

A STRONGER

NATION



through higher education

Ten-year time horizon
brings Goal 2025 into sharp focus

An annual report from Lumina Foundation

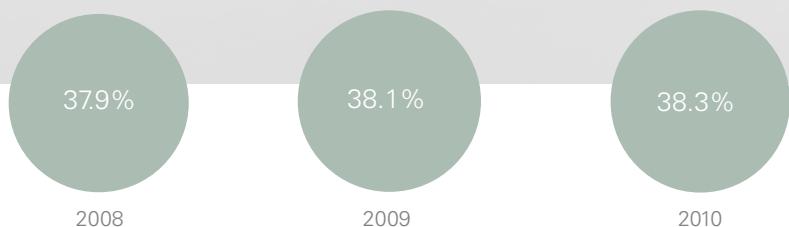
In this report:

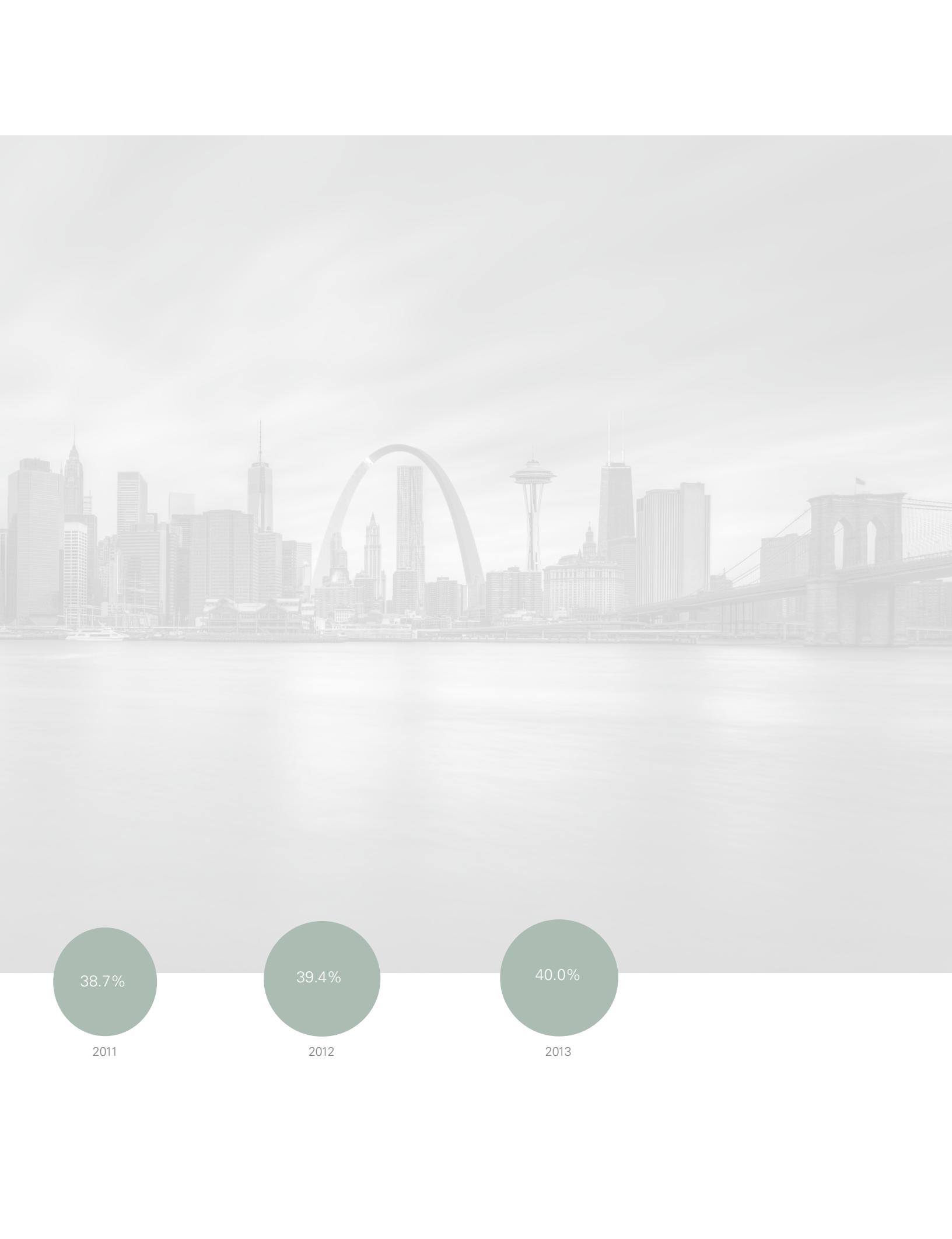
- The higher education attainment rate of the U.S. and every state, showing how rates have changed over six years.
- The attainment rate for every county and the 100 most populous metropolitan areas in the U.S.
- Breakdowns of the attainment data, including by race and ethnicity.
- A snapshot of current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



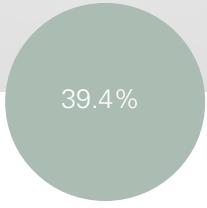
Tracking the trend

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

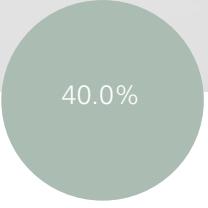




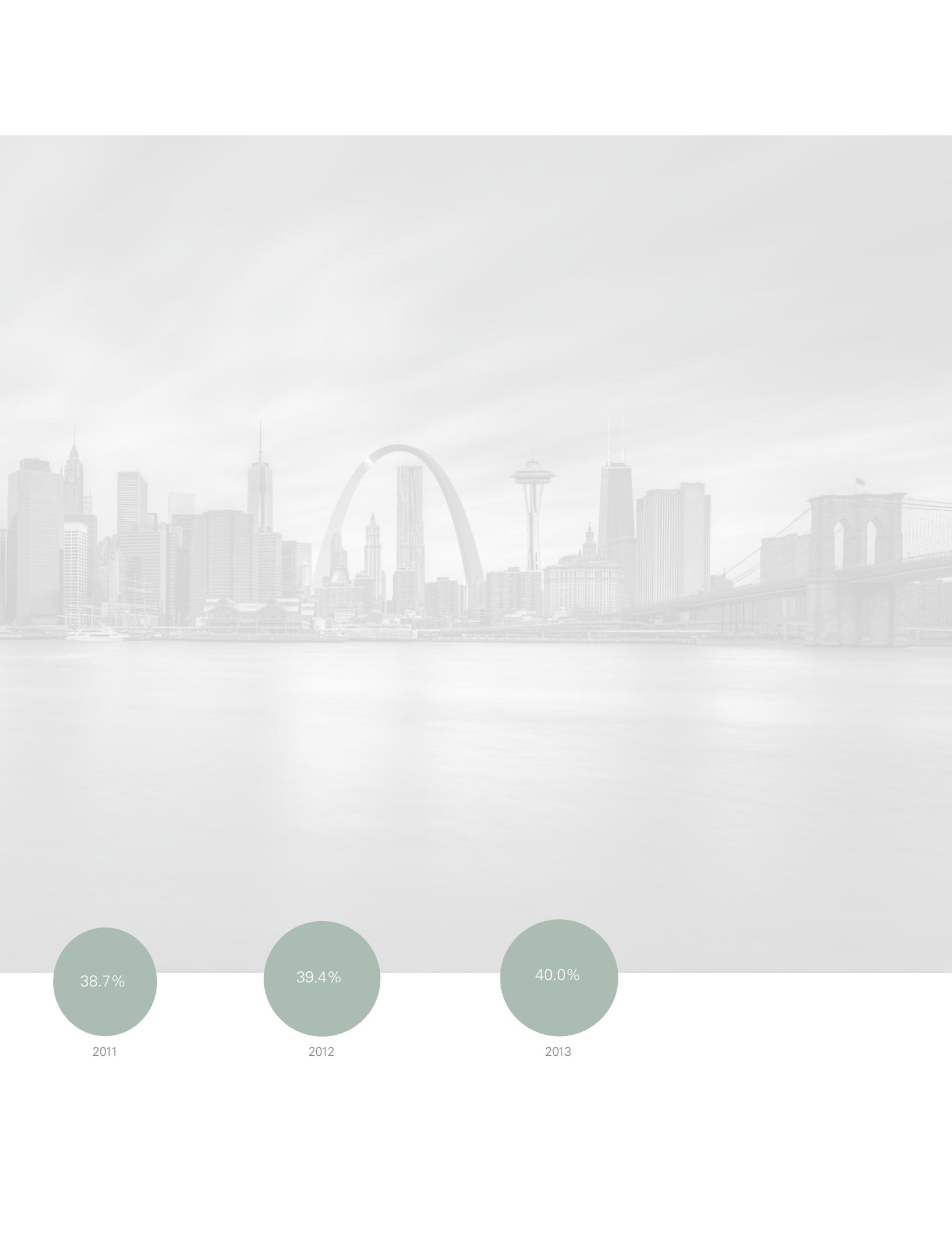
2011



2012



2013



Our time is limited, but reaching Goal 2025 looms large

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

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

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

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

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

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

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

That's why we take Goal 2025 seriously. And taking the goal seriously means that we regularly monitor progress toward that goal, from every level — beginning with national attainment figures and extending all the way to our own actions and activities here at Lumina Foundation.

This annual report, *A Stronger Nation through Higher Education*, is our most visible tool in that ongoing effort. Like all earlier editions of the report,

this one, our sixth, is

designed specifically to track progress toward Goal 2025 — on a national scale, from the perspective of the country's largest metropolitan areas, in each of the 50 states, even down to the county level.

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

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

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

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

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

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

And, yes, the clock is ticking...



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

Jamie P. Merisotis
President and CEO, Lumina Foundation

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

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

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

Status report on Goal 2025

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

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

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

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

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

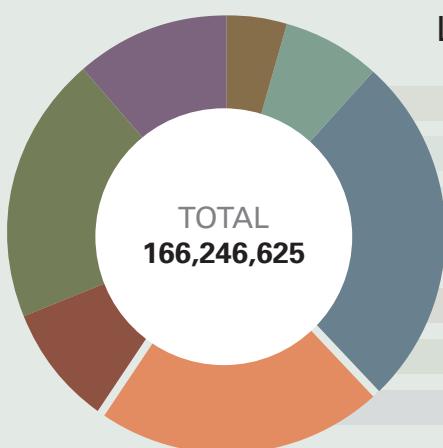
Attainment gaps

As in past years, attainment rates vary

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

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

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



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

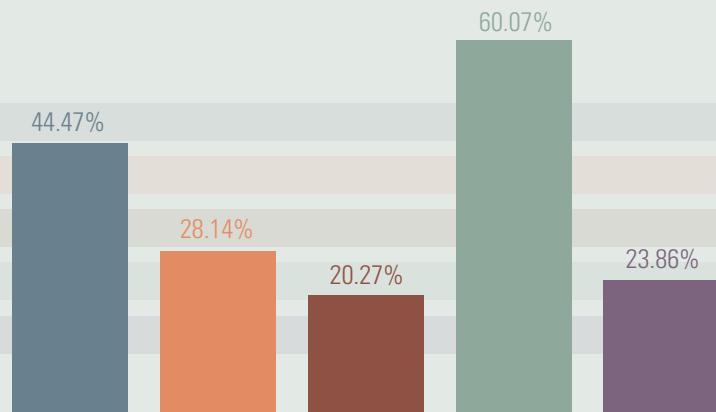
| | | |
|--|-------------------|---------------|
| Less than ninth grade | 7,849,104 | 4.72% |
| Ninth to 12th grade, no diploma | 11,958,503 | 7.19% |
| High school graduate (including equivalency) | 43,843,773 | 26.37% |
| Some college, no degree | 36,174,067 | 21.76% |
| Associate degree | 14,710,826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

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

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

| | |
|-----------------|---------------|
| White | 44.47% |
| Black | 28.14% |
| Hispanic | 20.27% |
| Asian | 60.07% |
| Native American | 23.86% |

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



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

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

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

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

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

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

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

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

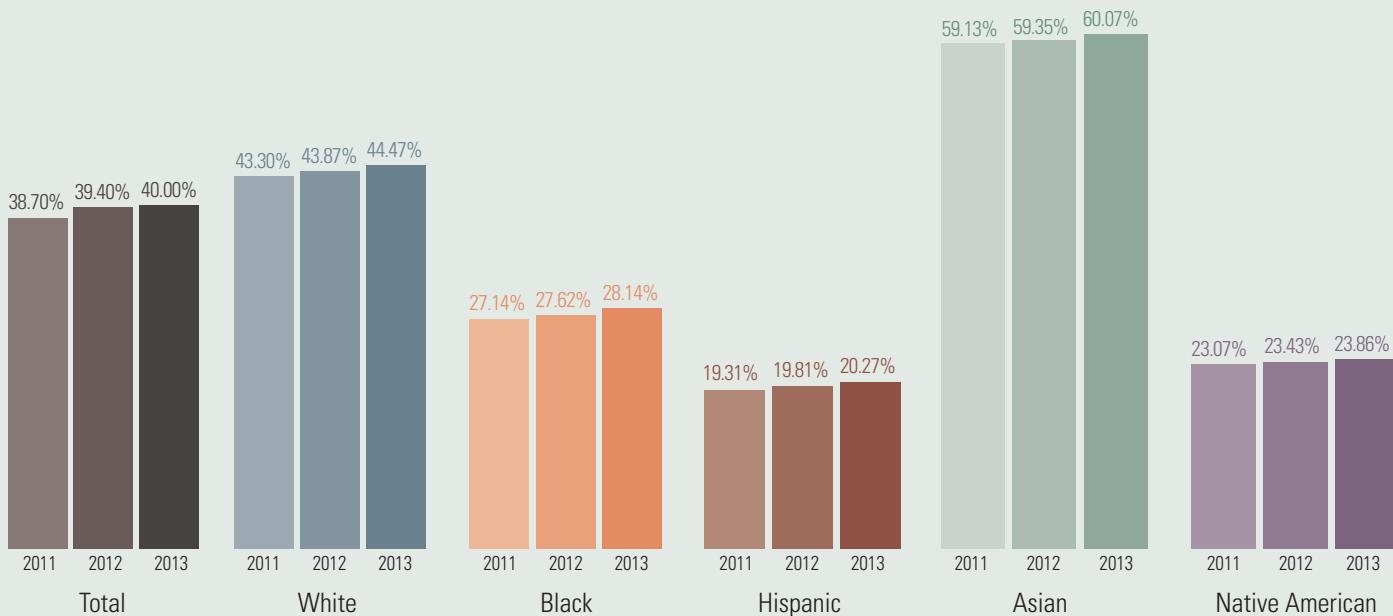
A road map to reach Goal 2025

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

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

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

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



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

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

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

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

Higher education degree completion

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

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

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

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

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

Certificates and certifications

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

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

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

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

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

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

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

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

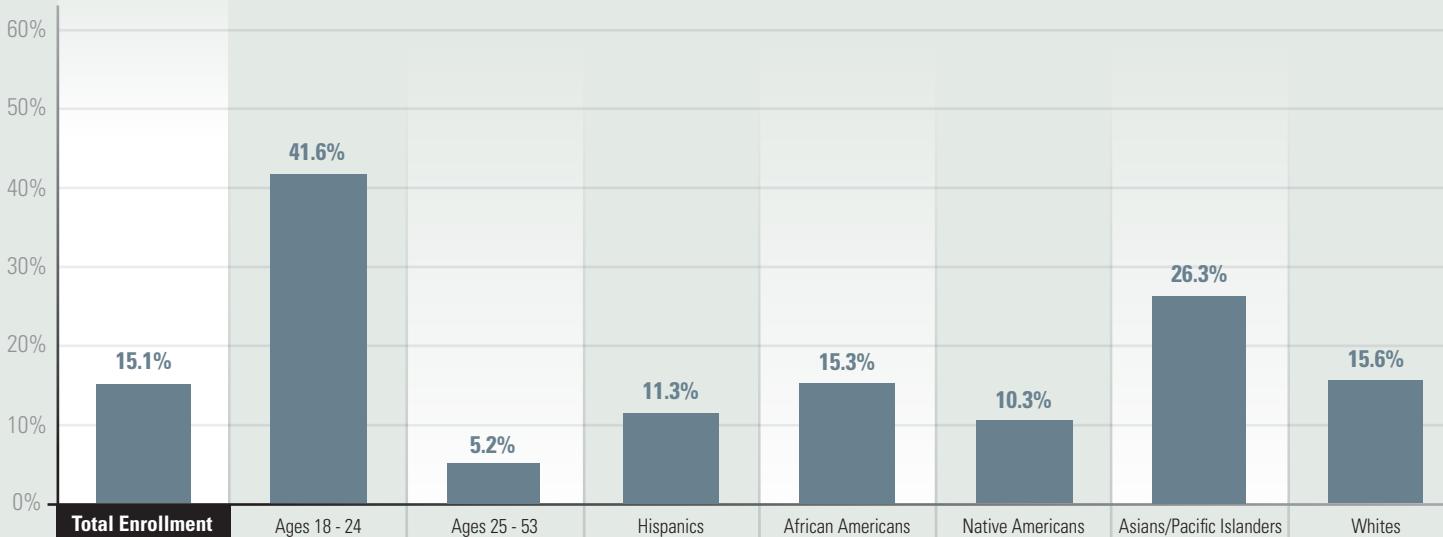
Adding it up

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

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

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

College enrollment among United States residents, ages 18-53



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

Lumina Foundation's metrics

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

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

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

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

Source: 2014 Gallup/Lumina Poll

ENROLLMENT: Increase total higher education enrollment.

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

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

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

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

Source: National Student Clearinghouse 2014

COMPLETION: Increase the overall annual higher education completion rate.

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

*Source: National Student Clearinghouse 2014

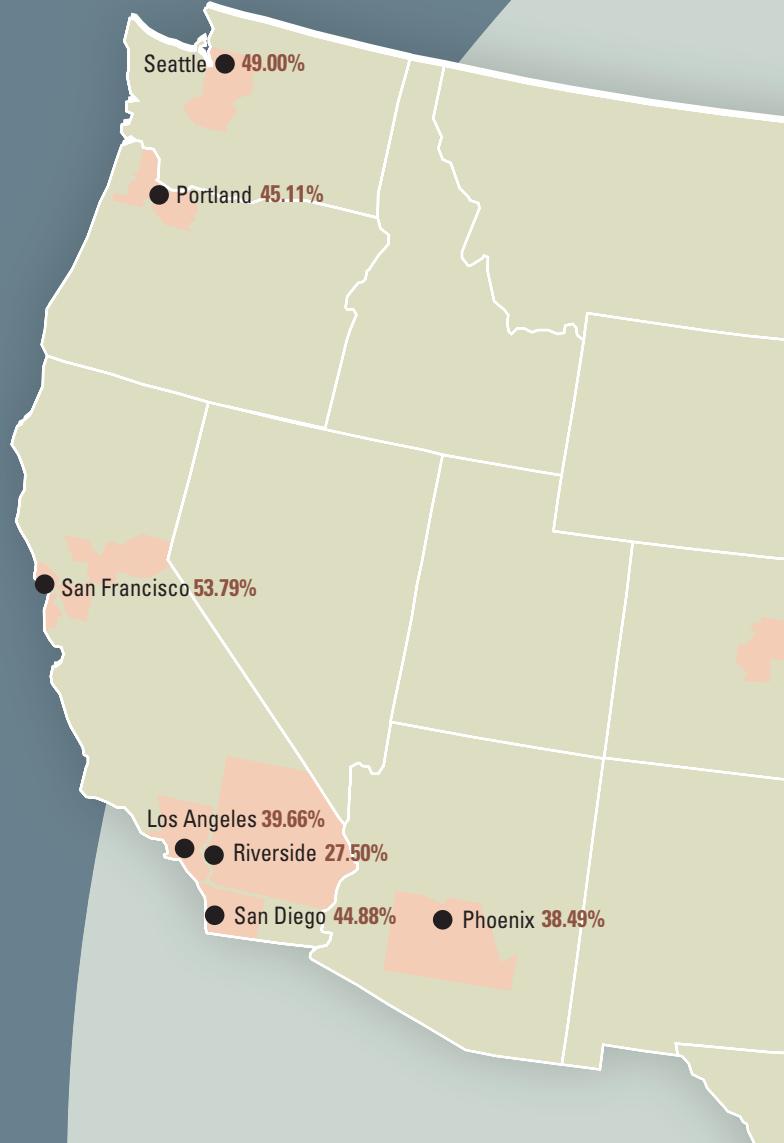
**Source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS) Completion Survey, 2012-13

Metro-area data



Rank by population

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



Rank by degree attainment

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

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



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

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

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

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

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

State profiles





Tracking the trend

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

31.6%
2008

31.7%
2009



Alabama

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

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

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

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

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

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

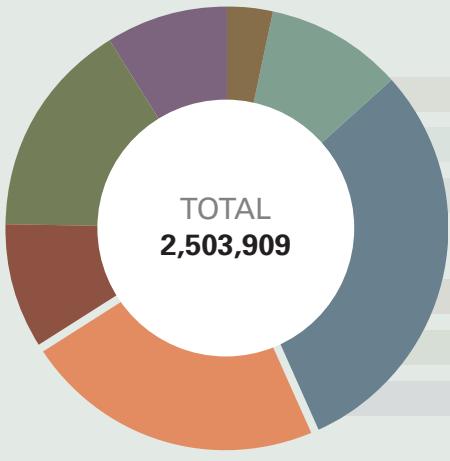
The steps that Alabama and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

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

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

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





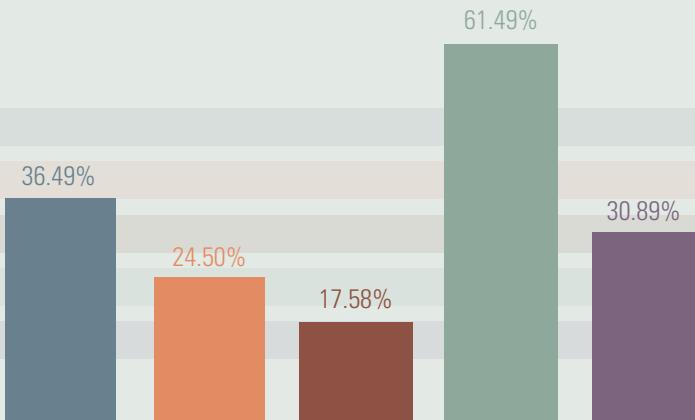
Levels of education for Alabama residents, ages 25-64

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

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

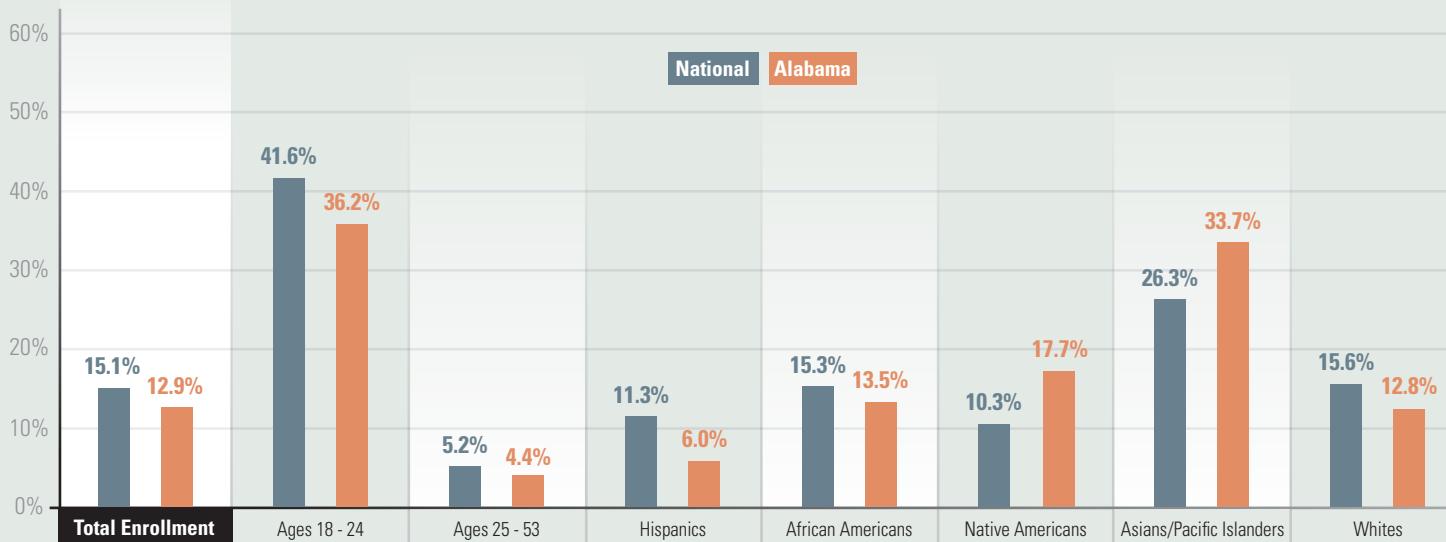
Degree-attainment rates among Alabama residents (ages 25-64), by population group

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



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

College enrollment among Alabama residents, ages 18-53



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

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

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

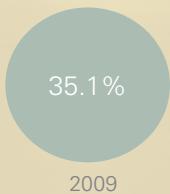
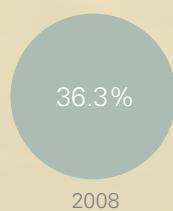
| | | | | | | | | | | | |
|----------|-------|-----------|-------|----------|-------|------------|-------|------------|-------|------------|-------|
| Autauga | 31.31 | Clarke | 21.20 | DeKalb | 20.34 | Jefferson | 40.54 | Mobile | 30.31 | Talladega | 21.83 |
| Baldwin | 37.72 | Clay | 18.78 | Elmore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

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



Tracking the trend

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



Alaska



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

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

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

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

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

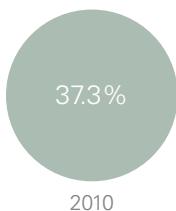
A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Alaska was 34.6 percent, lower than that of the adult population as a whole and also below the national rate of 41.6 percent.

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

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

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

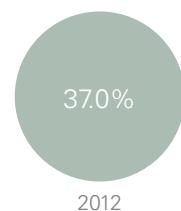
Many groups and individuals must work together to increase attainment. The imperative for Alaska to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need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



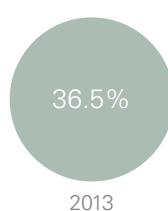
2010



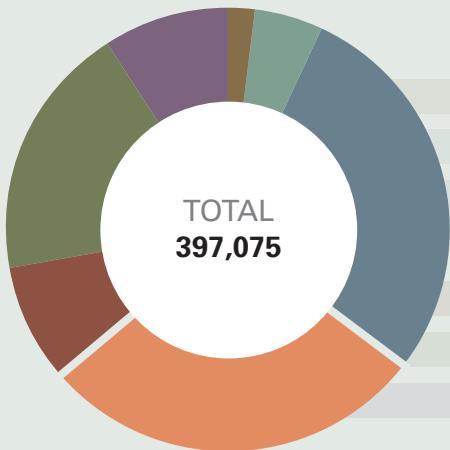
2011



2012



2013

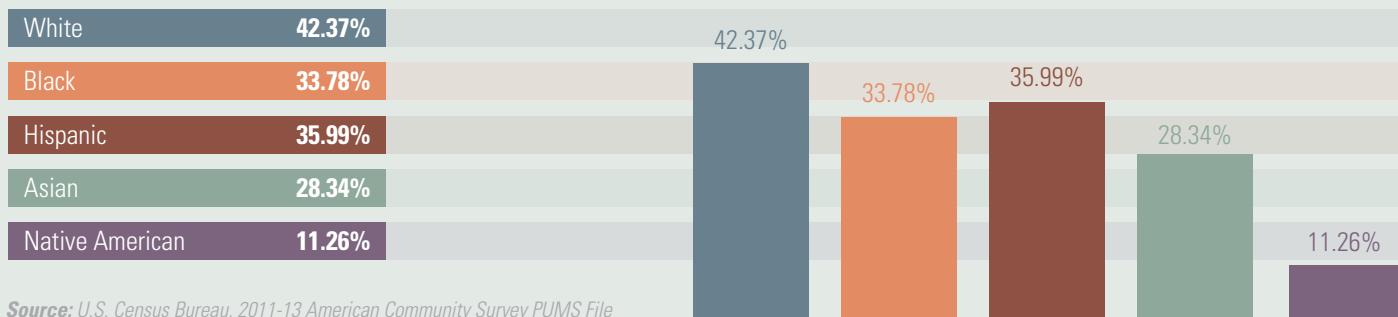


Levels of education for Alaska residents, ages 25-64

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

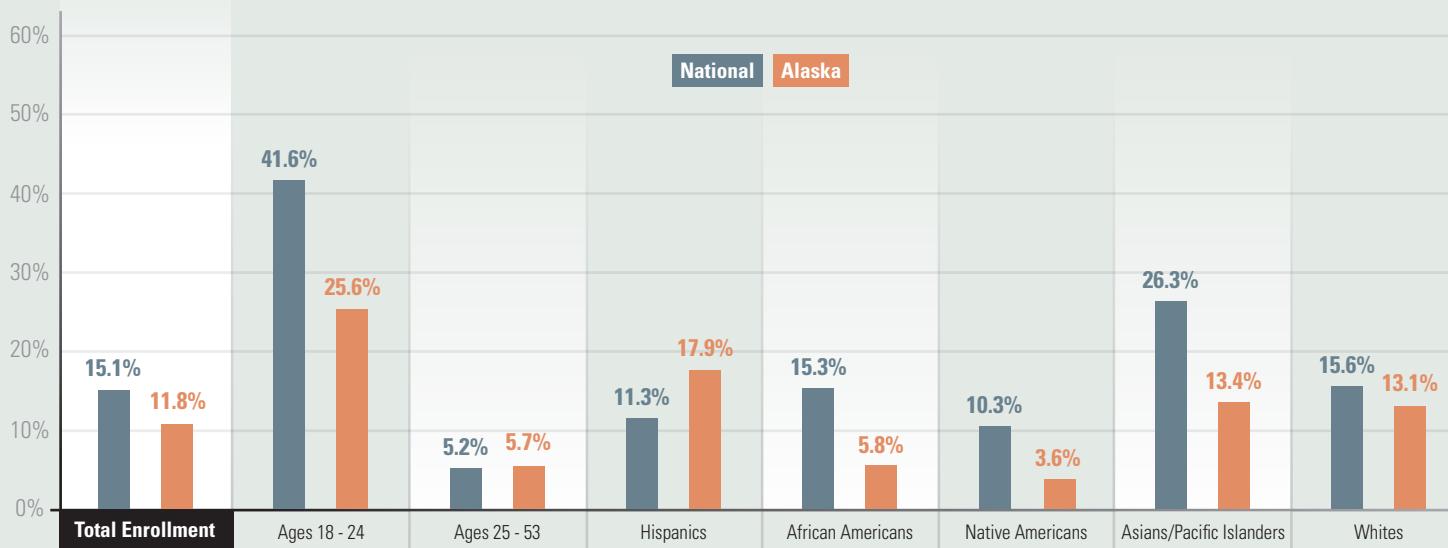
Source: U.S. Census Bureau, 2013 American Community Survey

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



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

College enrollment among Alaska residents, ages 18-53



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

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

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

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

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



Tracking the trend

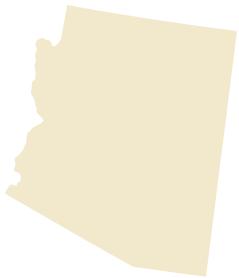
Percentage of the state's working-age population (25-64) with at least an associate degree

34.4%

2008

34.8%

2009



Arizona

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

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

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

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

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

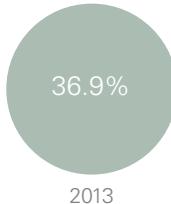
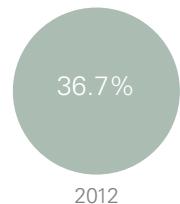
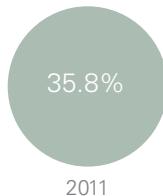
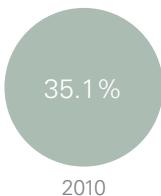
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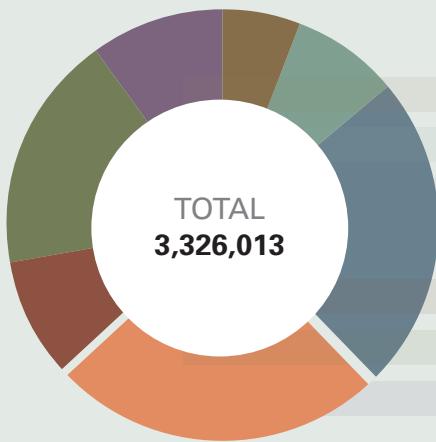
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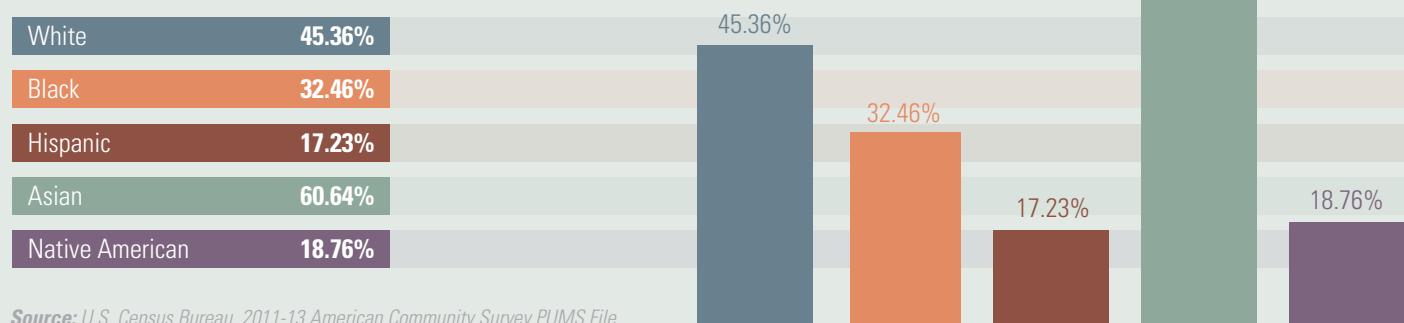


Levels of education for Arizona residents, ages 25-64

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

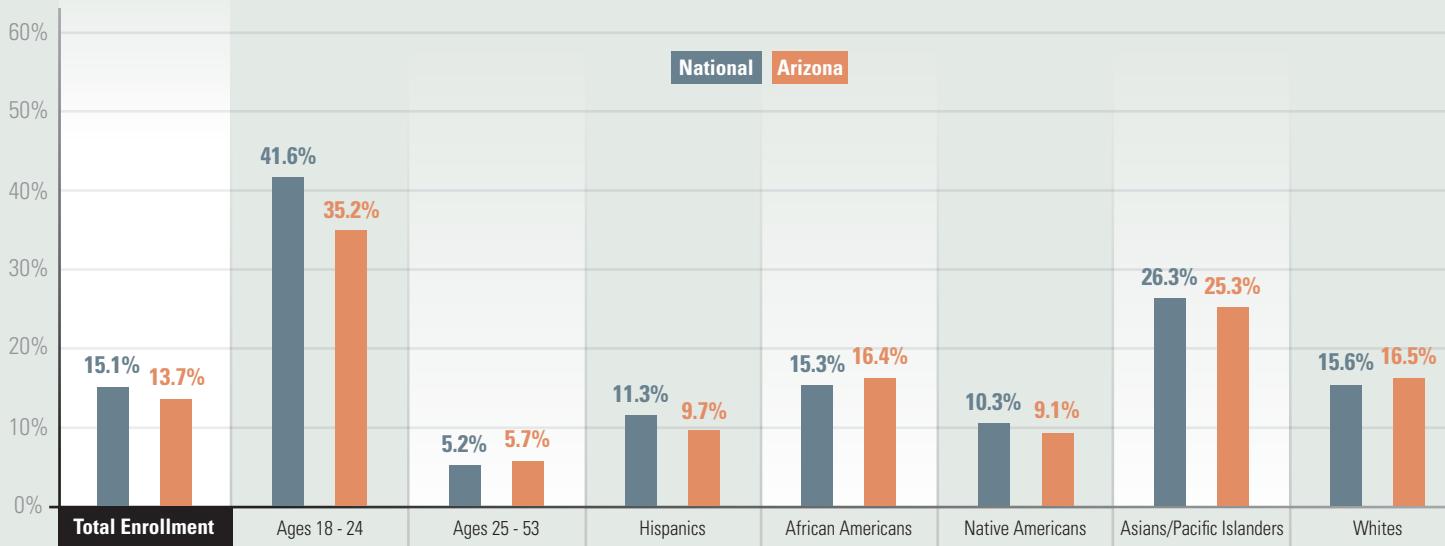
Source: U.S. Census Bureau, 2013 American Community Survey

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



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

College enrollment among Arizona residents, ages 18-53



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

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

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

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

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



Tracking the trend

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

26.5%



2008

27.0%



2009



Arkansas

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

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

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

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

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

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

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

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

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

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

27.9%



28.2%

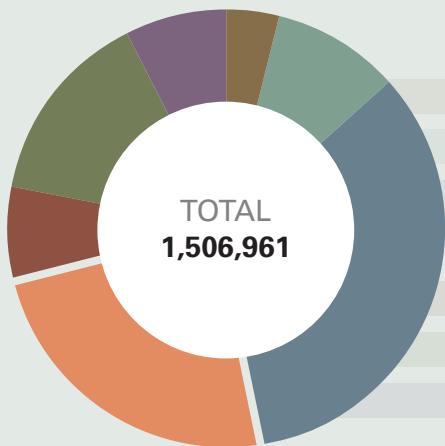


29.3%



28.8%



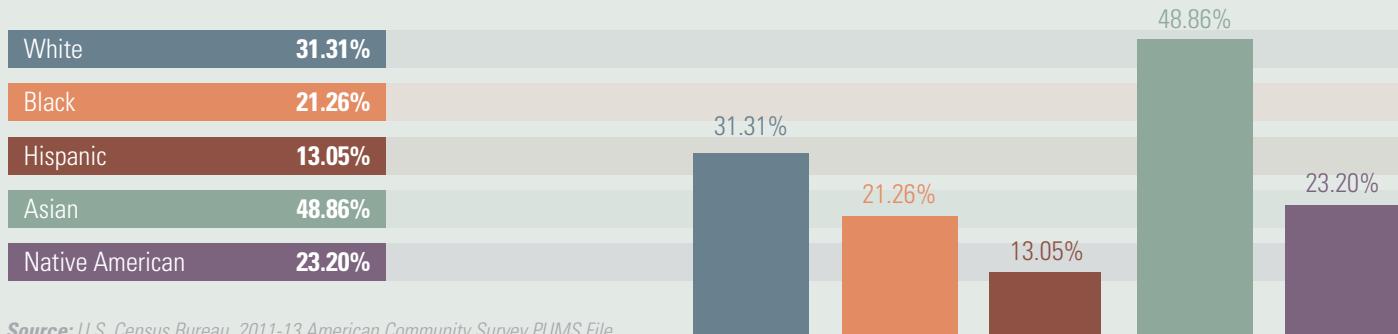


Levels of education for Arkansas residents, ages 25-64

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

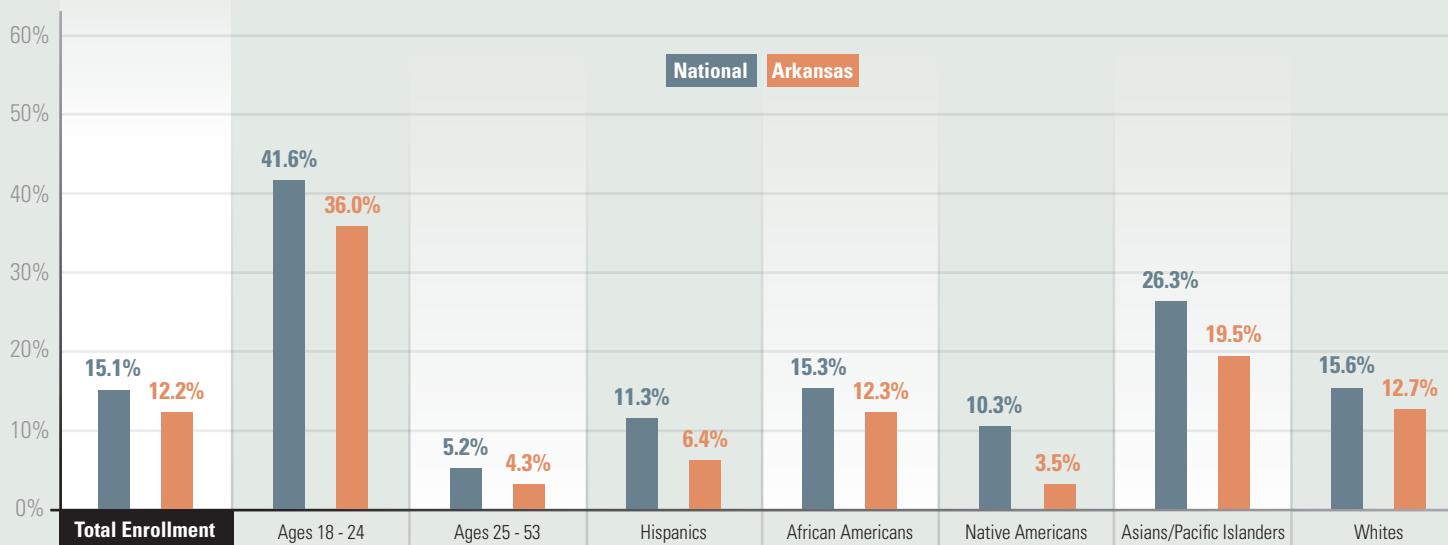
Source: U.S. Census Bureau, 2013 American Community Survey

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



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

College enrollment among Arkansas residents, ages 18-53



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

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

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

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

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

Tracking the trend

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

38.6%

2008

38.7%

2009

California



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

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

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

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

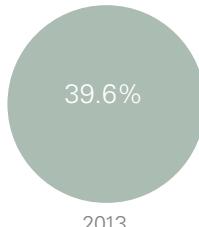
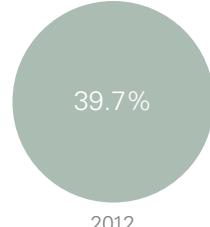
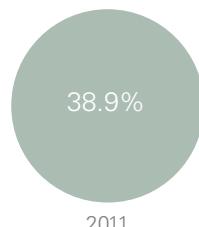
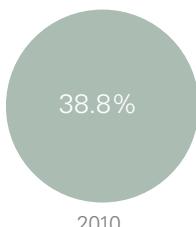
The state's rate of higher education attainment is below the national rate of 40 percent. Clearly, much more needs to be done for the state to meet the national goal of 60 percent. A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between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

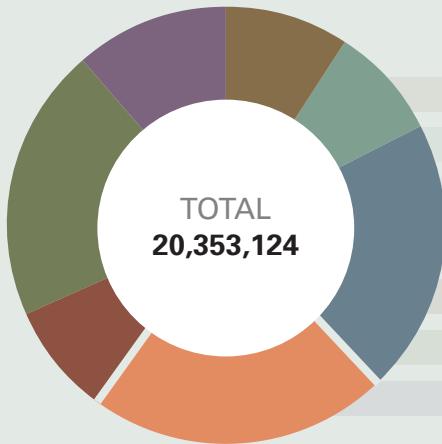
The steps that California and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

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

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

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



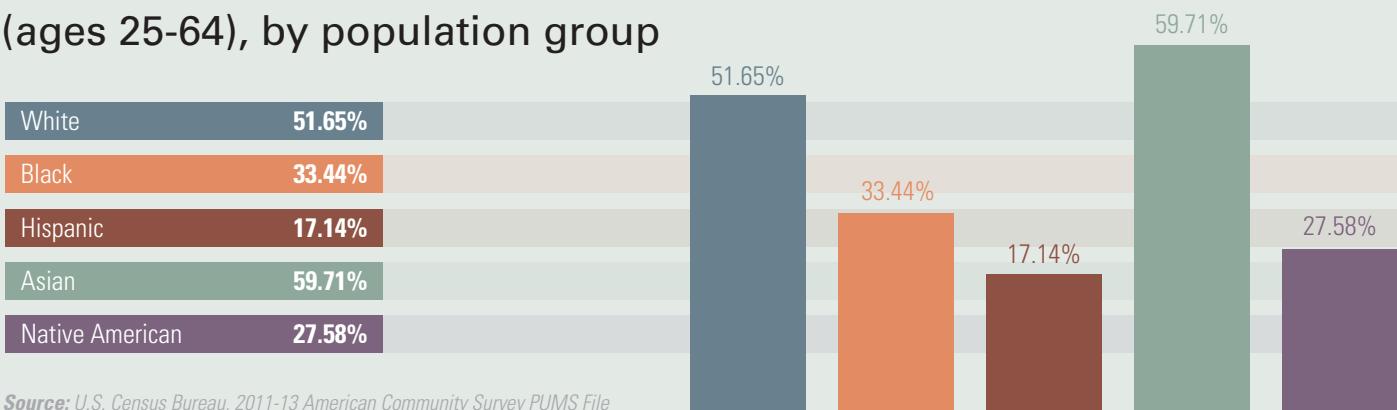


Levels of education for California residents, ages 25-64

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

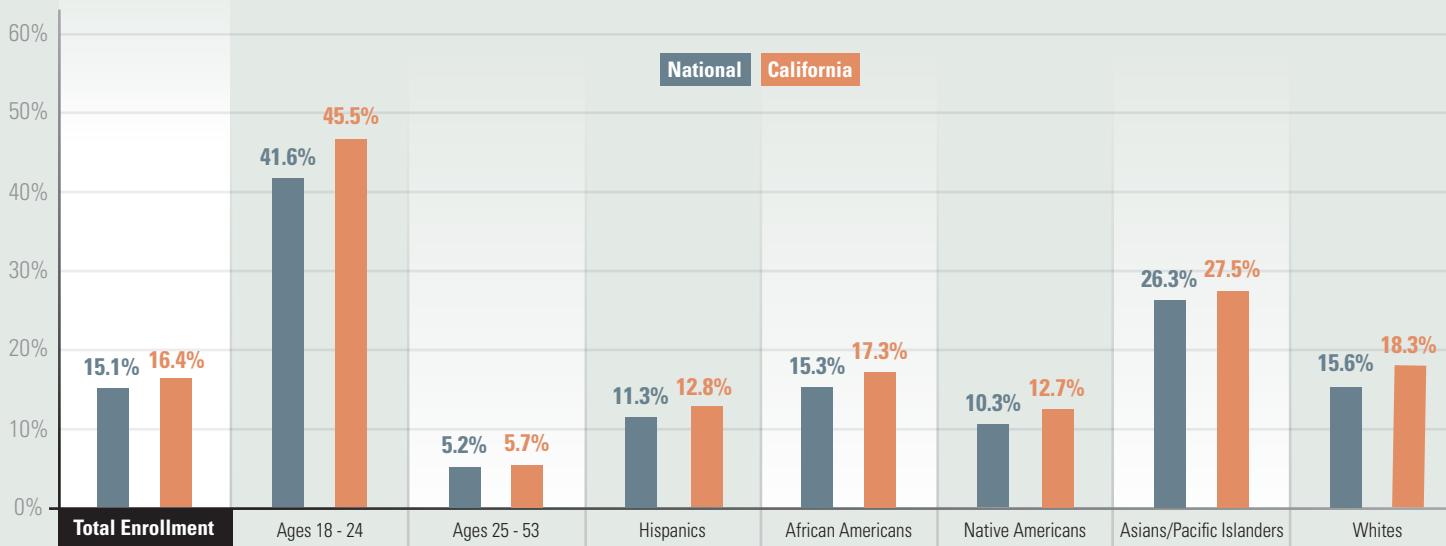
Source: U.S. Census Bureau, 2013 American Community Survey

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



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

College enrollment among California residents, ages 18-53



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

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

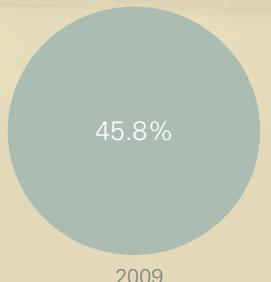
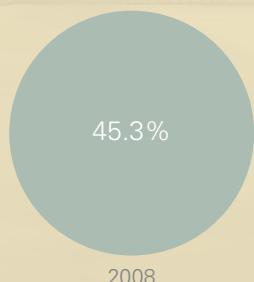
| | | | | | | | | | | | |
|--------------|-------|-------------|-------|-----------|-------|-----------------|-------|---------------|-------|----------|-------|
| Alameda | 50.74 | Glenn | 22.45 | Marin | 61.51 | Placer | 48.63 | San Mateo | 54.34 | Sutter | 29.82 |
| Alpine | 39.12 | Humboldt | 37.80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

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



Tracking the trend

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



Colorado

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

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

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

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

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

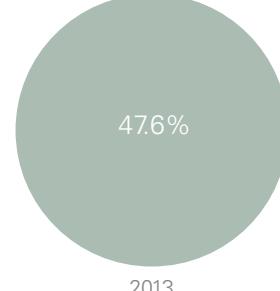
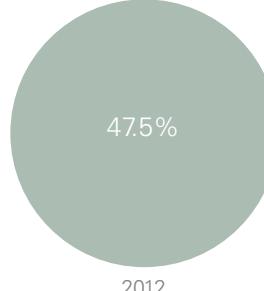
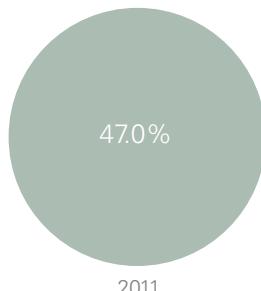
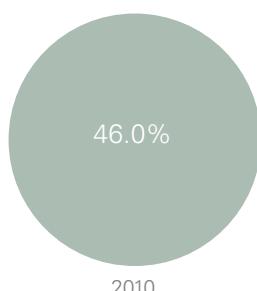
A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Colorado was 45.9 percent, higher than that of the adult population as a whole and above the national rate of 41.6 percent.

