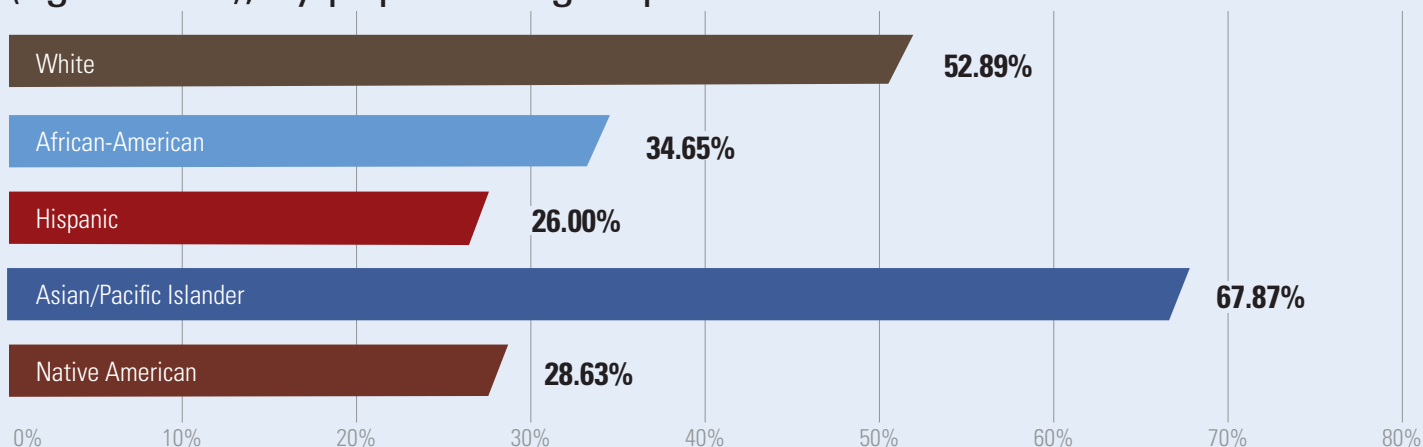


Estimated attainment of certificates: **3%**

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.

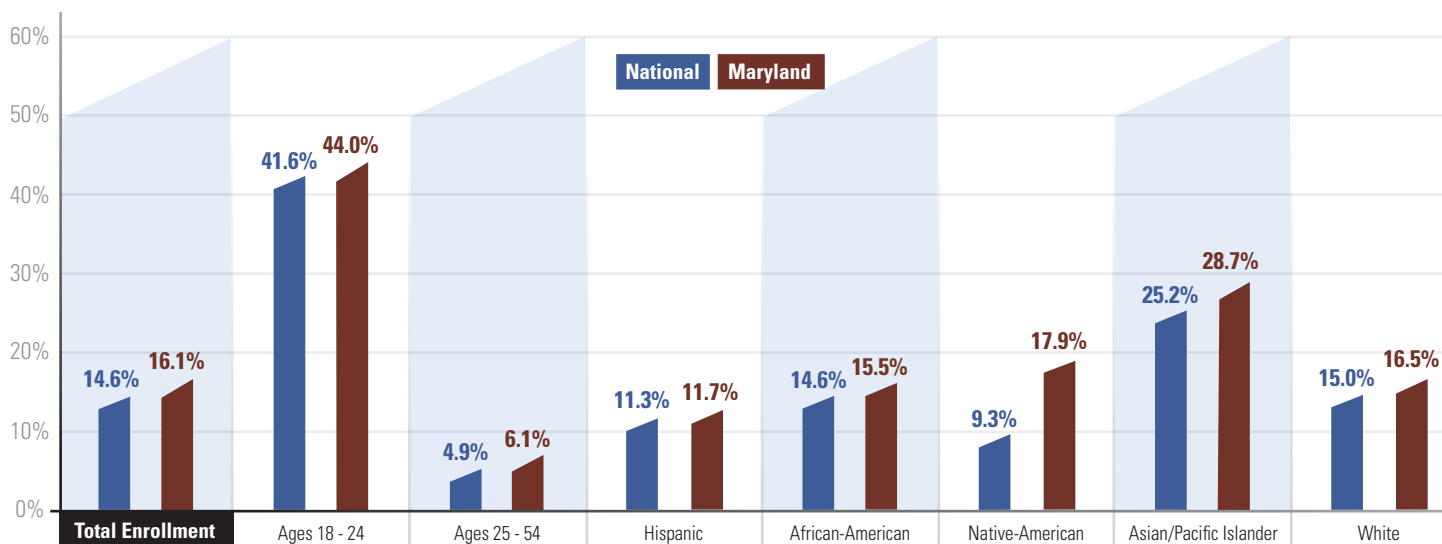
Source: U.S. Census Bureau, 2014 American Community Survey

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



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

College enrollment among Maryland 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 Maryland residents (ages 25-64) with at least an associate degree, by county

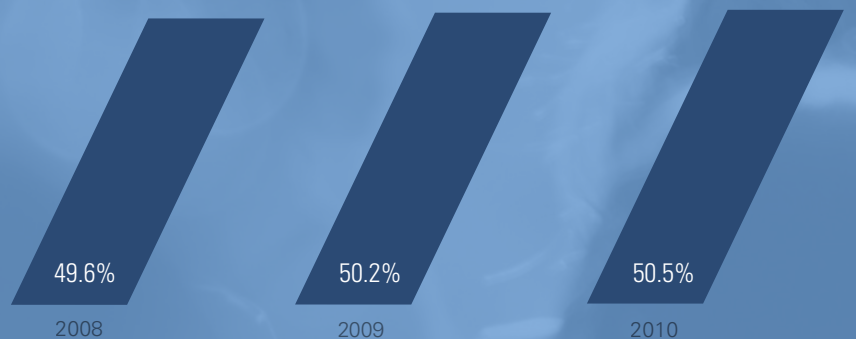
Allegany	29.25	Caroline	20.27	Dorchester	25.81	Howard	68.73	Queen Anne's	42.91	Washington	30.02
Anne Arundel	47.48	Carroll	45.16	Frederick	50.19	Kent	36.21	St. Mary's	39.75	Wicomico	35.38
Baltimore	46.11	Cecil	31.02	Garrett	27.86	Montgomery	63.81	Somerset	18.09	Worcester	38.25
Calvert	37.87	Charles	36.55	Harford	45.12	Prince George's	37.49	Talbot	38.92	Baltimore City	34.29

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

WMA

Tracking the trend

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





Massachusetts

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 Massachusetts stood at 49.6 percent. In 2014, the most recent year for which data are available, the rate reached 52.4 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.

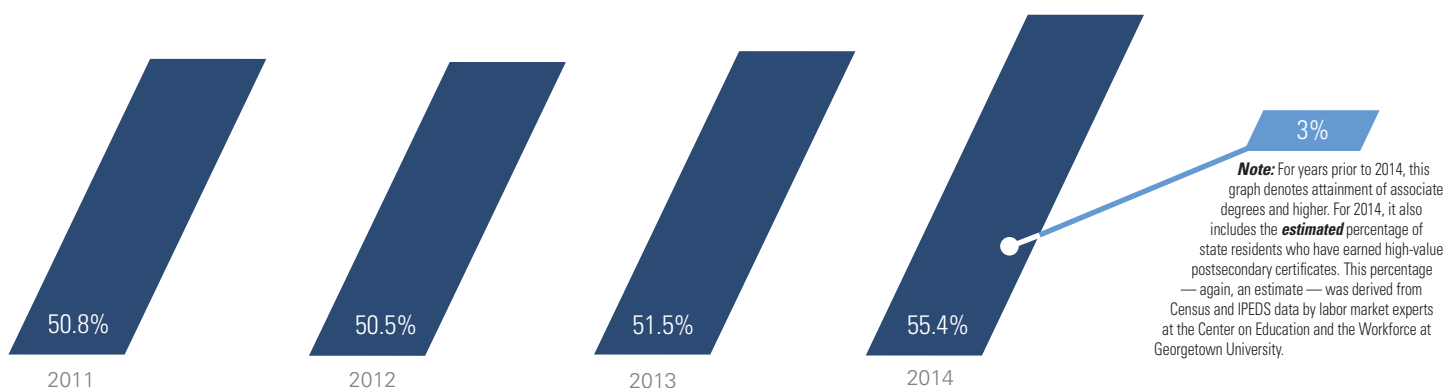
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In Massachusetts, 3 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 55.4 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge Massachusetts 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 Massachusetts by race and ethnicity.

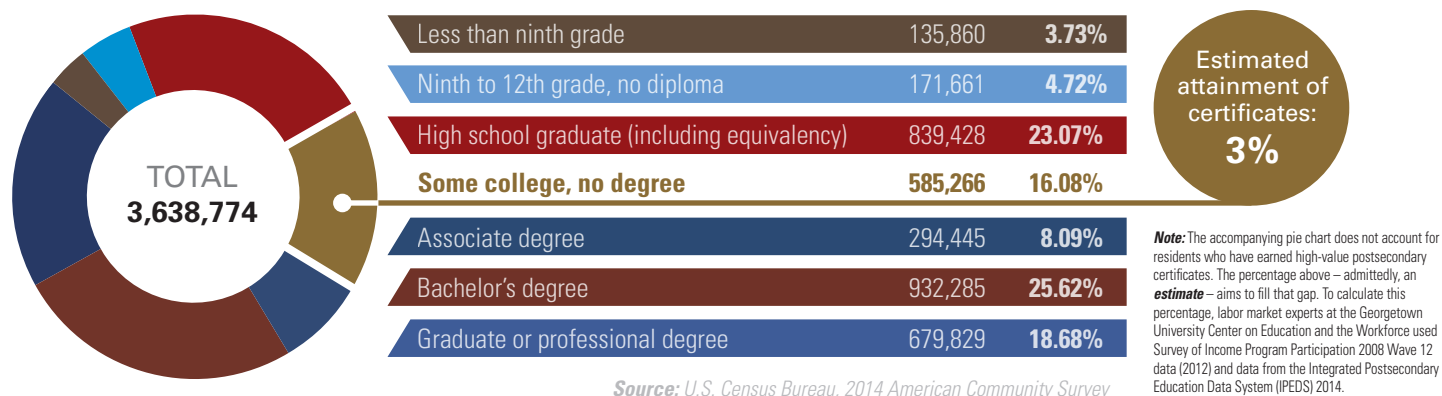
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Massachusetts is one of those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

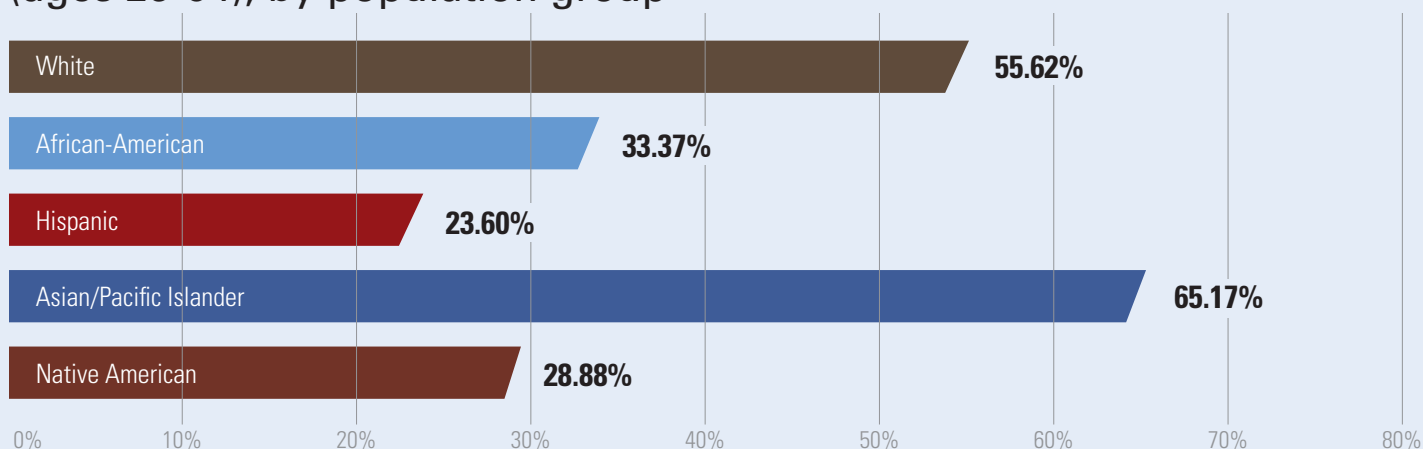
Lumina is working with state leaders from around the nation to expand postsecondary opportunity and success. More information on that work, including our full state policy agenda and additional data, is available on Lumina's Strategy Labs website (<http://strategylabs.luminafoundation.org/>).



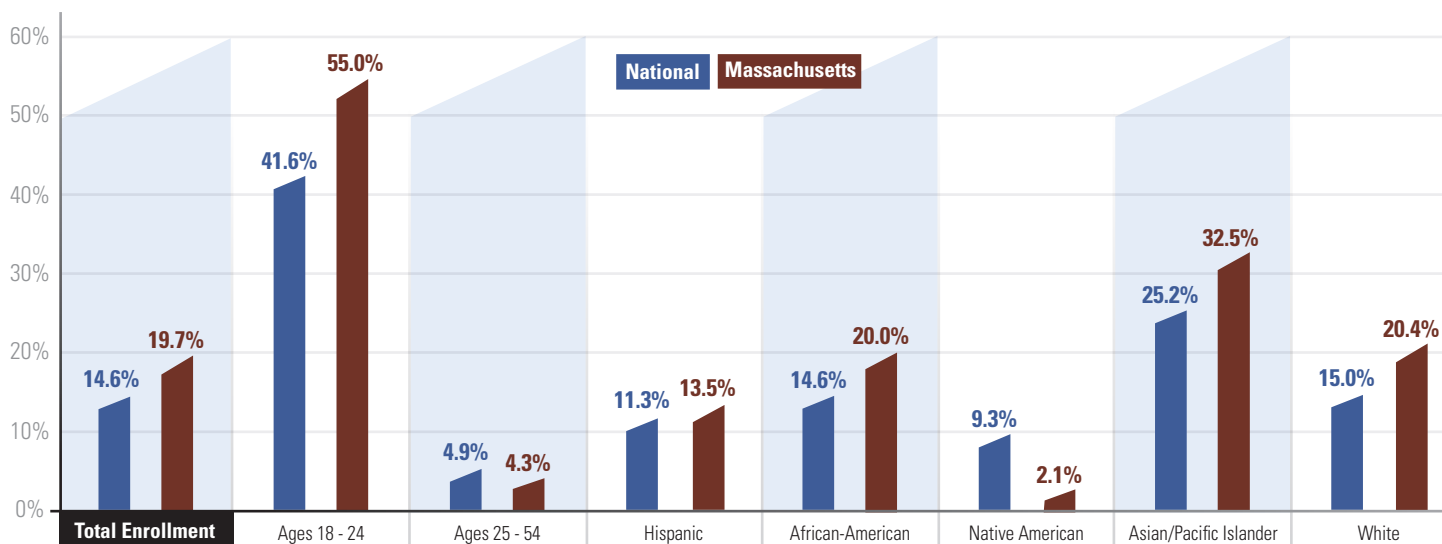
Levels of education for Massachusetts residents, ages 25-64



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



College enrollment among Massachusetts 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 Massachusetts residents (ages 25-64) with at least an associate degree, by county

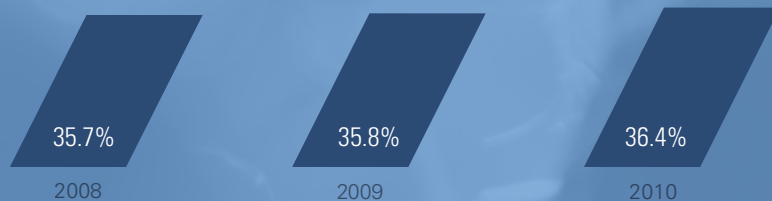
Barnstable	48.68	Dukes	50.15	Hampden	37.62	Nantucket	49.94	Suffolk	49.24
Berkshire	42.04	Essex	48.93	Hampshire	55.20	Norfolk	62.59	Worcester	46.76
Bristol	37.91	Franklin	46.97	Middlesex	61.69	Plymouth	46.78		

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

WMI

Tracking the trend

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



Michigan



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 Michigan stood at 35.7 percent. In 2014, the most recent year for which data are available, the rate reached 39.3 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.

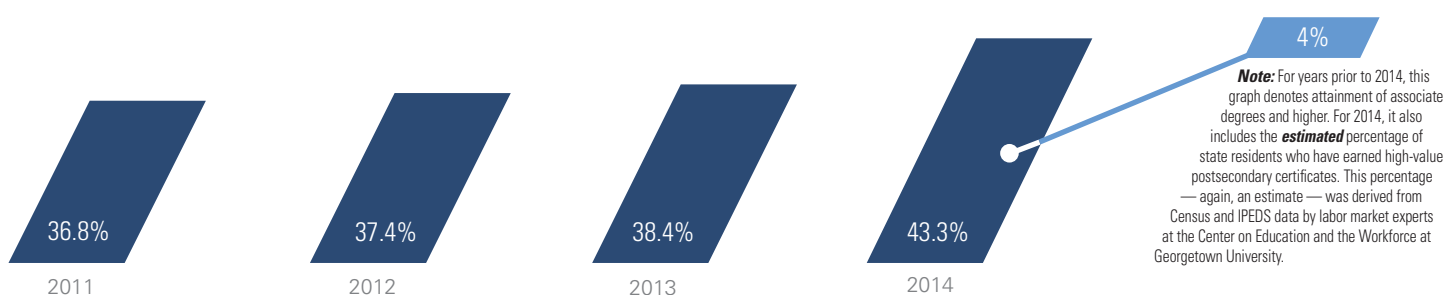
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In Michigan, 4 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 43.3 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge Michigan 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 Michigan by race and ethnicity.

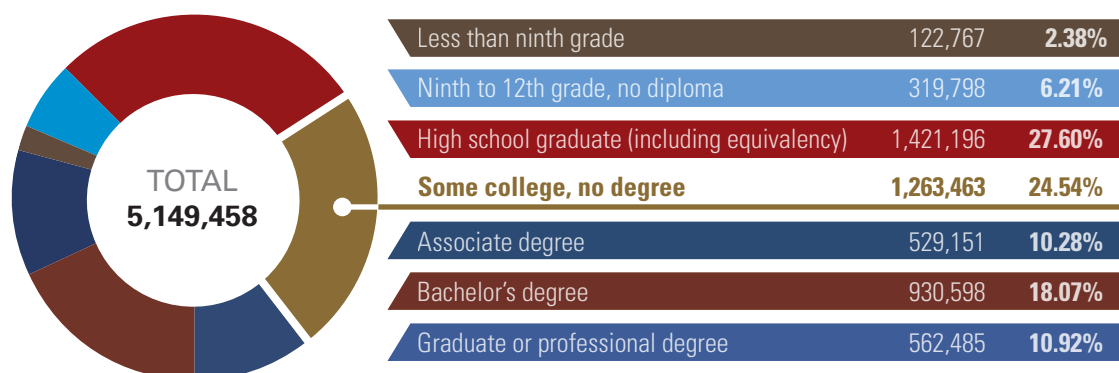
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Our analysis shows that Michigan has not set a goal that meets Lumina's criteria; we urge state leaders to do so.

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/>).



Levels of education for Michigan residents, ages 25-64

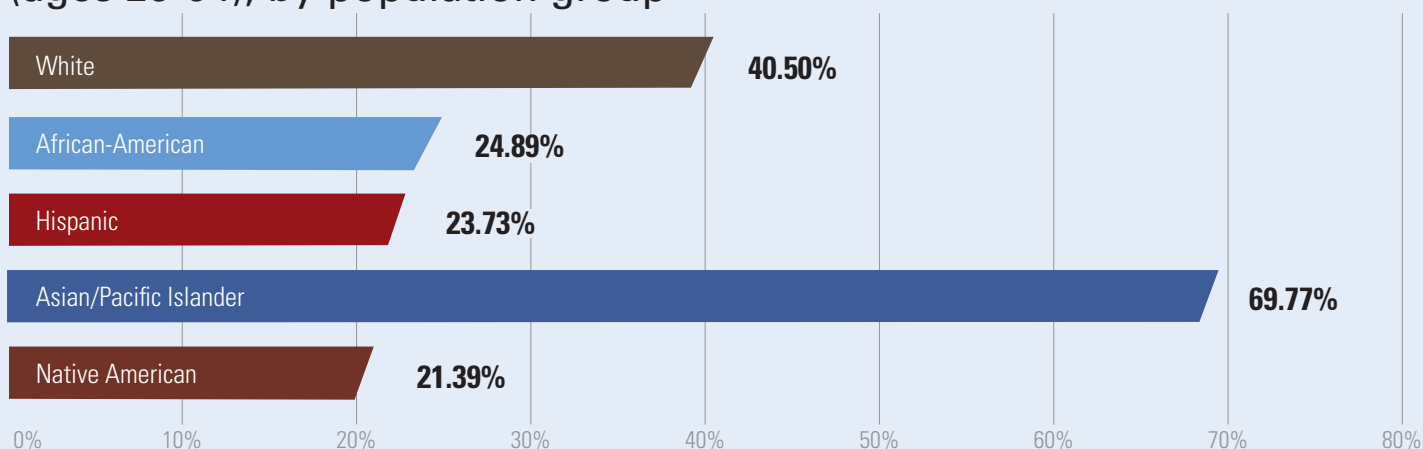


Estimated attainment of certificates: **4%**

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.

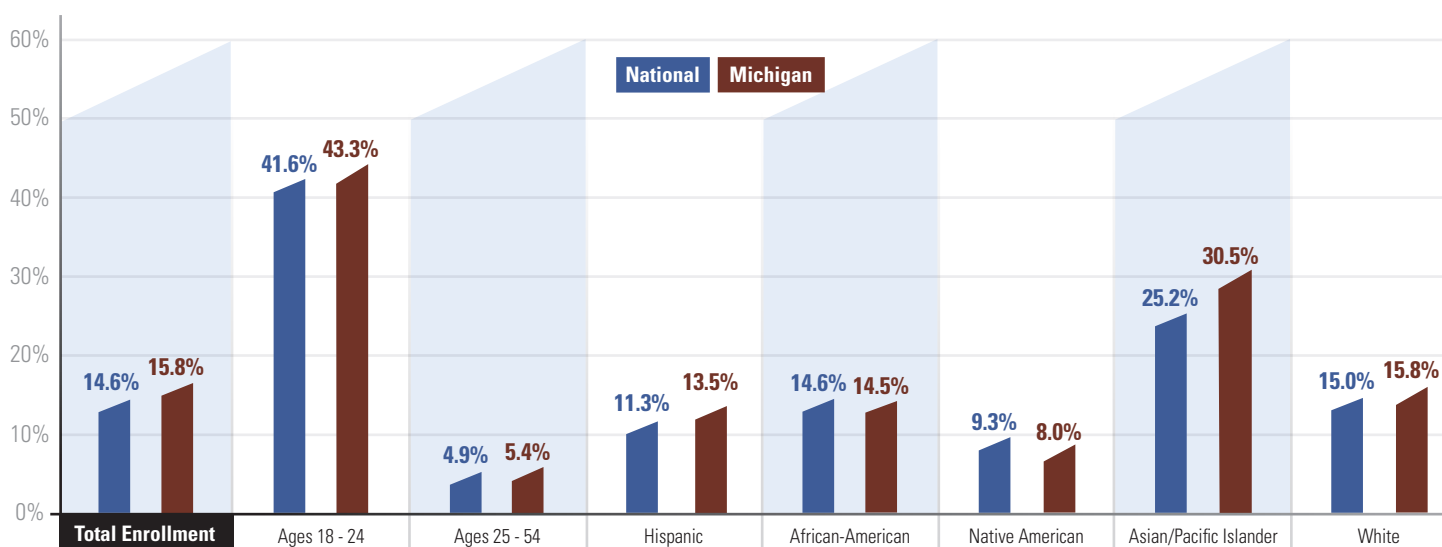
Source: U.S. Census Bureau, 2014 American Community Survey

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



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

College enrollment among Michigan 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 Michigan residents (ages 25-64) with at least an associate degree, by county

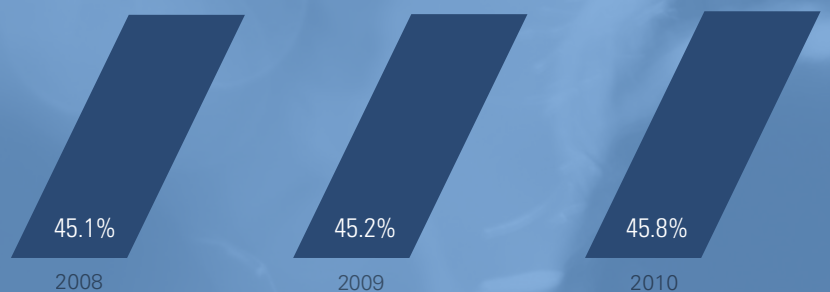
Alcona	23.99	Charlevoix	34.92	Gratiot	23.36	Lake	16.30	Missaukee	24.37	Presque Isle	26.74
Alger	26.75	Cheboygan	25.99	Hillsdale	24.75	Lapeer	28.37	Monroe	31.30	Roscommon	22.28
Allegan	29.76	Chippewa	27.36	Houghton	42.77	Leelanau	49.53	Montcalm	23.89	Saginaw	33.28
Alpena	31.61	Clare	20.27	Huron	27.00	Lenawee	30.65	Montmorency	21.72	St. Clair	29.84
Antrim	31.11	Clinton	43.81	Ingham	47.36	Livingston	45.51	Muskegon	29.48	St. Joseph	24.56
Arenac	21.10	Crawford	27.49	Ionia	25.31	Luce	21.43	Newaygo	22.99	Sanilac	22.89
Baraga	18.01	Delta	34.32	Iosco	23.91	Mackinac	26.62	Oakland	54.65	Schoolcraft	22.95
Barry	30.53	Dickinson	35.04	Iron	30.91	Macomb	36.93	Oceana	26.89	Shiawassee	28.67
Bay	32.91	Eaton	37.63	Isabella	36.51	Manistee	29.79	Ogemaw	22.29	Tuscola	26.39
Benzie	33.18	Emmet	43.88	Jackson	29.43	Marquette	41.05	Ontonagon	30.23	Van Buren	29.15
Berrien	36.54	Genesee	31.35	Kalamazoo	46.43	Mason	33.11	Osceola	23.26	Washtenaw	60.97
Branch	22.73	Gladwin	23.73	Kalkaska	19.86	Mecosta	33.45	Oscoda	16.64	Wayne	31.29
Calhoun	30.49	Gogebic	30.24	Kent	43.87	Menominee	30.13	Otsego	32.31	Wexford	28.58
Cass	28.17	Grand Traverse	41.64	Keweenaw	37.97	Midland	46.47	Ottawa	42.44		

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

WIN

Tracking the trend

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





Minnesota

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 Minnesota stood at 45.1 percent. In 2014, the most recent year for which data are available, the rate reached 48.9 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.

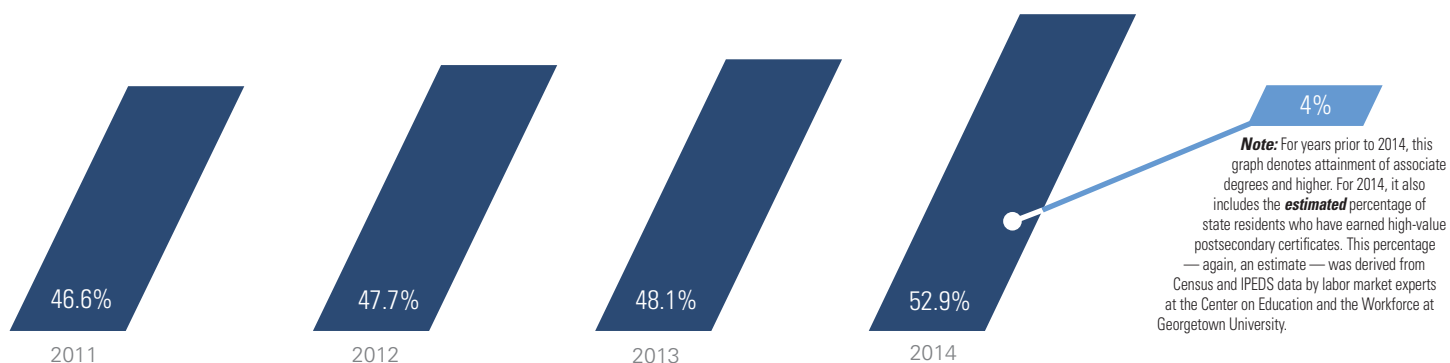
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In Minnesota, 4 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 52.9 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge Minnesota 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 Minnesota by race and ethnicity.

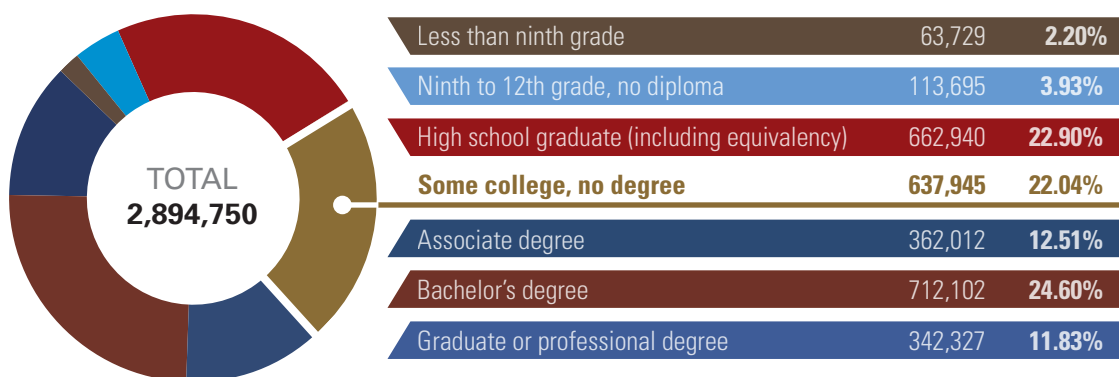
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Minnesota is one of those 26 states.

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/>).



Levels of education for Minnesota residents, ages 25-64

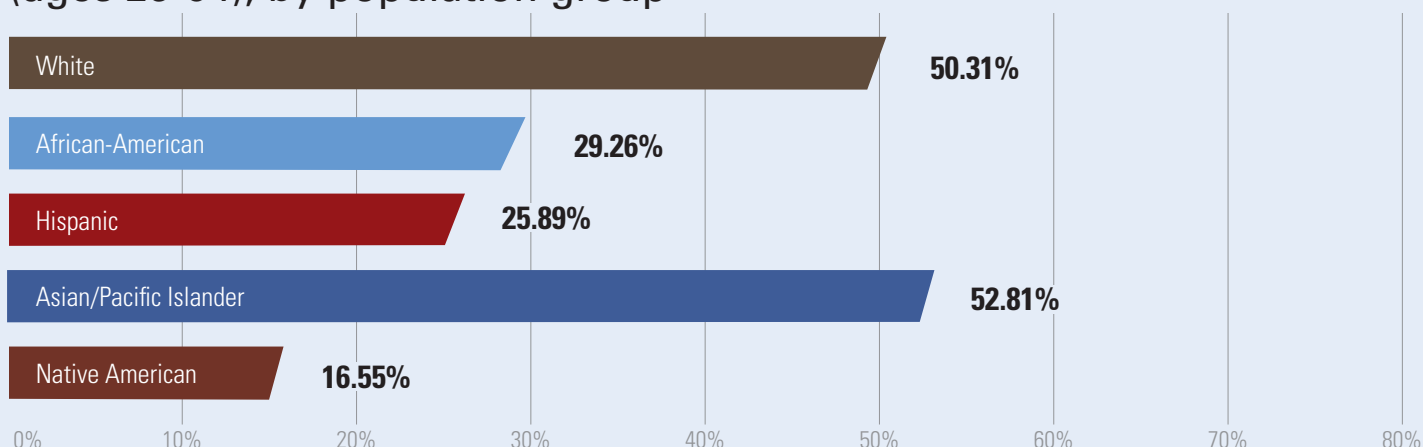


Estimated attainment of certificates: **4%**

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.

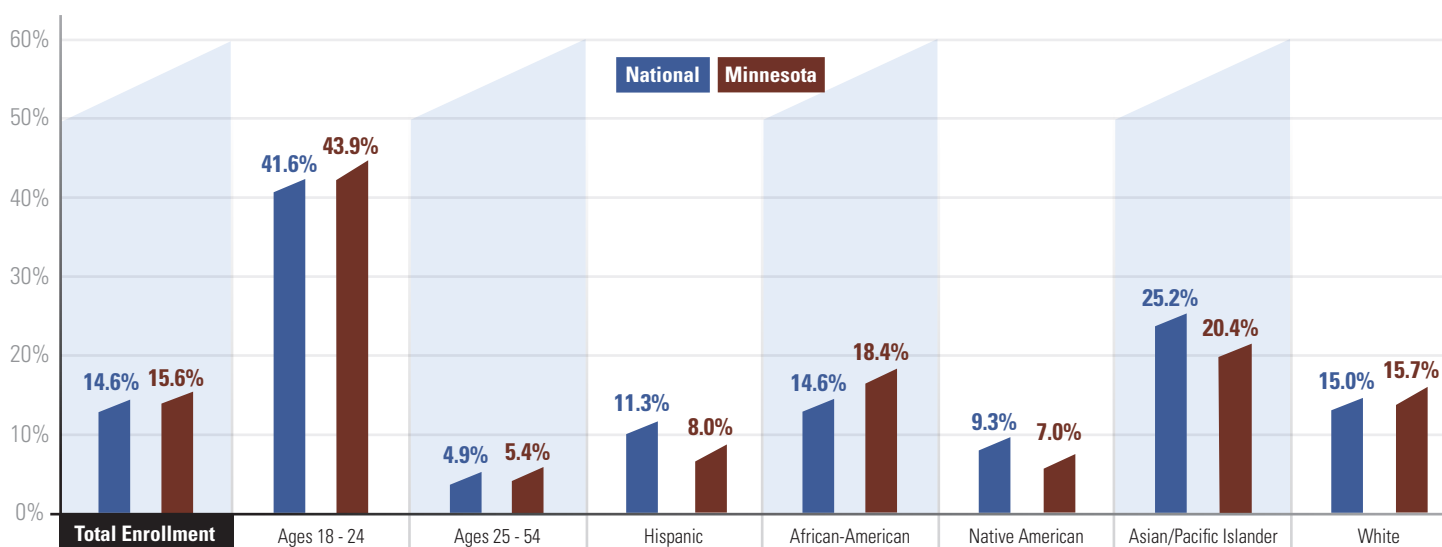
Source: U.S. Census Bureau, 2014 American Community Survey

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



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

College enrollment among Minnesota 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 Minnesota residents (ages 25-64) with at least an associate degree, by county

Aitkin	30.30	Cook	49.79	Itasca	35.48	Martin	33.98	Pope	39.83	Swift	33.77
Anoka	42.20	Cottonwood	32.28	Jackson	38.09	Meeker	33.62	Ramsey	50.23	Todd	29.72
Becker	36.62	Crow Wing	37.99	Kanabec	26.09	Mille Lacs	30.20	Red Lake	32.98	Traverse	43.00
Beltrami	40.60	Dakota	53.90	Kandiyohi	39.58	Morrison	31.83	Redwood	31.52	Wabasha	35.44
Benton	36.04	Dodge	42.31	Kittson	37.03	Mower	33.31	Renville	31.73	Wadena	31.30
Big Stone	34.83	Douglas	46.48	Koochiching	32.73	Murray	35.23	Rice	39.09	Waseca	33.48
Blue Earth	44.73	Faribault	33.46	Lac qui Parle	36.94	Nicollet	46.18	Rock	35.69	Washington	56.09
Brown	36.52	Fillmore	34.87	Lake	38.97	Nobles	26.73	Roseau	29.80	Watsonwan	31.31
Carlton	35.73	Freeborn	31.38	Lake of the Woods	24.12	Norman	34.77	St. Louis	42.24	Wilkin	42.36
Carver	59.25	Goodhue	38.47	Le Sueur	35.61	Olmsted	55.60	Scott	53.08	Winona	42.37
Cass	30.76	Grant	39.76	Lincoln	38.92	Otter Tail	41.15	Sherburne	41.53	Wright	43.33
Chippewa	38.17	Hennepin	57.82	Lyon	42.34	Pennington	36.13	Sibley	30.48	Yellow Medicine	36.39
Chisago	37.27	Houston	42.03	McLeod	37.62	Pine	23.80	Stearns	42.12		
Clay	48.77	Hubbard	37.50	Mahnomen	24.85	Pipestone	31.72	Steele	38.32		
Clearwater	28.46	Isanti	29.93	Marshall	34.51	Polk	38.61	Stevens	51.05		

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

MIS

Tracking the trend

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





Mississippi

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 Mississippi stood at 29.3 percent. In 2014, the most recent year for which data are available, the rate reached 31.4 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.

