A Special Report
From Lumina Foundation for Education

A stronger nation through higher education

How and why Americans must achieve a "big goal" for college attainment

September 2010

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Progress toward an audacious goal

For the past two years, Lumina Foundation for Education has been calling for the United States to increase higher education attainment rates — the proportion of the population that holds a high-quality postsecondary degree or credential — to 60 percent by the year 2025. This call — Lumina's Big Goal — has been taken up by many others. Foundations, state governments, national higher education associations and President Obama have all issued their own calls for increasing the proportion of Americans with high-quality degrees and credentials.

In February 2009, Lumina issued its first *Stronger Nation* report on higher education attainment in the U.S. and in individual states. Since then, the national conversation about higher education has shifted dramatically as a result of a new focus on attainment. Factors that influence attainment — most notably, the need to improve completion rates in higher education — are receiving much more attention at the federal, state and institutional levels.

This year, there were several proposals advanced through the federal budget process to increase completion and attainment. In spite of the current state budget crisis, several states have enacted attainment-focused policies this year, including performance funding plans — proposals that tie funding allocations directly to completion rates. There's a growing realization that our higher education system must increase its capacity to serve more students, and that improving higher education productivity is essential to accomplishing this. Of perhaps the most long-term importance, there is new attention to the need to assure the quality of postsecondary degrees and credentials. This need can only be met if we better define the learning outcomes that students must obtain at each level of education and then ensure that academic programs give students the opportunity to achieve those outcomes. (See "How do we define quality?")

How do we define quality?

Quality in higher education must be defined in terms of student outcomes, particularly learning outcomes, and not by inputs or institutional characteristics. The value of degrees and credentials — both for the individual and society as a whole — ultimately rests on the skills and knowledge they represent. Lumina defines "high-quality degrees and credentials" as having well-defined and transparent learning outcomes that provide clear pathways to further education and employment. The term "achievement" has traditionally been used to describe these outcomes, but Lumina prefers the simpler term "learning." Ultimately, learning is what students need, what degrees and credentials should represent, and what higher education should provide to everyone who seeks it.

This new version of *A Stronger Nation*, which we intend to update annually, is the first to report progress toward the Big Goal as well as the gap between current performance and the need. This report also refines the methodology used to calculate higher education attainment, particularly at the state and county levels.

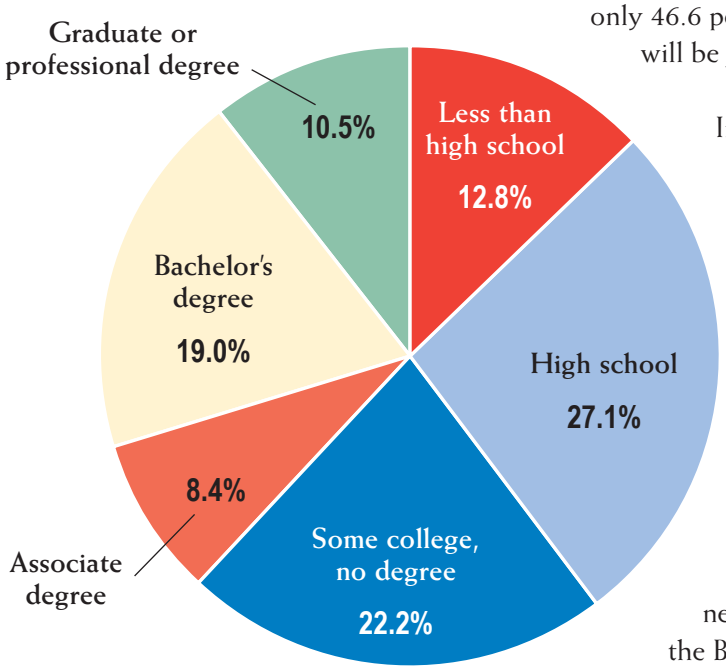
The report includes individual profiles for all 50 states. Each profile shows the current level of attainment, the rate of improvement in attainment over the past eight years, and the level of increase needed to reach "Goal 2025," 60 percent attainment by that year.

In this report, we also assess our deepening understanding of the factors driving the need to increase attainment, as well as some of the implications of the Big Goal for colleges and universities, higher education systems, and state and federal policy.

Our intention in these *Stronger Nation* reports is not just to call attention to the need to increase attainment, nor simply to indicate the enormity of the challenge facing states and the nation. We believe these reports show that the Big Goal — while audacious and necessary — is also realistic and attainable.

Closing the gap

In 2007, **37.7 percent** of Americans between the ages of 25 and 64 held a two- or four-year college degree. For 2008, the most recent year for which data are available, the number is **37.9 percent**. While the proportion of Americans with college degrees increased between 2007 and 2008, the level of increase is not nearly enough to reach the Big Goal. If the rate of increase over the past eight years continues, the U.S. will reach a higher education attainment level of only 46.6 percent by 2025, and the shortfall in college graduates will be just under 23 million.[1]



Levels of education for the U.S. population, ages 25-64

Source: U.S. Census Bureau, 2008 American Community Survey

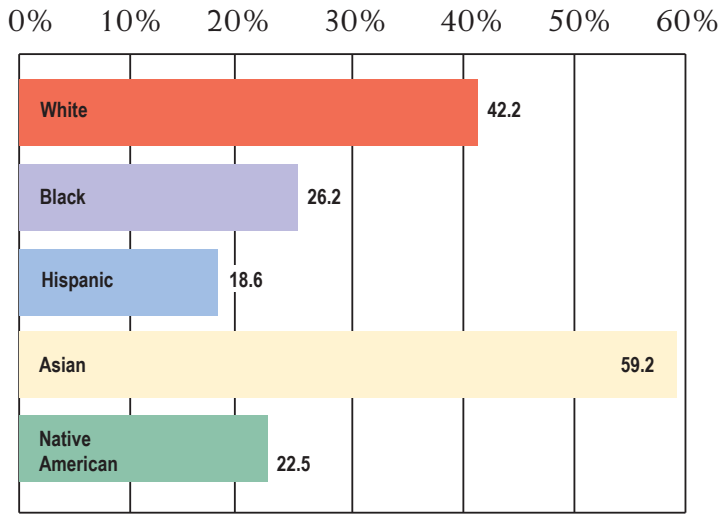
Increasing the number of Americans who earn college degrees by 23 million above current rates sounds like a daunting task, and it is. However, it needn't happen overnight. The key to reaching the Big Goal is to begin to increase the number of college graduates and to continue that growth each year until 2025. To reach the Big Goal, the U.S. needs to increase the number of college degrees awarded each year, every year, by 278,000. If current rates of degree production continue, the number of graduates can be expected to increase by 112,000 per year. The gap — 166,000 college graduates — is how much we need to increase degree production each year to reach the Big Goal.

Closing this gap will require us to increase access and success in higher education across the board. Two strategies will be especially critical: increasing the rate at which students complete college, and providing ways for adults in the workforce to return to college to complete

[1] The metric for the Big Goal is the percentage of the U.S. population between the ages of 25 and 64 — the adult, working-age population — that holds a two- or four-year college degree. The baseline year for this metric is 2007, and the data source is the U.S. Census American Community Survey (ACS). The most recent year for which data are available is 2008.

degrees. More than 22 percent of the working adult population of the U.S. — representing more than 37 million Americans — has attended college but not completed a degree.

However, simply increasing completion rates is not enough. It is essential that we redouble our efforts to close gaps in college participation and attainment for a range of underrepresented populations, including students of color, low-income and first-generation students, and adults. Rates of college success for these groups continue to lag significantly, even as they constitute a growing share of the potential pool of students. Since it will be impossible to reach the Big Goal without closing these attainment gaps, doing so must be a high national priority.



Degree-attainment rates for Americans ages 25-64, by population group

Source: U.S. Census Bureau, 2008 American Community Survey

Why meeting the Big Goal is essential: Higher education and jobs

In the recent past — and, for some, even today — the rationale for increasing attainment was based on our performance relative to other countries. As is now well known, the U.S. has fallen from first in the world in the proportion of adults that hold two- or four-year college degrees to fourth. Even more worrisome is that, among young adults — those between the ages of 25 and 34, the U.S. is no better than tied for 10th, and now trails nations in Asia, Europe and the Americas. Each year for at least the past four, the U.S. has fallen in these comparisons. In almost all other developed nations, attainment rates are increasing — in many cases dramatically and to levels significantly above ours. As a result, ours is one of the very few nations in the world in which younger adults are not better educated than older adults.

Like Lumina Foundation, the President and many others have pointed to this trend with alarm. While concern is certainly warranted, we have come to recognize that the international attainment data in fact indicate an underlying issue. The international data reflect a fundamental shift in the global economy which is driving nations to dramatically increase higher education attainment. This shift — the emergence of the knowledge economy — is transforming economies throughout the world, including our own. We ignore it at our peril.

Based on an analysis conducted by the Georgetown University Center on Education and the Workforce, a much larger proportion of jobs in the U.S. will require higher education — even in the near term. This analysis — *Help Wanted: Projections of Jobs and Education Requirements Through 2018*[2]

[2] Available at http://cew.georgetown.edu/

— shows that fully 60 percent of jobs in the U.S will require postsecondary education by 2018 — well before the target date for Lumina's "audacious" goal. For better or worse, the Great Recession is putting the relationship between higher education and the economy into stark relief, and we are making the connections between economic forces and higher education attainment.

Two simple facts point to the nature of this key relationship. The first is that college graduates are employed at much higher rates than are non-college graduates. Today, while overall unemployment rates are hovering around 10 percent, only 4.5 percent of college graduates are unemployed. It has become clear, not just to economists, but to millions of Americans, that completing some form of higher education is the best insurance against unemployment.

Data on wages are even more telling. Of course, it is well known that college graduates make more money than those who have only completed high school, who in turn make more money than high school dropouts. Frankly, that doesn't prove much; in a tight employment market, employers can be expected to favor those with credentials over those without. What is less well understood is that the gap in earnings between these groups is growing. Even in this job market, employers are paying an increasing premium for college graduates. This same phenomenon is occurring in 29 of the 30 most developed countries.[3] This is not a coincidence.

What is happening has been documented in *Help Wanted* and other reports: Employers increasingly depend on the skills and knowledge of their workers, and they are paying a premium to get those skills. Meanwhile, the well-paying, low-skill jobs that American industry used to provide in abundance are disappearing quickly. What is left, as documented by MIT economist David Autor,[4] is a stratified job market in which jobs are either high-skill/high-wage or low-skill/low-wage. In this economy, workers with jobs in the former category are in the middle class or above; those with jobs in the latter category are the working poor. Just as importantly, the only route between the two strata is through education to obtain the skills and knowledge the global marketplace demands.

Higher education, economic recovery and job creation

The emerging understanding of the integral relationship between higher education attainment and the economy points toward an even more profound connection. It appears that increasing attainment can actually drive economic growth — and therefore job creation.

To understand how this works, we can first consider employment growth in the economic recovery. Naturally enough, we tend to think of employment as a lagging indicator of recovery. The conventional wisdom goes this way: First, the economy creates jobs, and then higher education responds to the skill and knowledge demands of those jobs so people can fill them. As simple and

[3] *Education at a Glance* 2009. Organization for Economic Cooperation and Development, September 2009
[4] *The Polarization of Job Opportunities in the U.S. Labor Market: Implications for Employment and Earnings*, Working Paper, Center for American Progress and The Hamilton Project, April 2010

logical as this explanation may seem, it does not appear to be accurate.

In this recession, there is a growing consensus that the economic recovery is being hindered by a lack of workers with the advanced skills and knowledge demanded in this economy. Put another way, our ability to retool and "up-skill" workers to meet the changing requirements of employment markets is itself a significant factor in economic growth.

It's easy to see why this is true. Skilled workers are more productive, and productivity gains have been the primary driver of economic growth in developed economies for many years. Skilled workers are able to innovate — not just in products, but also to improve the full range of processes that drive success in business, government and the not-for-profit sector. Analyses of economic growth show that the vitality of economies — either local or national — depends less on "home runs" (such as securing a new manufacturing plant) than on the skills and knowledge of the workforce. Talent is the key, and higher education is the lever for developing it.

Who, what and how

Increasing attainment means that higher education must focus on the needs of today's students — the ever-growing number of low-income, first-generation, minority and adult students who constitute what we are calling 21st century students. This is **who** higher education must serve.

Today's 21st century students are far more diverse than at any time in history. They represent the full range of races and ethnicities, are of all ages, and come from all economic and social backgrounds. They need to develop skills and knowledge in a widely different range of fields. Since many are working adults, they need to attend college in very different ways than did their predecessors.

Definitions of success

The Big Goal is focused on the higher education attainment of Americans, but what exactly is attainment? How is attainment different from completion, graduation, access, achievement and other measures of the success of students and the higher education system?

The definition of attainment used by Lumina, and in this report, is "the highest level of education completed in terms of the highest degree or the highest level of schooling completed." As a measure of populations, this use of the term is common among statisticians and demographers. The source for the data used by Lumina to measure attainment is the U.S Census; specifically, the American Community Survey.

Perhaps surprisingly, attainment is not a measure of the performance of the higher education system. To understand how higher education contributes to attainment rates in the population, it is necessary to examine two factors. The first is participation — the proportion of the pool of potential students who actually enroll in higher education. The second is completion — the proportion of those students who complete programs of study. Participation rates are a measure of the extent to which potential students have access to higher education. Completion rates are a measure of the success of enrolled students. The relationship between these factors is simple:

Participation x Completion = Attainment

To increase attainment, higher education must increase both participation and completion. Participation without completion is a revolving door in which access does not lead to success. Likewise, increasing completion without expanding participation usually means that institutions have simply become more selective, even elitist. Both approaches can actually reduce attainment, and at best, neither approach will increase attainment to the levels needed by the nation.

Referring to today's college students as 21st century students is more than just a semantic exercise. We must recognize them as essential to our future. We must help shift the dialogue from a deficit model to a growth model — one in which all of society sees these students as future leaders, as taxpayers, and as full contributors to the quality of life we all cherish.

If 21st century students are *who* higher education must serve, **what** they need are high-quality degrees and credentials. For too long, quality in higher education has been defined on the basis of inputs such as financial resources, faculty workload and institutional selectivity. The time has come to define higher education quality only in terms of student outcomes — specifically, the quality and relevance of degrees and credentials. Lumina Foundation is supporting the development of ways to assure that the learning that any college credential represents is explicit and transparent to all concerned. Policymakers must be able to allocate resources based on required outcomes, and employers must be able to hire graduates with confidence, knowing that students have attained those outcomes.

If 21st century students are who we must serve, and high-quality degrees and credentials are what these students need, then a highly productive higher education system is **how** we reach the Big Goal. If we are to reach Goal 2025, significant changes must be made in the nation's postsecondary system. Business as usual simply won't work. For the goal to be reached, college and universities, higher education systems and states must contain costs and reallocate their resources to programs that help more students succeed. They must be rewarded not merely for enrolling students, but for graduating them from high-quality programs. They must expand and strengthen lower-cost, innovative options for delivering coursework. They also need high-quality data systems that include student outcome data and are used consistently to inform decisions about how to serve students more effectively.

A challenge and an opportunity

Reaching the Big Goal will not be easy. But the pathway to reaching the Big Goal is becoming clear, and many in higher education are stepping up to the challenge. The Great Recession has focused attention on the need to expand access to the skills and knowledge that college degrees and credentials represent. The opportunity to change the rules of the game and create a higher education system capable of producing much higher levels of attainment is before us. We have work to do.

Reaching the Big Goal

	Current percentage of adults with college degrees (2008)	Additional degrees needed to reach the Big Goal	Additional degrees needed annually	Annual percentage increase needed
Alabama	31.6	664,131	4,883	7.1
Alaska	36.3	92,662	681	8.9
Arizona	34.4	1,120,884	8,242	7.7
Arkansas	26.5	508,567	3,739	8.3
California	38.6	4,745,448	34,893	6.7
Colorado	45.3	397,973	2,926	4.6
Connecticut	46.6	249,543	1,835	4.9
Delaware	37.0	111,623	821	6.3
Florida	36.8	2,843,880	20,911	7.0
Georgia	36.2	1,346,524	9,901	7.8
Hawaii	42.3	116,790	859	5.6
Idaho	34.8	229,610	1,688	7.2
Illinois	40.8	1,273,954	9,367	5.4
Indiana	33.4	877,737	6,454	6.3
Iowa	38.8	305,775	2,248	4.1
Kansas	40.5	272,085	2,001	5.0
Kentucky	29.2	692,515	5,092	7.5
Louisiana	27.0	756,375	5,562	8.2
Maine	36.8	167,905	1,235	6.5
Maryland	43.9	548,409	4,032	5.9
Massachusetts	49.6	362,193	2,663	3.3
Michigan	35.6	1,322,257	9,722	6.3
Minnesota	45.0	457,057	3,361	4.7
Mississippi	29.3	460,850	3,389	7.3
Missouri	34.9	776,922	5,713	6.1
Montana	37.6	112,354	826	6.4
Nebraska	40.5	164,124	1,207	4.6
Nevada	30.1	575,389	4,231	10.1
New Hampshire	46.0	114,649	843	4.7
New Jersey	44.6	764,904	5,624	6.1
New Mexico	33.4	258,032	1,897	7.0
New York	43.7	1,604,405	11,797	4.4
North Carolina	36.9	1,283,782	9,440	7.1
North Dakota	45.2	42,784	315	3.1
Ohio	34.9	1,443,143	10,611	6.4
Oklahoma	31.3	516,906	3,801	6.6
Oregon	38.6	493,150	3,626	6.8
Pennsylvania	37.9	1,394,238	10,252	5.5
Rhode Island	41.4	107,363	789	4.0
South Carolina	34.4	619,241	4,553	7.3
South Dakota	39.4	76,469	562	5.0
Tennessee	31.3	991,518	7,291	7.9
Texas	33.3	3,969,133	29,185	8.0
Utah	40.2	286,080	2,104	4.5
Vermont	43.6	58,161	428	4.4
Virginia	43.4	765,755	5,631	5.6
Washington	42.0	737,264	5,421	5.9
West Virginia	25.6	305,174	2,244	7.0
Wisconsin	38.0	668,822	4,918	6.0
Wyoming	36.0	61,375	451	5.7
US	37.9	37,914,259	278,781	6.3

Source: US Census, National Center for Higher Education Management Systems

State-specific data

The following pages contain college-attainment data for each state, with some data broken down to the county level. It is our hope that leaders and policymakers in each state can use this information to good effect as they work to improve attainment rates.

This work will require concerted and strategic efforts over many years — efforts based on solid evidence about what works to increase attainment. Information about successful strategies to increase the number of students who complete higher education is available on Lumina Foundation's Web site. The site also provides links to specific information about each state's attainment rates at **www.luminafoundation.org/state_data/**.

Still more information is available from a Web-based resource created by the National Center for Higher Education Management Systems (NCHEMS). In particular, the NCHEMS Information Center provides contextual information that can help higher education policymakers and analysts make sound policy decisions. We urge you to visit the site (**www.higheredinfo.org**).

Alabama

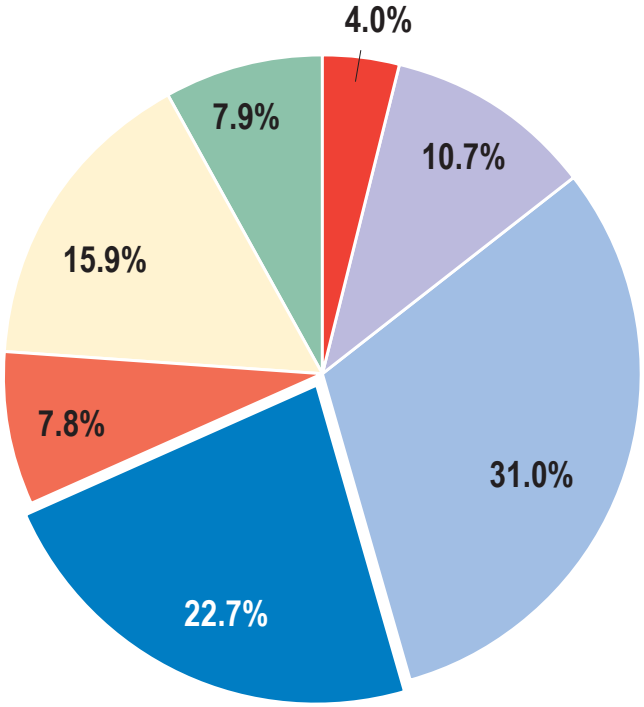
In Alabama, nearly 32 percent of the state's 2.4 million working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This compares to a national average of around 38 percent. Attainment rates in Alabama are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If Alabama continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 43 percent in 2025 — far short of the Big Goal of 60 percent.

However, this gap can be closed. The key is to begin increasing degree production, and to continue to increase it each year until 2025. By increasing production by 4,883 associate or bachelor's degrees each year between now and 2025 — an annual increase of 7.1 percent — Alabama will reach the Big Goal.

One excellent place to begin looking for these additional graduates is in the ranks of Alabama residents who have completed some college without earning a degree. In 2008, more than 550,000 Alabama residents fit into this category — representing nearly 23 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping Alabama reach the goal of 60 percent higher education attainment.

Also, by looking at the geographic distribution of college graduates within the state (see chart on the following page), policymakers and other stakeholders can begin to work strategically and systematically to close achievement gaps. They can target counties and regions that show the greatest need and focus their efforts on those specific areas.

How do we know that Alabama's economy will demand more college graduates? A recent analysis by the Georgetown University Center on Education and the Workforce provides the answer. According to the center's analysis of occupation data and workforce trends,



Levels of education for Alabama residents, ages 25-64

Less than ninth grade	97,854	4.0%
Ninth to 12th grade, no diploma	259,730	10.7%
High school graduate (including equivalency)	757,350	31.0%
Some college, no degree	**553,968**	**22.7%**
Associate degree	191,594	7.8%
Bachelor's degree	385,123	15.9%
Graduate or professional degree	194,123	7.9%
TOTAL	2,439,742	100%

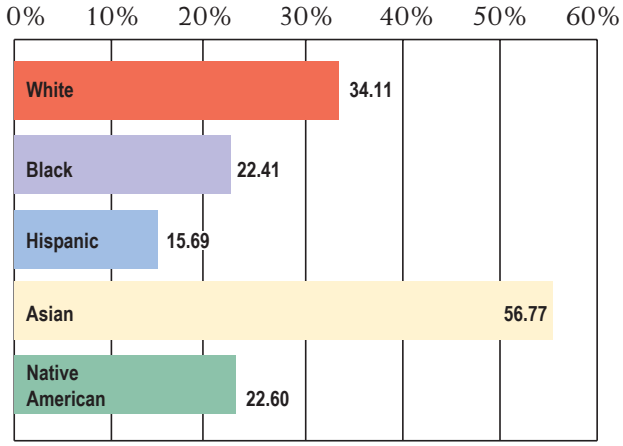
Source: U.S. Census Bureau, 2008 American Community Survey

55 percent of Alabama's jobs will require postsecondary education by 2018. Between now and 2018, Alabama will need to fill more than 680,000 vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, 373,000 will require postsecondary credentials, while only 308,000 are expected to be filled by high school graduates or dropouts.

It will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color.

Attainment gaps among racial and ethnic groups have persisted in Alabama for decades, and the most recent degree-attainment rates for the state continue to reflect such gaps (see bar graph at left). Closing these attainment gaps is clearly a challenge, but it is one that can and must be met.

