

# SAC Data Workshop

Wednesday, April 8, 2026

Andrew Dyke  
EcoNW

Jeff Strohl  
Georgetown University Center  
on Education and the  
Workforce

Patrick Crane &  
Chris Mullin  
Lumina Foundation



STATE  
ATTAINMENT  
COLLABORATIVE

# WELCOME

**Patrick Crane, Ph.D.**

Strategy Director for State Policy



# Creating Indicators, not Answers

## Measurement

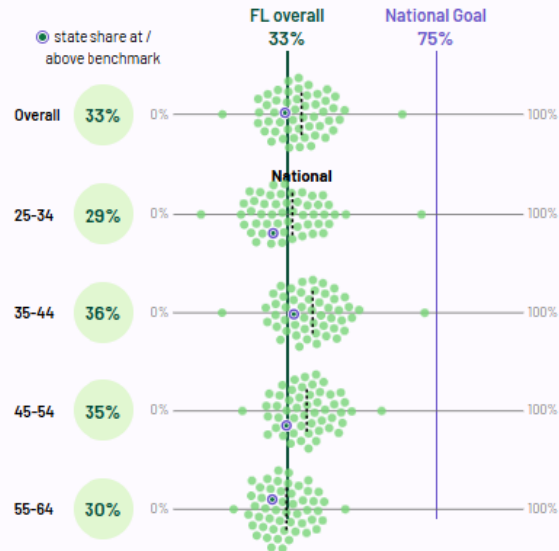
CREENTIALS OF VALUE | EDUCATIONAL ATTAINMENT | METHODOLOGY

Lumina FOUNDATION A STRONGER NATION CREDENTIALS OF VALUE

2024 Report for Florida

Introduction Summary State Credentials of Value Education Types **Demographics** Detailed Race/Ethnicity

**2024 Share of People with Degree and Earning At or Above Benchmark in Florida, by Age Group**  
ages 25-64 among the labor force, excluding short-term credentials; benchmark reflects 15% more than the national median annual salary/wage of a high school graduate



Note: Overall category data uses 2024 one-year estimates; all other data uses 2022-2024 three-year estimates. Some data may be unavailable for certain groups or time periods.

### Demographics

Explore disparities in credentials of value across race/ethnicity, gender, and age groups.

Explore Demographics

## Research

MYFLORIDAFUTURE RESOURCES + NEWS + FOR EMPLOYERS + CONTACT

STATE UNIVERSITY SYSTEM OF FLORIDA

ABOUT US UNIVERSITIES BOARD REGULATIONS TRUSTEES

## MyFloridaFuture Tool

MyFloridaFuture MyFloridaFuture Tool

Welcome to MyFloridaFuture Earnings over time Compare earnings Beyond the bachelors Earnings by major group Typical loan amounts Loans over time

Median earnings for Bachelors degree earners at All Institutions 1 year, 3 years, 5 years and 10 years after graduation: All Majors



Notes: Chart shows annualized gross (before tax) median earnings for graduates found working full-time. An asterisk is shown to protect the privacy of students when a selection has too few graduates (less than 10). For more, see the MyFloridaFuture technical notes.

# Stronger Nation: Data Management

Who	What	Year				
		S	O	N	D	J
<b>DATA RELEASES</b>						
CEW	IPEDS Completions (Fall release)	22				
CEW	NTEWS	1				
CEW	CPS/ASEC	12				
NCHEMS	Nation/State Attainment (1-year ACS PUMS)	12				
NCHEMS	Demographics Attainment (1-year ACS PUMS)		17			
NCHEMS	County/Metro Attainment (5-year ACS PUMS)				12	
EcoNW	Demographics CoV (1-year ACS PUMS)		17			

# The Five-part Harmony



# Setting Benchmarks

Andrew Dyke, EcoNW



## Prosperity Benchmark Calculations

The steps below describe the methods ECONorthwest uses to calculate Lumina Foundation's credential-of-value benchmark and identify the number and share of individuals meeting the benchmark, using Census Bureau's American Community Survey Public Use Microdata (PUMS).