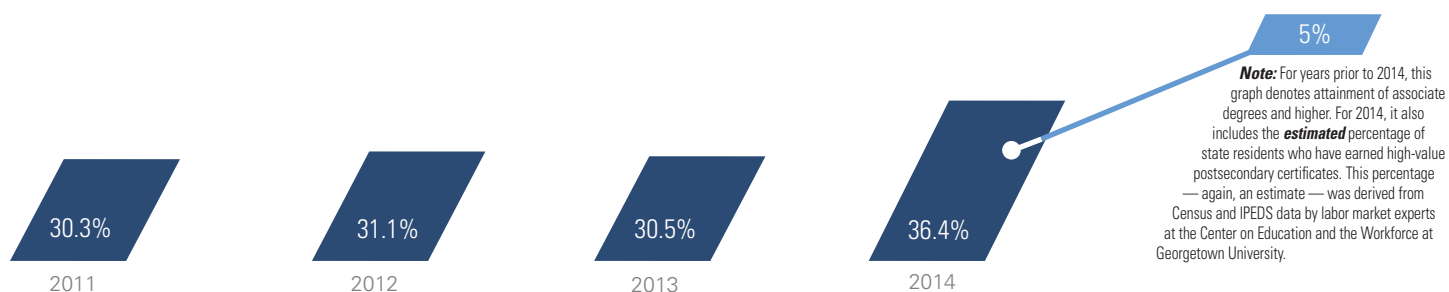
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In Mississippi, 5 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 36.4 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge Mississippi 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 Mississippi by race and ethnicity.

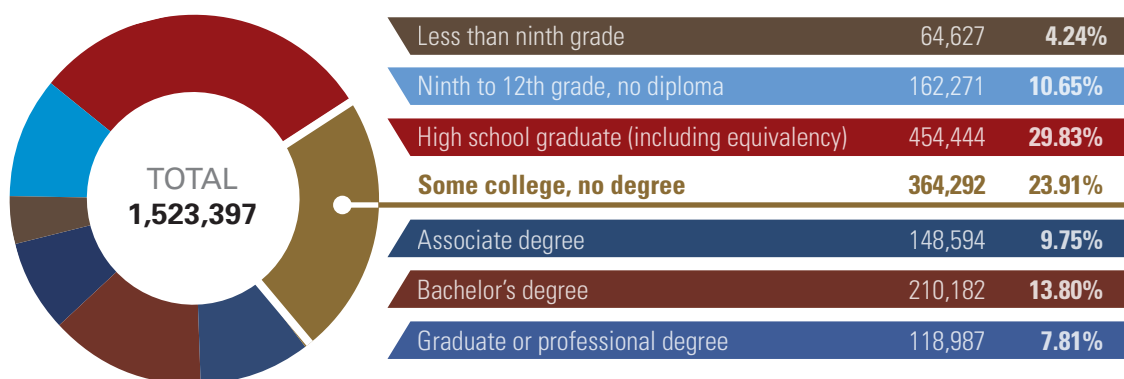
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Our analysis shows that Mississippi has not set a goal that meets Lumina's criteria; we urge state leaders to do so.

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/>).



Levels of education for Mississippi residents, ages 25-64

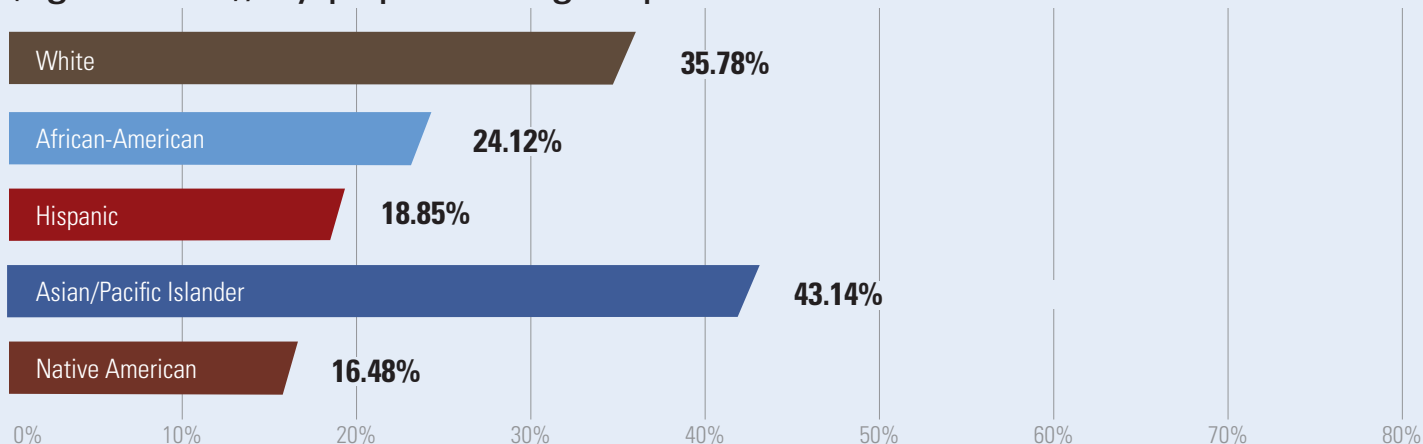


Estimated attainment of certificates: **5%**

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.

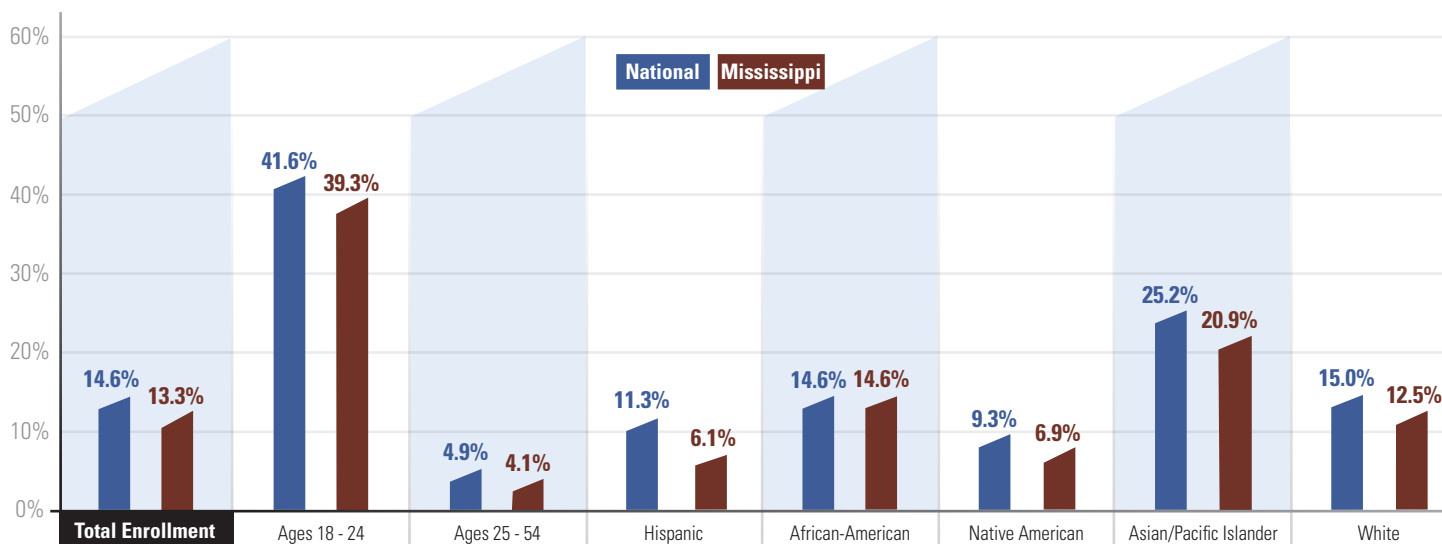
Source: U.S. Census Bureau, 2014 American Community Survey

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



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

College enrollment among Mississippi 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 Mississippi residents (ages 25-64) with at least an associate degree, by county

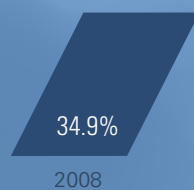
Adams	26.30	Copiah	26.61	Itawamba	26.02	Lincoln	30.62	Pike	26.15	Tishomingo	22.84
Alcorn	28.05	Covington	22.38	Jackson	32.94	Lowndes	32.51	Pontotoc	23.36	Tunica	28.88
Amite	19.10	DeSoto	34.33	Jasper	23.01	Madison	55.94	Prentiss	24.15	Union	23.82
Attala	24.65	Forrest	35.45	Jefferson	30.50	Marion	22.80	Quitman	23.16	Walthall	22.70
Benton	16.28	Franklin	21.83	Jefferson Davis	22.23	Marshall	16.39	Rankin	41.56	Warren	36.32
Bolivar	28.82	George	21.11	Jones	28.22	Monroe	25.42	Scott	19.18	Washington	25.88
Calhoun	18.50	Greene	16.03	Kemper	19.94	Montgomery	22.90	Sharkey	28.36	Wayne	17.17
Carroll	20.97	Grenada	24.67	Lafayette	46.33	Neshoba	26.77	Simpson	22.83	Webster	28.83
Chickasaw	15.78	Hancock	30.61	Lamar	46.09	Newton	30.46	Smith	22.48	Wilkinson	20.55
Choctaw	24.40	Harrison	30.92	Lauderdale	31.01	Noxubee	20.96	Stone	23.05	Winston	28.71
Claiborne	27.11	Hinds	36.34	Lawrence	22.64	Oktibbeha	51.98	Sunflower	19.79	Yalobusha	20.84
Clarke	21.94	Holmes	17.81	Leake	21.61	Panola	25.50	Tallahatchie	19.43	Yazoo	18.67
Clay	27.44	Humphreys	16.80	Lee	32.69	Pearl River	26.28	Tate	28.91		
Coahoma	29.25	Issaquena	12.64	Leflore	25.35	Perry	20.40	Tippah	19.36		

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

MO

Tracking the trend

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





Missouri

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 Missouri stood at 34.9 percent. In 2014, the most recent year for which data are available, the rate reached 38.1 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.

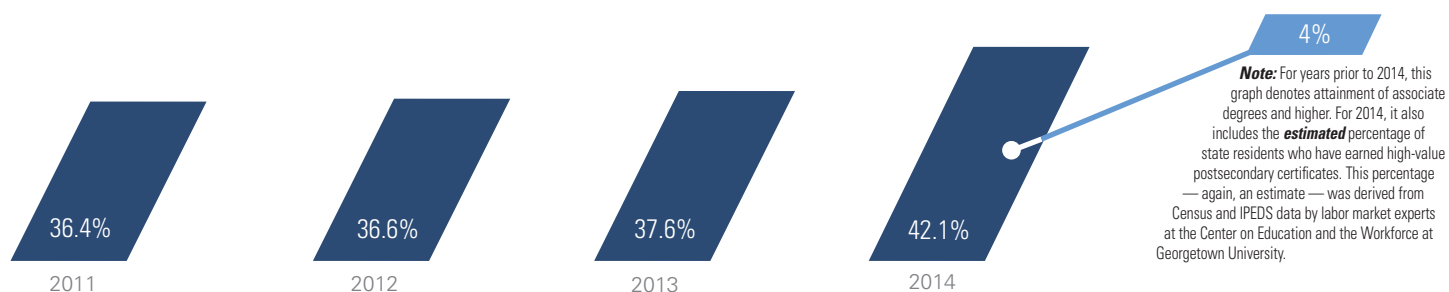
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In Missouri, 4 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 42.1 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge Missouri 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 Missouri by race and ethnicity.

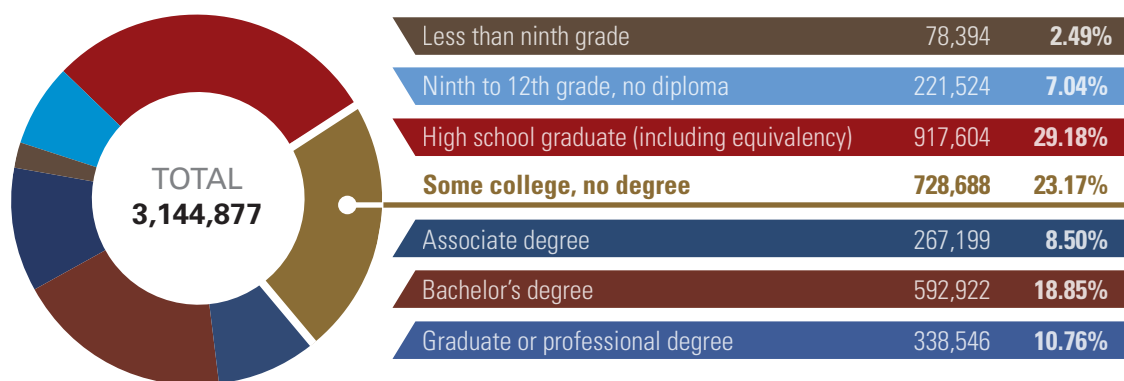
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Missouri is one of those 26 states.

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/>).



Levels of education for Missouri residents, ages 25-64

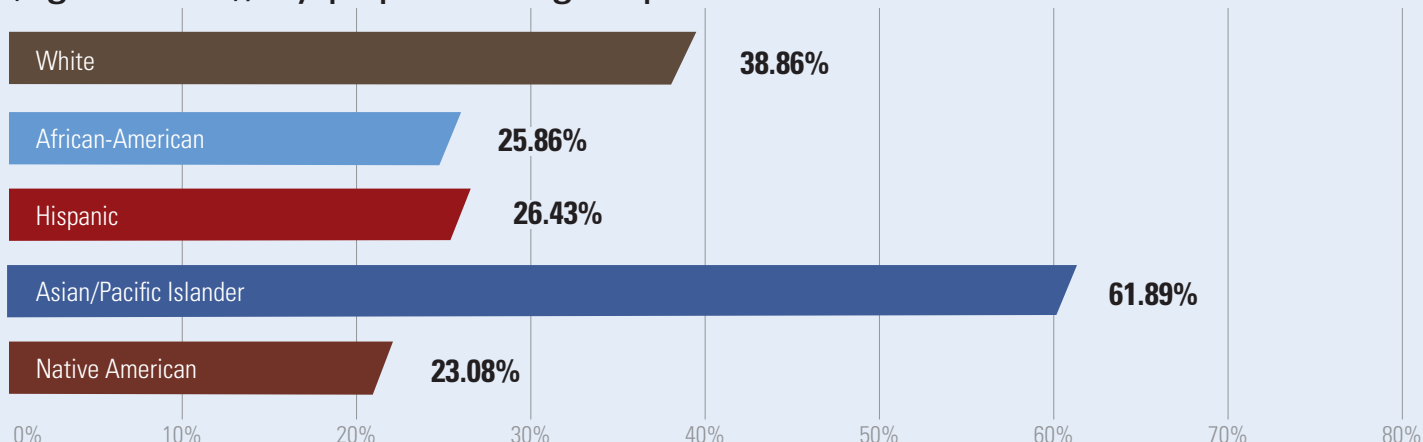


Estimated attainment of certificates: **4%**

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.

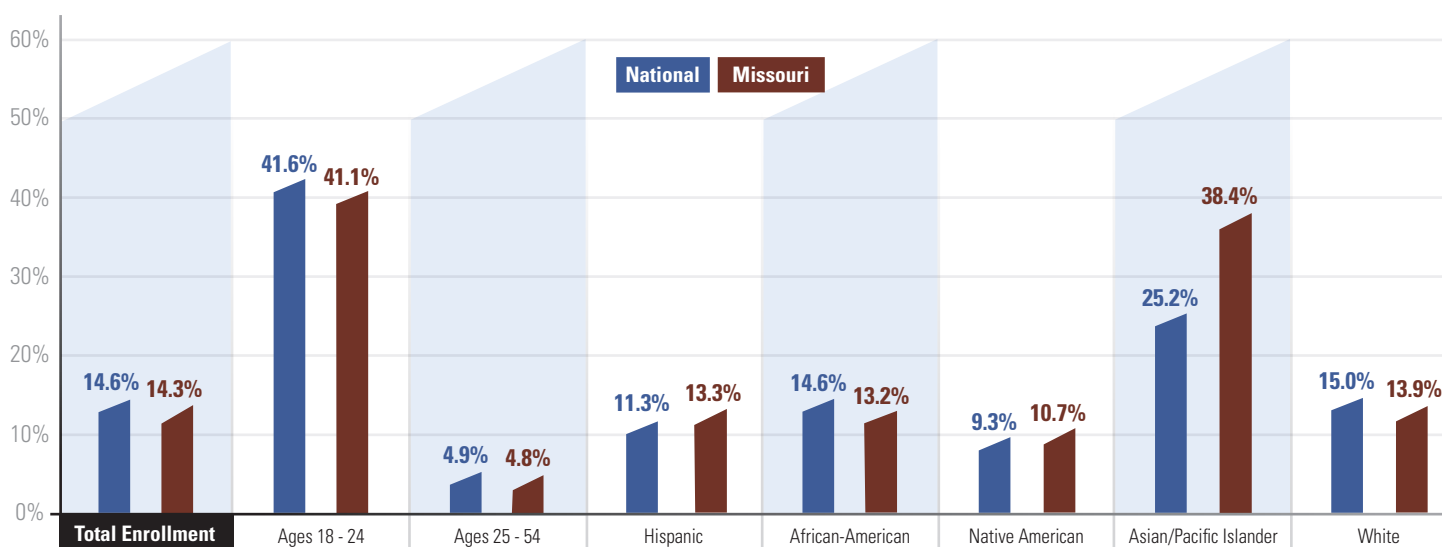
Source: U.S. Census Bureau, 2014 American Community Survey

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



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

College enrollment among Missouri 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 Missouri residents (ages 25-64) with at least an associate degree, by county

Adair	38.26	Chariton	23.84	Harrison	22.51	Macon	26.17	Phelps	36.41	Shannon	22.42
Andrew	30.10	Christian	37.37	Henry	25.00	Madison	18.30	Pike	17.18	Shelby	23.58
Atchison	34.28	Clark	24.84	Hickory	19.85	Maries	23.96	Platte	50.12	Stoddard	23.84
Audrain	20.90	Clay	42.34	Holt	26.77	Marion	26.92	Polk	25.02	Stone	21.79
Barry	21.63	Clinton	26.01	Howard	31.35	Mercer	26.75	Pulaski	36.30	Sullivan	21.62
Barton	26.46	Cole	41.20	Howell	25.94	Miller	21.82	Putnam	24.64	Taney	24.70
Bates	19.20	Cooper	29.87	Iron	18.56	Mississippi	14.84	Ralls	24.00	Texas	17.51
Benton	22.58	Crawford	21.54	Jackson	37.19	Moniteau	24.25	Randolph	25.71	Vernon	24.92
Bollinger	17.06	Dade	25.75	Jasper	30.12	Monroe	23.53	Ray	22.60	Warren	27.95
Boone	57.05	Dallas	23.54	Jefferson	30.96	Montgomery	23.44	Reynolds	10.34	Washington	13.78
Buchanan	26.66	Daviess	25.82	Johnson	38.57	Morgan	18.72	Ripley	18.84	Wayne	17.21
Butler	25.10	DeKalb	18.99	Knox	21.82	New Madrid	19.08	St. Charles	48.82	Webster	24.65
Caldwell	26.99	Dent	20.85	Laclede	22.20	Newton	29.89	St. Clair	19.41	Worth	26.33
Callaway	29.92	Douglas	17.59	Lafayette	28.03	Nodaway	31.20	Ste. Genevieve	24.68	Wright	18.70
Camden	32.43	Dunklin	18.39	Lawrence	22.65	Oregon	18.04	St. Francois	24.17	St. Louis City	39.57
Cape Girardeau	36.44	Franklin	30.36	Lewis	22.93	Osage	31.06	St. Louis	52.68		
Carroll	25.32	Gasconade	25.55	Lincoln	24.59	Ozark	21.83	Saline	25.90		
Carter	28.59	Gentry	25.78	Linn	20.44	Pemiscot	18.30	Schuyler	20.80		
Cass	34.82	Greene	38.59	Livingston	25.53	Perry	25.64	Scotland	27.00		
Cedar	22.16	Grundy	30.74	McDonald	19.73	Pettis	29.72	Scott	20.01		

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

WMT

Tracking the trend

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





Montana

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 Montana stood at 37.7 percent. In 2014, the most recent year for which data are available, the rate reached 39.6 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.

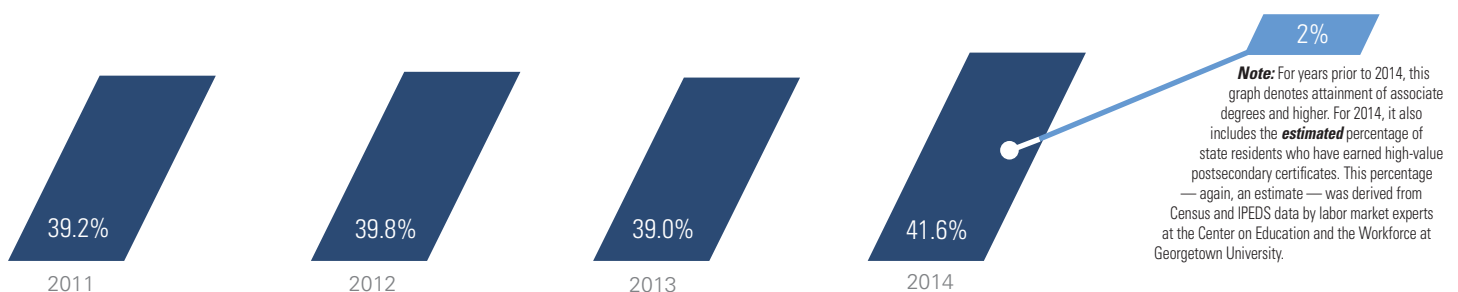
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In Montana, 2 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 41.6 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge Montana 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 Montana by race and ethnicity.

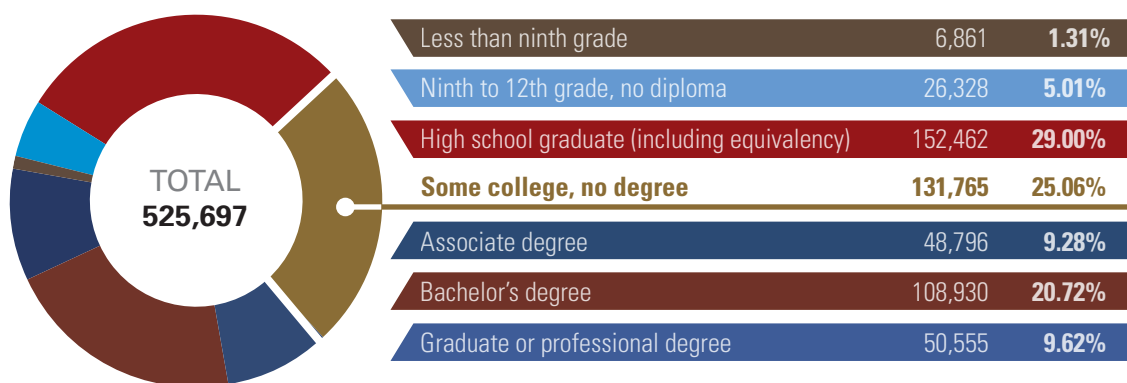
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Montana is one of those 26 states.

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/>).



Levels of education for Montana residents, ages 25-64

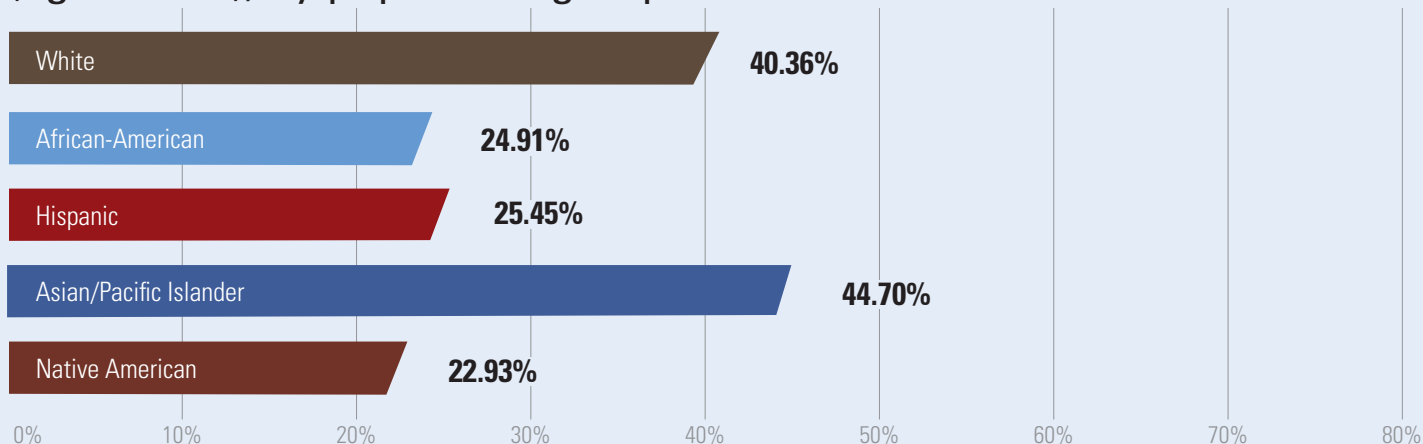


Estimated attainment of certificates: **2%**

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.

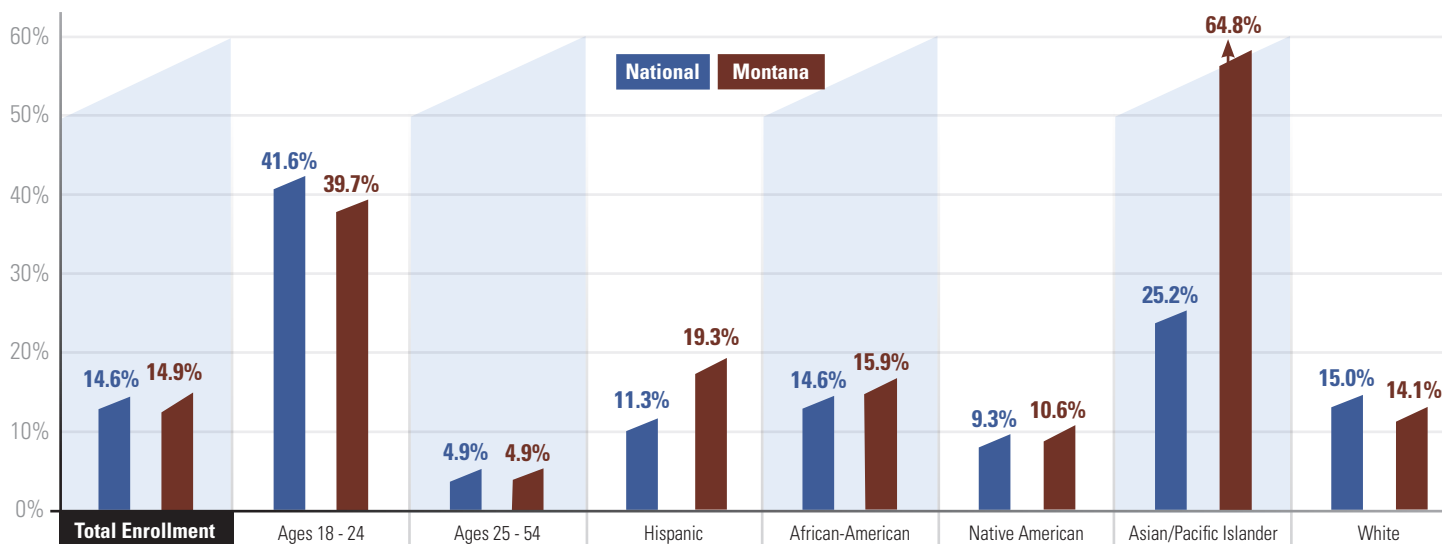
Source: U.S. Census Bureau, 2014 American Community Survey

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



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

College enrollment among Montana 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 Montana residents (ages 25-64) with at least an associate degree, by county

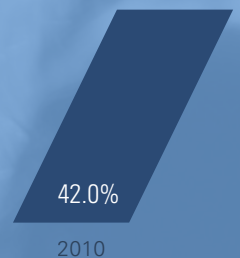
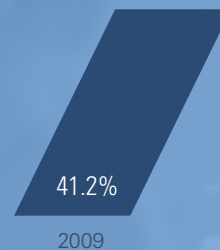
Beaverhead	38.95	Dawson	39.17	Hill	40.21	Mineral	20.22	Ravalli	32.40	Toole	19.49
Big Horn	27.18	Deer Lodge	31.20	Jefferson	44.62	Missoula	50.11	Richland	29.57	Treasure	22.19
Blaine	26.37	Fallon	34.24	Judith Basin	43.91	Musselshell	21.64	Roosevelt	23.15	Valley	31.64
Broadwater	32.58	Fergus	40.38	Lake	33.35	Park	42.23	Rosebud	35.27	Wheatland	23.36
Carbon	37.78	Flathead	36.39	Lewis and Clark	48.54	Petroleum	39.10	Sanders	23.28	Wibaux	35.21
Carter	27.24	Gallatin	54.00	Liberty	35.99	Phillips	34.21	Sheridan	35.17	Yellowstone	38.01
Cascade	38.07	Garfield	26.01	Lincoln	32.00	Pondera	35.27	Silver Bow	34.75		
Chouteau	36.60	Glacier	29.14	McCone	27.47	Powder River	35.93	Stillwater	31.49		
Custer	37.91	Golden Valley	32.05	Madison	37.87	Powell	27.85	Sweet Grass	39.74		
Daniels	43.57	Granite	39.12	Meagher	27.69	Prairie	33.28	Teton	35.31		

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

NE

Tracking the trend

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





Nebraska

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 Nebraska stood at 40.5 percent. In 2014, the most recent year for which data are available, the rate reached 44 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.

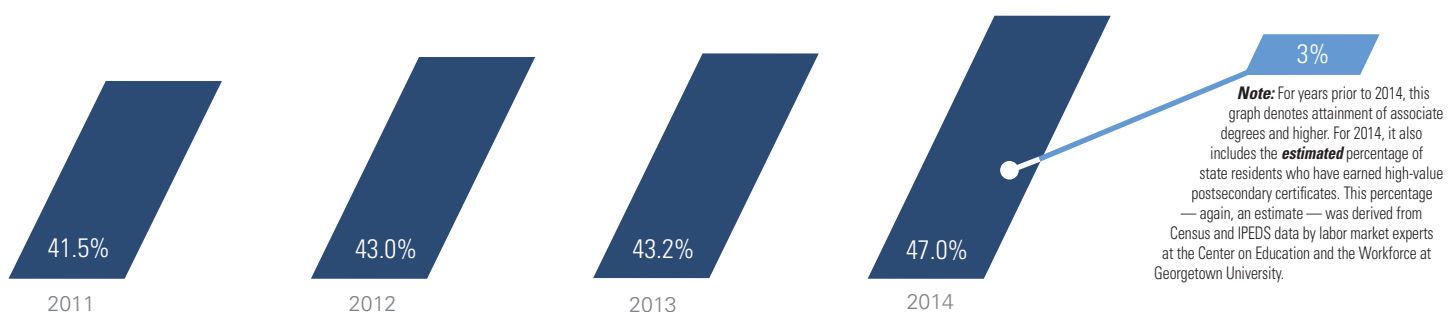
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In Nebraska, 3 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 47 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge Nebraska 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 Nebraska by race and ethnicity.

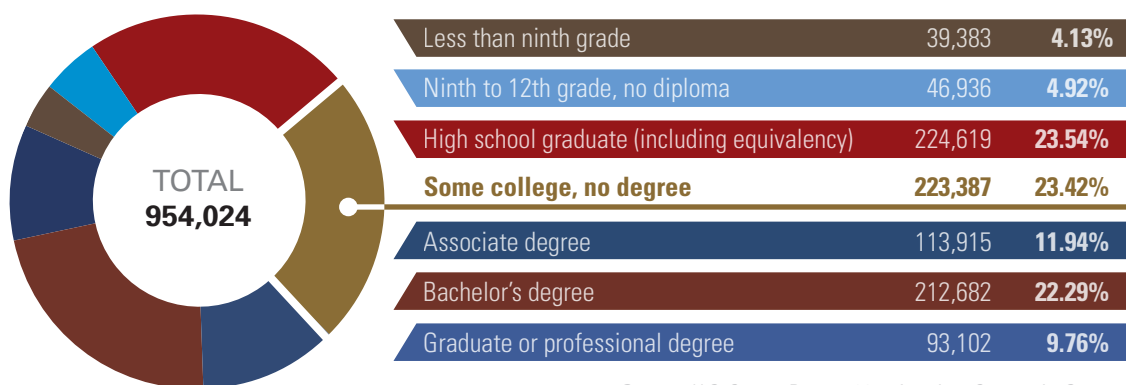
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Our analysis shows that Nebraska has not set a goal that meets Lumina's criteria; we urge state leaders to do so.

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/>).



Levels of education for Nebraska residents, ages 25-64

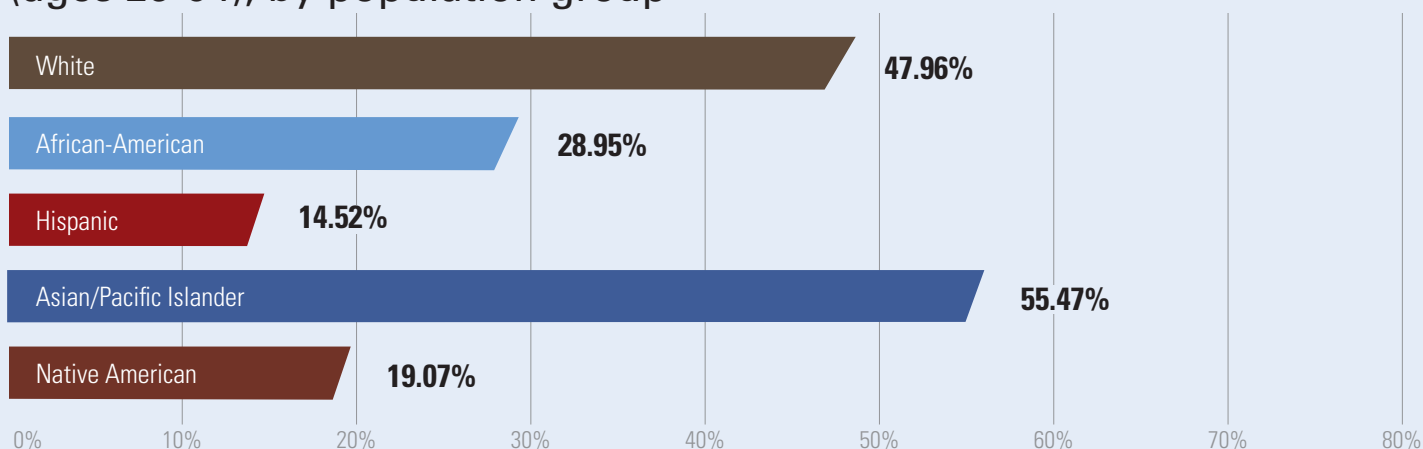


Estimated attainment of certificates: **3%**

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.

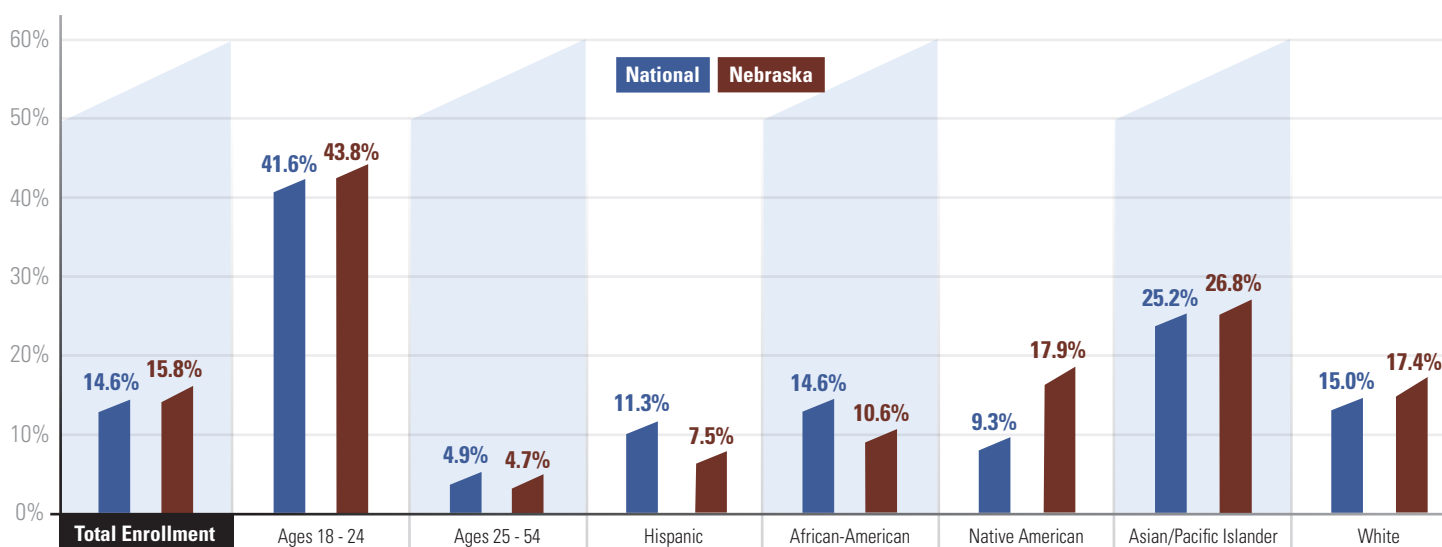
Source: U.S. Census Bureau, 2014 American Community Survey

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



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

College enrollment among Nebraska 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 Nebraska residents (ages 25-64) with at least an associate degree, by county

Adams	37.06	Cheyenne	38.59	Furnas	39.20	Johnson	25.71	Nuckolls	36.18	Sheridan	38.71
Antelope	37.89	Clay	36.51	Gage	37.56	Kearney	40.38	Otoe	38.95	Sherman	29.43
Arthur	51.11	Colfax	24.20	Garden	35.92	Keith	41.49	Pawnee	30.39	Sioux	38.57
Banner	31.18	Cuming	37.88	Garfield	24.06	Keya Paha	28.22	Perkins	33.33	Stanton	39.81
Blaine	34.19	Custer	36.77	Gosper	32.82	Kimball	25.97	Phelps	39.40	Thayer	37.24
Boone	34.06	Dakota	19.36	Grant	39.40	Knox	37.00	Pierce	40.60	Thomas	38.80
Box Butte	30.96	Dawes	50.56	Greeley	32.32	Lancaster	50.48	Platte	36.74	Thurston	29.72
Boyd	33.37	Dawson	25.71	Hall	30.11	Lincoln	33.98	Polk	38.46	Valley	34.81
Brown	34.77	Deuel	31.14	Hamilton	40.50	Logan	40.23	Red Willow	40.13	Washington	45.03
Buffalo	46.02	Dixon	30.55	Harlan	32.00	Loup	31.58	Richardson	33.96	Wayne	51.66
Burt	39.28	Dodge	31.25	Hayes	34.85	McPherson	43.83	Rock	35.44	Webster	35.41
Butler	31.06	Douglas	46.70	Hitchcock	36.91	Madison	41.28	Saline	28.86	Wheeler	32.34
Cass	39.70	Dundy	36.17	Holt	41.65	Merrick	30.74	Sarpy	49.49	York	39.91
Cedar	37.87	Fillmore	41.19	Hooker	43.55	Morrill	33.22	Saunders	43.02		
Chase	38.14	Franklin	32.75	Howard	30.27	Nance	28.79	Scotts Bluff	35.49		
Cherry	37.31	Frontier	38.00	Jefferson	29.52	Nemaha	42.19	Seward	46.95		

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

NW

Tracking the trend

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





Nevada

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 Nevada stood at 30.1 percent. In 2014, the most recent year for which data are available, the rate reached 31.3 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.