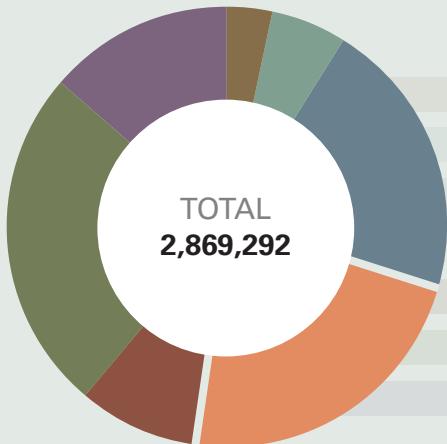
The steps that Colorado and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

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

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

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



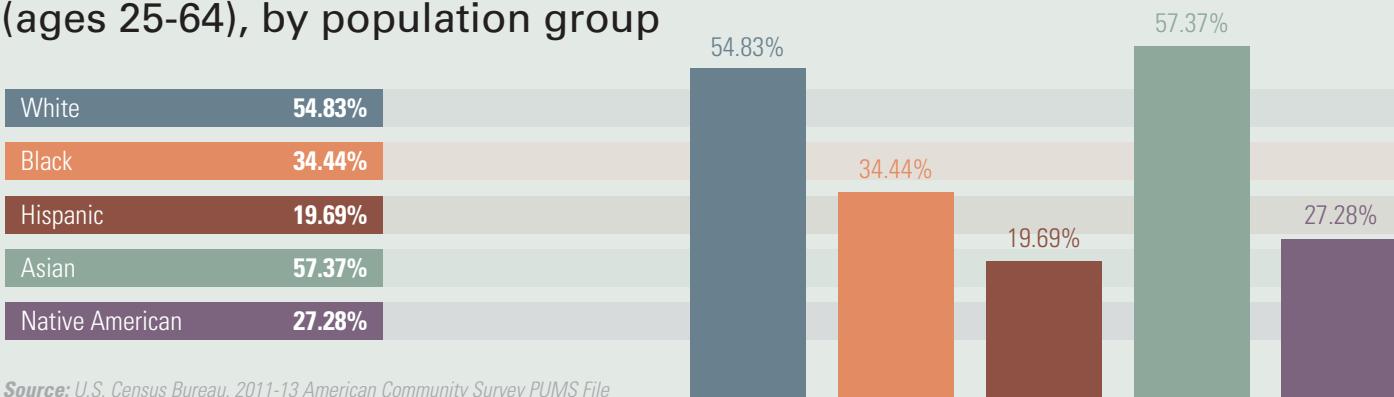


Levels of education for Colorado residents, ages 25-64

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

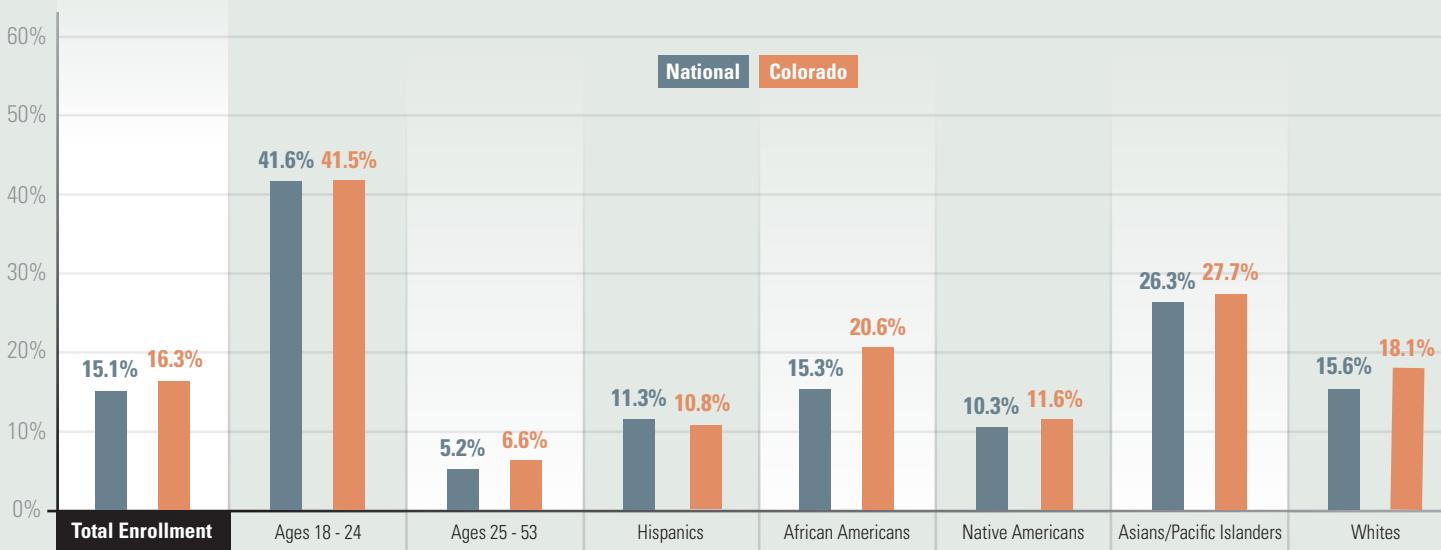
Source: U.S. Census Bureau, 2013 American Community Survey

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



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

College enrollment among Colorado residents, ages 18-53



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

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

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

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

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



Tracking the trend

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

46.6%

2008

46.4%

2009



Connecticut

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

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

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

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

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

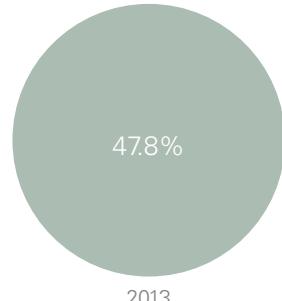
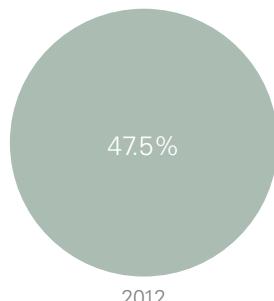
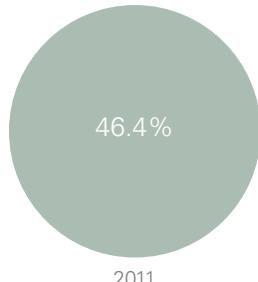
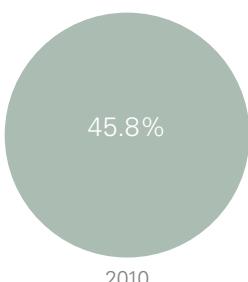
A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Connecticut was 48.4 percent, higher than that of the adult population as a whole and also above the national rate of 41.6 percent.

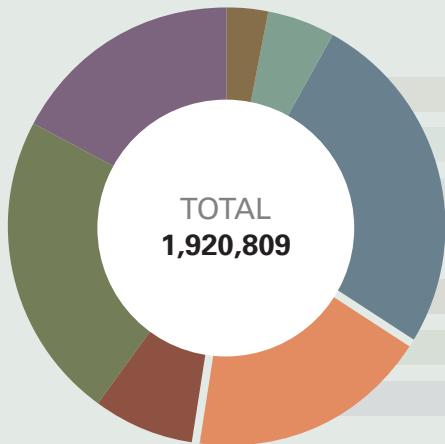
The steps that Connecticut and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

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



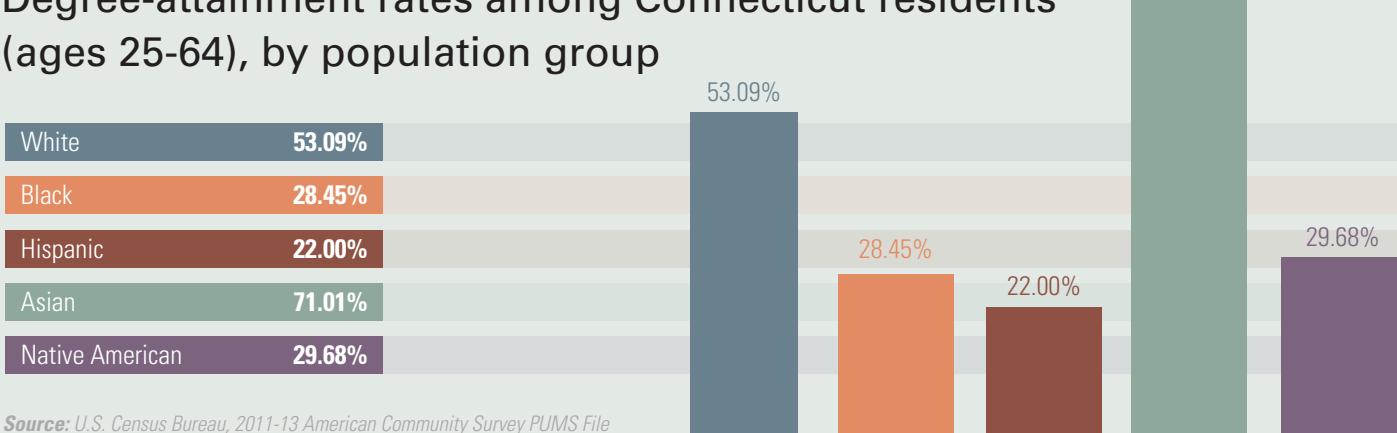


Levels of education for Connecticut residents, ages 25-64

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

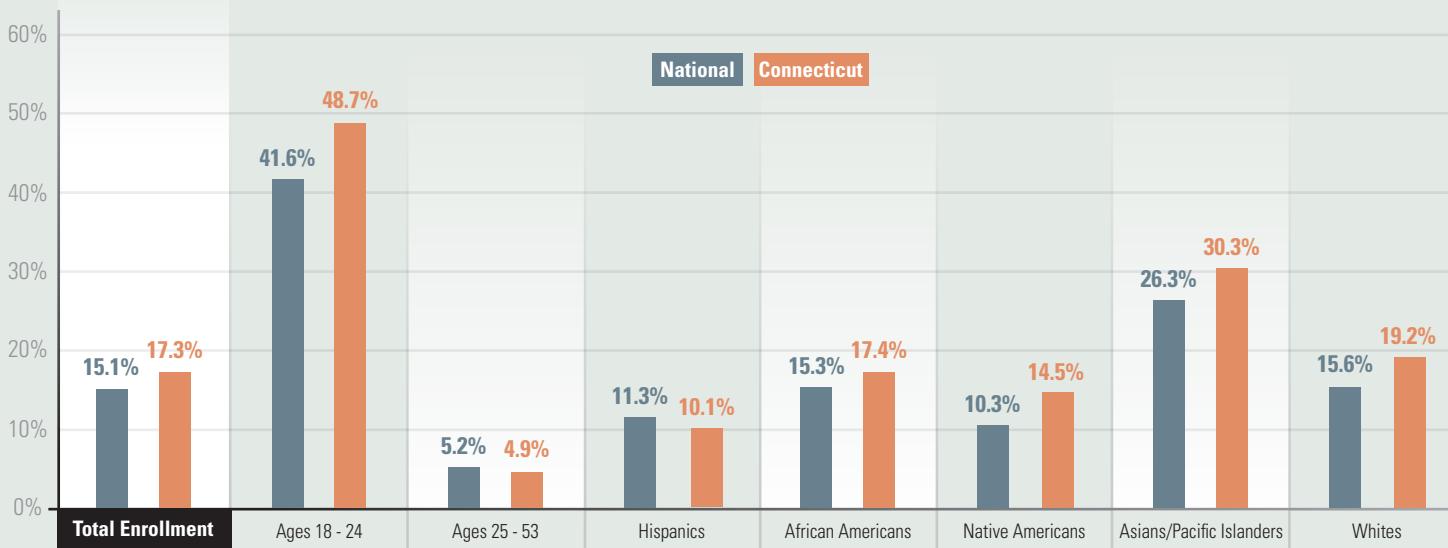
Source: U.S. Census Bureau, 2013 American Community Survey

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



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

College enrollment among Connecticut residents, ages 18-53



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

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

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

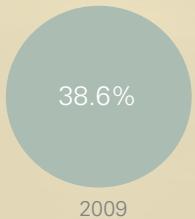
| | | | | | | | |
|-----------|-------|------------|-------|------------|-------|---------|-------|
| Fairfield | 53.88 | Litchfield | 44.66 | New Haven | 43.42 | Tolland | 50.64 |
| Hartford | 45.93 | Middlesex | 51.24 | New London | 41.19 | Windham | 32.07 |

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



Tracking the trend

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





Delaware

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

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

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

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

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

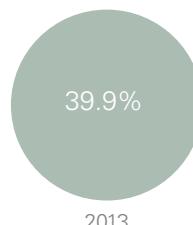
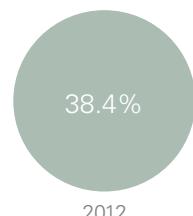
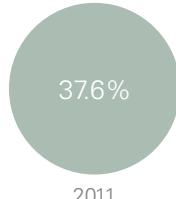
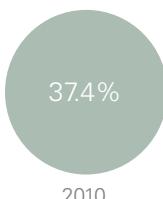
A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Delaware was 41.3 percent, higher than that of the adult population as a whole but below the national rate of 41.6 percent.

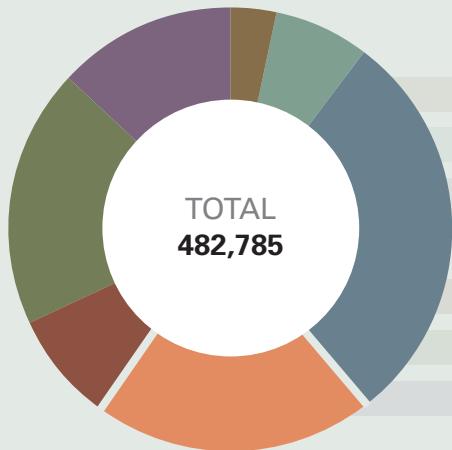
The steps that Delaware and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

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

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

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



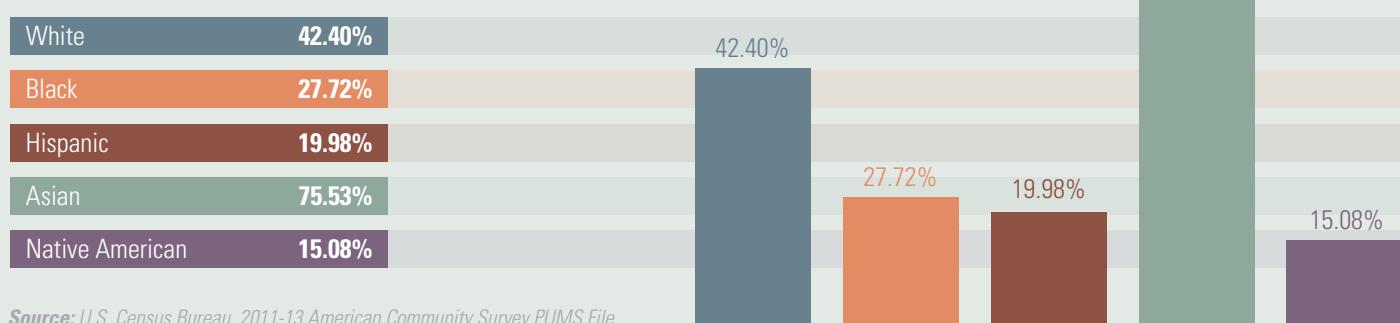


Levels of education for Delaware residents, ages 25-64

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

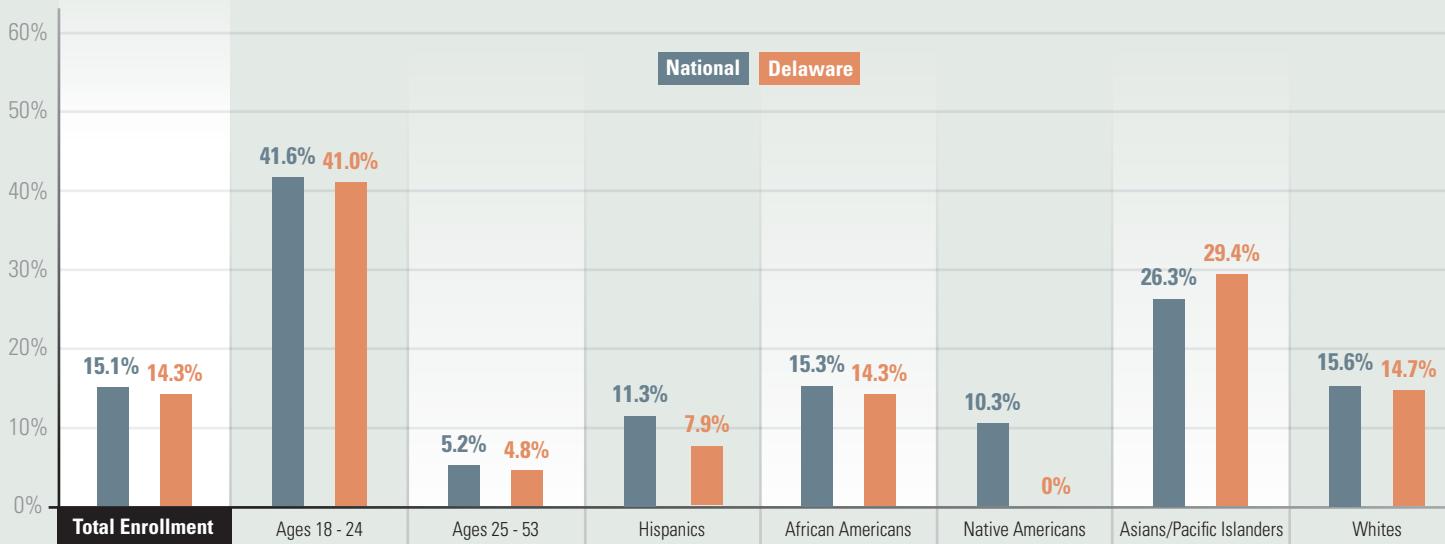
Source: U.S. Census Bureau, 2013 American Community Survey

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



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

College enrollment among Delaware residents, ages 18-53



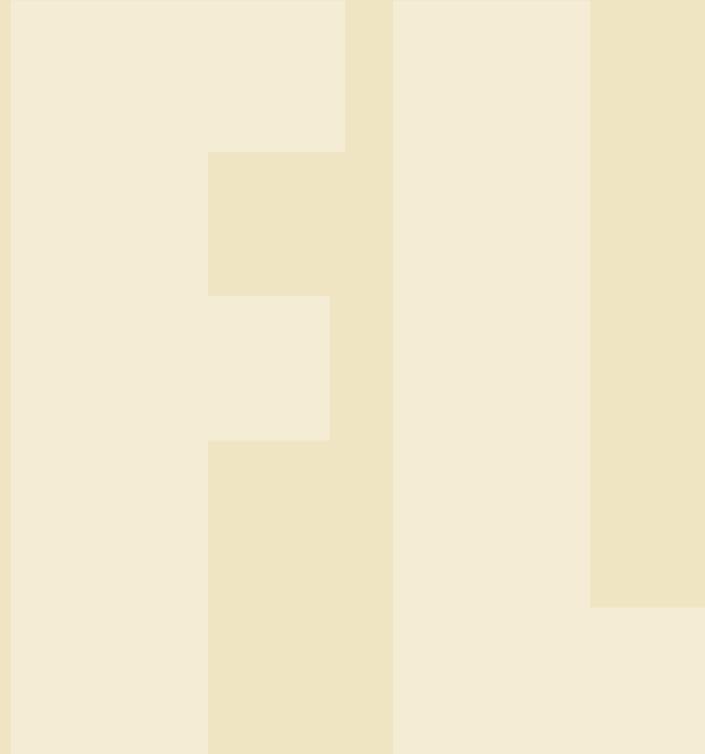
Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

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

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

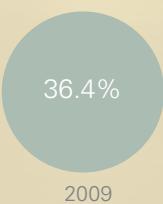
| | | | | | |
|------|-------|------------|-------|--------|-------|
| Kent | 31.73 | New Castle | 42.89 | Sussex | 30.65 |
|------|-------|------------|-------|--------|-------|

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



Tracking the trend

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



Florida



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

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

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

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

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

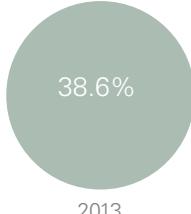
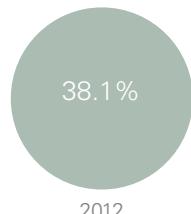
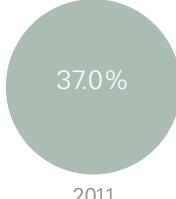
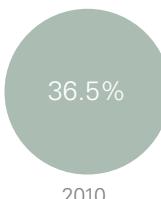
A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Florida was 38.7 percent, higher than that of the adult population as a whole but below the national rate of 41.6 percent.

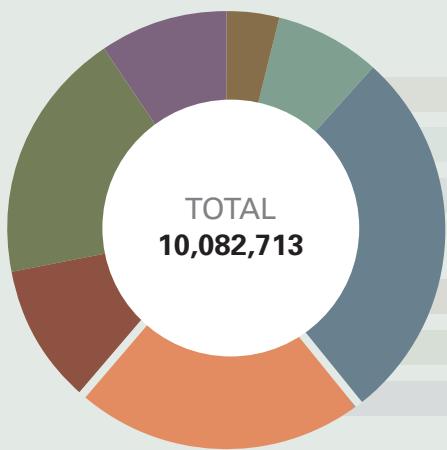
The steps that Florida and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

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



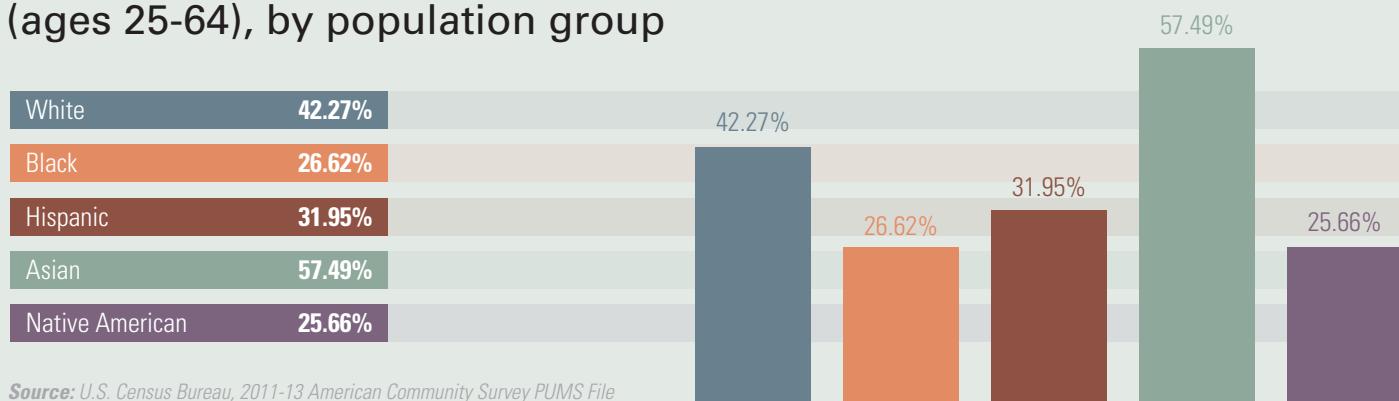


Levels of education for Florida residents, ages 25-64

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

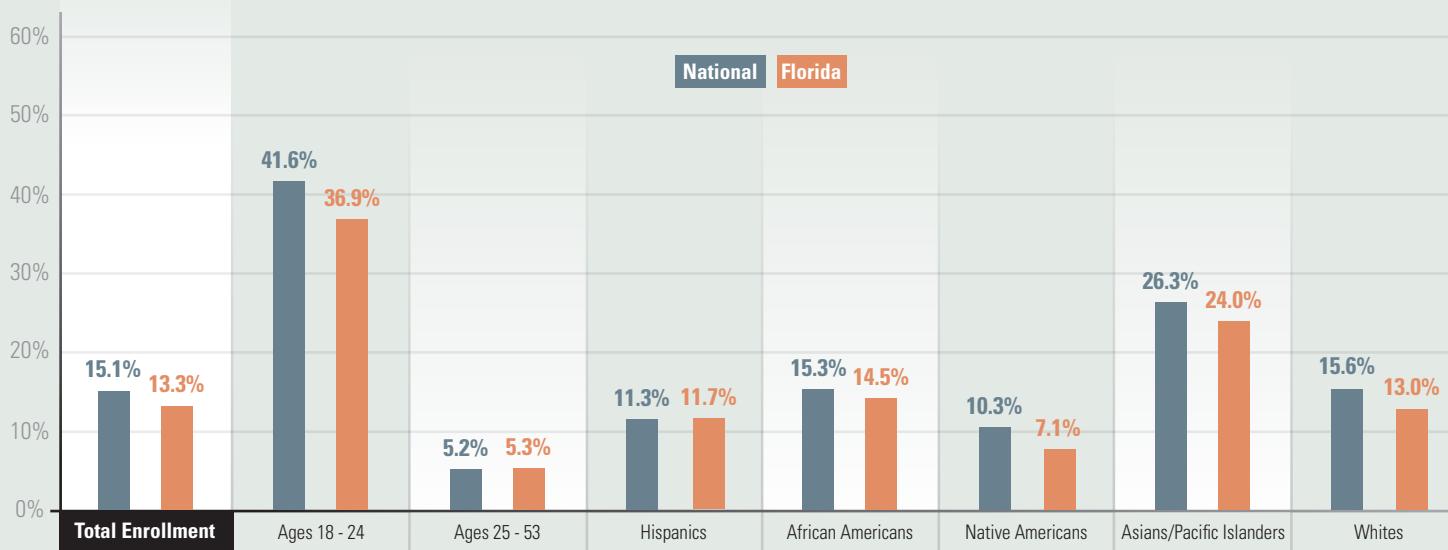
Source: U.S. Census Bureau, 2013 American Community Survey

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



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

College enrollment among Florida residents, ages 18-53



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

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

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

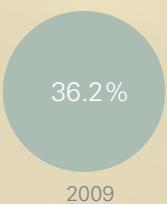
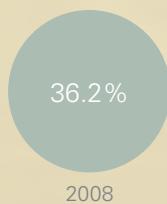
| Alachua | 53.32 | DeSoto | 13.34 | Hendry | 16.16 | Levy | 18.65 | Osceola | 29.50 | Suwannee | 16.91 |
|-----------|-------|-----------|-------|--------------|-------|------------|-------|------------|-------|------------|-------|
| Baker | 16.97 | Dixie | 14.62 | Hernando | 26.61 | Liberty | 16.51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

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



Tracking the trend

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



Georgia



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

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

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

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

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

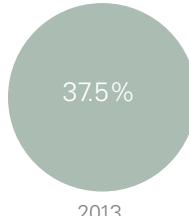
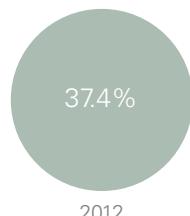
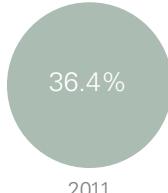
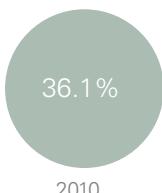
A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Georgia was 37.2 percent, lower than that of the adult population as a whole and also below the national rate of 41.6 percent.

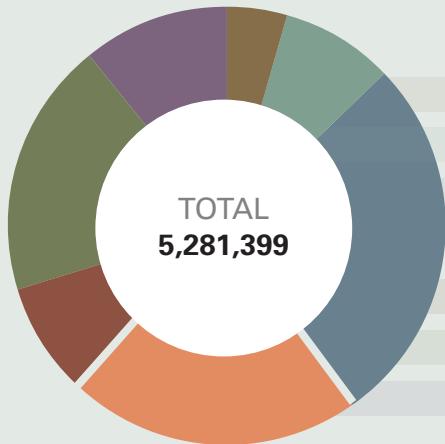
The steps that Georgia and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

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



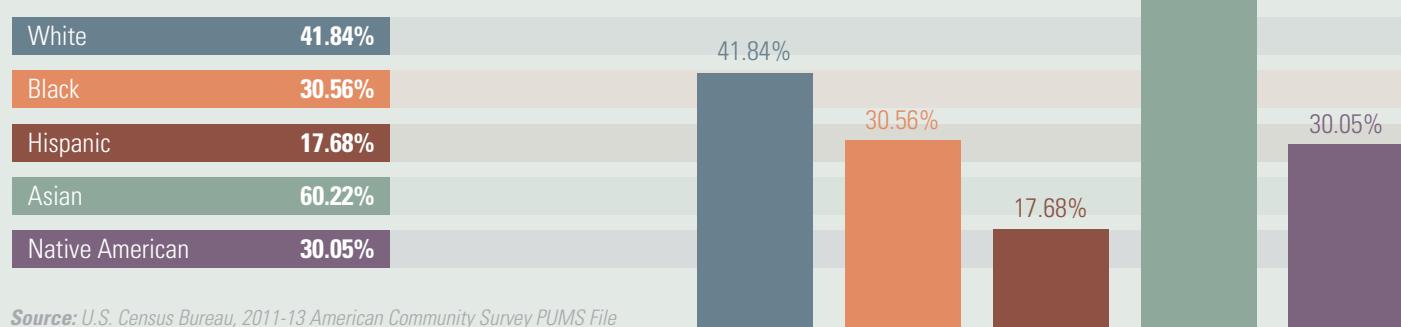


Levels of education for Georgia residents, ages 25-64

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

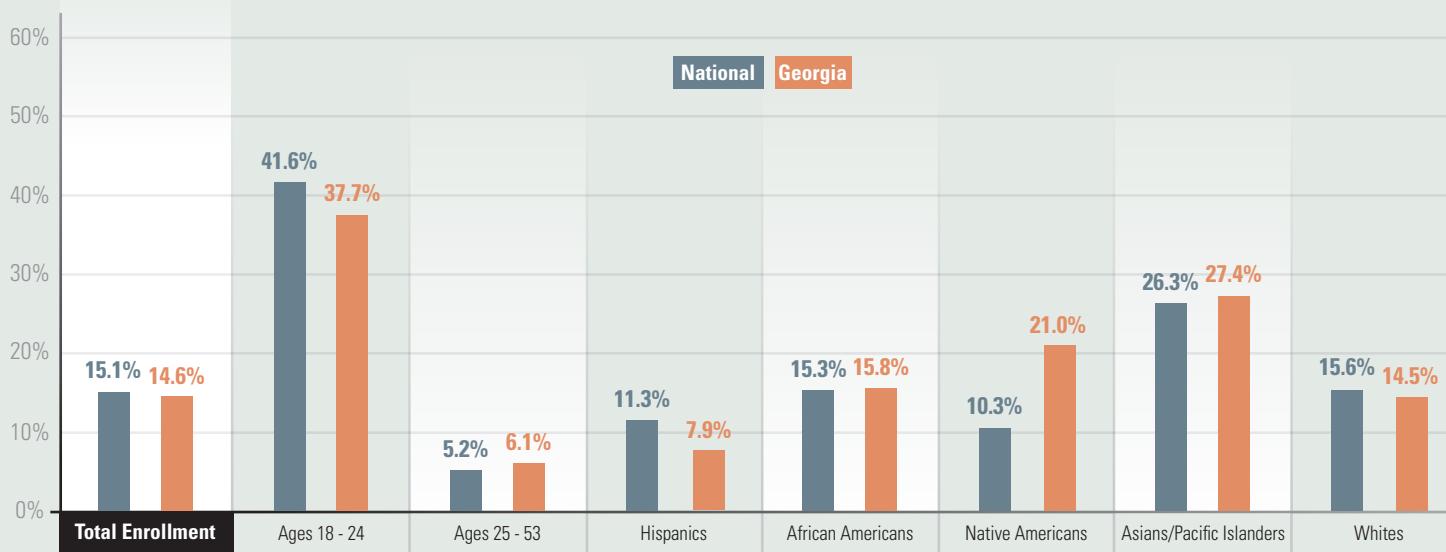
Source: U.S. Census Bureau, 2013 American Community Survey

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



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

College enrollment among Georgia residents, ages 18-53



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

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

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

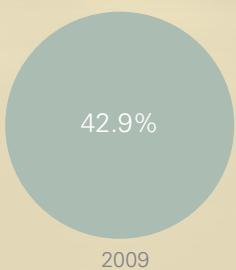
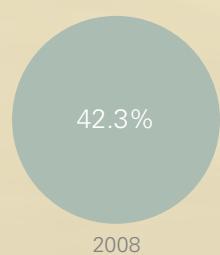
| Appling | 21.59 | Cherokee | 43.68 | Fannin | 22.25 | Jenkins | 20.32 | Oglethorpe | 26.48 | Thomas | 27.65 |
|---------------|-------|-----------|-------|------------|-------|------------|-------|------------|-------|------------|-------|
| Atkinson | 12.85 | Clarke | 45.14 | Fayette | 54.67 | Johnson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

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



Tracking the trend

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



Hawaii

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

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

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

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

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

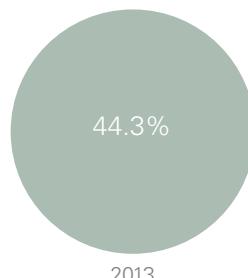
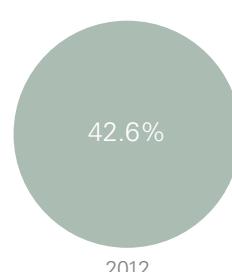
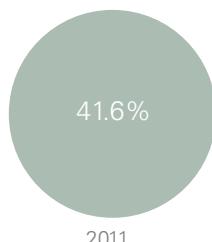
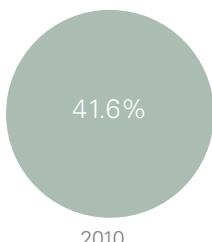
A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Hawaii was 43.6 percent, lower than that of the adult population as a whole but above the national rate of 41.6 percent.

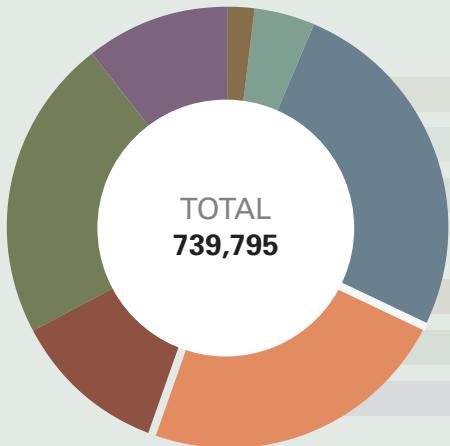
The steps that Hawaii and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

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

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



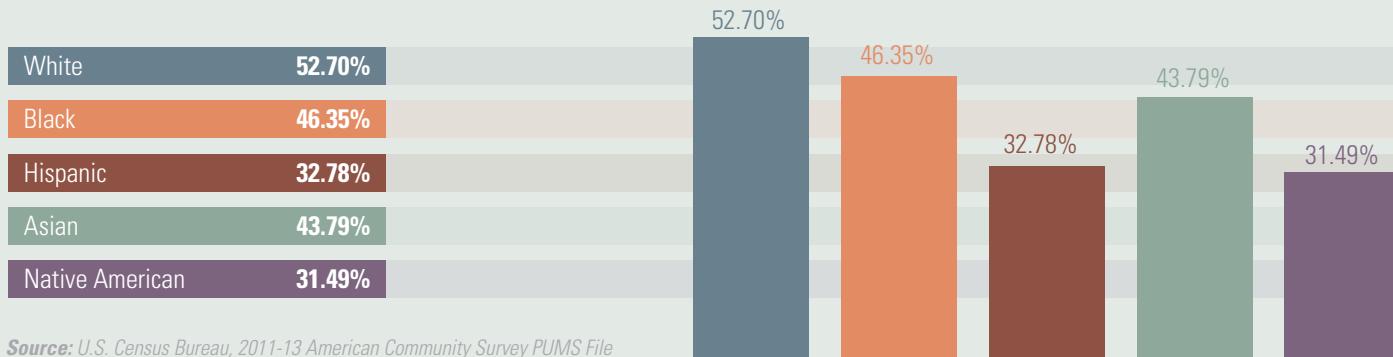


Levels of education for Hawaii residents, ages 25-64

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

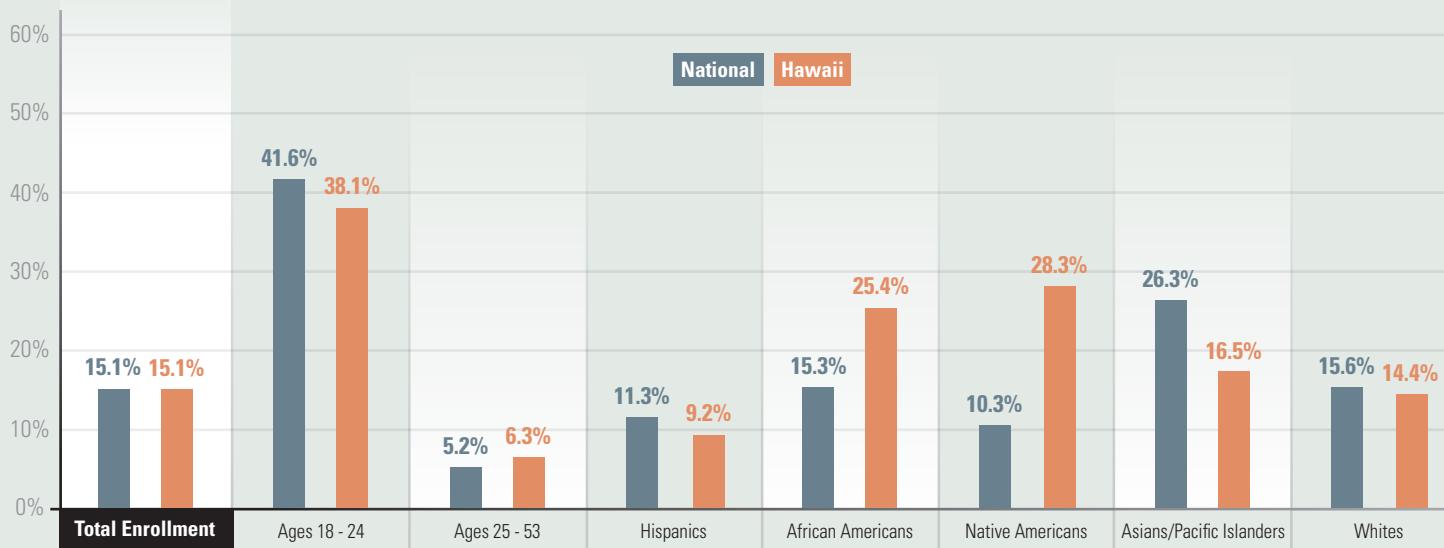
Source: U.S. Census Bureau, 2013 American Community Survey

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



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

College enrollment among Hawaii residents, ages 18-53



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

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

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

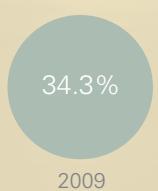
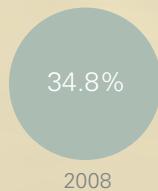
| | | | | | | | | | |
|--------|-------|----------|-------|---------|-------|-------|-------|------|-------|
| Hawaii | 36.18 | Honolulu | 45.36 | Kalawao | 69.57 | Kauai | 39.04 | Maui | 35.81 |
|--------|-------|----------|-------|---------|-------|-------|-------|------|-------|

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



Tracking the trend

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





Idaho

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

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

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

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

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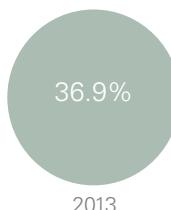
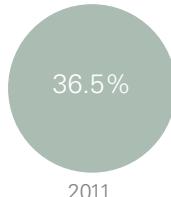
A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Idaho was 35.1 percent, lower than that of the adult population as a whole and also below the national rate of 41.6 percent.

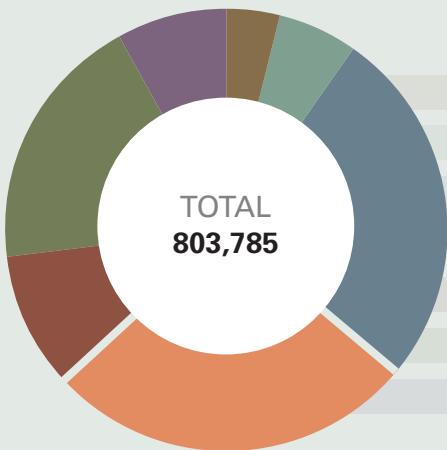
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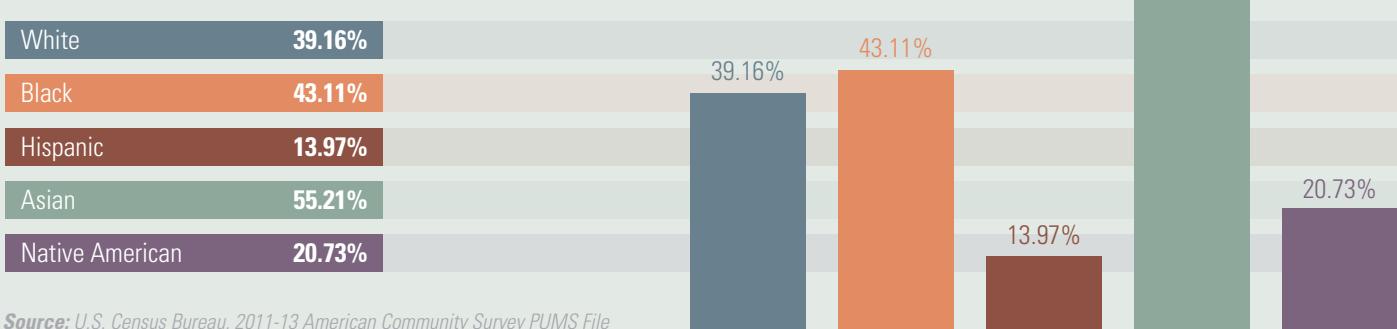


Levels of education for Idaho residents, ages 25-64

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

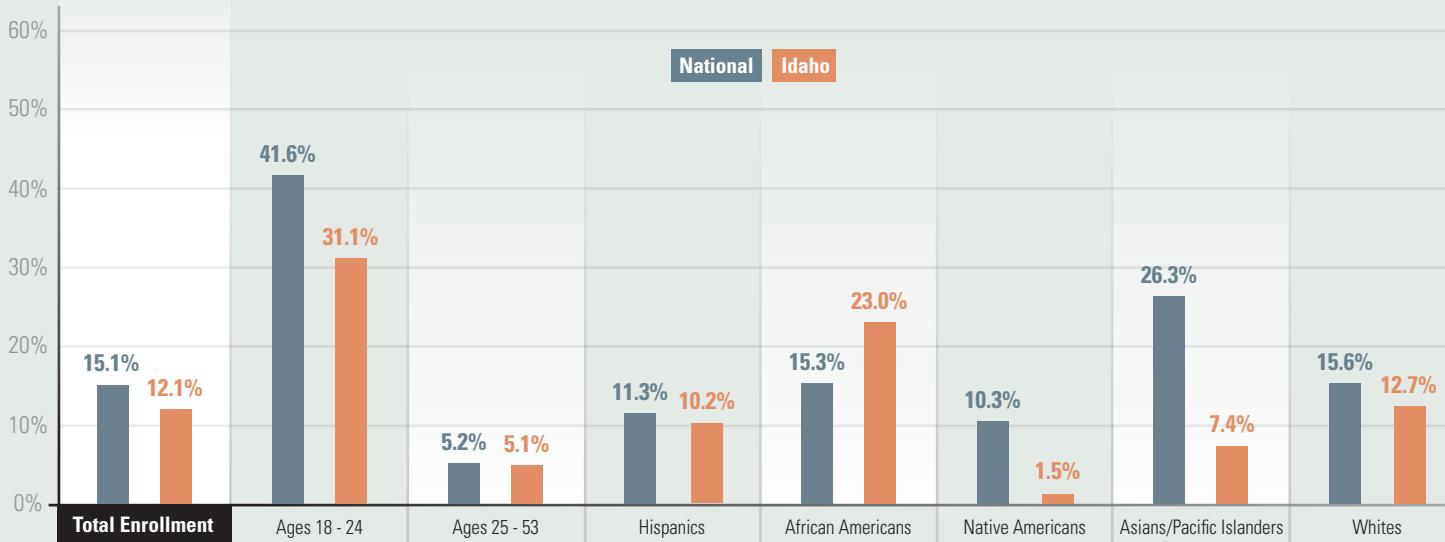
Source: U.S. Census Bureau, 2013 American Community Survey

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



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

College enrollment among Idaho residents, ages 18-53



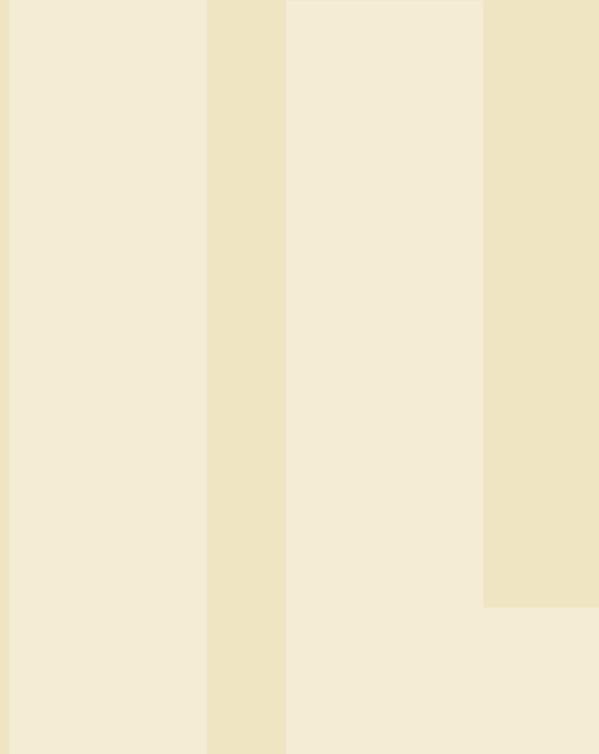
Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

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

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

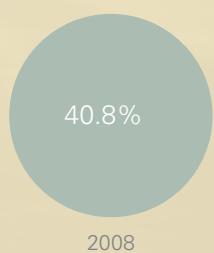
| | | | | | | | | | | | |
|-----------|-------|------------|-------|------------|-------|-----------|-------|-----------|-------|------------|-------|
| Ada | 46.73 | Bonner | 30.44 | Clark | 16.24 | Idaho | 24.54 | Madison | 48.97 | Teton | 41.24 |
| Adams | 32.65 | Bonneville | 37.90 | Clearwater |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

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

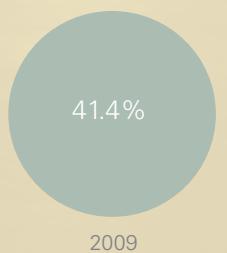


Tracking the trend

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



2008



2009

Illinois



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

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

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

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

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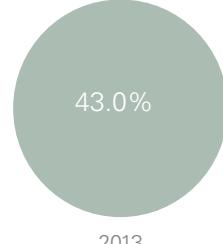
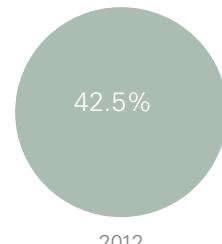
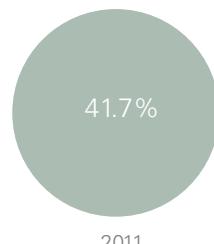
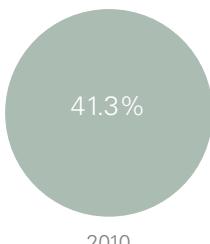
A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Illinois was 47 percent, higher than that of the adult population as a whole and above the national rate of 41.6 percent.