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



Source: U.S. Census Bureau, 2008 American Community Survey

Percentage of Alabama adults (25-64) with a two- or four-year degree, by county:

Autauga	30.7	Covington	26.0	Lauderdale	30.3	Pike	26.5
Baldwin	37.4	Cullman	24.7	Lawrence	19.2	Randolph	21.3
Barbour	20.3	Dale	29.0	Lee	41.0	Russell	18.3
Bibb	15.9	Dallas	24.0	Limestone	26.5	St. Clair	21.1
Blount	19.3	DeKalb	17.6	Macon	34.4	Shelby	50.2
Butler	22.8	Elmore	26.2	Madison	46.8	Talladega	19.8
Calhoun	24.8	Escambia	23.9	Marengo	24.1	Tallapoosa	23.4
Chambers	21.1	Etowah	28.4	Marion	19.1	Tuscaloosa	35.2
Cherokee	15.3	Franklin	20.6	Marshall	24.5	Walker	18.8
Chilton	17.0	Geneva	19.5	Mobile	28.6	Winston	17.9
Clarke	22.2	Houston	30.1	Monroe	24.9	Other counties	18.5*
Coffee	31.0	Jackson	19.9	Montgomery	38.7		
Colbert	27.7	Jefferson	38.4	Morgan	28.3		

*This percentage is an average for the 18 Alabama counties with fewer than 20,000 residents.

Source: U.S. Census Bureau, 2008 American Community Survey

Alaska

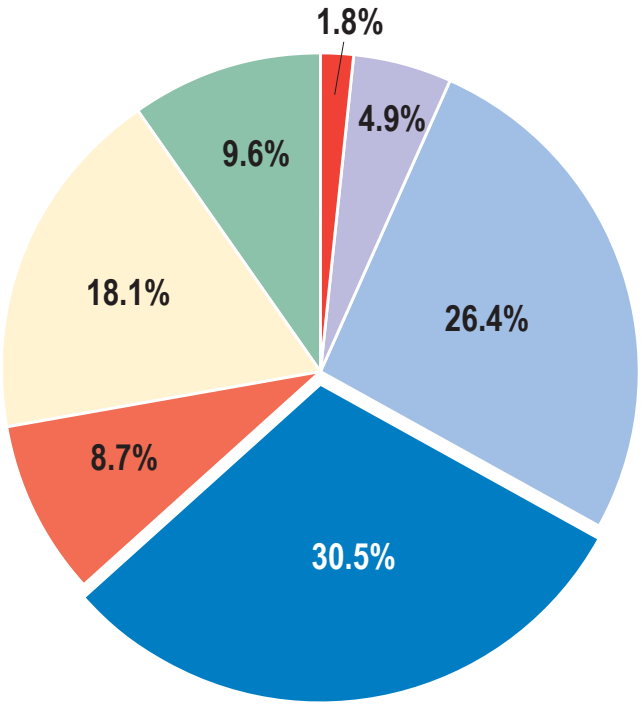
In Alaska, 36 percent of the state's nearly 380,000 working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This compares to a national average of around 38 percent. Attainment rates in Alaska are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If Alaska continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 43 percent in 2025 — far short of the Big Goal of 60 percent.

However, this gap can be closed. The key is to begin increasing degree production, and to continue to increase it each year until 2025. By increasing production by 681 associate or bachelor's degrees each year between now and 2025 — an annual increase of 8.9 percent — Alaska will reach the Big Goal.

One excellent place to begin looking for these additional graduates is in the ranks of Alaska residents who have completed some college without earning a degree. In 2008, nearly 115,000 Alaska residents fit into this category — representing more than 30 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping Alaska reach the goal of 60 percent higher education attainment.

Also, by looking at the geographic distribution of college graduates within the state (see chart on the following page), policymakers and other stakeholders can begin to work strategically and systematically to close achievement gaps. They can target boroughs and regions that show the greatest need and focus their efforts on those specific areas.

How do we know that Alaska's economy will demand more college graduates? A recent analysis by the Georgetown University Center on Education and the Workforce provides the answer. According to the center's analysis of occupation data and workforce trends, 63 percent of Alaska's jobs will require postsecondary education by



Levels of education for Alaska residents, ages 25-64

Less than ninth grade	6,821	1.8%
Ninth to 12th grade, no diploma	18,487	4.9%
High school graduate (including equivalency)	99,471	26.4%
Some college, no degree	**114,879**	**30.5%**
Associate degree	32,631	8.7%
Bachelor's degree	68,148	18.1%
Graduate or professional degree	36,049	9.6%
TOTAL	376,486	100%

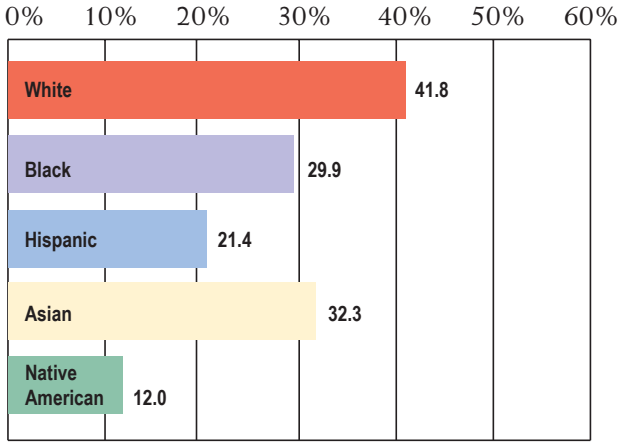
Source: U.S. Census Bureau, 2008 American Community Survey

2018. Between now and 2018, Alaska will need to fill 104,000 vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, 65,000 will require postsecondary credentials, while only 39,000 are expected to be filled by high school graduates or dropouts.

It will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color.

Attainment gaps among racial and ethnic groups have persisted in Alaska for decades, and the most recent degree-attainment rates for the state continue to reflect such gaps (see bar graph at left). Closing these attainment gaps is clearly a challenge, but it is one that can and must be met.

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



Source: U.S. Census Bureau, 2008 American Community Survey

Percentage of Alaska adults (25-64) with a two- or four-year degree, by borough:

Anchorage Municipality	42.0	Kenai Peninsula	28.3
Fairbanks North Star	35.3	Matanuska-Susitna	30.2
Juneau City and Borough	43.4	Other boroughs	26.5*

***This percentage is an average for the boroughs with fewer than 20,000 residents.**

Source: U.S. Census Bureau, 2008 American Community Survey

Arizona

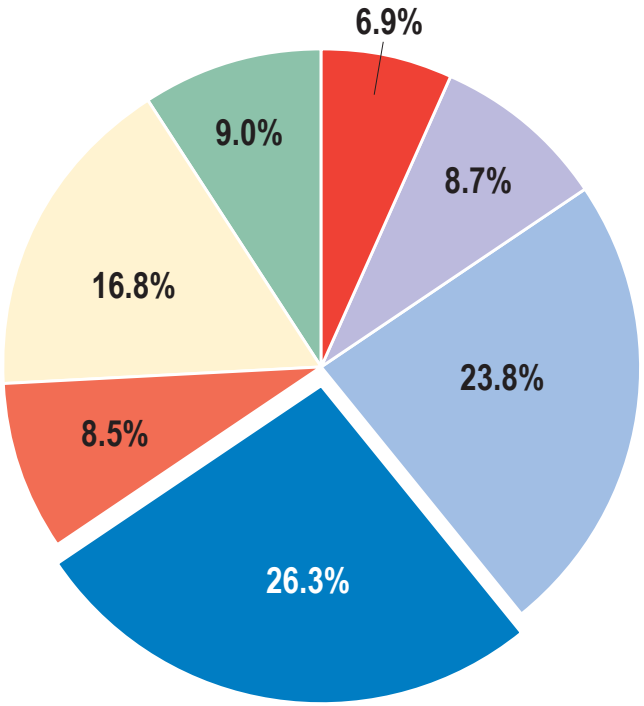
In Arizona, 34 percent of the state's 3.3 million working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This compares to a national average of around 38 percent. Attainment rates in Arizona are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If Arizona continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 39 percent in 2025 — far short of the Big Goal of 60 percent.

However, this gap can be closed. The key is to begin increasing degree production, and to continue to increase it each year until 2025. By increasing production by 8,242 associate or bachelor's degrees each year between now and 2025 — an annual increase of 7.7 percent — Arizona will reach the Big Goal.

One excellent place to begin looking for these additional graduates is in the ranks of Arizona residents who have completed some college without earning a degree. In 2008, nearly 876,000 Arizona residents fit into this category — representing more than 26 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping Arizona reach the goal of 60 percent higher education attainment.

Also, by looking at the geographic distribution of college graduates within the state (see chart on the following page), policymakers and other stakeholders can begin to work strategically and systematically to close achievement gaps. They can target counties and regions that show the greatest need and focus their efforts on those specific areas.

How do we know that Arizona's economy will demand more college graduates? A recent analysis by the Georgetown University Center on Education and the Workforce provides the answer. According to the center's analysis of occupation data and workforce trends,



Levels of education for Arizona residents, ages 25-64

Less than ninth grade	229,172	6.9%
Ninth to 12th grade, no diploma	289,490	8.7%
High school graduate (including equivalency)	790,642	23.8%
Some college, no degree	**875,773**	**26.3%**
Associate degree	284,989	8.5%
Bachelor's degree	557,550	16.8%
Graduate or professional degree	300,839	9.0%
TOTAL	3,328,455	100%

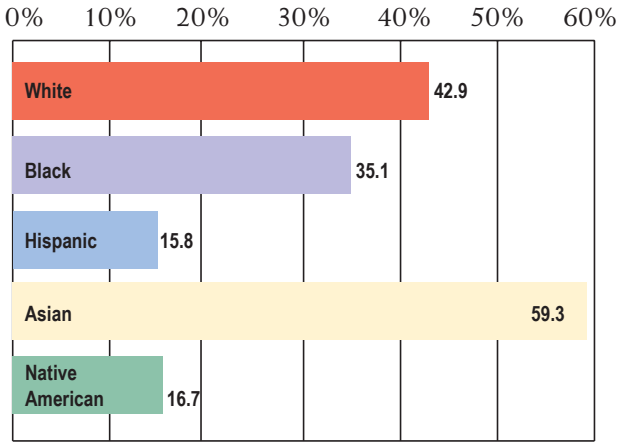
Source: U.S. Census Bureau, 2008 American Community Survey

61 percent of Arizona's jobs will require postsecondary education by 2018. Between now and 2018, Arizona will need to fill more than 907,000 vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, 554,000 will require postsecondary credentials, while only 354,000 are expected to be filled by high school graduates or dropouts.

It will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color.

Attainment gaps among racial and ethnic groups have persisted in Arizona for decades, and the most recent degree-attainment rates for the state continue to reflect such gaps (see bar graph at left). Closing these attainment gaps is clearly a challenge, but it is one that can and must be met.

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



Source: U.S. Census Bureau, 2008 American Community Survey

Percentage of Arizona adults (25-64) with a two- or four-year degree, by county:

Apache	20.0	Graham	21.8	Navajo	23.3	Yavapai	30.9
Cochise	35.4	La Paz	14.4	Pima	38.3	Yuma	21.2
Coconino	40.6	Maricopa	36.5	Pinal	27.2		
Gila	23.9	Mohave	19.6	Santa Cruz	20.3		

Note: Data unavailable for Greenlee County, which has fewer than 20,000 residents.

Source: U.S. Census Bureau, 2008 American Community Survey

Arkansas

In Arkansas, 26.5 percent of the state's nearly 1.5 million working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This compares to a national average of around 38 percent. Attainment rates in Arkansas are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If Arkansas continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 34 percent in 2025 — far short of the Big Goal of 60 percent.

However, this gap can be closed. The key is to begin increasing degree production, and to continue to increase it each year until 2025. By increasing production by 3,739 associate or bachelor's degrees each year between now and 2025 — an annual increase of 8.3 percent — Arkansas will reach the Big Goal.

One excellent place to begin looking for these additional graduates is in the ranks of Arkansas residents who have completed some college without earning a degree. In 2008, nearly 350,000 Arkansas residents fit into this category — representing more than 23 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping Arkansas reach the goal of 60 percent higher education attainment.

Also, by looking at the geographic distribution of college graduates within the state (see chart on the following page), policymakers and other stakeholders can begin to work strategically and systematically to close achievement gaps. They can target counties and regions that show the greatest need and focus their efforts on those specific areas.

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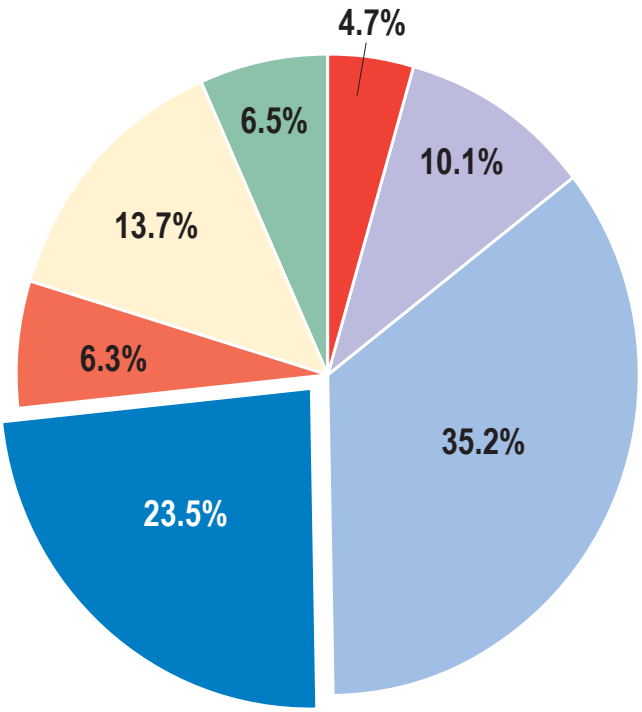


Levels of education for Arkansas residents, ages 25-64

Less than ninth grade	68,312	4.7%
Ninth to 12th grade, no diploma	148,130	10.1%
High school graduate (including equivalency)	517,639	35.2%
Some college, no degree	**345,137**	**23.5%**
Associate degree	92,538	6.3%
Bachelor's degree	201,433	13.7%
Graduate or professional degree	95,435	6.5%
TOTAL	1,468,624	100%

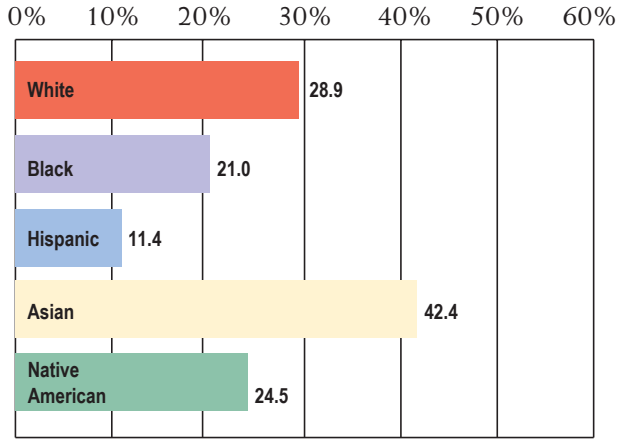
Source: U.S. Census Bureau, 2008 American Community Survey

61 percent of Arkansas' jobs will require postsecondary education by 2018. Between now and 2018, Arkansas will need to fill about 419,000 vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, 217,000 will require postsecondary credentials, while only 202,000 are expected to be filled by high school graduates or dropouts.

It will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color.

Attainment gaps among racial and ethnic groups have persisted in Arkansas for decades, and the most recent degree-attainment rates for the state continue to reflect such gaps (see bar graph at left). Closing these attainment gaps is clearly a challenge, but it is one that can and must be met.

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



Source: U.S. Census Bureau, 2008 American Community Survey

Percentage of Arkansas adults (25-64) with a two- or four-year degree, by county:

Ashley	18.6	Crawford	21.9	Logan	17.6	St. Francis	18.6
Baxter	20.6	Crittenden	21.0	Lonoke	25.9	Saline	28.3
Benton	32.8	Faulkner	35.0	Miller	20.0	Sebastian	26.7
Boone	22.5	Garland	27.0	Mississippi	17.5	Union	27.1
Carroll	19.2	Greene	17.8	Ouachita	17.4	Washington	33.9
Clark	32.7	Hempstead	19.2	Phillips	24.3	White	23.2
Cleburne	22.9	Hot Spring	25.3	Poinsett	13.1	Yell	12.7
Columbia	30.8	Independence	21.0	Polk	17.2	Other counties	18.6*
Conway	19.4	Jefferson	22.0	Pope	27.7		
Craighead	30.3	Johnson	19.7	Pulaski	39.9		

*This percentage is an average for the 38 Arkansas counties with fewer than 20,000 residents.

Source: U.S. Census Bureau, 2008 American Community Survey

California

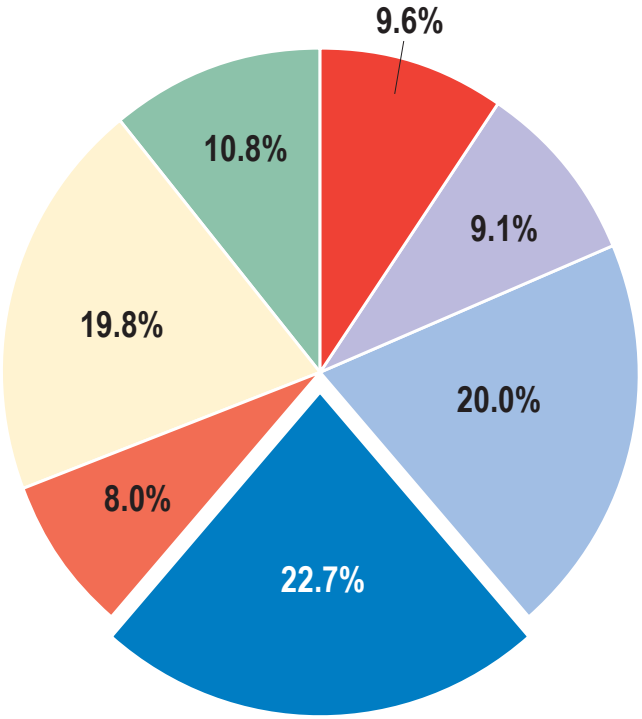
In California, more than 38 percent of the state's nearly 20 million working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This slightly exceeds the national average. Attainment rates in California are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If California continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 44 percent in 2025 — far short of the Big Goal of 60 percent.

However, this gap can be closed. The key is to begin increasing degree production, and to continue to increase it each year until 2025. By increasing production by 34,893 associate or bachelor's degrees each year between now and 2025 — an annual increase of 6.7 percent — California will reach the Big Goal.

One excellent place to begin looking for these additional graduates is in the ranks of California residents who have completed some college without earning a degree. In 2008, 4.4 million California residents fit into this category — representing nearly 23 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping California reach the goal of 60 percent higher education attainment.

Also, by looking at the geographic distribution of college graduates within the state (see chart on the following page), policymakers and other stakeholders can begin to work strategically and systematically to close achievement gaps. They can target counties and regions that show the greatest need and focus their efforts on those specific areas.

How do we know that California's economy will demand more college graduates? A recent analysis by the Georgetown University Center on Education and the Workforce provides the answer. According to the center's analysis of occupation data and workforce trends,



Levels of education for California residents, ages 25-64

Less than ninth grade	1,872,036	9.6%
Ninth to 12th grade, no diploma	1,763,059	9.1%
High school graduate (including equivalency)	3,888,163	20.0%
Some college, no degree	**4,400,015**	**22.7%**
Associate degree	1,546,283	8.0%
Bachelor's degree	3,836,853	19.8%
Graduate or professional degree	2,106,243	10.8%
TOTAL	19,412,652	100%

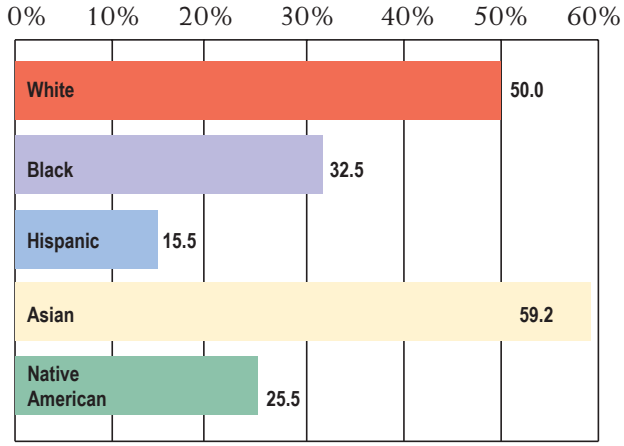
Source: U.S. Census Bureau, 2008 American Community Survey

61 percent of California's jobs will require postsecondary education by 2018. Between now and 2018, California will need to fill about 15.5 million vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, 3.3 million will require postsecondary credentials, while only 2.2 million are expected to be filled by high school graduates or dropouts.

It will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color.

Attainment gaps among racial and ethnic groups have persisted in California for decades, and the most recent degree-attainment rates for the state continue to reflect such gaps (see bar graph at left). Closing these attainment gaps is clearly a challenge, but it is one that can and must be met.

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



Source: U.S. Census Bureau, 2008 American Community Survey

Percentage of California adults (25-64) with a two- or four-year degree, by county:

Alameda	49.1	Kings	19.3	Plumas	31.7	Shasta	29.8
Amador	26.5	Lake	24.6	Riverside	27.5	Siskiyou	31.4
Butte	35.6	Lassen	22.9	Sacramento	38.3	Solano	35.9
Calaveras	32.9	Los Angeles	36.3	San Benito	30.1	Sonoma	39.6
Colusa	18.4	Madera	19.5	San Bernardino	27.1	Stanislaus	23.1
Contra Costa	48.1	Marin	61.7	San Diego	43.6	Sutter	30.6
Del Norte	24.1	Mendocino	32.7	San Francisco	61.2	Tehama	21.4
El Dorado	43.1	Merced	19.9	San Joaquin	25.5	Tulare	20.3
Fresno	27.8	Monterey	29.7	San Luis Obispo	42.0	Tuolumne	26.9
Glenn	19.5	Napa	38.6	San Mateo	54.1	Ventura	40.3
Humboldt	36.7	Nevada	42.2	Santa Barbara	40.7	Yolo	48.6
Imperial	18.8	Orange	44.5	Santa Clara	54.2	Yuba	22.2
Kern	21.6	Placer	46.9	Santa Cruz	48.2	Other counties	29.6*

*This percentage is an average for the seven California counties with fewer than 20,000 residents.

Source: U.S. Census Bureau, 2008 American Community Survey

Colorado

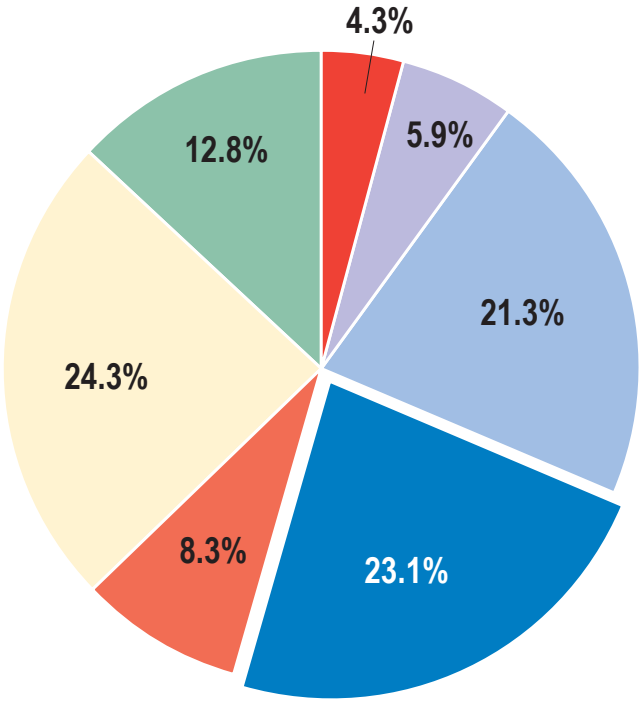
In Colorado, 45 percent of the state's 2.7 million working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This compares to a national average of around 38 percent. Attainment rates in Colorado are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If Colorado continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 51 percent in 2025 — still short of the Big Goal of 60 percent.