- **Data source:** One-year PUMS retrieved from Census
- **Population of interest:** All individuals age 25-64 [25 <= AGEP <= 64] in the labor force [ESR does not equal 6]
- **Benchmark wage calculation:**
  - *Population used to calculate benchmark ("benchmark population"):* All individuals in the population of interest who have a high school diploma or GED as their highest educational attainment [SCHL = 16 or SCHL = 17], regardless of employment status.
  - *Benchmark:* Median wage and salary income among the benchmark population plus a 15 percent premium [1.15 \* Median WAGP], including individuals with zero wage and salary income. Wage and salary income are inflated using ADJINC.

Individuals in the population of interest who have a postsecondary degree [20 <= SCHL <= 24]<sup>1</sup> and wage and salary income at or above the benchmark are considered to have met the benchmark and therefore have a credential of value.

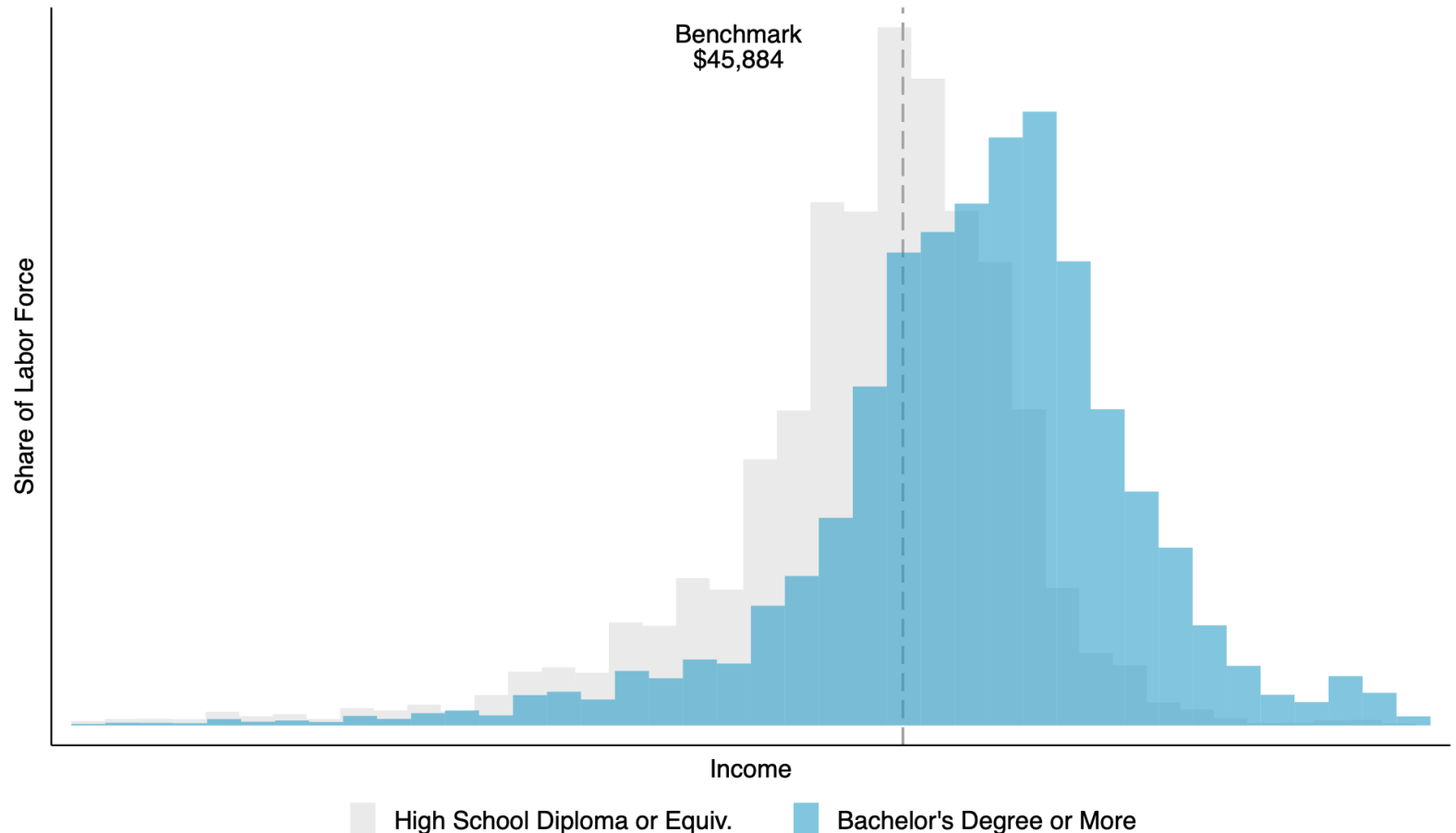
<sup>1</sup> ACS data do not identify individuals with short-term credentials (certificates, certifications) and these credentials are therefore not considered in these calculations.