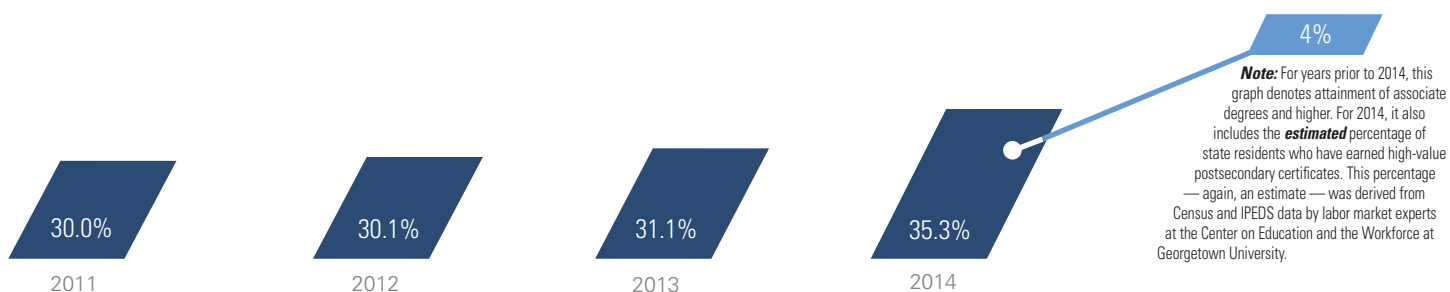
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In Nevada, 4 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 35.3 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge Nevada 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 Nevada by race and ethnicity.

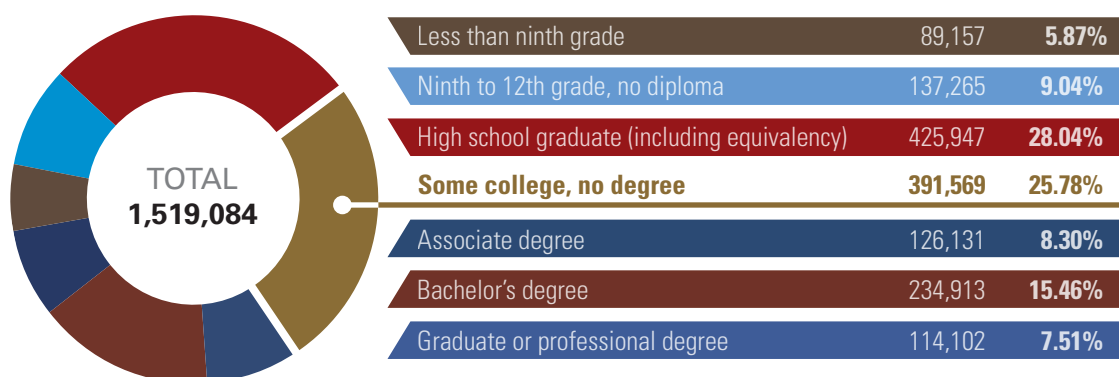
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Nevada is one of those 26 states.

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/>).



Levels of education for Nevada residents, ages 25-64

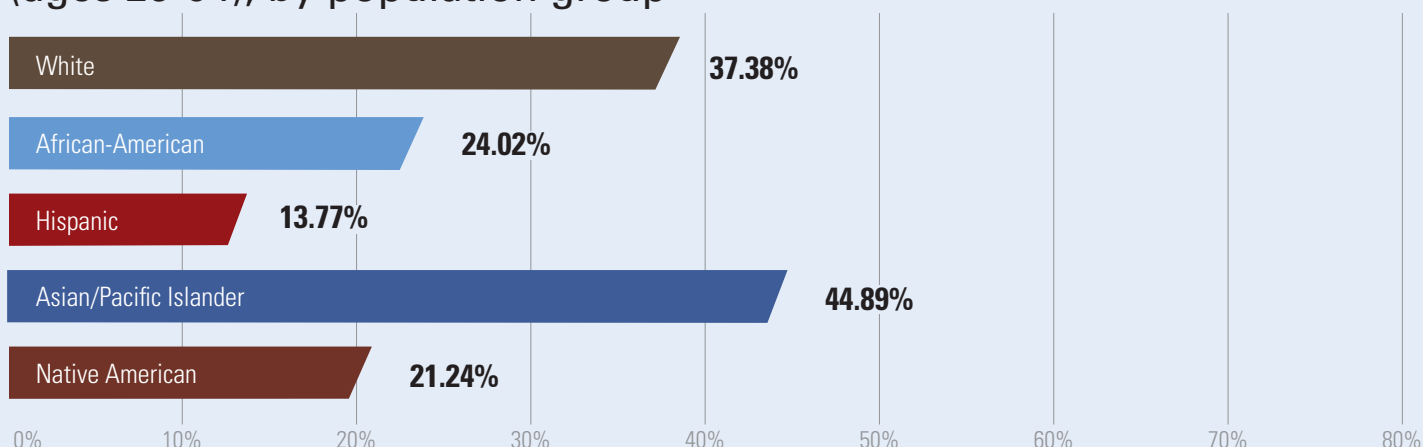


Estimated attainment of certificates: **4%**

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.

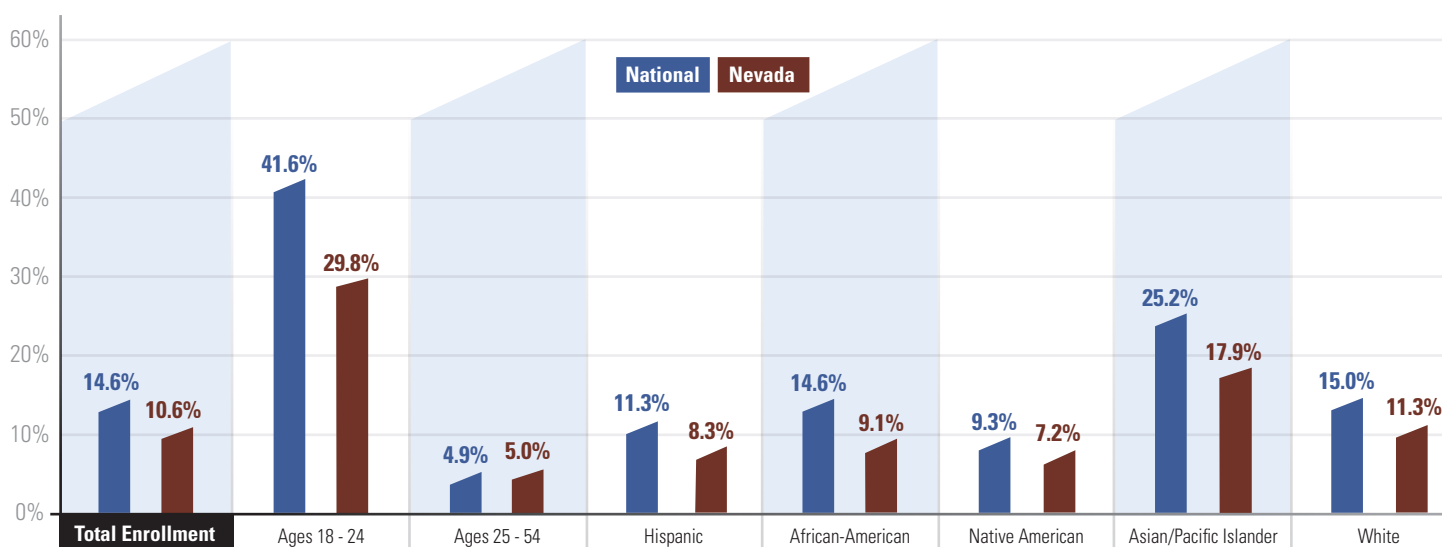
Source: U.S. Census Bureau, 2014 American Community Survey

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



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

College enrollment among Nevada 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 Nevada residents (ages 25-64) with at least an associate degree, by county

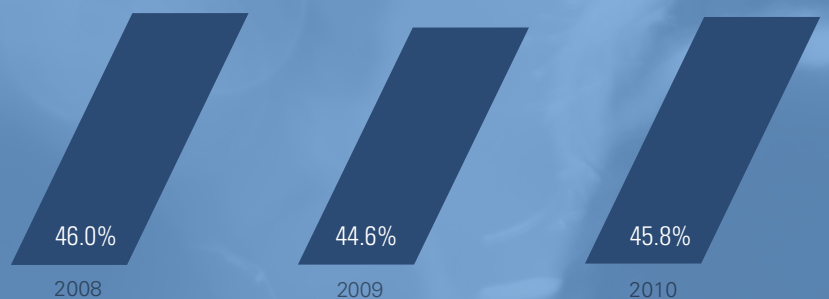
Churchill	23.66	Elko	27.40	Humboldt	21.80	Lyon	25.24	Pershing	16.13	White Pine	26.07
Clark	29.99	Esmeralda	18.13	Lander	20.47	Mineral	20.98	Storey	26.02	Carson City	27.59
Douglas	37.26	Eureka	29.72	Lincoln	25.20	Nye	19.12	Washoe	36.03		

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

NH

Tracking the trend

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





New Hampshire

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 New Hampshire stood at 46 percent. In 2014, the most recent year for which data are available, the rate reached 49.2 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.

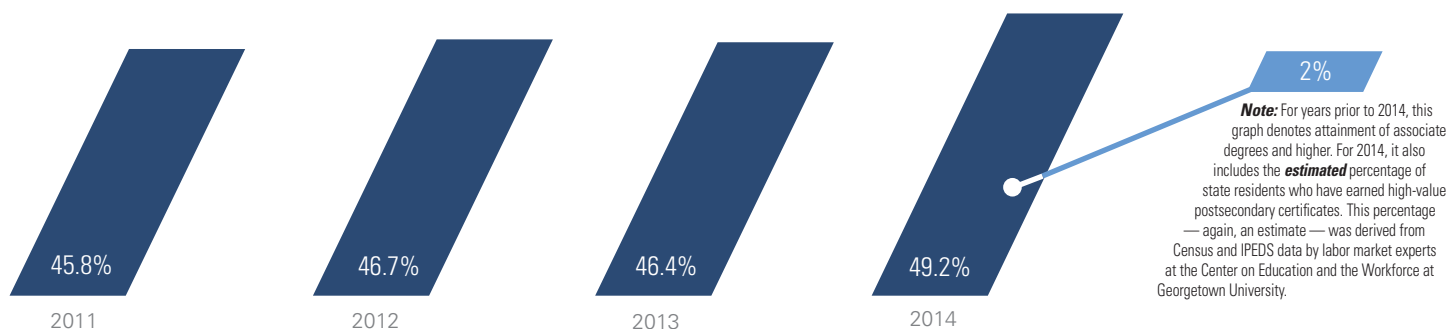
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In New Hampshire, 2 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 49.2 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge New Hampshire 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 New Hampshire by race and ethnicity.

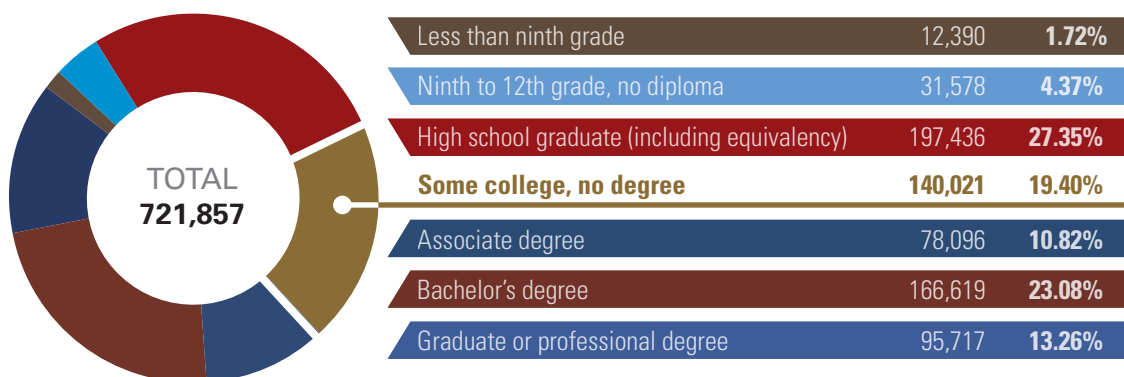
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). New Hampshire is one of those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



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

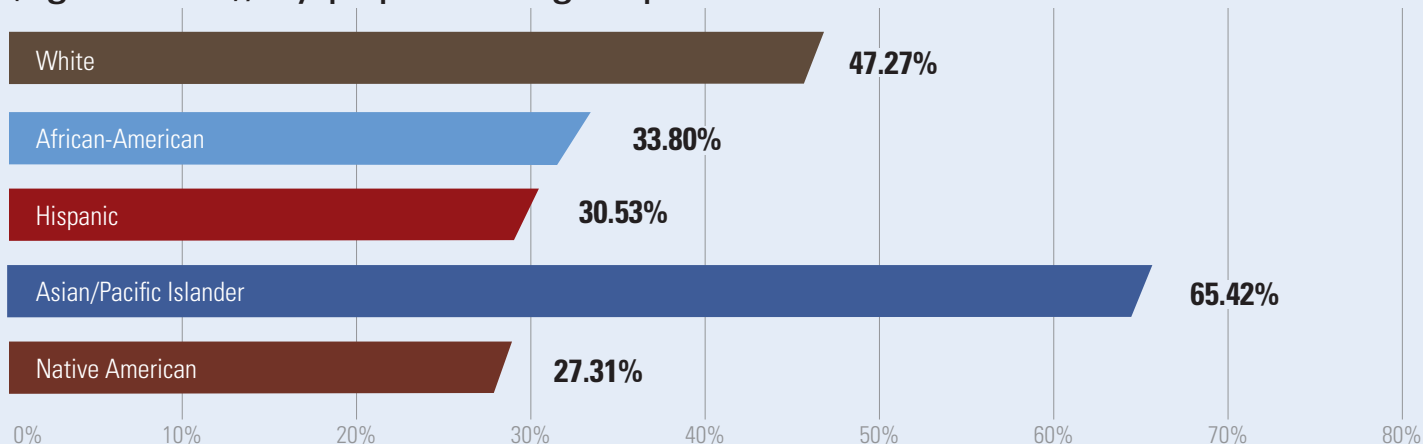


Estimated attainment of certificates: **2%**

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.

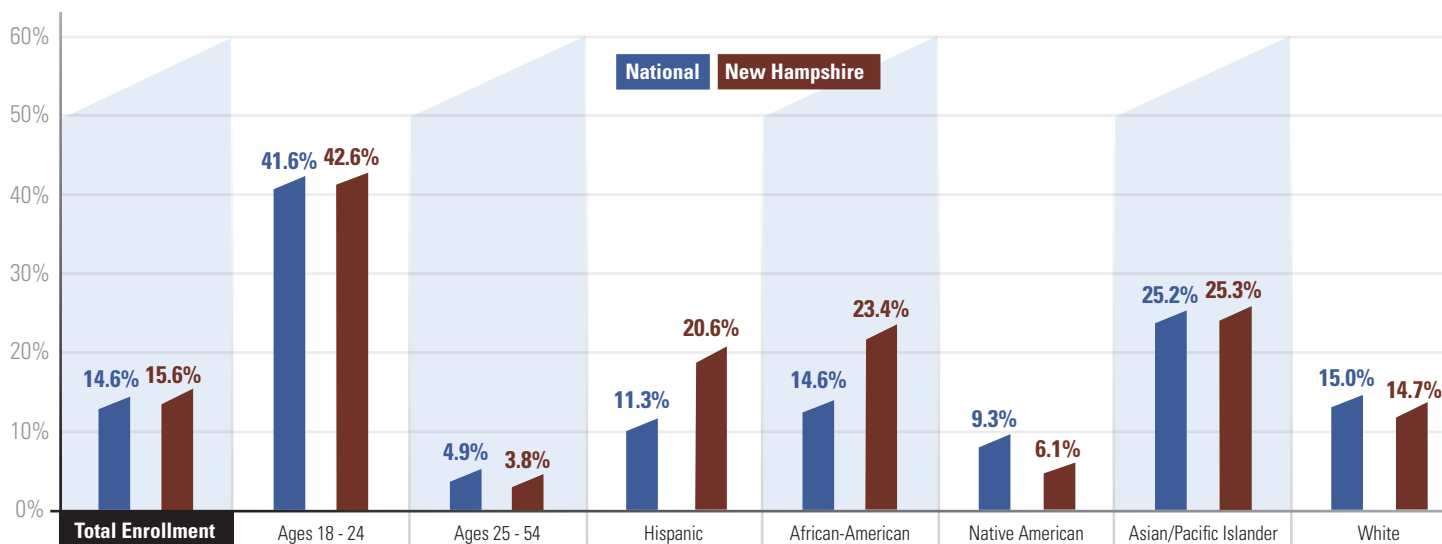
Source: U.S. Census Bureau, 2014 American Community Survey

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



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

College enrollment among New Hampshire 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 New Hampshire residents (ages 25-64) with at least an associate degree, by county

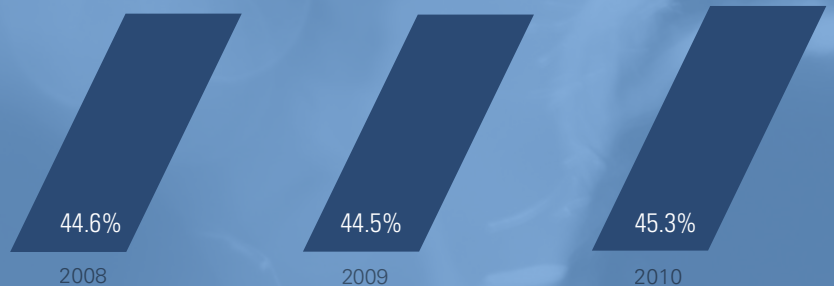
Belknap	41.53	Cheshire	40.94	Grafton	46.53	Merrimack	46.02	Strafford	46.76
Carroll	41.80	Coos	32.42	Hillsborough	47.88	Rockingham	51.17	Sullivan	37.68

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

NJ

Tracking the trend

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



New Jersey



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 New Jersey stood at 44.6 percent. In 2014, the most recent year for which data are available, the rate reached 47.1 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.

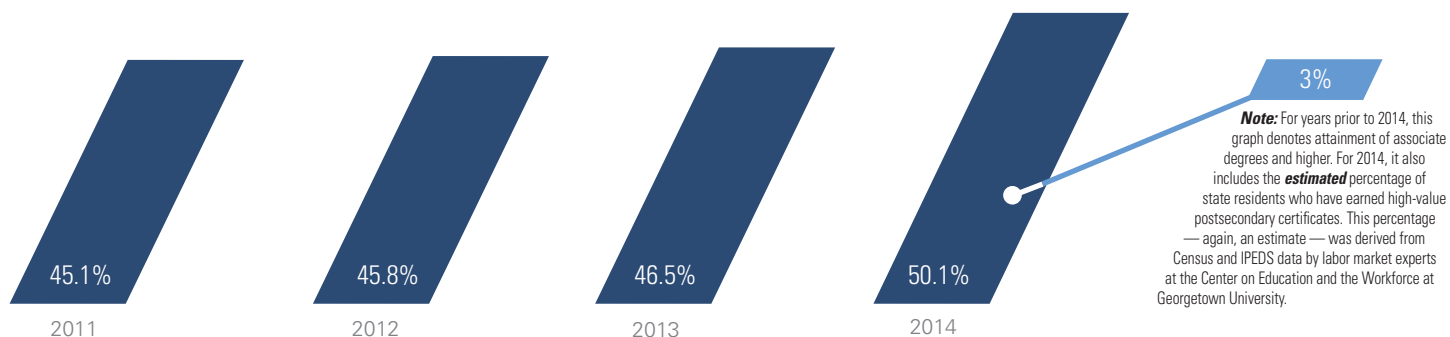
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In New Jersey, 3 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 50.1 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge New Jersey 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 New Jersey by race and ethnicity.

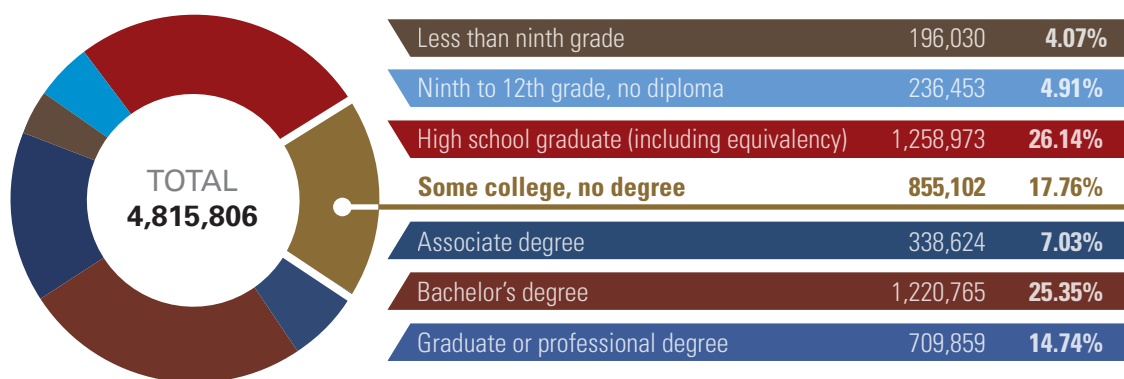
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Our analysis shows that New Jersey has not set a goal that meets Lumina's criteria; we urge state leaders to do so.

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/>).



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

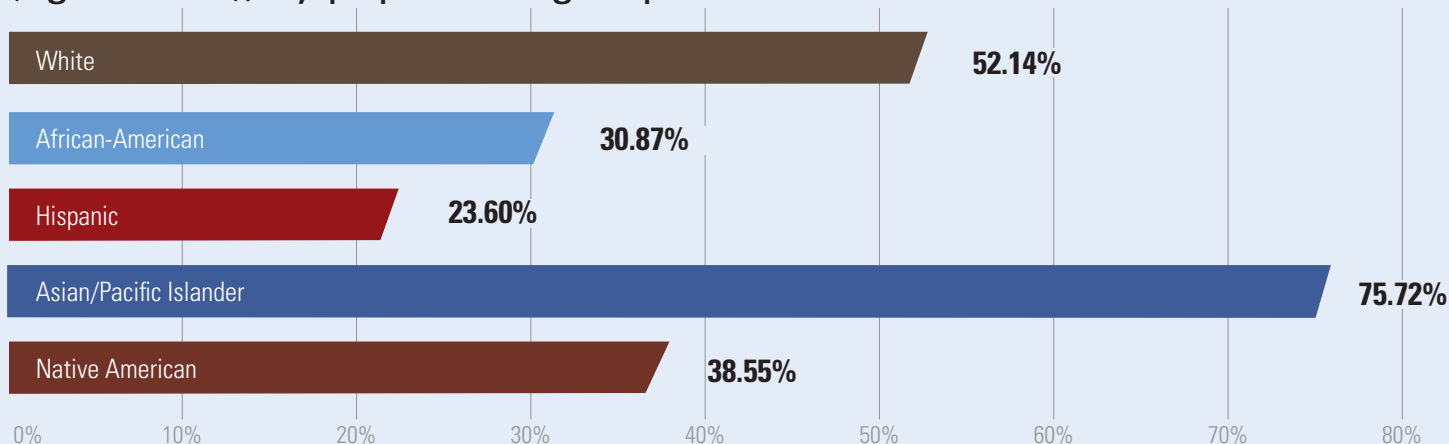


Estimated attainment of certificates: **3%**

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.

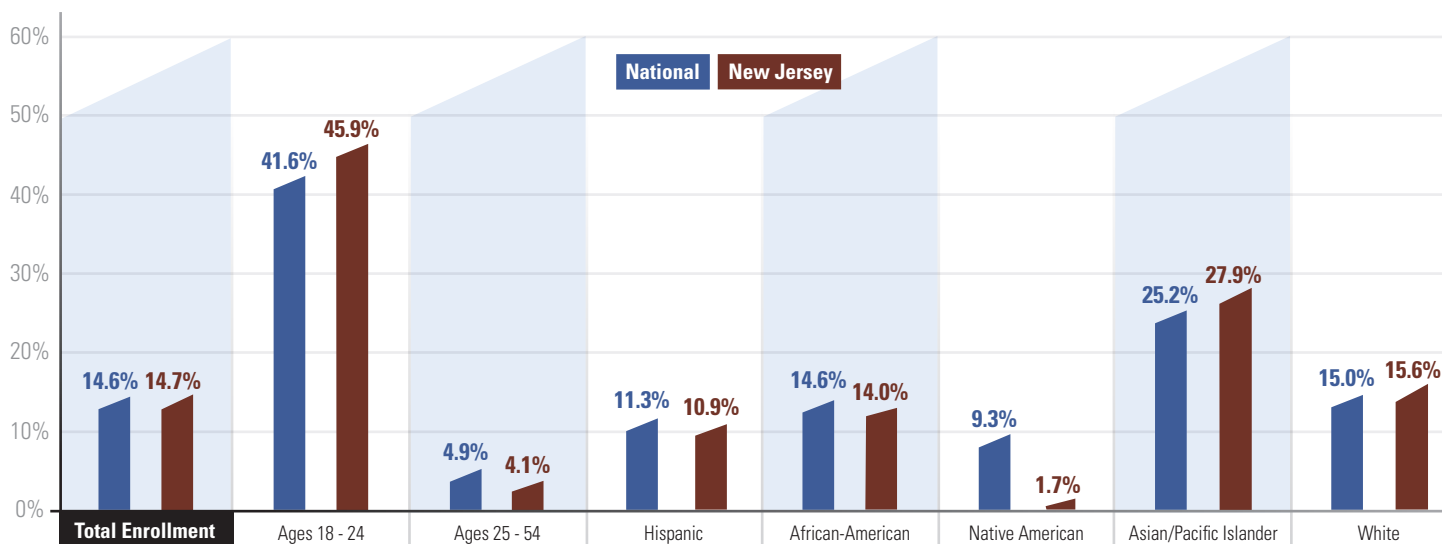
Source: U.S. Census Bureau, 2014 American Community Survey

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



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

College enrollment among New Jersey 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 New Jersey residents (ages 25-64) with at least an associate degree, by county

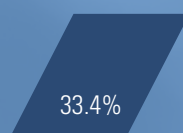
Atlantic	32.78	Cape May	38.95	Hudson	45.25	Monmouth	52.79	Salem	31.88	Warren	41.43
Bergen	56.32	Cumberland	21.27	Hunterdon	59.24	Morris	60.89	Somerset	61.74		
Burlington	47.02	Essex	40.14	Mercer	48.35	Ocean	37.93	Sussex	44.47		
Camden	39.59	Gloucester	41.20	Middlesex	50.99	Passaic	34.23	Union	40.80		

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

NWM

Tracking the trend

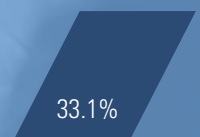
Percentage of the state's working-age population (25-64) with a quality postsecondary credential



2008



2009



2010



New Mexico

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 New Mexico stood at 33.4 percent. In 2014, the most recent year for which data are available, the rate reached 34.6 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.

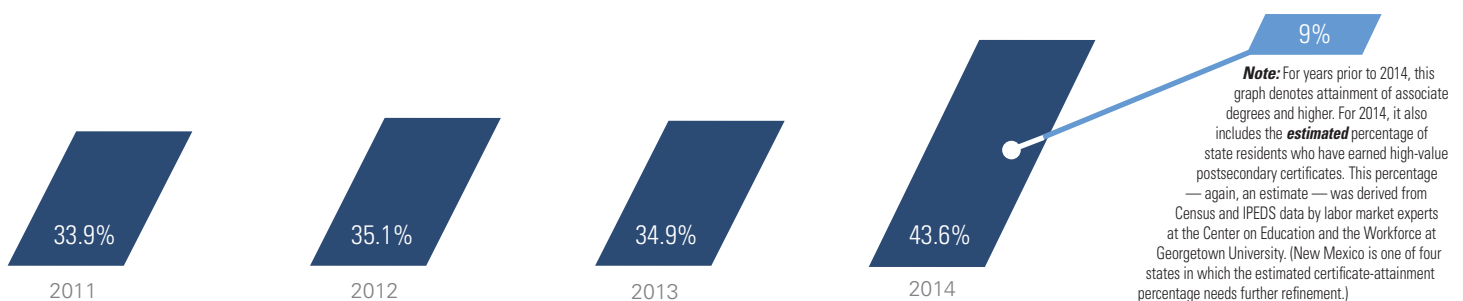
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In New Mexico, 9 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 43.6 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge New Mexico 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 New Mexico by race and ethnicity.

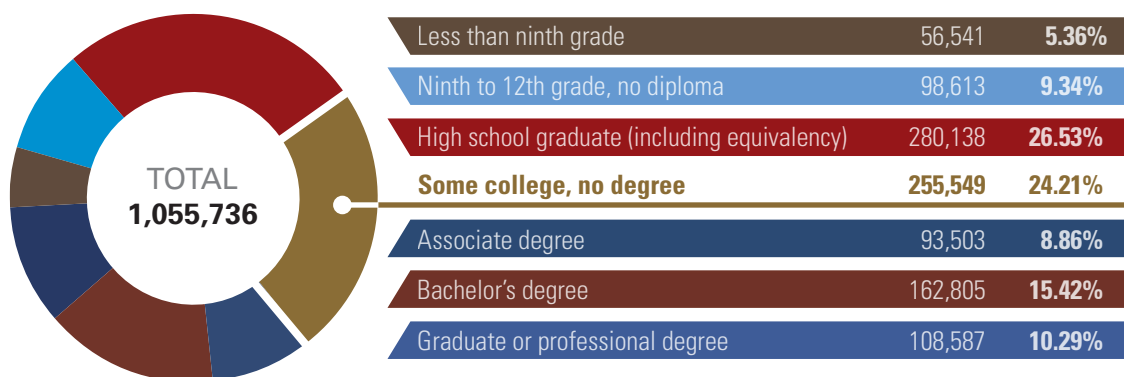
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Our analysis shows that New Mexico has not set a goal that meets Lumina's criteria; we urge state leaders to do so.

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/>).



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

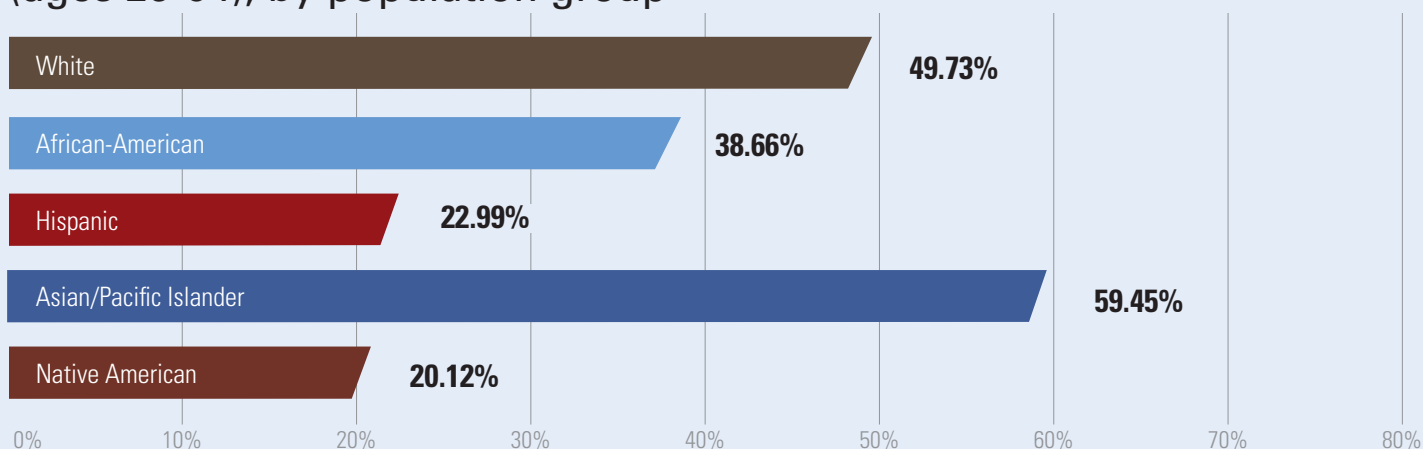


Estimated attainment of certificates: **9%**

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. Be aware that New Mexico is one of four states in which the estimated certificate-attainment percentage needs further refinement.

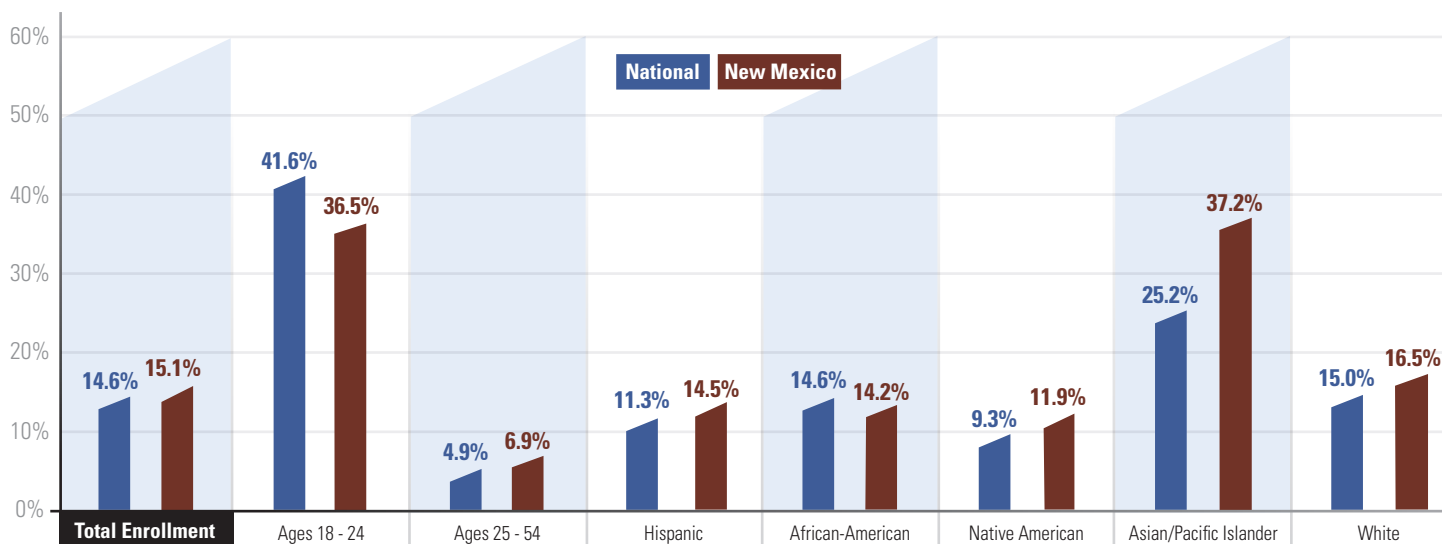
Source: U.S. Census Bureau, 2014 American Community Survey

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



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

College enrollment among New Mexico 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 New Mexico residents (ages 25-64) with at least an associate degree, by county

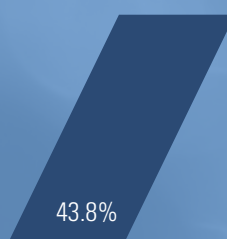
Bernalillo	40.76	De Baca	22.50	Hidalgo	21.92	Mora	23.00	San Juan	25.76	Torrance	26.22
Catron	25.67	Dofia Ana	35.37	Lea	20.32	Otero	27.14	San Miguel	27.72	Union	25.68
Chaves	27.17	Eddy	25.81	Lincoln	34.89	Quay	22.00	Santa Fe	44.37	Valencia	23.87
Cibola	20.41	Grant	35.41	Los Alamos	73.26	Rio Arriba	23.38	Sierra	27.13		
Colfax	28.61	Guadalupe	18.36	Luna	21.03	Roosevelt	31.38	Socorro	24.38		
Curry	32.40	Harding	33.96	McKinley	18.26	Sandoval	38.97	Taos	38.40		

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

NY

Tracking the trend

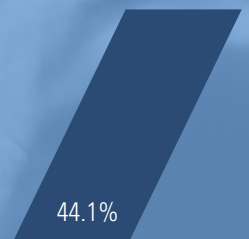
Percentage of the state's working-age population (25-64) with a quality postsecondary credential



2008



2009



2010

New York



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 New York stood at 43.8 percent. In 2014, the most recent year for which data are available, the rate reached 46.3 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.