However, this gap can be closed. The key is to begin increasing degree production, and to continue to increase it each year until 2025. By increasing production by 2,926 associate or bachelor's degrees each year between now and 2025 — an annual increase of 4.6 percent — Colorado will reach the Big Goal.

One excellent place to begin looking for these additional graduates is in the ranks of Colorado residents who have completed some college without earning a degree. In 2008, nearly 640,000 Colorado residents fit into this category — representing more than 23 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping Colorado reach the goal of 60 percent higher education attainment.

Also, by looking at the geographic distribution of college graduates within the state (see chart on the following page), policymakers and other stakeholders can begin to work strategically and systematically to close achievement gaps. They can target counties and regions that show the greatest need and focus their efforts on those specific areas.

How do we know that Colorado's economy will demand more college graduates? A recent analysis by the Georgetown University Center on Education and the Workforce provides the answer. According to the center's analysis of occupation data and workforce trends,



Levels of education for Colorado residents, ages 25-64

Less than ninth grade	118,597	4.3%
Ninth to 12th grade, no diploma	161,235	5.9%
High school graduate (including equivalency)	587,156	21.3%
Some college, no degree	**636,534**	**23.1%**
Associate degree	227,233	8.3%
Bachelor's degree	668,069	24.3%
Graduate or professional degree	352,036	12.8%
TOTAL	2,750,860	100%

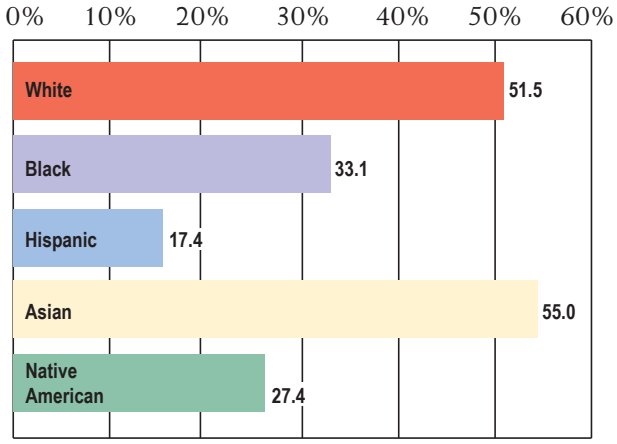
Source: U.S. Census Bureau, 2008 American Community Survey

67 percent of Colorado's jobs will require postsecondary education by 2018. Between now and 2018, Colorado will need to fill about 924,000 vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, 609,000 will require postsecondary credentials, while only about 314,000 are expected to be filled by high school graduates or dropouts.

It will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color.

Attainment gaps among racial and ethnic groups have persisted in Colorado for decades, and the most recent degree-attainment rates for the state continue to reflect such gaps (see bar graph at left). Closing these attainment gaps is clearly a challenge, but it is one that can and must be met.

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



Source: U.S. Census Bureau, 2008 American Community Survey

Percentage of Colorado adults (25-64) with a two- or four-year degree, by county:

Adams	29.4	Eagle	51.5	Larimer	52.5	Routt	52.8
Arapahoe	46.4	Elbert	38.5	Logan	32.6	Summit	52.7
Boulder	63.5	El Paso	46.1	Mesa	34.1	Teller	38.9
Broomfield	54.1	Fremont	20.5	Montezuma	31.4	Weld	36.4
Delta	26.8	Garfield	30.6	Montrose	31.9	Other counties	35.4*
Denver	45.2	Jefferson	48.0	Morgan	24.9		
Douglas	62.9	La Plata	50.4	Pueblo	31.5		

*This percentage is an average for the 39 Colorado counties with fewer than 20,000 residents.

Source: U.S. Census Bureau, 2008 American Community Survey

Connecticut

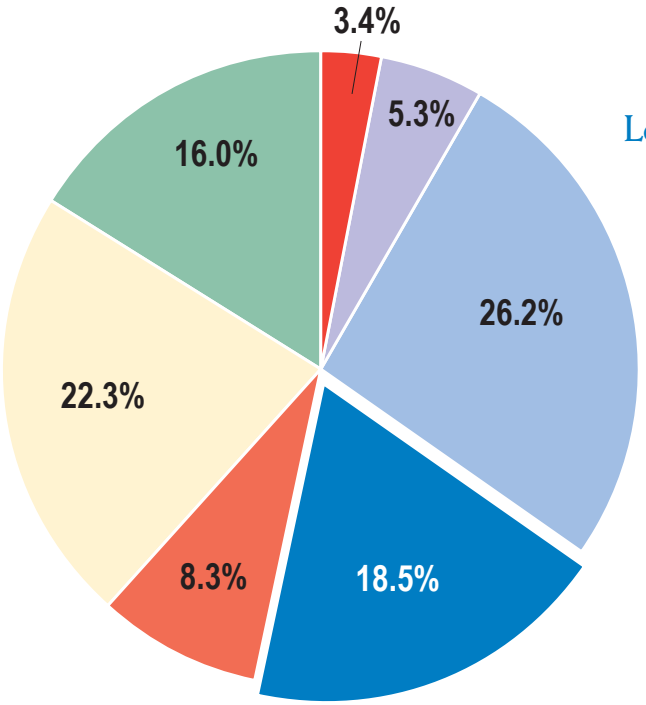
In Connecticut, nearly 47 percent of the state's 1.9 million working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This compares to a national average of around 38 percent. Attainment rates in Connecticut are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If Connecticut continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 56 percent in 2025 — still short of the Big Goal of 60 percent.

However, this gap can be closed. The key is to begin increasing degree production, and to continue to increase it each year until 2025. By increasing production by 1,835 associate or bachelor's degrees each year between now and 2025 — an annual increase of 4.9 percent — Connecticut will reach the Big Goal.

One excellent place to begin looking for these additional graduates is in the ranks of Connecticut residents who have completed some college without earning a degree. In 2008, nearly 350,000 Connecticut residents fit into this category — representing more than 18 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping Connecticut reach the goal of 60 percent higher education attainment.

Also, by looking at the geographic distribution of college graduates within the state (see chart on the following page), policymakers and other stakeholders can begin to work strategically and systematically to close achievement gaps. They can target counties and regions that show the greatest need and focus their efforts on those specific areas.

How do we know that Connecticut's economy will demand more college graduates? A recent analysis by the Georgetown University Center on Education and the Workforce provides the answer. According to the center's analysis of occupation data and workforce



Levels of education for Connecticut residents, ages 25-64

Less than ninth grade	63,527	3.4%
Ninth to 12th grade, no diploma	100,907	5.3%
High school graduate (including equivalency)	495,030	26.2%
Some college, no degree	**348,731**	**18.5%**
Associate degree	156,990	8.3%
Bachelor's degree	421,288	22.3%
Graduate or professional degree	300,601	16.0%
TOTAL	1,887,074	100%

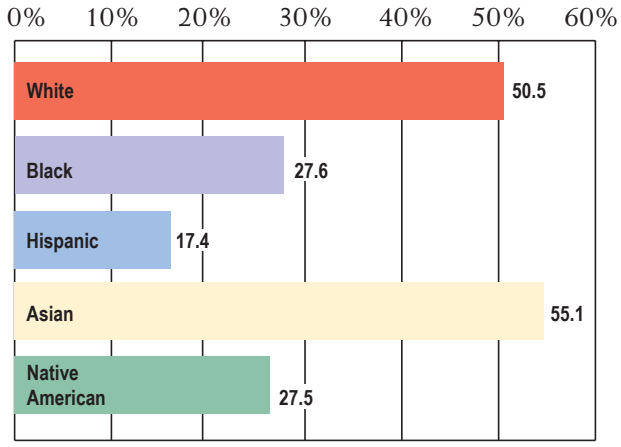
Source: U.S. Census Bureau, 2008 American Community Survey

trends, 65 percent of Connecticut's jobs will require postsecondary education by 2018. Between now and 2018, Connecticut will need to fill about 564,000 vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, 359,000 will require postsecondary credentials, while only 205,000 are expected to be filled by high school graduates or dropouts.

It will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color.

Attainment gaps among racial and ethnic groups have persisted in Connecticut for decades, and the most recent degree-attainment rates for the state continue to reflect such gaps (see bar graph at left). Closing these attainment gaps is clearly a challenge, but it is one that can and must be met.

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



Source: U.S. Census Bureau, 2008 American Community Survey

Percentage of Connecticut adults (25-64) with a two- or four-year degree, by county:

Fairfield	53.6	Litchfield	43.0	New Haven	42.3	Tolland	48.4
Hartford	44.5	Middlesex	49.2	New London	40.5	Windham	31.0

Source: U.S. Census Bureau, 2008 American Community Survey

Delaware

In Delaware, 37 percent of the state's nearly 500,000 working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This compares to a national average of around 38 percent. Attainment rates in Delaware are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If Delaware continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 42.7 percent in 2025 — far short of the Big Goal of 60 percent.

However, this gap can be closed. The key is to begin increasing degree production, and to continue to increase it each year until 2025. By increasing production by 821 associate or bachelor's degrees each year between now and 2025 — an annual increase of 6.3 percent — Delaware will reach the Big Goal.

One excellent place to begin looking for these additional graduates is in the ranks of Delaware residents who have completed some college without earning a degree. In 2008, 103,000 Delaware residents fit into this category — representing more than 22 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping Delaware reach the goal of 60 percent higher education attainment.

Also, by looking at the geographic distribution of college graduates within the state (see chart on the following page), policymakers and other stakeholders can begin to work strategically and systematically to close achievement gaps. They can target counties and regions that show the greatest need and focus their efforts on those specific areas.

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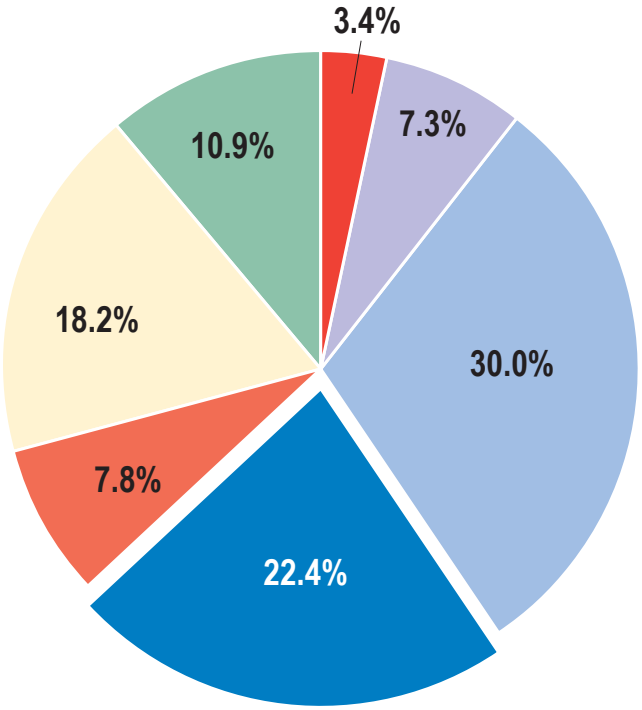

Levels of education for Delaware residents, ages 25-64

Less than ninth grade	15,539	3.4%
Ninth to 12th grade, no diploma	33,544	7.3%
High school graduate (including equivalency)	137,904	30.0%
Some college, no degree	**103,282**	**22.4%**
Associate degree	35,879	7.8%
Bachelor's degree	83,983	18.2%
Graduate or professional degree	50,926	10.9%
TOTAL	461,057	100%

Source: U.S. Census Bureau, 2008 American Community Survey

59 percent of Delaware's jobs will require postsecondary education by 2018. Between now and 2018, Delaware will need to fill about 144,000 vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, about 83,000 will require postsecondary credentials, while only about 60,000 are expected to be filled by high school graduates or dropouts.

It will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color.

Attainment gaps among racial and ethnic groups have persisted in Delaware for decades, and the most recent degree-attainment rates for the state continue to reflect such gaps (see bar graph at left). Closing these attainment gaps is clearly a challenge, but it is one that can and must be met.

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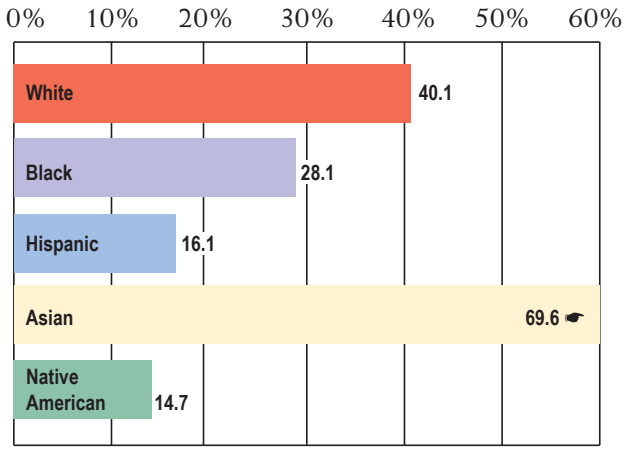


Source: U.S. Census Bureau, 2008 American Community Survey

Percentage of Delaware adults (25-64) with a two- or four-year degree, by county:

Kent	29.8	New Castle	41.3	Sussex	29.5

Source: U.S. Census Bureau, 2008 American Community Survey

Florida

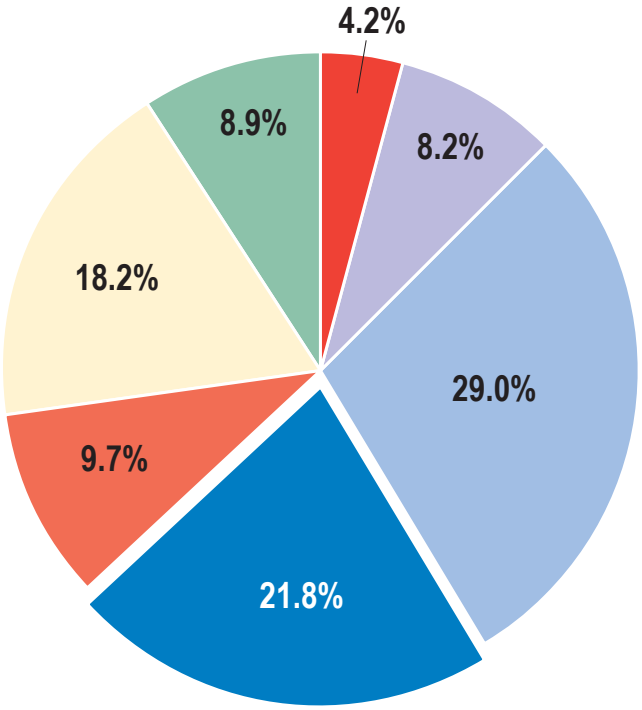
In Florida, nearly 37 percent of the state's 9.5 million working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This compares to a national average of around 38 percent. Attainment rates in Florida are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If Florida continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 46 percent in 2025 — far short of the Big Goal of 60 percent.

However, this gap can be closed. The key is to begin increasing degree production, and to continue to increase it each year until 2025. By increasing production by 20,911 associate or bachelor's degrees each year between now and 2025 — an annual increase of 7 percent — Florida will reach the Big Goal.

One excellent place to begin looking for these additional graduates is in the ranks of Florida residents who have completed some college without earning a degree. In 2008, 2 million Florida residents fit into this category — representing nearly 22 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping Florida reach the goal of 60 percent higher education attainment.

Also, by looking at the geographic distribution of college graduates within the state (see chart on the following page), policymakers and other stakeholders can begin to work strategically and systematically to close achievement gaps. They can target counties and regions that show the greatest need and focus their efforts on those specific areas.

How do we know that Florida's economy will demand more college graduates? A recent analysis by the Georgetown University Center on Education and the Workforce provides the answer. According to the center's analysis of occupation data and workforce trends, 59 percent of Florida's jobs will require postsecondary education by



Levels of education for Florida residents, ages 25-64

Less than ninth grade	400,630	4.2%
Ninth to 12th grade, no diploma	778,036	8.2%
High school graduate (including equivalency)	2,761,499	29.0%
Some college, no degree	**2,075,930**	**21.8%**
Associate degree	919,194	9.7%
Bachelor's degree	1,728,759	18.2%
Graduate or professional degree	852,501	8.9%
TOTAL	9,516,549	100%

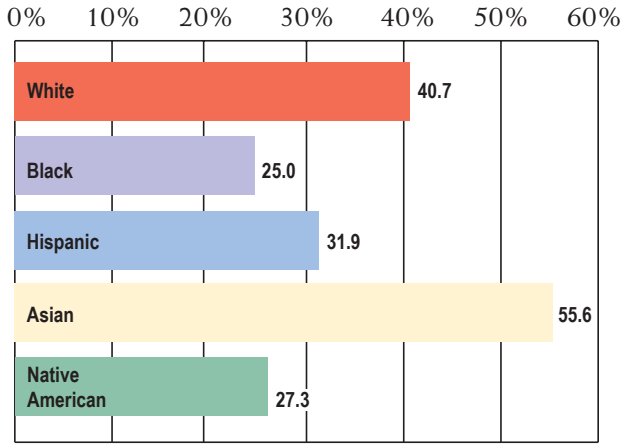
Source: U.S. Census Bureau, 2008 American Community Survey

2018. Between now and 2018, Florida will need to fill about 2.8 million vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, more than 1.6 million will require postsecondary credentials, while only about 1.1 million are expected to be filled by high school graduates or dropouts.

It will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color.

Attainment gaps among racial and ethnic groups have persisted in Florida for decades, and the most recent degree-attainment rates for the state continue to reflect such gaps (see bar graph at left). Closing these attainment gaps is clearly a challenge, but it is one that can and must be met.

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



Source: U.S. Census Bureau, 2008 American Community Survey

Percentage of Florida adults (25-64) with a two- or four-year degree, by county:

Alachua	55.9	Flagler	31.9	Marion	27.1	St. Johns	47.4
Baker	15.3	Gadsden	15.1	Martin	41.2	St. Lucie	26.6
Bay	33.6	Hardee	14.8	Miami-Dade	38.3	Santa Rosa	35.4
Bradford	17.9	Hendry	10.4	Monroe	39.4	Sarasota	37.7
Brevard	40.3	Hernando	25.9	Nassau	28.7	Seminole	44.4
Broward	41.5	Highlands	21.5	Okaloosa	40.1	Sumter	16.6
Charlotte	30.8	Hillsborough	41.4	Okeechobee	16.1	Suwannee	15.0
Citrus	25.1	Indian River	34.7	Orange	42.8	Taylor	19.3
Clay	33.6	Jackson	19.6	Osceola	30.7	Volusia	33.0
Collier	34.8	Lake	30.8	Palm Beach	42.1	Wakulla	23.3
Columbia	23.6	Lee	33.6	Pasco	31.5	Walton	31.7
DeSoto	14.6	Leon	51.2	Pinellas	38.9	Washington	16.6
Duval	34.7	Levy	19.8	Polk	27.0	Other Counties	18.5*
Escambia	35.1	Manatee	36.5	Putnam	19.5		

*This percentage is an average for the 13 Florida counties with fewer than 20,000 residents.

Source: U.S. Census Bureau, 2008 American Community Survey

Georgia

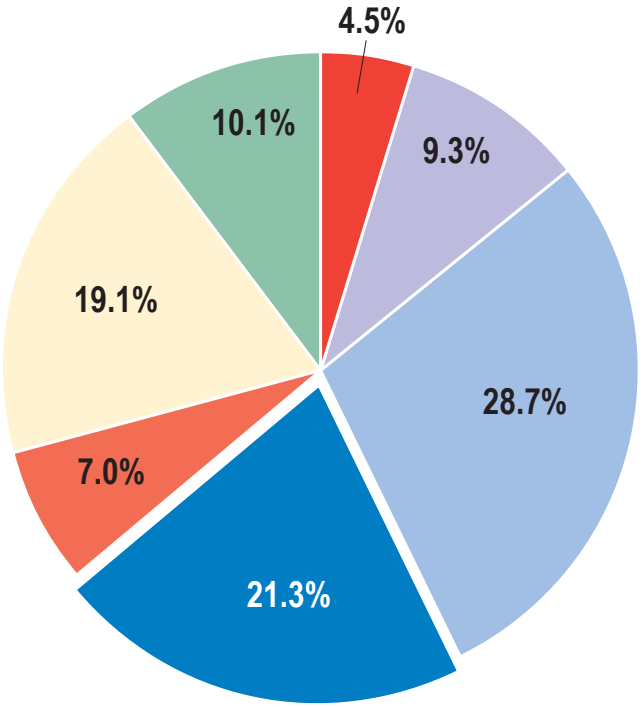
In Georgia, 36 percent of the state's 5.2 million working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This compares to a national average of around 38 percent. Attainment rates in Georgia are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If Georgia continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 45 percent in 2025 — far short of the Big Goal of 60 percent.

However, this gap can be closed. The key is to begin increasing degree production, and to continue to increase it each year until 2025. By increasing production by 9,901 associate or bachelor's degrees each year between now and 2025 — an annual increase of 7.8 percent — Georgia will reach the Big Goal.

One excellent place to begin looking for these additional graduates is in the ranks of Georgia residents who have completed some college without earning a degree. In 2008, 1.1 million Georgia residents fit into this category — representing more than 21 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping Georgia reach the goal of 60 percent higher education attainment.

Also, by looking at the geographic distribution of college graduates within the state (see chart on the following page), policymakers and other stakeholders can begin to work strategically and systematically to close achievement gaps. They can target counties and regions that show the greatest need and focus their efforts on those specific areas.

How do we know that Georgia's economy will demand more college graduates? A recent analysis by the Georgetown University Center on Education and the Workforce provides the answer. According to the center's analysis of occupation data and workforce trends,



Levels of education for Georgia residents, ages 25-64

Less than ninth grade	231,920	4.5%
Ninth to 12th grade, no diploma	485,252	9.3%
High school graduate (including equivalency)	1,495,408	28.7%
Some college, no degree	**1,111,807**	**21.3%**
Associate degree	367,106	7.0%
Bachelor's degree	992,802	19.1%
Graduate or professional degree	524,615	10.1%
TOTAL	5,208,910	100%

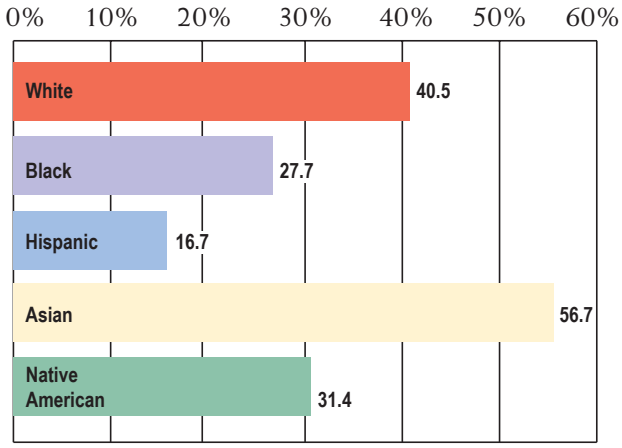
Source: U.S. Census Bureau, 2008 American Community Survey

58 percent of Georgia's jobs will require postsecondary education by 2018. Between now and 2018, Georgia will need to fill about 1.4 million vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, 820,000 will require postsecondary credentials, while only 595,000 are expected to be filled by high school graduates or dropouts.

It will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color.

Attainment gaps among racial and ethnic groups have persisted in Georgia for decades, and the most recent degree-attainment rates for the state continue to reflect such gaps (see bar graph at left). Closing these attainment gaps is clearly a challenge, but it is one that can and must be met.