- Population of interest: All individuals age 25-64 in the labor force
- Two criteria identify individuals with a credentials of value (CoV):
  1. Having a postsecondary credential
  2. Having wages above benchmark
- Wage benchmark = 115% of the median wage of individuals in the labor force who are 25-64 and have a high school diploma or equivalent and no college experience
- American Community Survey (ACS) microdata (PUMS) is used to calculate the wage benchmark and to identify individuals with a degree of value (DoV) – those with an associate degree or higher and wages above benchmark.
  - ACS does not identify individuals with a short-term credential (STC)

- Wage benchmark = 115% of the median wage of individuals in the labor force who are 25-64 and have a high school diploma or equivalent and no college experience
- In 2024 this benchmark was \$45,844 (84% of median wage and salary income among all employed adults age 25-64 in 2024).

Wage distribution by educational attainment, U.S. labor force (2024)



Questions about the Benchmark

- Stronger Nation provides state-level DoV estimates based on the national wage benchmark
- Creating a state-specific estimate based on a different set of parameters is possible, using the ACS PUMS, by following the documented methods\*, modified to accommodate the change:
  1. Define the population of interest
  2. Identify the benchmark population
  3. Calculate the benchmark using the population from (2)
  4. Calculate the DoV share: the share of the population from (1) with a postsecondary degree AND wages above the benchmark from (3)
- Possible for a single state using spreadsheet software such as Excel but faster, more reliable, and more easily replicable using other platforms such as Python, R, Stata, SAS, etc.