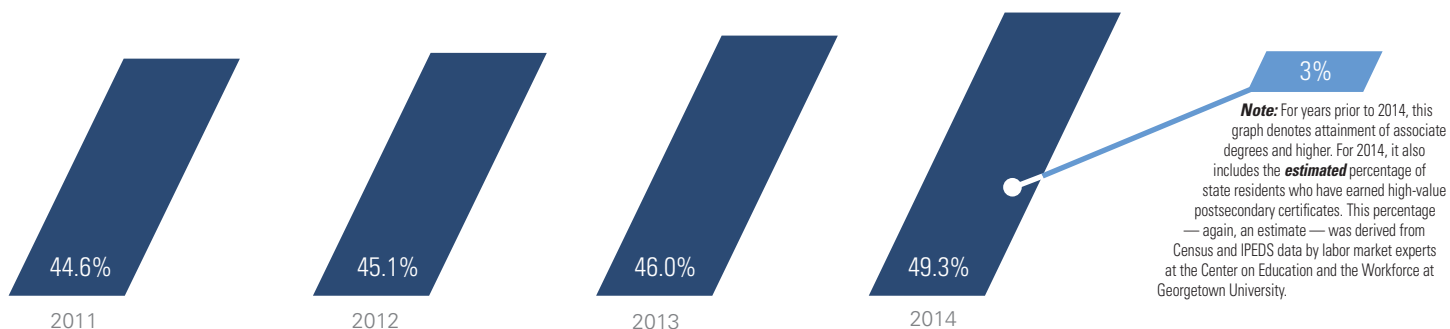
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In New York, 3 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 49.3 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge New York 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 New York by race and ethnicity.

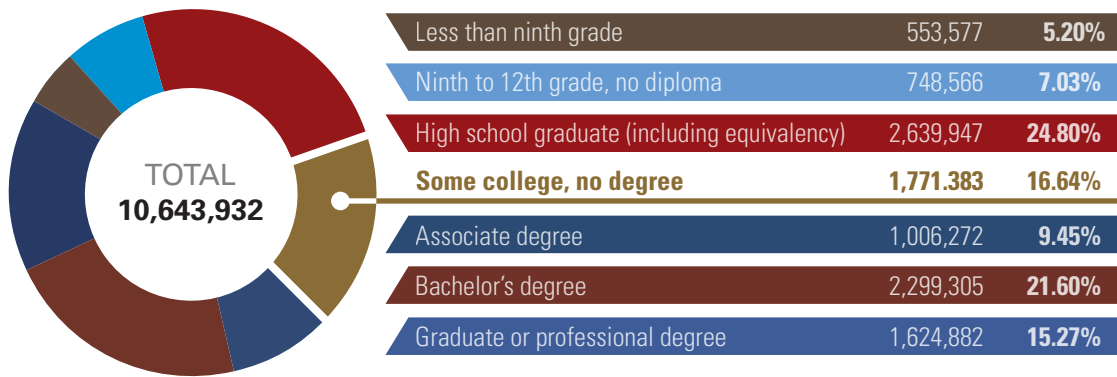
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Our analysis shows that New York has not set a goal that meets Lumina's criteria; we urge state leaders to do so.

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/>).



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

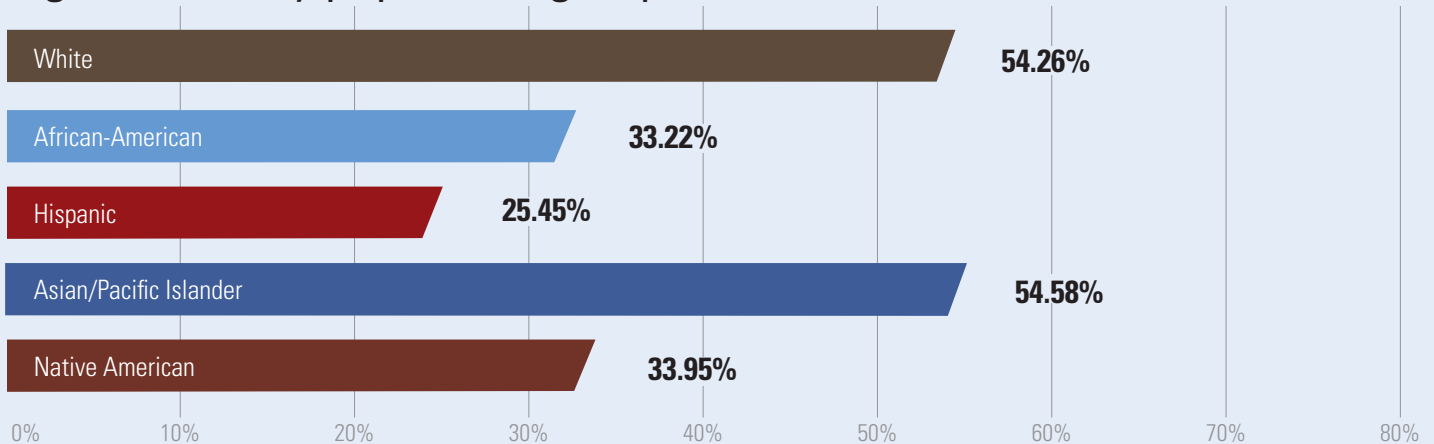


Estimated attainment of certificates: **3%**

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.

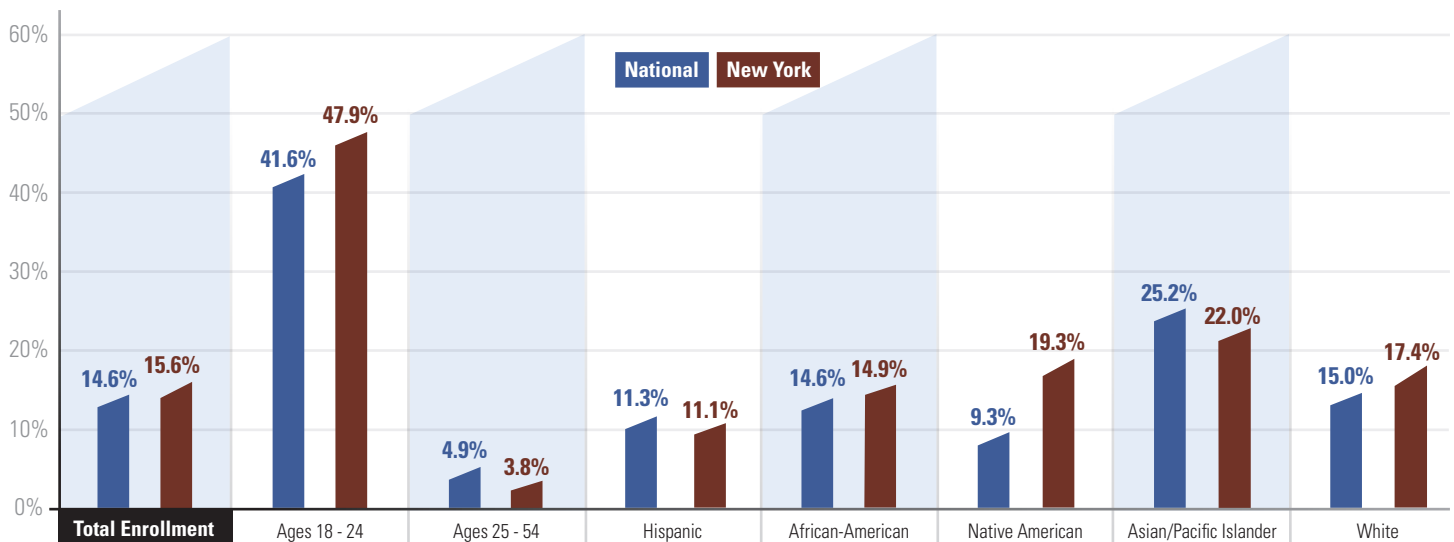
Source: U.S. Census Bureau, 2014 American Community Survey

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



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

College enrollment among New York 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 New York residents (ages 25-64) with at least an associate degree, by county

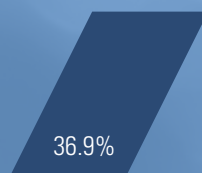
Albany	53.04	Cortland	38.14	Jefferson	34.89	Onondaga	49.41	St. Lawrence	35.57	Ulster	42.49
Allegany	34.32	Delaware	34.49	Kings	40.89	Ontario	48.36	Saratoga	54.12	Warren	41.92
Bronx	27.18	Dutchess	45.84	Lewis	28.41	Orange	40.49	Schenectady	44.43	Washington	29.46
Broome	41.76	Erie	47.63	Livingston	39.58	Orleans	27.94	Schoharie	33.62	Wayne	36.86
Cattaraugus	31.59	Essex	35.85	Madison	43.19	Oswego	31.04	Schuyler	31.69	Westchester	55.54
Cayuga	36.52	Franklin	29.61	Monroe	51.34	Otsego	41.49	Seneca	34.71	Wyoming	28.94
Chautauqua	36.61	Fulton	30.27	Montgomery	32.21	Putnam	50.21	Steuben	37.58	Yates	34.62
Chemung	37.87	Genesee	37.45	Nassau	54.88	Queens	41.02	Suffolk	45.87		
Chenango	30.91	Greene	34.43	New York	66.92	Rensselaer	46.61	Sullivan	33.36		
Clinton	33.97	Hamilton	43.90	Niagara	39.08	Richmond	42.16	Tioga	39.74		
Columbia	41.85	Herkimer	39.37	Oneida	38.16	Rockland	50.50	Tompkins	62.33		

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

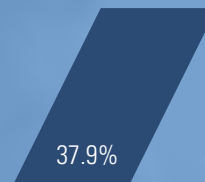
NC

Tracking the trend

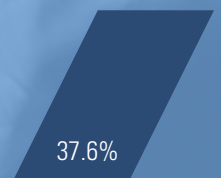
Percentage of the state's working-age population (25-64) with a quality postsecondary credential



2008



2009



2010



North Carolina

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 North Carolina stood at 36.9 percent. In 2014, the most recent year for which data are available, the rate reached 40.3 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.

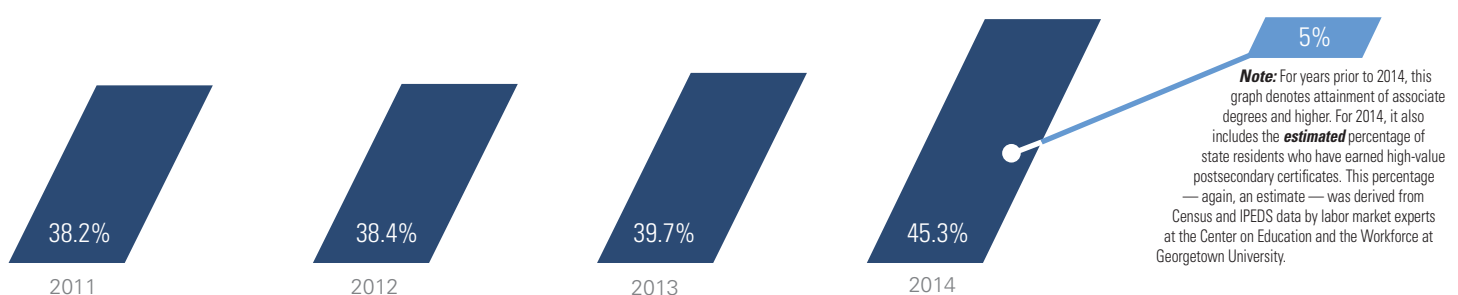
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In North Carolina, 5 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 45.3 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge North Carolina 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 North Carolina by race and ethnicity.

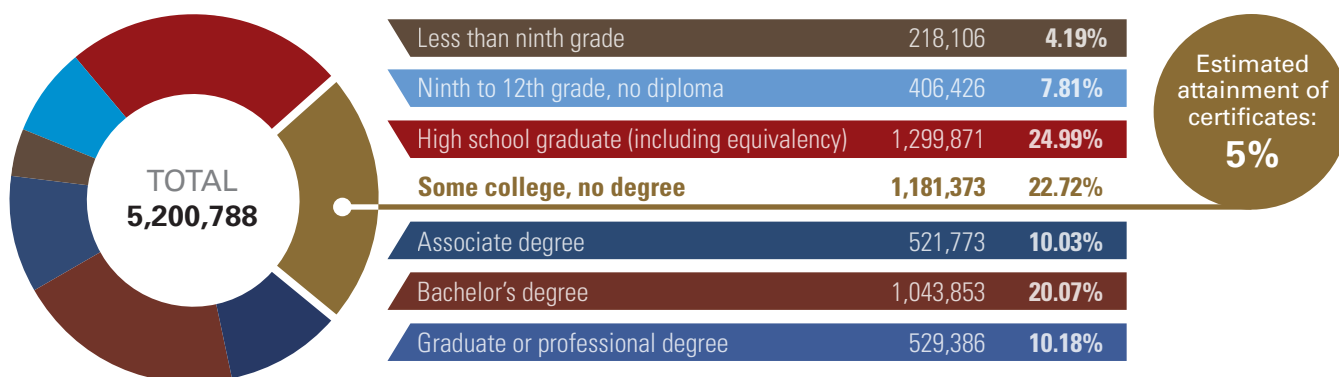
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Our analysis shows that North Carolina has not set a goal that meets Lumina's criteria; we urge state leaders to do so.

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/>).

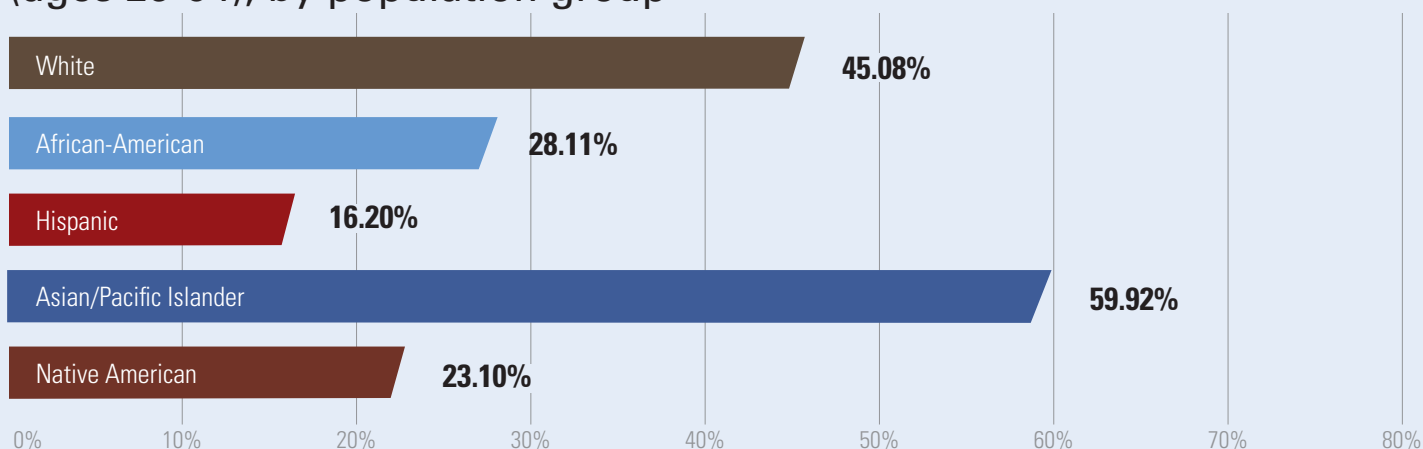


Levels of education for North Carolina residents, ages 25-64



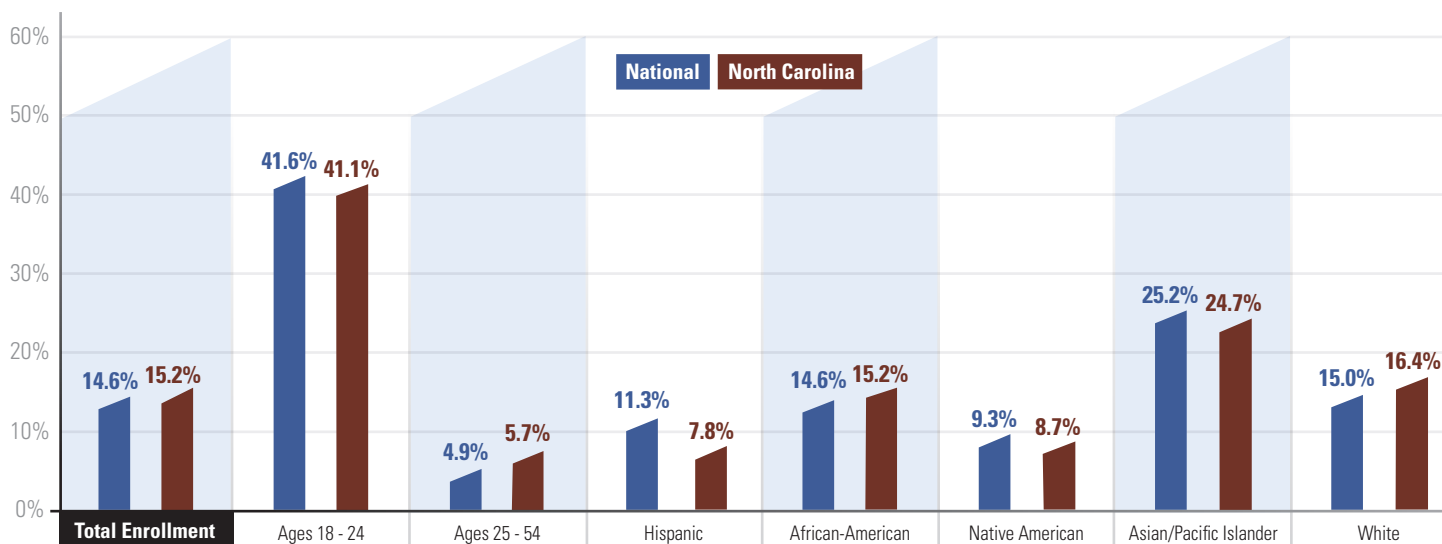
Source: U.S. Census Bureau, 2014 American Community Survey

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



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

College enrollment among North Carolina 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 North Carolina residents (ages 25-64) with at least an associate degree, by county

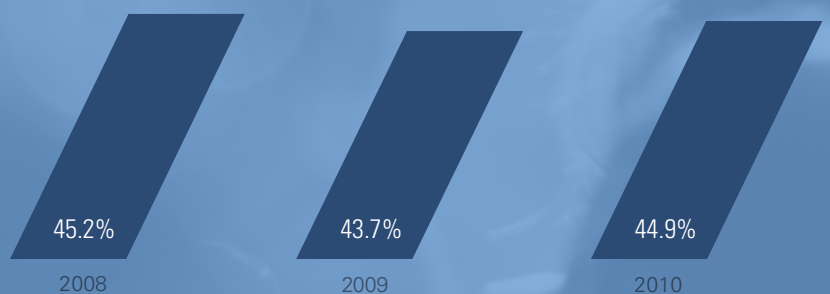
Alamance	32.51	Catawba	33.58	Franklin	31.28	Jones	25.23	Pamlico	32.33	Surry	28.35
Alexander	22.56	Chatham	43.05	Gaston	29.85	Lee	31.26	Pasquotank	29.60	Swain	27.12
Alleghany	28.22	Cherokee	29.33	Gates	24.66	Lenoir	26.27	Pender	33.47	Transylvania	37.75
Anson	18.50	Chowan	31.75	Graham	25.02	Lincoln	32.77	Perquimans	26.25	Tyrrell	14.05
Ashe	31.00	Clay	29.66	Granville	28.75	McDowell	25.19	Person	26.55	Union	43.35
Avery	27.16	Cleveland	29.28	Greene	22.73	Macon	32.45	Pitt	42.44	Vance	22.14
Beaufort	29.45	Columbus	24.55	Guilford	43.45	Madison	31.26	Polk	38.87	Wake	59.07
Bertie	19.27	Craven	32.87	Halifax	21.93	Martin	26.48	Randolph	25.80	Warren	22.34
Bladen	23.91	Cumberland	35.29	Harnett	30.99	Mecklenburg	51.09	Richmond	25.23	Washington	21.84
Brunswick	34.58	Currituck	29.94	Haywood	37.20	Mitchell	32.14	Robeson	21.52	Watauga	47.66
Buncombe	45.35	Dare	37.26	Henderson	37.09	Montgomery	25.50	Rockingham	23.74	Wayne	29.52
Burke	29.42	Davidson	29.70	Hertford	25.05	Moore	45.69	Rowan	29.24	Wilkes	24.43
Cabarrus	39.27	Davie	36.95	Hoke	31.79	Nash	28.52	Rutherford	28.65	Wilson	28.75
Caldwell	24.35	Duplin	19.78	Hyde	17.65	New Hanover	48.90	Sampson	21.40	Yadkin	27.27
Camden	37.09	Durham	53.62	Iredell	37.73	Northampton	22.98	Scotland	24.28	Yancey	27.73
Carteret	36.98	Edgecombe	20.21	Jackson	40.51	Onslow	29.48	Stanly	28.29		
Caswell	19.85	Forsyth	42.38	Johnston	33.73	Orange	64.17	Stokes	24.56		

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

ND

Tracking the trend

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





North Dakota

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 North Dakota stood at 45.2 percent. In 2014, the most recent year for which data are available, the rate was again 45.2 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.

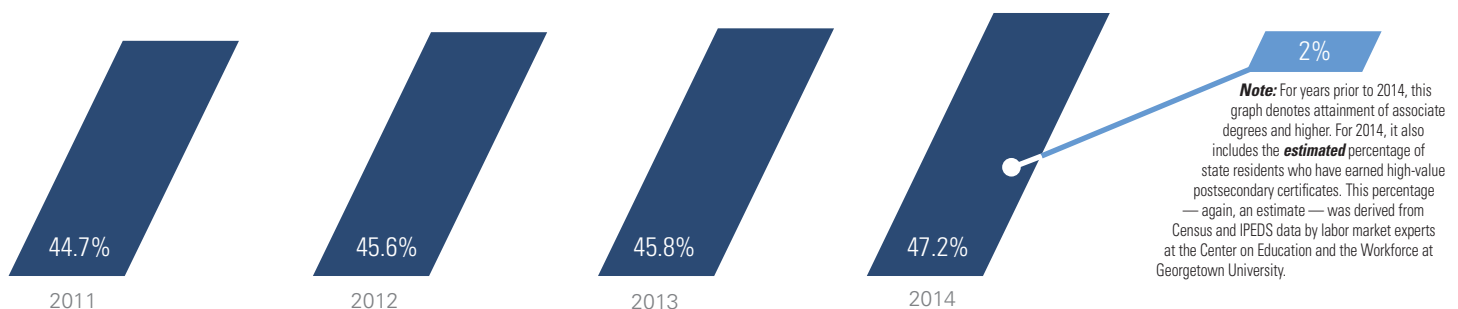
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In North Dakota, 2 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 47.2 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge North Dakota 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 North Dakota by race and ethnicity.

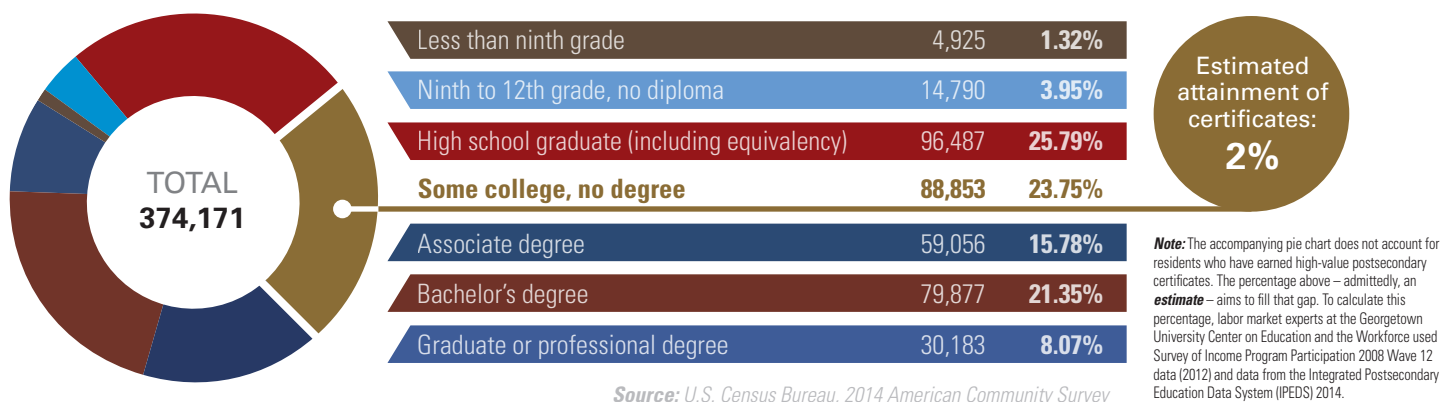
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Our analysis shows that North Dakota has not set a goal that meets Lumina's criteria; we urge state leaders to do so.

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.

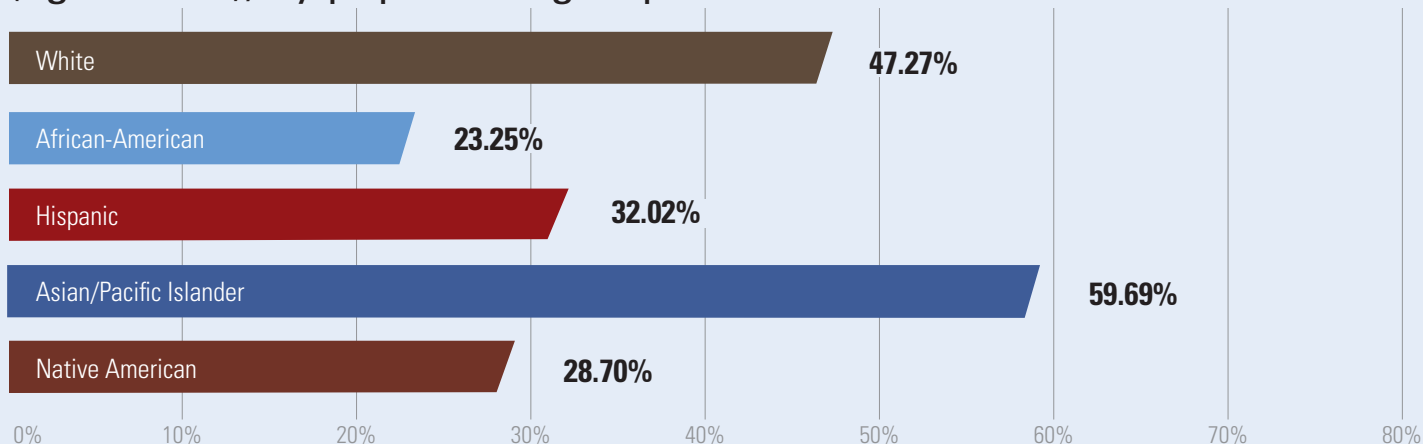
Lumina is working with state leaders from around the nation to expand postsecondary opportunity and success. More information on that work, including our full state policy agenda and additional data, is available on Lumina's Strategy Labs website (<http://strategylabs.luminafoundation.org/>).



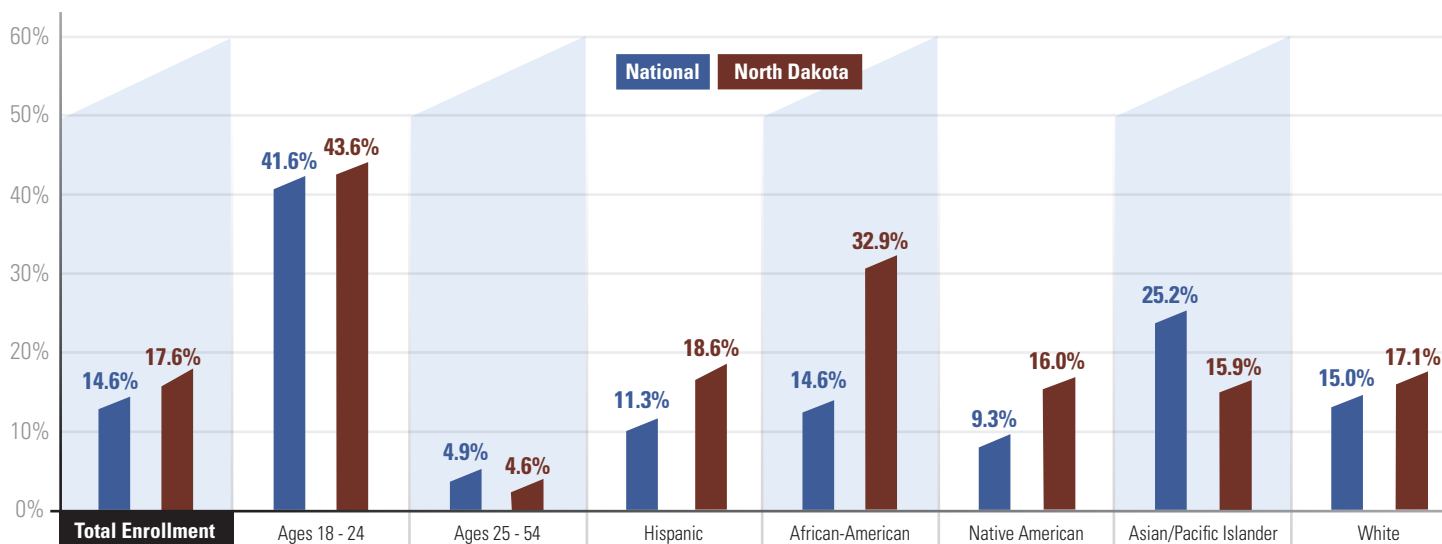
Levels of education for North Dakota residents, ages 25-64



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



College enrollment among North Dakota 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 North Dakota residents (ages 25-64) with at least an associate degree, by county

Adams	36.78	Cavalier	46.09	Grant	36.92	McLean	38.35	Ransom	35.91	Steele	37.34
Barnes	41.18	Dickey	44.58	Griggs	36.02	Mercer	43.19	Renville	36.07	Stutsman	35.87
Benson	31.16	Divide	43.30	Hettinger	32.14	Morton	44.75	Richland	45.54	Towner	40.07
Billings	37.60	Dunn	33.76	Kidder	39.13	Mountrail	34.29	Rolette	37.95	Traill	48.02
Bottineau	35.76	Eddy	42.46	LaMoure	43.83	Nelson	46.24	Sargent	42.79	Walsh	35.23
Bowman	39.50	Emmons	36.55	Logan	32.01	Oliver	37.81	Sheridan	36.04	Ward	40.01
Burke	32.19	Foster	40.22	McHenry	27.54	Pembina	33.46	Sioux	32.94	Wells	38.85
Burleigh	53.22	Golden Valley	40.14	McIntosh	40.65	Pierce	35.84	Slope	42.38	Williams	37.31
Cass	54.98	Grand Forks	48.48	McKenzie	34.76	Ramsey	43.35	Stark	40.31		

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

OH

Tracking the trend

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





Ohio

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 Ohio stood at 34.9 percent. In 2014, the most recent year for which data are available, the rate reached 38.2 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.

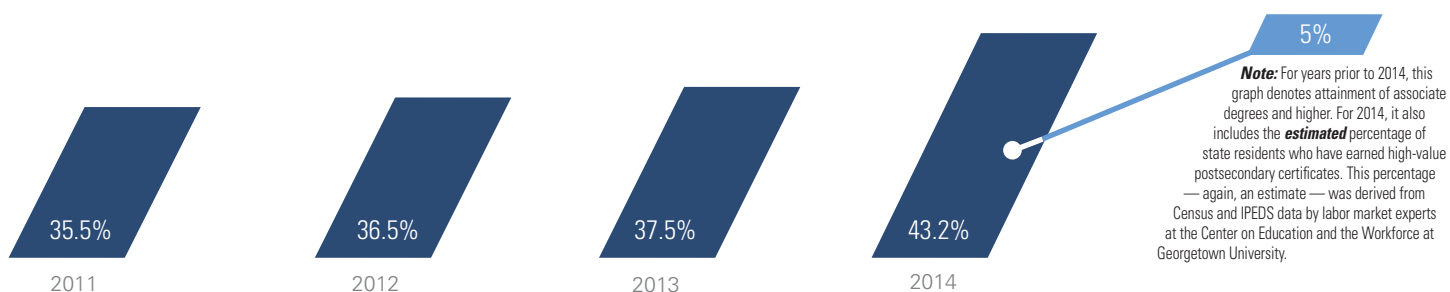
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In Ohio, 5 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 43.2 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge Ohio 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 Ohio by race and ethnicity.

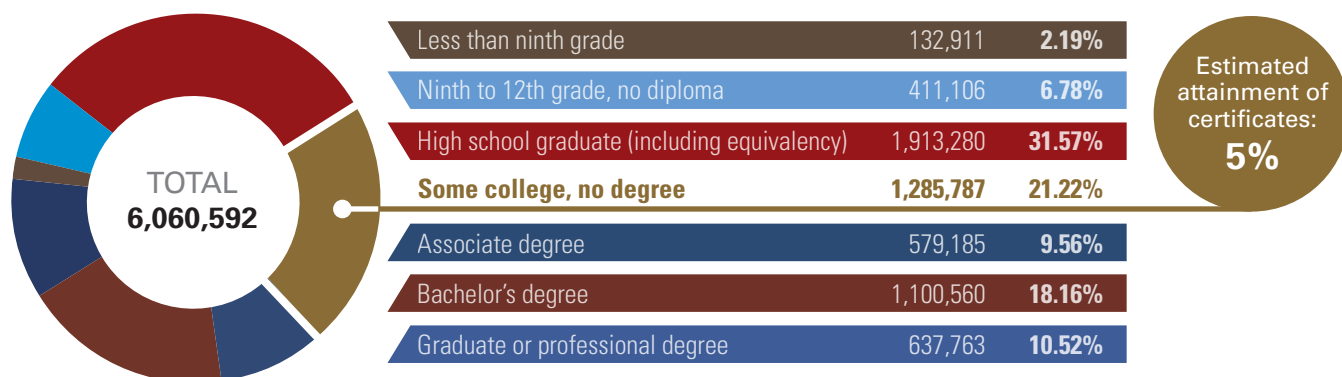
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Our analysis shows that Ohio has not set a goal that meets Lumina's criteria; we urge state leaders to do so.

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/>).

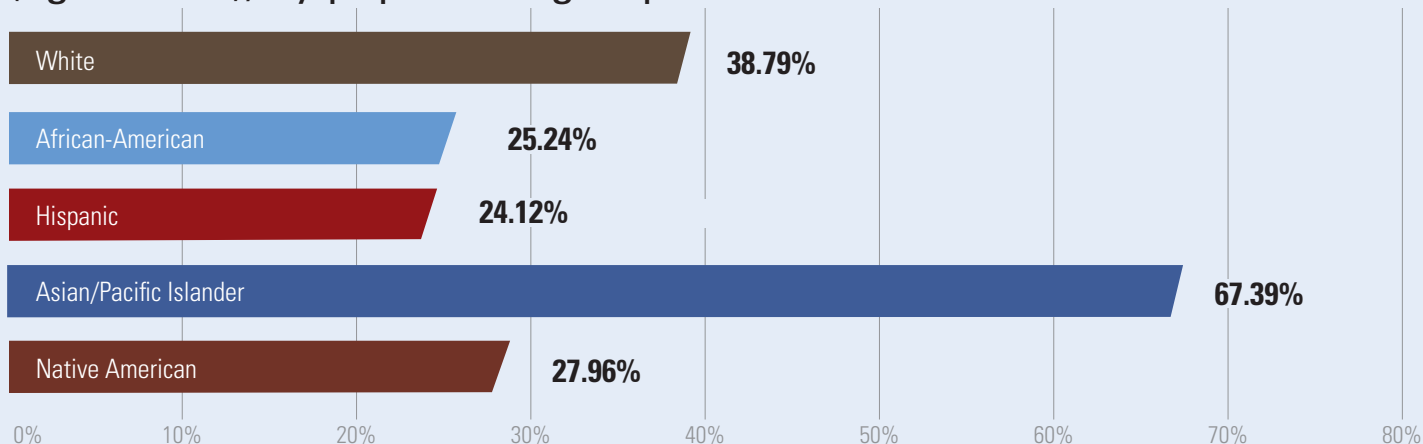


Levels of education for Ohio residents, ages 25-64



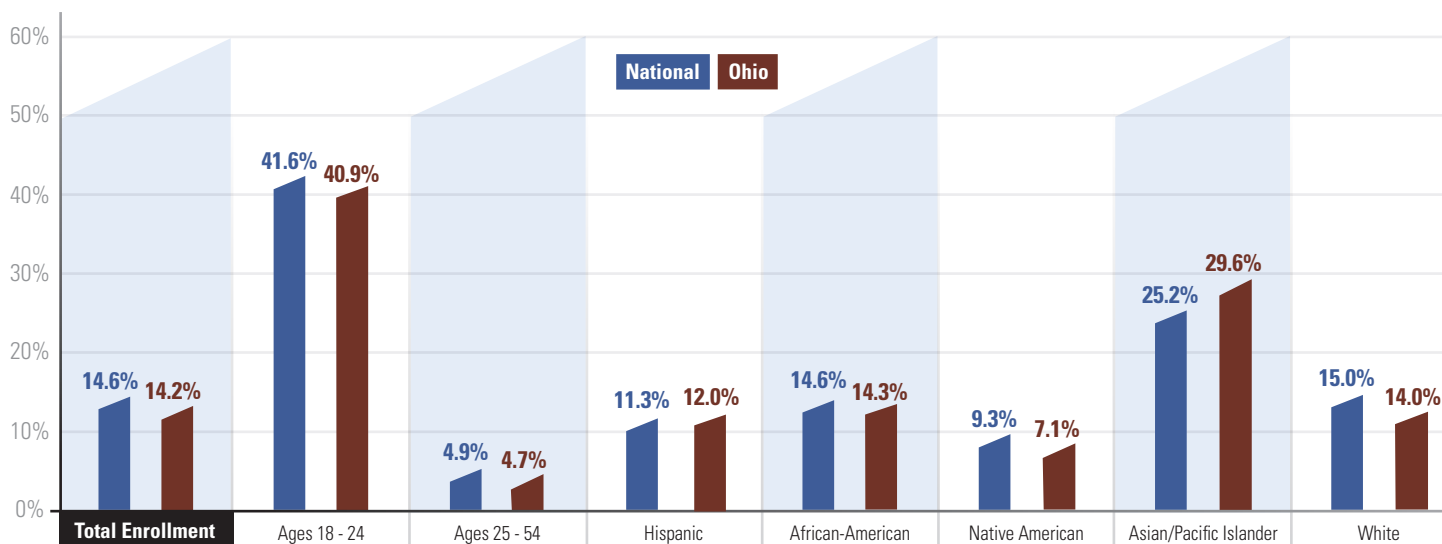
Source: U.S. Census Bureau, 2014 American Community Survey

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



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

College enrollment among Ohio 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 Ohio residents (ages 25-64) with at least an associate degree, by county

Adams	17.28	Coshocton	20.83	Hamilton	44.96	Logan	23.45	Noble	18.61	Stark	33.90
Allen	29.43	Crawford	24.08	Hancock	37.46	Lorain	34.43	Ottawa	34.55	Summit	41.64
Ashland	29.12	Cuyahoga	40.96	Hardin	24.26	Lucas	35.53	Paulding	24.66	Trumbull	27.88
Ashtabula	22.58	Darke	21.70	Harrison	21.49	Madison	25.31	Perry	22.79	Tuscarawas	24.71
Athens	42.02	Defiance	29.17	Henry	30.55	Mahoning	32.33	Pickaway	25.62	Union	37.24
Auglaize	32.91	Delaware	61.91	Highland	20.54	Marion	22.43	Pike	18.78	Van Wert	28.17
Belmont	28.09	Erie	32.33	Hocking	26.12	Medina	43.34	Portage	34.17	Vinton	20.91
Brown	21.03	Fairfield	39.14	Holmes	12.24	Meigs	26.56	Preble	22.46	Warren	50.87
Butler	38.39	Fayette	24.07	Huron	22.07	Mercer	30.17	Putnam	37.44	Washington	30.71
Carroll	20.13	Franklin	45.97	Jackson	27.33	Miami	31.92	Richland	26.81	Wayne	29.27
Champaign	26.41	Fulton	30.03	Jefferson	31.64	Monroe	23.93	Ross	26.70	Williams	25.74
Clark	28.64	Gallia	24.72	Knox	29.30	Montgomery	36.59	Sandusky	26.88	Wood	45.21
Clermont	37.86	Geauga	47.60	Lake	38.98	Morgan	22.45	Scioto	25.37	Wyandot	26.25
Clinton	26.02	Greene	49.23	Lawrence	26.28	Morrow	23.10	Seneca	27.47		
Columbiana	25.05	Guernsey	24.14	Licking	33.92	Muskingum	25.43	Shelby	28.18		

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

OK

Tracking the trend

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





Oklahoma

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 Oklahoma stood at 31.3 percent. In 2014, the most recent year for which data are available, the rate reached 33.1 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.