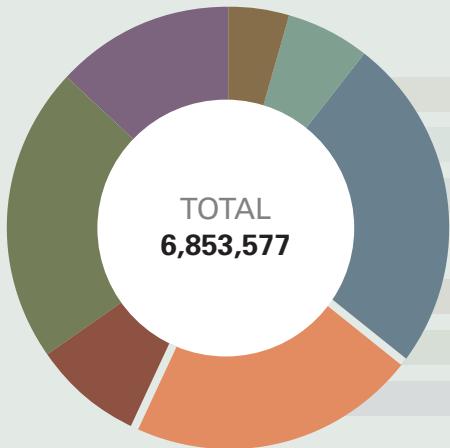
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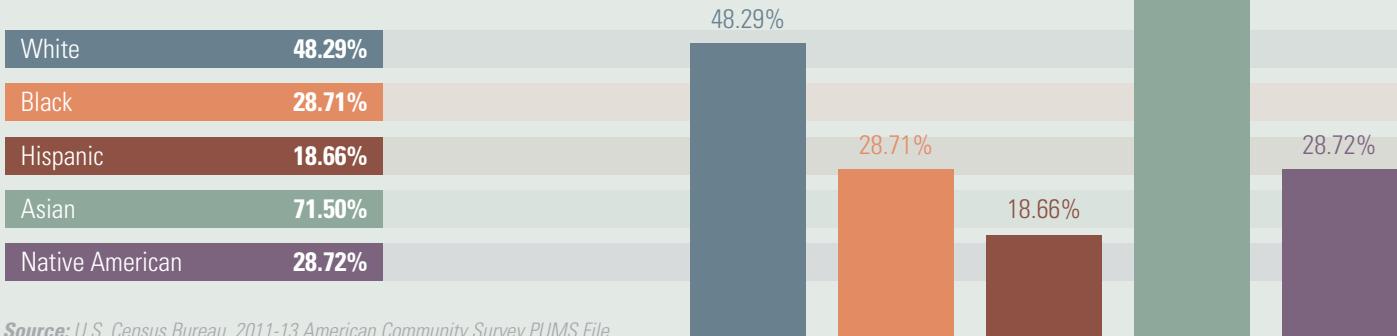


Levels of education for Illinois residents, ages 25-64

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

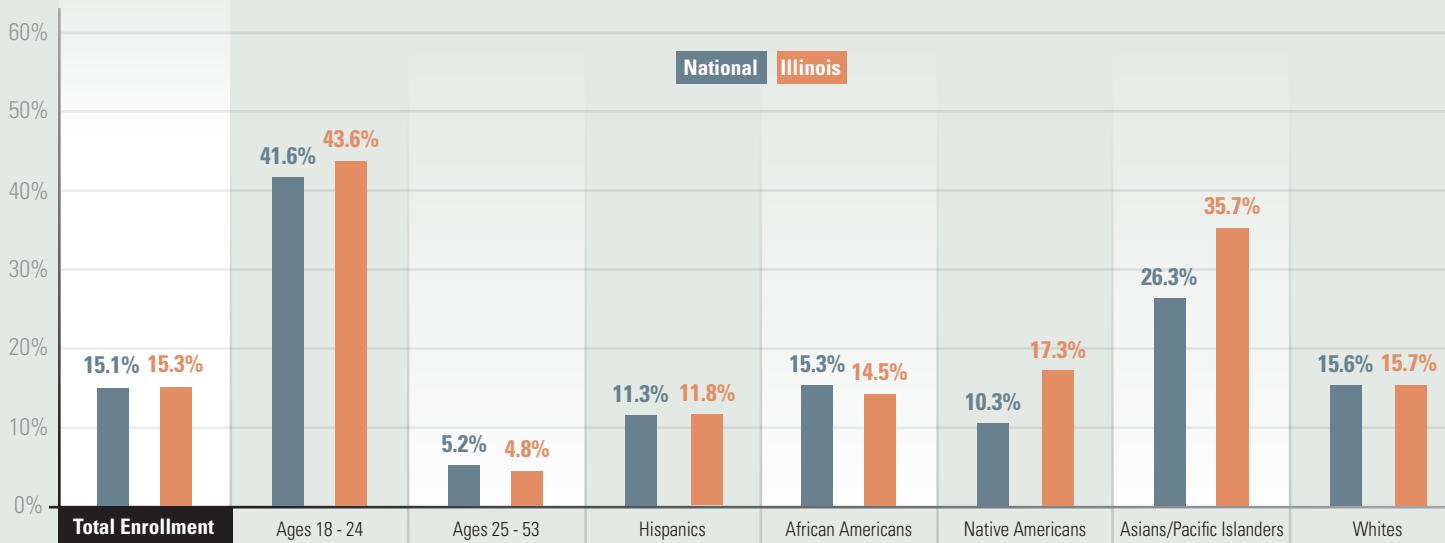
Source: U.S. Census Bureau, 2013 American Community Survey

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



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

College enrollment among Illinois residents, ages 18-53



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

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

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

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

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



Tracking the trend

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

33.4%

2008

33.0%

2009



Indiana

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

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

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

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

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

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

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

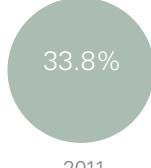
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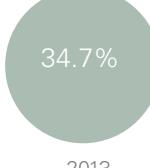
2010



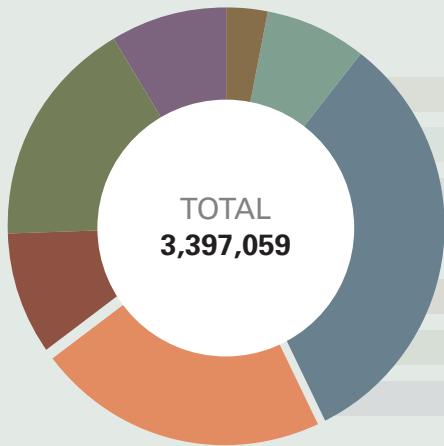
2011



2012



2013

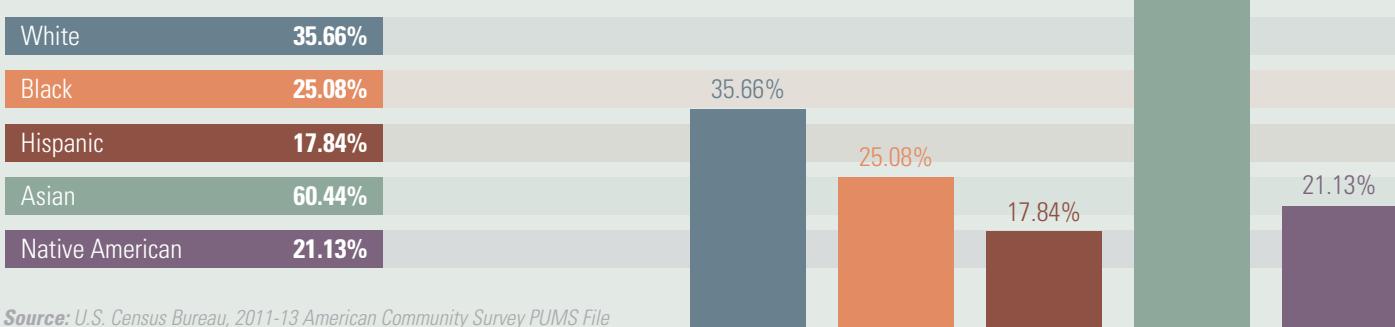


Levels of education for Indiana residents, ages 25-64

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

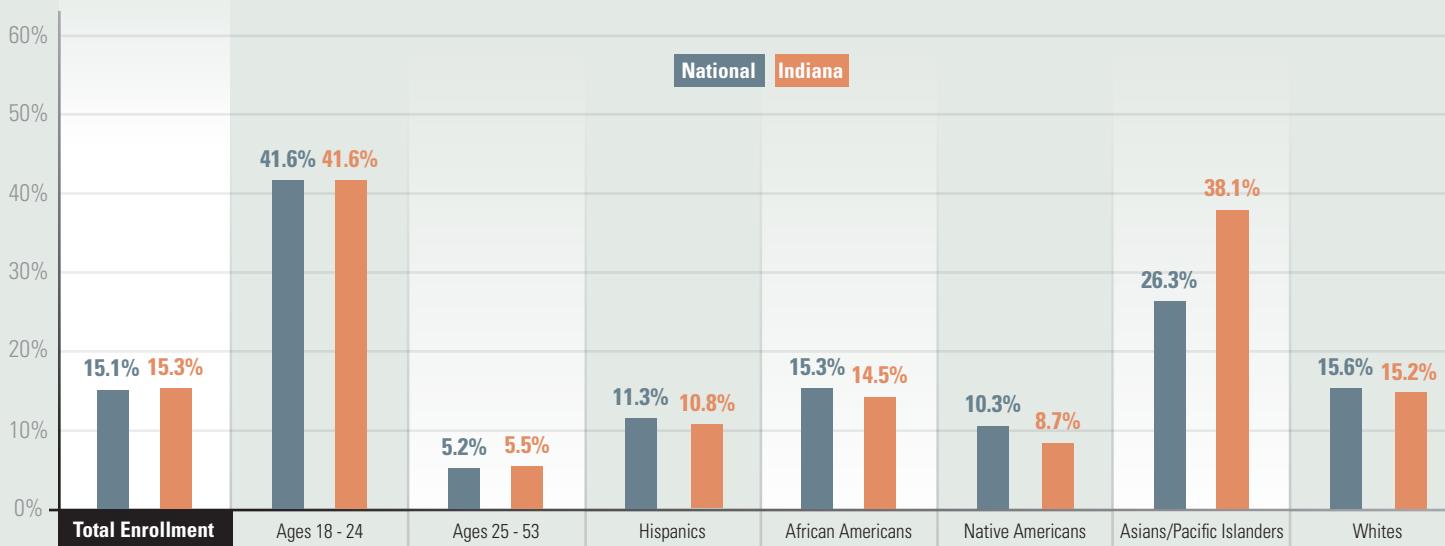
Source: U.S. Census Bureau, 2013 American Community Survey

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



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

College enrollment among Indiana residents, ages 18-53



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

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

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

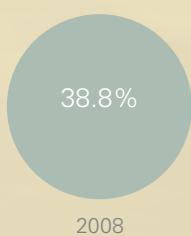
| | | | | | | | | | | | |
|-------------|-------|-----------|-------|------------|-------|------------|-------|-------------|-------|-------------|-------|
| Adams | 23.76 | DeKalb | 28.06 | Henry | 24.65 | Marion | 36.31 | Posey | 34.37 | Union | 26.57 |
| Allen | 38.40 | Delaware | 33.05 | Howard |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

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



Tracking the trend

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





Iowa

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

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

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

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

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

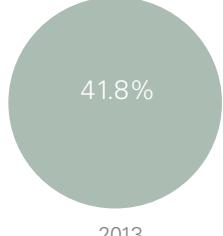
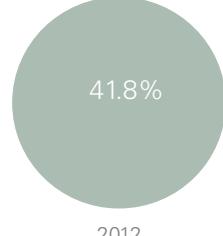
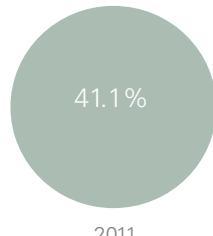
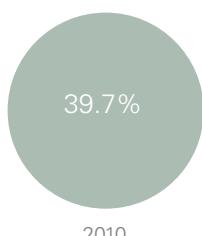
A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Iowa was 46.9 percent, higher than that of the adult population as a whole and above the national rate of 41.6 percent.

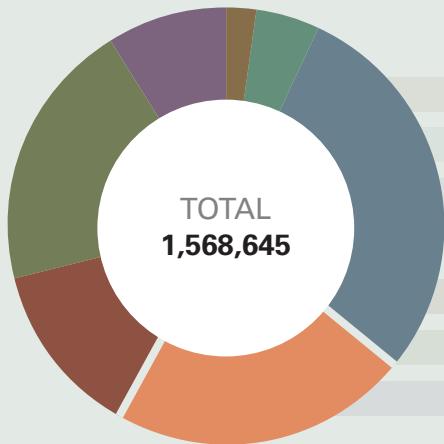
The steps that Iowa and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

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

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

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



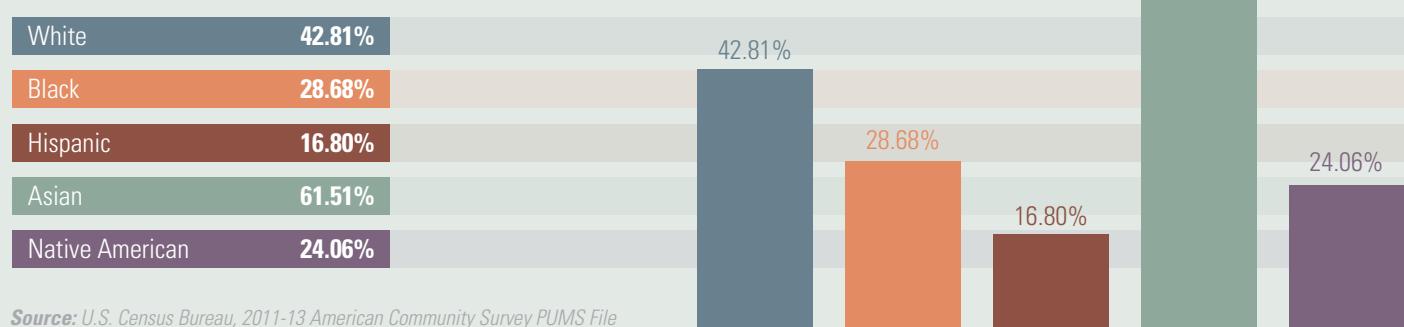


Levels of education for Iowa residents, ages 25-64

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

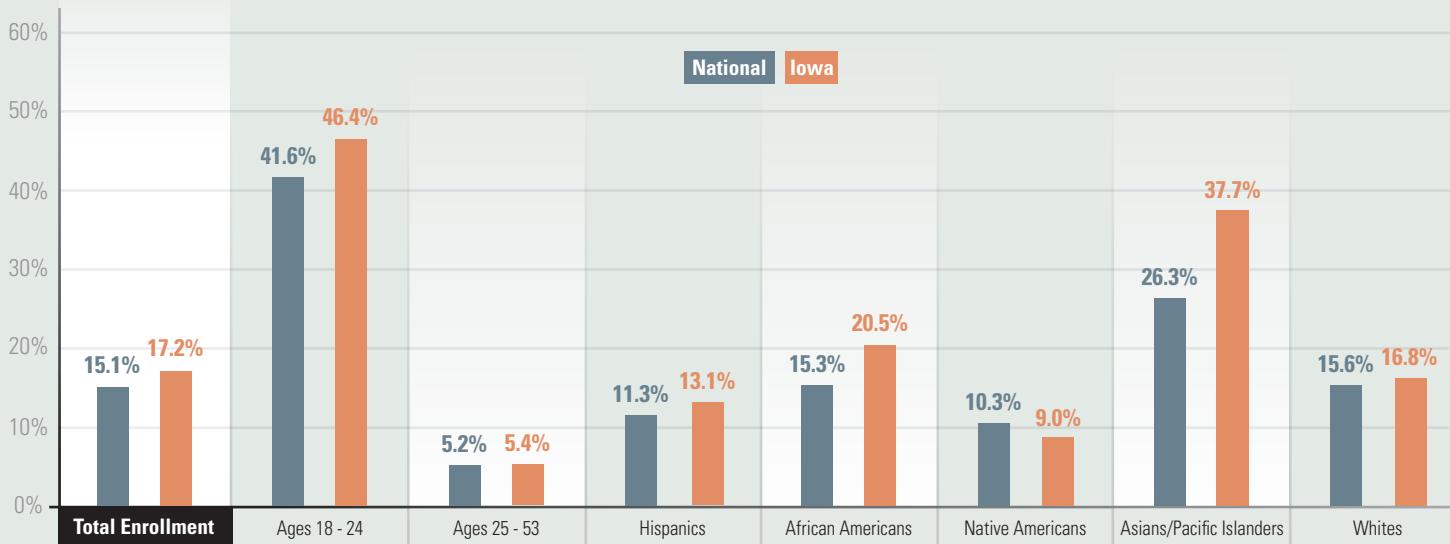
Source: U.S. Census Bureau, 2013 American Community Survey

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



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

College enrollment among Iowa residents, ages 18-53



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

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

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

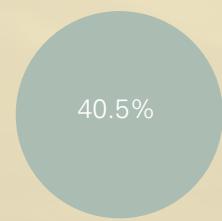
| | | | | | | | | | | | |
|-------------|-------|------------|-------|-----------|-------|----------|-------|---------------|-------|------------|-------|
| Adair | 34.44 | Cherokee | 35.98 | Franklin | 32.75 | Johnson | 62.90 | Montgomery | 32.93 | Tama | 33.91 |
| Adams | 33.63 | Chickasaw | 29.06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

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

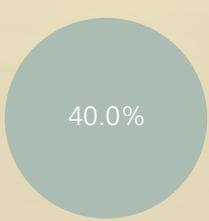


Tracking the trend

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



2008



2009

Kansas

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

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

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

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

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

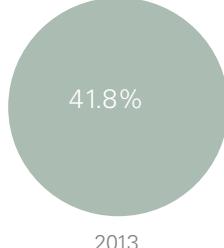
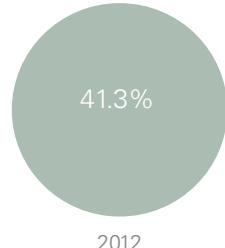
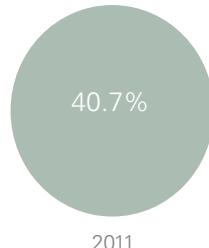
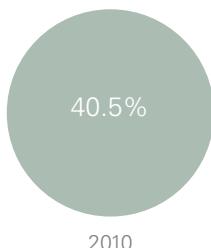
A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Kansas was 43.2 percent, higher than that of the adult population as a whole and above the national rate of 41.6 percent.

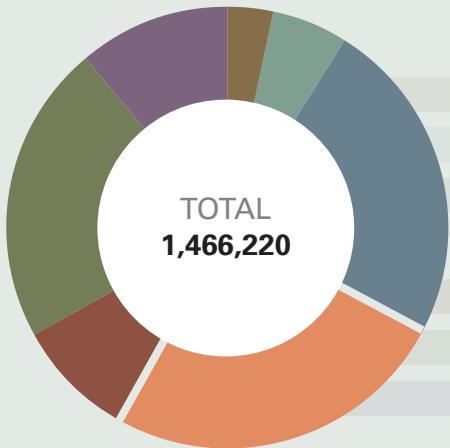
The steps that Kansas and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

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

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

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



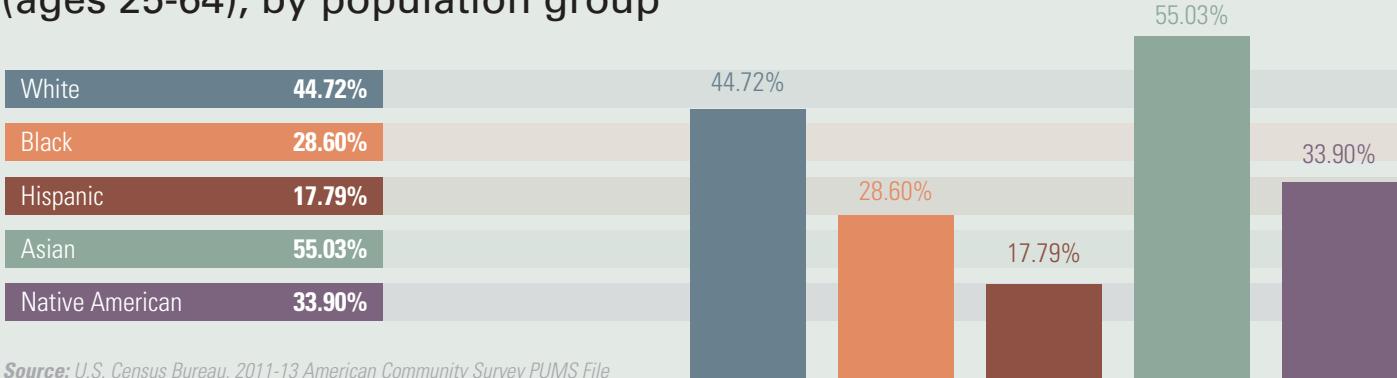


Levels of education for Kansas residents, ages 25-64

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

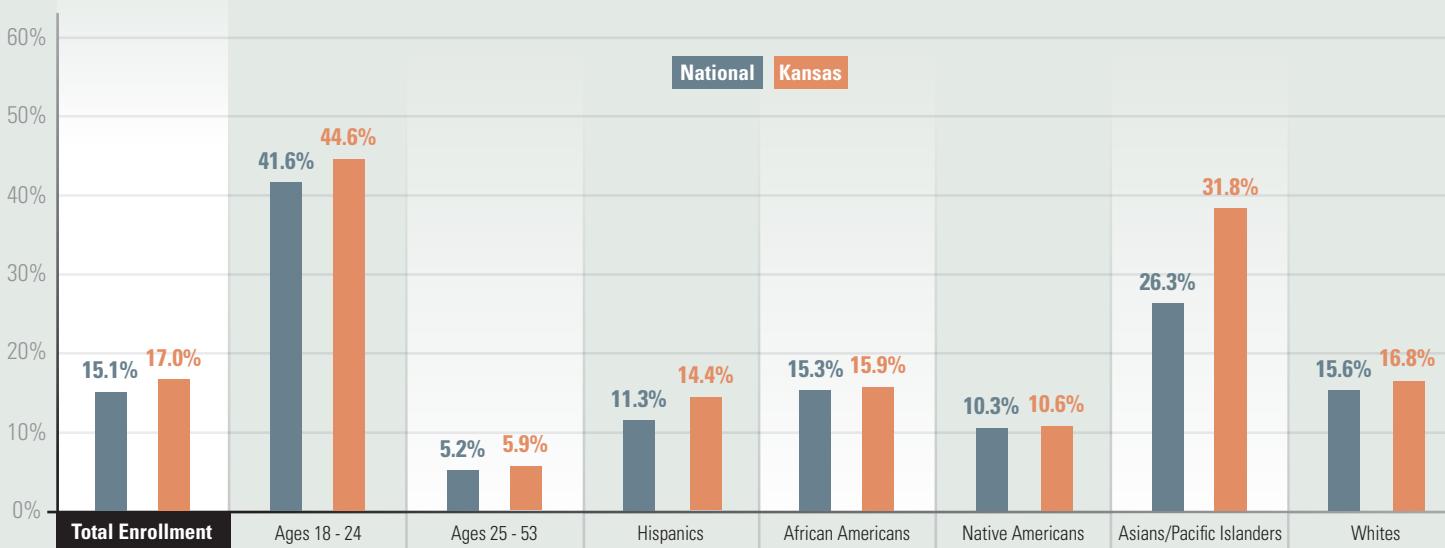
Source: U.S. Census Bureau, 2013 American Community Survey

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



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

College enrollment among Kansas residents, ages 18-53



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

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

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

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

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



Tracking the trend

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

29.2%

2008

30.5%

2009



Kentucky

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

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

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

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

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

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

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

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

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

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

30.0%

2010

30.8%

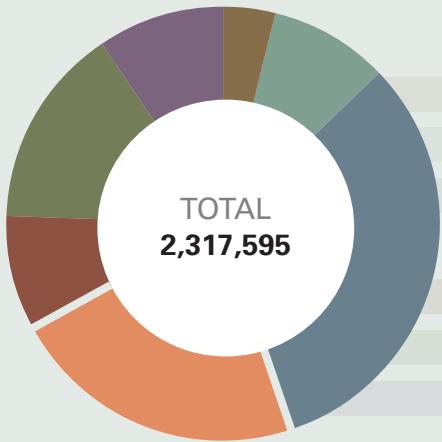
2011

31.7%

2012

32.9%

2013

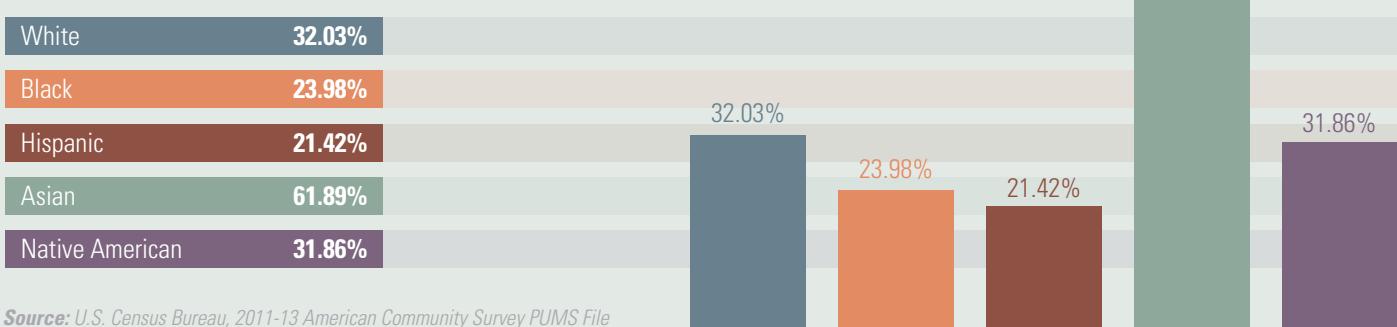


Levels of education for Kentucky residents, ages 25-64

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

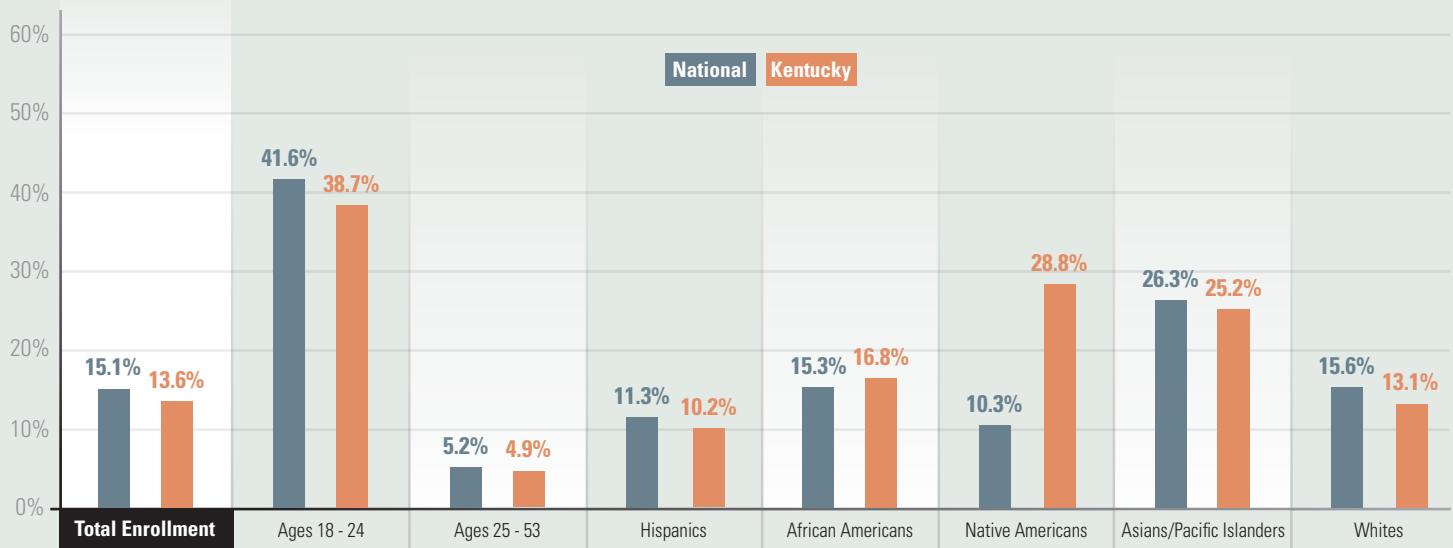
Source: U.S. Census Bureau, 2013 American Community Survey

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



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

College enrollment among Kentucky residents, ages 18-53



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

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

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

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

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



Tracking the trend

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

27.0%



2008

28.1%



2009



Louisiana

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

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

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

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

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

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

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

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

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

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

28.2%



27.9%

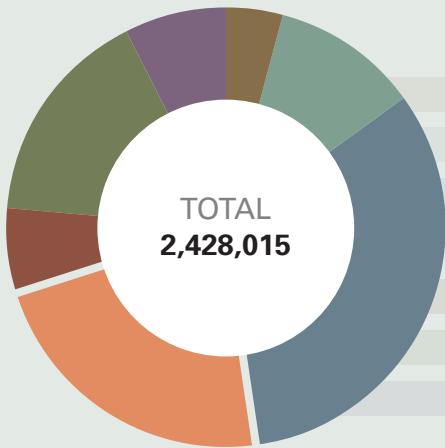


29.1%



29.6%



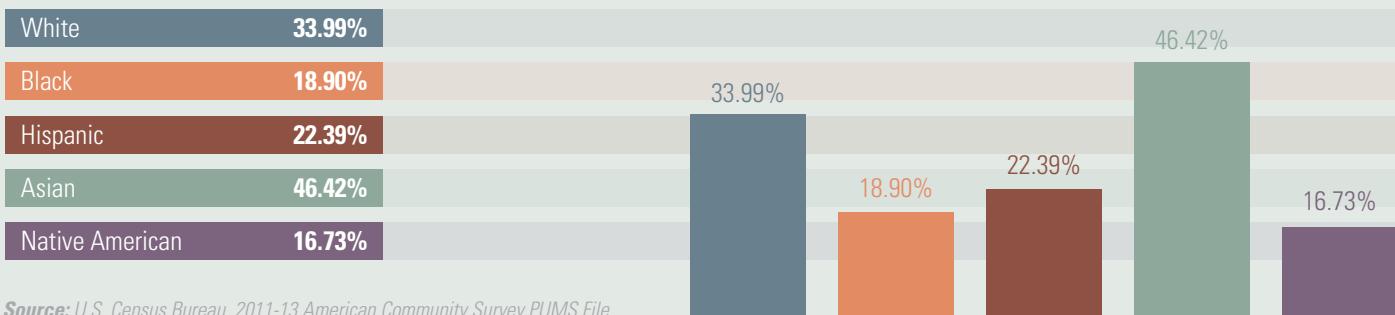


Levels of education for Louisiana residents, ages 25-64

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

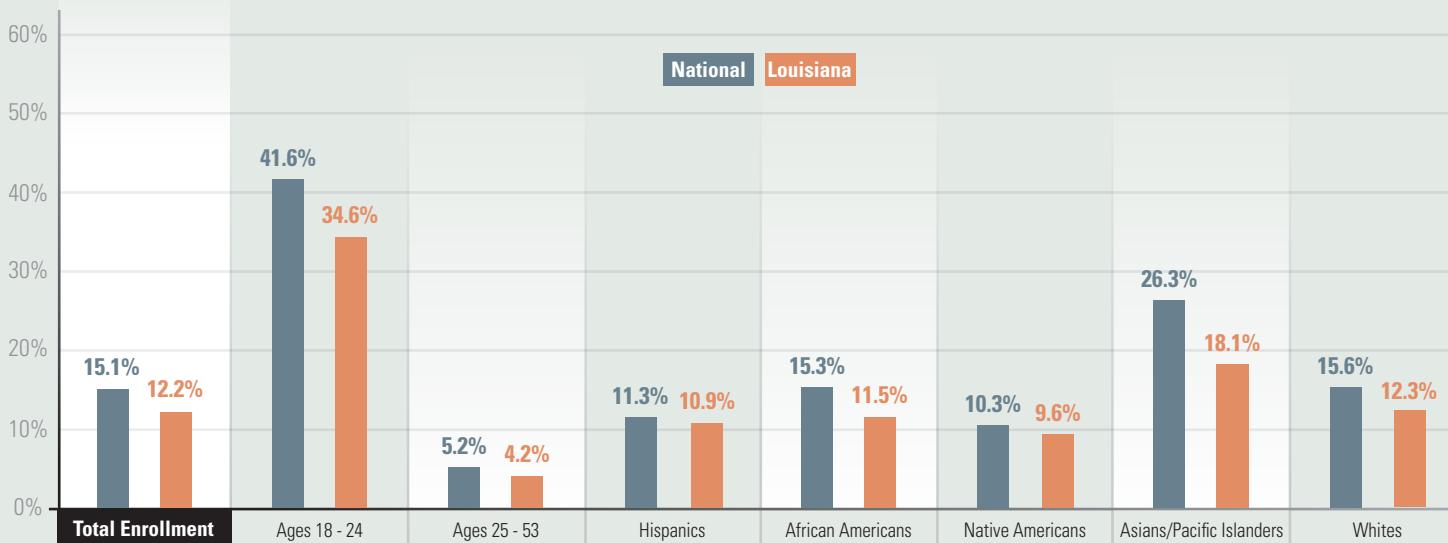
Source: U.S. Census Bureau, 2013 American Community Survey

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



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

College enrollment among Louisiana residents, ages 18-53



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

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

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

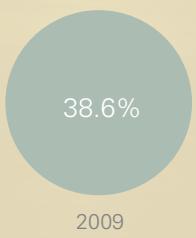
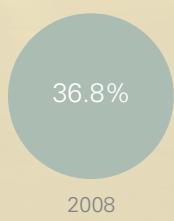
| | | | | | | | | | | | |
|------------|-------|----------------|-------|-----------------|-------|---------------|-------|------------------|-------|----------------|-------|
| Acadia | 19.26 | Cameron | 23.28 | Iberia | 18.47 | Morehouse | 16.03 | St. Charles | 30.52 | Union | 21.06 |
| Allen | 16.87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

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



Tracking the trend

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





Maine

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

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

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

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

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

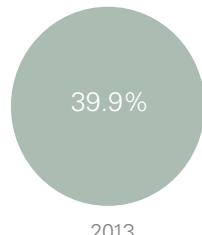
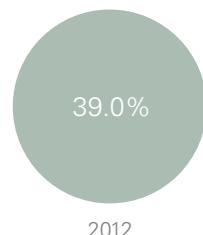
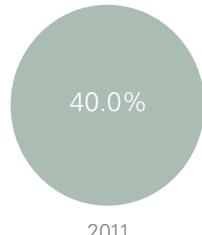
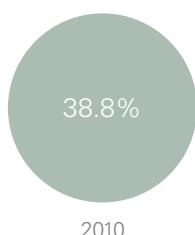
A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Maine was 41.7 percent, higher than that of the adult population as a whole and above the national rate of 41.6 percent.

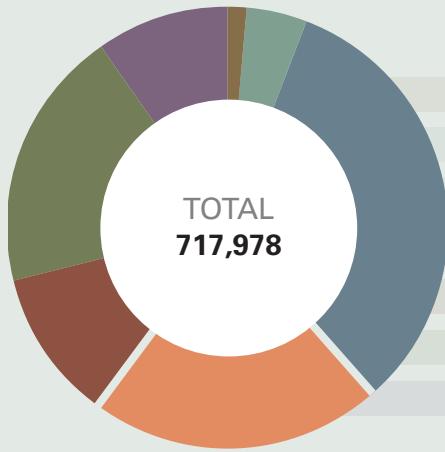
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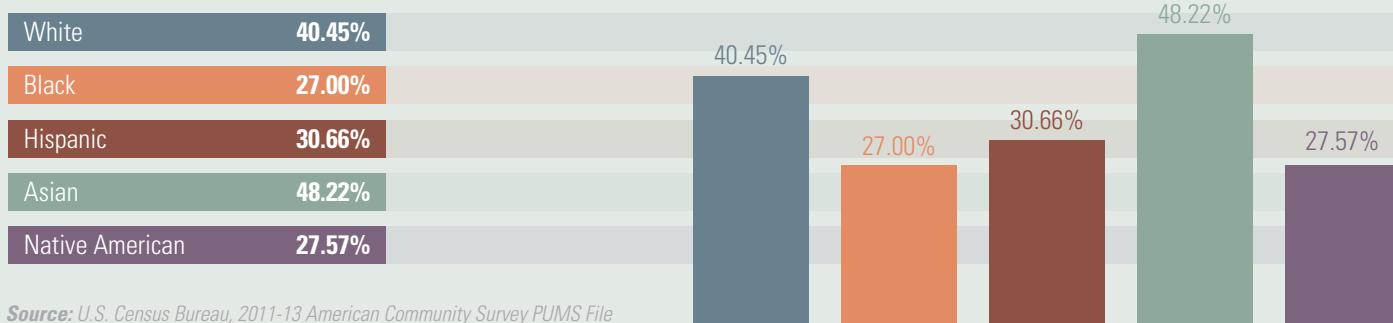


Levels of education for Maine residents, ages 25-64

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

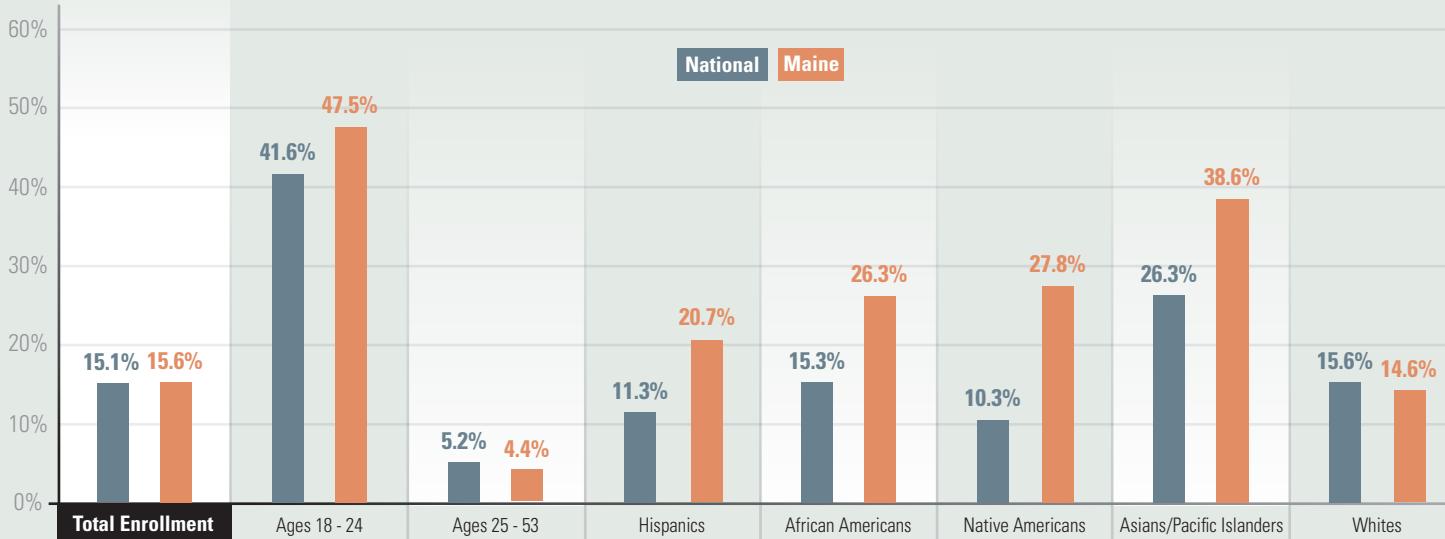
Source: U.S. Census Bureau, 2013 American Community Survey

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



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

College enrollment among Maine residents, ages 18-53



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

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

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

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

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

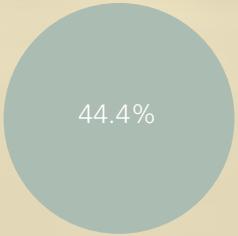


Tracking the trend

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



2008



2009



Maryland

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

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

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

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

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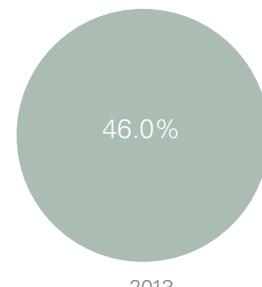
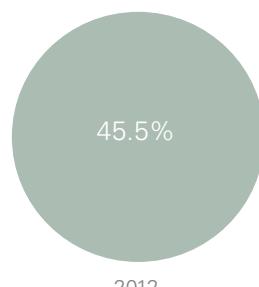
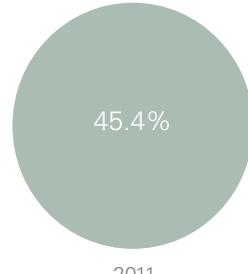
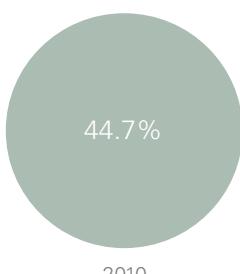
A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Maryland was 46.4 percent, higher than that of the adult population as a whole and above the national rate of 41.6 percent.