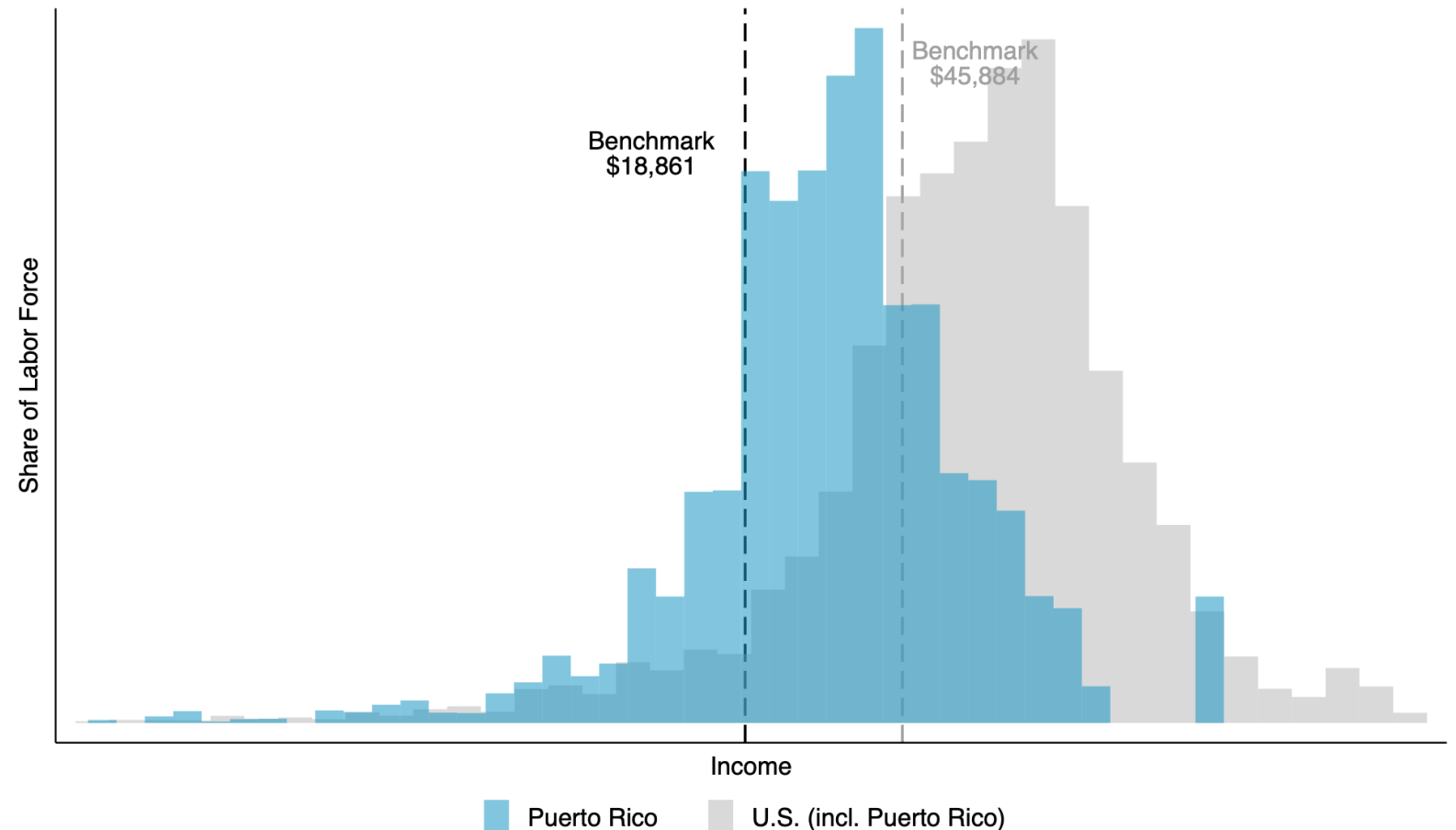
\*The methods document provides specific ACS variable names and codes relevant to the calculation.

# State Degree of Value Estimate Using State-Specific Wage Benchmark

## DoV Estimate using State-specific Wage Benchmark

1. *Identify the population of interest: All individuals 25-64 that are in the labor force **in the relevant state**\**
2. *Identify the benchmark population: Individuals in the population from (1) who have a high school diploma or GED and no college experience*
3. *Calculate the benchmark:  $1.15 * \text{Median Wage of the population from (2)}$*
4. *Calculate the DoV share: the share of the population from (1) with a postsecondary degree AND wages above the benchmark from (3)*

## Wage distribution of labor force, U.S. and Puerto Rico (2024)



\*Using the ACS state variable in the national PUMS or simply retrieving the ACS data for a single state from <https://www.census.gov/programs-surveys/acs/microdata/access.html> or <https://usa.ipums.org/usa/>.

# Questions about Setting a State's Degrees of Value Rate

# Certificate and Certification Estimates

Jeff Strohl, Georgetown University  
Center on Education and the Workforce

## Methodological Processes to estimate Short-term Credential of Value

This document details the methodology for counting certificates and certifications that are used for reporting beginning in 2024 (applies to 2023 data and forward). Certifications rates are developed using the CPS but directly align with how degrees are evaluated under Lumina Foundation's revised goal. Certificate rates are developed through a multi-step process that estimates the national share of certificates, determines state and national shares of certificates, then calculates a corresponding "certificate of value" rate.

A certificate or certification is considered a credential of value if individuals who hold it earn at least **15% more than the national median annual earnings of a high school graduate**.

This earnings threshold is used consistently across states and credential types to ensure comparability with degree-based measures of value and to reflect labor market outcomes.