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



Source: U.S. Census Bureau, 2008 American Community Survey

Percentage of Georgia adults (25-64) with a two- or four-year degree, by county:

Baldwin	22.1	Colquitt	17.3	Fulton	53.5	Lowndes	32.4	Spalding	18.9
Barrow	22.0	Columbia	45.5	Gilmer	13.2	Lumpkin	25.4	Stephens	20.4
Bartow	23.0	Coweta	33.0	Glynn	33.4	McDuffie	17.1	Sumter	26.3
Bibb	33.0	Crisp	20.1	Gordon	16.3	Madison	18.9	Tattnall	14.7
Bryan	35.6	Dawson	21.5	Grady	20.6	Meriwether	11.2	Thomas	28.3
Bulloch	29.9	Decatur	20.6	Gwinnett	46.3	Mitchell	15.1	Tift	26.0
Burke	14.6	DeKalb	45.9	Habersham	27.4	Monroe	25.0	Toombs	22.8
Butts	16.0	Dodge	19.0	Hall	25.7	Murray	9.6	Troup	28.6
Camden	28.2	Dougherty	29.7	Haralson	17.1	Muscogee	31.9	Union	27.1
Carroll	24.9	Douglas	33.1	Harris	38.9	Newton	27.7	Upson	16.3
Catoosa	26.0	Effingham	20.2	Hart	19.7	Oconee	50.2	Walker	20.5
Chatham	39.8	Elbert	18.8	Henry	33.6	Paulding	26.5	Walton	23.5
Chattooga	14.4	Emanuel	15.7	Houston	35.6	Peach	26.2	Ware	18.1
Cherokee	43.2	Fannin	22.4	Jackson	20.9	Pickens	24.8	Washington	15.6
Clarke	48.5	Fayette	54.2	Jones	29.4	Polk	15.2	Wayne	19.9
Clayton	25.5	Floyd	24.9	Laurens	23.7	Putnam	26.6	White	28.4
Cobb	51.3	Forsyth	53.6	Lee	26.5	Richmond	27.9	Whitfield	21.7
Coffee	19.6	Franklin	20.3	Liberty	27.4	Rockdale	33.2	Other	18.2*

*This percentage is an average for the 70 Georgia counties with fewer than 20,000 residents.

Source: U.S. Census Bureau, 2008 American Community Survey

Hawaii

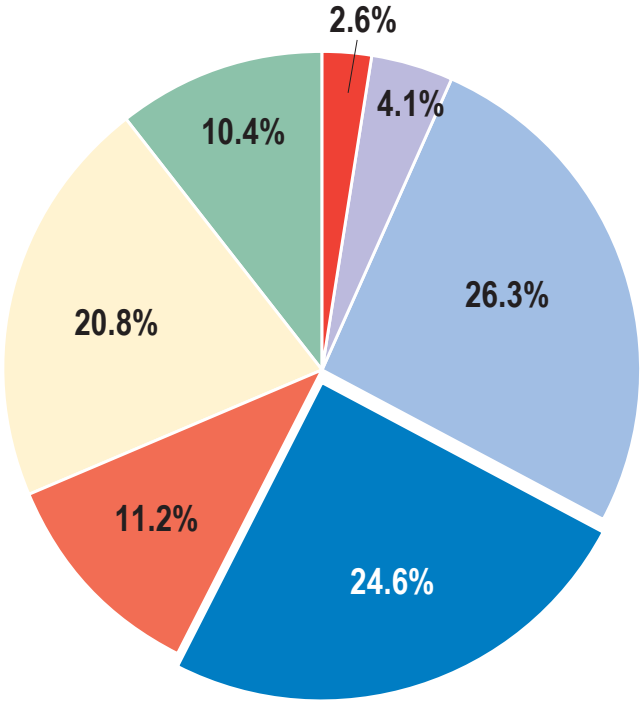
In Hawaii, 42 percent of the state's nearly 690,000 on working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This compares to a national average of around 38 percent. Attainment rates in Hawaii are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If Hawaii continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 51 percent in 2025 — still short of the Big Goal of 60 percent.

However, this gap can be closed. The key is to begin increasing degree production, and to continue to increase it each year until 2025. By increasing production by 859 associate or bachelor's degrees each year between now and 2025 — an annual increase of 5.6 percent — Hawaii will reach the Big Goal.

One excellent place to begin looking for these additional graduates is in the ranks of Hawaii residents who have completed some college without earning a degree. In 2008, 168,000 Hawaii residents fit into this category — representing nearly 25 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping Hawaii reach the goal of 60 percent higher education attainment.

Also, by looking at the geographic distribution of college graduates within the state (see chart on the following page), policymakers and other stakeholders can begin to work strategically and systematically to close achievement gaps. They can target counties and regions that show the greatest need and focus their efforts on those specific areas.

How do we know that Hawaii's economy will demand more college graduates? A recent analysis by the Georgetown University Center on Education and the Workforce provides the answer. According to the center's analysis of occupation data and workforce trends, 65 percent of Hawaii's jobs will require postsecondary



Levels of education for Hawaii residents, ages 25-64

Less than ninth grade	17,904	2.6%
Ninth to 12th grade, no diploma	28,346	4.1%
High school graduate (including equivalency)	179,918	26.3%
Some college, no degree	**168,043**	**24.6%**
Associate degree	76,635	11.2%
Bachelor's degree	141,603	20.8%
Graduate or professional degree	70,776	10.4%
TOTAL	683,215	100%

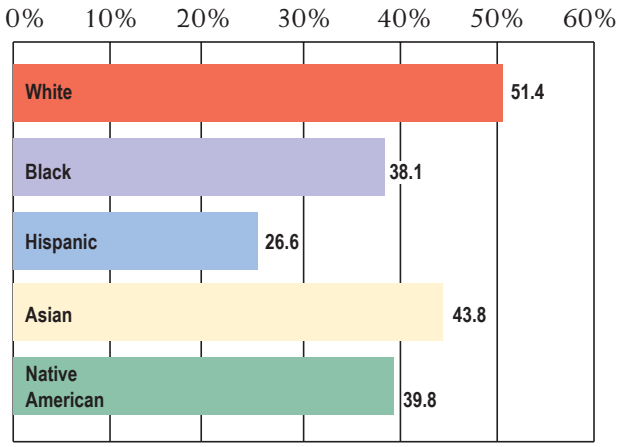
Source: U.S. Census Bureau, 2008 American Community Survey

education by 2018. Between now and 2018, Hawaii will need to fill about 205,000 vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, more than 131,000 will require postsecondary credentials, while only about 75,000 are expected to be filled by high school graduates or dropouts.

It will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color.

Attainment gaps among racial and ethnic groups have persisted in Hawaii for decades, and the most recent degree-attainment rates for the state continue to reflect such gaps (see bar graph at left). Closing these attainment gaps is clearly a challenge, but it is one that can and must be met.

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



Source: U.S. Census Bureau, 2008 American Community Survey

Percentage of Hawaii adults (25-64) with a two- or four-year degree, by county:

Hawaii	40.2	Honolulu	44.8	Kauai	36.6	Maui	36.1

Note: Data unavailable for Kalawao County, which has fewer than 20,000 residents.

Source: U.S. Census Bureau, 2008 American Community Survey

Idaho

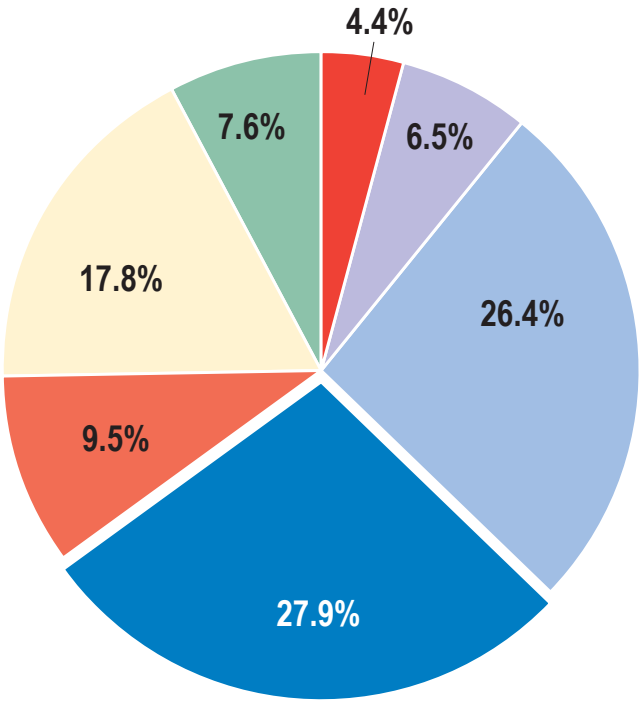
In Idaho, about 35 percent of the state's nearly 780,000 working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This compares to a national average of around 38 percent. Attainment rates in Idaho are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If Idaho continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of about 42 percent in 2025 — far short of the Big Goal of 60 percent.

However, this gap can be closed. The key is to begin increasing degree production, and to continue to increase it each year until 2025. By increasing production by 1,688 associate or bachelor's degrees each year between now and 2025 — an annual increase of 7.2 percent — Idaho will reach the Big Goal.

One excellent place to begin looking for these additional graduates is in the ranks of Idaho residents who have completed some college without earning a degree. In 2008, nearly 217,000 Idaho residents fit into this category — representing about 28 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping Idaho reach the goal of 60 percent higher education attainment.

Also, by looking at the geographic distribution of college graduates within the state (see chart on the following page), policymakers and other stakeholders can begin to work strategically and systematically to close achievement gaps. They can target counties and regions that show the greatest need and focus their efforts on those specific areas.

How do we know that Idaho's economy will demand more college graduates? A recent analysis by the Georgetown University Center on Education and the Workforce provides the answer. According to the center's analysis of occupation data and workforce trends, 61 percent of Idaho's jobs will require postsecondary education by 2018.



Levels of education for Idaho residents, ages 25-64

Less than ninth grade	34,269	4.4%
Ninth to 12th grade, no diploma	50,814	6.5%
High school graduate (including equivalency)	204,476	26.4%
Some college, no degree	**216,729**	**27.9%**
Associate degree	73,442	9.5%
Bachelor's degree	137,971	17.8%
Graduate or professional degree	58,313	7.5%
TOTAL	777,014	100%

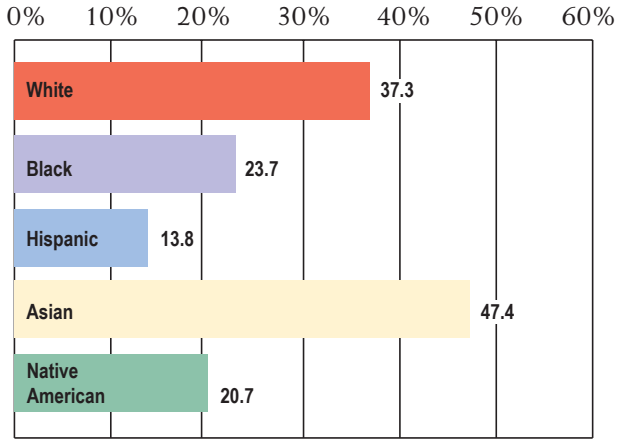
Source: U.S. Census Bureau, 2008 American Community Survey

Between now and 2018, Idaho will need to fill about 239,000 vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, 146,000 will require postsecondary credentials, while only about 92,000 are expected to be filled by high school graduates or dropouts.

It will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color.

Attainment gaps among racial and ethnic groups have persisted in Idaho for decades, and the most recent degree-attainment rates for the state continue to reflect such gaps (see bar graph at left). Closing these attainment gaps is clearly a challenge, but it is one that can and must be met.

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



Source: U.S. Census Bureau, 2008 American Community Survey

Percentage of Idaho adults (25-64) with a two- or four-year degree, by county:

Ada	45.4	Bonneville	37.1	Jerome	18.0	Payette	21.8
Bannock	39.5	Canyon	25.0	Kootenai	35.1	Twin Falls	29.8
Bingham	26.6	Cassia	28.1	Latah	52.0	Other Counties	24.9*
Blaine	49.0	Elmore	26.5	Madison	44.7		
Bonner	32.8	Jefferson	29.9	Nez Perce	32.1		

***This percentage is an average for the 27 Idaho counties with fewer than 20,000 residents.**

Source: U.S. Census Bureau, 2008 American Community Survey

Illinois

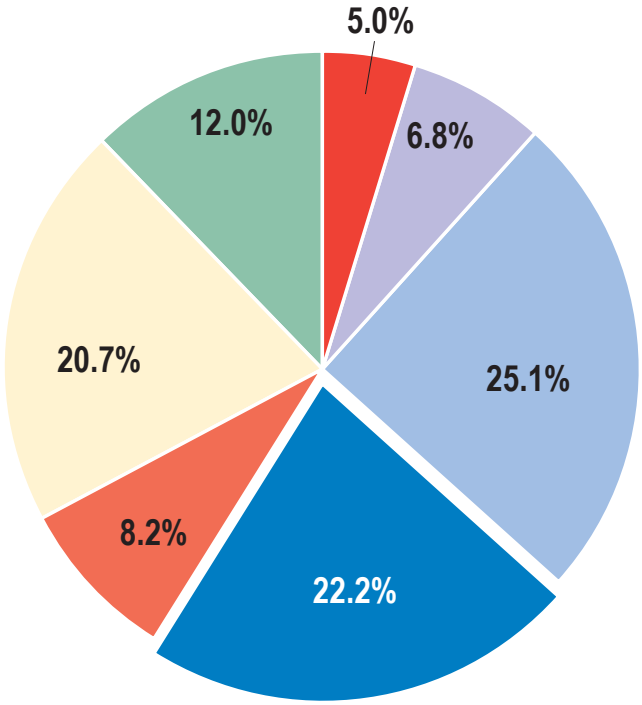
In Illinois, about 41 percent of the state's nearly 7 million working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This compares to a national average of around 38 percent. Attainment rates in Illinois are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If Illinois continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 51 percent in 2025 — still short of the Big Goal of 60 percent.

However, this gap can be closed. The key is to begin increasing degree production, and to continue to increase it each year until 2025. By increasing production by 9,367 associate or bachelor's degrees each year between now and 2025 — an annual increase of 5.4 percent — Illinois will reach the Big Goal.

One excellent place to begin looking for these additional graduates is in the ranks of Illinois residents who have completed some college without earning a degree. In 2008, 1.5 million Illinois residents fit into this category — representing more than 22 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping Illinois reach the goal of 60 percent higher education attainment.

Also, by looking at the geographic distribution of college graduates within the state (see chart on the following page), policymakers and other stakeholders can begin to work strategically and systematically to close achievement gaps. They can target counties and regions that show the greatest need and focus their efforts on those specific areas.

How do we know that Illinois' economy will demand more college graduates? A recent analysis by the Georgetown University Center on Education and the Workforce provides the answer. According to the center's analysis of occupation data and workforce trends, 64 percent of Illinois' jobs will require postsecondary education by 2018.



Levels of education for Illinois residents, ages 25-64

Less than ninth grade	341,962	5.0%
Ninth to 12th grade, no diploma	465,668	6.8%
High school graduate (including equivalency)	1,715,637	25.1%
Some college, no degree	**1,514,533**	**22.2%**
Associate degree	559,536	8.2%
Bachelor's degree	1,407,451	20.7%
Graduate or professional degree	816,132	12.0%
TOTAL	6,820,919	100%

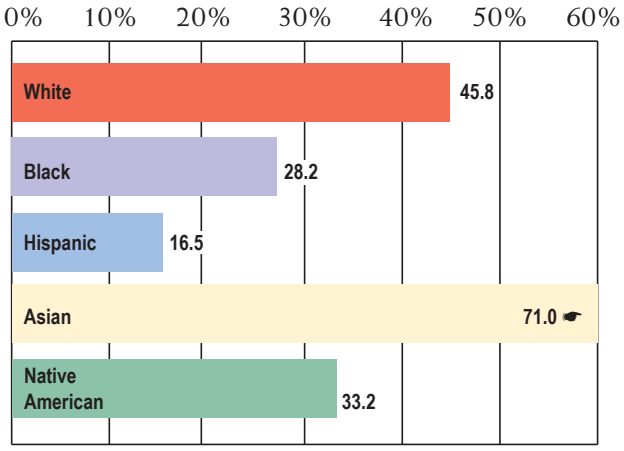
Source: U.S. Census Bureau, 2008 American Community Survey

Between now and 2018, Illinois will need to fill about 2 million vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, about 1.3 million will require postsecondary credentials, while only 733,000 are expected to be filled by high school graduates or dropouts.

It will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color.

Attainment gaps among racial and ethnic groups have persisted in Illinois for decades, and the most recent degree-attainment rates for the state continue to reflect such gaps (see bar graph at left). Closing these attainment gaps is clearly a challenge, but it is one that can and must be met.

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



Source: U.S. Census Bureau, 2008 American Community Survey

Percentage of Illinois adults (25-64) with a two- or four-year degree, by county:

Adams	33.7	Henry	33.1	McDonough	48.6	St. Clair	36.1
Boone	28.0	Iroquois	25.5	McHenry	41.5	Saline	28.5
Bureau	26.0	Jackson	48.0	McLean	50.6	Sangamon	41.4
Champaign	55.2	Jefferson	26.7	Macon	30.9	Shelby	30.2
Christian	22.2	Jersey	30.3	Macoupin	27.4	Stephenson	30.7
Clinton	34.1	Jo Daviess	31.4	Madison	35.3	Tazewell	38.6
Coles	34.6	Kane	41.1	Marion	25.9	Vermilion	25.3
Cook	41.4	Kankakee	29.3	Monroe	40.6	Whiteside	26.3
DeKalb	39.7	Kendall	41.8	Montgomery	24.8	Will	40.9
DuPage	55.5	Knox	28.5	Morgan	28.4	Williamson	32.6
Effingham	39.2	Lake	49.4	Ogle	28.2	Winnebago	30.8
Fayette	22.5	LaSalle	28.4	Peoria	39.7	Woodford	41.8
Franklin	27.7	Lee	27.1	Perry	26.8	Other counties	28.8*
Fulton	25.1	Livingston	23.1	Randolph	22.2		
Grundy	29.4	Logan	27.8	Rock Island	33.8		

***This percentage is an average for the 45 Illinois counties with fewer than 20,000 residents.**

Source: U.S. Census Bureau, 2008 American Community Survey

Indiana

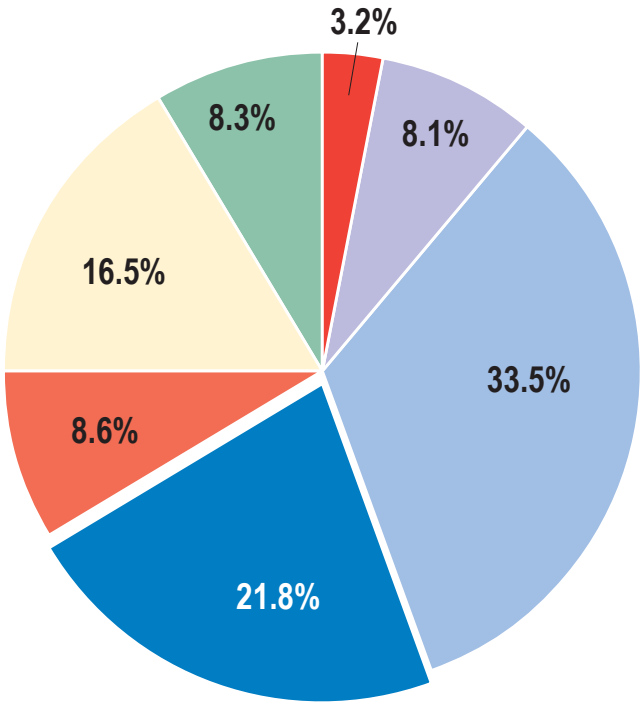
In Indiana, 33 percent of the state's nearly 3.4 million working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This compares to a national average of around 38 percent. Attainment rates in Indiana are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If Indiana continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 44 percent in 2025 — far short of the Big Goal of 60 percent.

However, this gap can be closed. The key is to begin increasing degree production, and to continue to increase it each year until 2025. By increasing production by 6,454 associate or bachelor's degrees each year between now and 2025 — an annual increase of 6.3 percent — Indiana will reach the Big Goal.

One excellent place to begin looking for these additional graduates is in the ranks of Indiana residents who have completed some college without earning a degree. In 2008, 730,000 Indiana residents fit into this category — representing nearly 22 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping Indiana reach the goal of 60 percent higher education attainment.

Also, by looking at the geographic distribution of college graduates within the state (see chart on the following page), policymakers and other stakeholders can begin to work strategically and systematically to close achievement gaps. They can target counties and regions that show the greatest need and focus their efforts on those specific areas.

How do we know that Indiana's economy will demand more college graduates? A recent analysis by the Georgetown University Center on Education and the Workforce provides the answer. According to the center's analysis of occupation data and workforce trends, 55 percent of Indiana's jobs will require postsecondary



Levels of education for Indiana residents, ages 25-64

Less than ninth grade	108,812	3.2%
Ninth to 12th grade, no diploma	273,086	8.1%
High school graduate (including equivalency)	1,125,166	33.5%
Some college, no degree	**734,541**	**21.8%**
Associate degree	290,493	8.6%
Bachelor's degree	554,593	16.5%
Graduate or professional degree	277,639	8.3%
TOTAL	3,364,330	100%

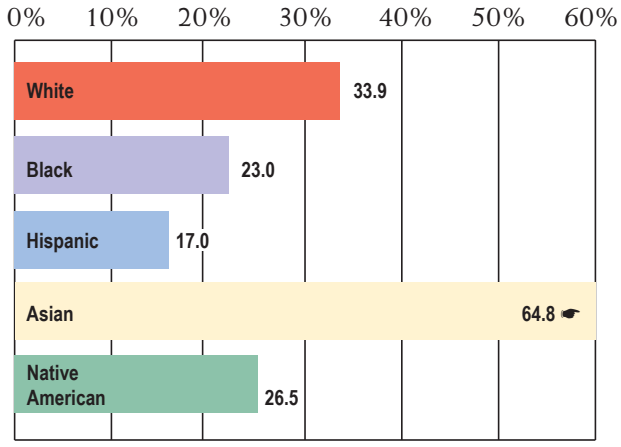
Source: U.S. Census Bureau, 2008 American Community Survey

education by 2018. Between now and 2018, Indiana will need to fill about 930,000 vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, 506,000 will require postsecondary credentials, while only 424,000 are expected to be filled by high school graduates or dropouts.

It will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color.

Attainment gaps among racial and ethnic groups have persisted in Indiana for decades, and the most recent degree-attainment rates for the state continue to reflect such gaps (see bar graph at left). Closing these attainment gaps is clearly a challenge, but it is one that can and must be met.

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



Source: U.S. Census Bureau, 2008 American Community Survey

Percentage of Indiana adults (25-64) with a two- or four-year degree, by county:

Adams	22.7	Fulton	21.9	Kosciusko	27.2	Ripley	25.4
Allen	37.1	Gibson	28.4	LaGrange	14.2	St. Joseph	36.2
Bartholomew	39.2	Grant	27.2	Lake	29.1	Scott	21.0
Boone	48.5	Greene	24.0	LaPorte	26.1	Shelby	27.4
Cass	20.1	Hamilton	63.6	Lawrence	20.4	Spencer	31.1
Clark	28.4	Hancock	38.3	Madison	25.4	Starke	18.6
Clay	28.4	Harrison	22.9	Marion	36.2	Steuben	26.9
Clinton	20.9	Hendricks	43.8	Marshall	25.5	Sullivan	28.5
Daviess	22.6	Henry	24.3	Miami	20.2	Tippecanoe	45.1
Dearborn	28.0	Howard	27.8	Monroe	50.2	Vanderburgh	33.0
Decatur	22.6	Huntington	26.6	Montgomery	24.4	Vigo	32.2
DeKalb	28.3	Jackson	23.6	Morgan	24.8	Wabash	27.1
Delaware	32.0	Jasper	23.9	Noble	23.2	Warrick	40.1
Dubois	30.7	Jay	20.0	Owen	16.2	Washington	16.7
Elkhart	24.4	Jefferson	25.6	Porter	35.6	Wayne	25.4
Fayette	18.9	Jennings	16.7	Posey	29.4	Wells	27.6
Floyd	33.0	Johnson	36.7	Putnam	25.6	White	21.9
Franklin	28.9	Knox	34.2	Randolph	20.6	Whitley	30.1
						Other counties	20.9*

*This percentage is an average for the 20 Indiana counties with fewer than 20,000 residents.