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

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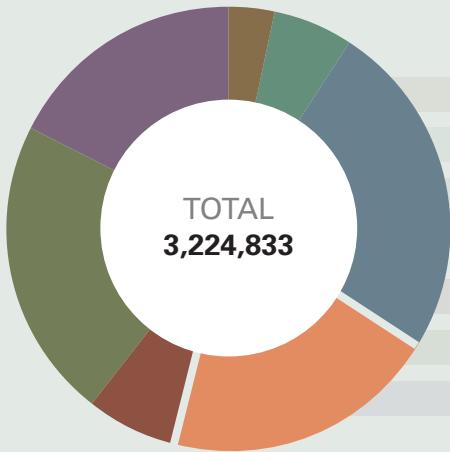


2010

2011

2012

2013

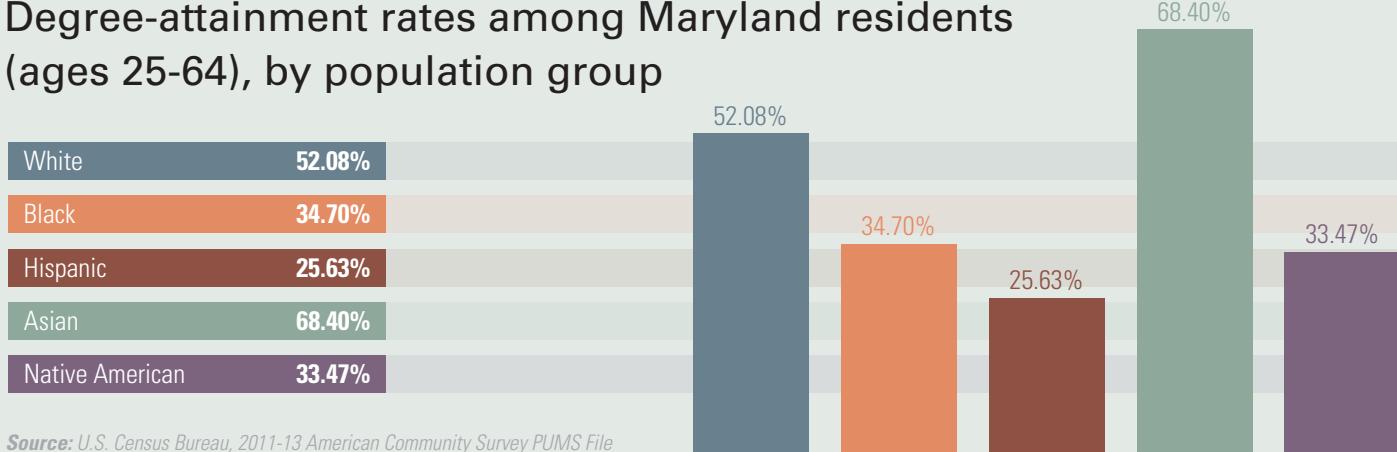


Levels of education for Maryland residents, ages 25-64

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

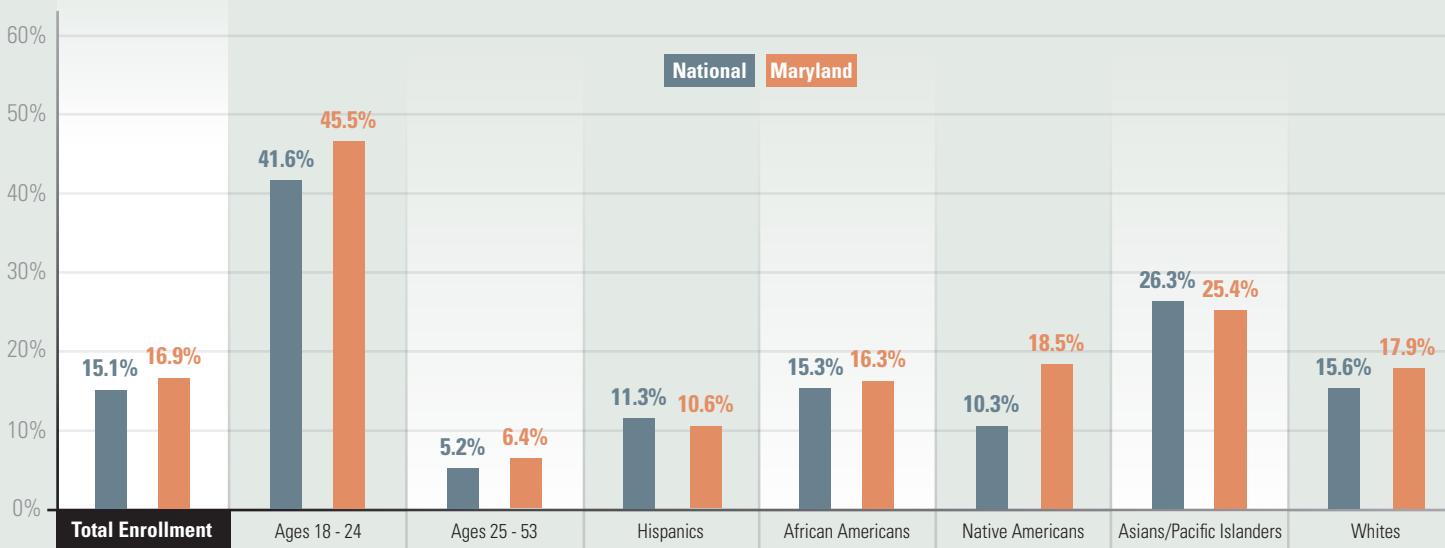
Source: U.S. Census Bureau, 2013 American Community Survey

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



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

College enrollment among Maryland residents, ages 18-53



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

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

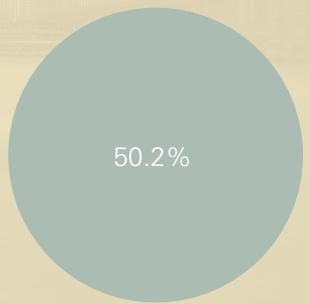
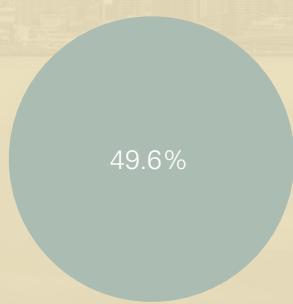
| | | | | | | | | | | | |
|--------------|-------|----------|-------|------------|-------|-----------------|-------|--------------|-------|------------------|-------|
| Allegany | 28.92 | Caroline | 21.26 | Dorchester | 23.47 | Howard | 68.31 | Queen Anne's | 41.89 | Washington | 29.82 |
| Anne Arundel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

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



Tracking the trend

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





Massachusetts

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

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

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

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

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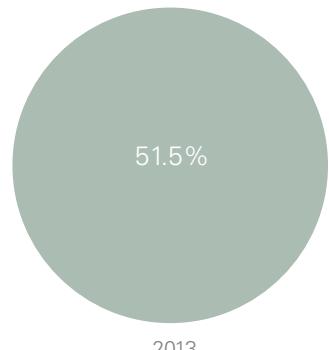
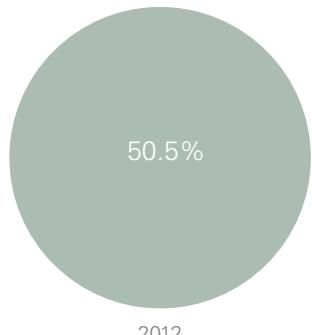
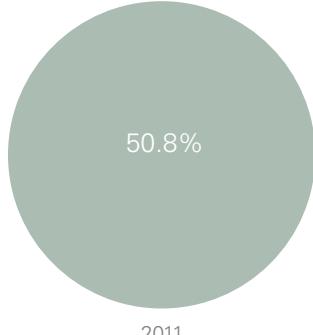
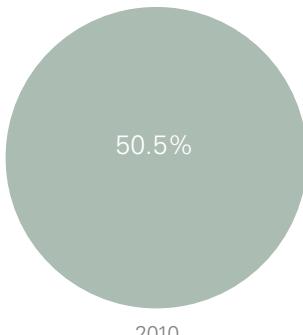
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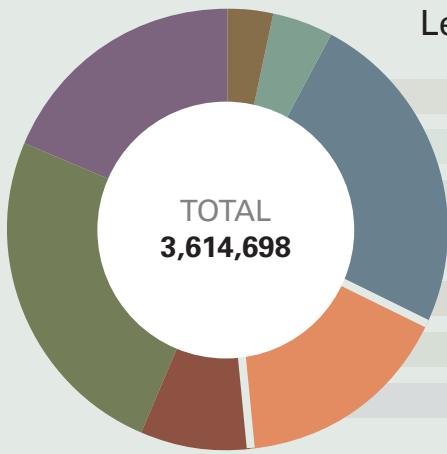
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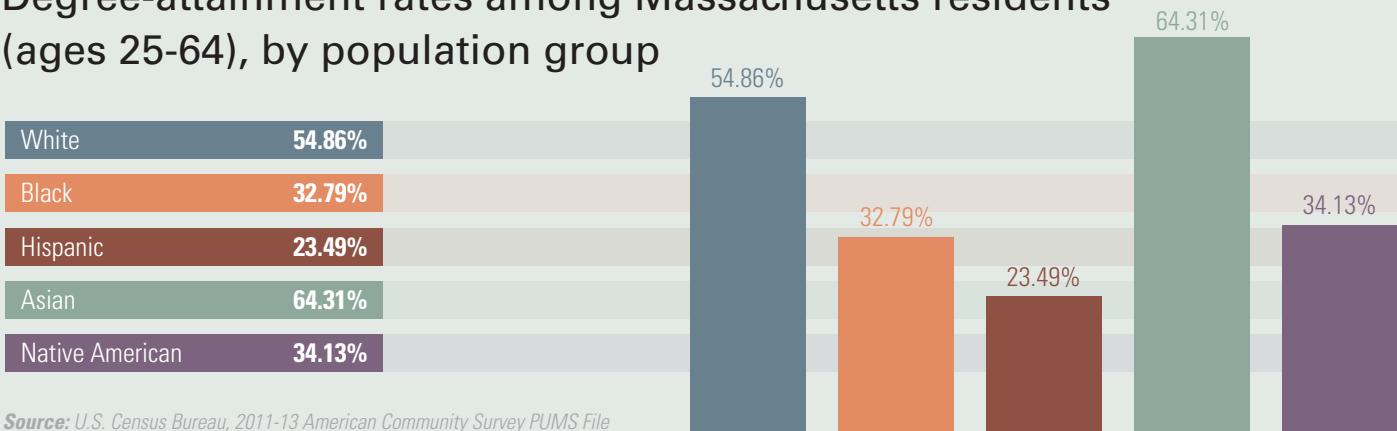


Levels of education for Massachusetts residents, ages 25-64

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

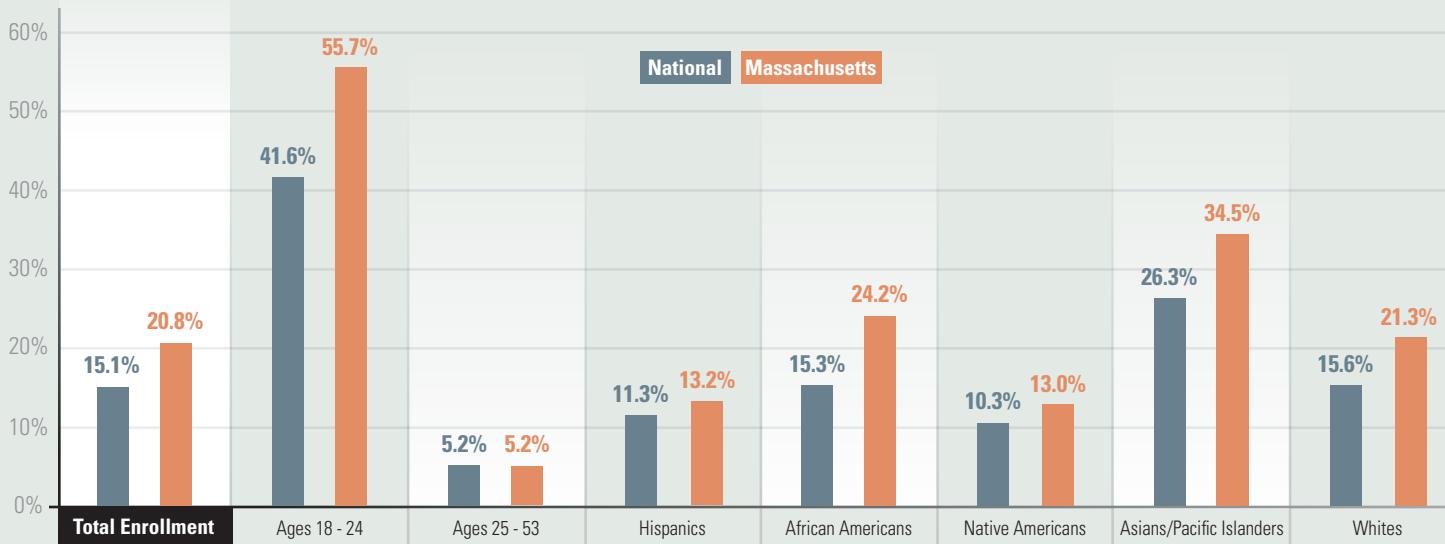
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Percentage of Massachusetts residents (ages 25-64) with at least an associate degree, by county

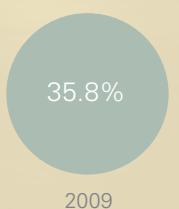
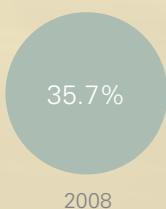
| | | | | | | | | | |
|------------|-------|----------|-------|-----------|-------|-----------|-------|-----------|-------|
| Barnstable | 48.84 | Dukes | 49.53 | Hampden | 36.70 | Nantucket | 51.35 | Suffolk | 49.05 |
| Berkshire | 40.95 | Essex | 48.68 | Hampshire | 54.02 | Norfolk | 62.26 | Worcester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

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



Tracking the trend

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





Michigan

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

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

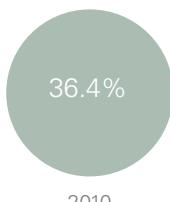
A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Michigan was 40.5 percent, higher than that of the adult population as a whole but below the national rate of 41.6 percent.

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

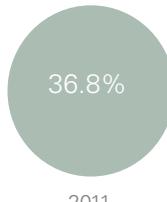
1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
3. Create smarter pathways for students.

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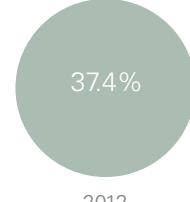
Many groups and individuals must work together to increase attainment. The imperative for Michigan to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need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



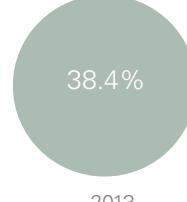
2010



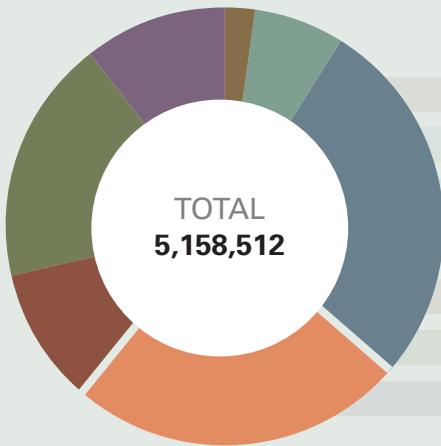
2011



2012



2013

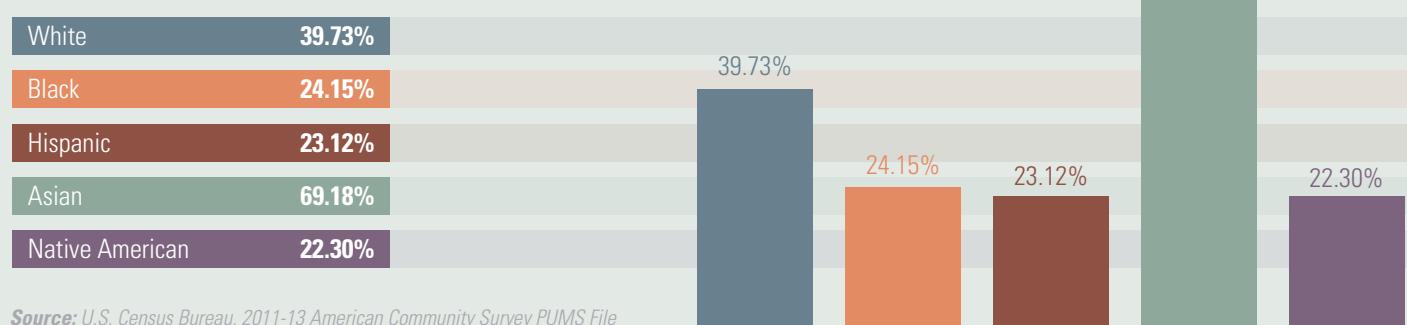


Levels of education for Michigan residents, ages 25-64

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

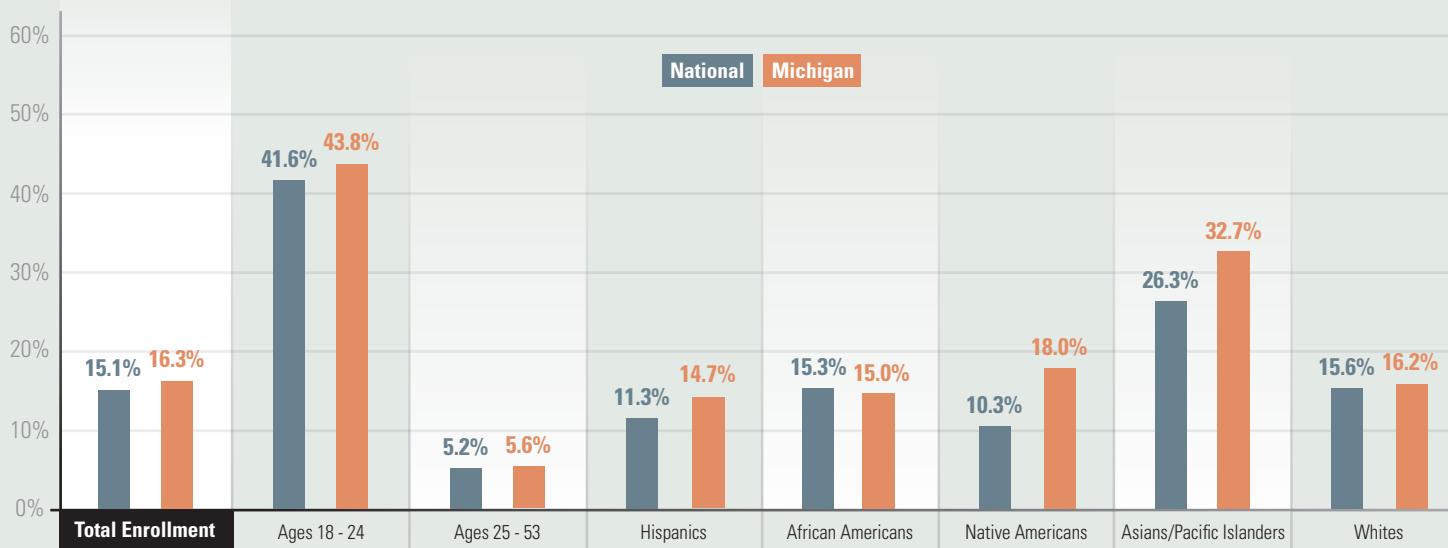
Source: U.S. Census Bureau, 2013 American Community Survey

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



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

College enrollment among Michigan residents, ages 18-53



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

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

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

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

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



Tracking the trend

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

45.1%

2008

45.2%

2009



Minnesota

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

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

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

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

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

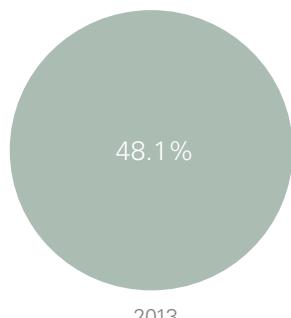
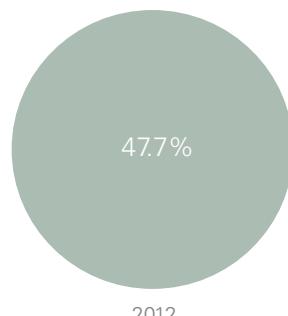
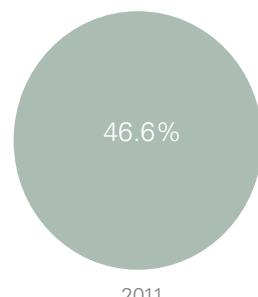
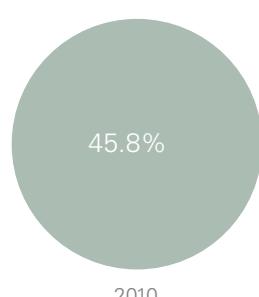
A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Minnesota was 51.7 percent, higher than that of the adult population as a whole and also above the national rate of 41.6 percent.

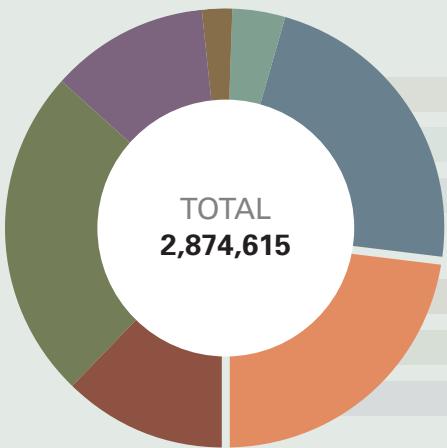
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Many groups and individuals must work together to increase attainment. The imperative for Minnesota to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students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



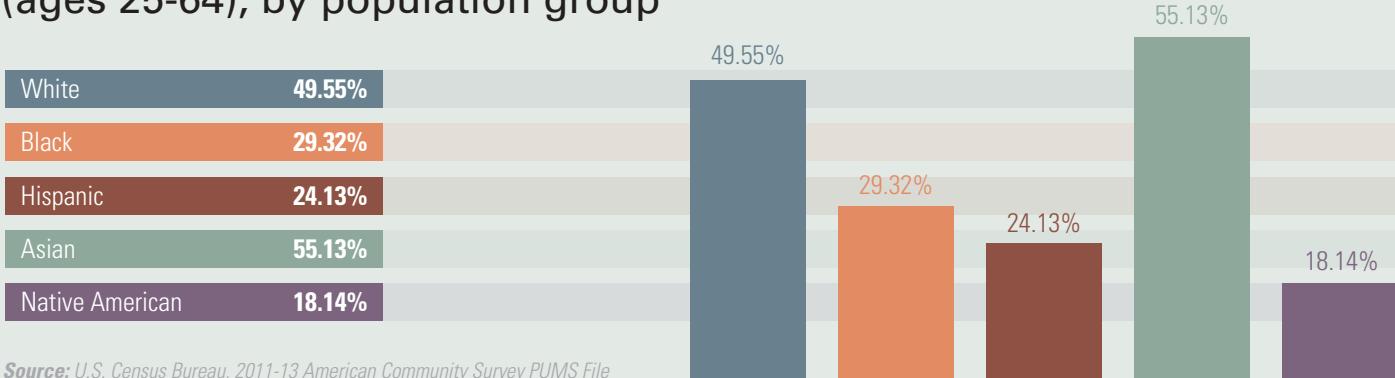


Levels of education for Minnesota residents, ages 25-64

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

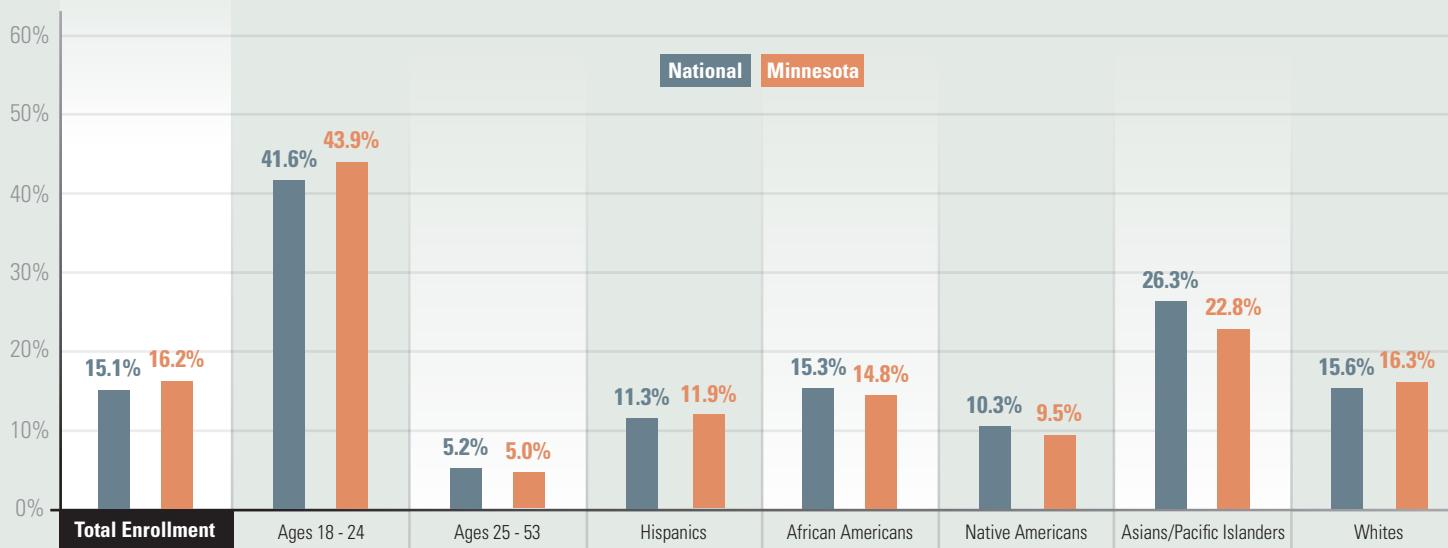
Source: U.S. Census Bureau, 2013 American Community Survey

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



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

College enrollment among Minnesota residents, ages 18-53



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

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

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

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

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



Tracking the trend

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

29.3%

2008

28.9%

2009



Mississippi

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

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

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

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

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

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

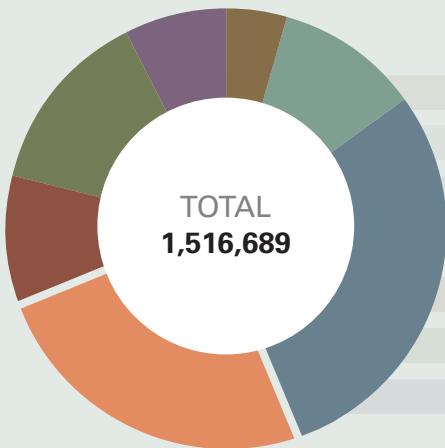
The steps that Mississippi and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

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



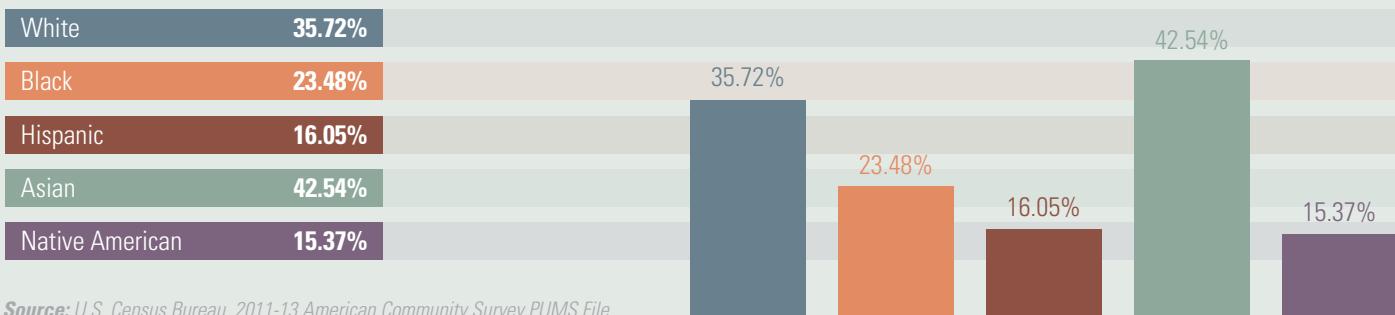


Levels of education for Mississippi residents, ages 25-64

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

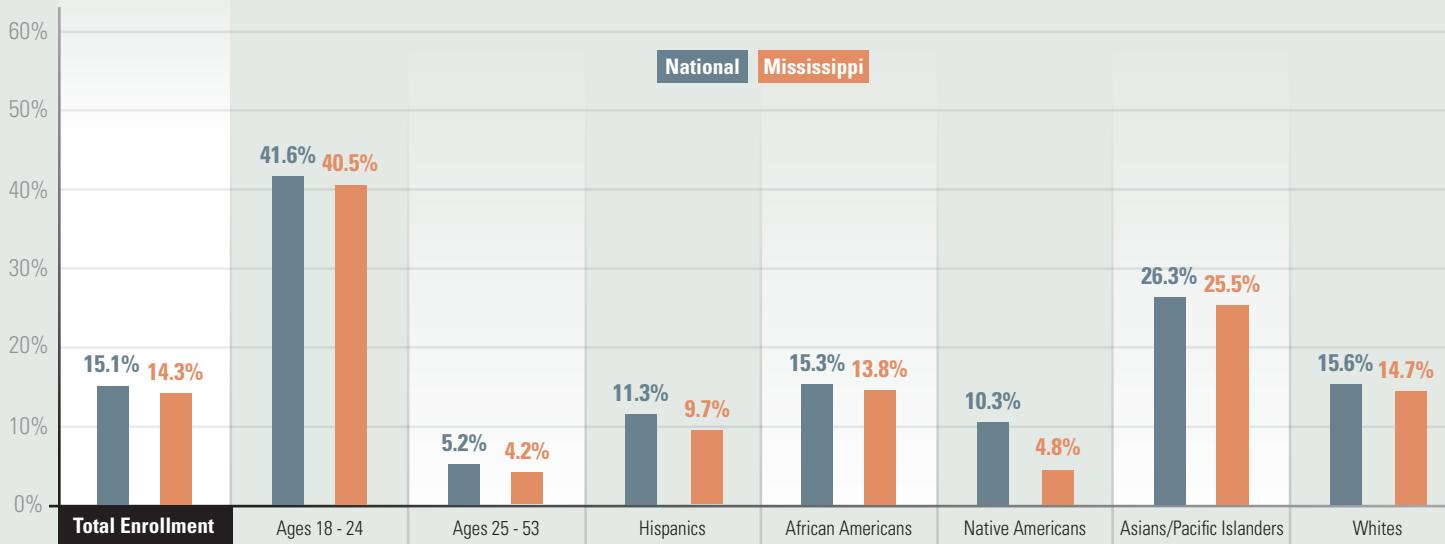
Source: U.S. Census Bureau, 2013 American Community Survey

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



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

College enrollment among Mississippi residents, ages 18-53



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

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

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

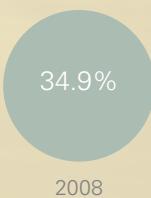
| | | | | | | | | | | | |
|-----------|-------|-----------|-------|-----------------|-------|-------------|-------|--------------|-------|------------|-------|
| Adams | 27.52 | Copiah | 23.65 | Itawamba | 25.45 | Lincoln | 30.67 | Pike | 24.03 | Tishomingo | 22.97 |
| Alcorn | 29.13 | Covington | 22.87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

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

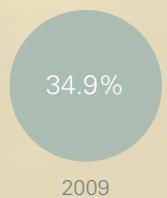


Tracking the trend

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



2008



2009



Missouri

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

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

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

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

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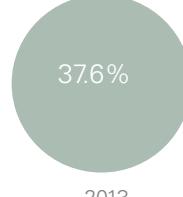
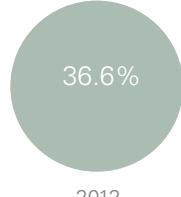
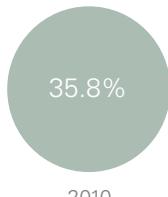
A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Missouri was 41.3 percent, higher than that of the adult population as a whole but below the national rate of 41.6 percent.

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

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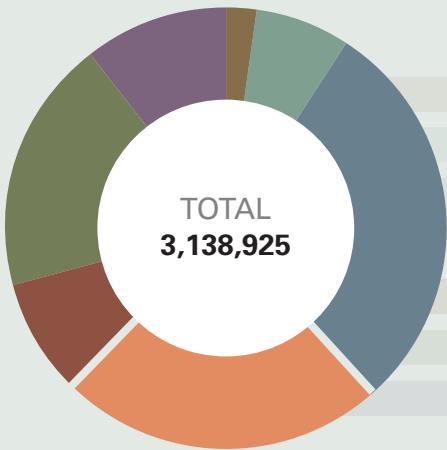


2010

2011

2012

2013

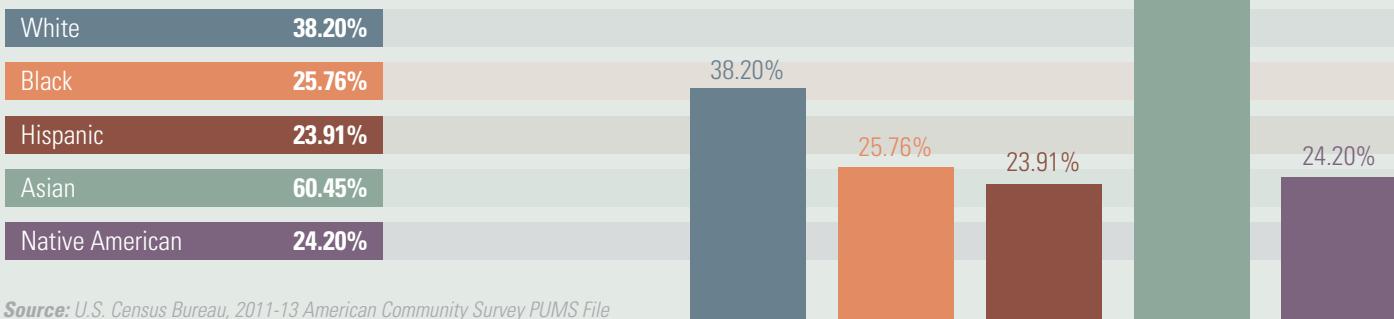


Levels of education for Missouri residents, ages 25-64

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

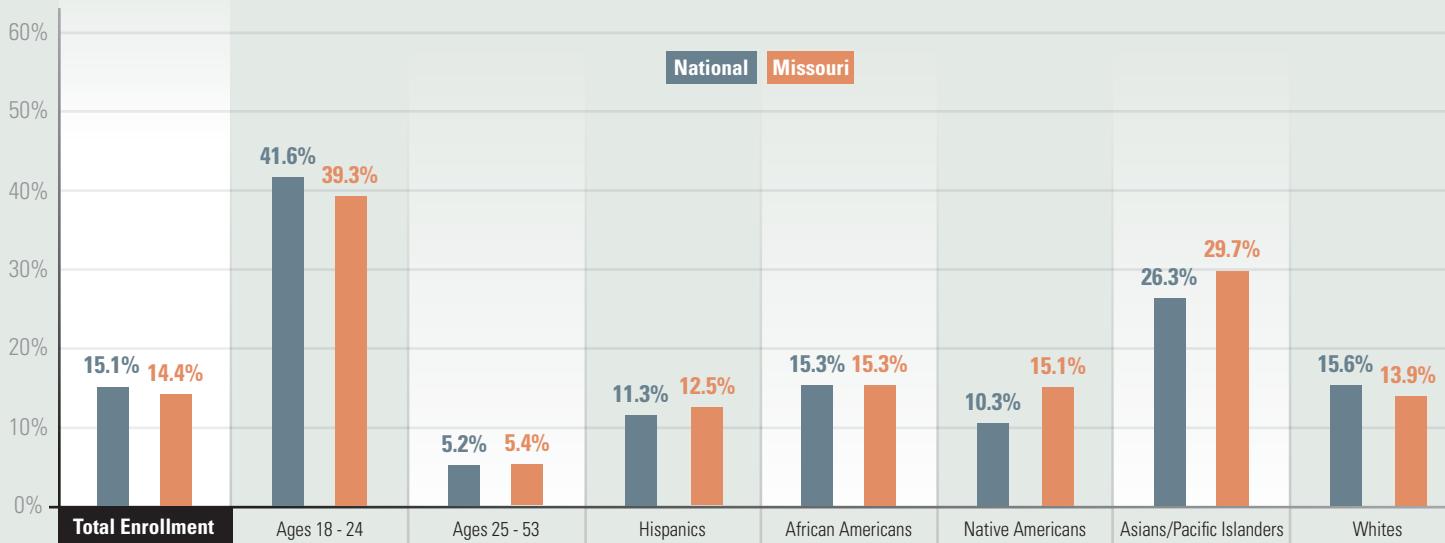
Source: U.S. Census Bureau, 2013 American Community Survey

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



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

College enrollment among Missouri residents, ages 18-53



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

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

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

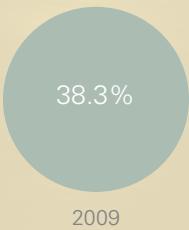
| | | | | | | | | | | | |
|----------------|-------|-----------|-------|------------|-------|-------------|-------|----------------|-------|------------------|-------|
| Adair | 37.82 | Chariton | 22.16 | Harrison | 19.38 | Macon | 26.44 | Phelps | 35.31 | Shannon | 18.29 |
| Andrew | 29.24 | Christian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

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



Tracking the trend

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





Montana

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

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

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

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

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

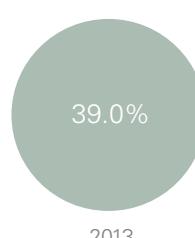
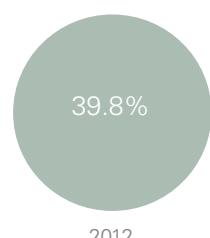
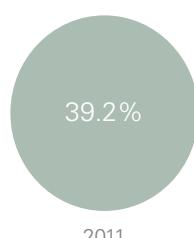
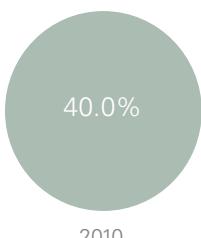
A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Montana was 40.1 percent, higher than that of the adult population as a whole but below the national rate of 41.6 percent.

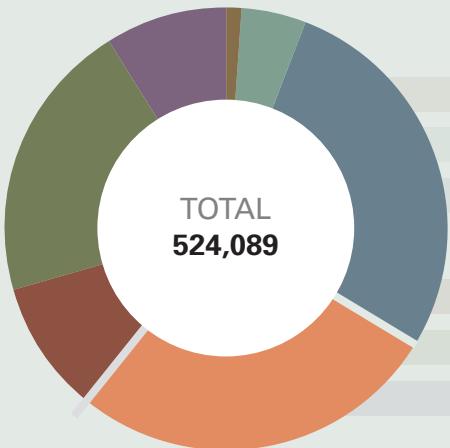
The steps that Montana and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

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

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

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



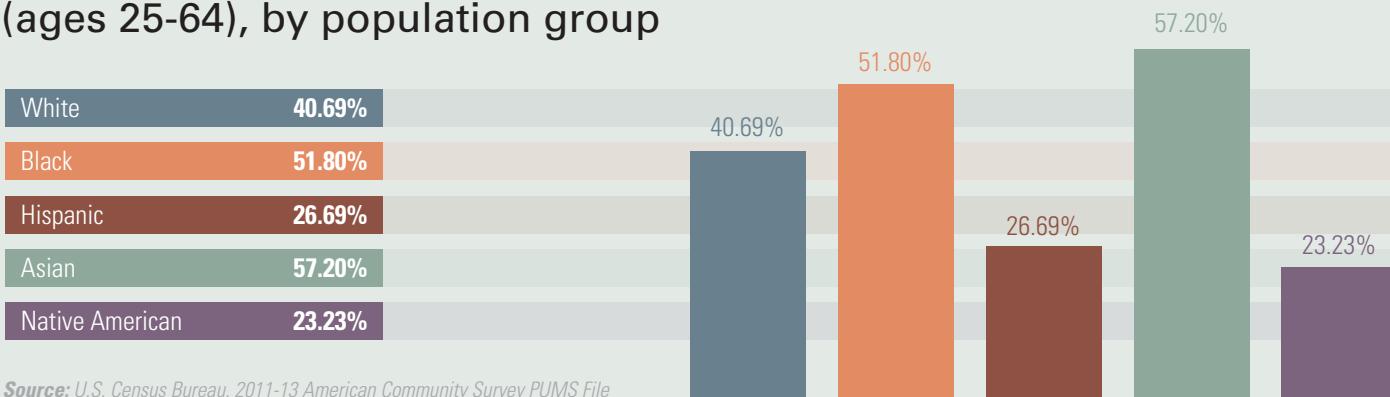


Levels of education for Montana residents, ages 25-64

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

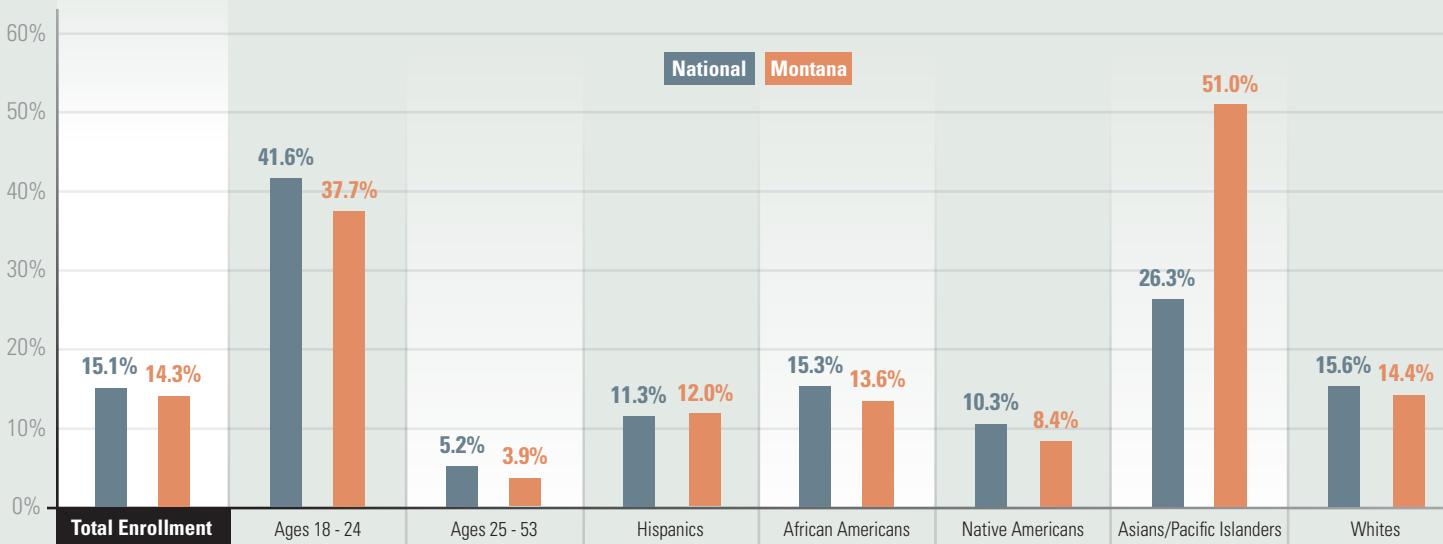
Source: U.S. Census Bureau, 2013 American Community Survey

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



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

College enrollment among Montana residents, ages 18-53



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

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

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

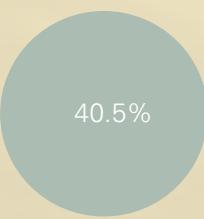
| | | | | | | | | | | | |
|------------|-------|---------------|-------|-----------------|-------|--------------|-------|-------------|-------|-------------|-------|
| Beaverhead | 40.68 | Dawson | 38.46 | Hill | 37.81 | Mineral | 17.66 | Ravalli | 32.43 | Toole | 20.26 |
| Big Horn | 27.22 | Deer Lodge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

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

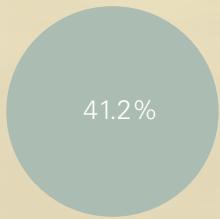


Tracking the trend

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



2008



2009

Nebraska



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

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

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

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

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

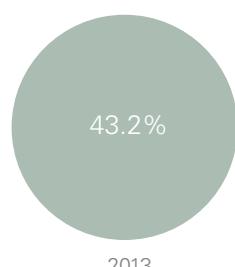
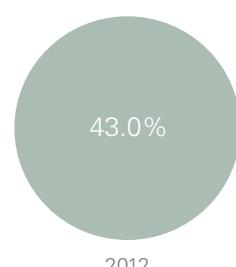
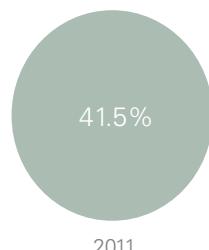
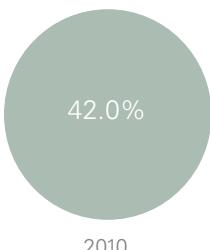
A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Nebraska was 47.1 percent, higher than that of the adult population as a whole and also above the national rate of 41.6 percent.

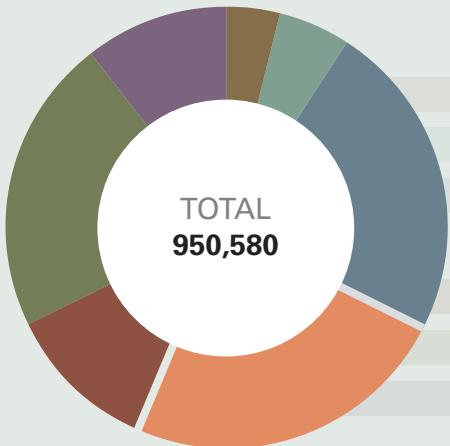
The steps that Nebraska and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

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

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

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



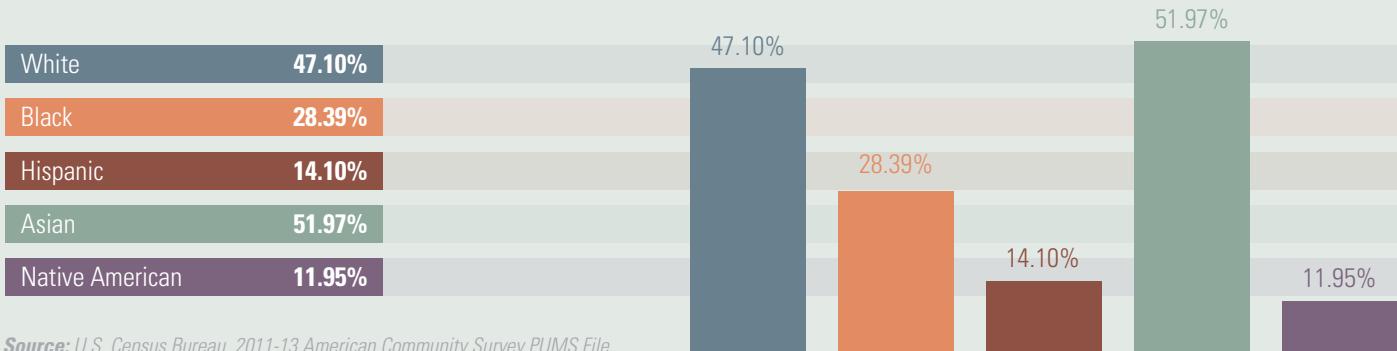


Levels of education for Nebraska residents, ages 25-64

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

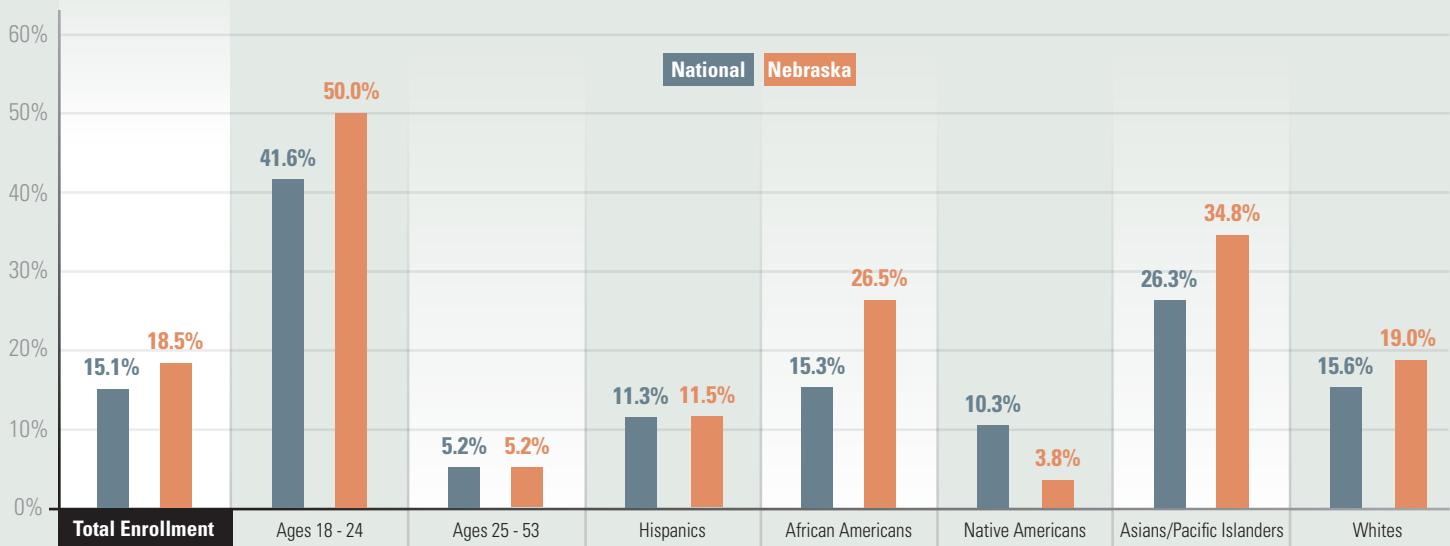
Source: U.S. Census Bureau, 2013 American Community Survey

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



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

College enrollment among Nebraska residents, ages 18-53



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

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

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

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

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



Tracking the trend

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

30.1%

2008

30.4%

2009

Nevada

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

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

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

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

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

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

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

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

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

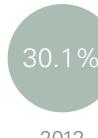
Many groups and individuals must work together to increase attainment. The imperative for Nevada to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need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



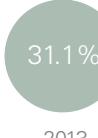
2010



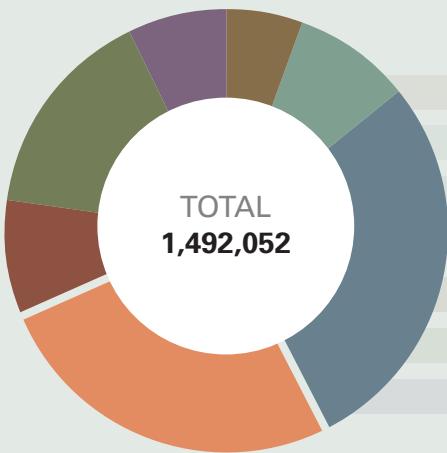
2011



2012



2013

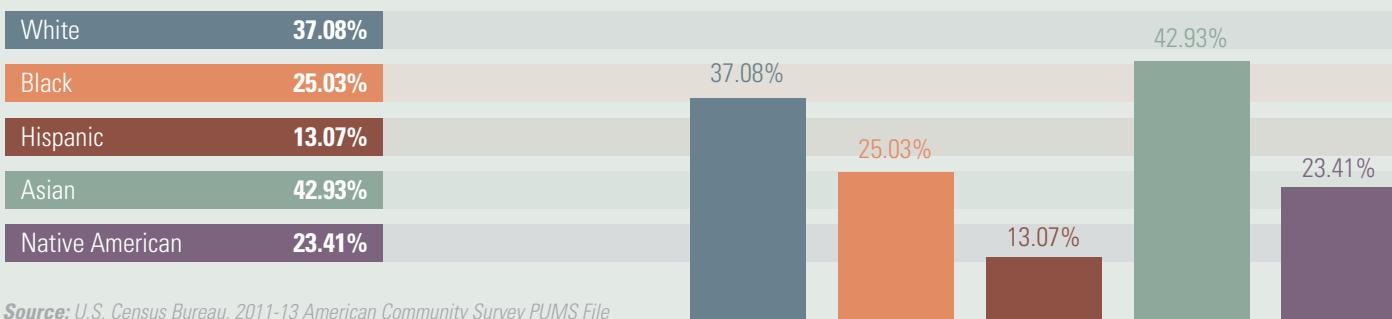


Levels of education for Nevada residents, ages 25-64

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

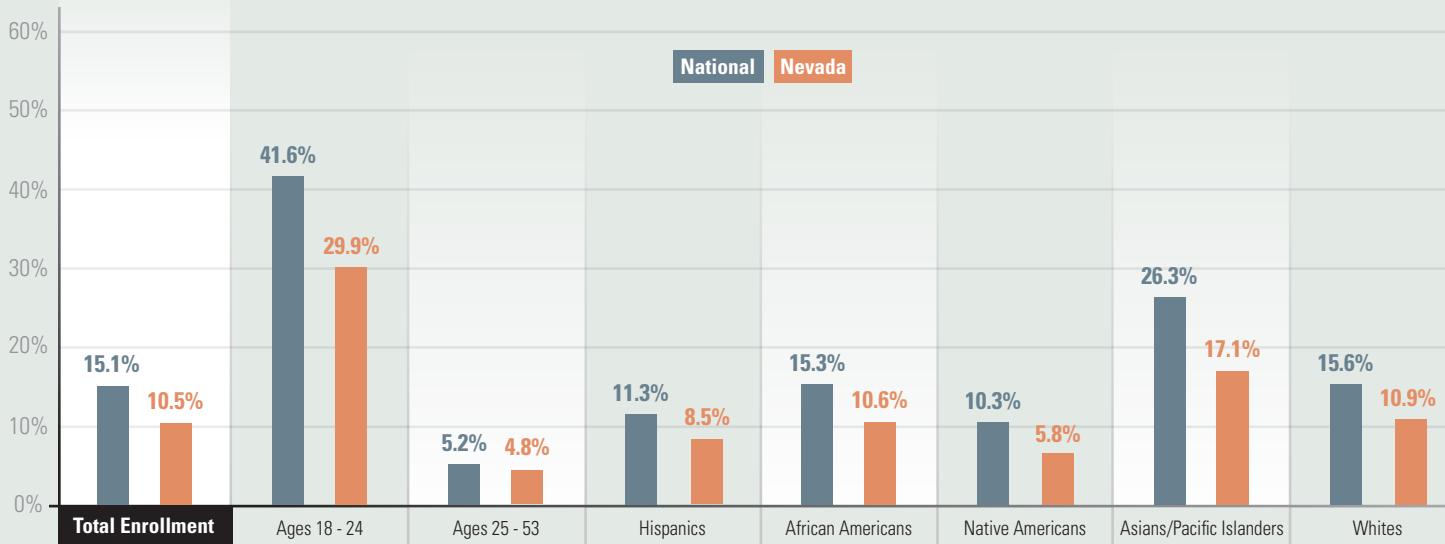
Source: U.S. Census Bureau, 2013 American Community Survey

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



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

College enrollment among Nevada residents, ages 18-53



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

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

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

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

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



Tracking the trend

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

46.0%

2008

44.6%

2009



New Hampshire

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

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

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

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

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

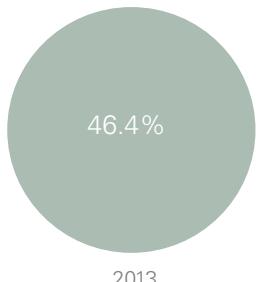
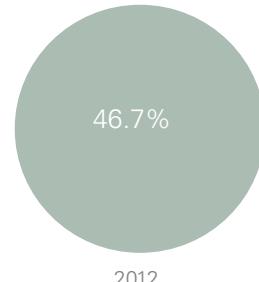
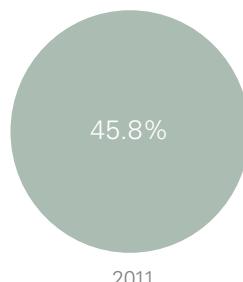
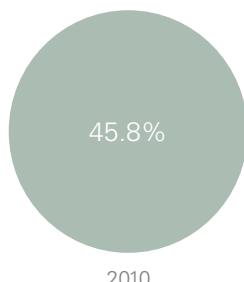
A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in New Hampshire was 44 percent, lower than that of the adult population as a whole but above the national rate of 41.6 percent.