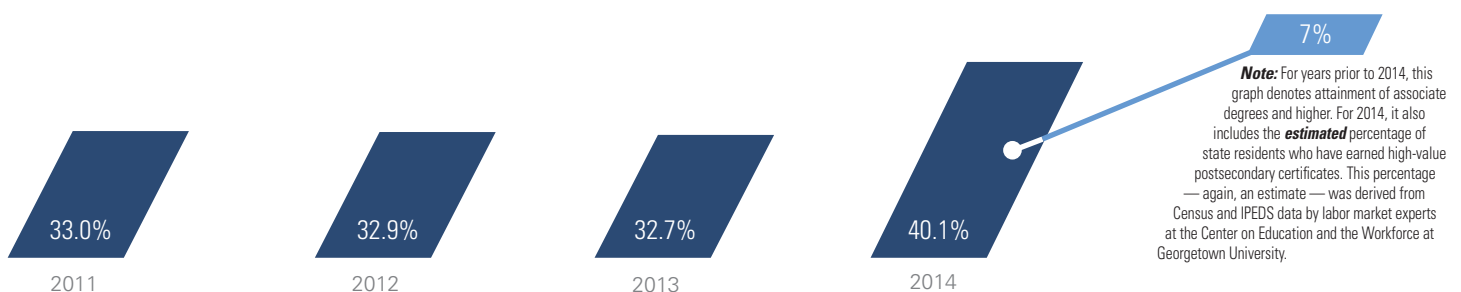
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In Oklahoma, 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 40.1 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge Oklahoma 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 Oklahoma by race and ethnicity.

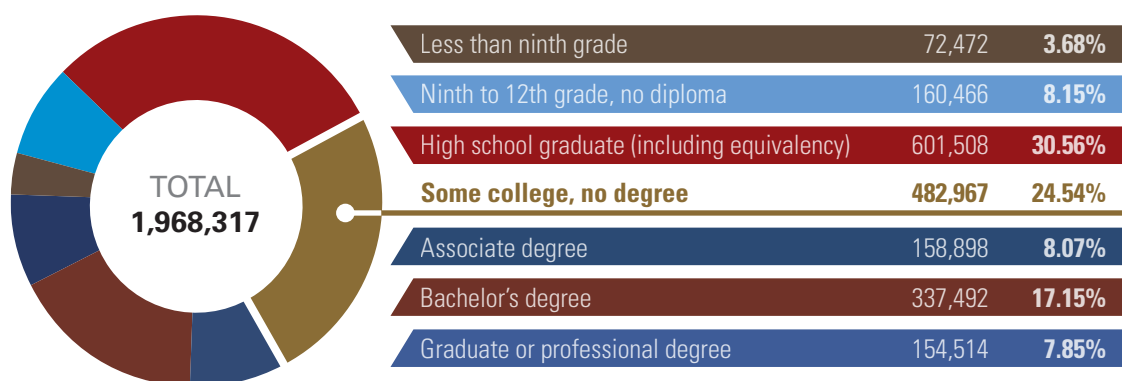
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Our analysis shows that Oklahoma has not set a goal that meets Lumina's criteria; we urge state leaders to do so.

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/>).



Levels of education for Oklahoma residents, ages 25-64

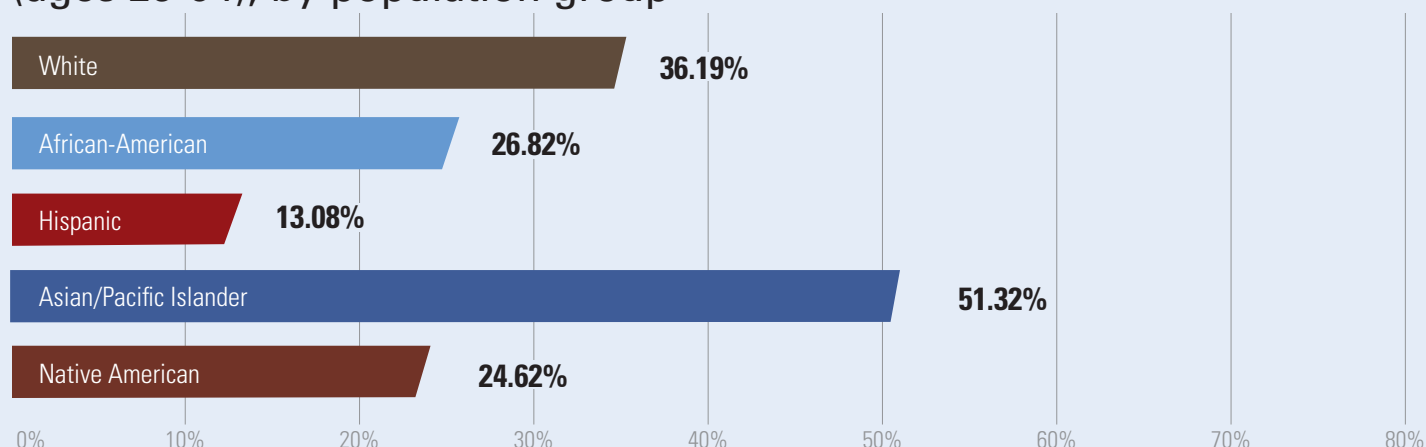


Estimated attainment of certificates: **7%**

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.

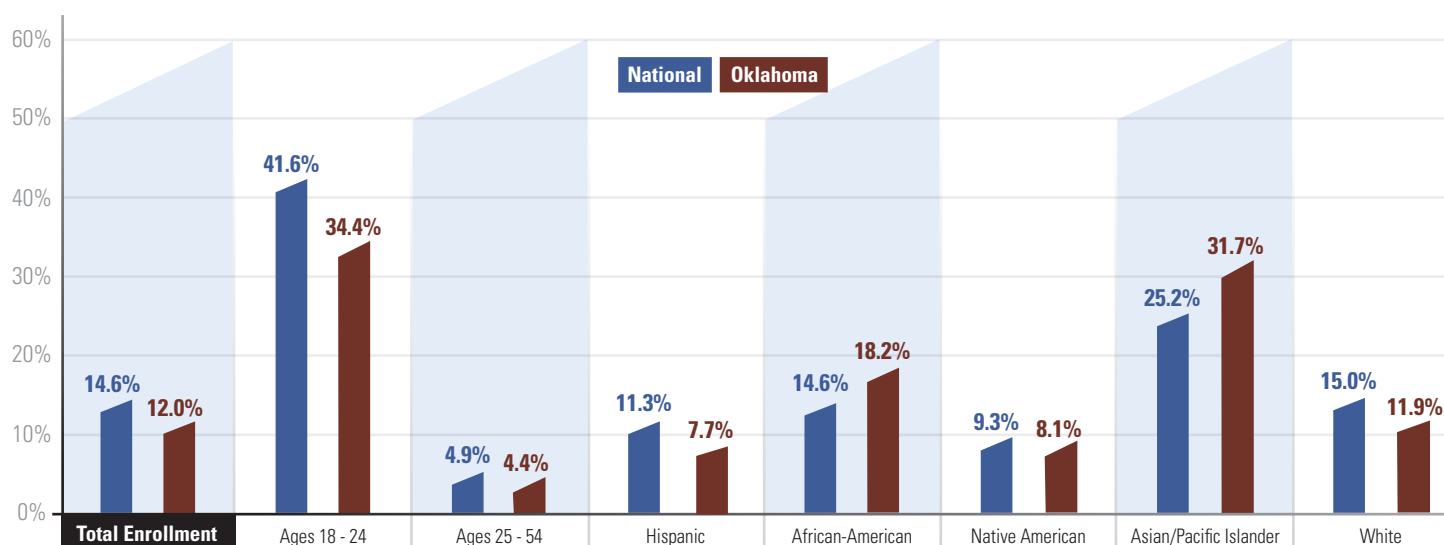
Source: U.S. Census Bureau, 2014 American Community Survey

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



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

College enrollment among Oklahoma 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 Oklahoma residents (ages 25-64) with at least an associate degree, by county

Adair	17.25	Cleveland	40.51	Grant	33.21	Le Flore	23.05	Nowata	23.86	Rogers	35.65
Alfalfa	26.05	Coal	19.72	Greer	20.26	Lincoln	22.63	Okfuskee	20.73	Seminole	21.63
Atoka	18.40	Comanche	27.75	Harmon	24.64	Logan	35.54	Oklahoma	37.79	Sequoyah	21.30
Beaver	23.86	Cotton	23.49	Harper	21.18	Love	20.89	Okmulgee	28.09	Stephens	22.66
Beckham	24.54	Craig	23.68	Haskell	22.38	McClain	30.44	Osage	26.61	Texas	24.23
Blaine	25.29	Creek	23.93	Hughes	17.35	McCurtain	20.83	Ottawa	25.32	Tillman	21.33
Bryan	28.87	Custer	33.50	Jackson	31.29	McIntosh	23.64	Pawnee	25.64	Tulsa	40.38
Caddo	19.67	Delaware	23.51	Jefferson	16.11	Major	23.51	Payne	44.78	Wagoner	31.68
Canadian	36.44	Dewey	28.49	Johnston	28.03	Marshall	19.90	Pittsburg	26.04	Washington	36.10
Carter	24.66	Ellis	33.97	Kay	31.33	Mayes	23.32	Pontotoc	33.37	Washita	24.94
Cherokee	29.96	Garfield	29.72	Kingfisher	29.82	Murray	27.79	Pottawatomie	27.11	Woods	31.23
Choctaw	21.89	Garvin	20.11	Kiowa	26.49	Muskogee	28.02	Pushmataha	20.09	Woodward	23.38
Cimarron	23.45	Grady	24.20	Latimer	30.82	Noble	31.35	Roger Mills	30.07		

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

OR

Tracking the trend

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



Oregon



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 Oregon stood at 38.6 percent. In 2014, the most recent year for which data are available, the rate reached 40.7 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.

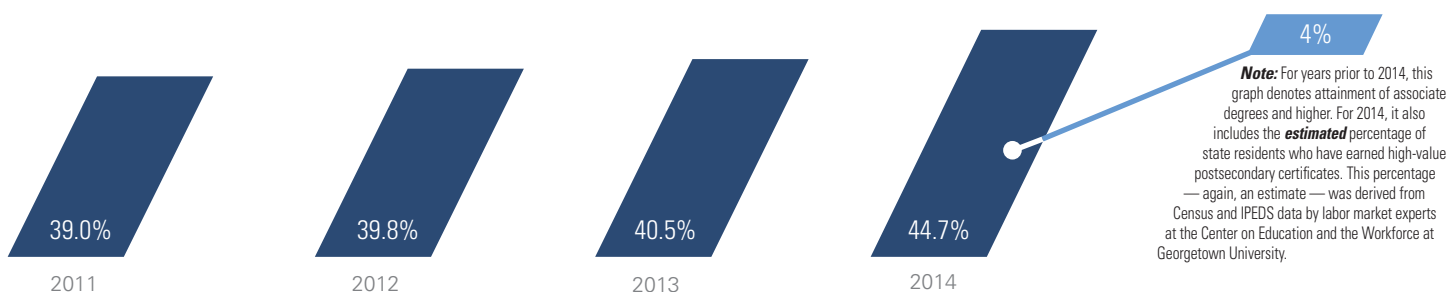
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In Oregon, 4 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 44.7 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge Oregon 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 Oregon by race and ethnicity.

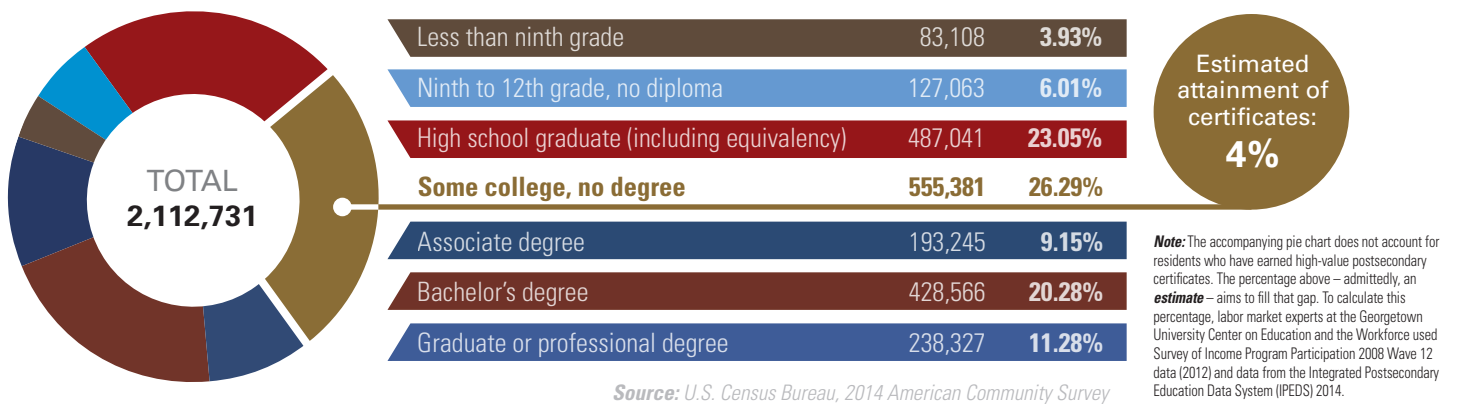
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Oregon is one of those 26 states.

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.

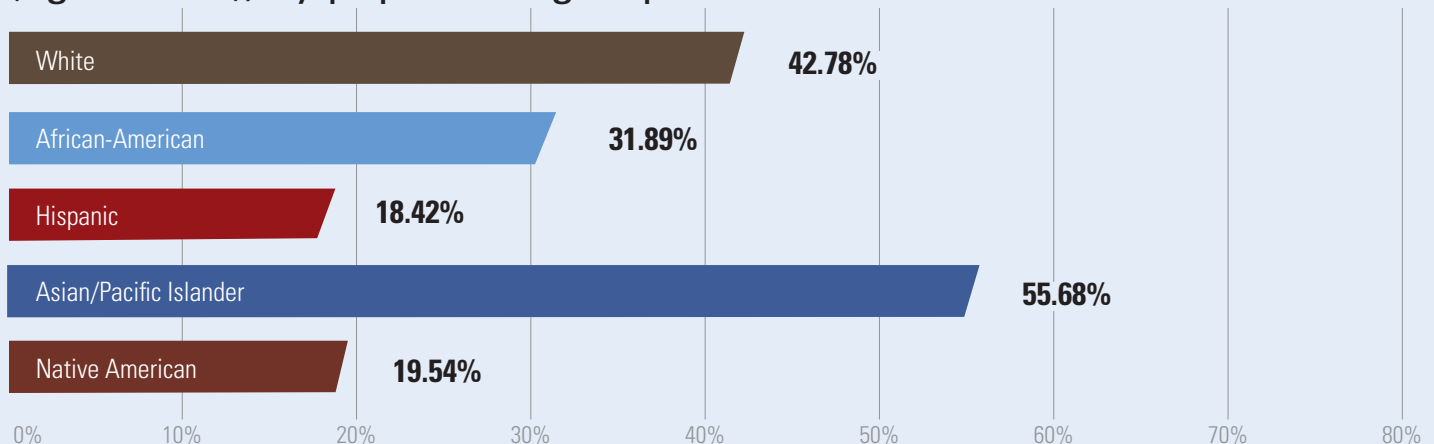
Lumina is working with state leaders from around the nation to expand postsecondary opportunity and success. More information on that work, including our full state policy agenda and additional data, is available on Lumina's Strategy Labs website (<http://strategylabs.luminafoundation.org/>).



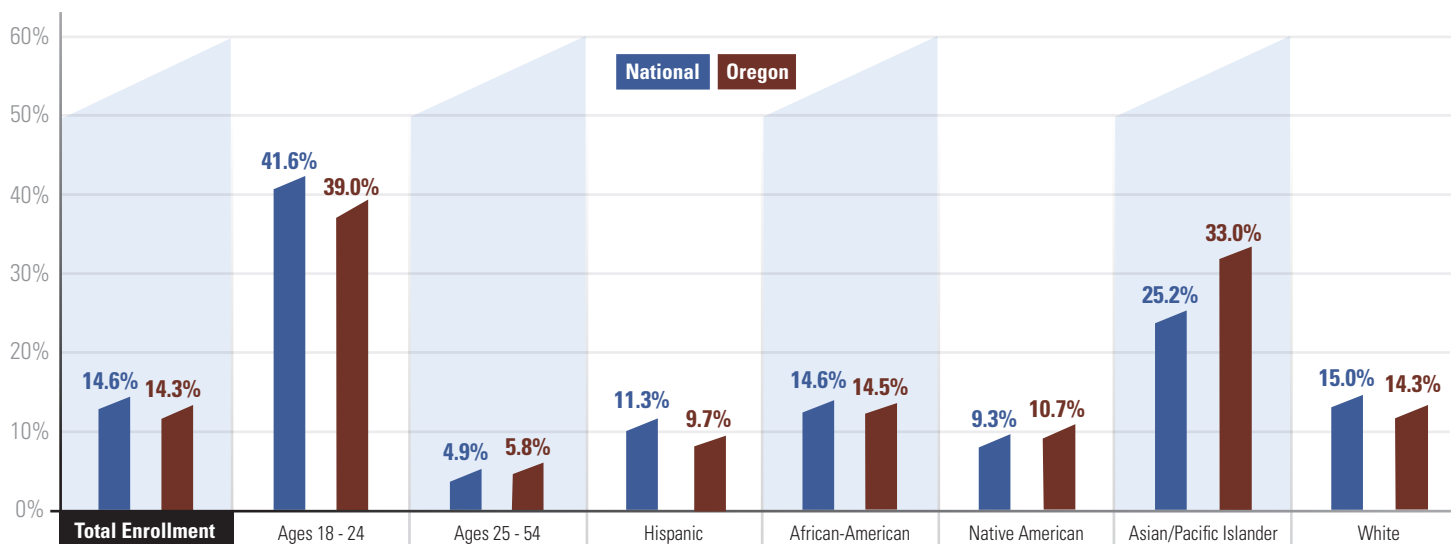
Levels of education for Oregon residents, ages 25-64



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



College enrollment among Oregon 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 Oregon residents (ages 25-64) with at least an associate degree, by county

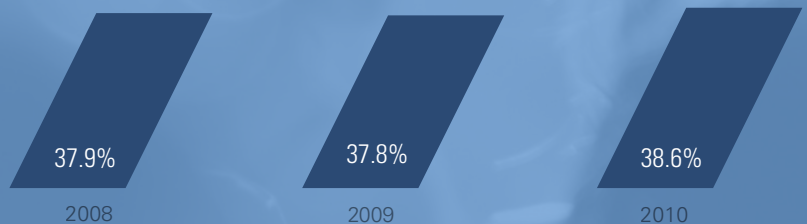
Baker	31.37	Curry	27.69	Jackson	31.90	Linn	29.58	Tillamook	23.73	Yamhill	30.44
Benton	60.25	Deschutes	41.53	Jefferson	23.47	Malheur	21.45	Umatilla	26.33		
Clackamas	42.16	Douglas	27.43	Josephine	28.02	Marion	30.06	Union	32.07		
Clatsop	33.54	Gilliam	29.15	Klamath	30.52	Morrow	15.50	Wallowa	36.93		
Columbia	27.73	Grant	29.68	Lake	28.15	Multnomah	49.55	Wasco	30.43		
Coos	26.42	Harney	29.48	Lane	37.28	Polk	38.06	Washington	50.03		
Crook	21.97	Hood River	40.05	Lincoln	29.57	Sherman	32.20	Wheeler	29.31		

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

PA

Tracking the trend

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





Pennsylvania

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 Pennsylvania stood at 37.9 percent. In 2014, the most recent year for which data are available, the rate reached 40.8 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.

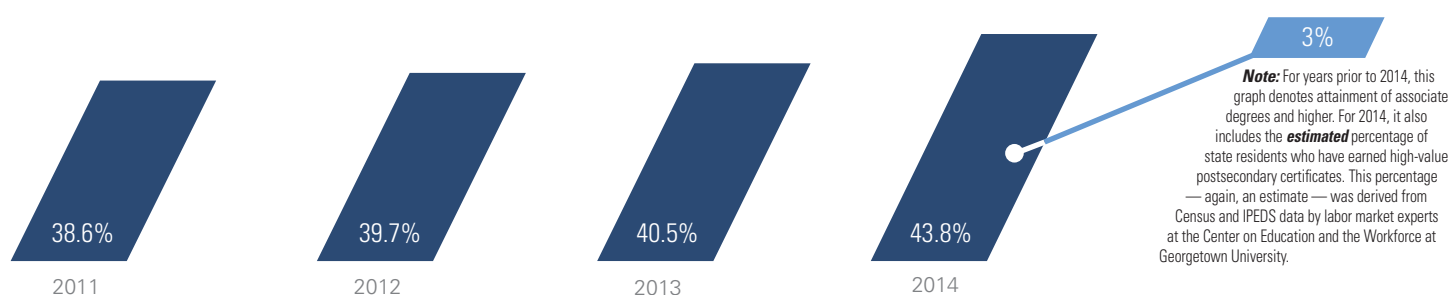
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In Pennsylvania, 3 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 43.8 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge Pennsylvania 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 Pennsylvania by race and ethnicity.

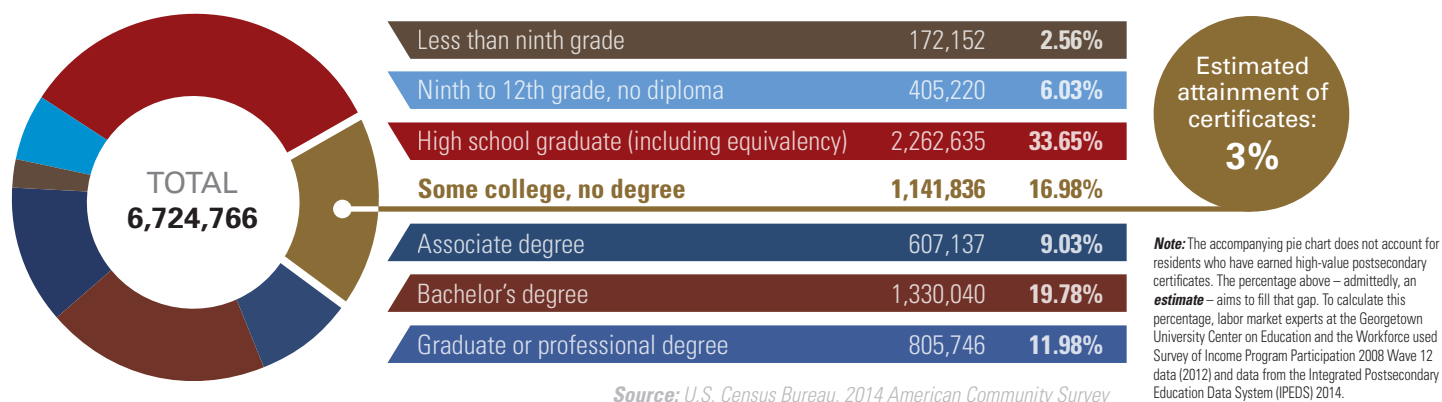
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Our analysis shows that Pennsylvania has not set a goal that meets Lumina's criteria; we urge state leaders to do so.

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.

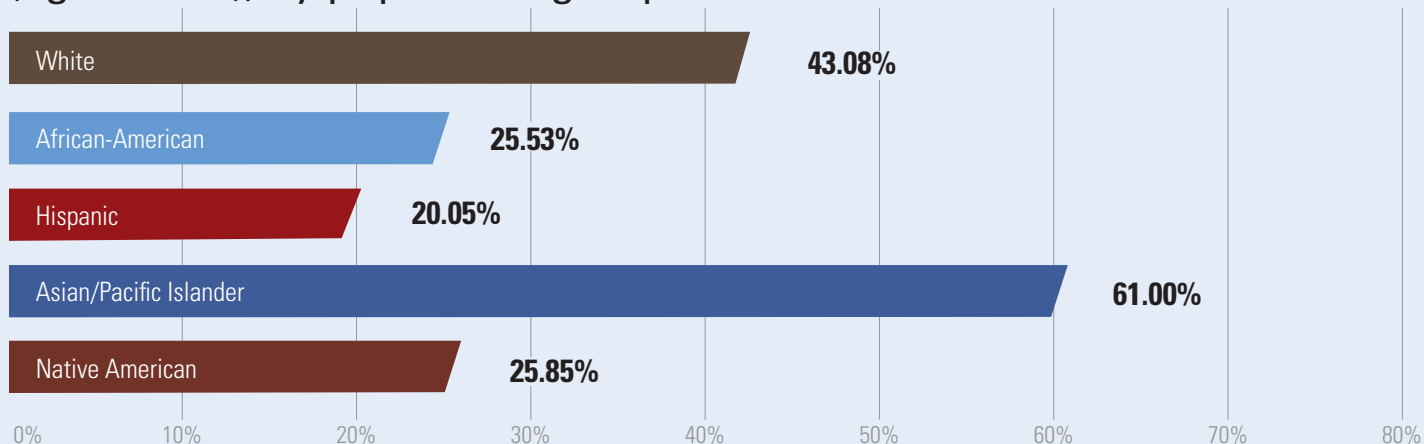
Lumina is working with state leaders from around the nation to expand postsecondary opportunity and success. More information on that work, including our full state policy agenda and additional data, is available on Lumina's Strategy Labs website (<http://strategylabs.luminafoundation.org/>).



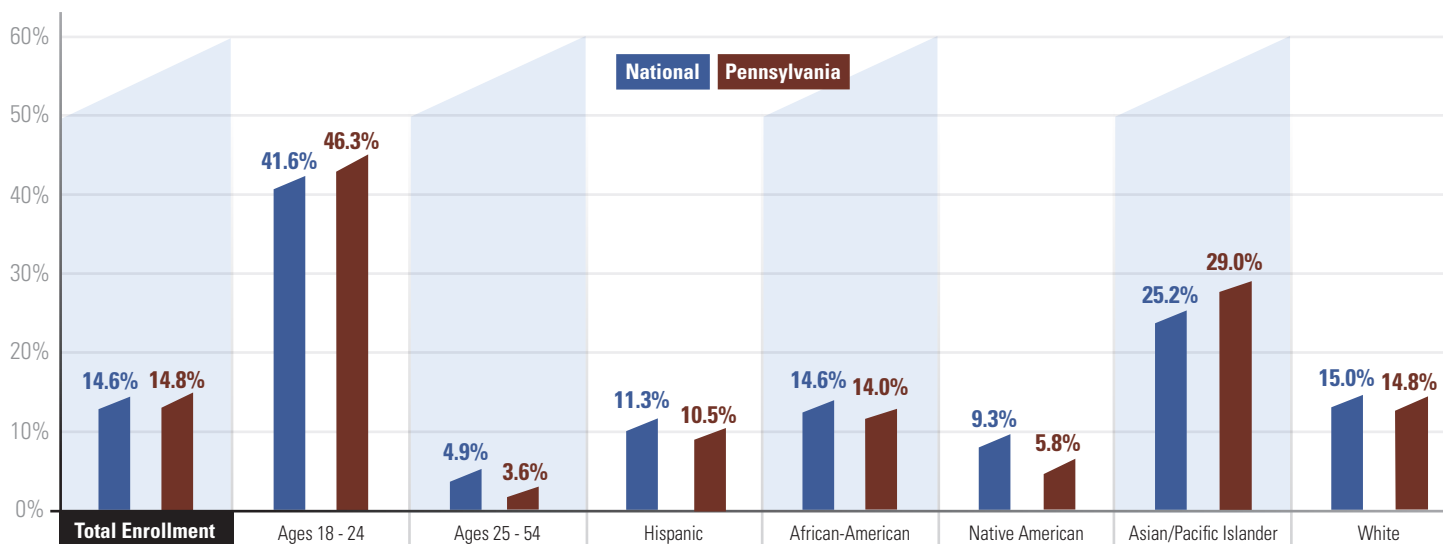
Levels of education for Pennsylvania residents, ages 25-64



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



College enrollment among Pennsylvania 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 Pennsylvania residents (ages 25-64) with at least an associate degree, by county

Adams	31.10	Carbon	29.08	Erie	37.06	Lawrence	32.79	Northumberland	25.84	Venango	28.68
Allegheny	52.13	Centre	52.05	Fayette	25.72	Lebanon	29.84	Perry	27.97	Warren	31.07
Armstrong	27.76	Chester	58.42	Forest	13.67	Lehigh	40.87	Philadelphia	32.31	Washington	41.72
Beaver	39.41	Clarion	31.46	Franklin	28.93	Luzerne	34.55	Pike	32.15	Wayne	28.61
Bedford	23.30	Clearfield	26.16	Fulton	20.88	Lycoming	33.53	Potter	25.41	Westmoreland	41.63
Berks	33.47	Clinton	29.27	Greene	26.63	McKean	26.98	Schuylkill	27.78	Wyoming	28.79
Blair	30.76	Columbia	32.89	Huntingdon	23.35	Mercer	33.06	Snyder	27.81	York	34.06
Bradford	27.84	Crawford	29.91	Indiana	35.60	Mifflin	21.32	Somerset	26.08		
Bucks	48.08	Cumberland	44.44	Jefferson	27.45	Monroe	34.20	Sullivan	26.45		
Butler	46.53	Dauphin	39.74	Juniata	21.88	Montgomery	57.54	Susquehanna	26.89		
Cambria	33.15	Delaware	46.41	Lackawanna	39.83	Montour	38.49	Tioga	31.13		
Cameron	25.99	Elk	30.28	Lancaster	33.55	Northampton	39.70	Union	29.91		

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

RI

Tracking the trend

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





Rhode Island

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 Rhode Island stood at 41.4 percent. In 2014, the most recent year for which data are available, the rate was 43.1 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.

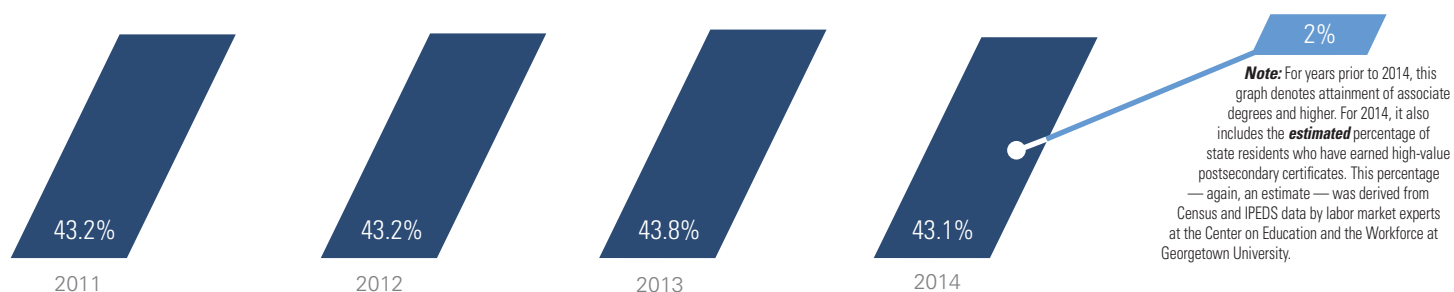
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In Rhode Island, 2 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 43.1 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge Rhode Island 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 Rhode Island by race and ethnicity.

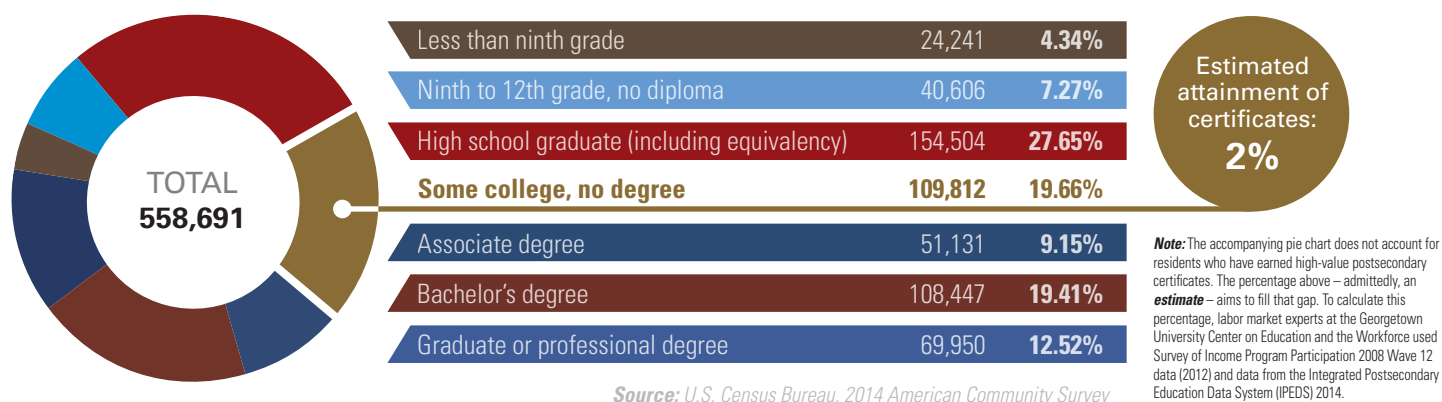
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Rhode Island is one of those 26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

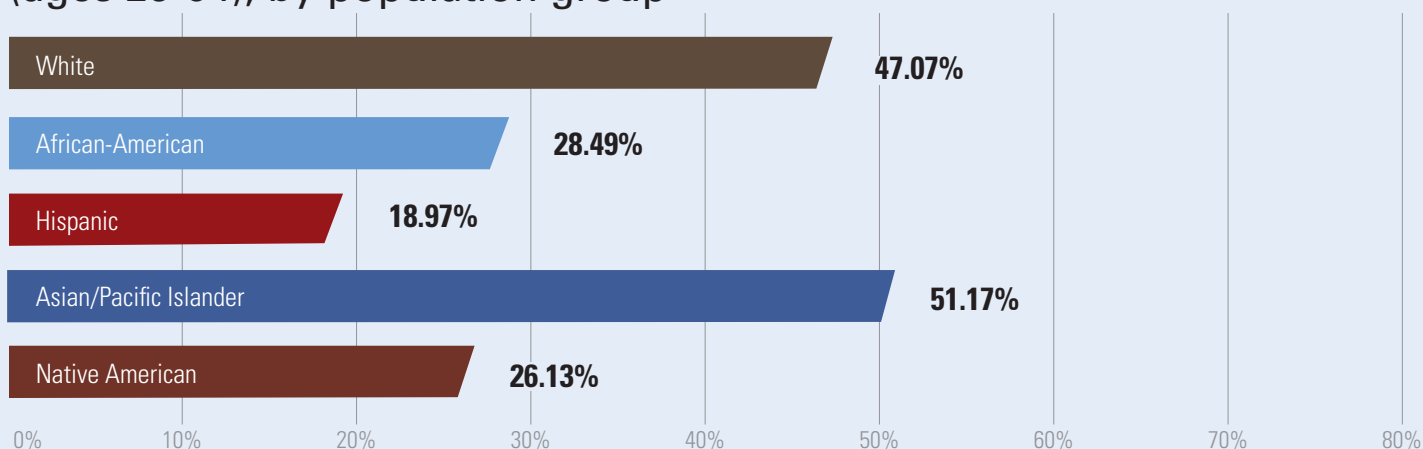
Lumina is working with state leaders from around the nation to expand postsecondary opportunity and success. More information on that work, including our full state policy agenda and additional data, is available on Lumina's Strategy Labs website (<http://strategylabs.luminafoundation.org/>).