Source: U.S. Census Bureau, 2008 American Community Survey

Iowa

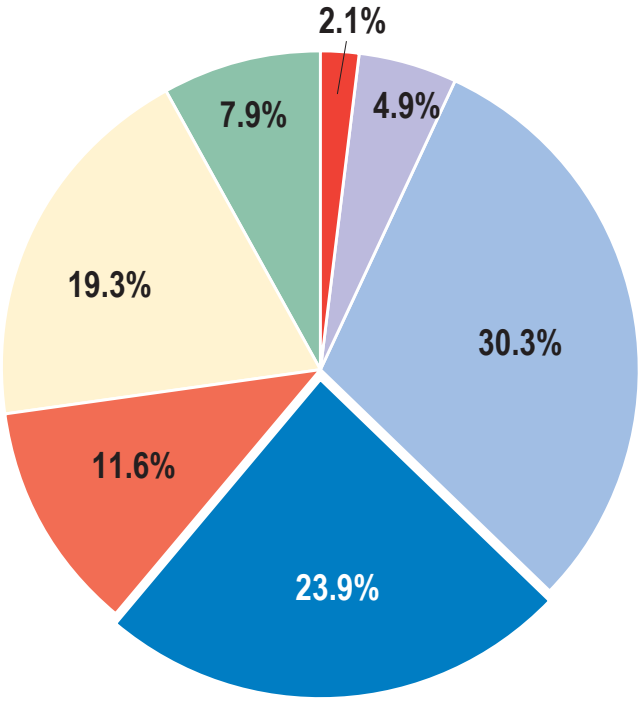
In Iowa, nearly 39 percent of the state's 1.5 million working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This compares to a national average of around 38 percent. Attainment rates in Iowa are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If Iowa continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 51 percent in 2025 — still short of the Big Goal of 60 percent.

However, this gap can be closed. The key is to begin increasing degree production, and to continue to increase it each year until 2025. By increasing production by 2,248 associate or bachelor's degrees each year between now and 2025 — an annual increase of 4.1 percent — Iowa will reach the Big Goal.

One excellent place to begin looking for these additional graduates is in the ranks of Iowa residents who have completed some college without earning a degree. In 2008, nearly 370,000 Iowa residents fit into this category — representing about 24 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping Iowa reach the goal of 60 percent higher education attainment.

Also, by looking at the geographic distribution of college graduates within the state (see chart on the following page), policymakers and other stakeholders can begin to work strategically and systematically to close achievement gaps. They can target counties and regions that show the greatest need and focus their efforts on those specific areas.

How do we know that Iowa's economy will demand more college graduates? A recent analysis by the Georgetown University Center on Education and the Workforce provides the answer. According to the center's analysis of occupation data and workforce trends, 62 percent of Iowa's jobs will require postsecondary education by 2018.



Levels of education for Iowa residents, ages 25-64

Less than ninth grade	31,892	2.1%
Ninth to 12th grade, no diploma	75,262	4.9%
High school graduate (including equivalency)	465,131	30.3%
Some college, no degree	**367,402**	**23.9%**
Associate degree	177,831	11.6%
Bachelor's degree	296,876	19.3%
Graduate or professional degree	121,189	7.9%
TOTAL	1,535,583	100%

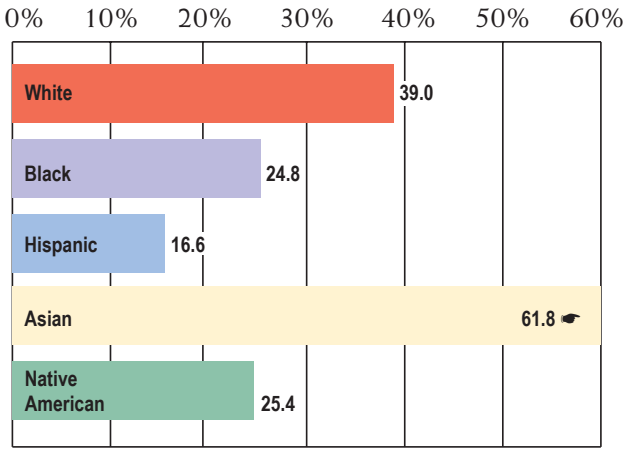
Source: U.S. Census Bureau, 2008 American Community Survey

Between now and 2018, Iowa will need to fill about 527,000 vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, 319,000 will require postsecondary credentials, while only 208,000 are expected to be filled by high school graduates or dropouts.

It will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color.

Attainment gaps among racial and ethnic groups have persisted in Iowa for decades, and the most recent degree-attainment rates for the state continue to reflect such gaps (see bar graph at left). Closing these attainment gaps is clearly a challenge, but it is one that can and must be met.

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



Source: U.S. Census Bureau, 2008 American Community Survey

Percentage of Iowa adults (25-64) with a two- or four-year degree, by county:

Benton	31.5	Des Moines	29.2	Linn	44.8	Sioux	37.4
Black Hawk	39.2	Dubuque	37.4	Mahaska	28.6	Story	59.6
Boone	32.8	Fayette	29.4	Marion	38.6	Wapello	25.3
Bremer	41.9	Henry	32.1	Marshall	30.4	Warren	40.8
Buchanan	36.3	Jackson	25.4	Muscatine	34.8	Washington	29.7
Carroll	35.4	Jasper	27.9	Plymouth	33.7	Webster	32.7
Cerro Gordo	42.4	Johnson	64.0	Polk	45.8	Winneshiek	42.9
Clinton	30.9	Jones	26.0	Pottawattamie	29.4	Woodbury	31.2
Dallas	50.5	Lee	26.1	Scott	42.9	Other counties	31.1*

*This percentage is an average for the 64 Iowa counties with fewer than 20,000 residents.

Source: U.S. Census Bureau, 2008 American Community Survey

Kansas

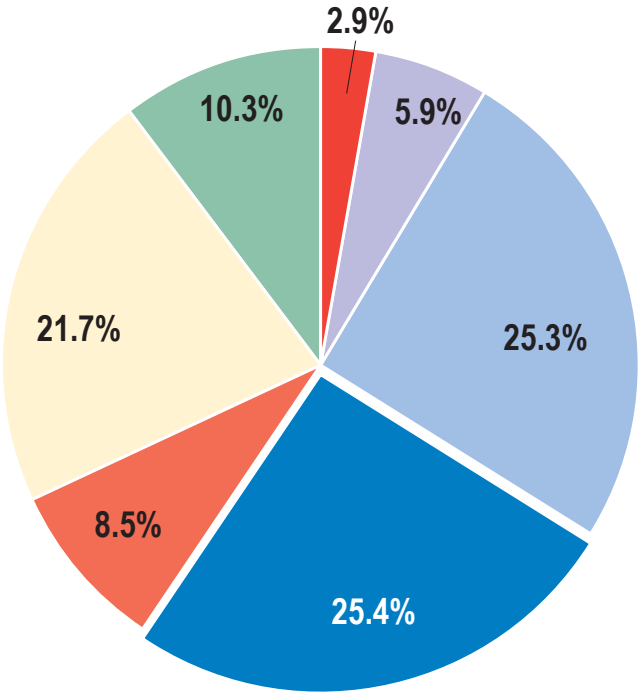
In Kansas, 40.5 percent of the state's 1.4 million working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This compares to a national average of around 38 percent. Attainment rates in Kansas are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If Kansas continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 51 percent in 2025 — far short of the Big Goal of 60 percent.

However, this gap can be closed. The key is to begin increasing degree production, and to continue to increase it each year until 2025. By increasing production by 2,001 associate or bachelor's degrees each year between now and 2025 — an annual increase of 5 percent — Kansas will reach the Big Goal.

One excellent place to begin looking for these additional graduates is in the ranks of Kansas residents who have completed some college without earning a degree. In 2008, nearly 370,000 Kansas residents fit into this category — representing more than 25 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping Kansas reach the goal of 60 percent higher education attainment.

Also, by looking at the geographic distribution of college graduates within the state (see chart on the following page), policymakers and other stakeholders can begin to work strategically and systematically to close achievement gaps. They can target counties and regions that show the greatest need and focus their efforts on those specific areas.

How do we know that Kansas' economy will demand more college graduates? A recent analysis by the Georgetown University Center on Education and the Workforce provides the answer. According to the center's analysis of occupation data and workforce trends, 64 percent of Kansas' jobs will require postsecondary education by 2018.



Levels of education for Kansas residents, ages 25-64

Less than ninth grade	41,034	2.9%
Ninth to 12th grade, no diploma	84,777	5.9%
High school graduate (including equivalency)	364,210	25.3%
Some college, no degree	**366,060**	**25.4%**
Associate degree	122,664	8.5%
Bachelor's degree	312,172	21.7%
Graduate or professional degree	148,674	10.3%
TOTAL	1,439,591	100%

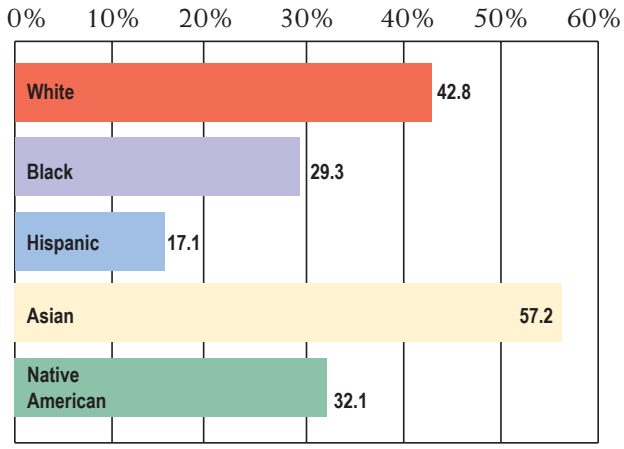
Source: U.S. Census Bureau, 2008 American Community Survey

Between now and 2018, Kansas will need to fill about 482,000 vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, 301,000 will require postsecondary credentials, while only 181,000 are expected to be filled by high school graduates or dropouts.

It will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color.

Attainment gaps among racial and ethnic groups have persisted in Kansas for decades, and the most recent degree-attainment rates for the state continue to reflect such gaps (see bar graph at left). Closing these attainment gaps is clearly a challenge, but it is one that can and must be met.

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



Source: U.S. Census Bureau, 2008 American Community Survey

Percentage of Kansas adults (25-64) with a two- or four-year degree, by county:

Barton	33.3	Finney	29.1	Leavenworth	37.4	Saline	33.2
Butler	39.1	Ford	24.1	Lyon	30.9	Sedgwick	36.1
Cherokee	23.4	Franklin	25.8	McPherson	32.4	Seward	24.8
Cowley	34.8	Geary	31.3	Miami	31.4	Shawnee	38.0
Crawford	37.0	Harvey	38.5	Montgomery	32.2	Sumner	32.0
Douglas	56.6	Johnson	60.8	Reno	30.2	Wyandotte	22.6
Ellis	46.6	Labette	25.2	Riley	50.3	Other counties	30.7*

***This percentage is an average for the 78 Kansas counties with fewer than 20,000 residents.**

Source: U.S. Census Bureau, 2008 American Community Survey

Kentucky

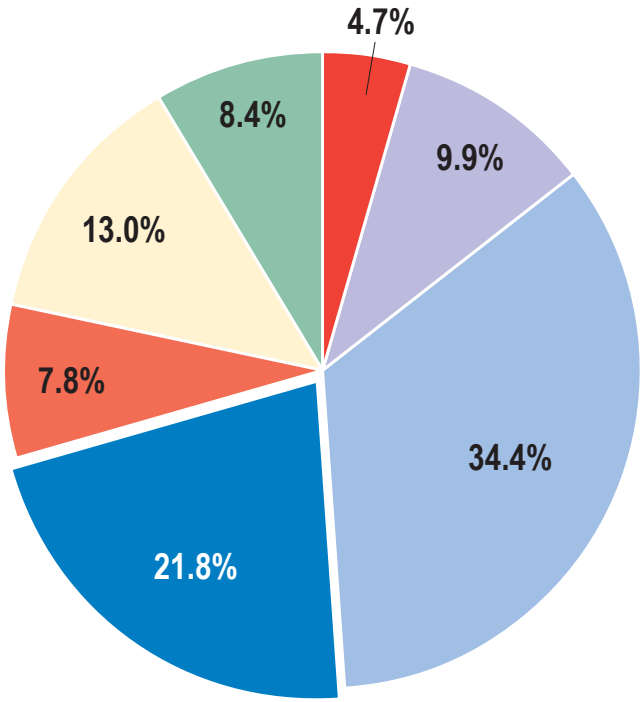
In Kentucky, 29 percent of the state's 2.3 million working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This compares to a national average of around 38 percent. Attainment rates in Kentucky are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If Kentucky continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 39 percent in 2025 — far short of the Big Goal of 60 percent.

However, this gap can be closed. The key is to begin increasing degree production, and to continue to increase it each year until 2025. By increasing production by 5,092 associate or bachelor's degrees each year between now and 2025 — an annual increase of 7.5 percent — Kentucky will reach the Big Goal.

One excellent place to begin looking for these additional graduates is in the ranks of Kentucky residents who have completed some college without earning a degree. In 2008, more than 500,000 Kentucky residents fit into this category — representing nearly 22 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping Kentucky reach the goal of 60 percent higher education attainment.

Also, by looking at the geographic distribution of college graduates within the state (see chart on the following page), policymakers and other stakeholders can begin to work strategically and systematically to close achievement gaps. They can target counties and regions that show the greatest need and focus their efforts on those specific areas.

How do we know that Kentucky's economy will demand more college graduates? A recent analysis by the Georgetown University Center on Education and the Workforce provides the answer. According to the center's analysis of occupation data and workforce trends,



Levels of education for Kentucky residents, ages 25-64

Less than ninth grade	109,090	4.7%
Ninth to 12th grade, no diploma	228,626	9.9%
High school graduate (including equivalency)	794,723	34.4%
Some college, no degree	**503,070**	**21.8%**
Associate degree	179,954	7.8%
Bachelor's degree	300,895	13.0%
Graduate or professional degree	193,121	8.4%
TOTAL	2,309,479	100%

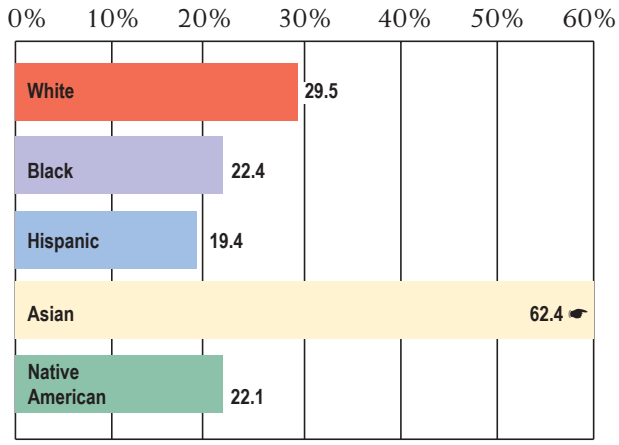
Source: U.S. Census Bureau, 2008 American Community Survey

54 percent of Kentucky's jobs will require postsecondary education by 2018. Between now and 2018, Kentucky will need to fill about 617,000 vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, 330,000 will require postsecondary credentials, while only 287,000 are expected to be filled by high school graduates or dropouts.

It will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color.

Attainment gaps among racial and ethnic groups have persisted in Kentucky for decades, and the most recent degree-attainment rates for the state continue to reflect such gaps (see bar graph at left). Closing these attainment gaps is clearly a challenge, but it is one that can and must be met.

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



Source: U.S. Census Bureau, 2008 American Community Survey

Percentage of Kentucky adults (25-64) with a two- or four-year degree, by county:

Anderson	23.1	Fayette	49.4	Kenton	38.3	Ohio	20.5
Barren	22.9	Floyd	18.1	Knox	10.8	Oldham	45.0
Bell	19.1	Franklin	33.5	Laurel	22.6	Perry	19.5
Boone	39.1	Grant	15.1	Letcher	18.4	Pike	21.5
Boyd	27.1	Graves	23.3	Lincoln	17.7	Pulaski	22.9
Boyle	31.1	Grayson	12.7	Logan	16.6	Rowan	32.9
Bullitt	23.7	Greenup	24.6	McCracken	33.9	Scott	33.9
Calloway	35.4	Hardin	30.7	Madison	37.5	Shelby	30.3
Campbell	36.5	Harlan	19.8	Marshall	23.4	Taylor	20.6
Carter	17.1	Henderson	29.4	Meade	22.8	Warren	35.4
Christian	23.5	Hopkins	24.9	Mercer	23.8	Wayne	17.3
Clark	27.3	Jefferson	37.7	Montgomery	20.6	Whitley	19.3
Clay	9.6	Jessamine	35.8	Muhlenberg	17.4	Woodford	45.7
Daviess	29.4	Johnson	14.4	Nelson	24.4	Other counties	18.6*

*This percentage is an average for the 65 Kentucky counties with fewer than 20,000 residents.

Source: U.S. Census Bureau, 2008 American Community Survey

Louisiana

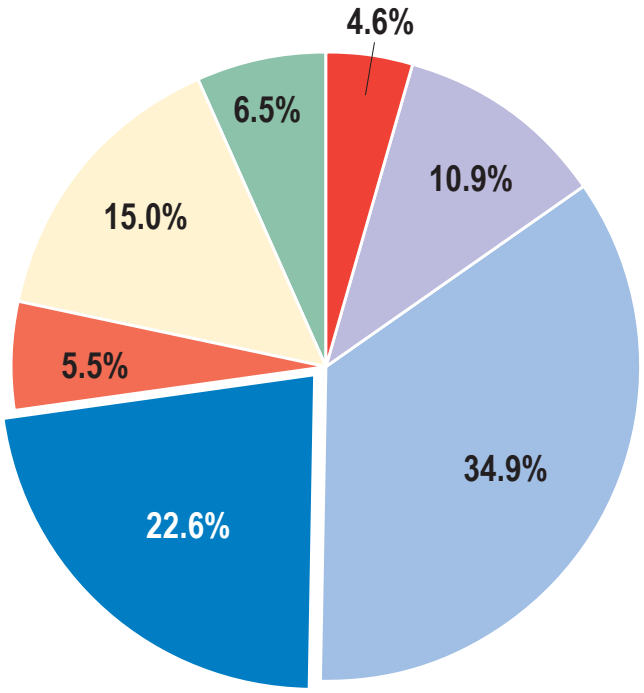
In Louisiana, 27 percent of the state's nearly 2.3 million working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This compares to a national average of around 38 percent. Attainment rates in Louisiana are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If Louisiana continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 33 percent in 2025 — far short of the Big Goal of 60 percent.

However, this gap can be closed. The key is to begin increasing degree production, and to continue to increase it each year until 2025. By increasing production by 5,562 associate or bachelor's degrees each year between now and 2025 — an annual increase of 8.2 percent — Louisiana will reach the Big Goal.

One excellent place to begin looking for these additional graduates is in the ranks of Louisiana residents who have completed some college without earning a degree. In 2008, 517,000 Louisiana residents fit into this category — representing nearly 23 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping Louisiana reach the goal of 60 percent higher education attainment.

Also, by looking at the geographic distribution of college graduates within the state (see chart on the following page), policymakers and other stakeholders can begin to work strategically and systematically to close achievement gaps. They can target parishes and regions that show the greatest need and focus their efforts on those specific areas.

How do we know that Louisiana's economy will demand more college graduates? A recent analysis by the Georgetown University Center on Education and the Workforce provides the answer. According to the center's analysis of occupation data and workforce trends,



Levels of education for Louisiana residents, ages 25-64

Less than ninth grade	106,566	4.6%
Ninth to 12th grade, no diploma	250,587	10.9%
High school graduate (including equivalency)	799,095	34.9%
Some college, no degree	**517,252**	**22.6%**
Associate degree	125,889	5.5%
Bachelor's degree	343,742	15.0%
Graduate or professional degree	148,285	6.5%
TOTAL	2,291,146	100%

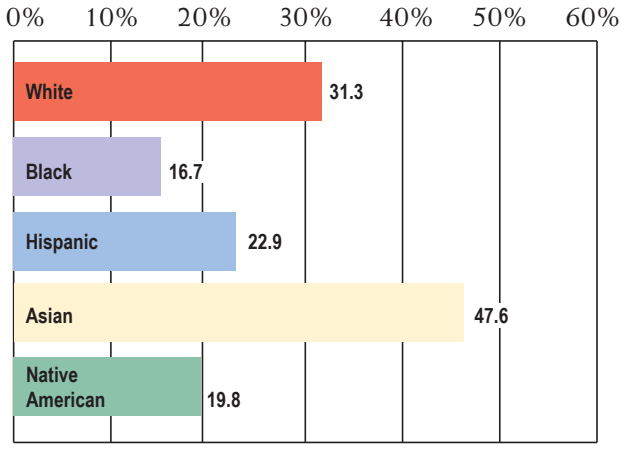
Source: U.S. Census Bureau, 2008 American Community Survey

51 percent of Louisiana's jobs will require postsecondary education by 2018. Between now and 2018, Louisiana will need to fill about 634,000 vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, 316,000 will require postsecondary credentials; 318,000 vacancies are expected to be filled by high school graduates or dropouts.

It will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color.

Attainment gaps among racial and ethnic groups have persisted in Louisiana for decades, and the most recent degree-attainment rates for the state continue to reflect such gaps (see bar graph at left). Closing these attainment gaps is clearly a challenge, but it is one that can and must be met.

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



Source: U.S. Census Bureau, 2008 American Community Survey

Percentage of Louisiana adults (25-64) with a two- or four-year degree, by parish:

Acadia	18.1	Franklin	13.4	Plaquemines	25.0	Tangipahoa	24.7
Allen	15.7	Iberia	18.8	Pointe Coupee	20.6	Terrebonne	17.8
Ascension	26.9	Iberville	14.7	Rapides	26.6	Union	20.5
Assumption	12.5	Jefferson	30.0	Richland	16.8	Vermilion	16.2
Avoyelles	15.0	Jefferson	19.9	Sabine	15.6	Vernon	22.6
Beauregard	21.1	Lafayette	33.8	St. Bernard	16.6	Washington	17.3
Bossier	32.5	Lafourche	18.6	St. Charles	28.0	Webster	18.9
Caddo	28.5	Lincoln	36.6	St. James	20.7	West Baton Rouge	21.0
Calcasieu	27.3	Livingston	20.7	St. John the Baptist	23.4	Other parishes	16.5*
De Soto	19.7	Morehouse	17.7	St. Landry	18.9		
East Baton Rouge	39.0	Natchitoches	25.4	St. Martin	15.0		
East Feliciana	18.0	Orleans	36.3	St. Mary	14.2		
Evangeline	18.8	Ouachita	30.4	St. Tammany	38.5		

*This percentage is an average for the 17 Louisiana parishes with fewer than 20,000 residents.