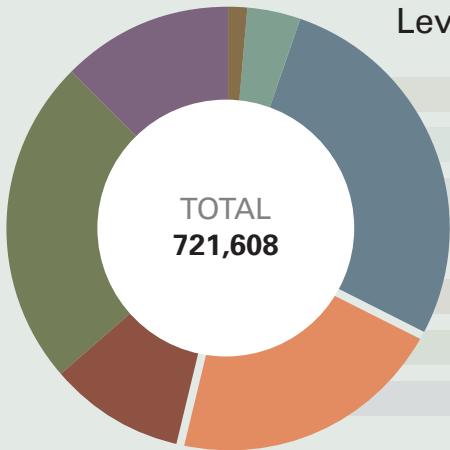
The steps that New Hampshire and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

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

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

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



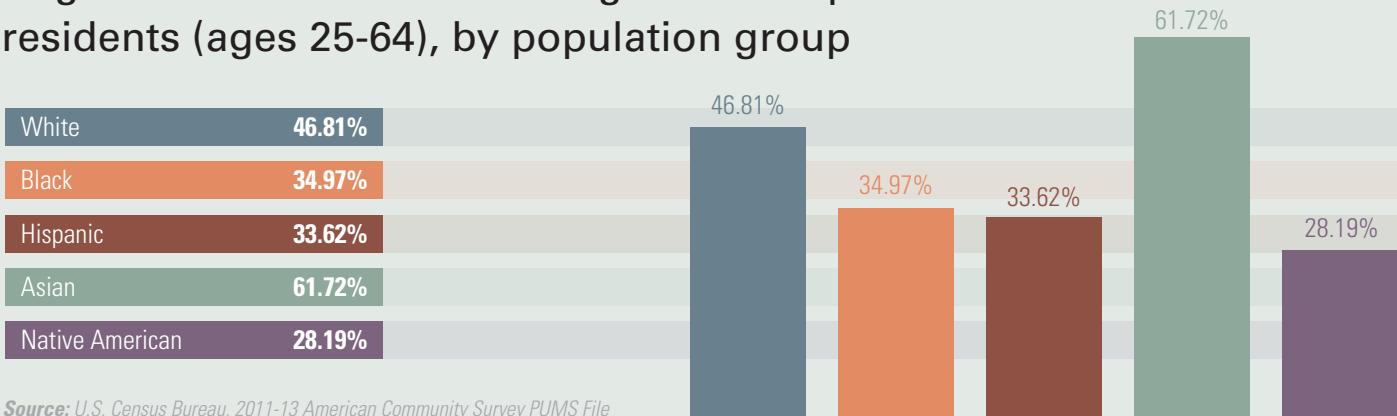


Levels of education for New Hampshire residents, ages 25-64

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

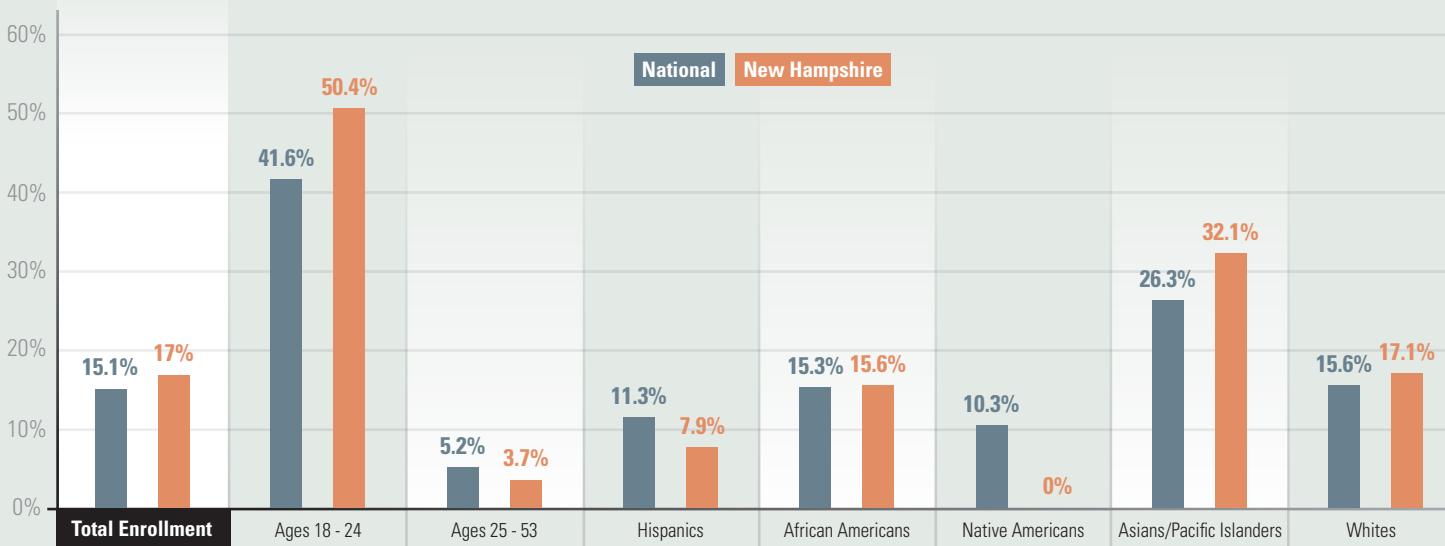
Source: U.S. Census Bureau, 2013 American Community Survey

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



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

College enrollment among New Hampshire residents, ages 18-53



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

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

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

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

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



Tracking the trend

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

44.6%

2008

44.5%

2009



New Jersey

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

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

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

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

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

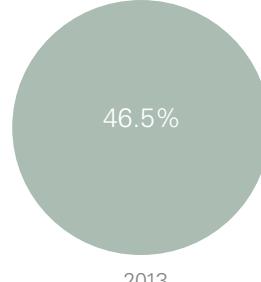
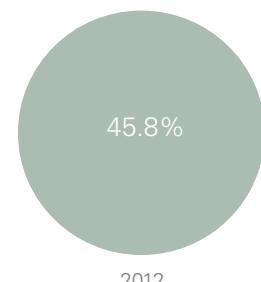
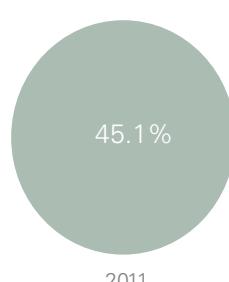
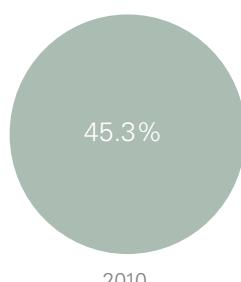
A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in New Jersey was 49.7 percent, higher than that of the adult population as a whole and also above the national rate of 41.6 percent.

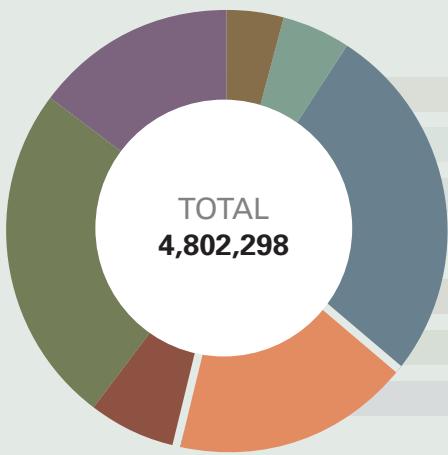
The steps that New Jersey and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

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



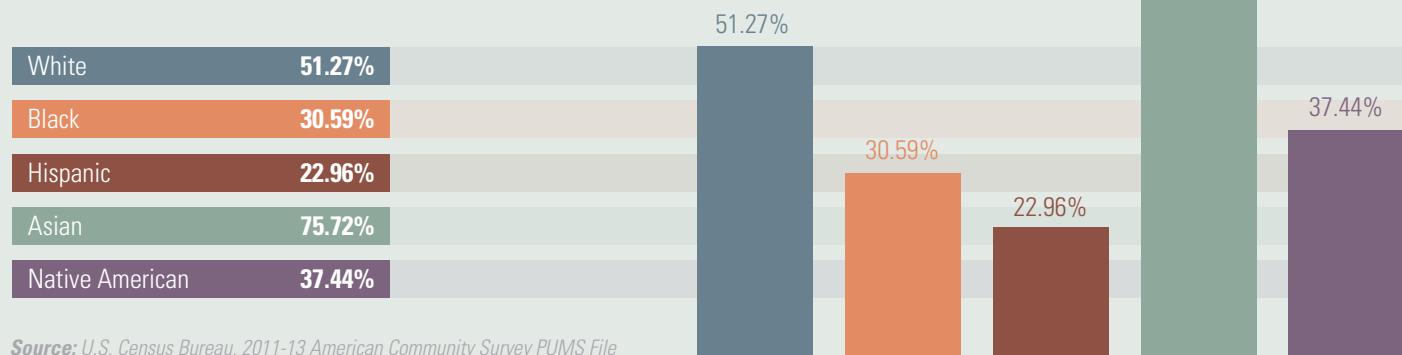


Levels of education for New Jersey residents, ages 25-64

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

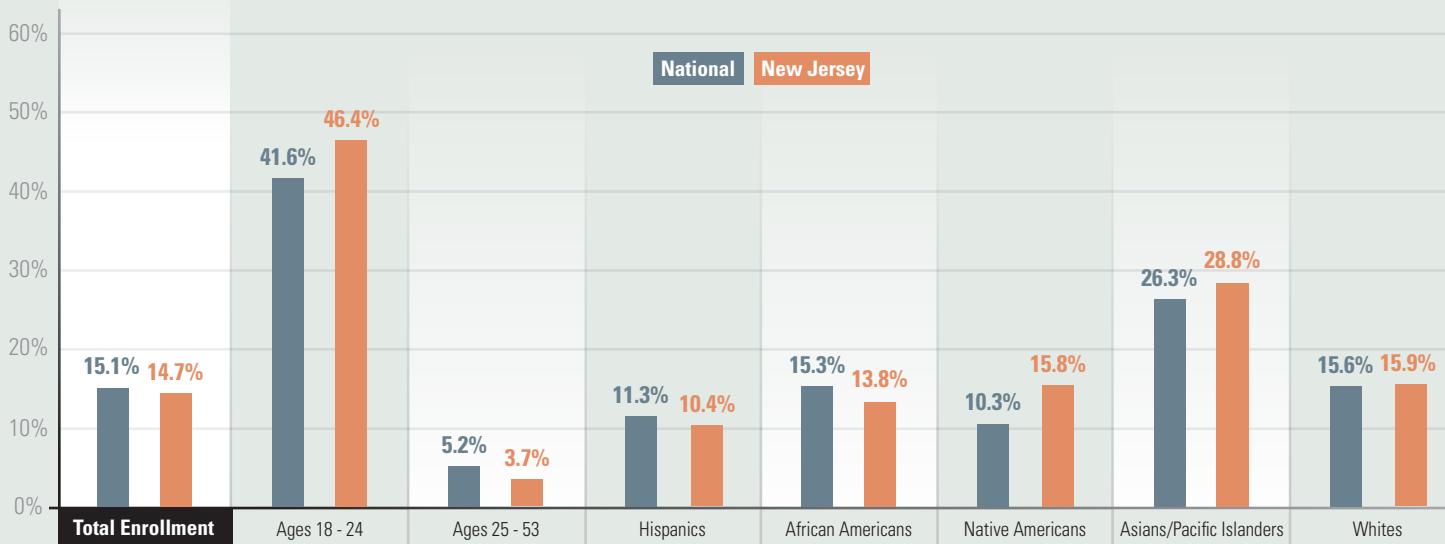
Source: U.S. Census Bureau, 2013 American Community Survey

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



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

College enrollment among New Jersey residents, ages 18-53



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

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

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

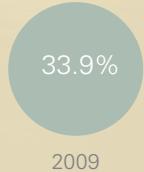
| | | | | | | | | | | | |
|------------|-------|------------|-------|-----------|-------|----------|-------|----------|-------|--------|-------|
| Atlantic | 32.99 | Cape May | 38.39 | Hudson | 44.68 | Monmouth | 52.40 | Salem | 31.82 | Warren | 41.48 |
| Bergen | 56.01 | Cumberland | 21.51 | Hunterdon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

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



Tracking the trend

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



New Mexico

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

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

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

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

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

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

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

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

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

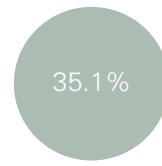
Many groups and individuals must work together to increase attainment. The imperative for New Mexico to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need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



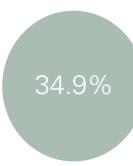
2010



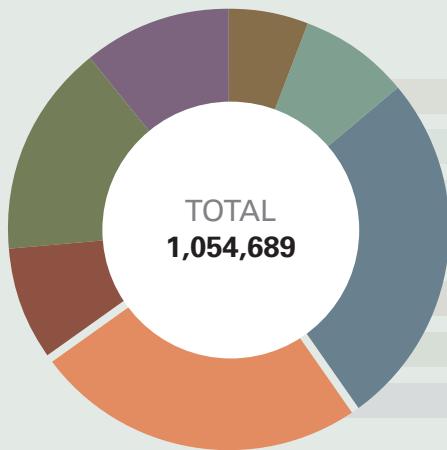
2011



2012



2013

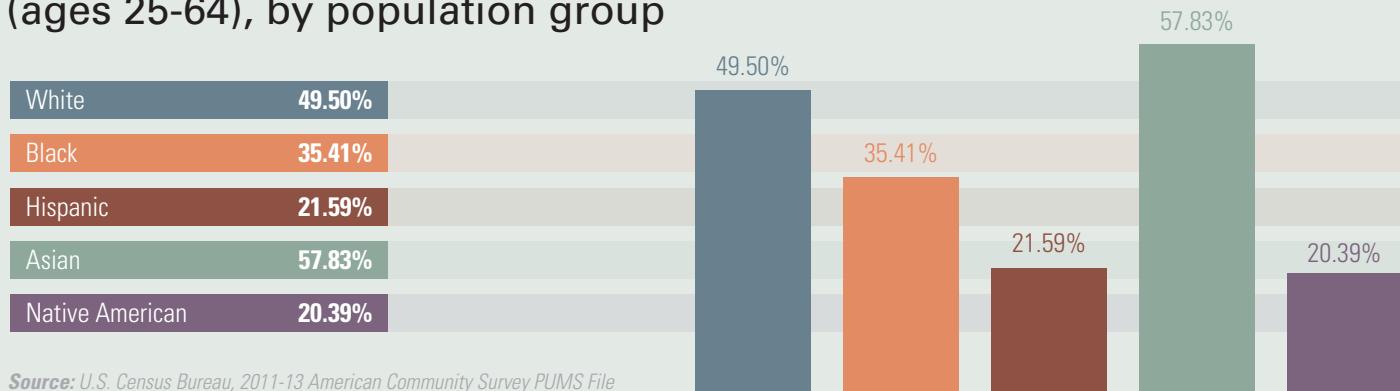


Levels of education for New Mexico residents, ages 25-64

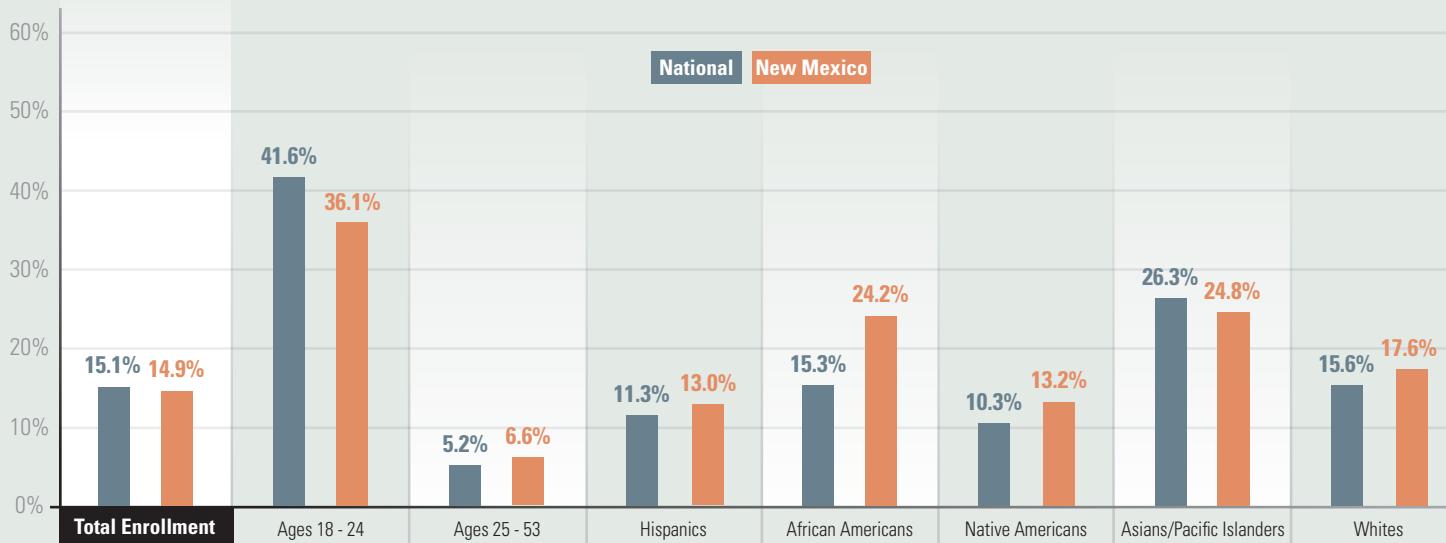
| | | |
|--|----------------|---------------|
| Less than ninth grade | 61,960 | 5.87% |
| Ninth to 12th grade, no diploma | 87,216 | 8.27% |
| High school graduate (including equivalency) | 277,481 | 26.31% |
| Some college, no degree | 260,360 | 24.69% |
| Associate degree | 92,271 | 8.75% |
| Bachelor's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

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

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



College enrollment among New Mexico residents, ages 18-53



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

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

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

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

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



Tracking the trend

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

43.8%

2008

44.6%

2009



New York

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

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

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

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

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

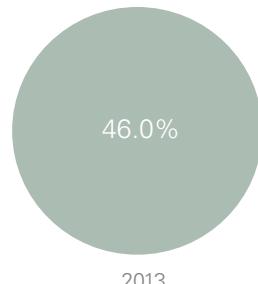
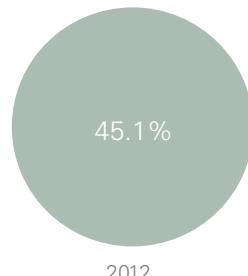
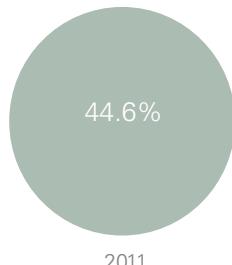
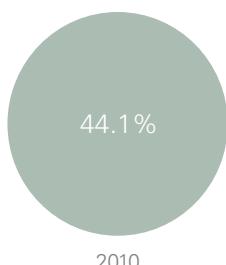
A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in New York was 51.8 percent, higher than that of the adult population as a whole and also above the national rate of 41.6 percent.

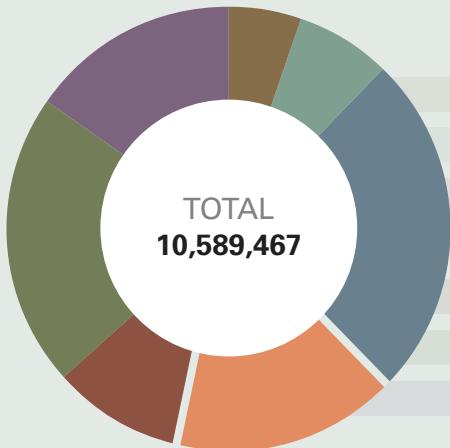
The steps that New York and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

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3. Create smarter pathways for students.

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



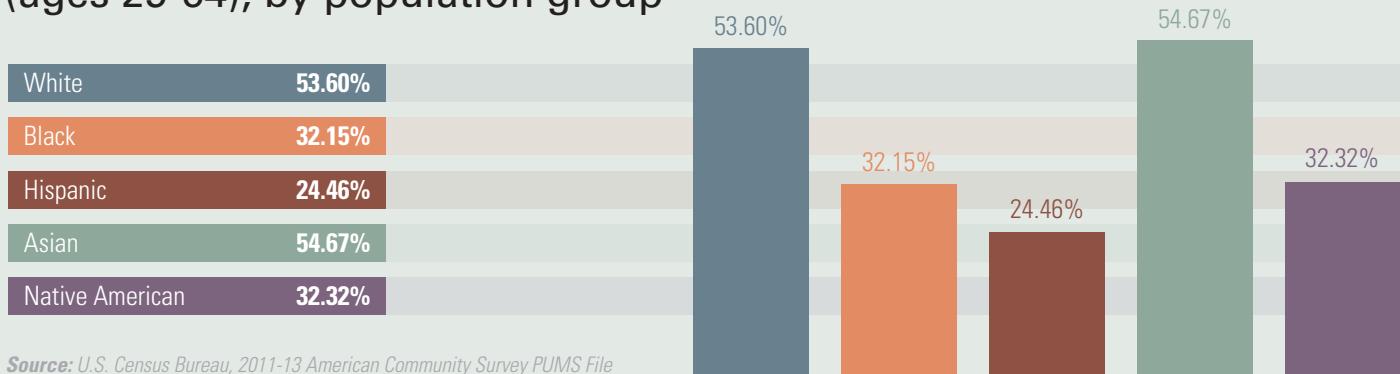


Levels of education for New York residents, ages 25-64

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

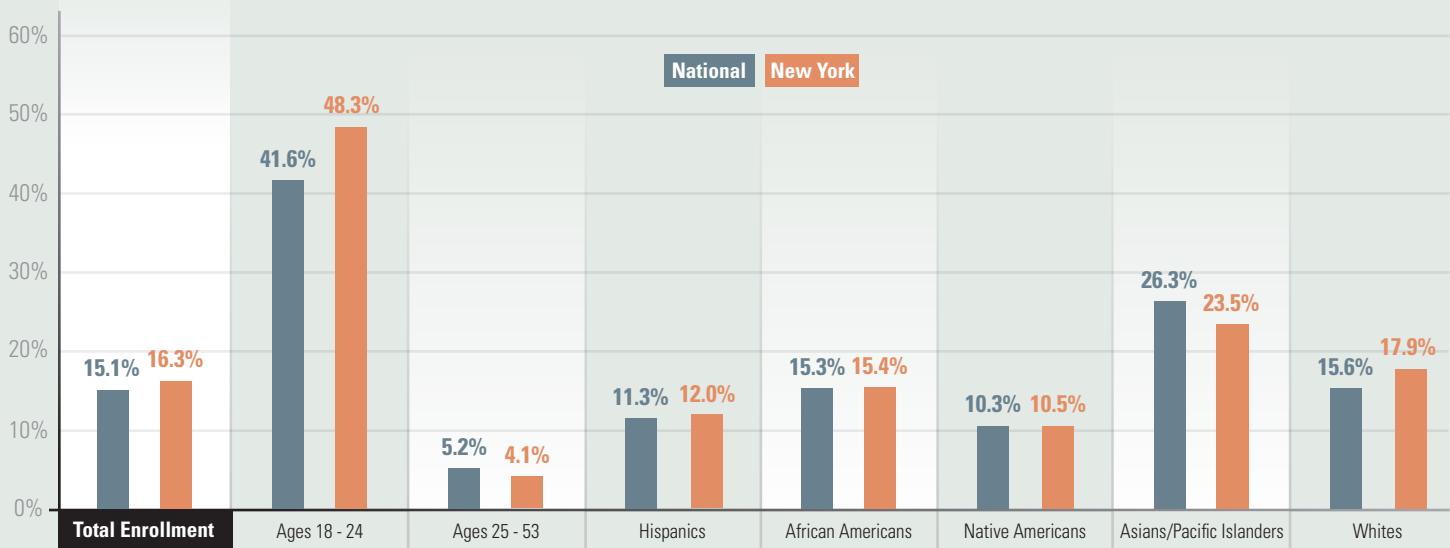
Source: U.S. Census Bureau, 2013 American Community Survey

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



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

College enrollment among New York residents, ages 18-53



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

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

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

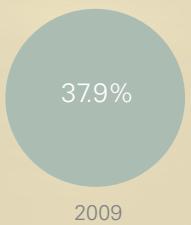
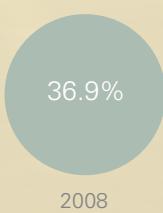
| | | | | | | | | | | | |
|-------------|-------|----------|-------|------------|-------|------------|-------|--------------|-------|-------------|-------|
| Albany | 53.55 | Cortland | 38.89 | Jefferson | 33.60 | Onondaga | 48.92 | St. Lawrence | 34.79 | Ulster | 42.06 |
| Allegany | 34.36 | Delaware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

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



Tracking the trend

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





North Carolina

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

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

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

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

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

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

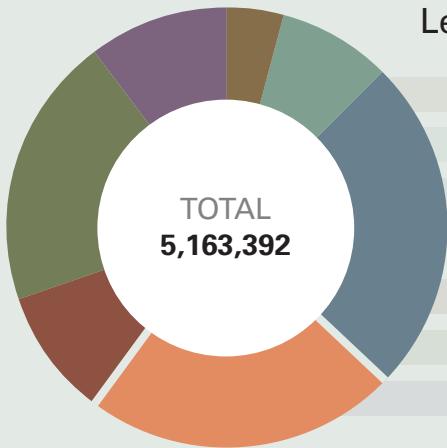
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3. Create smarter pathways for students.

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



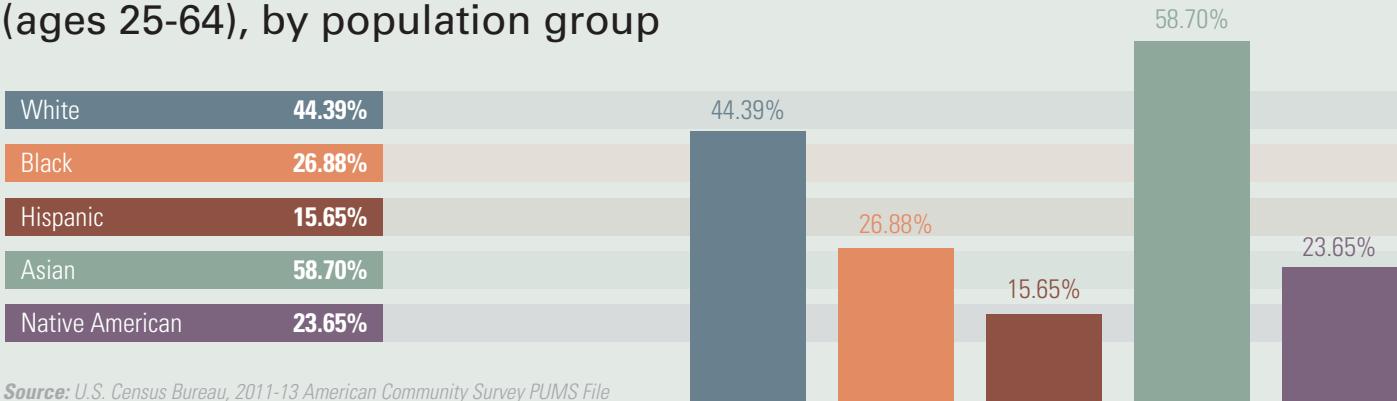


Levels of education for North Carolina residents, ages 25-64

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

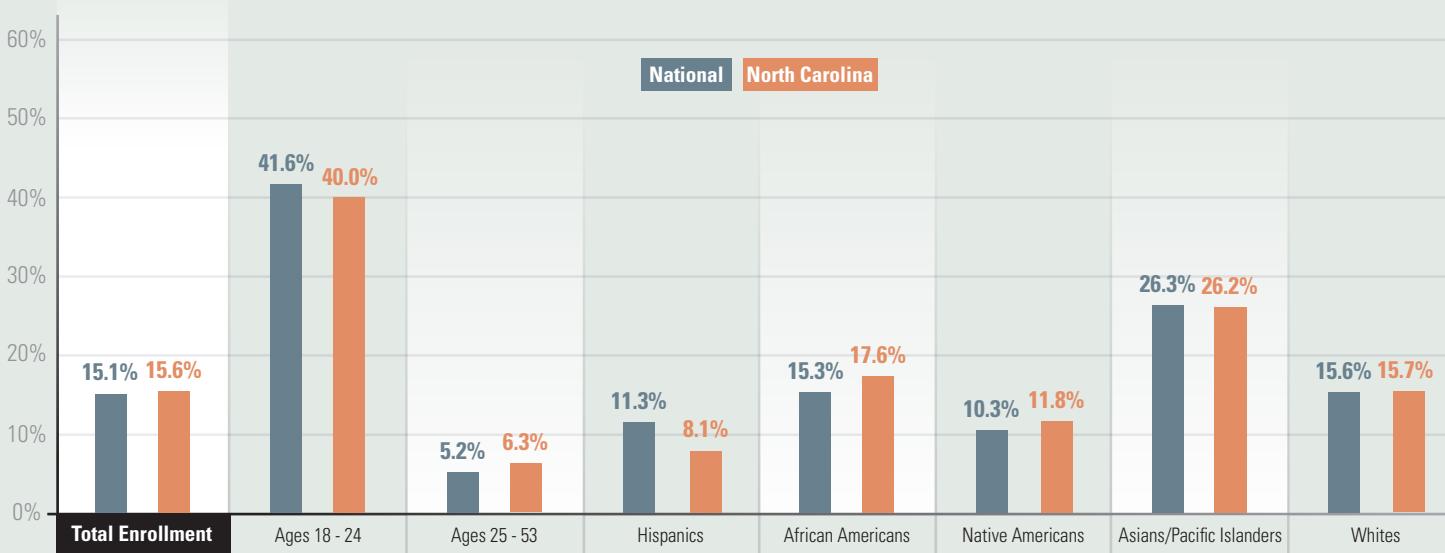
Source: U.S. Census Bureau, 2013 American Community Survey

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



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

College enrollment among North Carolina residents, ages 18-53



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

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

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

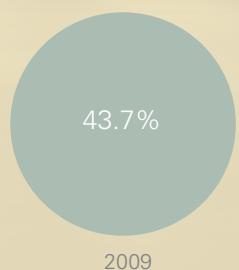
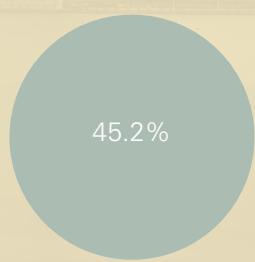
| | | | | | | | | | | | |
|-----------|-------|------------|-------|-----------|-------|-------------|-------|------------|-------|--------------|-------|
| Alamance | 33.56 | Catawba | 33.00 | Franklin | 29.49 | Jones | 23.98 | Pamlico | 30.32 | Surry | 27.84 |
| Alexander | 21.92 | Chatham | 43.56 | Gaston | 29.21 | Lee | 31.05 | Pasquotank | 32.20 | Swain | 29.70 |
| Alleghany | 31.29 | Cherokee | 28.68 | Gates | 24.46 | Lenoir | 25.87 | Pender | 33.71 | Transylvania | 37.95 |
| Anson | 18.19 | Chowan | 29.59 | Graham | 21.48 | Lincoln | 31.50 | Perquimans | 29.19 | Tyrrell | 14.37 |
| Ashe | 31.70 | Clay | 30.54 | Granville | 28.09 | McDowell | 26.28 | Person | 26.49 | Union | 43.55 |
| Avery | 27.76 | Cleveland | 30.18 | Greene | 25.04 | Macon | 29.36 | Pitt | 41.35 | Vance | 20.13 |
| Beaufort | 29.38 | Columbus | 24.48 | Guilford | 42.69 | Madison | 32.39 | Polk | 33.00 | Wake | 58.61 |
| Bertie | 18.07 | Craven | 32.56 | Halifax | 21.28 | Martin | 24.75 | Randolph | 25.24 | Warren | 22.86 |
| Bladen | 21.47 | Cumberland | 35.27 | Harnett | 30.76 | Mecklenburg | 50.35 | Richmond | 22.81 | Washington | 23.78 |
| Brunswick | 34.71 | Currituck | 27.38 | Haywood | 36.41 | Mitchell | 30.25 | Robeson | 21.24 | Watauga | 47.89 |
| Buncombe | 44.80 | Dare | 38.68 | Henderson | 37.58 | Montgomery | 27.05 | Rockingham | 23.32 | Wayne | 28.77 |
| Burke | 28.97 | Davidson | 29.45 | Hertford | 25.62 | Moore | 45.52 | Rowan | 28.47 | Wilkes | 24.29 |
| Cabarrus | 37.86 | Davie | 36.12 | Hoke | 31.01 | Nash | 28.87 | Rutherford | 30.10 | Wilson | 28.42 |
| Caldwell | 23.94 | Duplin | 19.89 | Hyde | 21.30 | New Hanover | 48.63 | Sampson | 22.57 | Yadkin | 26.74 |
| Camden | 35.07 | Durham | 53.32 | Iredell | 36.78 | Northampton | 19.75 | Scotland | 22.45 | Yancey | 24.66 |
| Carteret | 34.98 | Edgecombe | 19.35 | Jackson | 37.93 | Onslow | 29.33 | Stanly | 27.49 | | |
| Caswell | 18.01 | Forsyth | 41.69 | Johnston | 33.80 | Orange | 63.39 | Stokes | 22.64 | | |

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



Tracking the trend

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





North Dakota

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

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

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

North Dakota is making progress on increasing attainment. The most recent Census data (2013) show that 45.8 percent of the state's 365,000 working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year's rate of 45.6 percent. The state's rate of higher education attainment is above the national rate of

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

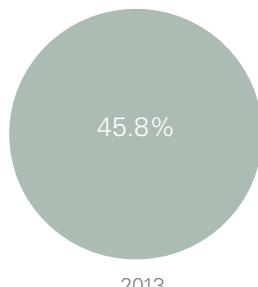
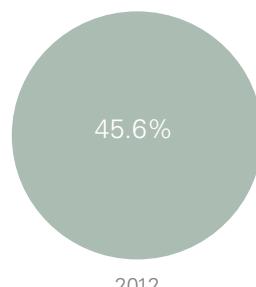
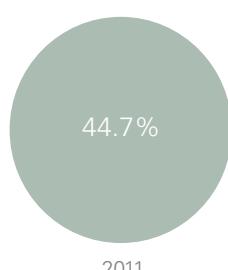
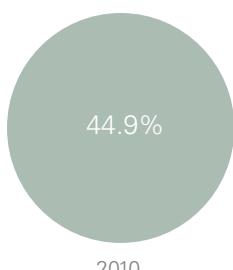
A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in North Dakota was 50.4 percent, higher than that of the adult population as a whole and also above the national rate of 41.6 percent.

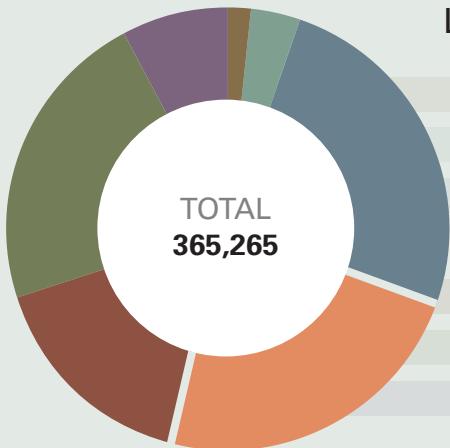
The steps that North Dakota and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

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

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



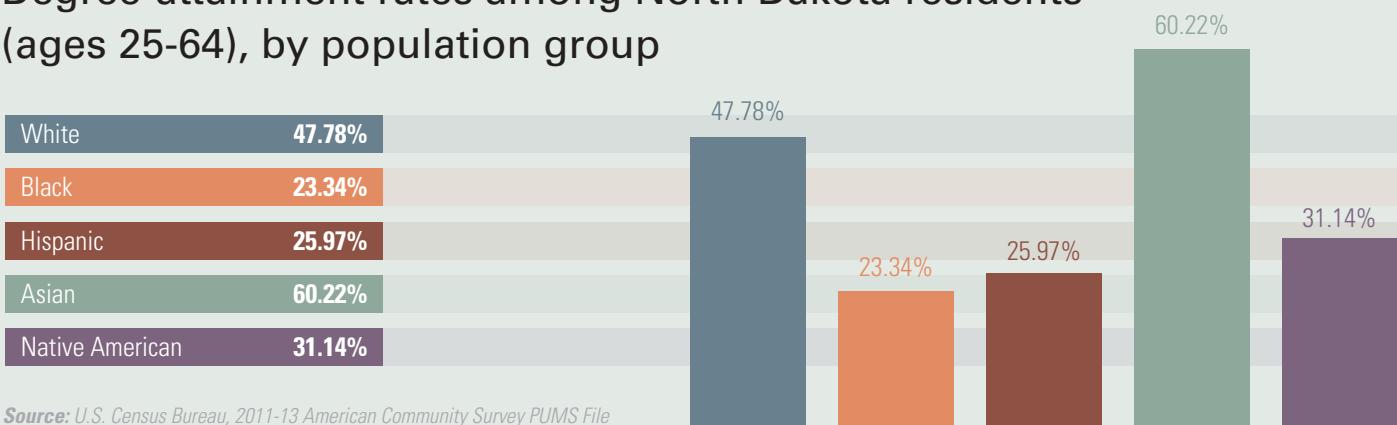


Levels of education for North Dakota residents, ages 25-64

| | | |
|--|---------------|---------------|
| Less than ninth grade | 6,757 | 1.85% |
| Ninth to 12th grade, no diploma | 12,759 | 3.49% |
| High school graduate (including equivalency) | 93,108 | 25.49% |
| Some college, no degree | 85,280 | 23.35% |
| Associate degree | 58,385 | 15.98% |
| Bachelor's degree | 80,826 | 22.13% |
| Graduate or professional degree | 28,150 | 7.71% |

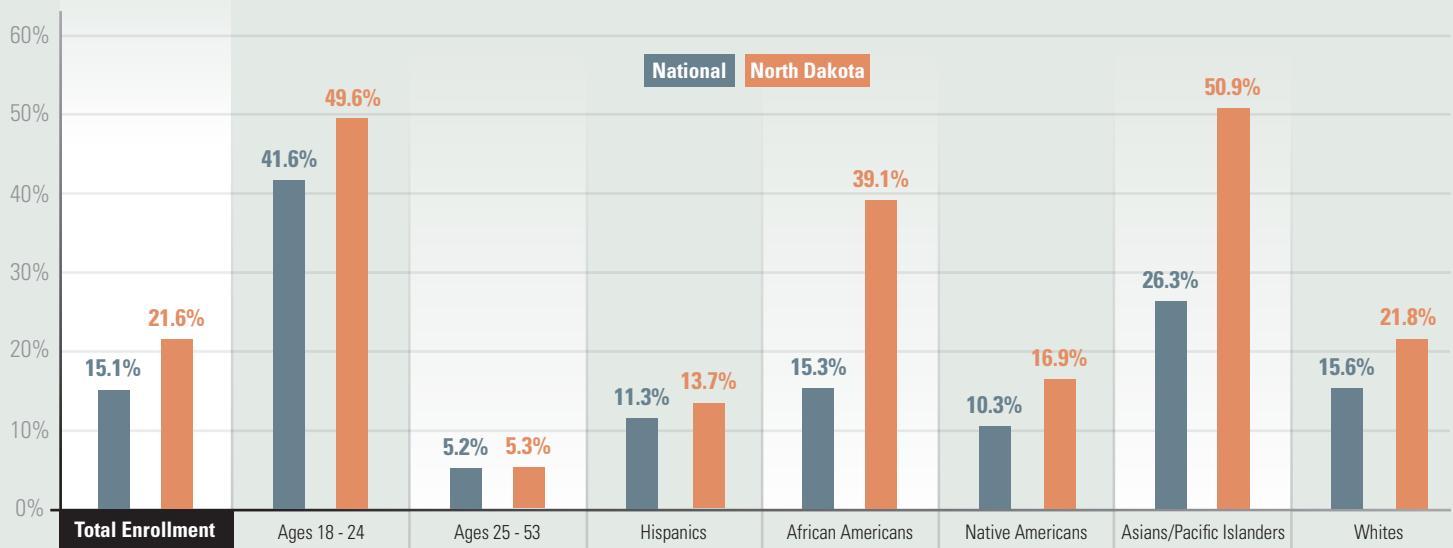
Source: U.S. Census Bureau, 2013 American Community Survey

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



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

College enrollment among North Dakota residents, ages 18-53



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

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

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

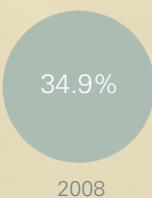
| | | | | | | | | | | | |
|-----------|-------|---------------|-------|-----------|-------|-----------|-------|----------|-------|----------|-------|
| Adams | 34.97 | Cavalier | 41.82 | Grant | 39.02 | McLean | 39.11 | Ransom | 33.72 | Steele | 38.95 |
| Barnes | 41.50 | Dickey | 45.32 | Griggs | 31.11 | Mercer | 42.89 | Renville | 36.86 | Stutsman | 37.94 |
| Benson | 29.44 | Divide | 42.07 | Hettinger | 33.12 | Morton | 43.99 | Richland | 43.31 | Towner | 43.31 |
| Billings | 40.68 | Dunn | 33.91 | Kidder | 33.65 | Mountrail | 34.38 | Rolette | 39.00 | Traill | 50.25 |
| Bottineau | 40.39 | Eddy | 42.10 | LaMoure | 44.69 | Nelson | 47.76 | Sargent | 39.41 | Walsh | 33.59 |
| Bowman | 40.38 | Emmons | 36.17 | Logan | 30.51 | Oliver | 34.20 | Sheridan | 31.12 | Ward | 41.26 |
| Burke | 32.02 | Foster | 37.91 | McHenry | 28.15 | Pembina | 34.49 | Sioux | 31.95 | Wells | 38.12 |
| Burleigh | 53.23 | Golden Valley | 37.81 | McIntosh | 39.89 | Pierce | 32.66 | Slope | 37.06 | Williams | 39.56 |
| Cass | 53.84 | Grand Forks | 48.52 | McKenzie | 40.07 | Ramsey | 40.14 | Stark | 40.80 | | |

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

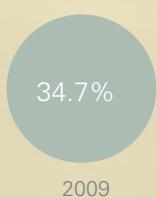


Tracking the trend

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



2008



2009

Ohio



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

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

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

Ohio is making progress on increasing attainment. The most recent Census data (2013) show that 37.5 percent of the state's 6.1 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year's rate of 36.5 percent. The state's rate of higher education attainment is below the national rate of 40 percent.

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

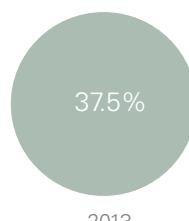
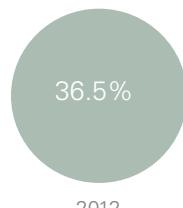
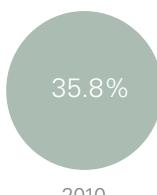
A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Ohio was 41.3 percent, higher than that of the adult population as a whole but below the national rate of 41.6 percent.