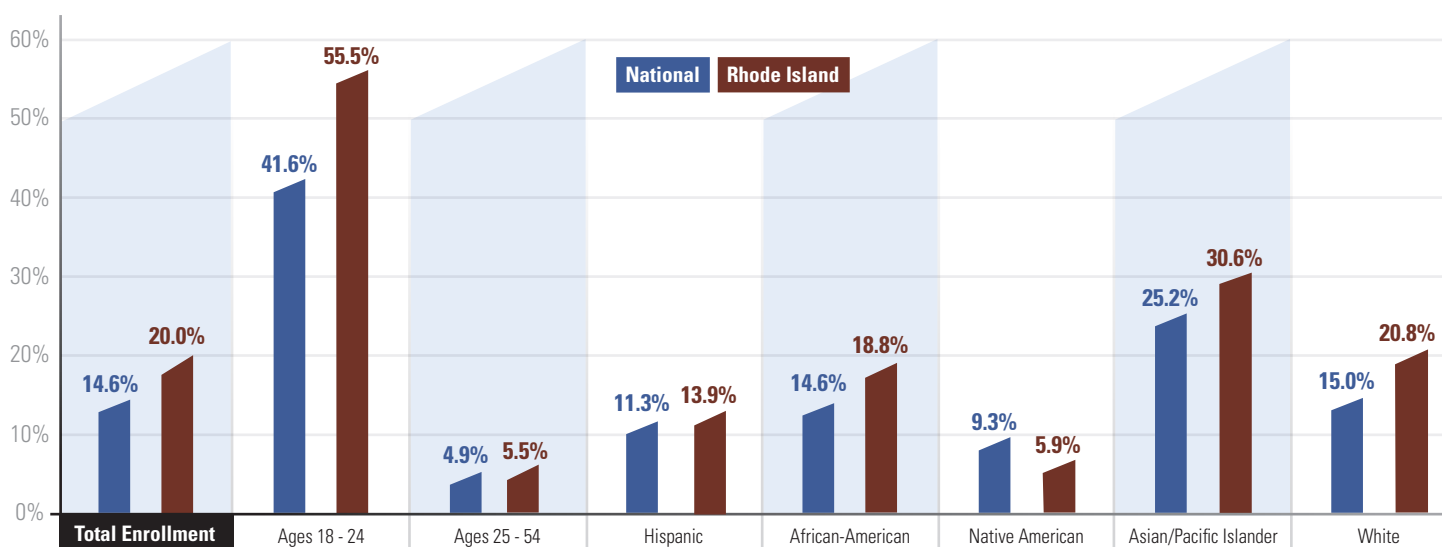
Levels of education for Rhode Island residents, ages 25-64



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



College enrollment among Rhode Island 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 Rhode Island residents (ages 25-64) with at least an associate degree, by county

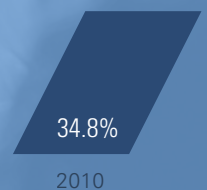
Bristol	56.10	Kent	44.18	Newport	56.59	Providence	37.20	Washington	55.94
---------	-------	------	-------	---------	-------	------------	-------	------------	-------

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

SE

Tracking the trend

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





South Carolina

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 South Carolina stood at 34.4 percent. In 2014, the most recent year for which data are available, the rate reached 36.7 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.

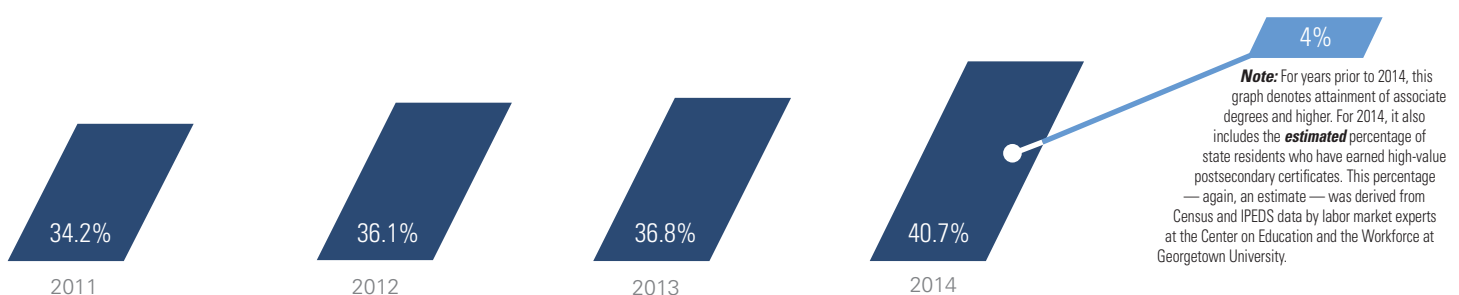
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In South Carolina, 4 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 40.7 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge South Carolina 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 South Carolina by race and ethnicity.

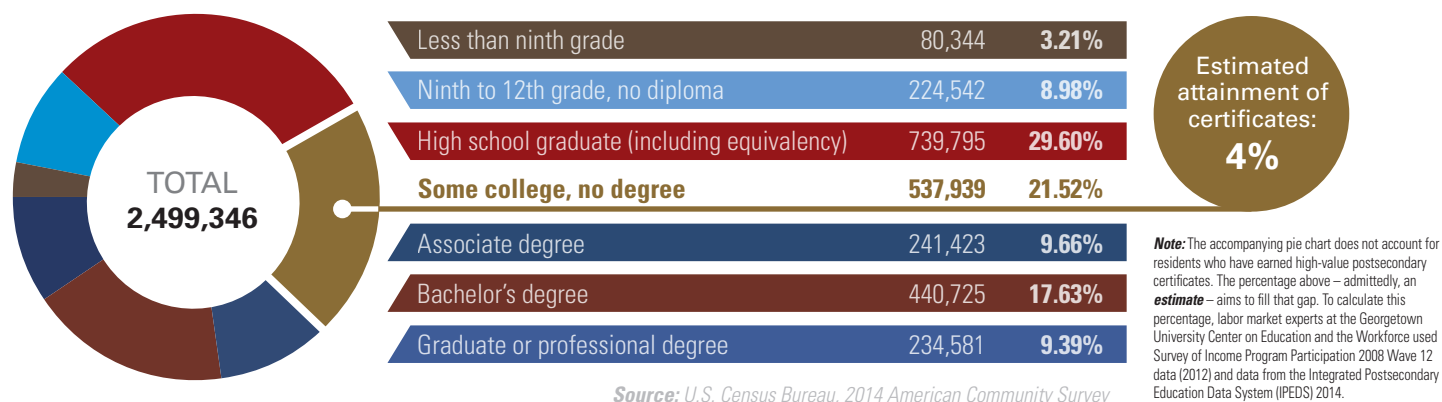
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). South Carolina is one of those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

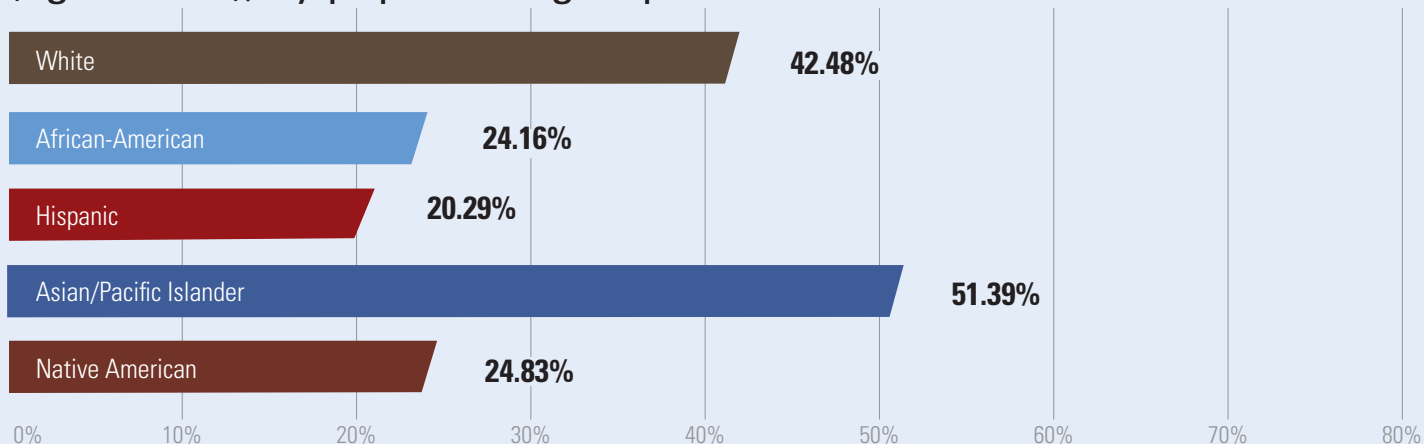
Lumina is working with state leaders from around the nation to expand postsecondary opportunity and success. More information on that work, including our full state policy agenda and additional data, is available on Lumina's Strategy Labs website (<http://strategylabs.luminafoundation.org/>).



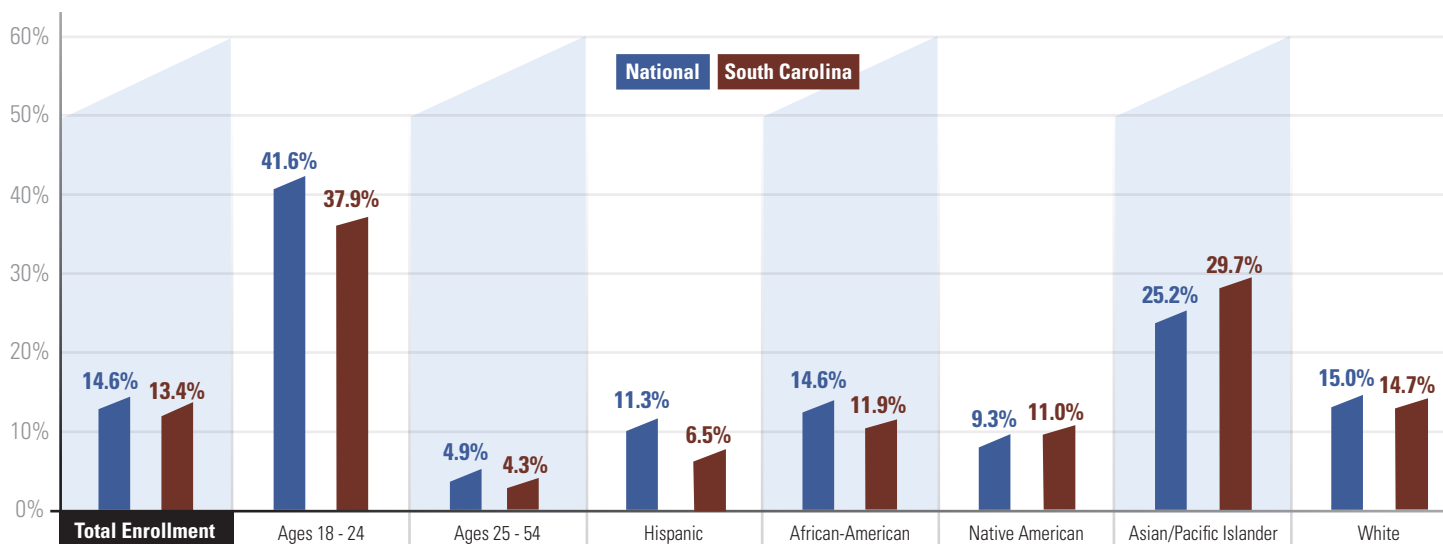
Levels of education for South Carolina residents, ages 25-64



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



College enrollment among South Carolina 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 South Carolina residents (ages 25-64) with at least an associate degree, by county

Abbeville	24.39	Charleston	49.95	Edgefield	26.86	Kershaw	29.74	Oconee	31.63	York	41.00
Aiken	32.83	Cherokee	24.10	Fairfield	26.09	Lancaster	29.53	Orangeburg	30.08		
Allendale	19.17	Chester	22.58	Florence	31.62	Laurens	23.25	Pickens	33.59		
Anderson	31.19	Chesterfield	21.16	Georgetown	32.64	Lee	16.02	Richland	46.43		
Bamberg	33.47	Clarendon	22.34	Greenville	42.64	Lexington	40.27	Saluda	23.33		
Barnwell	22.86	Colleton	23.56	Greenwood	33.09	McCormick	23.04	Spartanburg	34.23		
Beaufort	41.58	Darlington	25.33	Hampton	18.58	Marion	23.71	Sumter	29.66		
Berkeley	32.91	Dillon	15.92	Horry	34.03	Marlboro	14.27	Union	25.09		
Calhoun	27.34	Dorchester	36.88	Jasper	18.36	Newberry	29.47	Williamsburg	21.27		

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

SD

Tracking the trend

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





South Dakota

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 South Dakota stood at 39.4 percent. In 2014, the most recent year for which data are available, the rate reached 45.1 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.

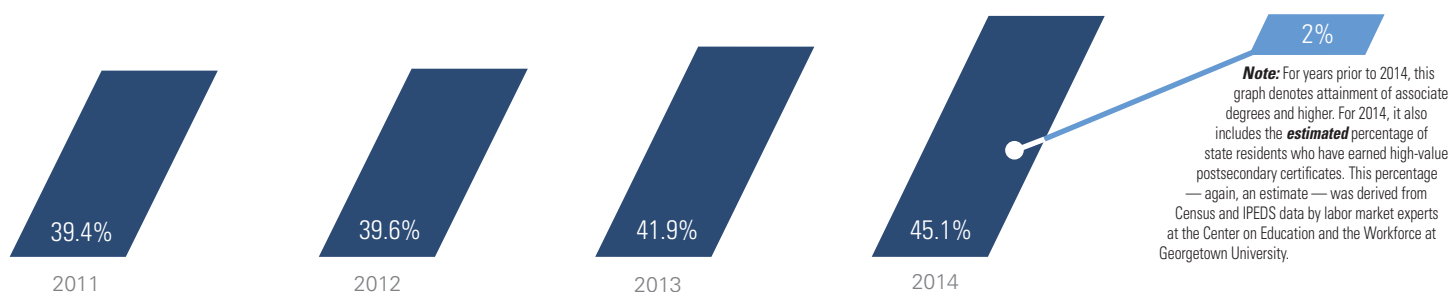
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In South Dakota, 2 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 45.1 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge South Dakota 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 South Dakota by race and ethnicity.

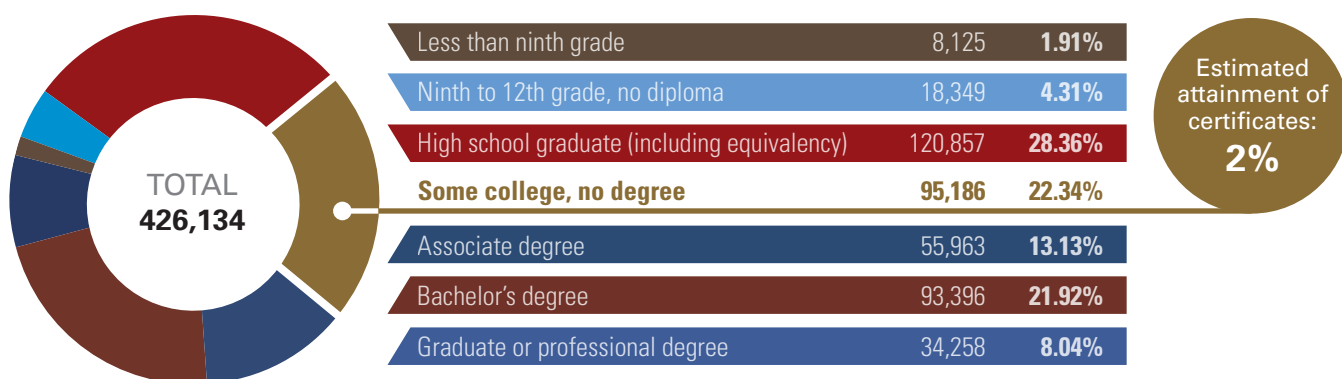
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Our analysis shows that South Dakota has not set a goal that meets Lumina's criteria; we urge state leaders to do so.

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/>).

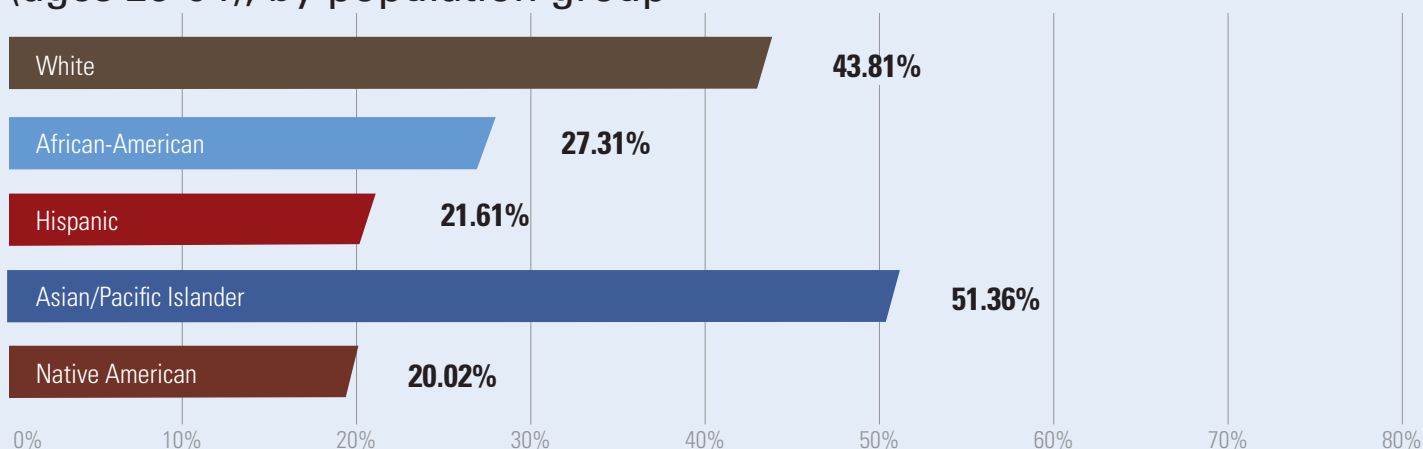


Levels of education for South Dakota residents, ages 25-64



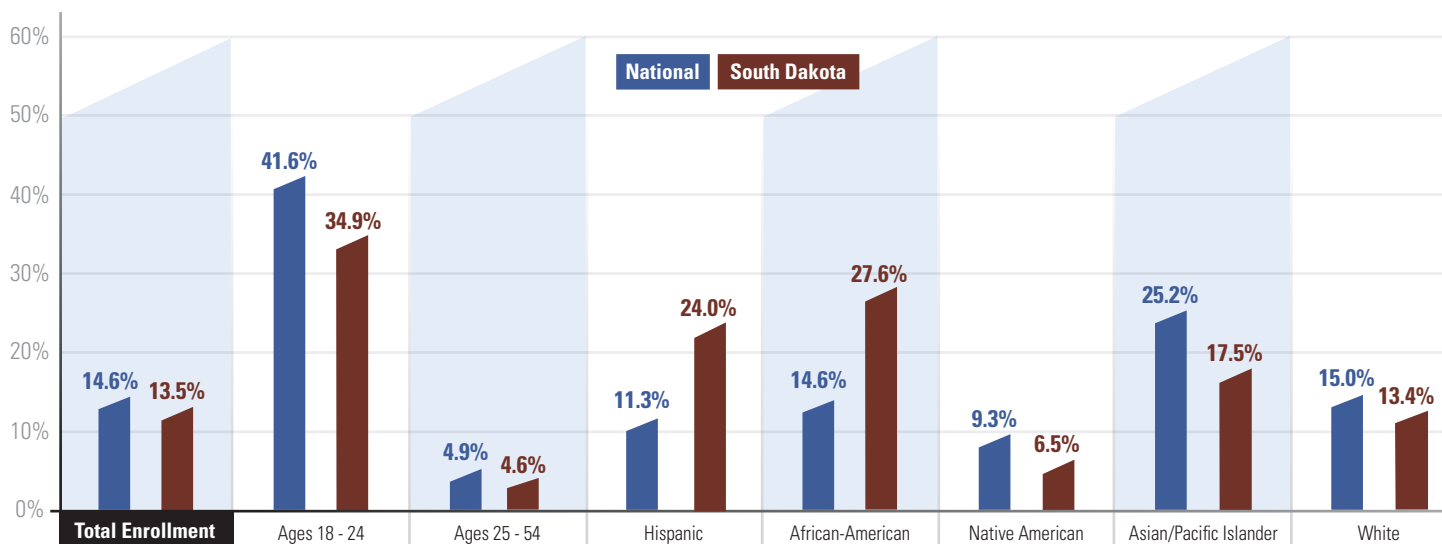
Source: U.S. Census Bureau, 2014 American Community Survey

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



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

College enrollment among South Dakota 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 South Dakota residents (ages 25-64) with at least an associate degree, by county

Aurora	37.90	Clark	35.35	Fall River	35.67	Hyde	33.05	Marshall	42.08	Shannon	22.34
Beadle	33.41	Clay	52.92	Faulk	46.04	Jackson	32.48	Meade	36.58	Spink	35.86
Bennett	30.32	Codington	34.50	Grant	30.31	Jerauld	31.08	Mellette	30.71	Stanley	39.83
Bon Homme	29.09	Corson	29.00	Gregory	31.71	Jones	24.67	Miner	39.82	Sully	43.23
Brookings	54.24	Custer	44.09	Haakon	32.63	Kingsbury	40.72	Minnehaha	43.64	Todd	20.71
Brown	41.88	Davison	47.28	Hamlin	33.03	Lake	42.32	Moody	39.62	Tripp	36.44
Brule	37.17	Day	30.95	Hand	35.75	Lawrence	40.90	Pennington	40.12	Turner	37.73
Buffalo	16.78	Deuel	36.13	Hanson	43.43	Lincoln	57.17	Perkins	28.82	Union	49.53
Butte	30.66	Dewey	26.34	Harding	41.36	Lyman	31.55	Potter	35.57	Walworth	40.46
Campbell	38.30	Douglas	32.93	Hughes	46.58	McCook	39.96	Roberts	31.55	Yankton	36.83
Charles Mix	30.98	Edmunds	44.90	Hutchinson	41.23	McPherson	31.21	Sanborn	36.32	Ziebach	24.86

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

TN

Tracking the trend

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





Tennessee

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 Tennessee stood at 31.3 percent. In 2014, the most recent year for which data are available, the rate reached 34.3 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.

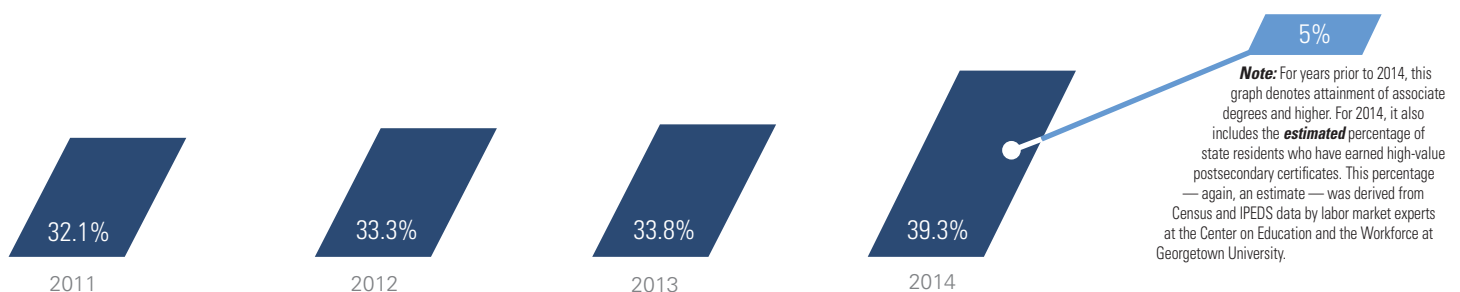
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In Tennessee, 5 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 39.3 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge Tennessee 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 Tennessee by race and ethnicity.

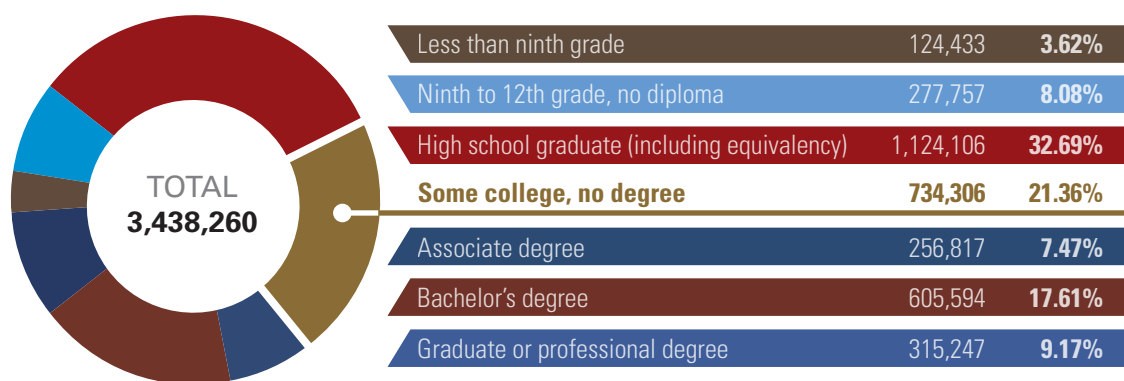
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Tennessee is one of those 26 states.

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/>).



Levels of education for Tennessee residents, ages 25-64

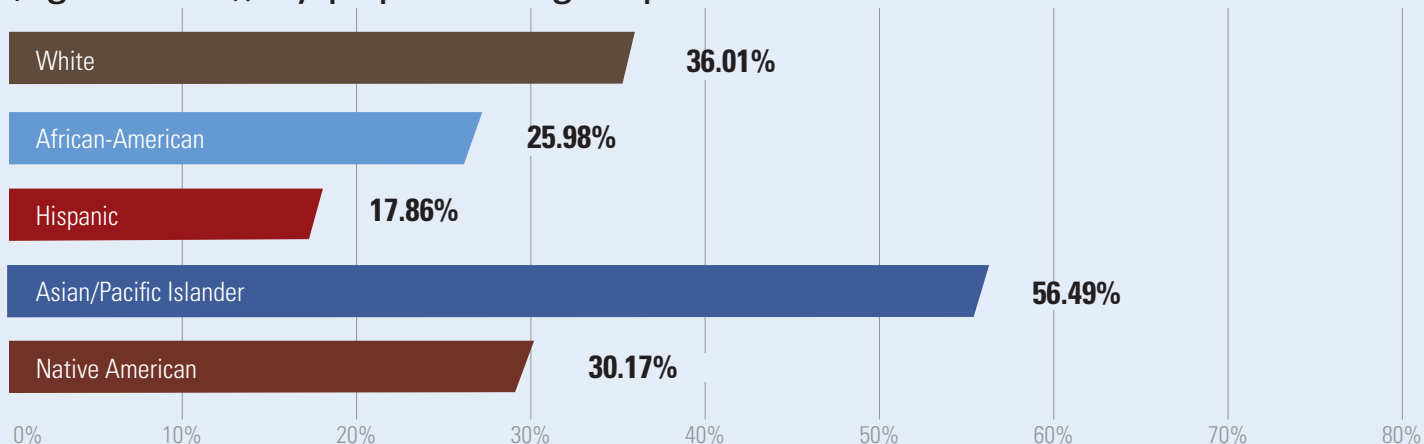


Estimated attainment of certificates: **5%**

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.

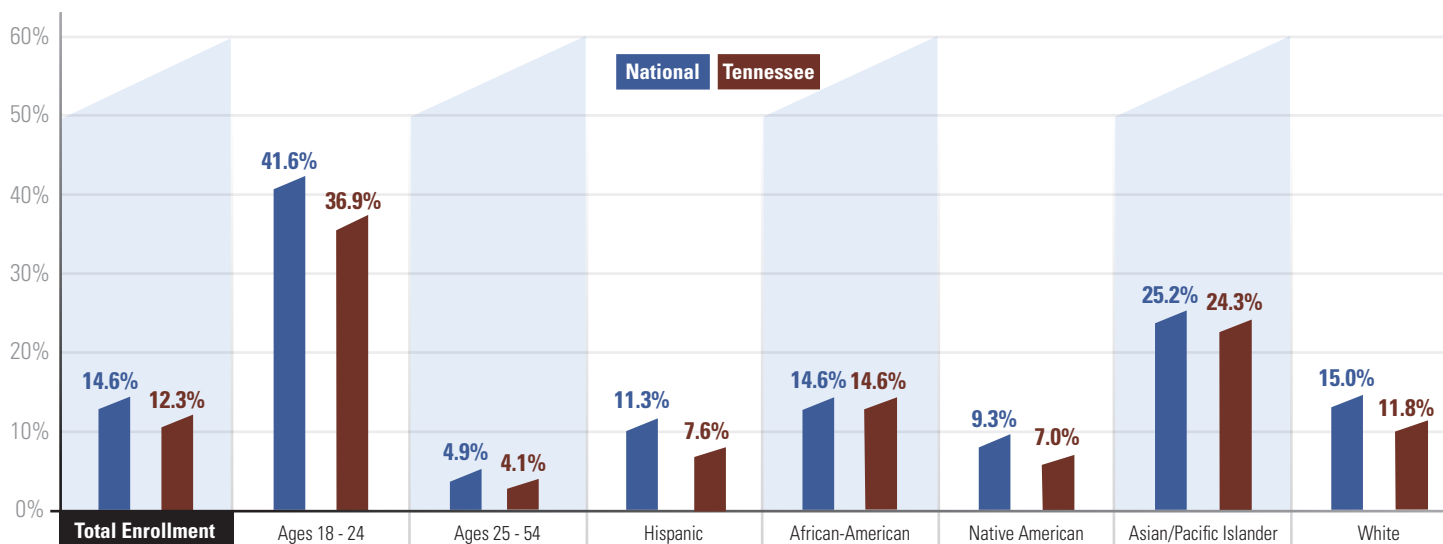
Source: U.S. Census Bureau, 2014 American Community Survey

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



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

College enrollment among Tennessee 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 Tennessee residents (ages 25-64) with at least an associate degree, by county

Anderson	30.46	Crockett	19.07	Hamilton	37.83	Lauderdale	15.68	Morgan	13.67	Stewart	21.45
Bedford	19.12	Cumberland	23.60	Hancock	14.90	Lawrence	20.36	Obion	20.51	Sullivan	31.16
Benton	16.19	Davidson	44.64	Hardeman	13.02	Lewis	21.71	Overton	17.95	Sumner	34.01
Bledsoe	17.15	Decatur	21.05	Hardin	17.89	Lincoln	24.15	Perry	19.09	Tipton	24.54
Blount	31.87	DeKalb	18.50	Hawkins	21.37	Loudon	30.89	Pickett	19.99	Trousdale	18.38
Bradley	29.38	Dickson	20.72	Haywood	16.20	McMinn	25.46	Polk	18.40	Unicoi	22.37
Campbell	15.41	Dyer	29.43	Henderson	22.14	McNairy	19.06	Putnam	29.17	Union	14.16
Cannon	17.90	Fayette	30.20	Henry	20.87	Macon	16.98	Rhea	16.86	Van Buren	15.61
Carroll	21.52	Fentress	16.40	Hickman	17.00	Madison	32.91	Roane	27.19	Warren	19.51
Carter	24.87	Franklin	26.11	Houston	17.35	Marion	19.97	Robertson	26.16	Washington	39.48
Cheatham	27.53	Gibson	23.13	Humphreys	20.87	Marshall	21.75	Rutherford	38.78	Wayne	14.31
Chester	26.14	Giles	21.41	Jackson	16.29	Maury	29.14	Scott	18.46	Weakley	26.00
Claiborne	20.23	Grainger	18.59	Jefferson	23.41	Meigs	13.99	Sequatchie	24.10	White	19.36
Clay	16.60	Greene	22.99	Johnson	16.39	Monroe	17.79	Sevier	23.49	Williamson	63.86
Cocke	15.65	Grundy	15.25	Knox	46.59	Montgomery	34.60	Shelby	37.71	Wilson	37.88
Coffee	26.16	Hamblen	22.69	Lake	9.26	Moore	21.26	Smith	17.77		

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

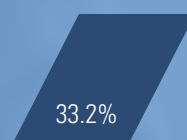
TX

Tracking the trend

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



2008



2009



2010

Texas



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 Texas stood at 33.3 percent. In 2014, the most recent year for which data are available, the rate reached 35.8 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.

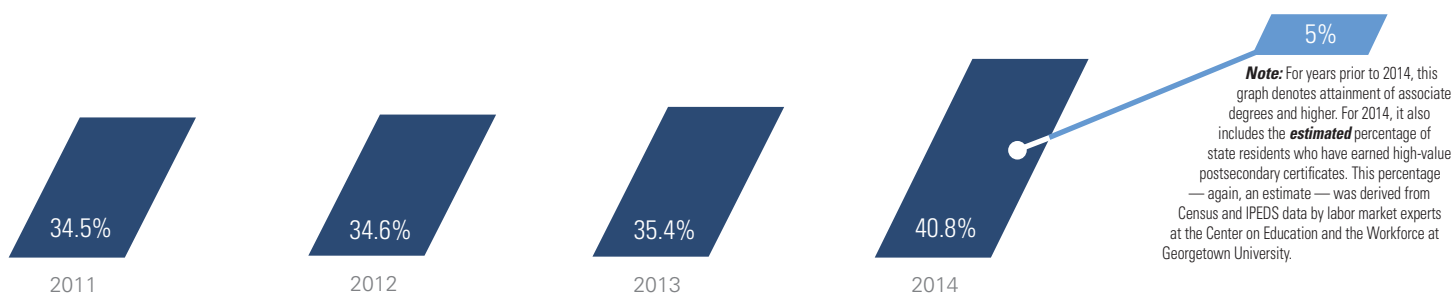
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In Texas, 5 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 40.8 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge Texas 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 Texas by race and ethnicity.

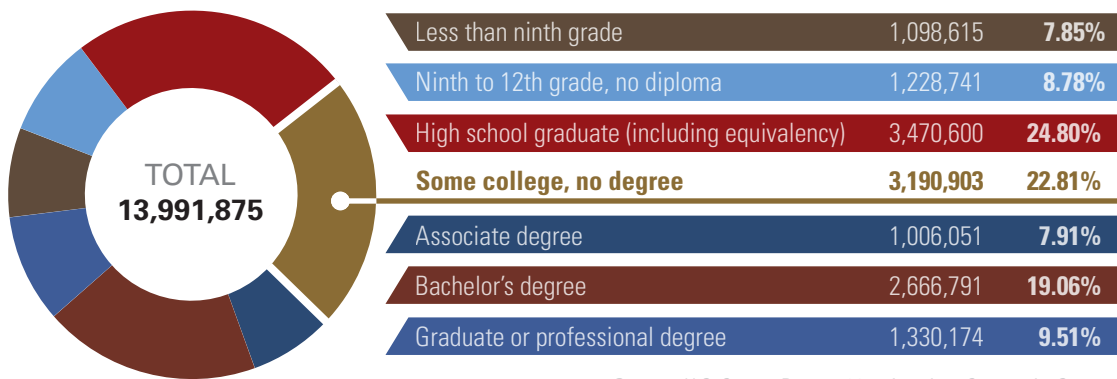
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Texas is one of those 26 states.

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/>).



Levels of education for Texas residents, ages 25-64

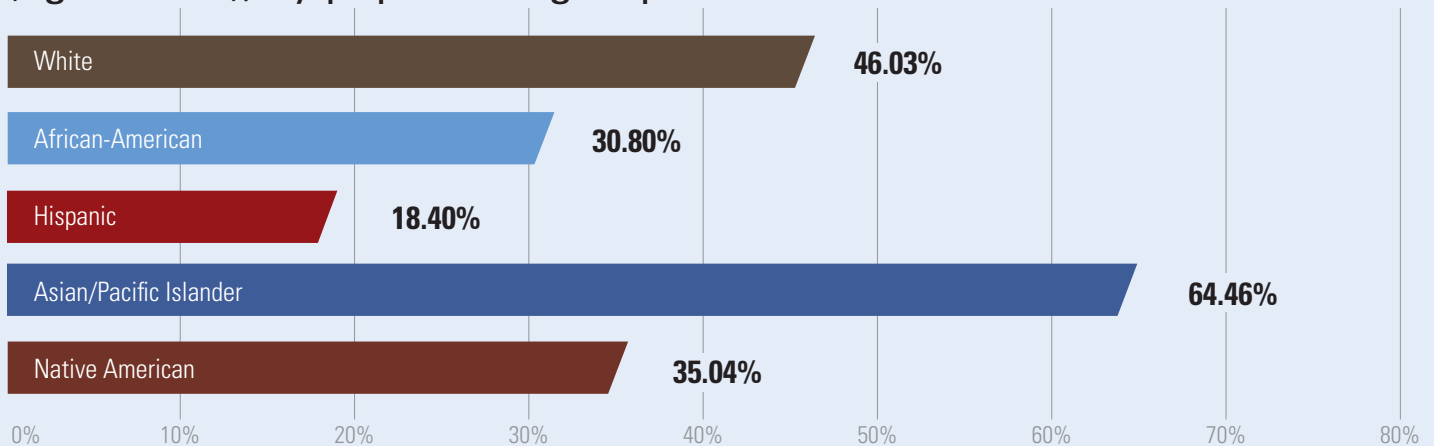


Estimated attainment of certificates: **5%**

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.