Source: U.S. Census Bureau, 2008 American Community Survey

Maine

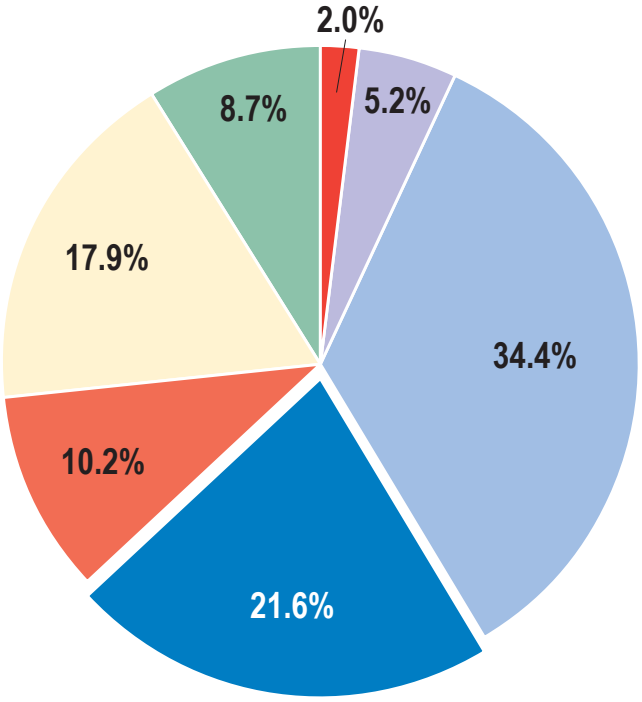
In Maine, about 37 percent of the state's nearly 730,000 working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This compares to a national average of around 38 percent. Attainment rates in Maine are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If Maine continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 44 percent in 2025 — far short of the Big Goal of 60 percent.

However, this gap can be closed. The key is to begin increasing degree production, and to continue to increase it each year until 2025. By increasing production by 1,235 associate or bachelor's degrees each year between now and 2025 — an annual increase of 6.5 percent — Maine will reach the Big Goal.

One excellent place to begin looking for these additional graduates is in the ranks of Maine residents who have completed some college without earning a degree. In 2008, 157,000 Maine residents fit into this category — representing nearly 22 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping Maine reach the goal of 60 percent higher education attainment.

Also, by looking at the geographic distribution of college graduates within the state (see chart on the following page), policymakers and other stakeholders can begin to work strategically and systematically to close achievement gaps. They can target counties and regions that show the greatest need and focus their efforts on those specific areas.

How do we know that Maine's economy will demand more college graduates? A recent analysis by the Georgetown University Center on Education and the Workforce provides the answer. According to the center's analysis of occupation data and workforce trends, 59 percent of Maine's jobs will require postsecondary education by 2018.



Levels of education for Maine residents, ages 25-64

Less than ninth grade	14,778	2.0%
Ninth to 12th grade, no diploma	37,954	5.2%
High school graduate (including equivalency)	250,930	34.4%
Some college, no degree	**157,193**	**21.6%**
Associate degree	74,513	10.2%
Bachelor's degree	130,787	17.9%
Graduate or professional degree	63,274	8.7%
TOTAL	729,429	100%

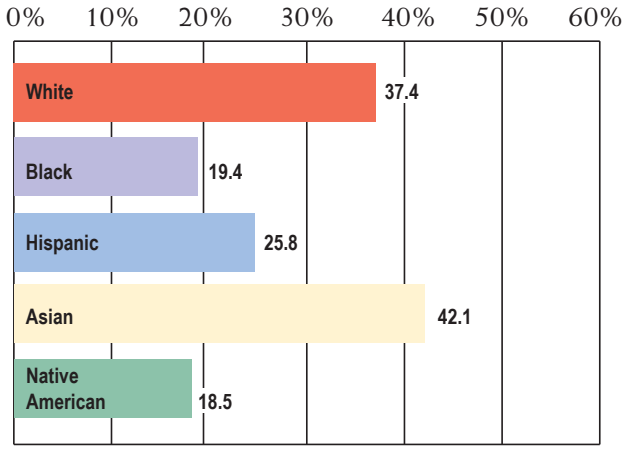
Source: U.S. Census Bureau, 2008 American Community Survey

Between now and 2018, Maine will need to fill about 196,000 vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, 115,000 will require postsecondary credentials, while only 81,000 are expected to be filled by high school graduates or dropouts.

It will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color.

Attainment gaps among racial and ethnic groups have persisted in Maine for decades, and the most recent degree-attainment rates for the state continue to reflect such gaps (see bar graph at left). Closing these attainment gaps is clearly a challenge, but it is one that can and must be met.

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



Source: U.S. Census Bureau, 2008 American Community Survey

Percentage of Maine adults (25-64) with a two- or four-year degree, by county:

Androscoggin	29.0	Hancock	39.3	Oxford	28.2	Waldo	31.0
Aroostook	28.7	Kennebec	36.0	Penobscot	34.9	Washington	28.2
Cumberland	51.1	Knox	38.0	Sagadahoc	38.2	York	37.3
Franklin	36.8	Lincoln	40.4	Somerset	25.4		

Note: Data unavailable for Piscataquis County, which has fewer than 20,000 residents.

Source: U.S. Census Bureau, 2008 American Community Survey

Maryland

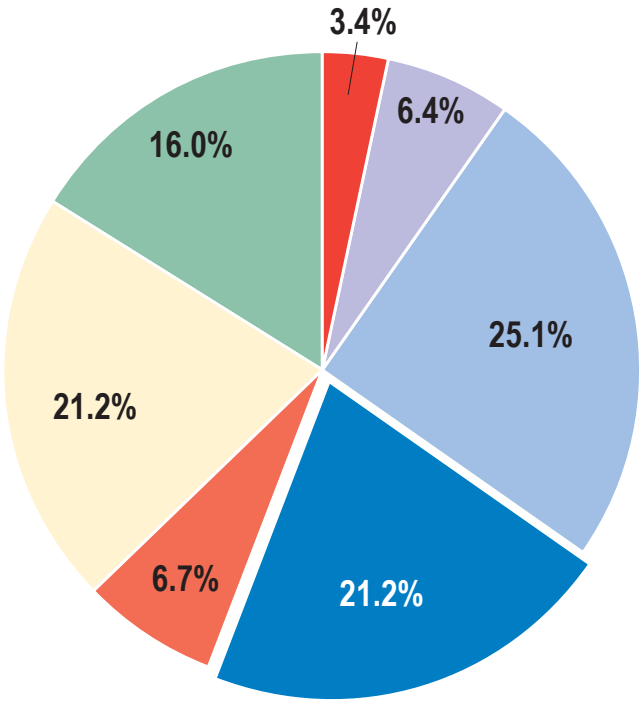
In Maryland, about 44 percent of the state's nearly 3.1 million working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This compares to a national average of around 38 percent. Attainment rates in Maryland are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If Maryland continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 52.6 percent in 2025 — still short of the Big Goal of 60 percent.

However, this gap can be closed. The key is to begin increasing degree production, and to continue to increase it each year until 2025. By increasing production by 4,032 associate or bachelor's degrees each year between now and 2025 — an annual increase of 5.9 percent — Maryland will reach the Big Goal.

One excellent place to begin looking for these additional graduates is in the ranks of Maryland residents who have completed some college without earning a degree. In 2008, nearly 650,000 Maryland residents fit into this category — representing more than 21 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping Maryland reach the goal of 60 percent higher education attainment.

Also, by looking at the geographic distribution of college graduates within the state (see chart on the following page), policymakers and other stakeholders can begin to work strategically and systematically to close achievement gaps. They can target counties and regions that show the greatest need and focus their efforts on those specific areas.

How do we know that Maryland's economy will demand more college graduates? A recent analysis by the Georgetown University Center on Education and the Workforce provides the answer. According to the center's analysis of occupation data and workforce trends,



Levels of education for Maryland residents, ages 25-64

Less than ninth grade	103,866	3.4%
Ninth to 12th grade, no diploma	197,261	6.4%
High school graduate (including equivalency)	768,854	25.1%
Some college, no degree	**649,192**	**21.2%**
Associate degree	206,022	6.7%
Bachelor's degree	648,212	21.2%
Graduate or professional degree	489,410	16.0%
TOTAL	3,062,817	100%

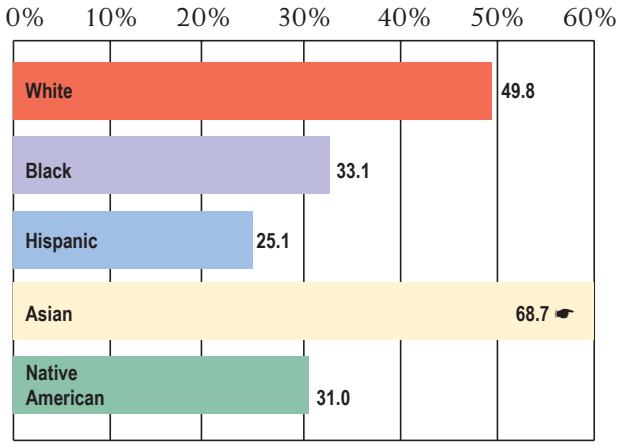
Source: U.S. Census Bureau, 2008 American Community Survey

66 percent of Maryland's jobs will require postsecondary education by 2018. Between now and 2018, Maryland will need to fill about 908,000 vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, 569,000 will require postsecondary credentials, while only about 338,000 are expected to be filled by high school graduates or dropouts.

It will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color.

Attainment gaps among racial and ethnic groups have persisted in Maryland for decades, and the most recent degree-attainment rates for the state continue to reflect such gaps (see bar graph at left). Closing these attainment gaps is clearly a challenge, but it is one that can and must be met.

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



Source: U.S. Census Bureau, 2008 American Community Survey

Percentage of Maryland adults (25-64) with a two- or four-year degree, by county:

Allegany	25.2	Cecil	30.0	Howard	66.2	Somerset	20.1
Anne Arundel	45.2	Charles	36.1	Kent	38.5	Talbot	40.6
Baltimore	44.4	Dorchester	24.1	Montgomery	64.3	Washington	28.7
Calvert	37.1	Frederick	45.4	Prince George's	38.2	Wicomico	31.2
Caroline	25.7	Garrett	27.9	Queen Anne's	36.9	Worcester	38.3
Carroll	40.7	Harford	41.7	St. Mary's	34.1	Baltimore city	31.4

Source: U.S. Census Bureau, 2008 American Community Survey

Massachusetts

In Massachusetts, nearly 50 percent of the state's 3.5 million working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This compares to a national average of around 38 percent. Attainment rates in Massachusetts are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If Massachusetts continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 58.8 percent in 2025 — still short of the Big Goal of 60 percent.

However, this gap can be closed. By increasing production by 2,663 associate or bachelor's degrees each year between now and 2025 — an annual increase of 3.3 percent — Massachusetts will reach the Big Goal. Also, given economic realities, Lumina believes it essential that the state increase degree attainment even further. Massachusetts' economy increasingly depends on the skills and knowledge of its residents, and there is no surer way to build a prosperous future for the state than to increase the number of residents who are college graduates.

One excellent place to begin looking for additional graduates is in the ranks of Massachusetts residents who have completed some college without earning a degree. In 2008, more than 600,000 Massachusetts residents fit into this category — representing nearly 17 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping Massachusetts reach the goal of 60 percent higher education attainment.

Also, by looking at the geographic distribution of college graduates within the state (see chart on the following page), policymakers and other stakeholders can begin to work strategically and systematically to close achievement gaps. They can target counties and regions that show the greatest need and focus their efforts on those specific areas.

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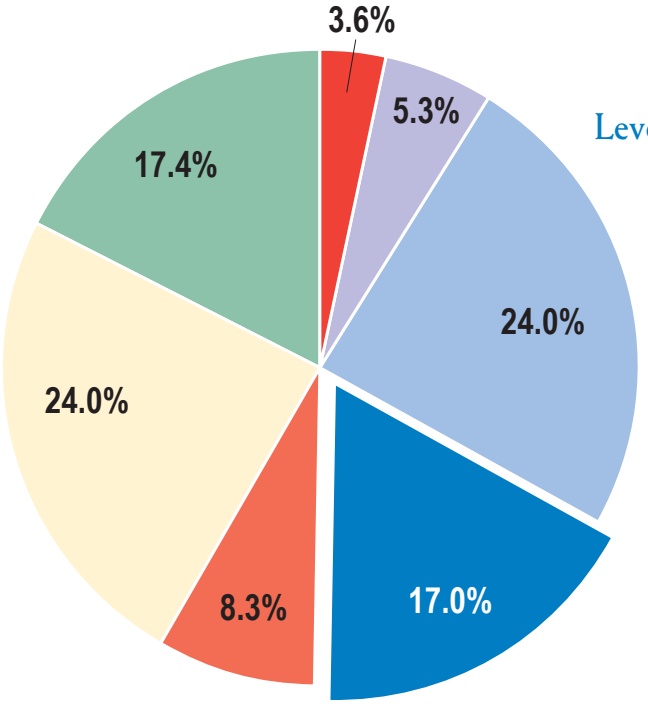


Levels of education for Massachusetts residents, ages 25-64

Less than ninth grade	127,632	3.6%
Ninth to 12th grade, no diploma	187,134	5.3%
High school graduate (including equivalency)	862,304	24.4%
Some college, no degree	**600,455**	**17.0%**
Associate degree	290,297	8.3%
Bachelor's degree	847,611	24.0%
Graduate or professional degree	612,070	17.4%
TOTAL	3,527,503	100%

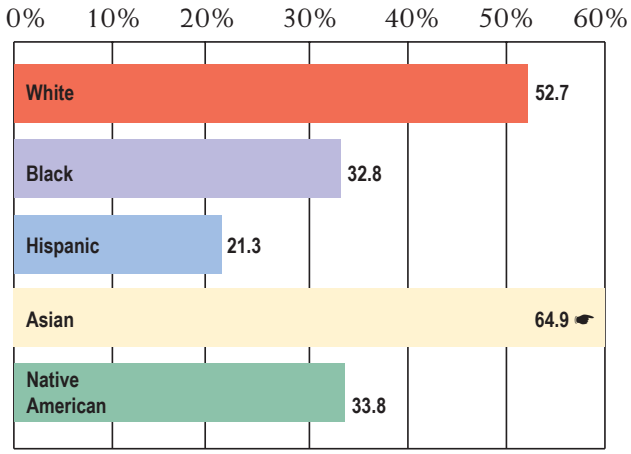
Source: U.S. Census Bureau, 2008 American Community Survey

analysis of occupation data and workforce trends, 68 percent of Massachusetts' jobs will require postsecondary education by 2018. Between now and 2018, Massachusetts will need to fill more than 1 million vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, 707,000 will require postsecondary credentials, while only 357,000 are expected to be filled by high school graduates or dropouts.

It will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color.

Attainment gaps among racial and ethnic groups have persisted in Massachusetts for decades, and the most recent degree-attainment rates for the state continue to reflect such gaps (see bar graph at left). Closing these attainment gaps is clearly a challenge, but it is one that can and must be met.

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



Source: U.S. Census Bureau, 2008 American Community Survey

Percentage of Massachusetts adults (25-64) with a two- or four-year degree, by county:

Barnstable	51.3	Essex	48.2	Hampshire	56.3	Plymouth	43.9
Berkshire	40.9	Franklin	43.8	Middlesex	59.6	Suffolk	46.4
Bristol	36.9	Hampden	35.9	Norfolk	60.5	Worcester	44.6

Note: Data unavailable for Dukes and Nantucket counties, each of which has fewer than 20,000 residents.

Source: U.S. Census Bureau, 2008 American Community Survey

Michigan

In Michigan, more than 35 percent of the state's 5.3 million working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This compares to a national average of around 38 percent. Attainment rates in Michigan are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If Michigan continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 43 percent in 2025 — far short of the Big Goal of 60 percent.

However, this gap can be closed. The key is to begin increasing degree production, and to continue to increase it each year until 2025. By increasing production by 9,722 associate or bachelor's degrees each year between now and 2025 — an annual increase of 6.3 percent — Michigan will reach the Big Goal.

One excellent place to begin looking for these additional graduates is in the ranks of Michigan residents who have completed some college without earning a degree. In 2008, nearly 1.4 million Michigan residents fit into this category — representing more than 25 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping Michigan reach the goal of 60 percent higher education attainment.

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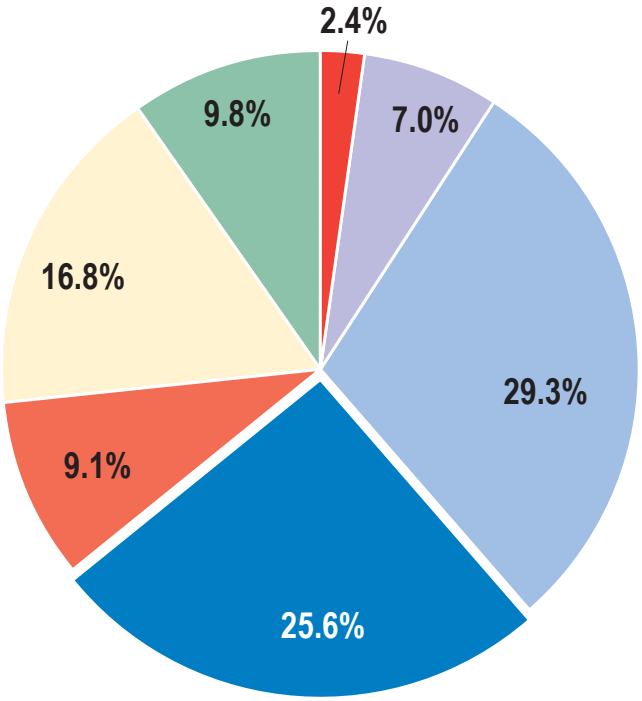


Levels of education for Michigan residents, ages 25-64

Less than ninth grade	126,941	2.4%
Ninth to 12th grade, no diploma	373,150	7.0%
High school graduate (including equivalency)	1,561,910	29.3%
Some college, no degree	**1,365,715**	**25.6%**
Associate degree	483,910	9.1%
Bachelor's degree	892,753	16.8%
Graduate or professional degree	522,166	9.8%
TOTAL	5,326,545	100%

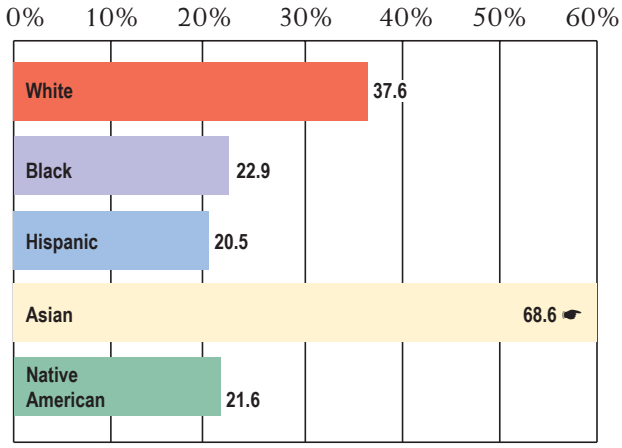
Source: U.S. Census Bureau, 2008 American Community Survey

62 percent of Michigan's jobs will require postsecondary education by 2018. Between now and 2018, Michigan will need to fill about 1.3 million vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, 836,000 will require postsecondary credentials, while only about 491,000 are expected to be filled by high school graduates or dropouts.

It will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color.

Attainment gaps among racial and ethnic groups have persisted in Michigan for decades, and the most recent degree-attainment rates for the state continue to reflect such gaps (see bar graph at left). Closing these attainment gaps is clearly a challenge, but it is one that can and must be met.

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



Source: U.S. Census Bureau, 2008 American Community Survey

Percentage of Michigan adults (25-64) with a two- or four-year degree, by county:

Allegan	29.8	Emmet	40.6	Lenawee	28.4	Otsego	26.1
Alpena	34.1	Genesee	29.8	Livingston	43.4	Ottawa	39.4
Antrim	30.1	Gladwin	20.3	Macomb	34.4	Roscommon	24.8
Barry	28.0	Grand Traverse	39.9	Manistee	27.7	Saginaw	31.4
Bay	31.1	Gratiot	23.7	Marquette	42.1	St. Clair	26.6
Berrien	34.5	Hillsdale	21.9	Mason	31.5	St. Joseph	22.5
Branch	22.2	Houghton	36.1	Mecosta	29.4	Sanilac	20.8
Calhoun	29.4	Huron	25.5	Menominee	24.8	Shiawassee	27.9
Cass	25.3	Ingham	45.7	Midland	46.0	Tuscola	24.1
Charlevoix	32.9	Ionia	22.5	Monroe	27.6	Van Buren	29.5
Cheboygan	27.7	Iosco	24.3	Montcalm	22.7	Washtenaw	60.4
Chippewa	26.9	Isabella	38.1	Muskegon	28.2	Wayne	28.6
Clare	18.5	Jackson	28.4	Newaygo	23.2	Wexford	24.4
Clinton	40.5	Kalamazoo	44.0	Oakland	52.8	Other counties	24.3*
Delta	31.4	Kent	40.5	Oceana	23.1		
Dickinson	27.9	Lapeer	27.2	Ogemaw	20.3		
Eaton	37.8	Leelanau	48.8	Osceola	22.8		

*This percentage is an average for the 19 Michigan counties with fewer than 20,000 residents.

Source: U.S. Census Bureau, 2008 American Community Survey

Minnesota

In Minnesota, 45 percent of the state's nearly 3 million working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This compares to a national average of around 38 percent. Attainment rates in Minnesota are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If Minnesota continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 57 percent in 2025 — still short of the Big Goal of 60 percent.

However, this gap can be closed. The key is to begin increasing degree production, and to continue to increase it each year until 2025. By increasing production by 3,361 associate or bachelor's degrees each year between now and 2025 — an annual increase of 4.7 percent — Minnesota will reach the Big Goal.

One excellent place to begin looking for these additional graduates is in the ranks of Minnesota residents who have completed some college without earning a degree. In 2008, more than 670,000 Minnesota residents fit into this category — representing 24 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping Minnesota reach the goal of 60 percent higher education attainment.

Also, by looking at the geographic distribution of college graduates within the state (see chart on the following page), policymakers and other stakeholders can begin to work strategically and systematically to close achievement gaps. They can target counties and regions that show the greatest need and focus their efforts on those specific areas.