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

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

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

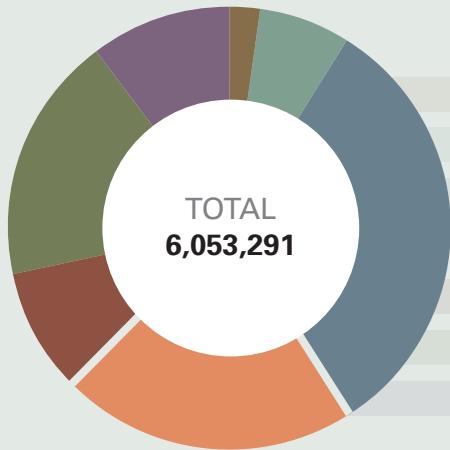


2010

2011

2012

2013

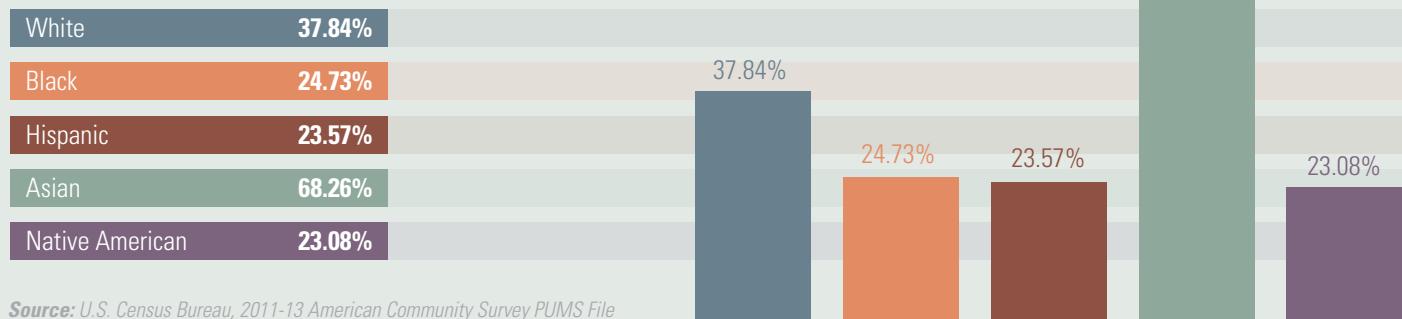


Levels of education for Ohio residents, ages 25-64

| | | |
|--|------------------|---------------|
| Less than ninth grade | 139,178 | 2.30% |
| Ninth to 12th grade, no diploma | 408,220 | 6.74% |
| High school graduate (including equivalency) | 1,938,142 | 32.02% |
| Some college, no degree | 1,298,424 | 21.45% |
| Associate degree | 568,058 | 9.38% |
| Bachelor's degree | 1,089,756 | 18.00% |
| Graduate or professional degree | 611,513 | 10.10% |

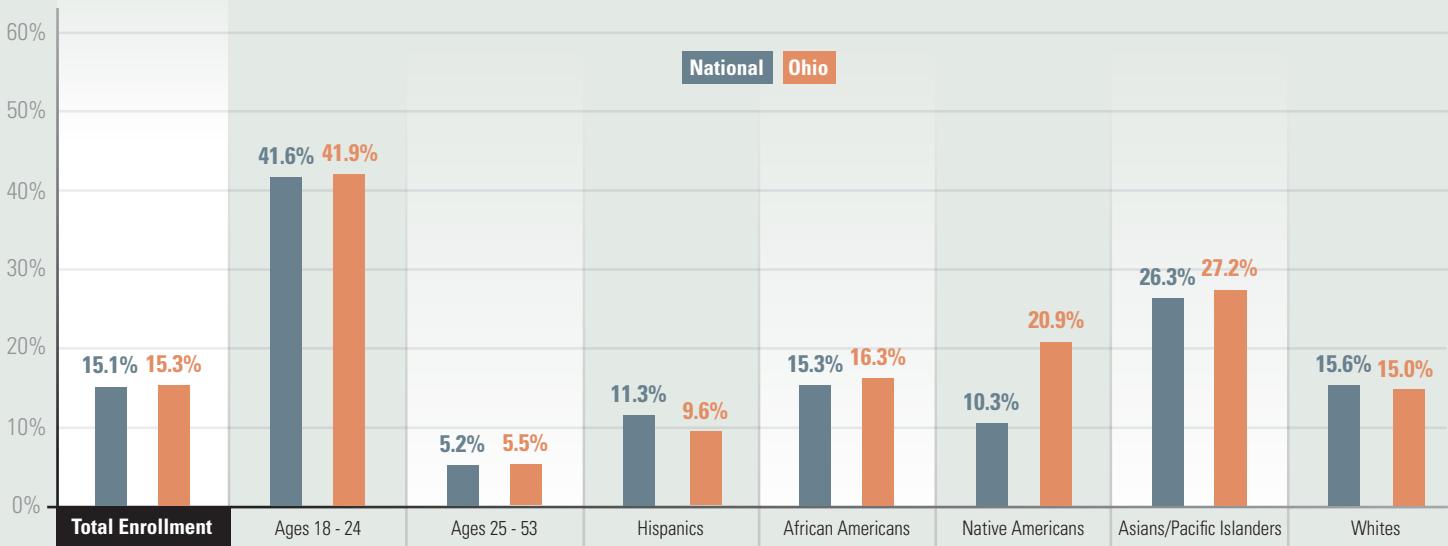
Source: U.S. Census Bureau, 2013 American Community Survey

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



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

College enrollment among Ohio residents, ages 18-53



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

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

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

| | | | | | | | | | | | |
|------------|-------|-----------|-------|-----------|-------|------------|-------|----------|-------|------------|-------|
| Adams | 18.75 | Coshocton | 22.30 | Hamilton | 43.95 | Logan | 22.93 | Noble | 17.60 | Stark | 32.87 |
| Allen | 28.54 | Crawford | 23.08 | Hancock | 38.60 | Lorain | 34.48 | Ottawa | 32.54 | Summit | 41.34 |
| Ashland | 29.19 | Cuyahoga | 40.37 | Hardin | 21.99 | Lucas | 34.51 | Paulding | 23.77 | Trumbull | 27.39 |
| Ashtabula | 21.02 | Darke | 22.16 | Harrison | 21.37 | Madison | 27.19 | Perry | 20.67 | Tuscarawas | 25.08 |
| Athens | 41.77 | Defiance | 29.67 | Henry | 27.77 | Mahoning | 31.36 | Pickaway | 24.99 | Union | 38.14 |
| Auglaize | 30.41 | Delaware | 61.39 | Highland | 21.16 | Marion | 22.42 | Pike | 20.09 | Van Wert | 28.40 |
| Belmont | 28.12 | Erie | 31.62 | Hocking | 24.94 | Medina | 42.76 | Portage | 33.75 | Vinton | 19.86 |
| Brown | 20.13 | Fairfield | 38.57 | Holmes | 12.97 | Meigs | 27.07 | Preble | 20.90 | Warren | 50.19 |
| Butler | 37.66 | Fayette | 22.36 | Huron | 22.16 | Mercer | 30.09 | Putnam | 37.20 | Washington | 29.48 |
| Carroll | 20.21 | Franklin | 45.71 | Jackson | 24.61 | Miami | 31.73 | Richland | 26.34 | Wayne | 28.93 |
| Champaign | 26.73 | Fulton | 28.87 | Jefferson | 30.03 | Monroe | 24.53 | Ross | 24.88 | Williams | 24.12 |
| Clark | 27.52 | Gallia | 25.53 | Knox | 29.38 | Montgomery | 36.15 | Sandusky | 26.62 | Wood | 43.35 |
| Clermont | 36.44 | Geauga | 47.22 | Lake | 37.25 | Morgan | 21.06 | Scioto | 24.90 | Wyandot | 24.50 |
| Clinton | 24.97 | Greene | 48.48 | Lawrence | 25.43 | Morrow | 23.06 | Seneca | 27.08 | | |
| Columbiana | 24.31 | Guernsey | 24.33 | Licking | 33.17 | Muskingum | 25.24 | Shelby | 25.83 | | |

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



Tracking the trend

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

31.3%

2008

31.7%

2009



Oklahoma

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

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

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

Oklahoma needs to make more progress on increasing attainment. The most recent Census data (2013) show that 32.7 percent of the state's 2 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is a decrease from last year's rate of 32.9 percent. The state's rate of higher education attainment is below the

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

A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Oklahoma was 33.5 percent, higher than that of the adult population as a whole but below the national rate of 41.6 percent.

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

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



2010



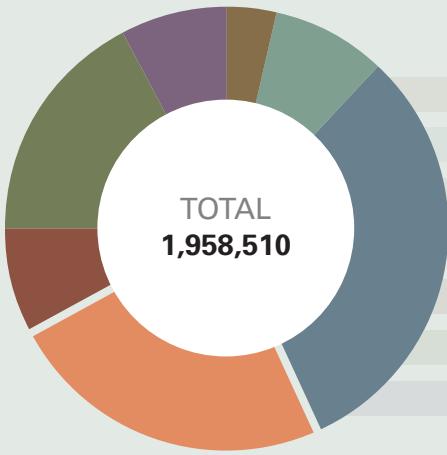
2011



2012



2013

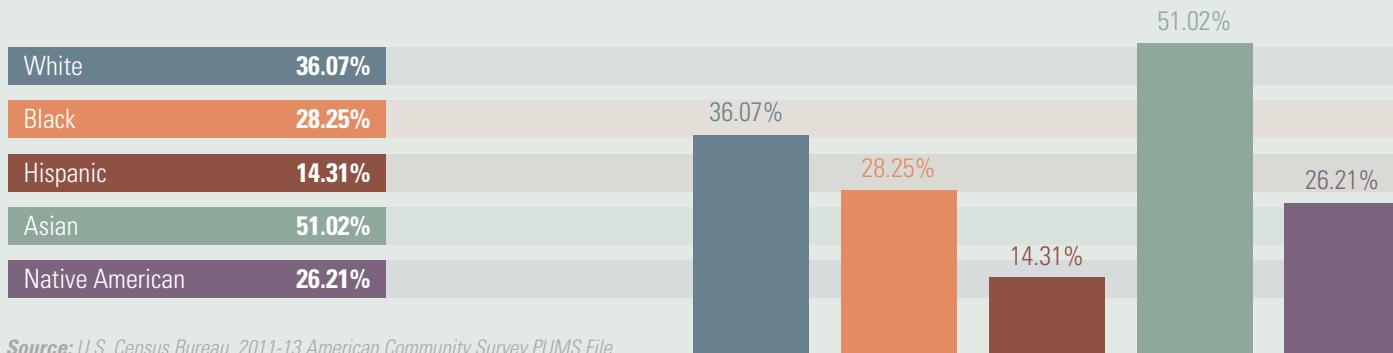


Levels of education for Oklahoma residents, ages 25-64

| | | |
|--|----------------|---------------|
| Less than ninth grade | 73,971 | 3.78% |
| Ninth to 12th grade, no diploma | 165,066 | 8.43% |
| High school graduate (including equivalency) | 610,193 | 31.16% |
| Some college, no degree | 469,339 | 23.96% |
| Associate degree | 155,240 | 7.93% |
| Bachelor's degree | 337,454 | 17.23% |
| Graduate or professional degree | 147,247 | 7.52% |

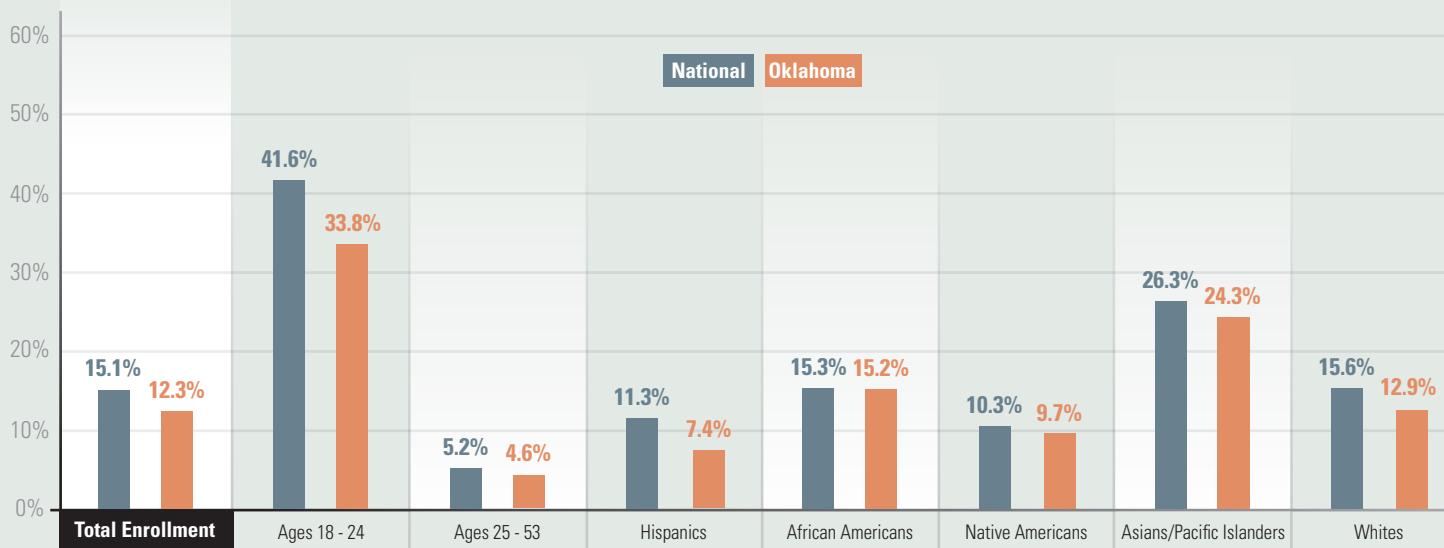
Source: U.S. Census Bureau, 2013 American Community Survey

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



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

College enrollment among Oklahoma residents, ages 18-53



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

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

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

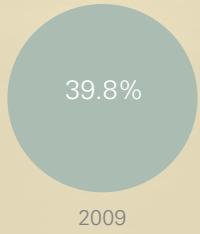
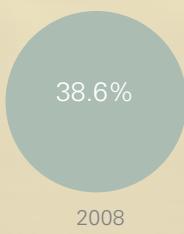
| | | | | | | | | | | | |
|----------|-------|-----------|-------|------------|-------|-----------|-------|--------------|-------|------------|-------|
| Adair | 16.92 | Cleveland | 41.16 | Grant | 32.00 | Le Flore | 22.61 | Nowata | 22.54 | Rogers | 34.91 |
| Alfalfa | 27.73 | Coal | 20.79 | Greer | 22.46 | Lincoln | 21.55 | Okfuskee | 20.42 | Seminole | 22.23 |
| Atoka | 18.90 | Comanche | 27.47 | Harmon | 21.24 | Logan | 33.71 | Oklahoma | 37.10 | Sequoyah | 21.61 |
| Beaver | 25.21 | Cotton | 23.82 | Harper | 19.98 | Love | 20.23 | Omulgee | 27.75 | Stephens | 22.39 |
| Beckham | 23.67 | Craig | 21.94 | Haskell | 22.48 | McClain | 28.99 | Osage | 25.51 | Texas | 24.73 |
| Blaine | 24.73 | Creek | 23.44 | Hughes | 16.99 | McCurtain | 21.46 | Ottawa | 25.38 | Tillman | 23.07 |
| Bryan | 28.89 | Custer | 34.72 | Jackson | 32.36 | McIntosh | 22.18 | Pawnee | 25.77 | Tulsa | 40.04 |
| Caddo | 18.39 | Delaware | 23.08 | Jefferson | 17.27 | Major | 23.21 | Payne | 43.30 | Wagoner | 31.51 |
| Canadian | 36.00 | Dewey | 26.55 | Johnston | 26.21 | Marshall | 20.73 | Pittsburg | 26.01 | Washington | 34.62 |
| Carter | 23.75 | Ellis | 33.17 | Kay | 30.02 | Mayes | 23.40 | Pontotoc | 34.14 | Washita | 25.51 |
| Cherokee | 30.46 | Garfield | 29.39 | Kingfisher | 27.36 | Murray | 27.44 | Pottawatomie | 27.23 | Woods | 35.32 |
| Choctaw | 22.52 | Garvin | 21.11 | Kiowa | 24.24 | Muskogee | 27.11 | Pushmataha | 19.19 | Woodward | 23.31 |
| Cimarron | 23.79 | Grady | 24.65 | Latimer | 27.95 | Noble | 31.26 | Roger Mills | 29.55 | | |

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



Tracking the trend

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



Oregon



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

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

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

Oregon is making progress on increasing attainment. The most recent Census data (2013) show that 40.5 percent of the state's 2.1 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year's rate of 39.8 percent. The state's rate of higher education attainment is above the national rate of 40 percent. While attainment is increasing, it is not increasing rapidly

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

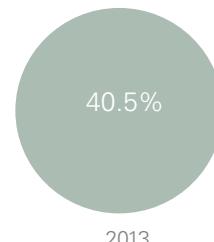
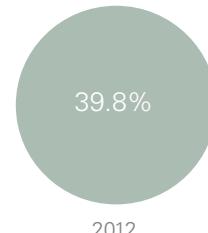
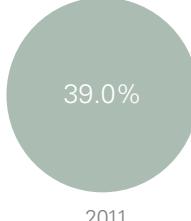
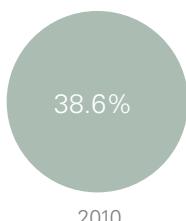
A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Oregon was 39.4 percent, lower than that of the adult population as a whole and also below the national rate of 41.6 percent.

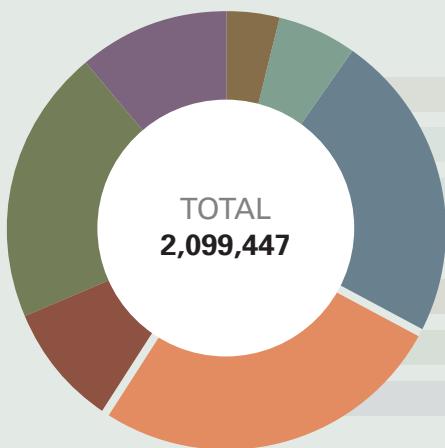
The steps that Oregon and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

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

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

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



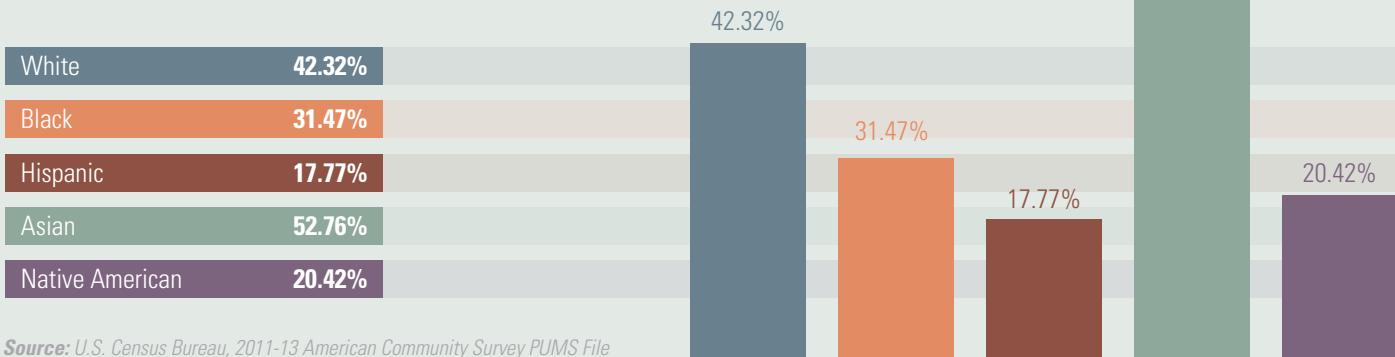


Levels of education for Oregon residents, ages 25-64

| | | |
|--|----------------|---------------|
| Less than ninth grade | 84,243 | 4.01% |
| Ninth to 12th grade, no diploma | 124,766 | 5.94% |
| High school graduate (including equivalency) | 481,342 | 22.93% |
| Some college, no degree | 559,726 | 26.66% |
| Associate degree | 191,703 | 9.13% |
| Bachelor's degree | 426,021 | 20.29% |
| Graduate or professional degree | 231,646 | 11.03% |

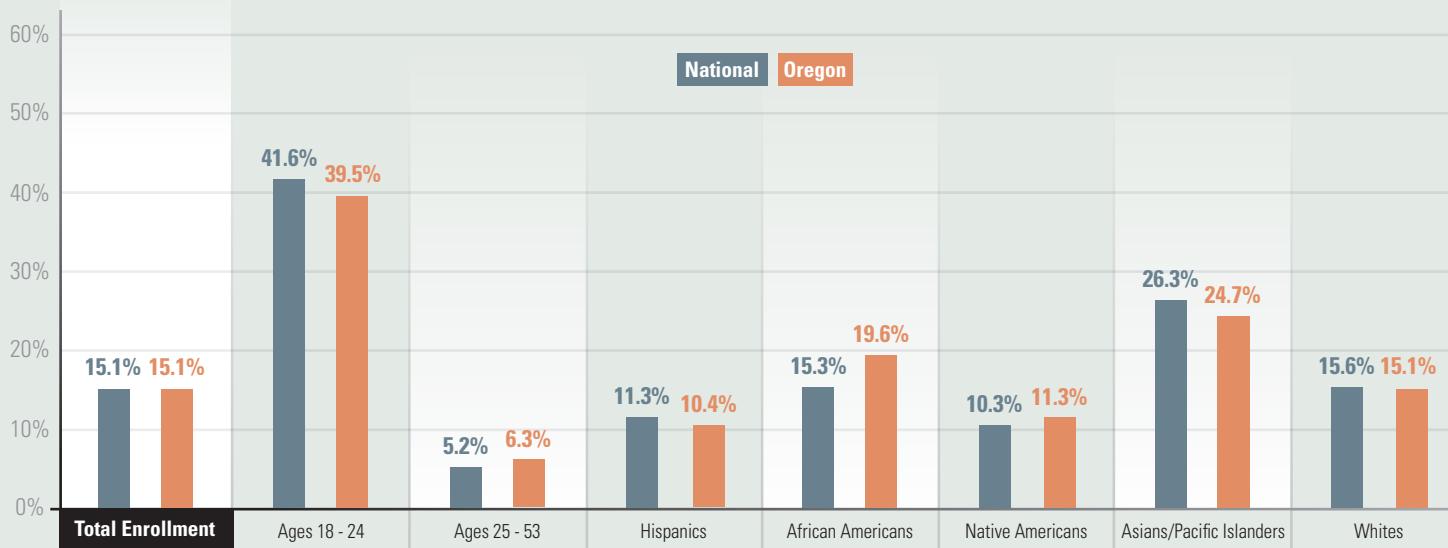
Source: U.S. Census Bureau, 2013 American Community Survey

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



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

College enrollment among Oregon residents, ages 18-53



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

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

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

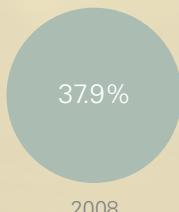
| | | | | | | | | | | | |
|-----------|-------|-----------|-------|------------|-------|---------|-------|-----------|-------|------------|-------|
| Baker | 32.03 | Crook | 22.98 | Harney | 29.03 | Lake | 29.73 | Morrow | 15.16 | Union | 33.39 |
| Benton | 59.17 | Curry | 25.97 | Hood River | 39.83 | Lane | 37.10 | Multnomah | 48.70 | Wallowa | 34.73 |
| Clackamas | 41.73 | Deschutes | 42.15 | Jackson | 32.37 | Lincoln | 30.41 | Polk | 39.10 | Wasco | 30.21 |
| Clatsop | 32.89 | Douglas | 26.92 | Jefferson | 23.48 | Linn | 28.97 | Sherman | 31.67 | Washington | 50.09 |
| Columbia | 29.80 | Gilliam | 26.17 | Josephine | 28.19 | Malheur | 19.95 | Tillamook | 25.22 | Wheeler | 27.75 |
| Coos | 26.58 | Grant | 32.58 | Klamath | 30.37 | Marion | 30.43 | Umatilla | 26.39 | Yamhill | 31.29 |

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



Tracking the trend

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



2008



2009



Pennsylvania

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

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

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

Pennsylvania is making progress on increasing attainment. The most recent Census data (2013) show that 40.5 percent of the state's 6.7 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year's rate of 39.7 percent. The state's rate of higher education attainment is above the national rate of

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

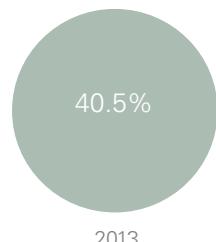
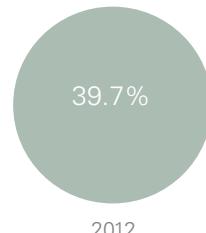
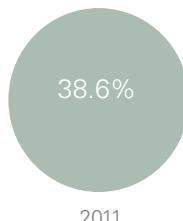
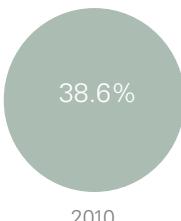
A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Pennsylvania was 46 percent, higher than that of the adult population as a whole and also above the national rate of 41.6 percent.

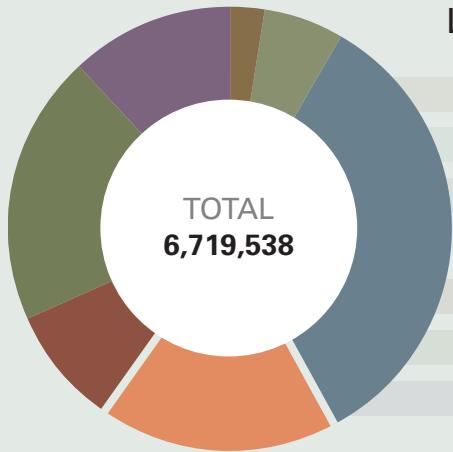
The steps that Pennsylvania and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

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

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

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



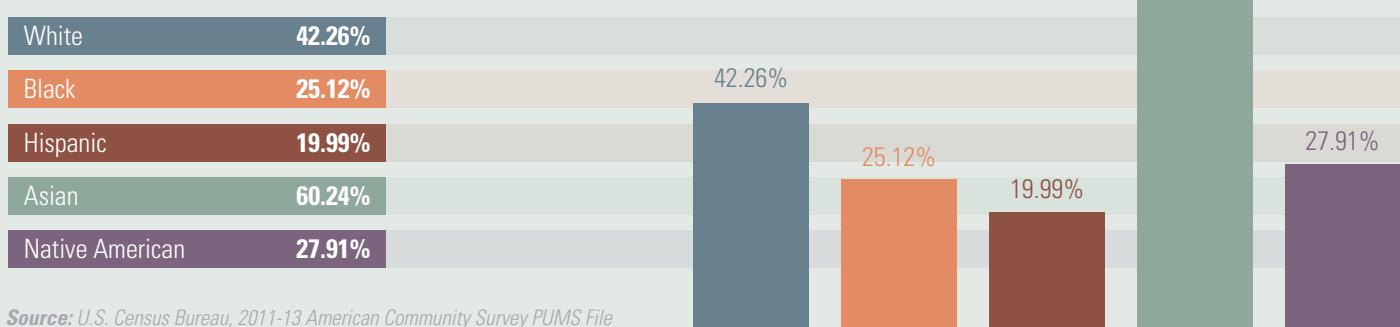


Levels of education for Pennsylvania residents, ages 25-64

| | | |
|--|------------------|---------------|
| Less than ninth grade | 169,610 | 2.52% |
| Ninth to 12th grade, no diploma | 406,351 | 6.05% |
| High school graduate (including equivalency) | 2,269,005 | 33.77% |
| Some college, no degree | 1,152,519 | 17.15% |
| Associate degree | 605,527 | 9.01% |
| Bachelor's degree | 1,326,595 | 19.74% |
| Graduate or professional degree | 789,931 | 11.76% |

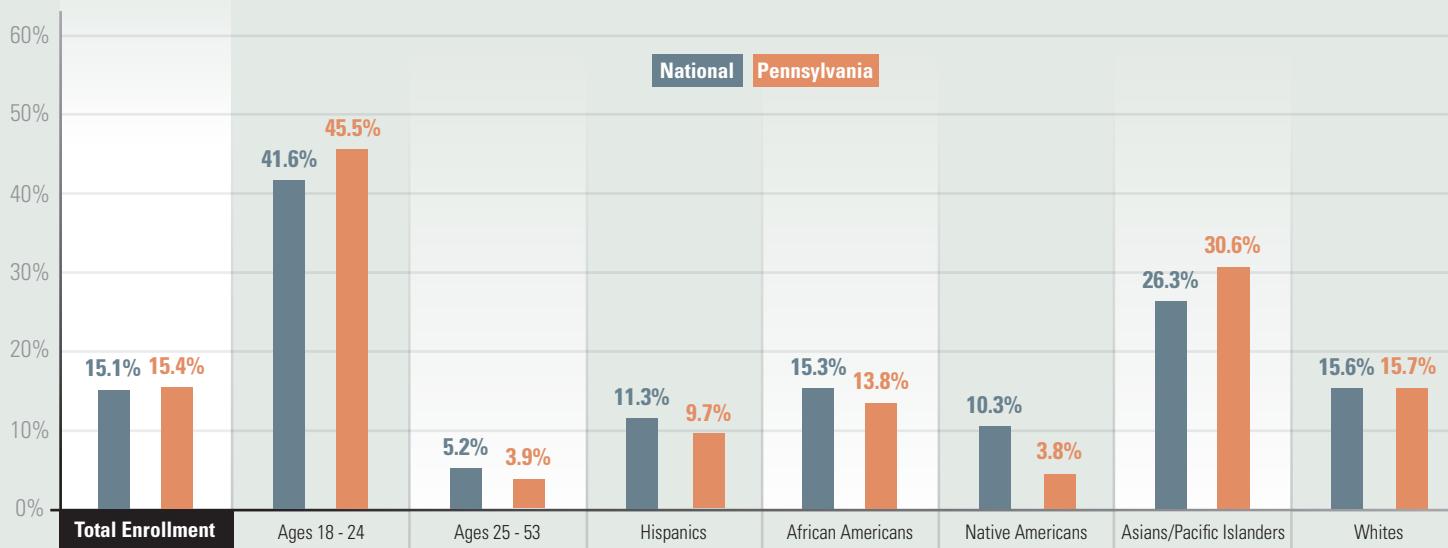
Source: U.S. Census Bureau, 2013 American Community Survey

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



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

College enrollment among Pennsylvania residents, ages 18-53



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

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

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

| | | | | | | | | | | | |
|-----------|-------|------------|-------|------------|-------|-------------|-------|----------------|-------|--------------|-------|
| Adams | 30.30 | Carbon | 28.30 | Erie | 36.29 | Lawrence | 32.86 | Northumberland | 25.50 | Venango | 28.09 |
| Allegheny | 51.14 | Centre | 51.46 | Fayette | 25.49 | Lebanon | 29.31 | Perry | 26.22 | Warren | 30.36 |
| Armstrong | 27.16 | Chester | 58.37 | Forest | 13.32 | Lehigh | 40.84 | Philadelphia | 31.61 | Washington | 40.29 |
| Beaver | 38.57 | Clarion | 30.99 | Franklin | 29.36 | Luzerne | 34.05 | Pike | 31.82 | Wayne | 28.90 |
| Bedford | 22.77 | Clearfield | 26.11 | Fulton | 20.54 | Lycoming | 32.66 | Potter | 25.03 | Westmoreland | 40.73 |
| Berks | 32.87 | Clinton | 28.77 | Greene | 24.72 | McKean | 26.47 | Schuylkill | 27.00 | Wyoming | 27.95 |
| Blair | 30.93 | Columbia | 31.80 | Huntingdon | 22.64 | Mercer | 32.32 | Snyder | 28.27 | York | 33.16 |
| Bradford | 28.42 | Crawford | 28.66 | Indiana | 34.32 | Mifflin | 21.28 | Somerset | 25.63 | | |
| Bucks | 47.17 | Cumberland | 43.78 | Jefferson | 26.26 | Monroe | 35.18 | Sullivan | 27.15 | | |
| Butler | 45.21 | Dauphin | 39.85 | Juniata | 21.26 | Montgomery | 56.68 | Susquehanna | 27.01 | | |
| Cambria | 32.25 | Delaware | 46.28 | Lackawanna | 40.12 | Montour | 36.51 | Tioga | 30.18 | | |
| Cameron | 26.44 | Elk | 28.79 | Lancaster | 32.97 | Northampton | 39.54 | Union | 29.03 | | |

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



Tracking the trend

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

41.4%

2008

42.6%

2009



Rhode Island

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

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

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

Rhode Island is making progress on increasing attainment. The most recent Census data (2013) show that 43.8 percent of the state's 557,000 working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year's rate of 43.2 percent. The state's rate of higher education attainment is above the national rate of

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

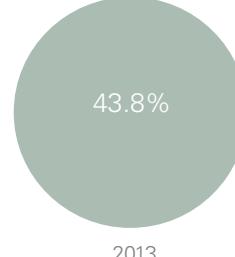
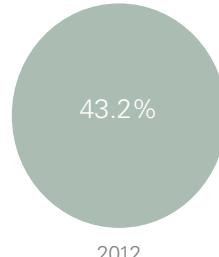
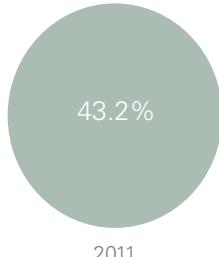
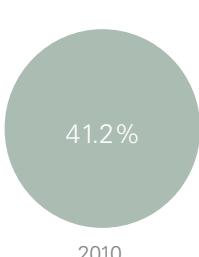
A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Rhode Island was 45.7 percent, higher than that of the adult population as a whole and also above the national rate of 41.6 percent.

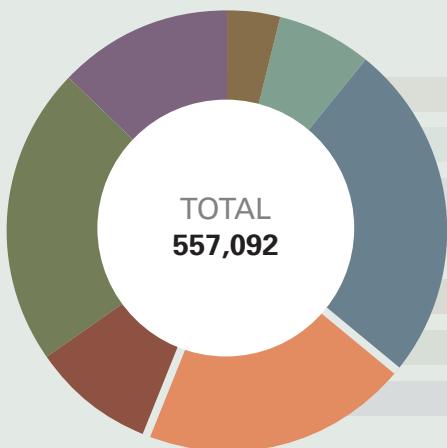
The steps that Rhode Island and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

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

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

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



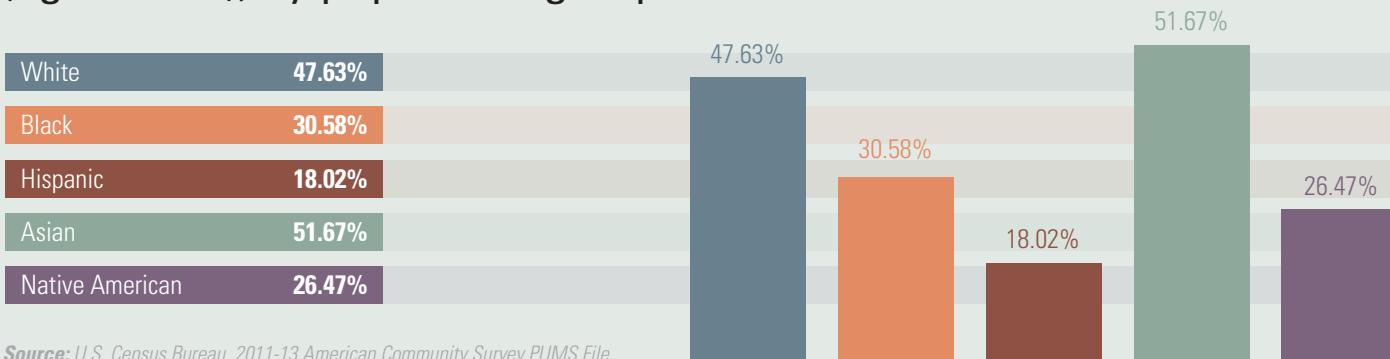


Levels of education for Rhode Island residents, ages 25-64

| | | |
|--|----------------|---------------|
| Less than ninth grade | 23,123 | 4.15% |
| Ninth to 12th grade, no diploma | 37,747 | 6.78% |
| High school graduate (including equivalency) | 140,652 | 25.25% |
| Some college, no degree | 111,779 | 20.06% |
| Associate degree | 51,634 | 9.27% |
| Bachelor's degree | 121,434 | 21.80% |
| Graduate or professional degree | 70,723 | 12.70% |

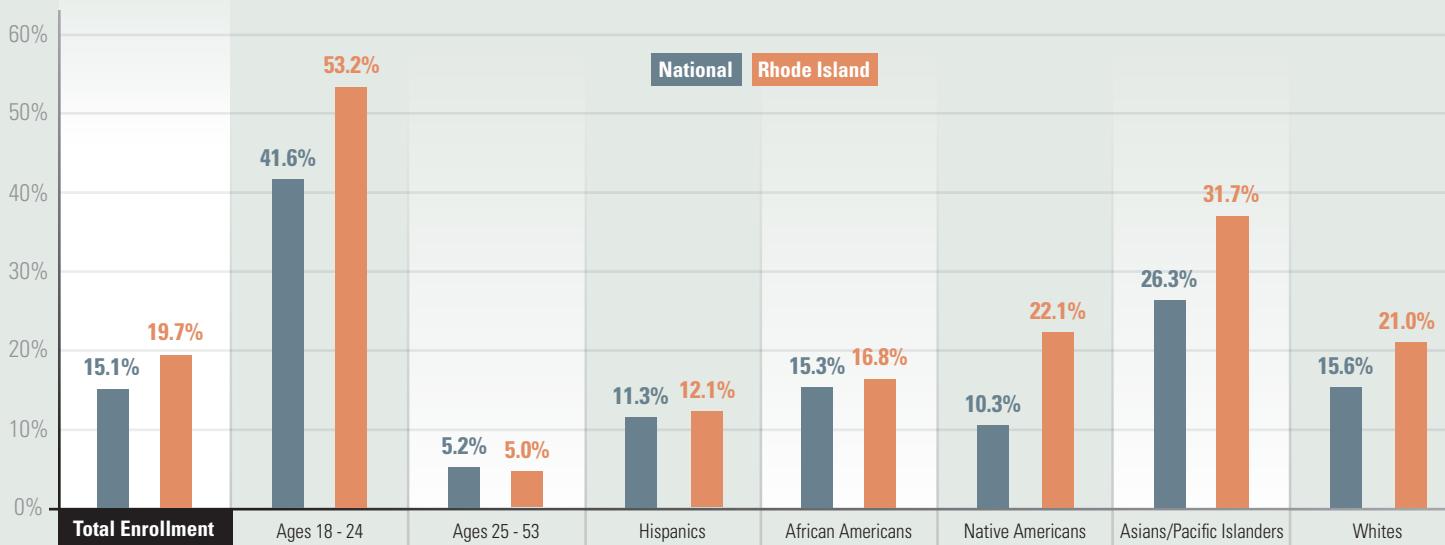
Source: U.S. Census Bureau, 2013 American Community Survey

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



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

College enrollment among Rhode Island residents, ages 18-53



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

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

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

| | | | | | | | | | |
|---------|-------|------|-------|---------|-------|------------|-------|------------|-------|
| Bristol | 56.23 | Kent | 44.59 | Newport | 56.69 | Providence | 37.36 | Washington | 56.33 |
|---------|-------|------|-------|---------|-------|------------|-------|------------|-------|

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



Tracking the trend

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

34.4%

2008

34.9%

2009



South Carolina

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

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

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

South Carolina is making progress on increasing attainment. The most recent Census data (2013) show that 36.8 percent of the state's 2.5 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year's rate of 36.1 percent. The state's rate of higher education attainment is below the national rate of 40 percent. While attainment is increasing, it is not increasing

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

A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in South Carolina was 36.9 percent, higher than that of the adult population as a whole but below the national rate of 41.6 percent.

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

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

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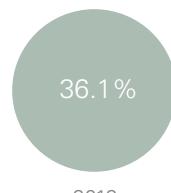
Many groups and individuals must work together to increase attainment. The imperative for South Carolina to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the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



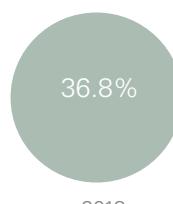
2010



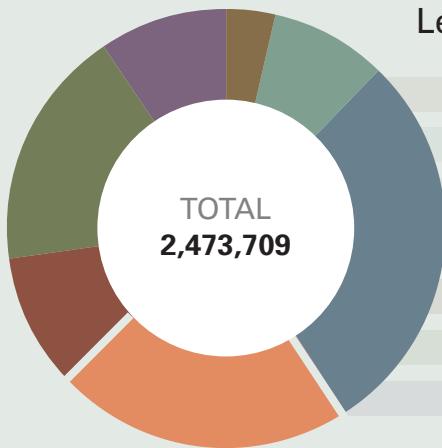
2011



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2013

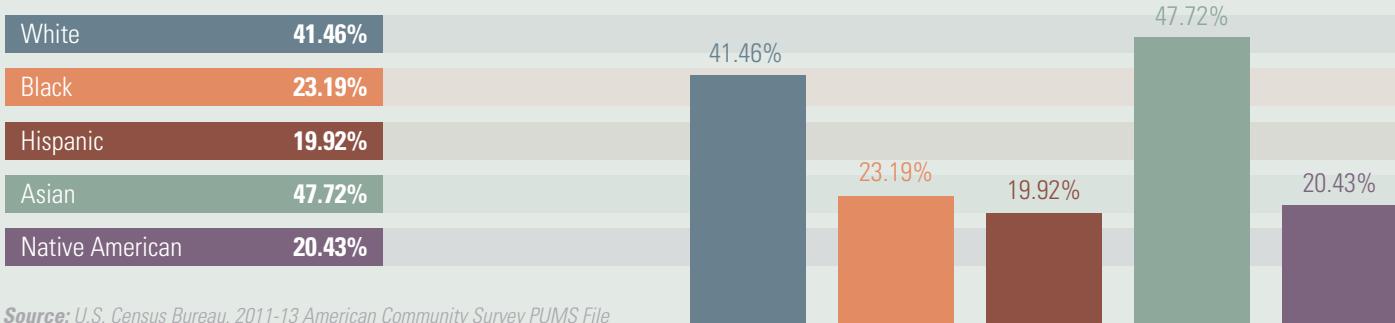


Levels of education for South Carolina residents, ages 25-64

| | | |
|--|----------------|---------------|
| Less than ninth grade | 92,296 | 3.73% |
| Ninth to 12th grade, no diploma | 215,767 | 8.72% |
| High school graduate (including equivalency) | 704,554 | 28.48% |
| Some college, no degree | 551,154 | 22.28% |
| Associate degree | 241,519 | 9.76% |
| Bachelor's degree | 435,158 | 17.59% |
| Graduate or professional degree | 233,261 | 9.43% |

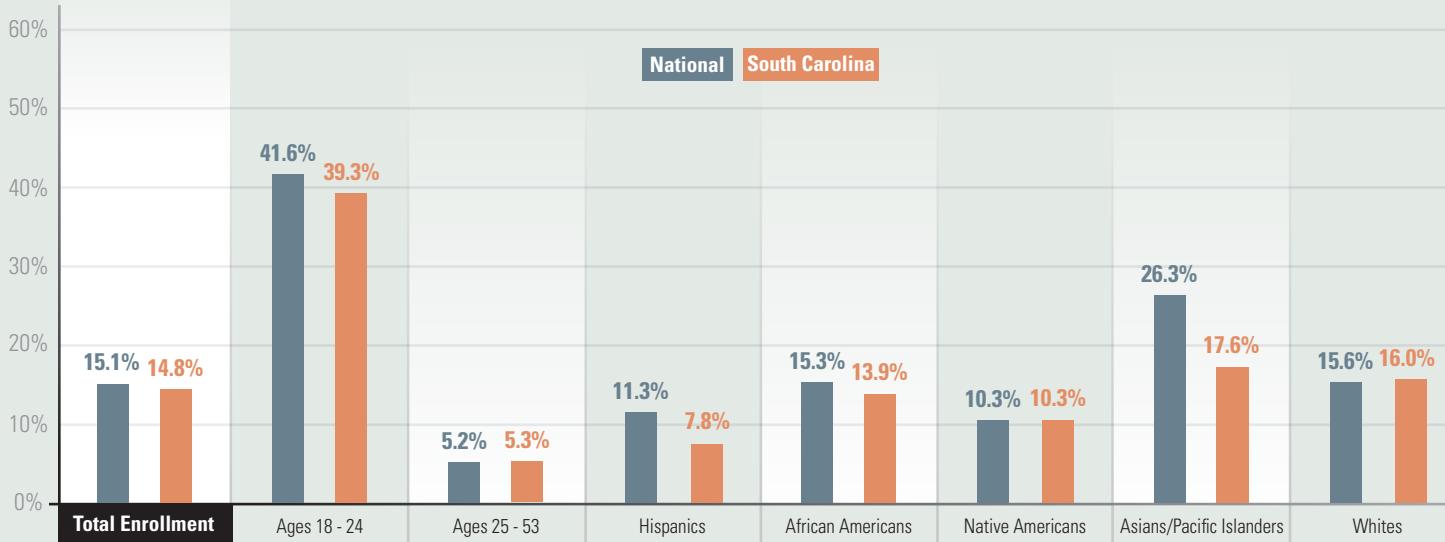
Source: U.S. Census Bureau, 2013 American Community Survey

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



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

College enrollment among South Carolina residents, ages 18-53



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

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

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

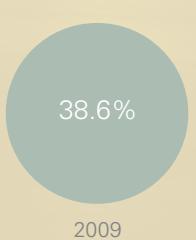
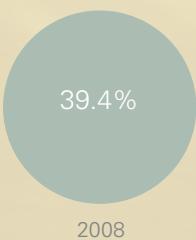
| | | | | | | | | | | | |
|-----------|-------|--------------|-------|------------|-------|-----------|-------|------------|-------|--------------|-------|
| Abbeville | 25.49 | Calhoun | 27.82 | Dillon | 15.73 | Hampton | 20.24 | McCormick | 25.92 | Saluda | 22.35 |
| Aiken | 32.84 | Charleston | 49.52 | Dorchester | 36.22 | Horry | 34.01 | Marion | 21.39 | Spartanburg | 33.89 |
| Allendale | 21.29 | Cherokee | 23.90 | Edgefield | 24.69 | Jasper | 18.83 | Marlboro | 13.73 | Sumter | 30.10 |
| Anderson | 31.30 | Chester | 21.67 | Fairfield | 27.23 | Kershaw | 28.73 | Newberry | 30.69 | Union | 23.52 |
| Bamberg | 33.00 | Chesterfield | 21.22 | Florence | 31.38 | Lancaster | 28.59 | Oconee | 31.56 | Williamsburg | 22.28 |
| Barnwell | 21.97 | Clarendon | 22.05 | Georgetown | 31.02 | Laurens | 23.50 | Orangeburg | 28.85 | York | 41.05 |
| Beaufort | 42.56 | Colleton | 24.18 | Greenville | 42.12 | Lee | 16.53 | Pickens | 34.64 | | |
| Berkeley | 32.34 | Darlington | 25.59 | Greenwood | 32.77 | Lexington | 40.33 | Richland | 46.48 | | |

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



Tracking the trend

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





South Dakota

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

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

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

South Dakota is making progress on increasing attainment. The most recent Census data (2013) show that 41.9 percent of the state's 426,000 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year's rate of 39.6 percent. The state's rate of higher education attainment is above the national rate of

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

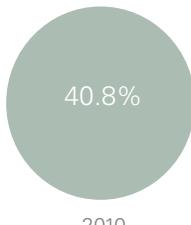
A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in South Dakota was 45.5 percent, higher than that of the adult population as a whole and also above the national rate of 41.6 percent.

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

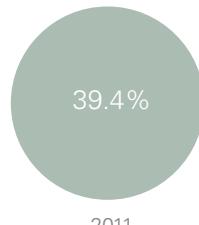
1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
3. Create smarter pathways for students.