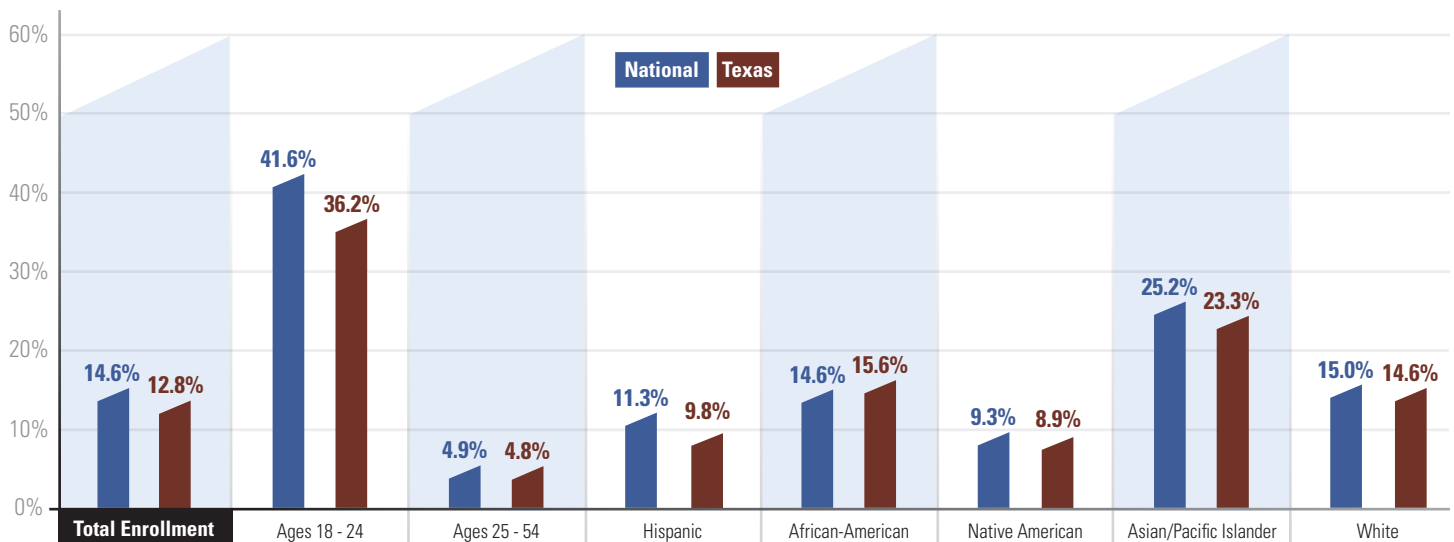
Source: U.S. Census Bureau, 2014 American Community Survey

Degree-attainment rates among Texas 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 Texas 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 Texas residents (ages 25-64) with at least an associate degree, by county

Anderson	16.74	Collingsworth	25.67	Glasscock	32.57	Kendall	50.90	Motley	29.88	Sterling	31.65
Andrews	20.99	Colorado	24.89	Goliad	30.52	Kenedy	19.26	Nacogdoches	30.99	Stonewall	25.78
Angelina	22.77	Comal	41.92	Gonzales	18.18	Kent	36.48	Navarro	24.33	Sutton	22.86
Aransas	22.75	Comanche	26.46	Gray	24.41	Kerr	32.58	Newton	12.75	Swisher	21.89
Archer	30.81	Concho	12.84	Grayson	29.62	Kimble	21.02	Nolan	24.68	Tarrant	37.66
Armstrong	33.12	Cooke	27.73	Gregg	28.54	King	28.11	Nueces	28.55	Taylor	31.95
Atascosa	19.71	Coryell	25.42	Grimes	17.77	Kinney	16.34	Ochiltree	19.77	Terrell	22.39
Austin	30.04	Cottle	20.93	Guadalupe	35.96	Kleberg	33.62	Oldham	37.87	Terry	20.60
Bailey	15.99	Crane	16.13	Hale	19.90	Knox	20.44	Orange	23.05	Throckmorton	29.91
Bandera	31.02	Crockett	20.11	Hall	20.64	Lamar	25.02	Palo Pinto	19.31	Titus	21.61
Bastrop	24.78	Crosby	17.04	Hamilton	29.32	Lamb	20.25	Panola	19.23	Tom Green	29.43
Baylor	30.28	Culberson	16.03	Hansford	28.09	Lampasas	30.77	Parker	35.48	Travis	51.60
Bee	15.14	Dallam	19.08	Hardeman	25.17	La Salle	11.76	Parmer	20.82	Trinity	14.98
Bell	33.26	Dallas	34.69	Hardin	25.41	Lavaca	24.70	Pecos	16.36	Tyler	18.58
Bexar	35.28	Dawson	14.15	Harris	35.39	Lee	24.31	Polk	16.01	Upshur	22.94
Blanco	32.07	Deaf Smith	20.05	Harrison	28.28	Leon	21.70	Potter	22.38	Upton	17.09
Borden	55.16	Delta	22.00	Hartley	25.04	Liberty	13.80	Presidio	28.46	Uvalde	27.69
Bosque	20.85	Denton	50.45	Haskell	21.17	Limestone	20.20	Rains	18.76	Val Verde	25.38
Bowie	25.28	DeWitt	21.73	Hays	44.18	Lipscomb	25.09	Randall	41.55	Van Zandt	21.75
Brazoria	37.74	Dickens	22.76	Hemphill	25.75	Live Oak	23.95	Reagan	13.61	Victoria	27.20
Brazos	44.22	Dimmit	16.87	Henderson	22.73	Llano	32.14	Real	30.66	Walker	22.92
Brewster	43.33	Donley	30.56	Hidalgo	22.58	Loving	5.71	Red River	20.58	Waller	24.31
Briscoe	30.49	Duval	13.67	Hill	22.94	Lubbock	35.33	Reeves	14.67	Ward	20.11
Brooks	12.02	Eastland	20.45	Hockley	23.85	Lynn	21.15	Refugio	20.30	Washington	34.71
Brown	22.09	Ector	20.43	Hood	30.45	McCulloch	18.33	Roberts	40.30	Webb	24.91
Burleson	19.24	Edwards	29.25	Hopkins	22.68	McLennan	32.46	Robertson	21.55	Wharton	22.50
Burnet	27.66	Ellis	29.80	Houston	19.23	McMullen	10.88	Rockwall	46.05	Wheeler	24.35
Caldwell	21.84	El Paso	30.19	Howard	21.16	Madison	14.31	Runnels	19.83	Wichita	29.44
Calhoun	25.79	Erath	32.54	Hudspeth	10.52	Marion	21.06	Rusk	20.18	Wilbarger	27.48
Callahan	21.09	Falls	16.72	Hunt	24.48	Martin	22.64	Sabine	16.21	Willacy	13.43
Cameron	23.11	Fannin	22.60	Hutchinson	21.06	Mason	29.41	San Augustine	15.33	Williamson	48.21
Camp	22.11	Fayette	21.94	Irion	20.68	Matagorda	22.45	San Jacinto	13.45	Wilson	28.47
Carson	32.27	Fisher	26.52	Jack	14.43	Maverick	20.60	San Patricio	22.58	Winkler	17.22
Cass	19.34	Floyd	27.15	Jackson	24.35	Medina	27.68	San Saba	17.24	Wise	23.07
Castro	16.72	Foard	30.47	Jasper	16.86	Menard	16.49	Schleicher	25.32	Wood	22.55
Chambers	27.94	Fort Bend	50.59	Jeff Davis	37.60	Midland	32.51	Scurry	23.32	Yoakum	24.66
Cherokee	21.82	Franklin	26.93	Jefferson	25.85	Milam	23.81	Shackelford	32.56	Young	22.97
Childress	29.46	Freestone	20.71	Jim Hogg	16.83	Mills	34.18	Shelby	18.29	Zapata	15.12
Clay	26.78	Frio	12.99	Jim Wells	17.25	Mitchell	18.46	Sherman	27.55	Zavala	19.57
Cochran	18.48	Gaines	17.07	Johnson	25.01	Montague	22.02	Smith	35.80		
Coke	31.34	Galveston	38.47	Jones	11.85	Montgomery	39.74	Somervell	37.63		
Coleman	19.70	Garza	12.11	Karnes	18.63	Moore	18.16	Starr	13.75		
Collin	59.10	Gillespie	39.93	Kaufman	26.52	Morris	25.80	Stephens	22.89		

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

UT

Tracking the trend

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





Utah

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 Utah stood at 40.3 percent. In 2014, the most recent year for which data are available, the rate reached 47.9 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.

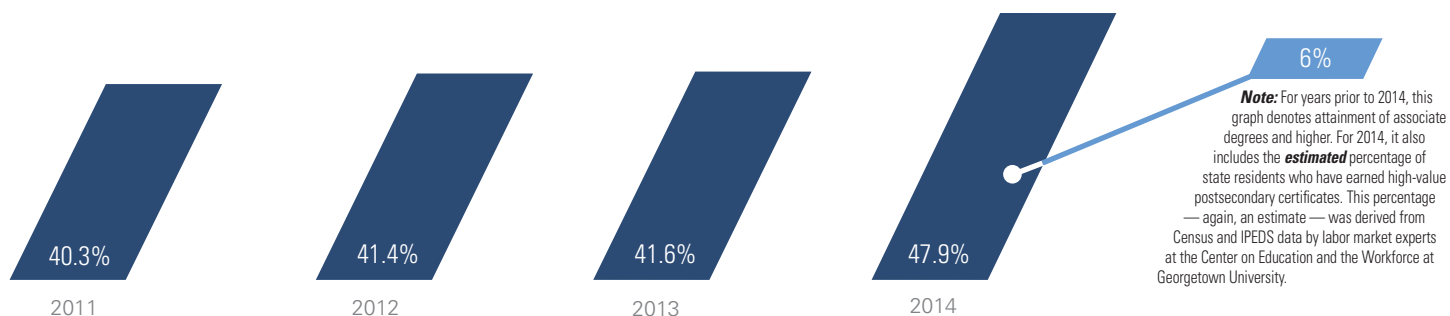
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In Utah, 6 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 47.9 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge Utah 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 Utah by race and ethnicity.

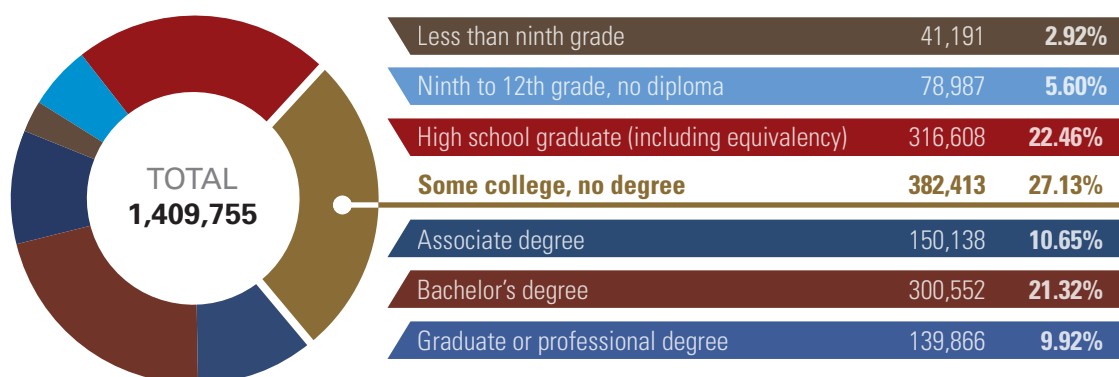
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Utah is one of those 26 states.

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/>).



Levels of education for Utah residents, ages 25-64

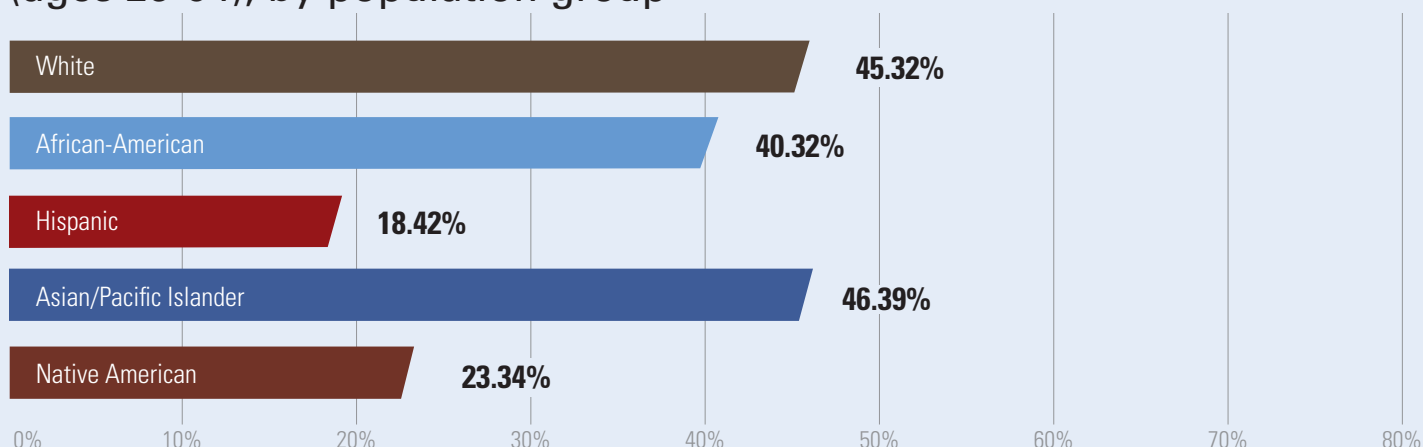


Estimated attainment of certificates: **6%**

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.

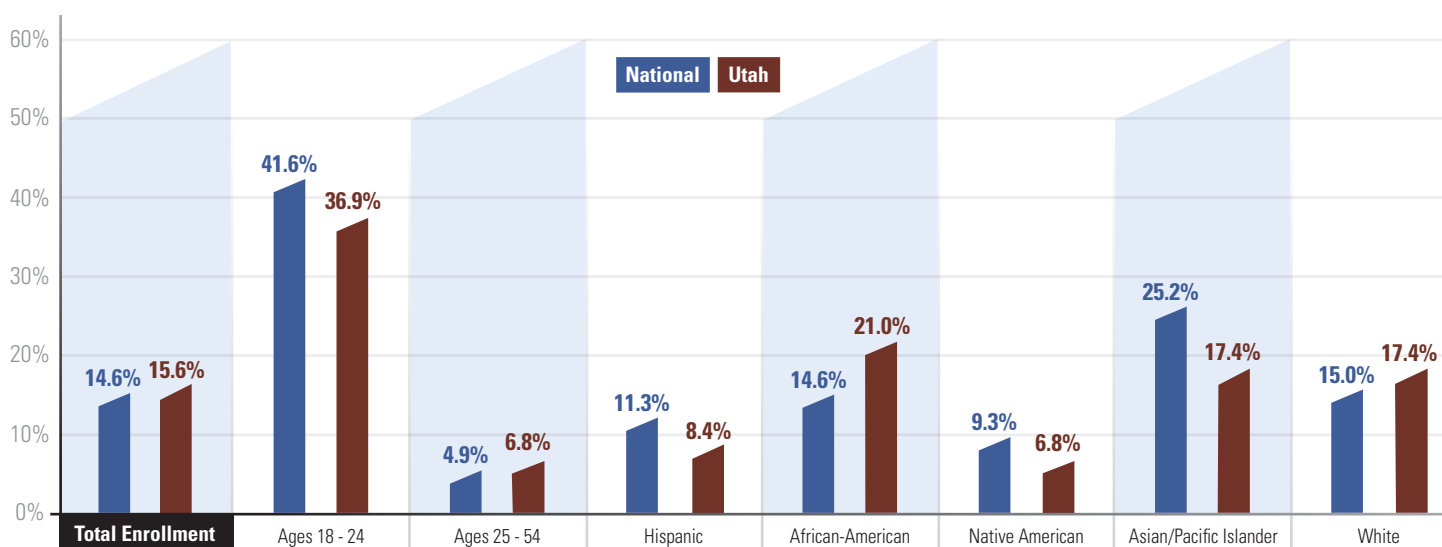
Source: U.S. Census Bureau, 2014 American Community Survey

Degree-attainment rates among Utah 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 Utah 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 Utah residents (ages 25-64) with at least an associate degree, by county

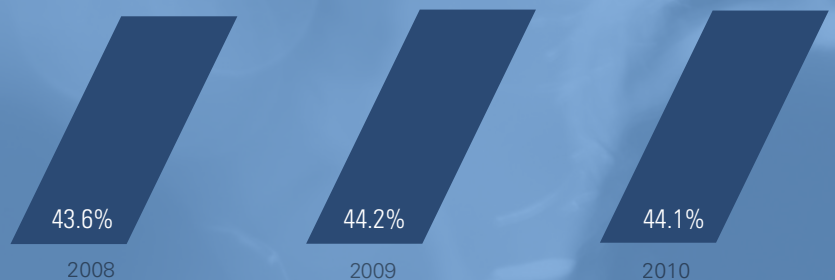
Beaver	28.43	Davis	47.28	Iron	38.77	Piute	27.58	Sevier	26.78	Wasatch	44.55
Box Elder	31.24	Duchesne	25.08	Juab	31.13	Rich	26.51	Summit	57.68	Washington	37.84
Cache	43.68	Emery	26.18	Kane	34.37	Salt Lake	40.94	Tooele	30.41	Wayne	39.44
Carbon	28.22	Garfield	32.07	Millard	30.34	San Juan	30.43	Uintah	25.85	Weber	33.12
Daggett	29.52	Grand	32.81	Morgan	45.77	Sanpete	32.79	Utah	48.67		

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

VT

Tracking the trend

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





Vermont

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 Vermont stood at 43.6 percent. In 2014, the most recent year for which data are available, the rate reached 45.3 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.

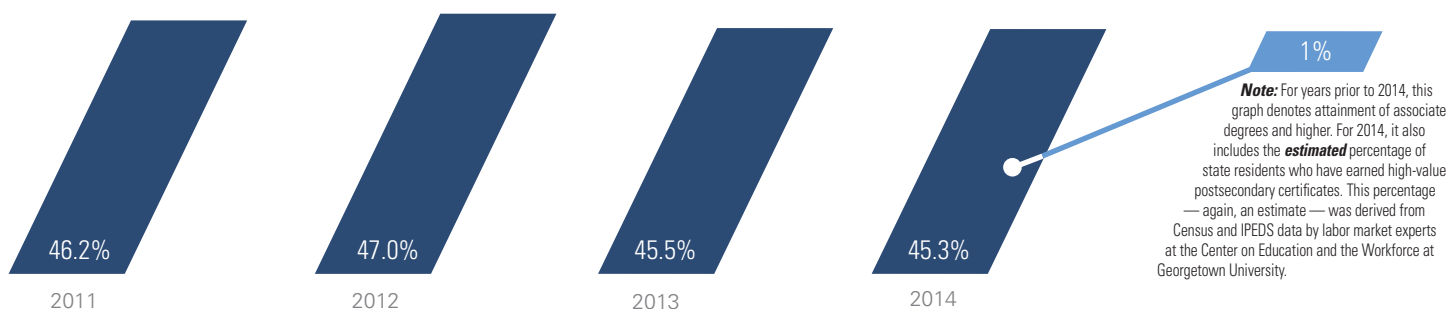
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In Vermont, 1 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 45.3 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge Vermont 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 Vermont by race and ethnicity.

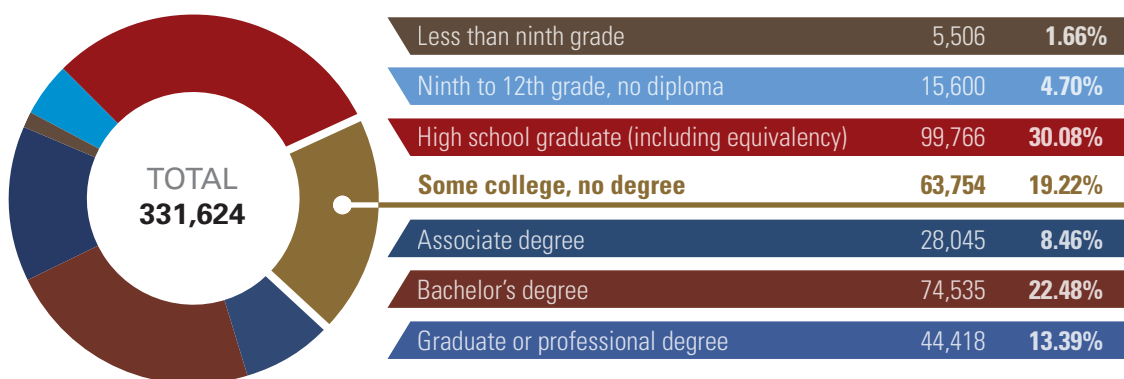
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Our analysis shows that Vermont has not set a goal that meets Lumina's criteria; we urge state leaders to do so.

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/>).



Levels of education for Vermont residents, ages 25-64

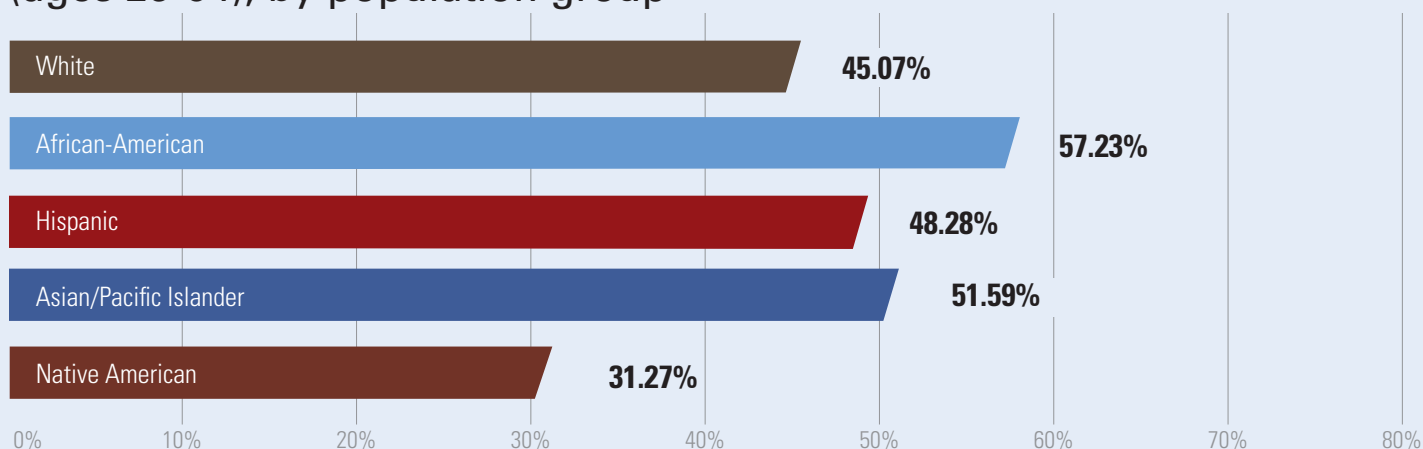


Estimated attainment of certificates: **1%**

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.

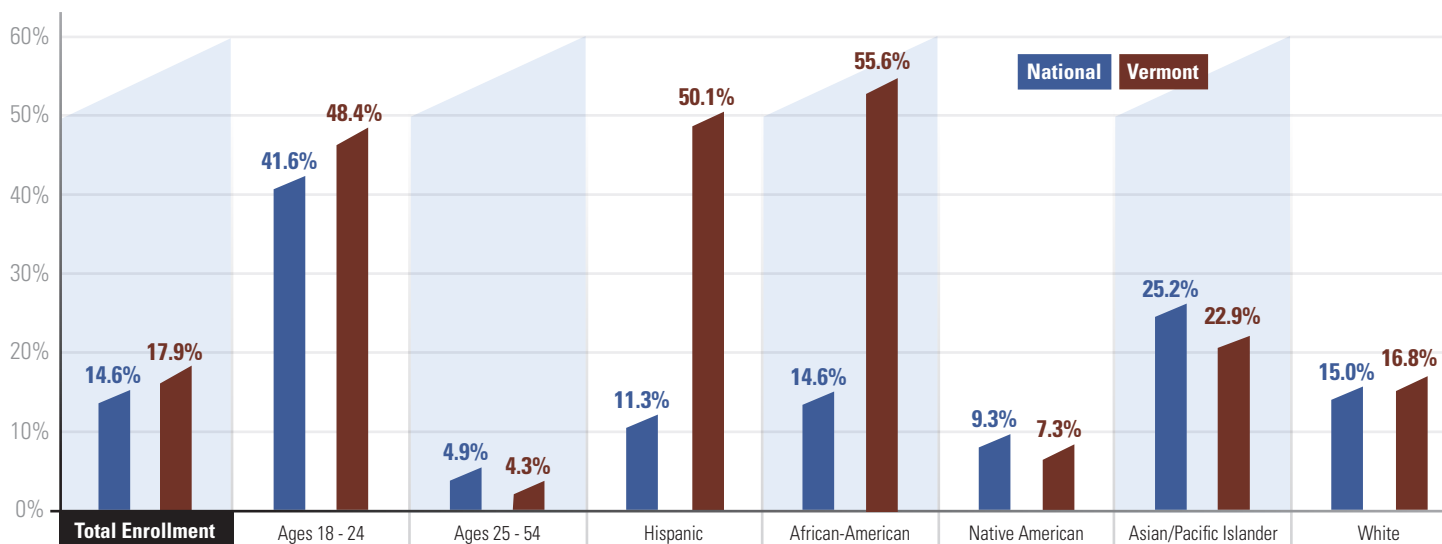
Source: U.S. Census Bureau, 2014 American Community Survey

Degree-attainment rates among Vermont 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 Vermont 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 Vermont residents (ages 25-64) with at least an associate degree, by county

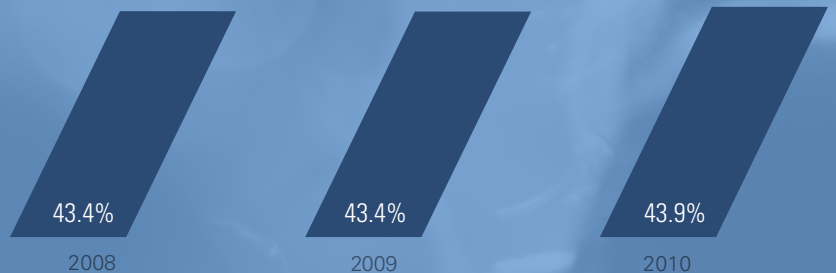
Addison	44.27	Chittenden	59.17	Grand Isle	45.75	Orleans	30.40	Windham	41.29
Bennington	39.78	Essex	26.37	Lamoille	47.06	Rutland	39.42	Windsor	44.50
Caledonia	36.68	Franklin	34.97	Orange	42.08	Washington	49.22		

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

WA

Tracking the trend

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



Virginia



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 Virginia stood at 43.4 percent. In 2014, the most recent year for which data are available, the rate reached 46.6 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.

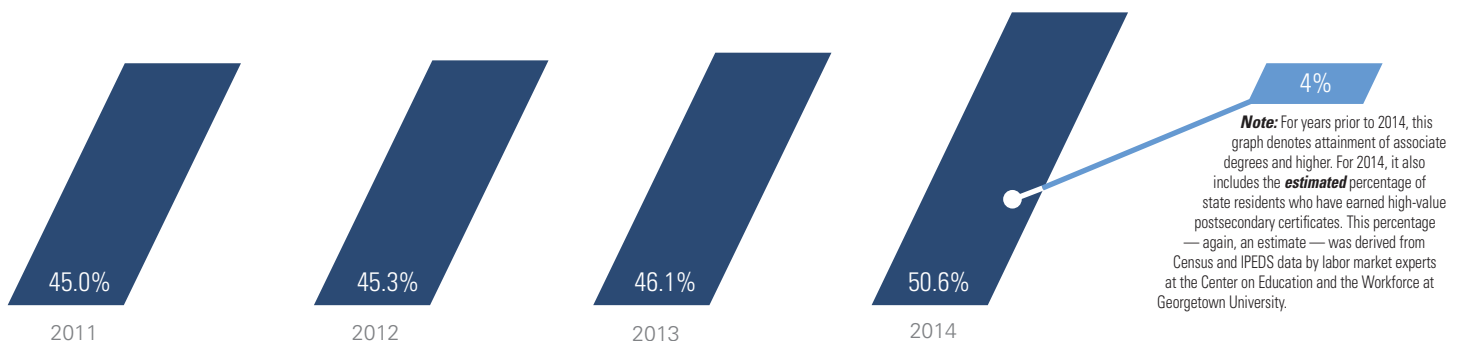
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In Virginia, 4 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 50.6 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge Virginia 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 Virginia by race and ethnicity.

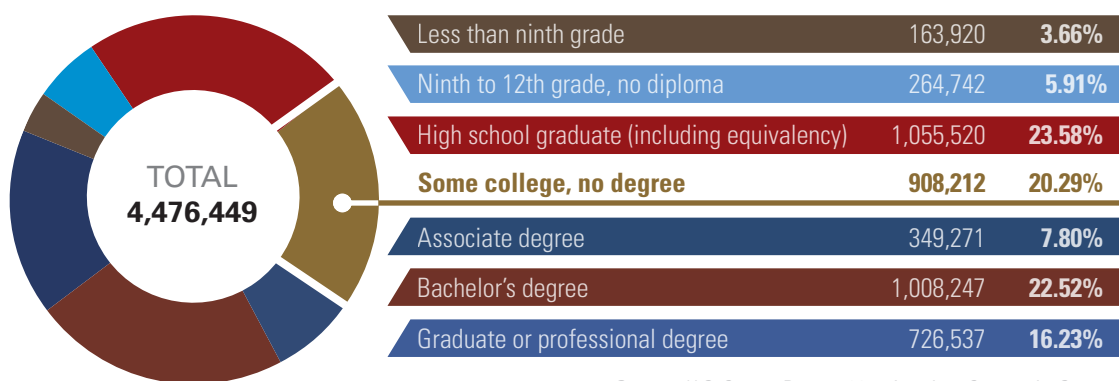
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Virginia is one of those 26 states.

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/>).



Levels of education for Virginia residents, ages 25-64

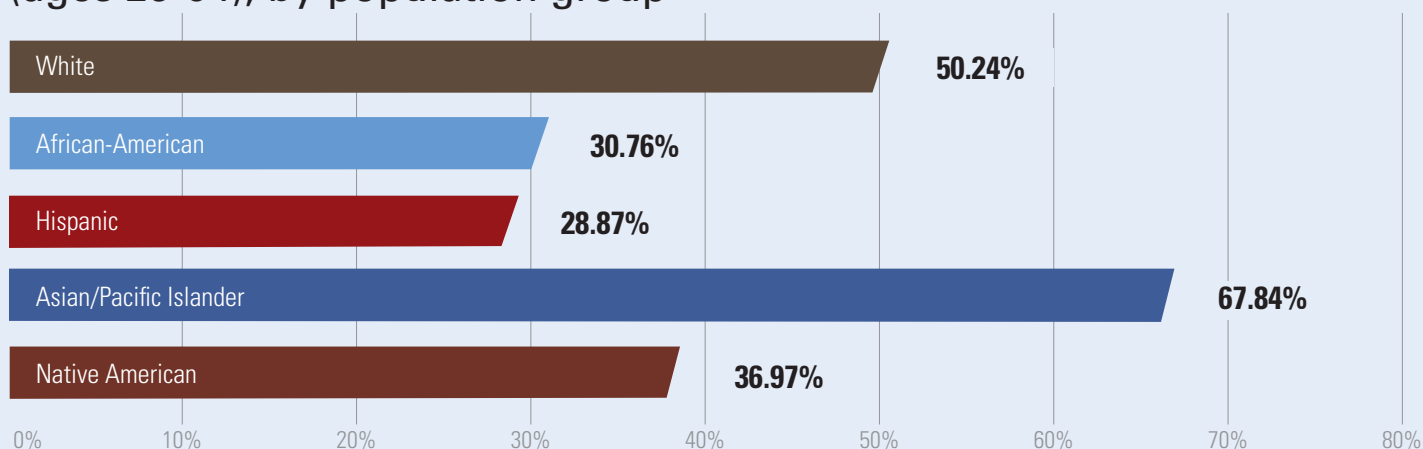


Estimated attainment of certificates: **4%**

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.

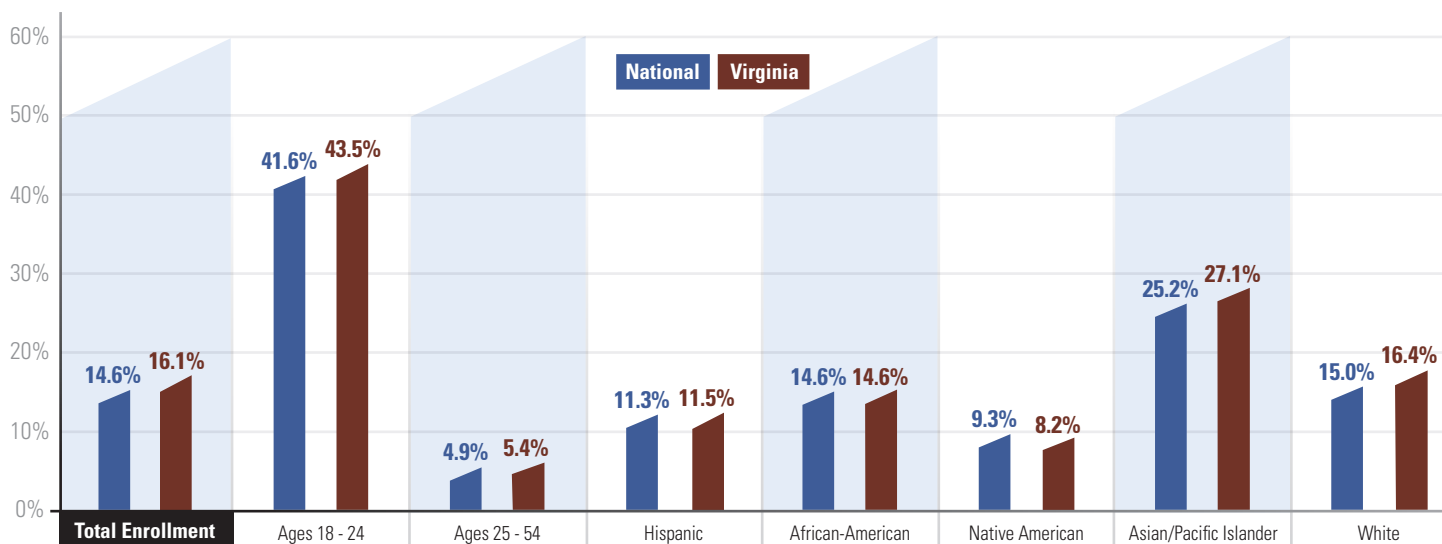
Source: U.S. Census Bureau, 2014 American Community Survey

Degree-attainment rates among Virginia 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 Virginia 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 Virginia residents (ages 25-64) with at least an associate degree, by county and city

Accomack	24.80	Culpeper	29.91	James City Co	51.28	Powhatan	36.95	Wise	21.76	Lynchburg	41.58
Albemarle	61.43	Cumberland	23.45	King and Queen	18.67	Prince Edward	28.00	Wythe	27.31	Manassas	36.57
Alleghany	28.53	Dickenson	18.78	King George	41.26	Prince George	28.31	York	55.89	Manassas Park	35.15
Amelia	23.58	Dinwiddie	22.65	King William	26.27	Prince William	46.84			Martinsville	28.35
Amherst	29.12	Essex	17.87	Lancaster	34.19	Pulaski	29.58	CITIES		Newport News	35.15
Appomattox	24.61	Fairfax	66.14	Lee	18.20	Rappahannock	38.05	Alexandria	67.19	Norfolk	34.23
Arlington	77.90	Fauquier	43.49	Loudoun	66.44	Richmond	18.88	Bristol	29.39	Norton	34.29
Augusta	29.41	Floyd	28.55	Louisa	25.86	Roanoke	48.98	Buena Vista	24.23	Petersburg	20.96
Bath	26.32	Fluvanna	37.26	Lunenburg	19.98	Rockbridge	30.29	Charlottesville	55.67	Poquoson	46.93
Bedford*	36.72	Franklin	28.91	Madison	30.75	Rockingham	31.73	Chesapeake	41.47	Portsmouth	29.22
Bland	24.50	Frederick	38.68	Mathews	32.86	Russell	23.54	Colonial Heights	27.94	Radford	52.45
Botetourt	39.22	Giles	28.29	Mecklenburg	24.78	Scott	22.28	Covington	19.14	Richmond	42.23
Brunswick	23.31	Gloucester	35.53	Middlesex	35.24	Shenandoah	26.93	Danville	30.99	Roanoke	33.24
Buchanan	17.07	Goochland	47.75	Montgomery	55.19	Smyth	25.77	Emporia	24.21	Salem	44.72
Buckingham	16.64	Grayson	23.00	Nelson	34.26	Southampton	22.86	Fairfax	61.98	Staunton	41.41
Campbell	29.66	Greene	32.92	New Kent	35.62	Spotsylvania	36.92	Falls Church	81.44	Suffolk	37.63
Caroline	26.70	Greensville	13.07	Northampton	28.79	Stafford	46.59	Franklin	25.66	Virginia Beach	45.15
Carroll	24.68	Halifax	26.05	Northumberland	27.17	Surry	27.49	Fredericksburg	42.63	Waynesboro	25.79
Charles City Co	18.10	Hanover	48.75	Nottoway	20.03	Sussex	11.54	Galax	21.82	Williamsburg	53.75
Charlotte	25.29	Henrico	49.50	Orange	30.39	Tazewell	25.84	Hampton	34.80	Winchester	36.1
Chesterfield	46.78	Henry	26.44	Page	18.52	Warren	28.69	Harrisonburg	42.77		
Clarke	44.09	Highland	21.59	Patrick	23.25	Washington	36.23	Hopewell	19.29		
Craig	22.26	Isle of Wight	36.81	Pittsylvania	25.74	Westmoreland	22.26	Lexington	60.66		

* This year's figure for Bedford County incorporates the attainment rate among residents of the Town of Bedford. In prior years, the town's rate was listed separately.