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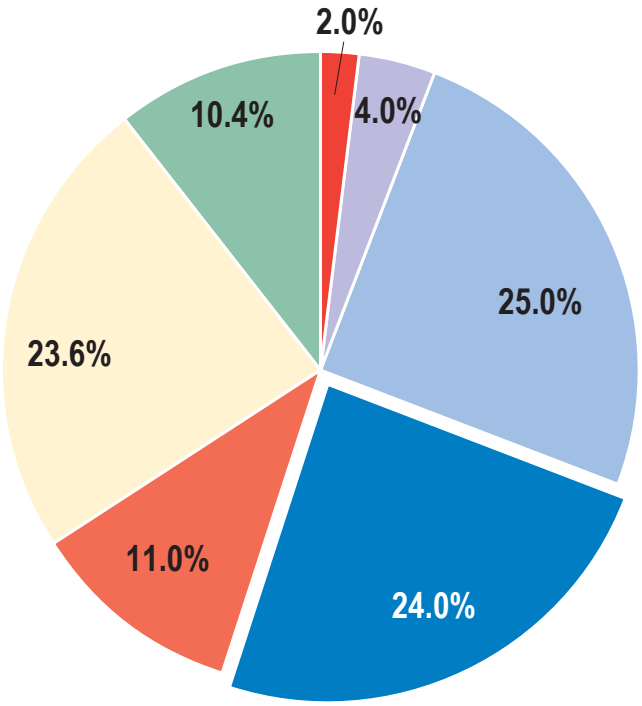


Levels of education for Minnesota residents, ages 25-64

Less than ninth grade	55,607	2.0%
Ninth to 12th grade, no diploma	112,740	4.0%
High school graduate (including equivalency)	701,881	25.0%
Some college, no degree	**671,047**	**24.0%**
Associate degree	308,905	11.0%
Bachelor's degree	662,083	23.6%
Graduate or professional degree	292,596	10.4%
TOTAL	2,804,859	100%

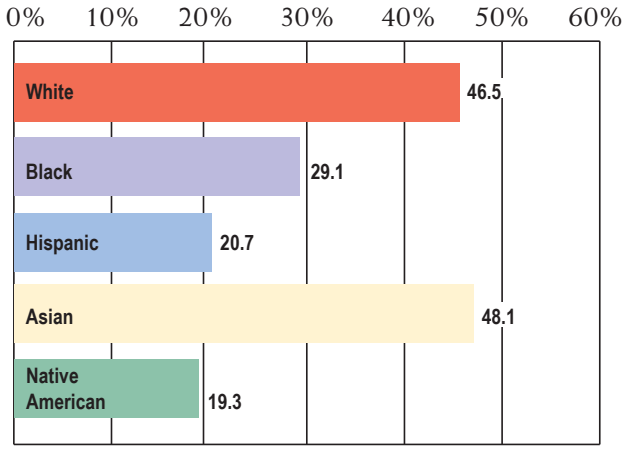
Source: U.S. Census Bureau, 2008 American Community Survey

70 percent of Minnesota's jobs will require postsecondary education by 2018. Between now and 2018, Minnesota will need to fill about 902,000 vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, 620,000 will require postsecondary credentials, while only 282,000 are expected to be filled by high school graduates or dropouts.

It will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color.

Attainment gaps among racial and ethnic groups have persisted in Minnesota for decades, and the most recent degree-attainment rates for the state continue to reflect such gaps (see bar graph at left). Closing these attainment gaps is clearly a challenge, but it is one that can and must be met.

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



Source: U.S. Census Bureau, 2008 American Community Survey

Percentage of Minnesota adults (25-64) with a two- or four-year degree, by county:

Anoka	38.0	Dakota	52.0	Martin	31.8	Rice	36.9
Becker	37.6	Douglas	40.1	Meeker	30.0	St. Louis	41.3
Beltrami	41.6	Fillmore	37.0	Mille Lacs	25.3	Scott	49.3
Benton	34.7	Freeborn	29.5	Morrison	25.6	Sherburne	37.0
Blue Earth	44.3	Goodhue	38.0	Mower	34.1	Stearns	38.3
Brown	31.4	Hennepin	53.9	Nicollet	47.8	Steele	34.4
Carlton	37.3	Isanti	27.7	Nobles	29.0	Todd	26.0
Carver	54.2	Itasca	36.2	Olmsted	54.1	Wabasha	32.9
Cass	34.8	Kandiyohi	38.2	Otter Tail	35.2	Washington	52.2
Chisago	28.7	Le Sueur	31.0	Pine	22.7	Winona	42.2
Clay	48.8	Lyon	43.1	Polk	35.7	Wright	37.6
Crow Wing	37.0	McLeod	36.8	Ramsey	50.0	Other counties	32.1*

***This percentage is an average for the 40 Minnesota counties with fewer than 20,000 residents.**

Source: U.S. Census Bureau, 2008 American Community Survey

Mississippi

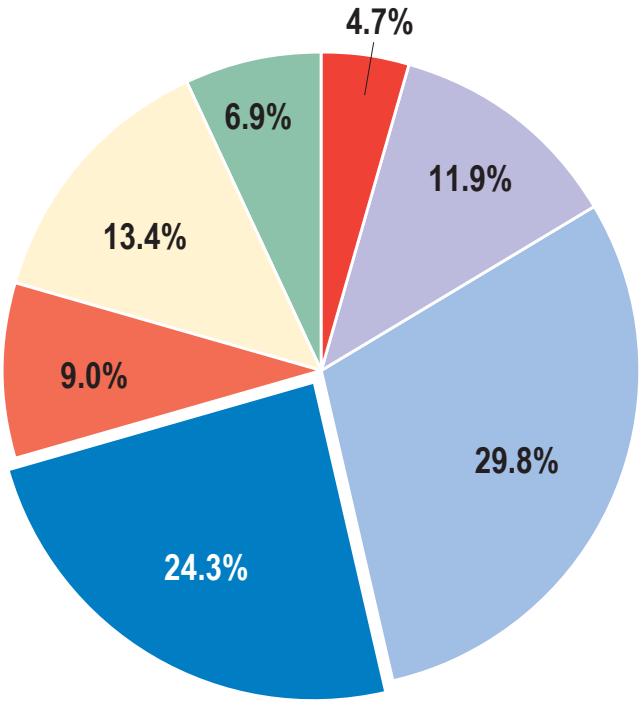
In Mississippi, 29 percent of the state's nearly 1.5 million working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This compares to a national average of around 38 percent. Attainment rates in Mississippi are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If Mississippi continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of about 39 percent in 2025 — far short of the Big Goal of 60 percent.

However, this gap can be closed. The key is to begin increasing degree production, and to continue to increase it each year until 2025. By increasing production by 3,389 associate or bachelor's degrees each year between now and 2025 — an annual increase of 7.3 percent — Mississippi will reach the Big Goal.

One excellent place to begin looking for these additional graduates is in the ranks of Mississippi residents who have completed some college without earning a degree. In 2008, nearly 365,000 Mississippi residents fit into this category — representing more than 24 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping Mississippi reach the goal of 60 percent higher education attainment.

Also, by looking at the geographic distribution of college graduates within the state (see chart on the following page), policymakers and other stakeholders can begin to work strategically and systematically to close achievement gaps. They can target counties and regions that show the greatest need and focus their efforts on those specific areas.

How do we know that Mississippi's economy will demand more college graduates? A recent analysis by the Georgetown University Center on Education and the Workforce provides the answer. According to the center's analysis of occupation data and workforce trends,



Levels of education for Mississippi residents, ages 25-64

Less than ninth grade	70,404	4.7%
Ninth to 12th grade, no diploma	178,372	11.9%
High school graduate (including equivalency)	445,266	29.8%
Some college, no degree	**362,397**	**24.3%**
Associate degree	134,091	9.0%
Bachelor's degree	200,223	13.4%
Graduate or professional degree	103,099	6.9%
TOTAL	1,493,852	100%

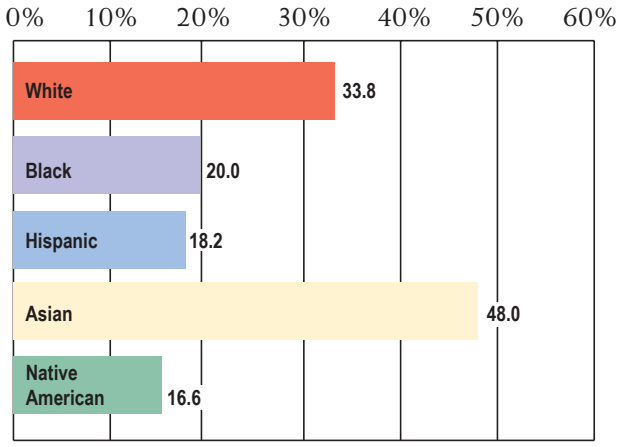
Source: U.S. Census Bureau, 2008 American Community Survey

54 percent of Mississippi's jobs will require postsecondary education by 2018. Between now and 2018, Mississippi will need to fill about 398,000 vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, 214,000 will require postsecondary credentials, while only 184,000 are expected to be filled by high school graduates or dropouts.

It will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color.

Attainment gaps among racial and ethnic groups have persisted in Mississippi for decades, and the most recent degree-attainment rates for the state continue to reflect such gaps (see bar graph at left). Closing these attainment gaps is clearly a challenge, but it is one that can and must be met.

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



Source: U.S. Census Bureau, 2008 American Community Survey

Percentage of Mississippi adults (25-64) with a two- or four-year degree, by county:

Adams	29.1	Hinds	37.1	Madison	55.8	Scott	15.5
Alcorn	26.2	Holmes	17.0	Marion	20.9	Simpson	20.1
Bolivar	31.2	Itawamba	18.9	Marshall	16.8	Sunflower	21.3
Clay	25.4	Jackson	28.2	Monroe	19.1	Tate	22.4
Coahoma	25.6	Jones	25.9	Neshoba	19.8	Tippah	19.6
Copiah	27.4	Lafayette	46.9	Newton	23.1	Union	17.9
Covington	23.1	Lamar	44.0	Oktibbeha	45.1	Warren	33.5
DeSoto	31.6	Lauderdale	28.7	Panola	25.4	Washington	24.5
Forrest	37.6	Leake	15.2	Pearl River	27.1	Wayne	19.8
George	18.3	Lee	30.3	Pike	25.2	Yazoo	17.8
Grenada	28.9	Leflore	21.6	Pontotoc	19.8	Other counties	21.4*
Hancock	28.0	Lincoln	24.5	Prentiss	25.8		
Harrison	28.2	Lowndes	27.7	Rankin	39.8		

*This percentage is an average for the 33 Mississippi counties with fewer than 20,000 residents.

Source: U.S. Census Bureau, 2008 American Community Survey

Missouri

In Missouri, nearly 35 percent of the state's 3.1 million working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This compares to a national average of around 38 percent. Attainment rates in Missouri are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If Missouri continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 45 percent in 2025 — far short of the Big Goal of 60 percent.

However, this gap can be closed. The key is to begin increasing degree production, and to continue to increase it each year until 2025. By increasing production by 5,713 associate or bachelor's degrees each year between now and 2025 — an annual increase of 6.1 percent — Missouri will reach the Big Goal.

One excellent place to begin looking for these additional graduates is in the ranks of Missouri residents who have completed some college without earning a degree. In 2008, nearly 750,000 Missouri residents fit into this category — representing 24 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping Missouri reach the goal of 60 percent higher education attainment.

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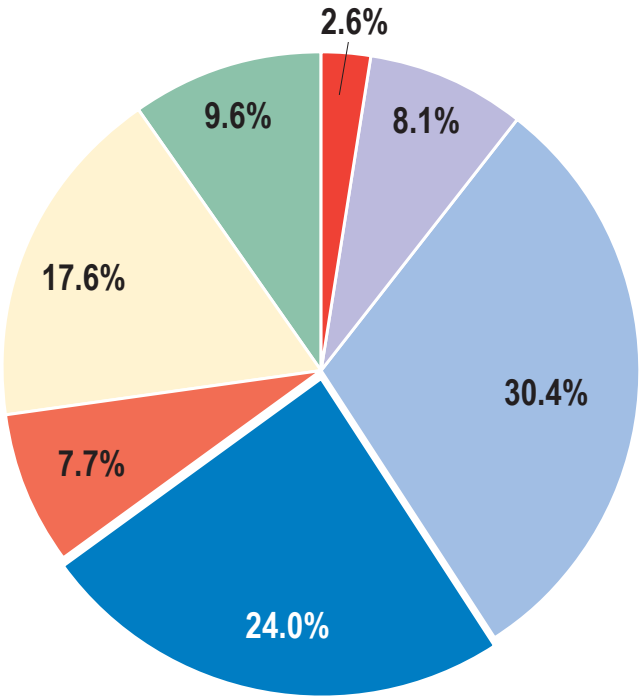

Levels of education for Missouri residents, ages 25-64

Less than ninth grade	81,898	2.6%
Ninth to 12th grade, no diploma	252,032	8.1%
High school graduate (including equivalency)	945,793	30.4%
Some college, no degree	**747,237**	**24.0%**
Associate degree	238,877	7.7%
Bachelor's degree	549,858	17.6%
Graduate or professional degree	297,715	9.6%
TOTAL	3,113,410	100%

Source: U.S. Census Bureau, 2008 American Community Survey

education by 2018. Between now and 2018, Missouri will need to fill about 898,000 vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, 523,000 will require postsecondary credentials, while only 375,000 are expected to be filled by high school graduates or dropouts.

It will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color.

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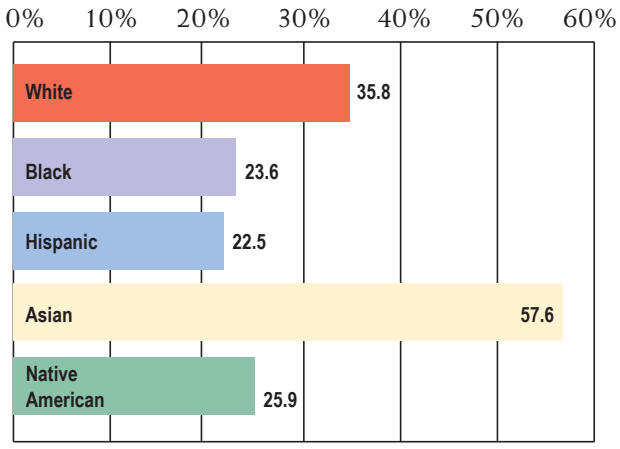


Source: U.S. Census Bureau, 2008 American Community Survey

Percentage of Missouri adults (25-64) with a two- or four-year degree, by county:

Adair	39.5	Crawford	16.6	McDonald	10.9	St. Francois	24.0
Audrain	17.3	Dunklin	17.1	Marion	25.4	St. Louis	49.4
Barry	16.7	Franklin	28.4	Miller	17.3	Saline	27.3
Boone	53.1	Greene	35.7	Morgan	25.0	Scott	18.7
Buchanan	24.7	Henry	21.8	Newton	29.1	Stoddard	20.6
Butler	24.3	Howell	19.2	Nodaway	32.9	Stone	21.5
Callaway	29.2	Jackson	36.0	Pettis	28.1	Taney	26.9
Camden	27.5	Jasper	26.1	Phelps	32.6	Texas	18.1
Cape Girardeau	33.4	Jefferson	28.2	Platte	47.2	Vernon	23.3
Cass	30.8	Johnson	33.2	Polk	23.9	Warren	26.3
Christian	36.6	Laclede	19.4	Pulaski	27.9	Washington	10.8
Clay	40.3	Lafayette	25.9	Randolph	18.9	Webster	21.2
Clinton	27.8	Lawrence	19.3	Ray	20.9	St. Louis city	33.1
Cole	39.4	Lincoln	19.0	St. Charles	45.2	Other counties	21.2*

*This percentage is an average for the 60 Missouri counties with fewer than 20,000 residents.

Source: U.S. Census Bureau, 2008 American Community Survey

Montana

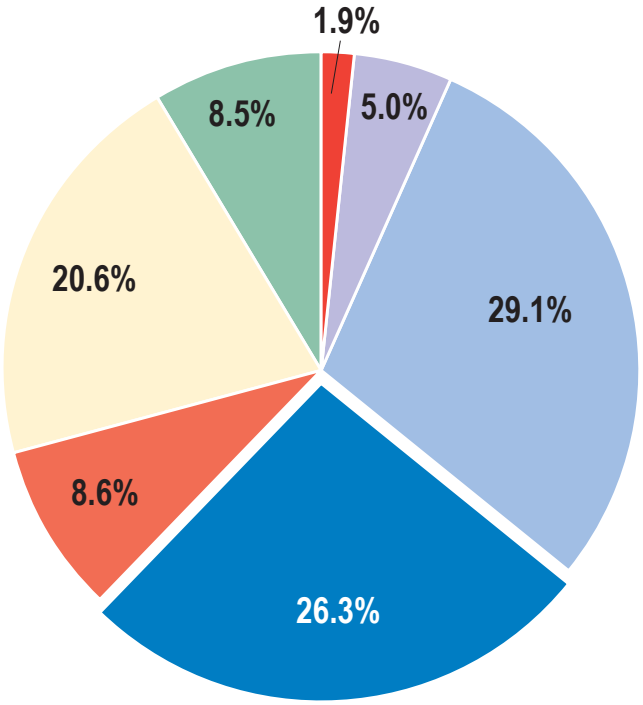
In Montana, nearly 38 percent of the state's 512,000 working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This essentially matches the national average. Attainment rates in Montana are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If Montana continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 46.5 percent in 2025 — far short of the Big Goal of 60 percent.

However, this gap can be closed. The key is to begin increasing degree production, and to continue to increase it each year until 2025. By increasing production by 826 associate or bachelor's degrees each year between now and 2025 — an annual increase of 6.4 percent — Montana will reach the Big Goal.

One excellent place to begin looking for these additional graduates is in the ranks of Montana residents who have completed some college without earning a degree. In 2008, nearly 135,000 Montana residents fit into this category — representing more than 26 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping Montana reach the goal of 60 percent higher education attainment.

Also, by looking at the geographic distribution of college graduates within the state (see chart on the following page), policymakers and other stakeholders can begin to work strategically and systematically to close achievement gaps. They can target counties and regions that show the greatest need and focus their efforts on those specific areas.

How do we know that Montana's economy will demand more college graduates? A recent analysis by the Georgetown University Center on Education and the Workforce provides the answer. According to the center's analysis of occupation data and workforce trends,



Levels of education for Montana residents, ages 25-64

Less than ninth grade	9,820	1.9%
Ninth to 12th grade, no diploma	25,589	5.0%
High school graduate (including equivalency)	149,247	29.1%
Some college, no degree	**134,652**	**26.3%**
Associate degree	44,117	8.6%
Bachelor's degree	105,377	20.6%
Graduate or professional degree	43,317	8.5%
TOTAL	512,119	100%

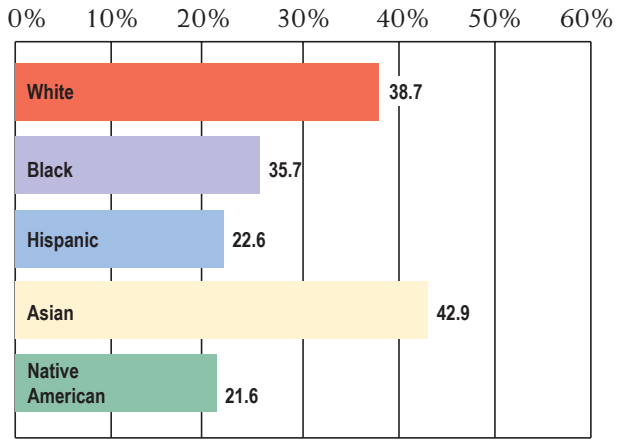
Source: U.S. Census Bureau, 2008 American Community Survey

62 percent of Montana's jobs will require postsecondary education by 2018. Between now and 2018, Montana will need to fill about 155,000 vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, 96,000 will require postsecondary credentials, while only 59,000 are expected to be filled by high school graduates or dropouts.

It will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color.

Attainment gaps among racial and ethnic groups have persisted in Montana for decades, and the most recent degree-attainment rates for the state continue to reflect such gaps (see bar graph at left). Closing these attainment gaps is clearly a challenge, but it is one that can and must be met.

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



Source: U.S. Census Bureau, 2008 American Community Survey

Percentage of Montana adults (25-64) with a two- or four-year degree, by county:

Cascade	35.5	Lake	31.9	Ravalli	30.7	Other counties	30.7*
Flathead	36.5	Lewis and Clark	45.5	Silver Bow	32.3		
Gallatin	53.7	Missoula	46.2	Yellowstone	38.5		

*This percentage is an average for the 47 Montana counties with fewer than 20,000 residents.

Source: U.S. Census Bureau, 2008 American Community Survey

Nebraska

In Nebraska, about 40 percent of the state's 911,000 working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This compares to a national average of around 38 percent. Attainment rates in Nebraska are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If Nebraska continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 50 percent in 2025 — well short of the Big Goal of 60 percent.

However, this gap can be closed. The key is to begin increasing degree production, and to continue to increase it each year until 2025. By increasing production by 1,207 associate or bachelor's degrees each year between now and 2025 — an annual increase of 4.6 percent — Nebraska will reach the Big Goal.

One excellent place to begin looking for these additional graduates is in the ranks of Nebraska residents who have completed some college without earning a degree. In 2008, about 230,000 Nebraska residents fit into this category — representing more than 25 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping Nebraska reach the goal of 60 percent higher education attainment.

Also, by looking at the geographic distribution of college graduates within the state (see chart on the following page), policymakers and other stakeholders can begin to work strategically and systematically to close achievement gaps. They can target counties and regions that show the greatest need and focus their efforts on those specific areas.

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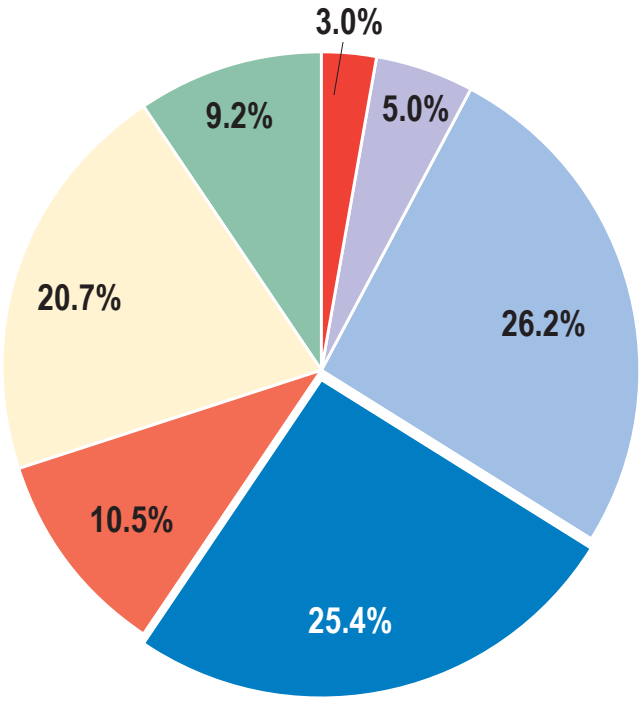


Levels of education for Nebraska residents, ages 25-64

Less than ninth grade	27,018	3.0%
Ninth to 12th grade, no diploma	45,014	5.0%
High school graduate (including equivalency)	239,098	26.2%
Some college, no degree	**231,566**	**25.4%**
Associate degree	96,039	10.5%
Bachelor's degree	188,554	20.7%
Graduate or professional degree	84,151	9.2%
TOTAL	911,440	100%

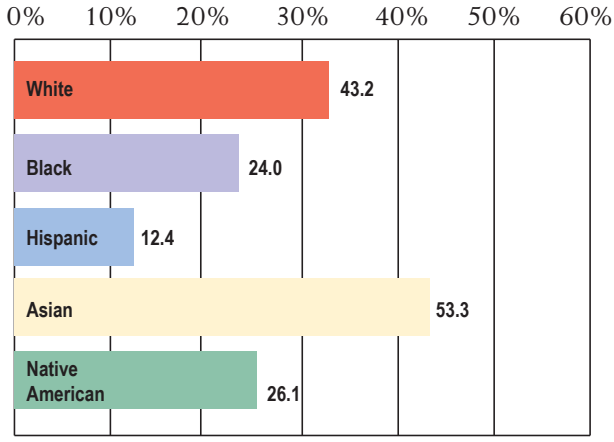
Source: U.S. Census Bureau, 2008 American Community Survey

66 percent of Nebraska's jobs will require postsecondary education by 2018. Between now and 2018, Nebraska will need to fill about 321,000 vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, 207,000 will require postsecondary credentials, while only 114,000 are expected to be filled by high school graduates or dropouts.

It will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color.

Attainment gaps among racial and ethnic groups have persisted in Nebraska for decades, and the most recent degree-attainment rates for the state continue to reflect such gaps (see bar graph at left). Closing these attainment gaps is clearly a challenge, but it is one that can and must be met.