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

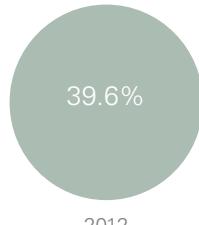
Many groups and individuals must work together to increase attainment. The imperative for South Dakota to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the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



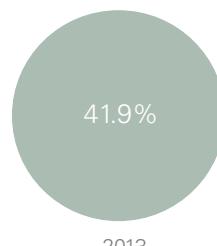
2010



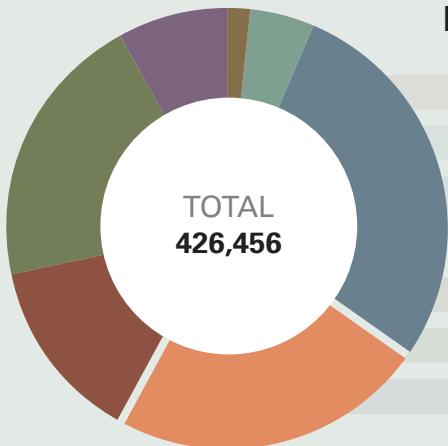
2011



2012



2013

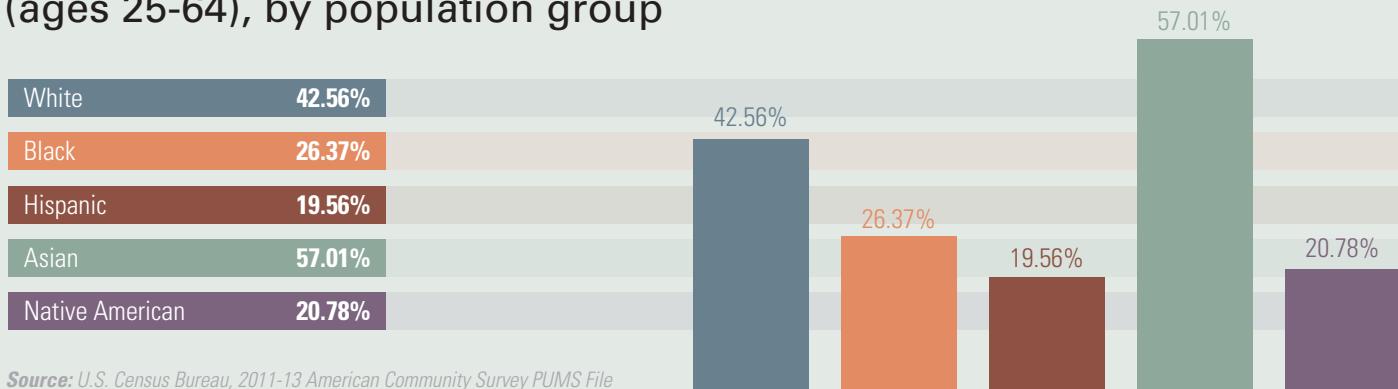


Levels of education for South Dakota residents, ages 25-64

| | | |
|--|---------------|---------------|
| Less than ninth grade | 8,096 | 1.90% |
| Ninth to 12th grade, no diploma | 19,671 | 4.61% |
| High school graduate (including equivalency) | 121,494 | 28.49% |
| Some college, no degree | 98,717 | 23.15% |
| Associate degree | 57,948 | 13.59% |
| Bachelor's degree | 87,116 | 20.43% |
| Graduate or professional degree | 33,414 | 7.84% |

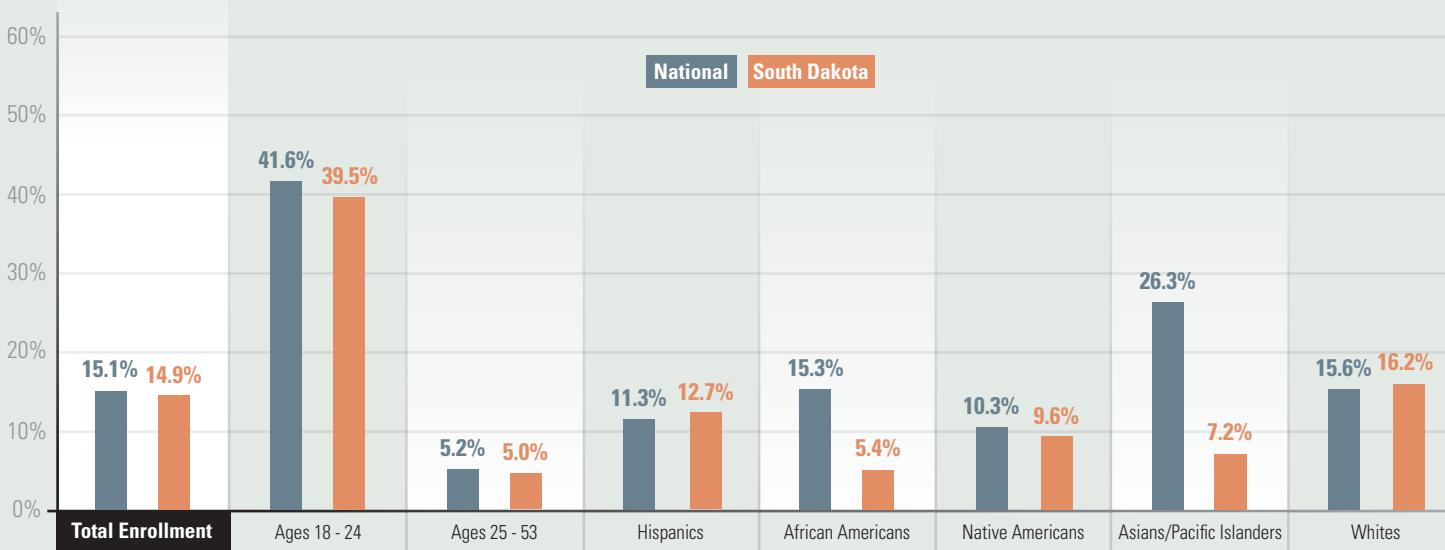
Source: U.S. Census Bureau, 2013 American Community Survey

Degree-attainment rates among South Dakota residents (ages 25-64), by population group



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

College enrollment among South Dakota residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

Percentage of South Dakota residents (ages 25-64) with at least an associate degree, by county

| | | | | | | | | | | | |
|-------------|-------|-----------|-------|------------|-------|-----------|-------|------------|-------|----------|-------|
| Aurora | 36.38 | Clark | 33.41 | Fall River | 34.59 | Hyde | 34.14 | Marshall | 39.93 | Shannon | 21.54 |
| Beadle | 29.41 | Clay | 51.27 | Faulk | 43.45 | Jackson | 29.61 | Meade | 33.50 | Spink | 33.31 |
| Bennett | 30.81 | Codington | 35.82 | Grant | 28.96 | Jerauld | 27.63 | Mellette | 29.17 | Stanley | 40.51 |
| Bon Homme | 29.33 | Corson | 28.72 | Gregory | 30.86 | Jones | 22.70 | Miner | 37.71 | Sully | 46.55 |
| Brookings | 52.82 | Custer | 41.22 | Haakon | 34.09 | Kingsbury | 40.68 | Minnehaha | 43.33 | Todd | 19.78 |
| Brown | 41.15 | Davison | 46.62 | Hamlin | 30.67 | Lake | 41.77 | Moody | 37.36 | Tripp | 35.10 |
| Brule | 36.44 | Day | 29.77 | Hand | 33.76 | Lawrence | 40.41 | Pennington | 40.07 | Turner | 35.37 |
| Buffalo | 16.46 | Deuel | 32.68 | Hanson | 39.20 | Lincoln | 55.97 | Perkins | 27.31 | Union | 48.12 |
| Butte | 29.84 | Dewey | 24.91 | Harding | 41.40 | Lyman | 31.97 | Potter | 34.52 | Walworth | 36.73 |
| Campbell | 35.57 | Douglas | 31.53 | Hughes | 45.33 | McCook | 40.13 | Roberts | 32.11 | Yankton | 36.35 |
| Charles Mix | 30.16 | Edmunds | 42.23 | Hutchinson | 39.34 | McPherson | 31.37 | Sanborn | 34.26 | Ziebach | 23.97 |

Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates



Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree

31.3%

2008

31.8%

2009

Tennessee

The need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in Tennessee. As in other states, the economy of Tennessee is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state's residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone's attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Tennessee is one of those states; in fact, it is among only 16 states that meet the criteria for a strong state attainment goal. Most notably, the state's goal addresses the critical need to close gaps in attainment for underrepresented students, such as minority students, low-income students and working adults.

Tennessee is making progress on increasing attainment. The most recent Census data (2013) show that 33.8 percent of the state's 3.4 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year's rate of 33.3 percent. The state's rate of higher education attainment is below the national rate of 40 percent. While attainment is increasing, it is not increasing

rapidly enough to meet the national goal of 60 percent. We are making progress, but we need to do much more.

A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Tennessee was 37 percent, higher than that of the adult population as a whole but below the national rate of 41.6 percent.

The steps that Tennessee and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
3. Create smarter pathways for students.

The details of Lumina's state policy agenda can be found at <http://strategylabs.luminafoundation.org/higher-education-state-policy-agenda/>. This site also contains extensive information about the progress states are making on the attainment agenda as well as resources that states can draw on to reach their own attainment goals.

Many groups and individuals must work together to increase attainment. The imperative for Tennessee to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



2010



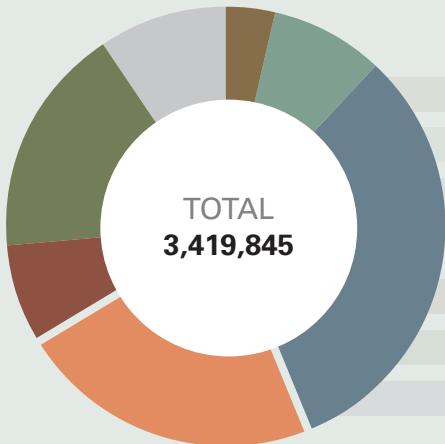
2011



2012



2013

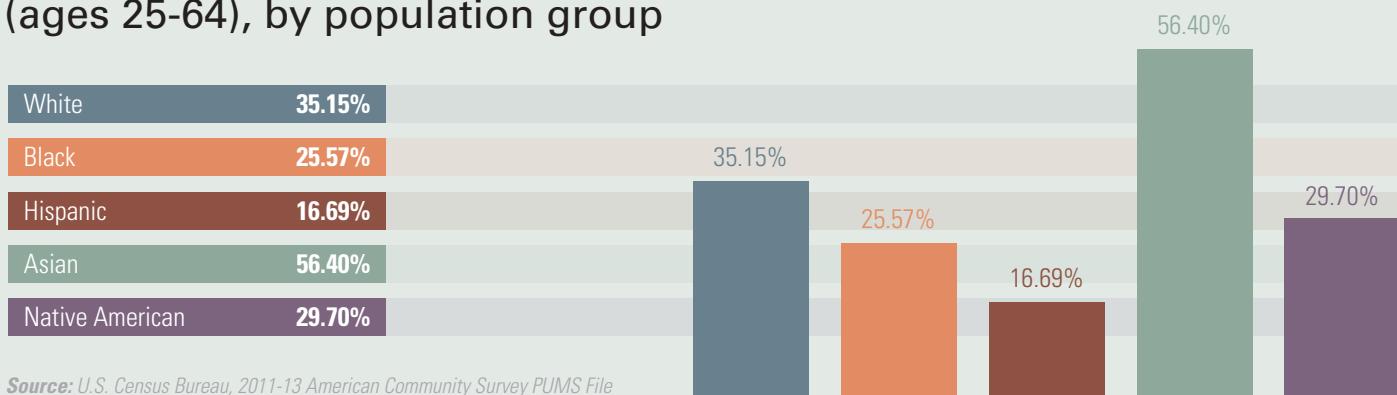


Levels of education for Tennessee residents, ages 25-64

| | | |
|--|----------------|---------------|
| Less than ninth grade | 129,589 | 3.79% |
| Ninth to 12th grade, no diploma | 280,936 | 8.21% |
| High school graduate (including equivalency) | 1,099,528 | 32.15% |
| Some college, no degree | 752,337 | 22.00% |
| Associate degree | 257,289 | 7.52% |
| Bachelor's degree | 582,671 | 17.04% |
| Graduate or professional degree | 317,495 | 9.28% |

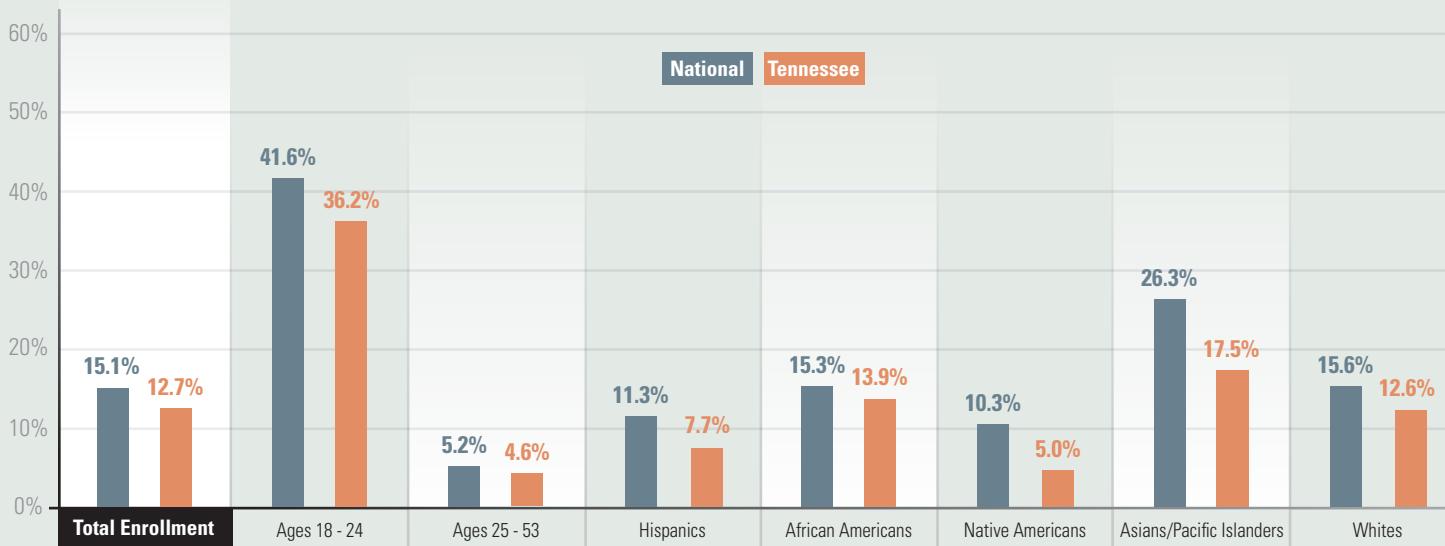
Source: U.S. Census Bureau, 2013 American Community Survey

Degree-attainment rates among Tennessee residents (ages 25-64), by population group



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

College enrollment among Tennessee residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

Percentage of Tennessee residents (ages 25-64) with at least an associate degree, by county

| | | | | | | | | | | | |
|-----------|-------|------------|-------|-----------|-------|------------|-------|------------|-------|------------|-------|
| Anderson | 30.46 | Crockett | 18.40 | Hamilton | 37.32 | Lauderdale | 15.52 | Morgan | 12.80 | Stewart | 20.87 |
| Bedford | 18.59 | Cumberland | 23.36 | Hancock | 12.84 | Lawrence | 19.31 | Obion | 19.43 | Sullivan | 29.92 |
| Benton | 15.70 | Davidson | 44.01 | Hardeman | 13.90 | Lewis | 20.42 | Overton | 17.94 | Sumner | 33.95 |
| Bledsoe | 14.82 | Decatur | 21.80 | Hardin | 16.87 | Lincoln | 24.23 | Perry | 19.01 | Tipton | 25.40 |
| Blount | 30.34 | DeKalb | 17.89 | Hawkins | 21.45 | Loudon | 30.46 | Pickett | 23.18 | Trousdale | 18.56 |
| Bradley | 29.20 | Dickson | 21.14 | Haywood | 15.24 | McMinn | 24.30 | Polk | 18.55 | Unicoi | 21.57 |
| Campbell | 14.48 | Dyer | 26.49 | Henderson | 20.88 | McNairy | 18.44 | Putnam | 29.11 | Union | 13.99 |
| Cannon | 18.07 | Fayette | 29.58 | Henry | 20.17 | Macon | 17.06 | Rhea | 16.93 | Van Buren | 14.38 |
| Carroll | 20.99 | Fentress | 16.52 | Hickman | 16.59 | Madison | 32.25 | Roane | 27.47 | Warren | 19.35 |
| Carter | 24.20 | Franklin | 25.99 | Houston | 14.53 | Marion | 20.23 | Robertson | 25.56 | Washington | 38.29 |
| Cheatham | 28.11 | Gibson | 24.17 | Humphreys | 18.87 | Marshall | 21.22 | Rutherford | 37.42 | Wayne | 15.35 |
| Chester | 25.02 | Giles | 21.45 | Jackson | 16.74 | Maury | 27.33 | Scott | 18.70 | Weakley | 27.49 |
| Claiborne | 21.31 | Grainger | 16.41 | Jefferson | 21.80 | Meigs | 13.78 | Sequatchie | 21.62 | White | 18.02 |
| Clay | 18.00 | Greene | 23.38 | Johnson | 16.00 | Monroe | 17.68 | Sevier | 23.05 | Williamson | 62.98 |
| Cocke | 16.51 | Grundy | 13.37 | Knox | 46.99 | Montgomery | 33.82 | Shelby | 36.98 | Wilson | 37.14 |
| Coffee | 25.62 | Hamblen | 23.80 | Lake | 8.40 | Moore | 21.49 | Smith | 17.82 | | |

Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates



Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree

33.3%

2008

33.2%

2009



Texas

The need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in Texas. As in other states, the economy of Texas is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state's residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone's attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Texas is one of those states; in fact, it is among only 16 states that meet the criteria for a strong state attainment goal. Most notably, the state's goal addresses the critical need to close gaps in attainment for underrepresented students, such as minority students, low-income students and working adults.

Texas is making progress on increasing attainment. The most recent Census data (2013) show that 35.4 percent of the state's 13.7 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year's rate of 34.6 percent. The state's rate of higher education attainment is below the national rate of 40 percent. While attainment is increasing, it is not increasing

rapidly enough to meet the national goal of 60 percent. We are making progress, but we need to do much more.

A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Texas was 35.3 percent, lower than that of the adult population as a whole and also below the national rate of 41.6 percent.

The steps that Texas and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
3. Create smarter pathways for students.

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Many groups and individuals must work together to increase attainment. The imperative for Texas to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



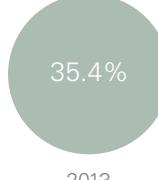
2010



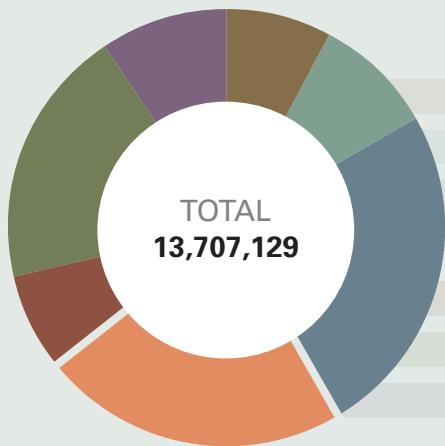
2011



2012



2013

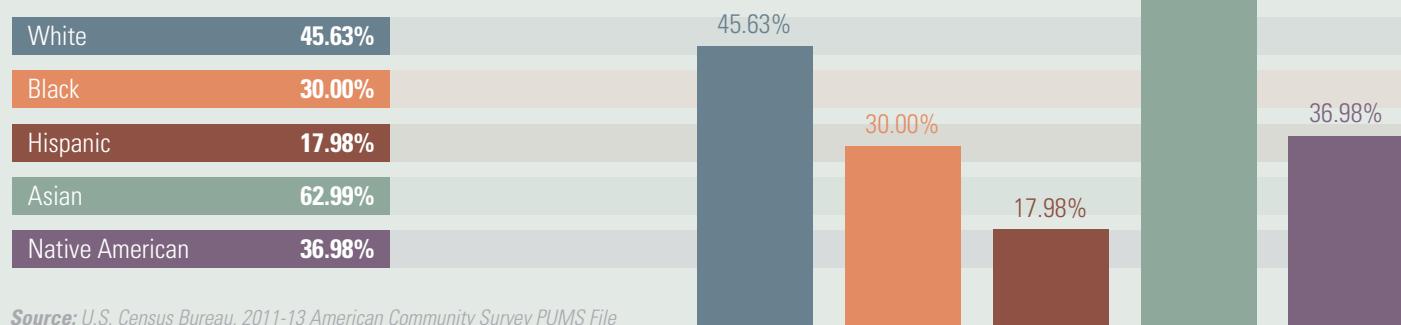


Levels of education for Texas residents, ages 25-64

| | | |
|--|------------------|---------------|
| Less than ninth grade | 1,079,729 | 7.88% |
| Ninth to 12th grade, no diploma | 1,232,547 | 8.99% |
| High school graduate (including equivalency) | 3,386,772 | 24.71% |
| Some college, no degree | 3,153,878 | 23.01% |
| Associate degree | 958,405 | 6.99% |
| Bachelor's degree | 2,628,208 | 19.17% |
| Graduate or professional degree | 1,267,590 | 9.25% |

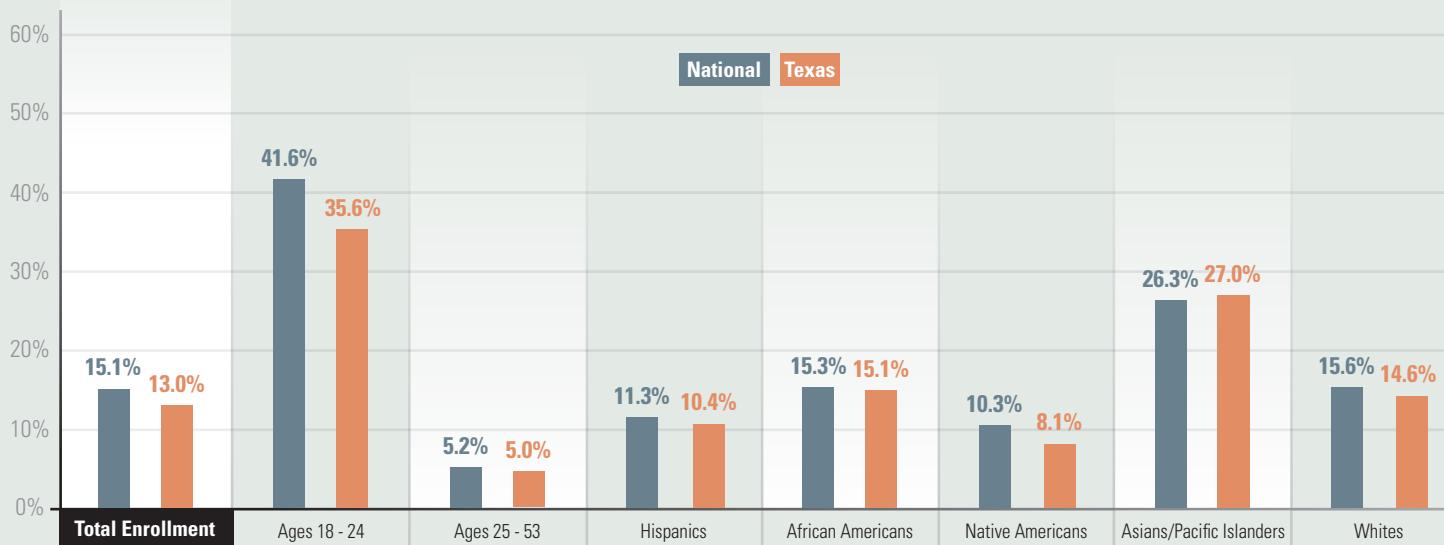
Source: U.S. Census Bureau, 2013 American Community Survey

Degree-attainment rates among Texas residents (ages 25-64), by population group



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

College enrollment among Texas residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

Percentage of Texas residents (ages 25-64) with at least an associate degree, by county

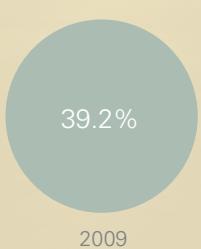
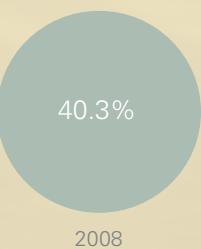
| | | | | | | | | | | | |
|-----------|-------|---------------|-------|------------|-------|------------|-------|---------------|-------|--------------|-------|
| Anderson | 16.32 | Collingsworth | 28.35 | Glasscock | 29.50 | Kendall | 49.81 | Motley | 29.25 | Sterling | 28.19 |
| Andrews | 19.82 | Colorado | 23.39 | Goliad | 31.79 | Kenedy | 14.72 | Nacogdoches | 29.16 | Stonewall | 27.36 |
| Angelina | 22.91 | Comal | 42.25 | Gonzales | 17.77 | Kent | 38.10 | Navarro | 23.60 | Sutton | 22.42 |
| Aransas | 27.01 | Comanche | 27.78 | Gray | 23.71 | Kerr | 33.07 | Newton | 13.73 | Swisher | 23.20 |
| Archer | 29.82 | Concho | 11.25 | Grayson | 29.27 | Kimble | 20.98 | Nolan | 23.91 | Tarrant | 37.34 |
| Armstrong | 36.69 | Cooke | 26.94 | Gregg | 29.41 | King | 25.22 | Nueces | 27.86 | Taylor | 32.20 |
| Atascosa | 19.87 | Coryell | 24.96 | Grimes | 18.09 | Kinney | 16.27 | Ochiltree | 19.84 | Terrell | 23.28 |
| Austin | 29.00 | Cottle | 24.68 | Guadalupe | 35.46 | Kleberg | 32.64 | Oldham | 37.03 | Terry | 23.94 |
| Bailey | 20.60 | Crane | 19.87 | Hale | 18.89 | Knox | 20.20 | Orange | 21.96 | Throckmorton | 29.34 |
| Bandera | 32.44 | Crockett | 19.63 | Hall | 25.14 | Lamar | 25.01 | Palo Pinto | 19.63 | Titus | 20.83 |
| Bastrop | 24.25 | Crosby | 20.11 | Hamilton | 26.41 | Lamb | 20.50 | Panola | 20.26 | Tom Green | 29.38 |
| Baylor | 33.26 | Culberson | 19.83 | Hansford | 27.02 | Lampasas | 29.83 | Parker | 34.30 | Travis | 51.45 |
| Bee | 13.98 | Dallam | 18.27 | Hardeman | 22.11 | La Salle | 8.69 | Parmer | 21.01 | Trinity | 12.93 |
| Bell | 32.76 | Dallas | 34.59 | Hardin | 25.60 | Lavaca | 25.03 | Pecos | 17.84 | Tyler | 17.26 |
| Bexar | 34.96 | Dawson | 13.08 | Harris | 34.73 | Lee | 24.30 | Polk | 16.03 | Upshur | 21.74 |
| Blanco | 29.37 | Deaf Smith | 20.12 | Harrison | 27.69 | Leon | 19.01 | Potter | 22.58 | Upton | 17.02 |
| Borden | 50.34 | Delta | 21.56 | Hartley | 24.85 | Liberty | 13.74 | Presidio | 29.13 | Uvalde | 26.03 |
| Bosque | 21.09 | Denton | 50.03 | Haskell | 14.92 | Limestone | 19.35 | Rains | 18.09 | Val Verde | 23.85 |
| Bowie | 26.05 | DeWitt | 19.92 | Hays | 44.07 | Lipscomb | 26.45 | Randall | 41.24 | Van Zandt | 21.37 |
| Brazoria | 37.59 | Dickens | 20.89 | Hemphill | 24.19 | Live Oak | 23.17 | Reagan | 13.77 | Victoria | 25.69 |
| Brazos | 44.80 | Dimmit | 12.19 | Henderson | 22.70 | Llano | 31.33 | Real | 29.02 | Walker | 21.03 |
| Brewster | 43.44 | Donley | 27.04 | Hidalgo | 21.62 | Loving | 8.33 | Red River | 21.85 | Waller | 24.71 |
| Briscoe | 26.10 | Duval | 12.94 | Hill | 22.72 | Lubbock | 35.04 | Reeves | 15.00 | Ward | 19.08 |
| Brooks | 13.83 | Eastland | 23.22 | Hockley | 24.37 | Lynn | 22.22 | Refugio | 20.05 | Washington | 35.03 |
| Brown | 21.91 | Ector | 19.45 | Hood | 30.80 | McCulloch | 20.28 | Roberts | 37.88 | Webb | 25.25 |
| Burleson | 15.94 | Edwards | 29.72 | Hopkins | 22.64 | McLennan | 32.29 | Robertson | 20.37 | Wharton | 23.17 |
| Burnet | 25.80 | Ellis | 29.31 | Houston | 20.17 | McMullen | 12.19 | Rockwall | 45.81 | Wheeler | 29.22 |
| Caldwell | 21.44 | El Paso | 29.85 | Howard | 20.05 | Madison | 18.50 | Runnels | 21.27 | Wichita | 28.89 |
| Calhoun | 22.62 | Erath | 30.88 | Hudspeth | 12.97 | Marion | 19.73 | Rusk | 20.71 | Wilbarger | 25.65 |
| Callahan | 22.53 | Falls | 14.83 | Hunt | 24.11 | Martin | 16.85 | Sabine | 18.16 | Willacy | 12.86 |
| Cameron | 22.36 | Fannin | 21.68 | Hutchinson | 22.25 | Mason | 34.41 | San Augustine | 19.80 | Williamson | 47.47 |
| Camp | 23.18 | Fayette | 23.55 | Irion | 19.09 | Matagorda | 22.72 | San Jacinto | 13.58 | Wilson | 27.50 |
| Carson | 30.94 | Fisher | 25.53 | Jack | 14.61 | Maverick | 20.17 | San Patricio | 22.96 | Winkler | 15.34 |
| Cass | 19.72 | Floyd | 24.04 | Jackson | 25.32 | Medina | 28.72 | San Saba | 15.01 | Wise | 23.36 |
| Castro | 14.31 | Foard | 31.07 | Jasper | 17.52 | Menard | 17.04 | Schleicher | 25.57 | Wood | 22.42 |
| Chambers | 26.70 | Fort Bend | 49.79 | Jeff Davis | 38.22 | Midland | 31.72 | Scurry | 24.38 | Yoakum | 22.68 |
| Cherokee | 21.65 | Franklin | 24.40 | Jefferson | 25.24 | Milam | 21.07 | Shackelford | 30.92 | Young | 22.82 |
| Childress | 28.85 | Freestone | 20.79 | Jim Hogg | 12.64 | Mills | 31.45 | Shelby | 18.69 | Zapata | 13.95 |
| Clay | 27.50 | Frio | 10.30 | Jim Wells | 18.28 | Mitchell | 16.91 | Sherman | 26.98 | Zavala | 21.60 |
| Cochran | 18.15 | Gaines | 19.94 | Johnson | 24.83 | Montague | 23.28 | Smith | 35.34 | | |
| Coke | 32.91 | Galveston | 38.59 | Jones | 11.40 | Montgomery | 39.09 | Somervell | 40.21 | | |
| Coleman | 21.04 | Garza | 13.29 | Karnes | 16.50 | Moore | 18.74 | Starr | 12.15 | | |
| Collin | 58.86 | Gillespie | 35.44 | Kaufman | 25.37 | Morris | 27.35 | Stephens | 23.93 | | |

Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates

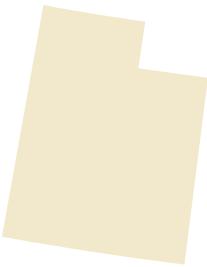


Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree



Utah



The need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in Utah. As in other states, the economy of Utah is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state's residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone's attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Utah is one of those states. However, it is one of 15 states that — despite having set a statewide attainment goal or being in the process of developing one — still have work to do to strengthen that goal. Specifically, these states need to make sure that their attainment goals adequately address the critical need to close gaps in attainment for underrepresented students, such as minority students, low-income students and working adults.

Utah is making progress on increasing attainment. The most recent Census data (2013) show that 41.6 percent of the state's 1.4 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year's rate of 41.4 percent. The state's rate of higher education attainment is above the national rate of 40 percent.

While attainment is increasing, it is not increasing rapidly enough to meet the national goal of 60 percent. We are making progress, but we need to do much more.

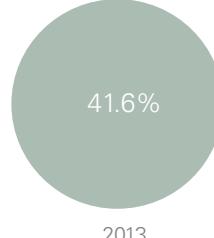
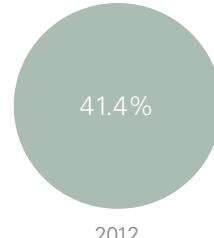
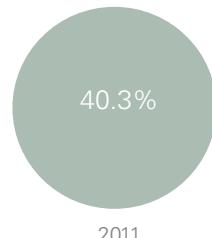
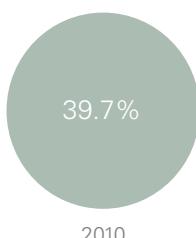
A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Utah was 41.6 percent, the same as that of the adult population as a whole and also equal to the national rate.

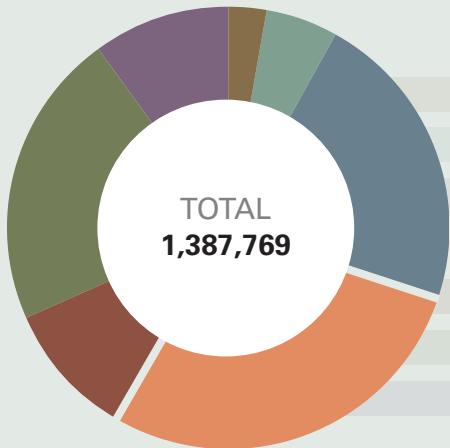
The steps that Utah and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
3. Create smarter pathways for students.

The details of Lumina's state policy agenda can be found at <http://strategylabs.luminafoundation.org/higher-education-state-policy-agenda/>. This site also contains extensive information about the progress states are making on the attainment agenda as well as resources that states can draw on to reach their own attainment goals.

Many groups and individuals must work together to increase attainment. The imperative for Utah to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



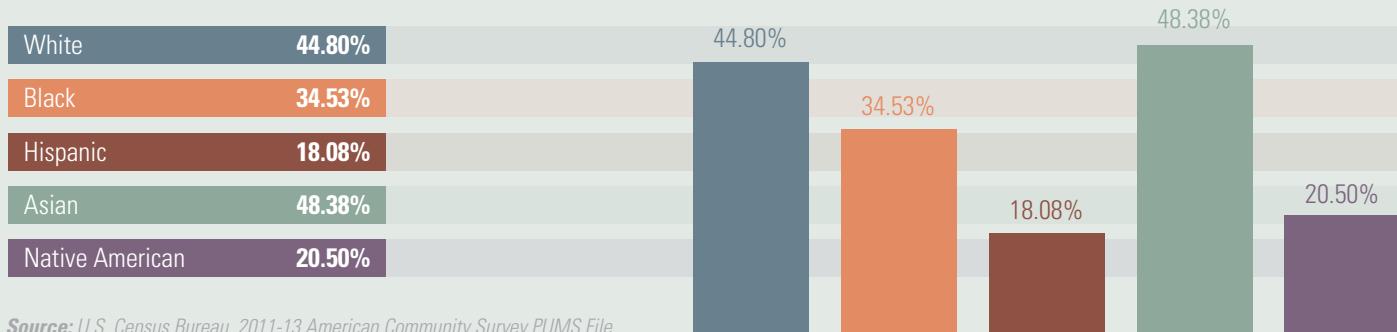


Levels of education for Utah residents, ages 25-64

| | | |
|--|----------------|---------------|
| Less than ninth grade | 38,965 | 2.81% |
| Ninth to 12th grade, no diploma | 75,340 | 5.43% |
| High school graduate (including equivalency) | 305,820 | 22.04% |
| Some college, no degree | 390,395 | 28.13% |
| Associate degree | 141,202 | 10.17% |
| Bachelor's degree | 298,101 | 21.48% |
| Graduate or professional degree | 137,946 | 9.94% |

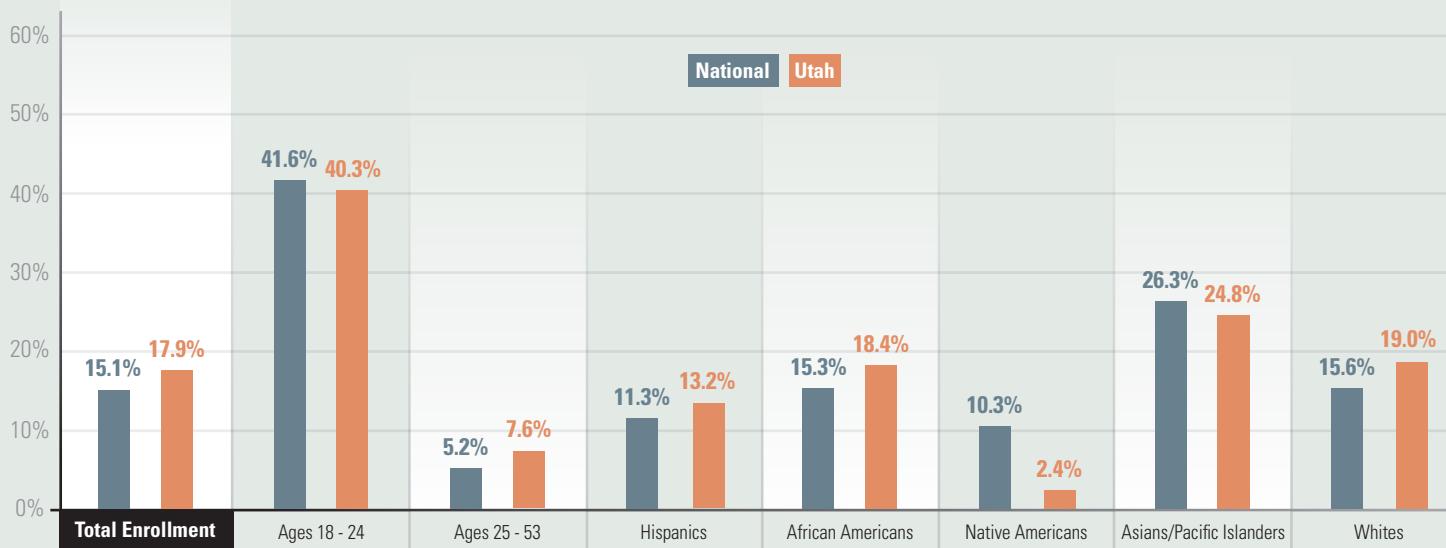
Source: U.S. Census Bureau, 2013 American Community Survey

Degree-attainment rates among Utah residents (ages 25-64), by population group



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

College enrollment among Utah residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

Percentage of Utah residents (ages 25-64) with at least an associate degree, by county

| | | | | | | | | | | | |
|-----------|-------|----------|-------|---------|-------|-----------|-------|--------|-------|------------|-------|
| Beaver | 27.96 | Davis | 46.54 | Iron | 37.54 | Piute | 27.71 | Sevier | 27.44 | Wasatch | 43.90 |
| Box Elder | 30.05 | Duchesne | 25.02 | Juab | 28.18 | Rich | 25.50 | Summit | 56.48 | Washington | 36.70 |
| Cache | 44.48 | Emery | 27.33 | Kane | 34.47 | Salt Lake | 40.69 | Tooele | 31.63 | Wayne | 37.79 |
| Carbon | 27.49 | Garfield | 32.28 | Millard | 29.49 | San Juan | 29.82 | Uintah | 24.77 | Weber | 32.57 |
| Daggett | 30.05 | Grand | 36.92 | Morgan | 44.81 | Sanpete | 32.32 | Utah | 48.24 | | |

Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates



Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree

43.6%

2008

44.2%

2009

Vermont



The need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in Vermont. As in other states, the economy of Vermont is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state's residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone's attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Vermont is one of those states. However, it is one of 15 states that — despite having set a statewide attainment goal or being in the process of developing one — still have work to do to strengthen that goal. Specifically, these states need to make sure that their attainment goals adequately address the critical need to close gaps in attainment for underrepresented students, such as minority students, low-income students and working adults.

Vermont needs to make more progress on increasing attainment. The most recent Census data (2013) show that 45.5 percent of the state's 334,000 working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is a decrease from last year's rate of 47 percent. The state's rate of higher education attainment is above the national rate of 40

percent, yet much more needs to be done for the state to meet the national goal of 60 percent. We are making progress, but we need to do much more.

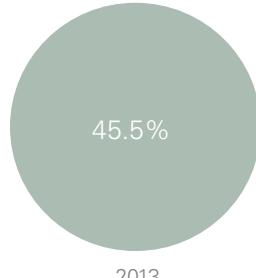
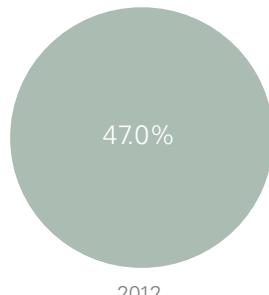
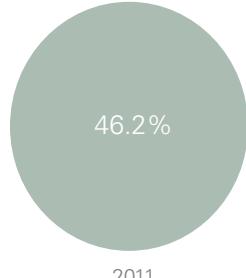
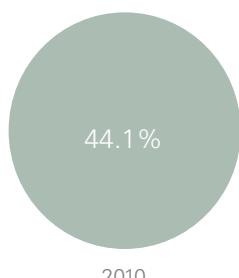
A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Vermont was 47 percent, higher than that of the adult population as a whole and above the national rate of 41.6 percent.

The steps that Vermont and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
3. Create smarter pathways for students.

The details of Lumina's state policy agenda can be found at <http://strategylabs.luminafoundation.org/higher-education-state-policy-agenda/>. This site also contains extensive information about the progress states are making on the attainment agenda as well as resources that states can draw on to reach their own attainment goals.

Many groups and individuals must work together to increase attainment. The imperative for Vermont to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.

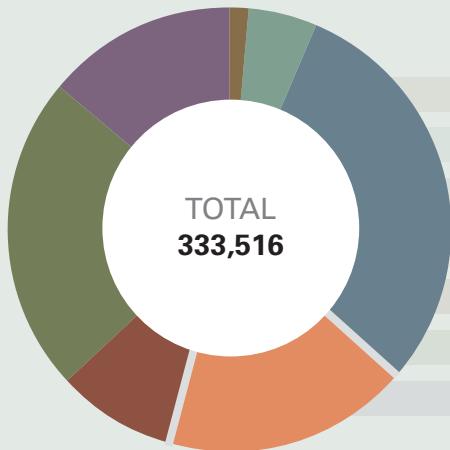


2010

2011

2012

2013

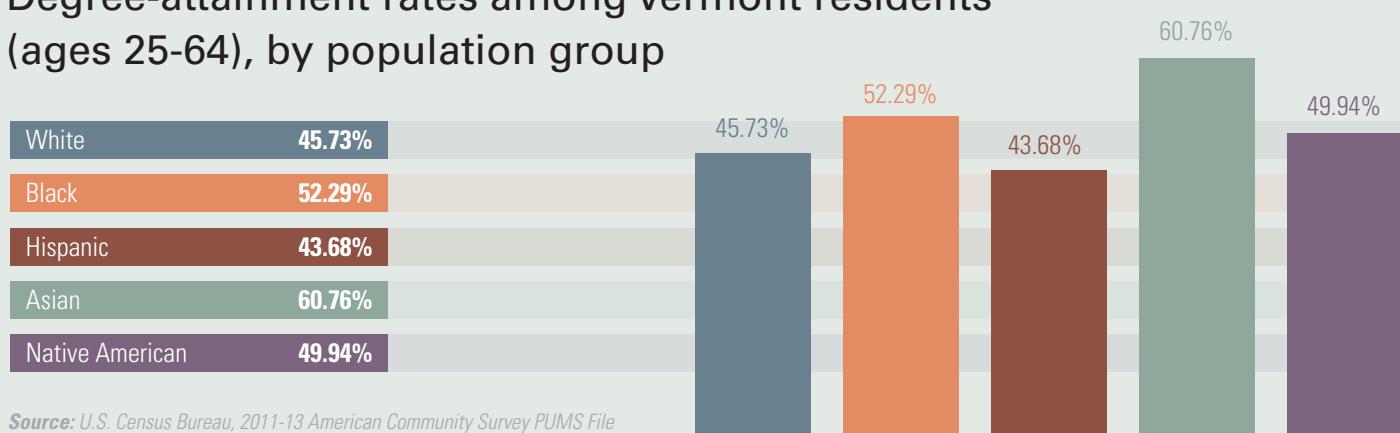


Levels of education for Vermont residents, ages 25-64

| | | |
|--|---------------|---------------|
| Less than ninth grade | 5,297 | 1.59% |
| Ninth to 12th grade, no diploma | 16,719 | 5.01% |
| High school graduate (including equivalency) | 99,517 | 29.84% |
| Some college, no degree | 60,125 | 18.03% |
| Associate degree | 29,566 | 8.86% |
| Bachelor's degree | 76,136 | 22.83% |
| Graduate or professional degree | 46,156 | 13.84% |

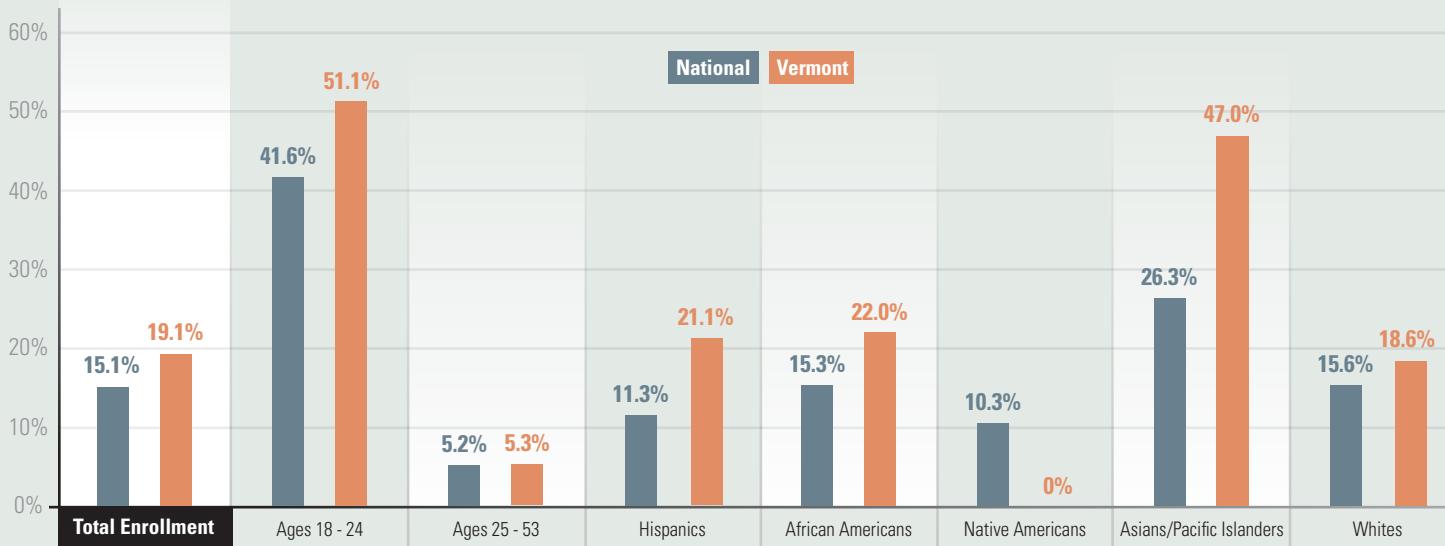
Source: U.S. Census Bureau, 2013 American Community Survey

Degree-attainment rates among Vermont residents (ages 25-64), by population group



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

College enrollment among Vermont residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

Percentage of Vermont residents (ages 25-64) with at least an associate degree, by county

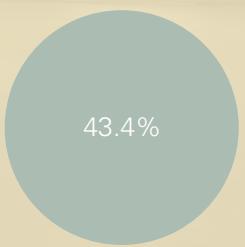
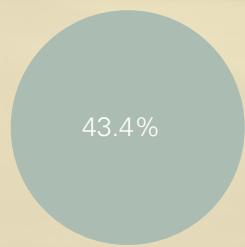
| | | | | | | | | | |
|------------|-------|------------|-------|------------|-------|------------|-------|---------|-------|
| Addison | 43.32 | Chittenden | 59.37 | Grand Isle | 41.53 | Orleans | 30.01 | Windham | 41.65 |
| Bennington | 40.60 | Essex | 26.26 | Lamoille | 48.51 | Rutland | 37.77 | Windsor | 45.47 |
| Caledonia | 37.89 | Franklin | 35.36 | Orange | 40.66 | Washington | 48.73 | | |

Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates



Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree





Virginia

The need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in Virginia. As in other states, the economy of Virginia is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state's residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone's attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Virginia is one of those states. However, it is one of 15 states that — despite having set a statewide attainment goal or being in the process of developing one — still have work to do to strengthen that goal. Specifically, these states need to make sure that their attainment goals adequately address the critical need to close gaps in attainment for underrepresented students, such as minority students, low-income students and working adults.

Virginia is making progress on increasing attainment. The most recent Census data (2013) show that 46.1 percent of the state's 4.5 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year's rate of 45.3 percent. The state's rate of higher education attainment is above the national rate of 40 percent.

While attainment is increasing, it is not increasing rapidly enough to meet the national goal of 60 percent. We are making progress, but we need to do much more.