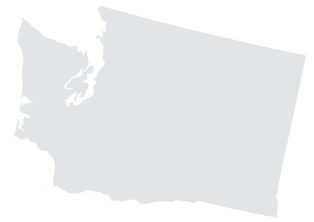
Source: U.S. Census Bureau, 2010-14 American Community Survey 5-Year Estimates

WVA

Tracking the trend

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





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.

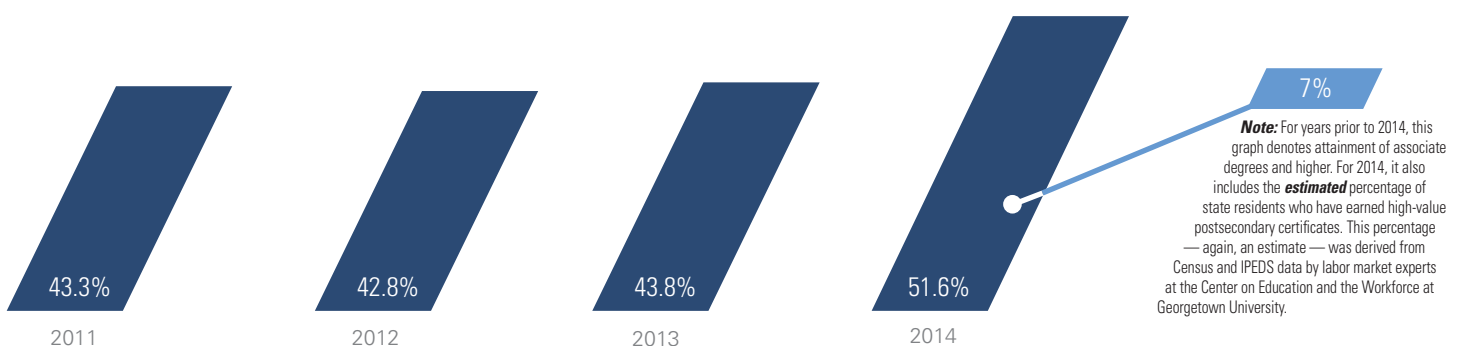
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center 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.

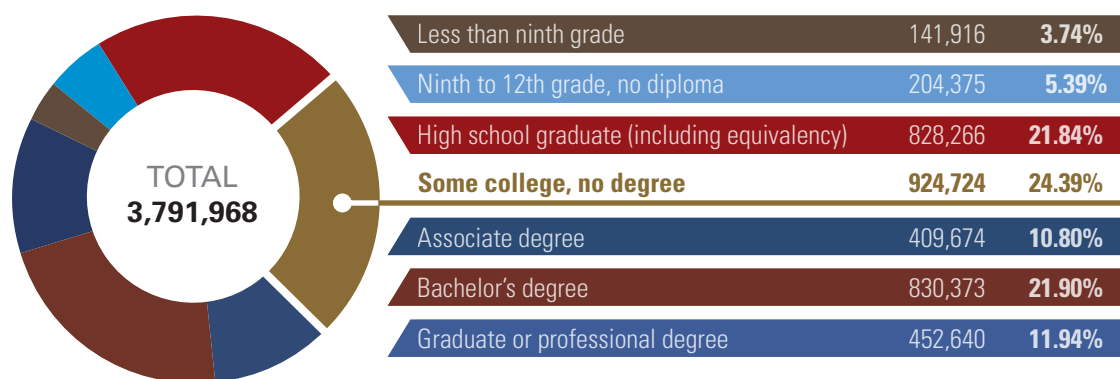
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Washington is one of those 26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



Levels of education for Washington residents, ages 25-64

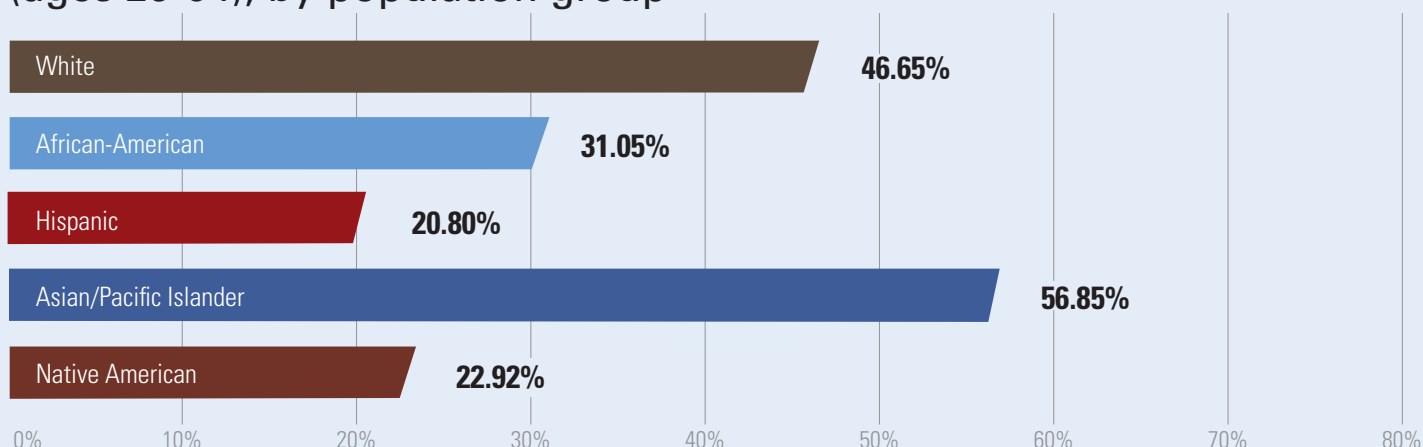


Estimated attainment of certificates: **7%**

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.

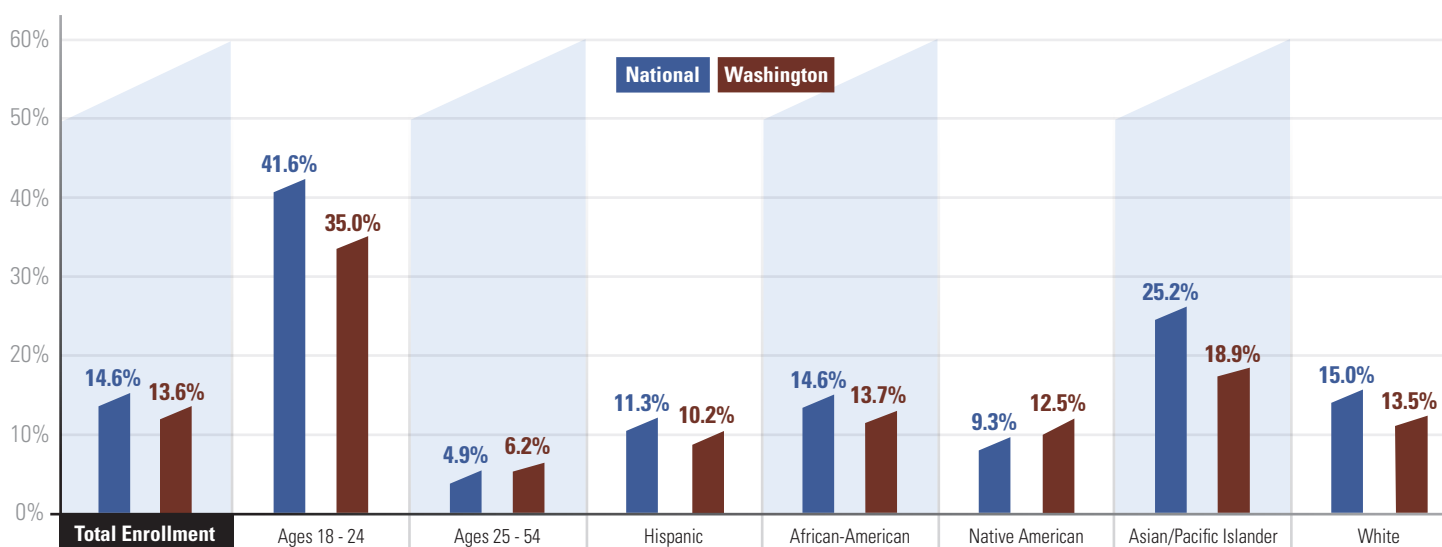
Source: U.S. Census Bureau, 2014 American Community Survey

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

WW

Tracking the trend

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

25.6%

2008

26.4%

2009

26.1%

2010

West Virginia



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 West Virginia stood at 25.6 percent. In 2014, the most recent year for which data are available, the rate reached 28.6 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.

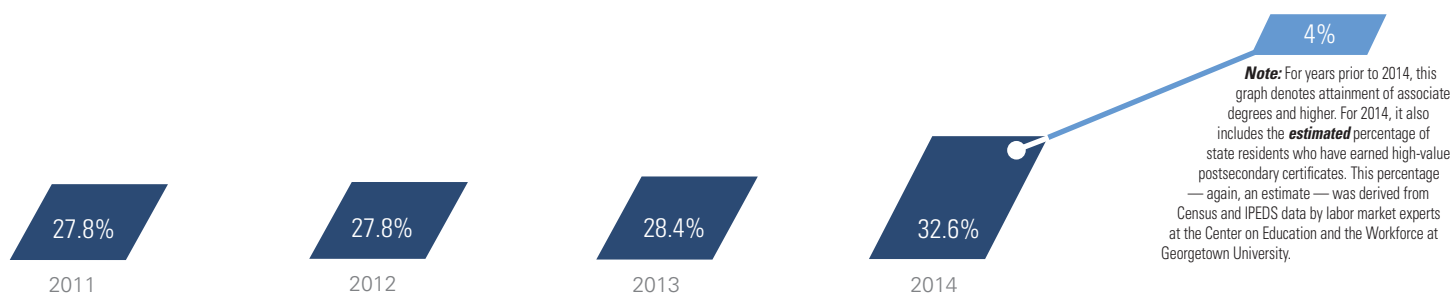
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In West Virginia, 4 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 32.6 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge West Virginia 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 West Virginia by race and ethnicity.

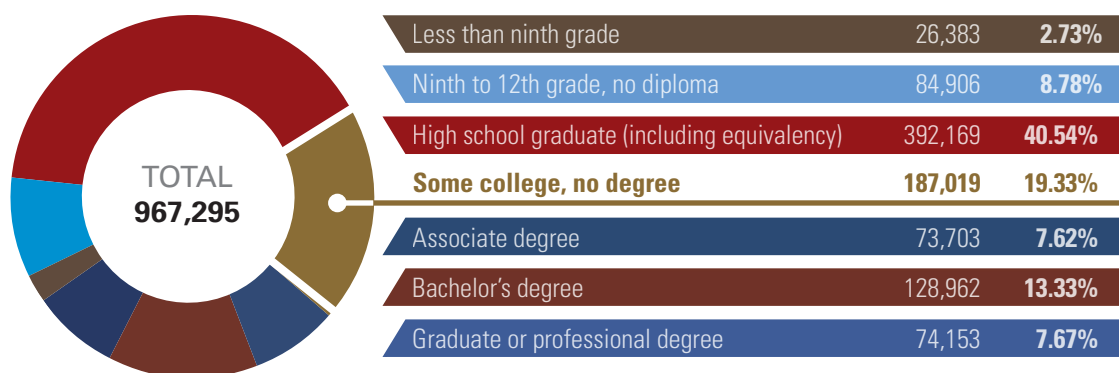
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Our analysis shows that West Virginia has not set a goal that meets Lumina's criteria; we urge state leaders to do so.

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/>).



Levels of education for West Virginia residents, ages 25-64

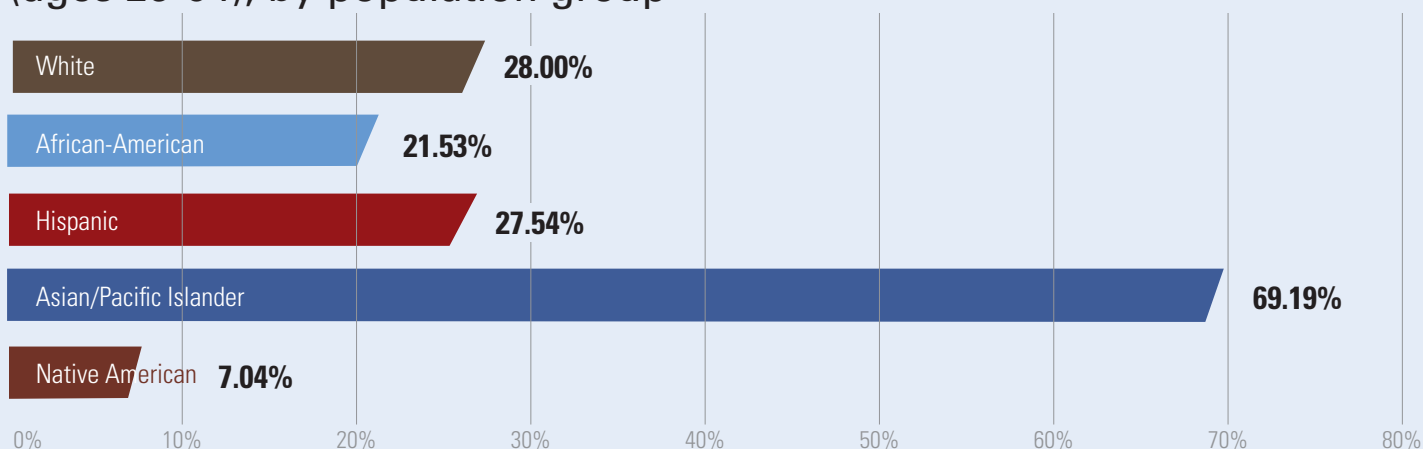


Estimated attainment of certificates: **4%**

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.

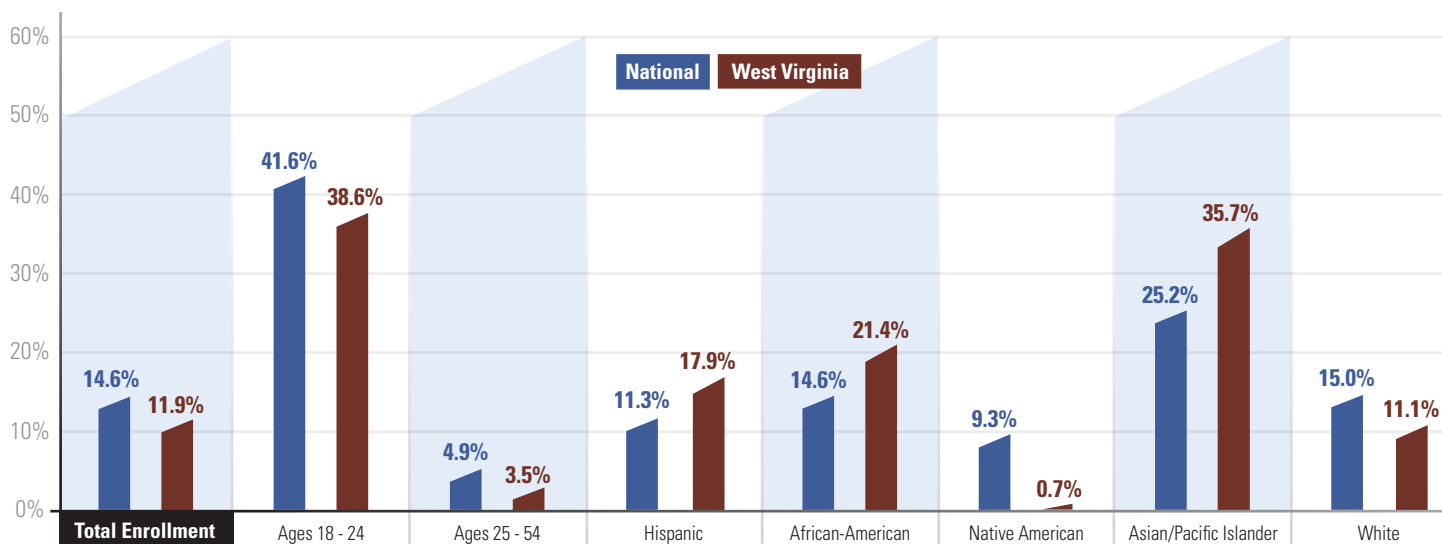
Source: U.S. Census Bureau, 2014 American Community Survey

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



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

College enrollment among West Virginia 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 West Virginia residents (ages 25-64) with at least an associate degree, by county

Barbour	20.32	Gilmer	24.18	Lewis	25.20	Monongalia	46.93	Raleigh	26.97	Webster	10.65
Berkeley	28.49	Grant	21.22	Lincoln	14.67	Monroe	19.87	Randolph	23.68	Wetzel	18.16
Boone	16.20	Greenbrier	25.64	Logan	18.03	Morgan	25.06	Ritchie	19.68	Wirt	22.19
Braxton	16.69	Hampshire	12.93	McDowell	9.71	Nicholas	23.10	Roane	17.99	Wood	31.39
Brooke	29.07	Hancock	30.26	Marion	32.11	Ohio	40.27	Summers	21.44	Wyoming	14.55
Cabell	37.57	Hardy	19.49	Marshall	26.61	Pendleton	22.28	Taylor	26.60		
Calhoun	16.76	Harrison	30.78	Mason	21.55	Pleasants	21.47	Tucker	22.15		
Clay	15.00	Jackson	27.20	Mercer	26.61	Pocahontas	22.00	Tyler	17.61		
Doddridge	18.26	Jefferson	37.16	Mineral	22.67	Preston	19.60	Upshur	24.46		
Fayette	21.32	Kanawha	34.05	Mingo	17.69	Putnam	36.30	Wayne	22.86		

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

WW

Tracking the trend

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





Wisconsin

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 Wisconsin stood at 38 percent. In 2014, the most recent year for which data are available, the rate reached 42.1 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.

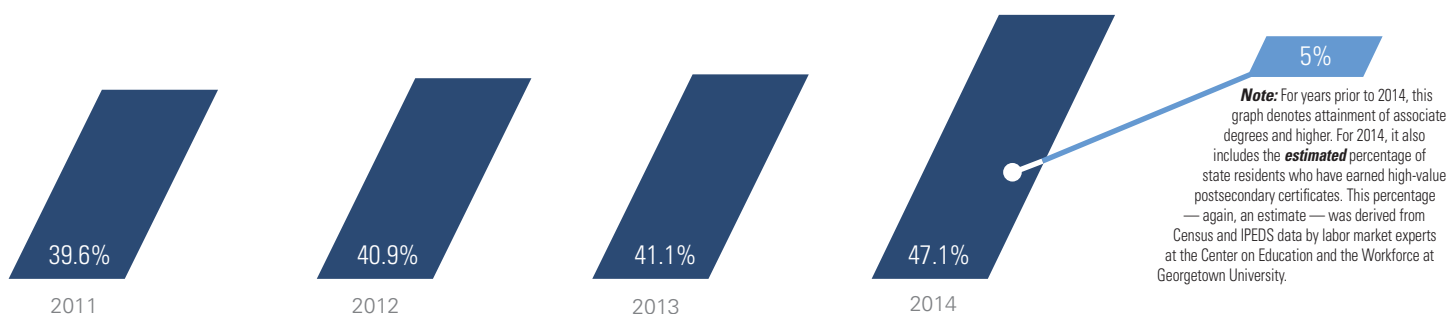
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In Wisconsin, 5 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 47.1 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge Wisconsin 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 Wisconsin by race and ethnicity.

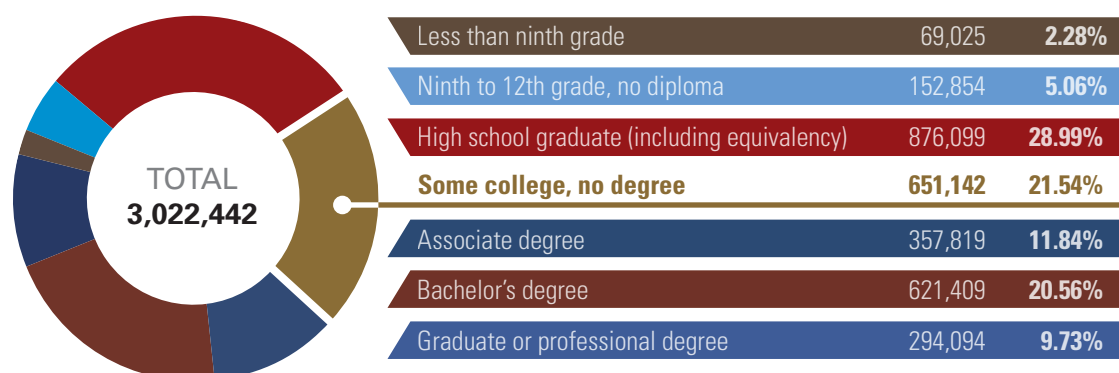
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Our analysis shows that Wisconsin has not set a goal that meets Lumina's criteria; we urge state leaders to do so.

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/>).



Levels of education for Wisconsin residents, ages 25-64

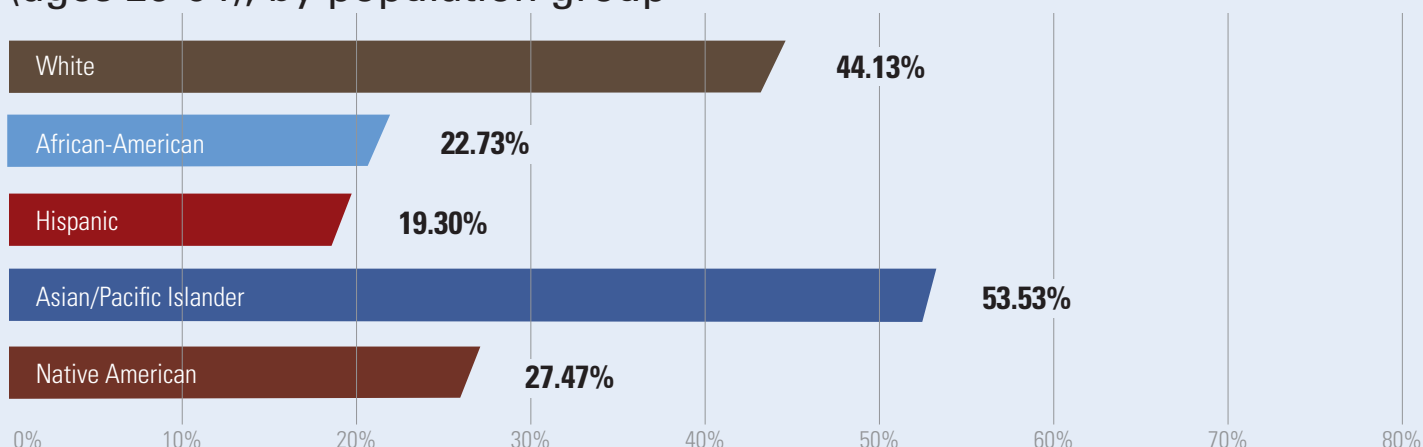


Estimated attainment of certificates: **5%**

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.

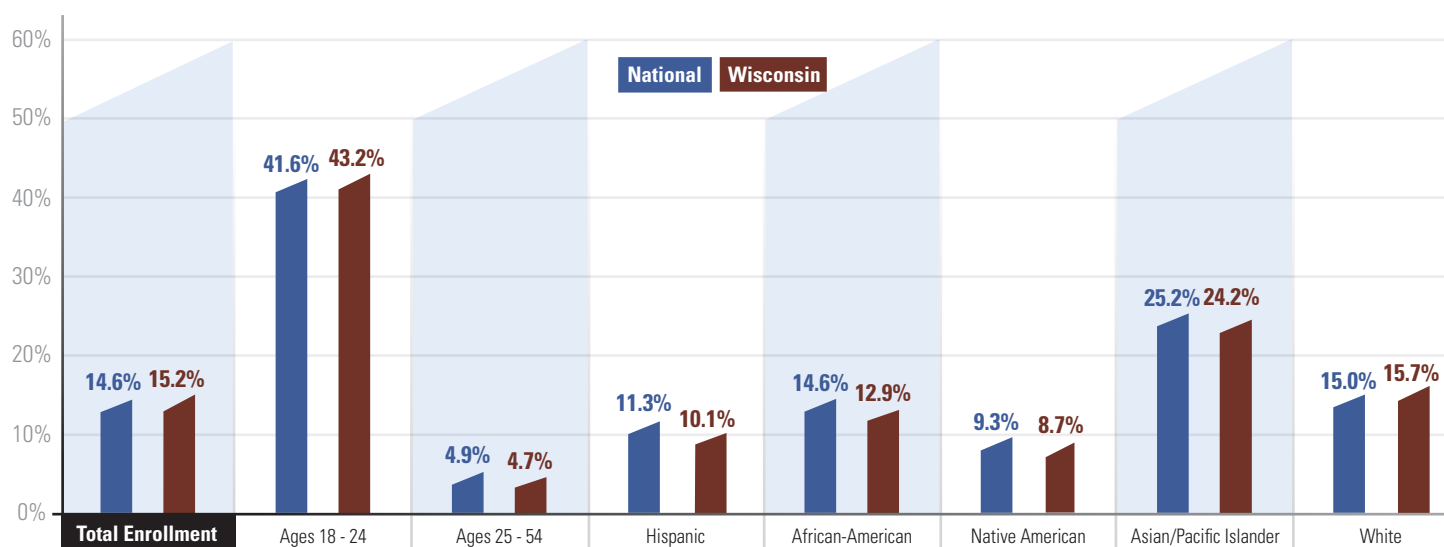
Source: U.S. Census Bureau, 2014 American Community Survey

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



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

College enrollment among Wisconsin 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 Wisconsin residents (ages 25-64) with at least an associate degree, by county

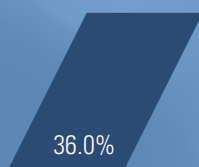
Adams	22.82	Dane	59.87	Iowa	37.69	Marathon	39.05	Polk	32.98	Taylor	25.38
Ashland	37.81	Dodge	28.95	Iron	36.08	Marinette	26.90	Portage	41.76	Trempealeau	32.53
Barron	31.60	Door	37.04	Jackson	25.55	Marquette	23.26	Price	30.41	Vernon	34.64
Bayfield	41.15	Douglas	37.18	Jefferson	35.61	Menominee	28.30	Racine	34.61	Vilas	33.89
Brown	42.37	Dunn	40.71	Juneau	23.29	Milwaukee	38.59	Richland	28.53	Walworth	36.96
Buffalo	32.64	Eau Claire	48.74	Kenosha	37.16	Monroe	30.52	Rock	32.11	Washburn	34.99
Burnett	28.70	Florence	21.21	Kewaunee	29.27	Oconto	30.69	Rusk	26.33	Washington	43.29
Calumet	43.94	Fond du Lac	35.12	La Crosse	49.46	Oneida	36.79	St. Croix	48.53	Waukesha	55.41
Chippewa	35.66	Forest	25.09	Lafayette	31.51	Outagamie	42.62	Sauk	34.11	Waupaca	29.08
Clark	21.79	Grant	35.01	Langlade	25.21	Ozaukee	58.88	Sawyer	35.29	Waushara	24.20
Columbia	37.03	Green	33.85	Lincoln	29.72	Pepin	32.14	Shawano	28.30	Winnebago	39.54
Crawford	28.92	Green Lake	26.88	Manitowoc	33.13	Pierce	41.81	Sheboygan	35.94	Wood	35.49

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

WY

Tracking the trend

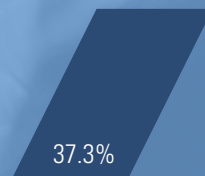
Percentage of the state's working-age population (25-64) with a quality postsecondary credential



2008



2009



2010

Wyoming

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 Wyoming stood at 36 percent. In 2014, the most recent year for which data are available, the rate reached 38.4 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.

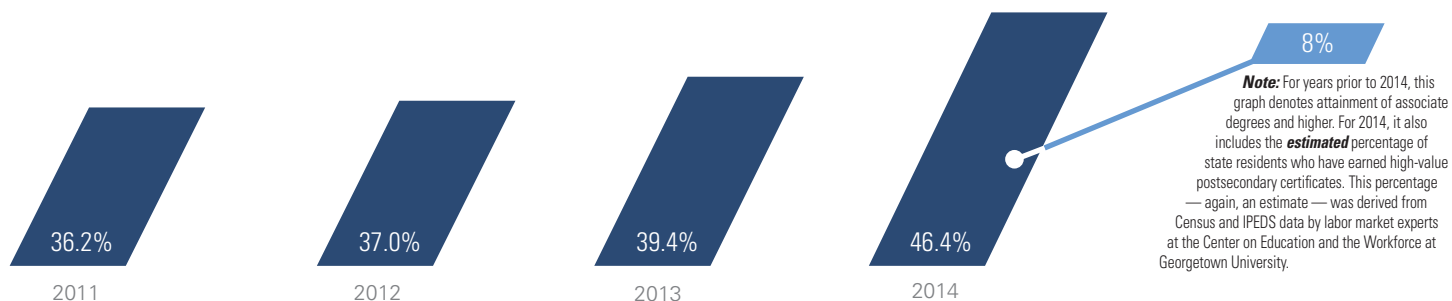
This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In Wyoming, 8 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 46.4 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge Wyoming 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 Wyoming by race and ethnicity.

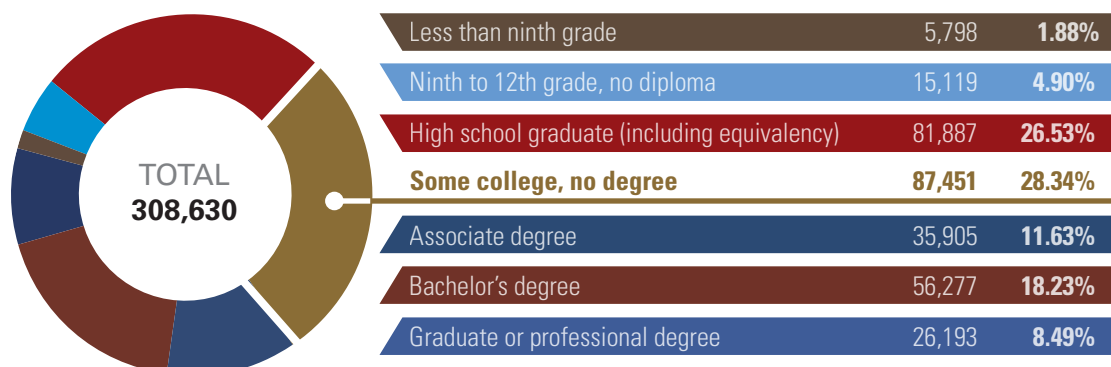
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Our analysis shows that Wyoming has not set a goal that meets Lumina's criteria; we urge state leaders to do so.

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/>).



Levels of education for Wyoming residents, ages 25-64

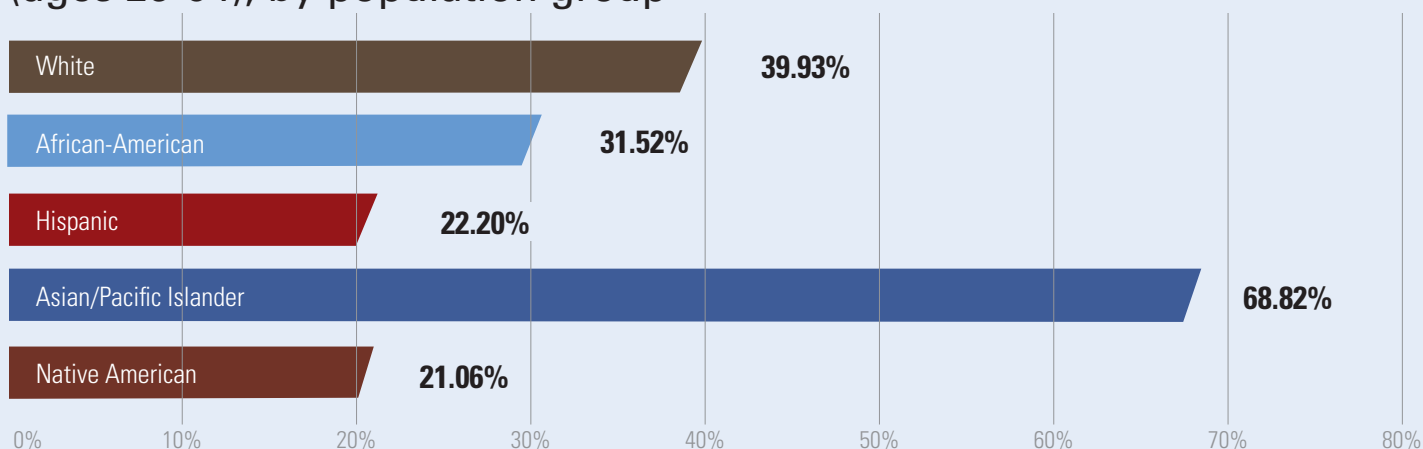


Estimated attainment of certificates: **8%**

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.

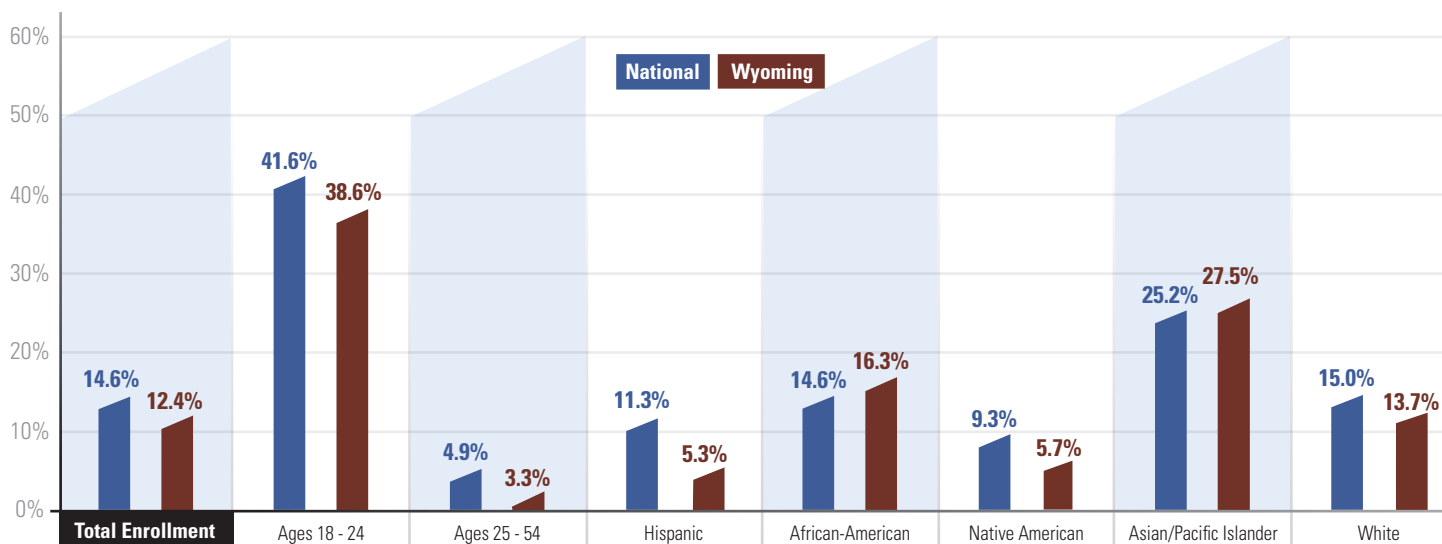
Source: U.S. Census Bureau, 2014 American Community Survey

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



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

College enrollment among Wyoming 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 Wyoming residents (ages 25-64) with at least an associate degree, by county

Albany	60.88	Converse	33.36	Hot Springs	34.20	Natrona	33.37	Sheridan	39.52	Uinta	29.47
Big Horn	29.44	Crook	34.59	Johnson	42.78	Niobrara	35.16	Sublette	36.50	Washakie	29.60
Campbell	30.36	Fremont	33.86	Laramie	41.74	Park	42.35	Sweetwater	28.29	Weston	28.67
Carbon	28.80	Goshen	35.05	Lincoln	33.21	Platte	32.47	Teton	57.18		

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

Credits

Research and data collection: The Center on Education and the Workforce at Georgetown University, the National Center for Higher Education Management Systems and NORC at the University of Chicago.

Writing: Dewayne Matthews

Editing: David S. Powell

Editorial assistance: Joe Konz

Design: IronGate Creative and RSN, Ltd.

Layout and production: Natasha Swingley/RSN, Ltd.

Printing: Vista Graphic Communications

About Lumina Foundation

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.

Online access: This report and all of its elements are available at 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 a printable version of the front section of the full report — which includes the national and metro-area data.
- Download printable versions of individual policy briefs that present the data specific to each state.

Twitter: @LuminaFound



Lumina[™]
FOUNDATION

P.O. Box 1806
Indianapolis, IN 46206-1806
www.luminafoundation.org

© 2016 Lumina Foundation
All rights reserved.

April 2016