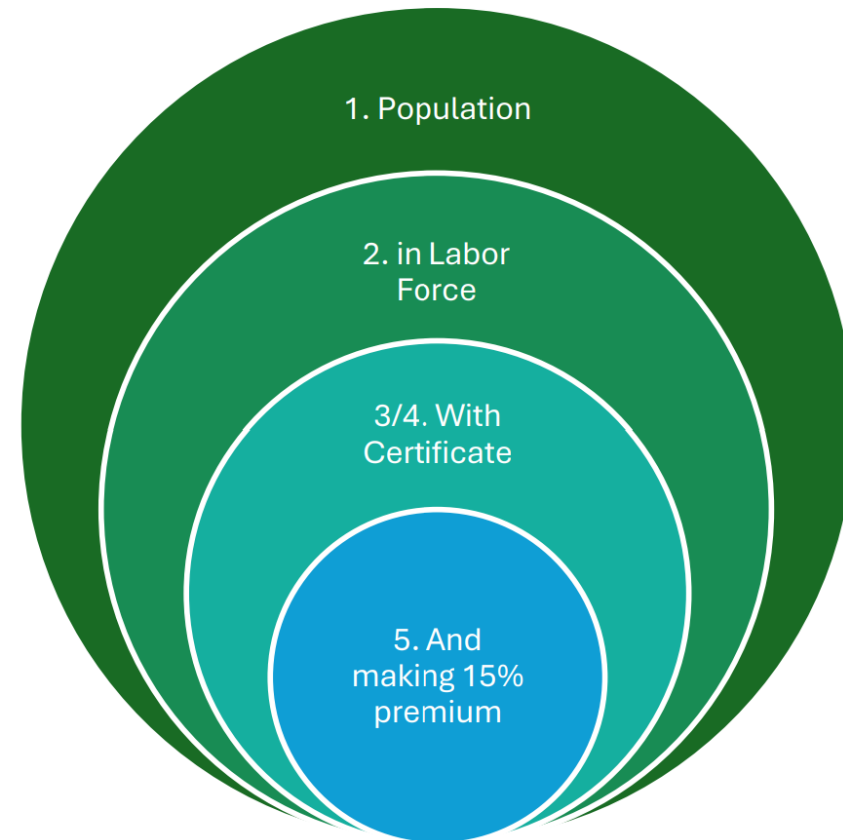
The process and details of the modified process to estimate short-term credentials of value are outlined in four phases.

### **Phase 1. Determine the National Share of Certificates of Value**

1. Acquire data from the 2022 National Training, Education and Workforce Survey (NTEWS) Pilot Study.
2. Identify adults (25 to 64) respondents who were in the Labor Force in NTEWS
3. Identify the portion of the labor force with only a postsecondary vocational certificate.
4. Of that population with a certificate (step 3), refine to those with some college but no degree, GED or High School diploma (but with a certificate from vocational, trade, or business school/community or technical college/another college or university).
5. Count the number of adults from Step 4 with postsecondary certificates whose earnings are 15% higher than the high school median wage (from the American Community Survey for 2021 as 2021 matches the year of the NTEWS question on earnings.)
6. To arrive at a *National Share of Certificates of Value*, divide the count from step 5 by the count derived in step 2.

# Estimating Certificates of Value

## Phase 1. Determine the National Share of Certificates of Value



# Estimating Certificates of Value

**Phase 1. Determine the National Share of Certificates of Value**

**Phase 2. Determine the National and State Counts of Certificates of Value**



Step 3:



Step 4:



Step 5:

# Estimating Certificates of Value

**Phase 1. Determine the National Share of Certificates of Value**

**Phase 2. Determine the National and State Counts of Certificates of Value**

**Phase 3. Determine the National and State Certificate of Value Rate**

Step 2:



Step 3:



# Questions about Setting a State Certificate of Value Rate

# Estimating Certifications of Value

## Phase 4. Determining the Certifications of Value Rate



Steps 1-3.



# Questions about Setting a State Certification of Value Rate

# Open Discussion