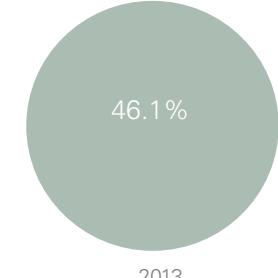
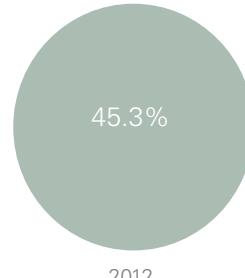
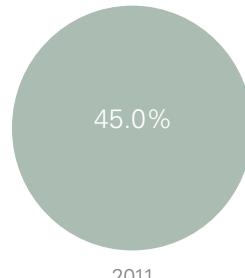
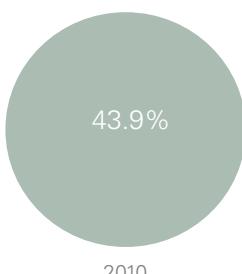
A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Virginia was 46.9 percent, higher than that of the adult population as a whole and also above the national rate of 41.6 percent.

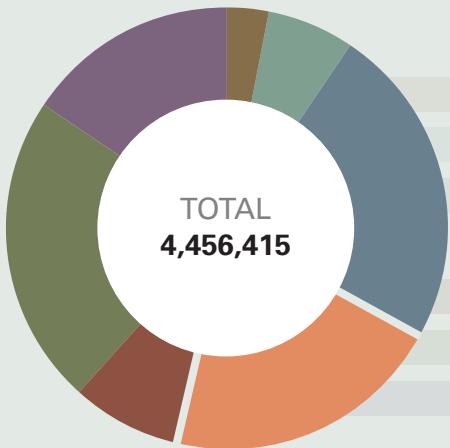
The steps that Virginia and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
3. Create smarter pathways for students.

The details of Lumina's state policy agenda can be found at <http://strategylabs.luminafoundation.org/higher-education-state-policy-agenda/>. This site also contains extensive information about the progress states are making on the attainment agenda as well as resources that states can draw on to reach their own attainment goals.

Many groups and individuals must work together to increase attainment. The imperative for Virginia to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



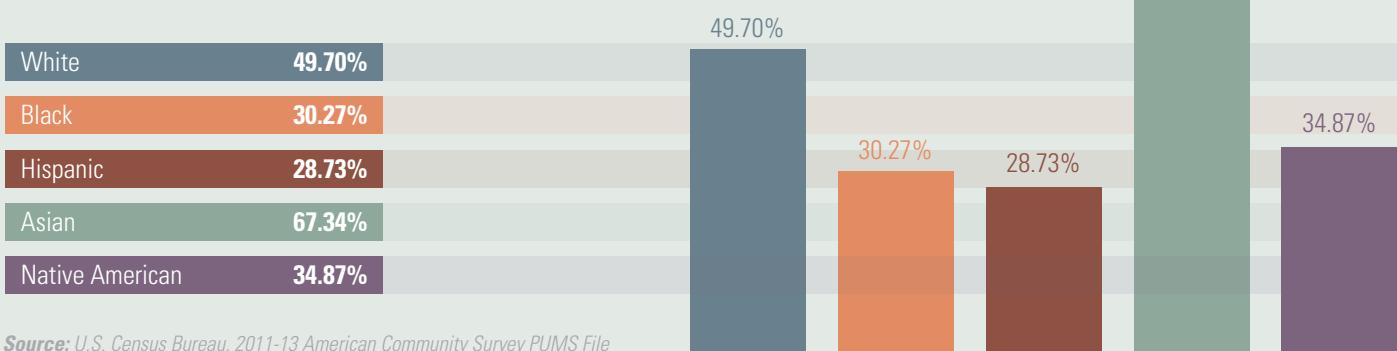


Levels of education for Virginia residents, ages 25-64

| | | |
|--|----------------|---------------|
| Less than ninth grade | 147,377 | 3.31% |
| Ninth to 12th grade, no diploma | 274,373 | 6.16% |
| High school graduate (including equivalency) | 1,057,134 | 23.72% |
| Some college, no degree | 922,381 | 20.70% |
| Associate degree | 354,209 | 7.95% |
| Bachelor's degree | 1,011,451 | 22.70% |
| Graduate or professional degree | 689,490 | 15.47% |

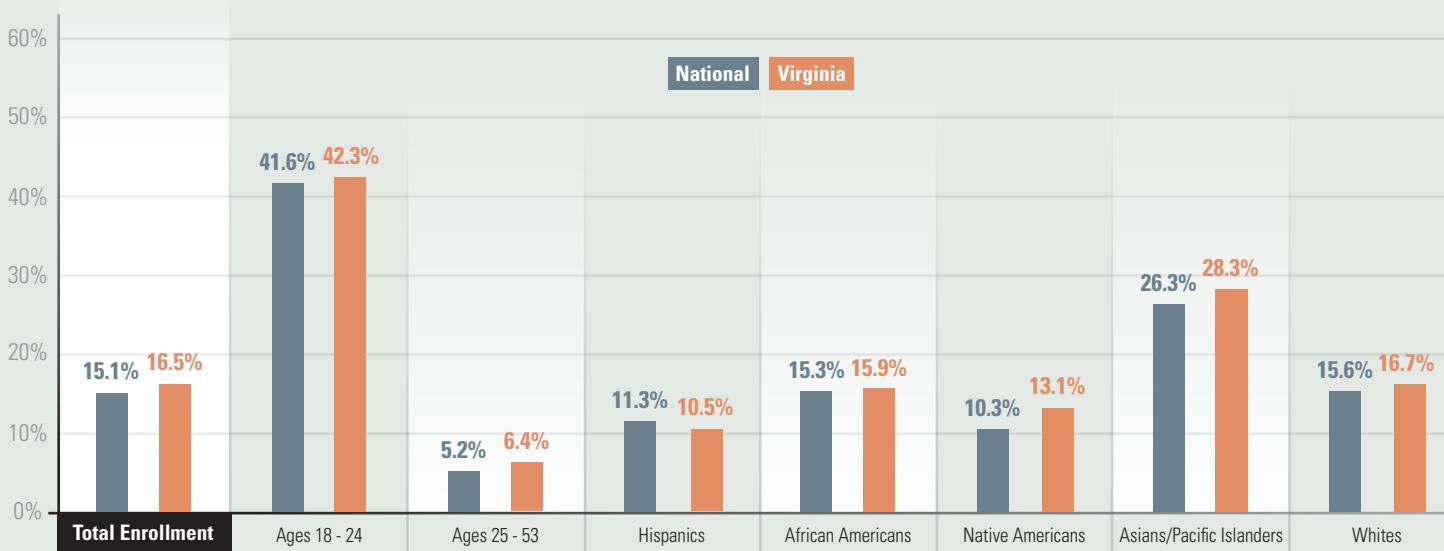
Source: U.S. Census Bureau, 2013 American Community Survey

Degree-attainment rates among Virginia residents (ages 25-64), by population group



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

College enrollment among Virginia residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

Percentage of Virginia residents (ages 25-64) with at least an associate degree, by county and city

| | | | | | | | CITIES | | | |
|--------------|-------|----------------|-------|----------------|-------|----------------|---------------|------------------|-------|----------------------|
| Accomack | 23.61 | Cumberland | 21.82 | King George | 39.10 | Prince William | 46.58 | | | |
| Albemarle | 61.25 | Dickenson | 18.11 | King William | 26.10 | Pulaski | 29.72 | Alexandria | 67.35 | Newport News 34.46 |
| Alleghany | 27.44 | Dinwiddie | 20.54 | Lancaster | 35.51 | Rappahannock | 37.09 | Bedford | 34.52 | Norfolk 33.63 |
| Amelia | 22.04 | Essex | 19.08 | Lee | 20.26 | Richmond | 17.61 | Bristol | 29.93 | Norton 36.32 |
| Amherst | 28.03 | Fairfax | 65.53 | Loudoun | 66.22 | Roanoke | 48.14 | Buena Vista | 25.56 | Petersburg 20.08 |
| Appomattox | 24.73 | Fauquier | 42.80 | Louisa | 25.71 | Rockbridge | 29.74 | Charlottesville | 55.32 | Poquoson 49.87 |
| Arlington | 77.83 | Floyd | 27.37 | Lunenburg | 19.10 | Rockingham | 30.75 | Chesapeake | 41.67 | Portsmouth 29.30 |
| Augusta | 27.46 | Fluvanna | 36.82 | Madison | 30.28 | Russell | 21.86 | Colonial Heights | 29.06 | Radford 52.01 |
| Bath | 25.27 | Franklin | 27.92 | Mathews | 31.49 | Scott | 21.94 | Covington | 14.56 | Richmond 41.42 |
| Bedford | 36.05 | Frederick | 37.54 | Mecklenburg | 23.15 | Shenandoah | 26.07 | Danville | 31.00 | Roanoke 32.16 |
| Bland | 24.48 | Giles | 28.22 | Middlesex | 35.22 | Smyth | 26.04 | Emporia | 26.21 | Salem 43.08 |
| Botetourt | 38.81 | Gloucester | 33.39 | Montgomery | 53.66 | Southampton | 22.43 | Fairfax | 60.62 | Staunton 36.42 |
| Brunswick | 22.48 | Goochland | 46.19 | Nelson | 32.26 | Spotsylvania | 36.60 | Falls Church | 80.57 | Suffolk 37.57 |
| Buchanan | 16.95 | Grayson | 23.03 | New Kent | 33.59 | Stafford | 45.97 | Franklin | 26.87 | Virginia Beach 44.62 |
| Buckingham | 17.82 | Greene | 32.18 | Northampton | 27.56 | Surry | 22.13 | Fredericksburg | 41.58 | Waynesboro 24.74 |
| Campbell | 29.02 | Greensville | 11.70 | Northumberland | 26.46 | Sussex | 15.47 | Galax | 26.36 | Williamsburg 54.25 |
| Caroline | 23.15 | Halifax | 27.72 | Nottoway | 20.65 | Tazewell | 24.54 | Hampton | 33.51 | Winchester 36.00 |
| Carroll | 24.36 | Hanover | 47.16 | Orange | 29.14 | Warren | 28.98 | Harrisonburg | 42.22 | |
| Charles City | 20.49 | Henrico | 49.68 | Page | 18.02 | Washington | 34.62 | Hopewell | 18.15 | |
| Charlotte | 25.31 | Henry | 25.17 | Patrick | 22.36 | Westmoreland | 21.86 | Lexington | 52.89 | |
| Chesterfield | 46.13 | Highland | 24.51 | Pittsylvania | 25.69 | Wise | 22.05 | Lynchburg | 40.50 | |
| Clarke | 43.48 | Isle of Wight | 36.52 | Powhatan | 37.13 | Wythe | 27.64 | Manassas | 37.37 | |
| Craig | 23.10 | James City | 51.95 | Prince Edward | 26.98 | York | 55.63 | Manassas Park | 36.40 | |
| Culpeper | 30.60 | King and Queen | 14.77 | Prince George | 28.10 | | | Martinsville | 29.01 | |

Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates



Tracking the trend

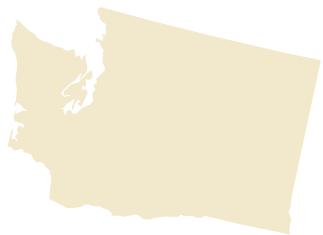
Percentage of the state's working-age population (25-64) with at least an associate degree

42.0%

2008

42.3%

2009



Washington

The need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in Washington. As in other states, the economy of Washington is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state's residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone's attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Washington is one of those states. However, it is one of 15 states that — despite having set a statewide attainment goal or being in the process of developing one — still have work to do to strengthen that goal. Specifically, these states need to make sure that their attainment goals adequately address the critical need to close gaps in attainment for underrepresented students, such as minority students, low-income students and working adults.

Washington is making progress on increasing attainment. The most recent Census data (2013) show that 43.8 percent of the state's 3.8 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year's rate of 42.8 percent. The state's rate of higher education attainment is above the national rate of

40 percent. While attainment is increasing, it is not increasing rapidly enough to meet the national goal of 60 percent. We are making progress, but we need to do much more.

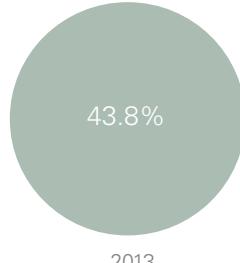
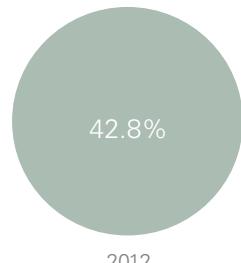
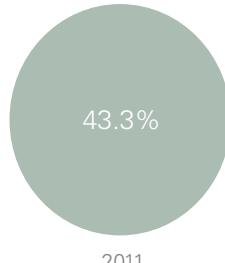
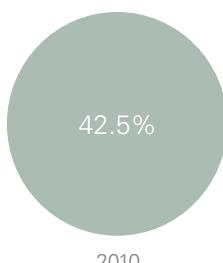
A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Washington was 42.8 percent, lower than that of the adult population as a whole but above the national rate of 41.6 percent.

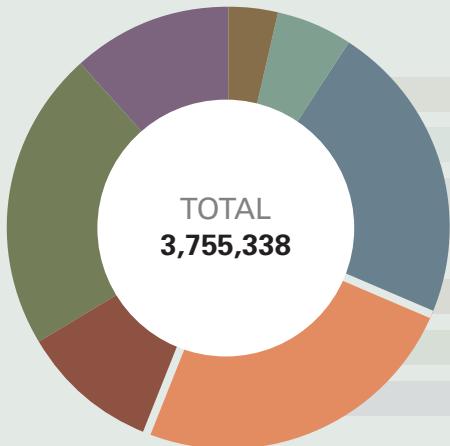
The steps that Washington and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
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Many groups and individuals must work together to increase attainment. The imperative for Washington to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



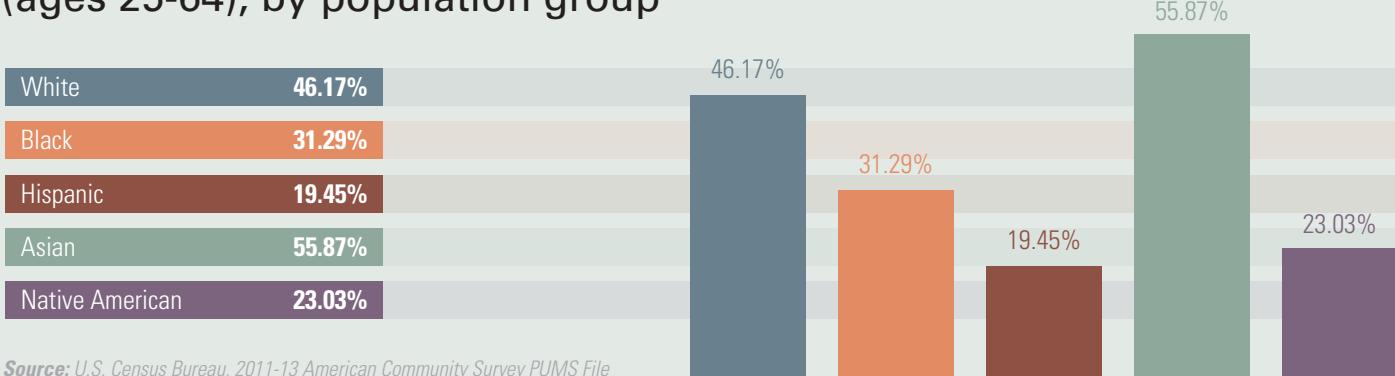


Levels of education for Washington residents, ages 25-64

| | | |
|--|----------------|---------------|
| Less than ninth grade | 138,888 | 3.70% |
| Ninth to 12th grade, no diploma | 212,748 | 5.67% |
| High school graduate (including equivalency) | 832,190 | 22.16% |
| Some college, no degree | 927,005 | 24.68% |
| Associate degree | 386,979 | 10.30% |
| Bachelor's degree | 822,996 | 21.92% |
| Graduate or professional degree | 434,532 | 11.57% |

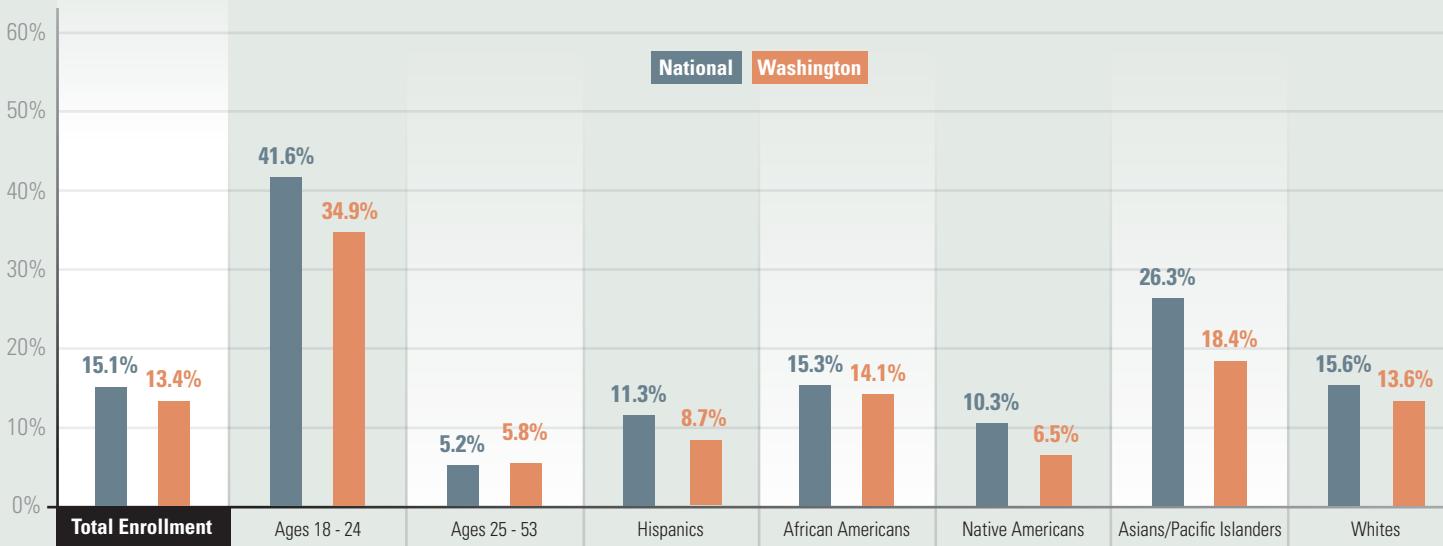
Source: U.S. Census Bureau, 2013 American Community Survey

Degree-attainment rates among Washington residents (ages 25-64), by population group



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

College enrollment among Washington residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

Percentage of Washington residents (ages 25-64) with at least an associate degree, by county

| | | | | | | | | | | | |
|----------|-------|--------------|-------|-----------|-------|--------------|-------|-----------|-------|-------------|-------|
| Adams | 23.29 | Cowlitz | 26.44 | Island | 41.17 | Lincoln | 33.84 | Skagit | 35.06 | Walla Walla | 38.14 |
| Asotin | 30.17 | Douglas | 28.49 | Jefferson | 40.44 | Mason | 26.50 | Skamania | 29.79 | Whatcom | 44.51 |
| Benton | 40.06 | Ferry | 27.59 | King | 56.98 | Okanogan | 27.96 | Snohomish | 40.84 | Whitman | 63.49 |
| Chelan | 32.57 | Franklin | 24.31 | Kitsap | 40.94 | Pacific | 28.40 | Spokane | 41.89 | Yakima | 22.72 |
| Clallam | 33.75 | Garfield | 40.53 | Kittitas | 42.63 | Pend Oreille | 29.39 | Stevens | 33.00 | | |
| Clark | 37.76 | Grant | 24.29 | Klickitat | 28.98 | Pierce | 35.31 | Thurston | 43.23 | | |
| Columbia | 29.00 | Grays Harbor | 25.94 | Lewis | 26.76 | San Juan | 46.13 | Wahkiakum | 28.10 | | |

Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates



Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree

25.6%



2008

26.4%



2009



West Virginia

The need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in West Virginia. As in other states, the economy of West Virginia is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state's residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone's attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Unfortunately, West Virginia is one of the 19 states that have not yet adopted or begun to develop a statewide goal to increase postsecondary attainment. Adopting such a goal — one that, among other things, addresses the critical need to close gaps in attainment for minority students, low-income students, working adults and other underrepresented students — would be an excellent step for West Virginia to take to focus action on expanding opportunity for its residents.

West Virginia is making progress on increasing attainment. The most recent Census data (2013) show that 28.4 percent of the state's 974,000 working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year's rate of 27.8 percent. The state's rate of higher education attainment is below the national rate of

40 percent. While attainment is increasing, it is not increasing rapidly enough to meet the national goal of 60 percent. We are making progress, but we need to do much more.

A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in West Virginia was 33.4 percent, higher than that of the adult population as a whole but below the national rate of 41.6 percent.

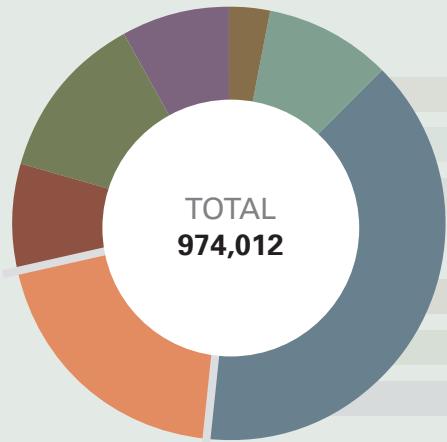
The steps that West Virginia and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
3. Create smarter pathways for students.

The details of Lumina's state policy agenda can be found at <http://strategylabs.luminafoundation.org/higher-education-state-policy-agenda/>. This site also contains extensive information about the progress states are making on the attainment agenda as well as resources that states can draw on to reach their own attainment goals.

Many groups and individuals must work together to increase attainment. The imperative for West Virginia to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



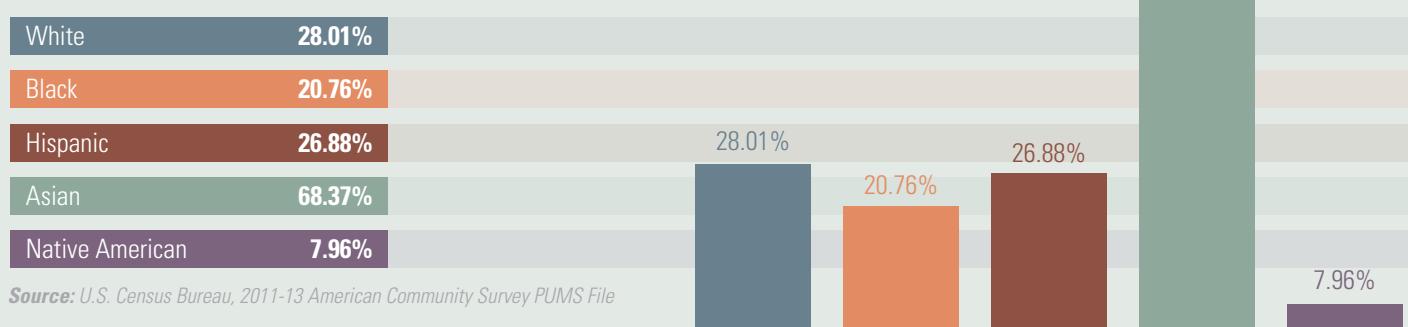


Levels of education for West Virginia residents, ages 25-64

| | | |
|--|----------------|---------------|
| Less than ninth grade | 32,427 | 3.33% |
| Ninth to 12th grade, no diploma | 89,792 | 9.22% |
| High school graduate (including equivalency) | 381,114 | 39.13% |
| Some college, no degree | 193,999 | 19.92% |
| Associate degree | 77,157 | 7.92% |
| Bachelor's degree | 122,412 | 12.57% |
| Graduate or professional degree | 77,111 | 7.92% |

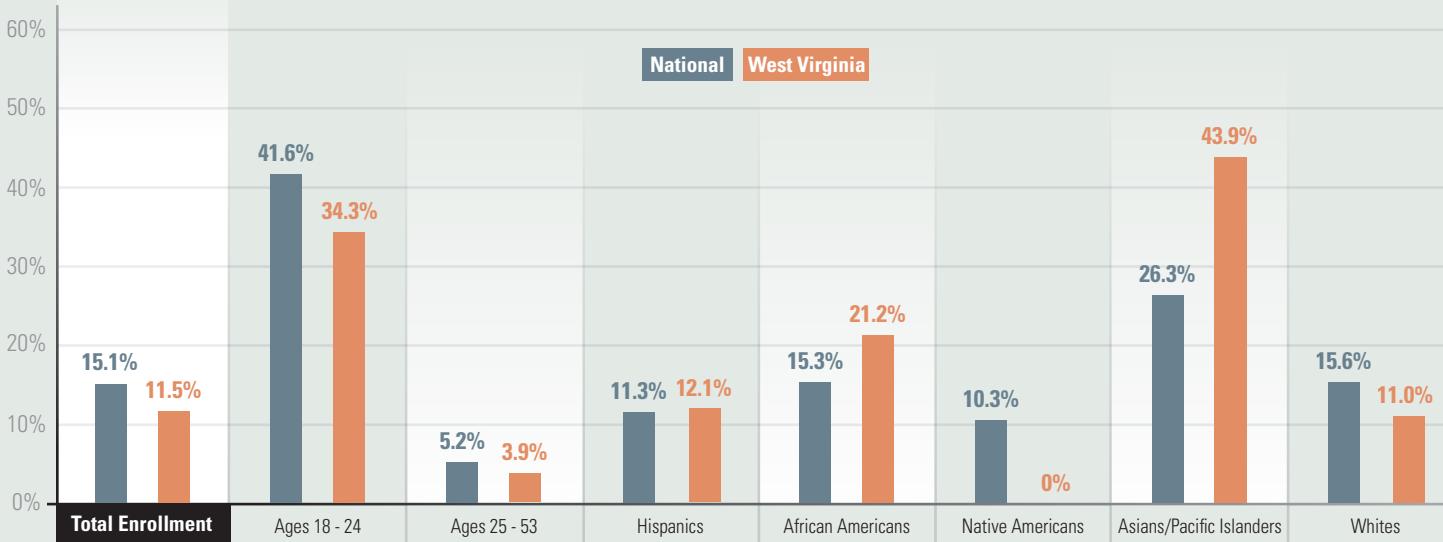
Source: U.S. Census Bureau, 2013 American Community Survey

Degree-attainment rates among West Virginia residents (ages 25-64), by population group



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

College enrollment among West Virginia residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

Percentage of West Virginia residents (ages 25-64) with at least an associate degree, by county

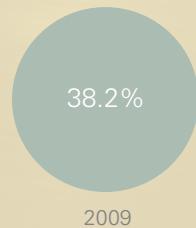
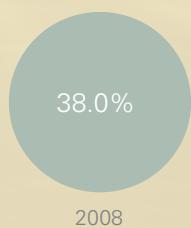
| | | | | | | | | | | | |
|-----------|-------|------------|-------|----------|-------|------------|-------|----------|-------|---------|-------|
| Barbour | 17.92 | Gilmer | 21.84 | Lewis | 25.87 | Monongalia | 46.90 | Raleigh | 25.43 | Webster | 10.63 |
| Berkeley | 28.08 | Grant | 17.51 | Lincoln | 15.34 | Monroe | 18.59 | Randolph | 25.68 | Wetzel | 19.94 |
| Boone | 15.02 | Greenbrier | 25.17 | Logan | 18.07 | Morgan | 23.46 | Ritchie | 20.26 | Wirt | 20.11 |
| Braxton | 17.78 | Hampshire | 13.27 | McDowell | 9.66 | Nicholas | 23.63 | Roane | 17.03 | Wood | 31.02 |
| Brooke | 30.27 | Hancock | 29.54 | Marion | 30.85 | Ohio | 40.62 | Summers | 19.08 | Wyoming | 13.33 |
| Cabell | 36.71 | Hardy | 16.82 | Marshall | 25.40 | Pendleton | 20.77 | Taylor | 25.73 | | |
| Calhoun | 17.32 | Harrison | 30.01 | Mason | 22.31 | Pleasants | 18.70 | Tucker | 23.26 | | |
| Clay | 15.31 | Jackson | 27.13 | Mercer | 25.39 | Pocahontas | 24.34 | Tyler | 17.12 | | |
| Doddridge | 18.89 | Jefferson | 36.28 | Mineral | 24.99 | Preston | 19.62 | Upshur | 23.16 | | |
| Fayette | 19.20 | Kanawha | 34.34 | Mingo | 17.30 | Putnam | 36.14 | Wayne | 21.32 | | |

Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates



Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree





Wisconsin

The need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in Wisconsin. As in other states, the economy of Wisconsin is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state's residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone's attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Unfortunately, Wisconsin is one of the 19 states that have not yet set or begun to develop a statewide goal to increase postsecondary attainment. Adopting such a goal — one that, among other things, addresses the critical need to close gaps in attainment for minority students, low-income students, working adults and other underrepresented students — would be an excellent step for Wisconsin to take to focus action on expanding opportunity for its residents.

Wisconsin is making progress on increasing attainment. The most recent Census data (2013) show that 41.1 percent of the state's 3 million working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year's rate of 40.9 percent. The state's rate of higher education attainment is above the national rate of

40 percent. While attainment is increasing, it is not increasing rapidly enough to meet the national goal of 60 percent. We are making progress, but we need to do much more.

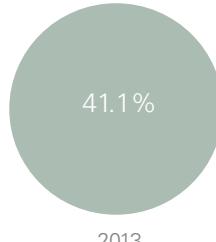
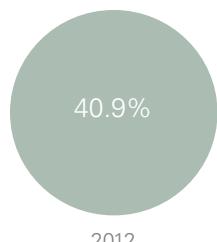
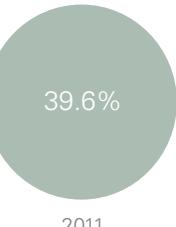
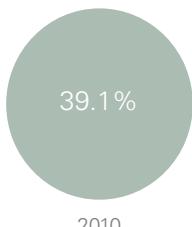
A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Wisconsin was 44.3 percent, higher than that of the adult population as a whole and also above the national rate of 41.6 percent.

The steps that Wisconsin and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

1. Improve the quality of student outcomes in terms of completion, learning and employment.
2. Align investments with state priorities and student needs.
3. Create smarter pathways for students.

The details of Lumina's state policy agenda can be found at <http://strategylabs.luminafoundation.org/higher-education-state-policy-agenda/>. This site also contains extensive information about the progress states are making on the attainment agenda as well as resources that states can draw on to reach their own attainment goals.

Many groups and individuals must work together to increase attainment. The imperative for Wisconsin to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.

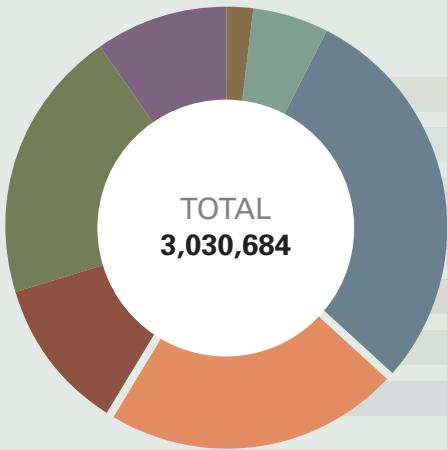


2010

2011

2012

2013

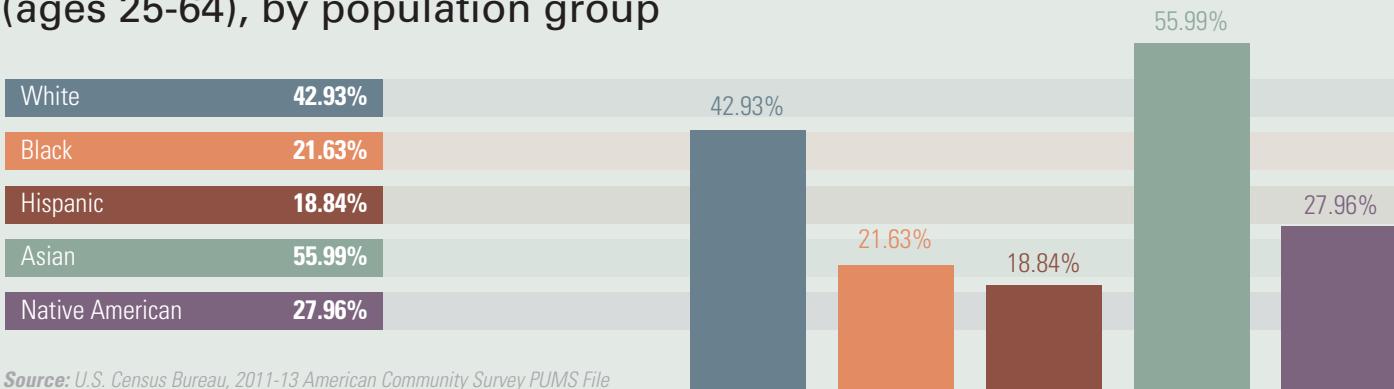


Levels of education for Wisconsin residents, ages 25-64

| | | |
|--|----------------|---------------|
| Less than ninth grade | 65,967 | 2.18% |
| Ninth to 12th grade, no diploma | 161,461 | 5.33% |
| High school graduate (including equivalency) | 885,658 | 29.22% |
| Some college, no degree | 672,955 | 22.20% |
| Associate degree | 348,259 | 11.49% |
| Bachelor's degree | 607,935 | 20.06% |
| Graduate or professional degree | 288,449 | 9.52% |

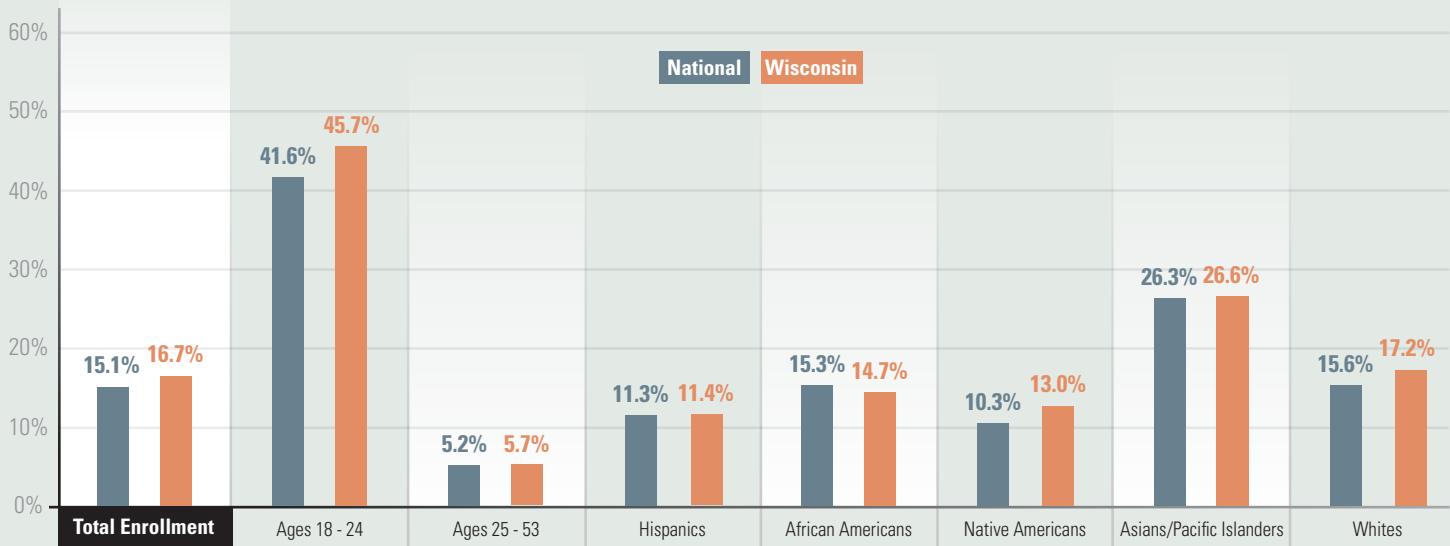
Source: U.S. Census Bureau, 2013 American Community Survey

Degree-attainment rates among Wisconsin residents (ages 25-64), by population group



Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

College enrollment among Wisconsin residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

Percentage of Wisconsin residents (ages 25-64) with at least an associate degree, by county

| | | | | | | | | | | | |
|----------|-------|-------------|-------|-----------|-------|-----------|-------|-----------|-------|-------------|-------|
| Adams | 22.30 | Dane | 58.87 | Iowa | 36.36 | Marathon | 38.14 | Polk | 32.78 | Taylor | 24.46 |
| Ashland | 37.25 | Dodge | 28.65 | Iron | 38.00 | Marinette | 26.44 | Portage | 40.38 | Trempealeau | 32.21 |
| Barron | 31.61 | Door | 37.36 | Jackson | 26.46 | Marquette | 23.42 | Price | 29.03 | Vernon | 33.56 |
| Bayfield | 41.89 | Douglas | 37.52 | Jefferson | 35.00 | Menominee | 24.32 | Racine | 34.21 | Vilas | 32.81 |
| Brown | 41.42 | Dunn | 39.59 | Juneau | 24.19 | Milwaukee | 37.91 | Richland | 26.62 | Walworth | 36.58 |
| Buffalo | 32.69 | Eau Claire | 47.54 | Kenosha | 35.89 | Monroe | 30.59 | Rock | 31.61 | Washburn | 34.22 |
| Burnett | 28.30 | Florence | 22.77 | Kewaunee | 27.84 | Oconto | 31.16 | Rusk | 26.15 | Washington | 42.69 |
| Calumet | 42.60 | Fond du Lac | 33.44 | La Crosse | 48.50 | Oneida | 35.34 | St. Croix | 48.30 | Waukesha | 54.33 |
| Chippewa | 34.41 | Forest | 21.50 | Lafayette | 29.01 | Outagamie | 41.63 | Sauk | 33.21 | Waupaca | 28.54 |
| Clark | 22.35 | Grant | 33.42 | Langlade | 25.10 | Ozaukee | 57.41 | Sawyer | 33.74 | Waushara | 24.22 |
| Columbia | 35.40 | Green | 33.26 | Lincoln | 29.30 | Pepin | 32.28 | Shawano | 27.99 | Winnebago | 38.48 |
| Crawford | 28.10 | Green Lake | 26.35 | Manitowoc | 31.60 | Pierce | 40.81 | Sheboygan | 35.45 | Wood | 35.22 |

Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates



Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree

36.0%

2008

34.9%

2009

Wyoming

The need to increase higher education attainment — the percentage of the population that holds a two-year or four-year college degree or other high-quality postsecondary credential — is well understood in Wyoming. As in other states, the economy of Wyoming is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state's residents need those college-level skills and knowledge to realize their own dreams and aspirations.

What can states do to increase postsecondary attainment by their residents? Lumina believes the first step is to set an explicit and quantifiable state goal to focus everyone's attention on the need to act to increase attainment. Goals allow states to develop stronger plans that ensure their policies and resources are aligned with state needs. Measuring and reporting progress toward goals helps assure that strong, accountable and consistent leadership can support a change agenda to improve outcomes for students.

In 31 states, the imperative to increase attainment has led to the development of official state goals. Unfortunately, Wyoming is one of the 19 states that have not yet set or begun to develop a statewide goal to increase postsecondary attainment. Adopting such a goal — one that, among other things, addresses the critical need to close gaps in attainment for minority students, low-income students, working adults and other underrepresented students — would be an excellent step for Wyoming to take to focus action on expanding opportunity for its residents.

Wyoming is making progress on increasing attainment. The most recent Census data (2013) show that 39.4 percent of the state's 306,000 working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year's rate of 37 percent. The state's rate of higher education attainment is below the national rate of 40

percent. While attainment is increasing, it is not increasing rapidly enough to meet the national goal of 60 percent. We are making progress, but we need to do much more.

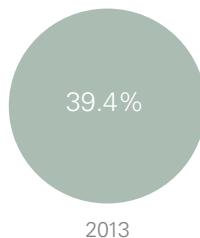
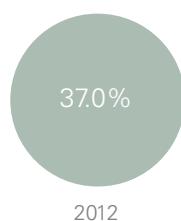
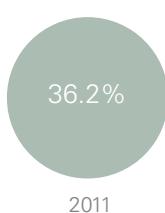
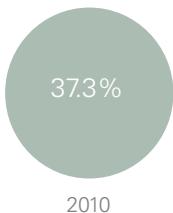
A good leading indicator of where higher education attainment rates are heading is the rate among young adults, those between the ages of 25 and 34. In 2013, this rate in Wyoming was 41.2 percent, higher than that of the adult population as a whole but below the national rate of 41.6 percent.

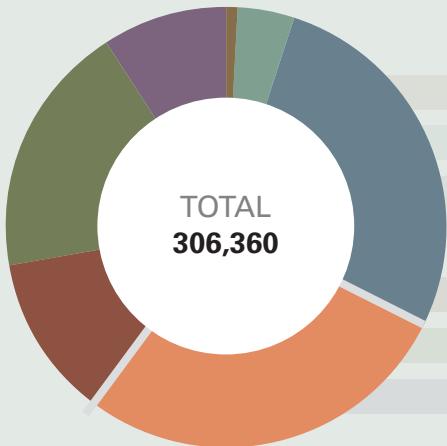
The steps that Wyoming and other states can take to increase attainment are laid out in Lumina's state policy agenda. They are built around three priorities that states must pursue:

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Many groups and individuals must work together to increase attainment. The imperative for Wyoming to increase attainment is clear, and many educators, policymakers, employers and community leaders are stepping up to take action. Most important, students and the public increasingly understand the need to improve the level of their own education to prepare themselves, their community, and their state for a future in which postsecondary knowledge and skills are the keys to success.



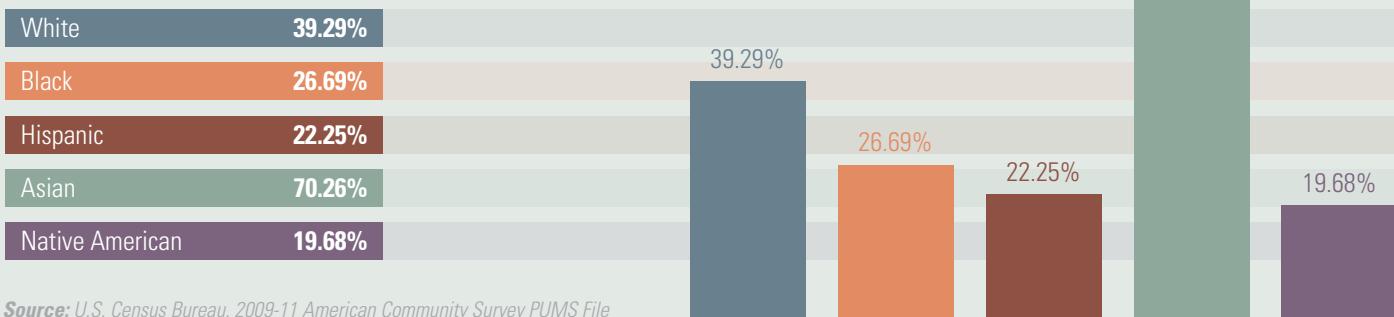


Levels of education for Wyoming residents, ages 25-64

| | | |
|--|---------------|---------------|
| Less than ninth grade | 2,866 | 0.94% |
| Ninth to 12th grade, no diploma | 12,895 | 4.21% |
| High school graduate (including equivalency) | 83,414 | 27.23% |
| Some college, no degree | 86,328 | 28.18% |
| Associate degree | 36,346 | 11.86% |
| Bachelor's degree | 56,887 | 18.57% |
| Graduate or professional degree | 27,624 | 9.02% |

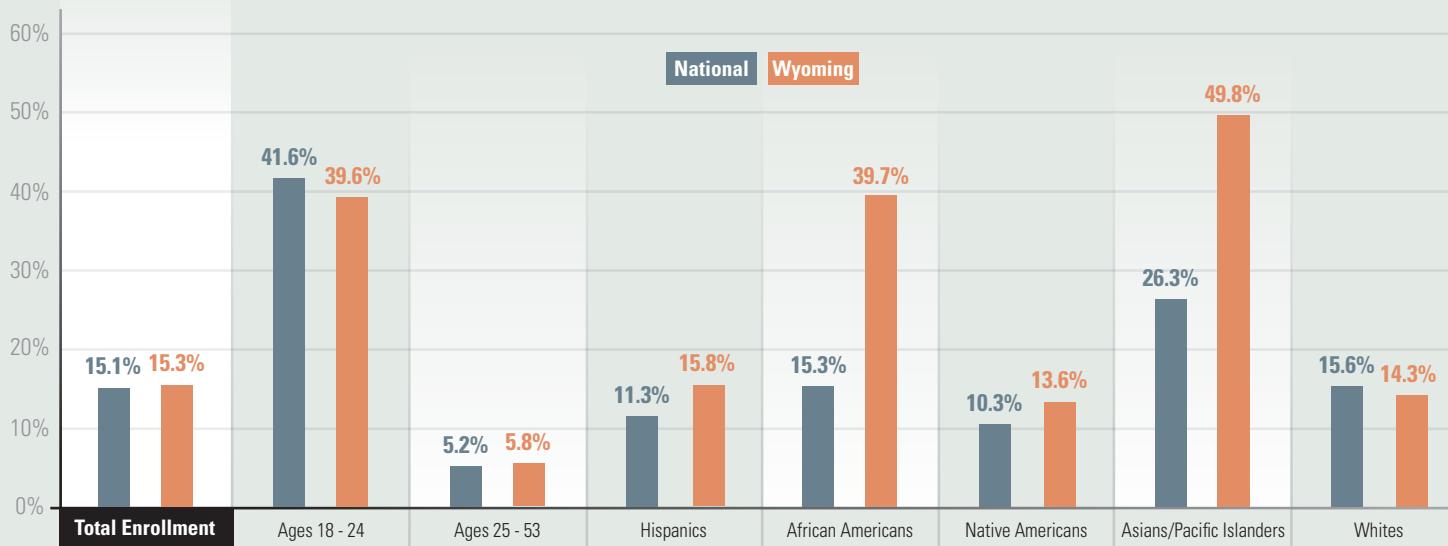
Source: U.S. Census Bureau, 2013 American Community Survey

Degree-attainment rates among Wyoming residents (ages 25-64), by population group



Source: U.S. Census Bureau, 2009-11 American Community Survey PUMS File

College enrollment among Wyoming residents, ages 18-53



Note: These percentages reflect the enrollment of non-degree-holding students, ages 18-53, at public and private, two-year and four-year postsecondary institutions.

Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample

Percentage of Wyoming residents (ages 25-64) with at least an associate degree, by county

| | | | | | | | | | | | |
|----------|-------|----------|-------|-------------|-------|----------|-------|------------|-------|----------|-------|
| Albany | 60.92 | Converse | 32.71 | Hot Springs | 31.54 | Natrona | 34.59 | Sheridan | 36.56 | Uinta | 29.16 |
| Big Horn | 31.03 | Crook | 32.56 | Johnson | 41.89 | Niobrara | 30.96 | Sublette | 38.01 | Washakie | 31.48 |
| Campbell | 29.13 | Fremont | 33.94 | Laramie | 39.95 | Park | 41.49 | Sweetwater | 29.31 | Weston | 29.60 |
| Carbon | 27.90 | Goshen | 32.56 | Lincoln | 33.91 | Platte | 34.61 | Teton | 54.53 | | |

Source: U.S. Census Bureau, 2009-13 American Community Survey 5-Year Estimates

Credits

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About Lumina Foundation

Lumina Foundation is an independent, private foundation committed to increasing the proportion of Americans with high-quality degrees, certificates and other credentials to 60 percent by 2025. Lumina's outcomes-based approach focuses on helping to design and build an accessible, responsive and accountable higher education system while fostering a national sense of urgency for action to achieve Goal 2025.

Online access: This report and all of its elements are available at www.luminafoundation.org/stronger_nation. From there, you can:

- Navigate through the full report, including the metro-area attainment data, and compare data dynamically among all states.
- Download a printable version of the full report.
- Download printable versions of individual policy briefs that present the data specific to each state.

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