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



Source: U.S. Census Bureau, 2008 American Community Survey

Percentage of Nebraska adults (25-64) with a two- or four-year degree, by county:

Adams	37.8	Dodge	28.1	Lincoln	32.9	Scotts Bluff	33.2
Buffalo	45.3	Douglas	45.4	Madison	35.4	Other counties	33.9*
Cass	39.9	Gage	30.4	Platte	33.1		
Dakota	24.3	Hall	26.7	Sarpy	47.1		
Dawson	20.6	Lancaster	49.7	Saunders	38.4		

*This percentage is an average for the 77 Nebraska counties with fewer than 20,000 residents.

Source: U.S. Census Bureau, 2008 American Community Survey

Nevada

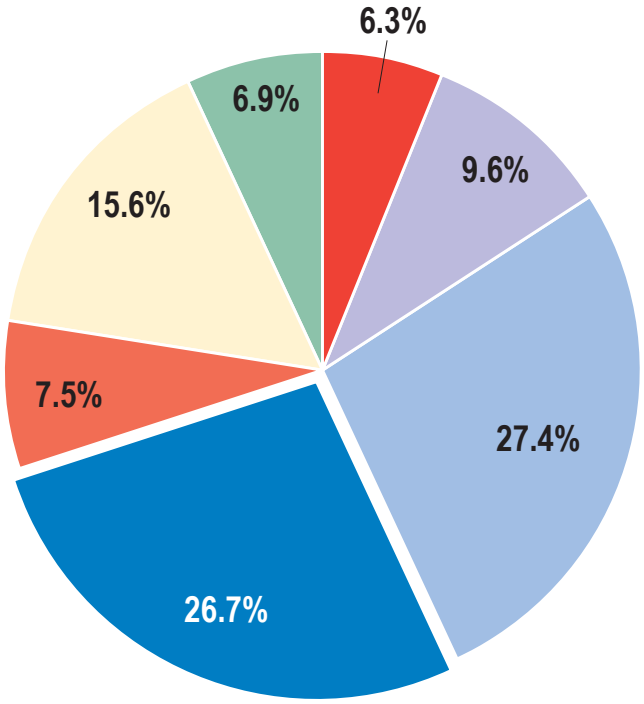
In Nevada, 30 percent of the state's 1.4 million working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This compares to a national average of around 38 percent. Attainment rates in Nevada are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If Nevada continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 39.5 percent in 2025 — far short of the Big Goal of 60 percent.

However, this gap can be closed. The key is to begin increasing degree production, and to continue to increase it each year until 2025. By increasing production by 4,231 associate or bachelor's degrees each year between now and 2025 — an annual increase of 10.1 percent — Nevada will reach the Big Goal.

One excellent place to begin looking for these additional graduates is in the ranks of Nevada residents who have completed some college without earning a degree. In 2008, about 380,000 Nevada residents fit into this category — representing nearly 27 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping Nevada reach the goal of 60 percent higher education attainment.

Also, by looking at the geographic distribution of college graduates within the state (see chart on the following page), policymakers and other stakeholders can begin to work strategically and systematically to close achievement gaps. They can target counties and regions that show the greatest need and focus their efforts on those specific areas.

How do we know that Nevada's economy will demand more college graduates? A recent analysis by the Georgetown University Center on Education and the Workforce provides the answer. According to the center's analysis of occupation data and workforce trends,



Levels of education for Nevada residents, ages 25-64

Less than ninth grade	89,383	6.3%
Ninth to 12th grade, no diploma	136,139	9.6%
High school graduate (including equivalency)	386,199	27.4%
Some college, no degree	**377,798**	**26.7%**
Associate degree	106,744	7.5%
Bachelor's degree	220,542	15.6%
Graduate or professional degree	98,245	6.9%
TOTAL	1,415,000	100%

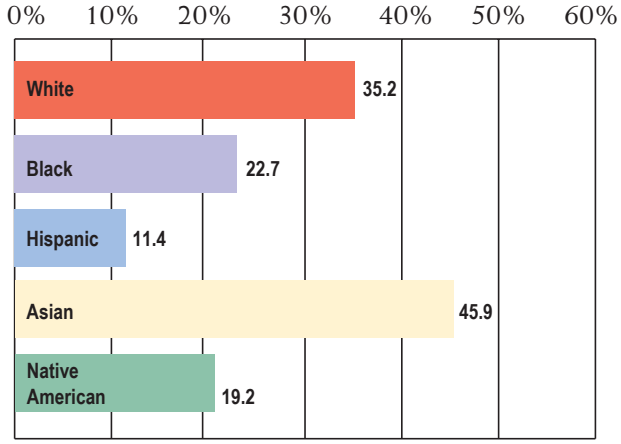
Source: U.S. Census Bureau, 2008 American Community Survey

54 percent of Nevada's jobs will require postsecondary education by 2018. Between now and 2018, Nevada will need to fill about 511,000 vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, 272,000 will require postsecondary credentials, while only 239,000 are expected to be filled by high school graduates or dropouts.

It will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color.

Attainment gaps among racial and ethnic groups have persisted in Nevada for decades, and the most recent degree-attainment rates for the state continue to reflect such gaps (see bar graph at left). Closing these attainment gaps is clearly a challenge, but it is one that can and must be met.

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



Source: U.S. Census Bureau, 2008 American Community Survey

Percentage of Nevada adults (25-64) with a two- or four-year degree, by county:

Churchill	26.4	Douglas	36.0	Lyon	20.3	Washoe	35.5
Clark	29.0	Elko	26.0	Nye	16.7	Carson City	30.9
						Other counties	18.7*

***This percentage is an average for the nine Nevada counties with fewer than 20,000 residents.**

Source: U.S. Census Bureau, 2008 American Community Survey

New Hampshire

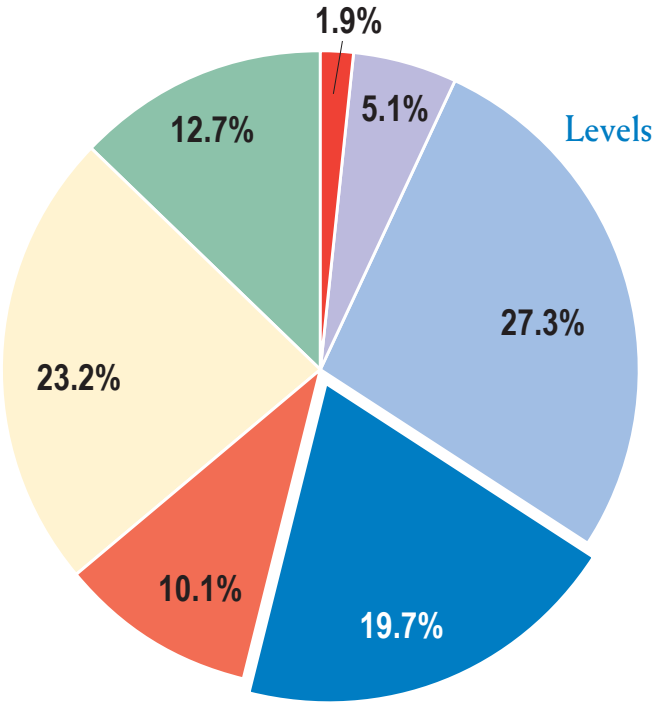
In New Hampshire, 46 percent of the state's 730,000 working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This compares to a national average of around 38 percent.

Attainment rates in New Hampshire are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If New Hampshire continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 57.7 percent in 2025 — still short of the Big Goal of 60 percent.

However, this gap can be closed. By increasing production by 843 associate or bachelor's degrees each year between now and 2025 — an annual increase of 4.7 percent — New Hampshire will reach the Big Goal. Also, given economic realities, Lumina believes it essential that the state increase degree attainment even further. New Hampshire's economy increasingly depends on the skills and knowledge of its residents, and there is no surer way to build a prosperous future for the state than to increase the number of residents who are college graduates.

One excellent place to begin looking for additional graduates is in the ranks of New Hampshire residents who have completed some college without earning a degree. In 2008, more than 144,000 New Hampshire residents fit into this category — representing nearly 20 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping New Hampshire reach the goal of 60 percent higher education attainment.

Also, by looking at the geographic distribution of college graduates within the state (see chart on the following page), policymakers and other stakeholders can begin to work strategically and systematically to close achievement gaps. They can target counties and regions that show the greatest need and focus their efforts on those specific areas.



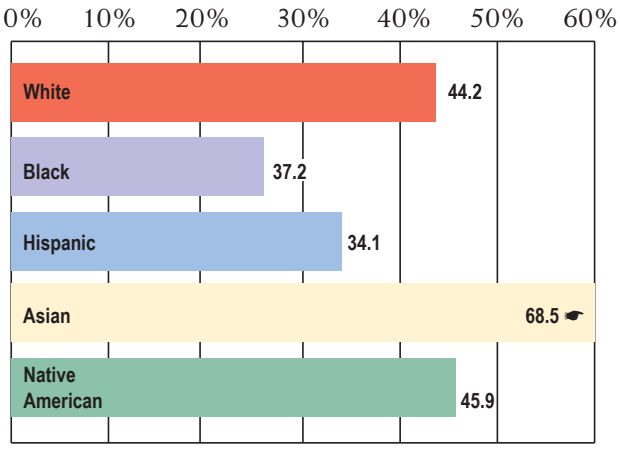
Levels of education for New Hampshire residents, ages 25-64

Less than ninth grade	13,840	1.9%
Ninth to 12th grade, no diploma	37,222	5.1%
High school graduate (including equivalency)	200,665	27.3%
Some college, no degree	**144,428**	**19.7%**
Associate degree	74,480	10.1%
Bachelor's degree	170,613	23.2%
Graduate or professional degree	92,626	12.7%
TOTAL	733,874	100%

Source: U.S. Census Bureau, 2008 American Community Survey

How do we know that New Hampshire's economy will demand more college graduates? A recent analysis by the Georgetown University Center on Education and the Workforce provides the answer. According to the center's analysis of occupation data and workforce trends, 64 percent of New Hampshire's jobs will require postsecondary education by 2018. Between now and 2018, New Hampshire will need to fill about 223,000 vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, more than 141,000 will require postsecondary credentials, while only 82,000 are expected to be filled by high school graduates or dropouts.

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



Source: U.S. Census Bureau, 2008 American Community Survey

As New Hampshire strives to reach the Big Goal, the state must also work to significantly increase college success among the groups that can accurately be called 21st century students — including working adults, low-income and first-generation students and students of color.

Attainment gaps among racial and ethnic groups have persisted in New Hampshire for decades, and the most recent degree-attainment rates for the state continue to reflect such gaps (see bar graph above). Closing these attainment gaps is clearly a challenge, but it is one that can and must be met.

Percentage of New Hampshire adults (25-64) with a two- or four-year degree, by county:

Belknap	36.4	Coos	30.0	Merrimack	44.8	Sullivan	33.4
Carroll	39.1	Grafton	46.6	Rockingham	49.7		
Cheshire	39.8	Hillsborough	47.2	Strafford	42.4		

Source: U.S. Census Bureau, 2008 American Community Survey

New Jersey

In New Jersey, more than 44 percent of the state's 4.7 million working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This compares to a national average of around 38 percent. Attainment rates in New Jersey are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If New Jersey continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 55.9 percent in 2025 — still short of the Big Goal of 60 percent.

However, this gap can be closed. The key is to begin increasing degree production, and to continue to increase it each year until 2025. By increasing production by 5,624 associate or bachelor's degrees each year between now and 2025 — an annual increase of 6.1 percent — New Jersey will reach the Big Goal.

One excellent place to begin looking for these additional graduates is in the ranks of New Jersey residents who have completed some college without earning a degree. In 2008, nearly 860,000 New Jersey residents fit into this category — representing more than 18 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping New Jersey reach the goal of 60 percent higher education attainment.

Also, by looking at the geographic distribution of college graduates within the state (see chart on the following page), policymakers and other stakeholders can begin to work strategically and systematically to close achievement gaps. They can target counties and regions that show the greatest need and focus their efforts on those specific areas.

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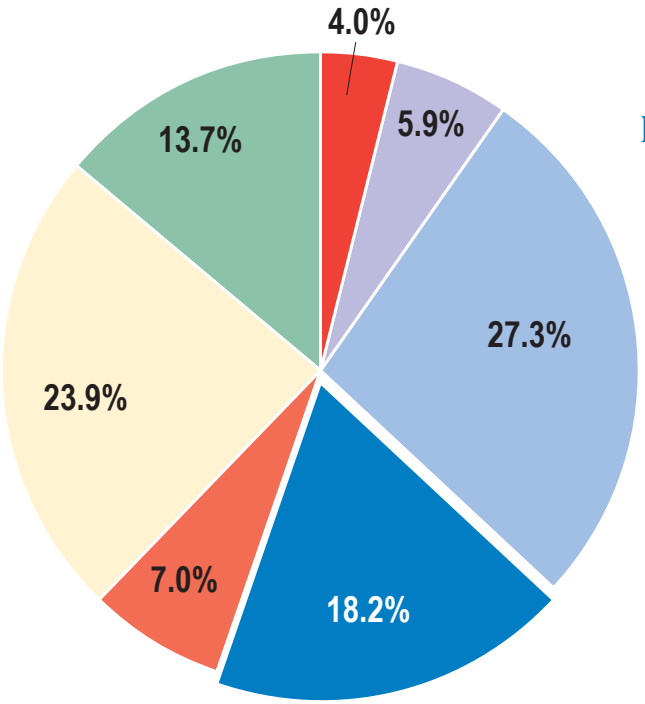


Levels of education for New Jersey residents, ages 25-64

Less than ninth grade	188,358	4.0%
Ninth to 12th grade, no diploma	276,421	5.9%
High school graduate (including equivalency)	1,289,036	27.3%
Some college, no degree	**856,963**	**18.2%**
Associate degree	330,888	7.0%
Bachelor's degree	1,126,606	23.9%
Graduate or professional degree	646,177	13.7%
TOTAL	4,714,449	100%

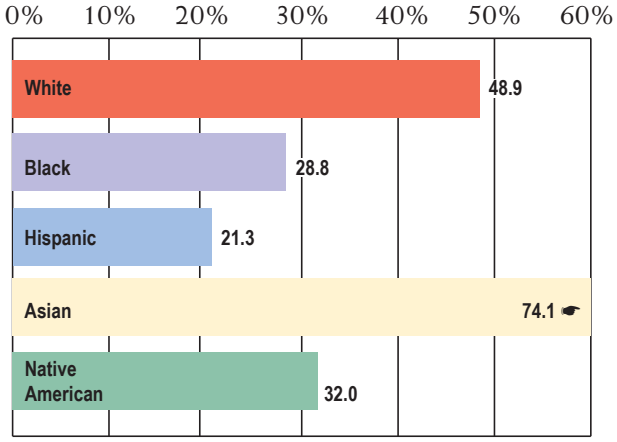
Source: U.S. Census Bureau, 2008 American Community Survey

64 percent of New Jersey's jobs will require postsecondary education by 2018. Between now and 2018, New Jersey will need to fill about 1.3 million vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, 794,000 will require postsecondary credentials, while only 494,000 are expected to be filled by high school graduates or dropouts.

It will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color.

Attainment gaps among racial and ethnic groups have persisted in New Jersey for decades, and the most recent degree-attainment rates for the state continue to reflect such gaps (see bar graph at left). Closing these attainment gaps is clearly a challenge, but it is one that can and must be met

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



Source: U.S. Census Bureau, 2008 American Community Survey

Percentage of New Jersey adults (25-64) with a two- or four-year degree, by county:

Atlantic	32.4	Essex	39.3	Monmouth	50.4	Sussex	40.0
Bergen	55.1	Gloucester	37.9	Morris	58.3	Union	38.8
Burlington	44.6	Hudson	40.4	Ocean	36.9	Warren	40.1
Camden	36.3	Hunterdon	59.2	Passaic	31.5		
Cape May	38.4	Mercer	48.2	Salem	28.9		
Cumberland	19.7	Middlesex	48.2	Somerset	60.3		

Source: U.S. Census Bureau, 2008 American Community Survey

New Mexico

In New Mexico, 33 percent of the state's 1 million working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This compares to a national average of around 38 percent. Attainment rates in New Mexico are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If New Mexico continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 37.9 percent in 2025 — far short of the Big Goal of 60 percent.

However, this gap can be closed. The key is to begin increasing degree production, and to continue to increase it each year until 2025. By increasing production by 1,897 associate or bachelor's degrees each year between now and 2025 — an annual increase of 7 percent — New Mexico will reach the Big Goal.

One excellent place to begin looking for these additional graduates is in the ranks of New Mexico residents who have completed some college without earning a degree. In 2008, about 260,000 New Mexico residents fit into this category — representing nearly 26 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping New Mexico reach the goal of 60 percent higher education attainment.

Also, by looking at the geographic distribution of college graduates within the state (see chart on the following page), policymakers and other stakeholders can begin to work strategically and systematically to close achievement gaps. They can target counties and regions that show the greatest need and focus their efforts on those specific areas.

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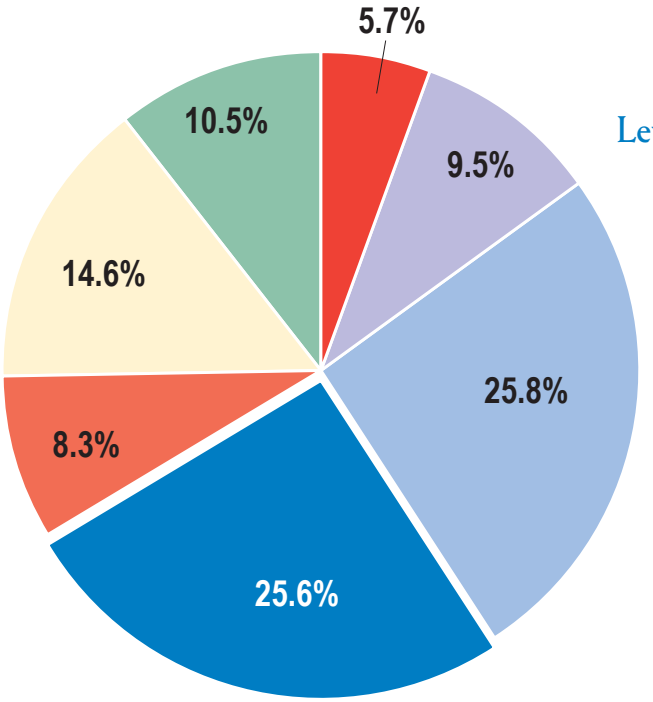


Levels of education for New Mexico residents, ages 25-64

Less than ninth grade	58,025	5.7%
Ninth to 12th grade, no diploma	96,547	9.5%
High school graduate (including equivalency)	262,400	25.8%
Some college, no degree	**259,765**	**25.6%**
Associate degree	84,764	8.3%
Bachelor's degree	148,077	14.6%
Graduate or professional degree	106,680	10.5%
TOTAL	1,016,258	100%

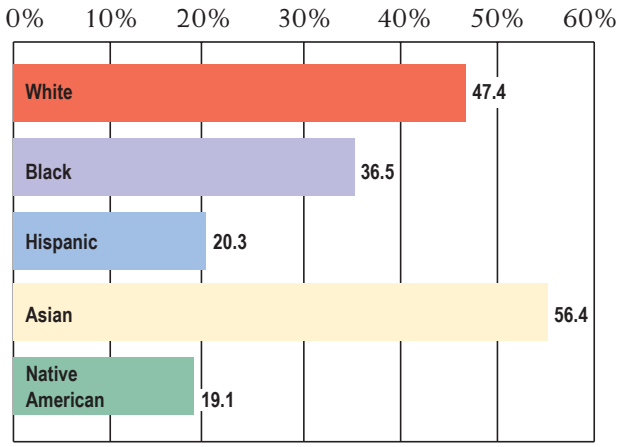
Source: U.S. Census Bureau, 2008 American Community Survey

58 percent of New Mexico's jobs will require postsecondary education by 2018. Between now and 2018, New Mexico will need to fill about 292,000 vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, 166,000 will require postsecondary credentials, while only about 125,000 are expected to be filled by high school graduates or dropouts.

It will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color.

Attainment gaps among racial and ethnic groups have persisted in New Mexico for decades, and the most recent degree-attainment rates for the state continue to reflect such gaps (see bar graph at left). Closing these attainment gaps is clearly a challenge, but it is one that can and must be met.

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



Source: U.S. Census Bureau, 2008 American Community Survey

Percentage of New Mexico adults (25-64) with a two- or four-year degree, by county:

Bernalillo	39.9	Eddy	23.6	McKinley	21.1	San Miguel	32.3
Chaves	24.1	Grant	34.8	Otero	29.2	Santa Fe	44.2
Cibola	21.0	Leay	20.9	Rio Arriba	25.5	Taos	32.9
Curry	27.7	Lincoln	33.0	Sandoval	38.0	Valencia	23.5
Dona Ana	32.1	Luna	14.0	San Juan	25.3	Other counties	34.4*

*This percentage is an average for the 14 New Mexico counties with fewer than 20,000 residents.

Source: U.S. Census Bureau, 2008 American Community Survey

New York

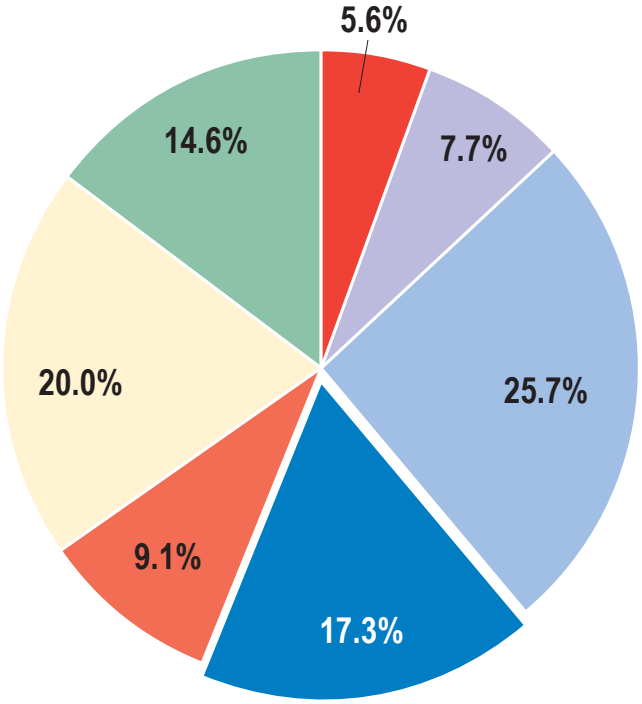
In New York, about 44 percent of the state's nearly 10.5 million working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This compares to a national average of around 38 percent. Attainment rates in New York are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If New York continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 55 percent in 2025 — still short of the Big Goal of 60 percent.

However, this gap can be closed. The key is to begin increasing degree production, and to continue to increase it each year until 2025. By increasing production by 11,797 associate or bachelor's degrees each year between now and 2025 — an annual increase of 4.4 percent — New York will reach the Big Goal.

One excellent place to begin looking for these additional graduates is in the ranks of New York residents who have completed some college without earning a degree. In 2008, 1.8 million New York residents fit into this category — representing more than 17 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping New York reach the goal of 60 percent higher education attainment.

Also, by looking at the geographic distribution of college graduates within the state (see chart on the following page), policymakers and other stakeholders can begin to work strategically and systematically to close achievement gaps. They can target counties and regions that show the greatest need and focus their efforts on those specific areas.

How do we know that New York's economy will demand more college graduates? A recent analysis by the Georgetown University Center on Education and the Workforce provides the answer. According to the center's analysis of occupation data and workforce trends,



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

Less than ninth grade	585,119	5.6%
Ninth to 12th grade, no diploma	801,356	7.7%
High school graduate (including equivalency)	2,688,539	25.7%
Some college, no degree	**1,813,303**	**17.3%**
Associate degree	954,385	9.1%
Bachelor's degree	2,093,876	20.0%
Graduate or professional degree	1,530,980	14.6%
TOTAL	10,467,558	100%

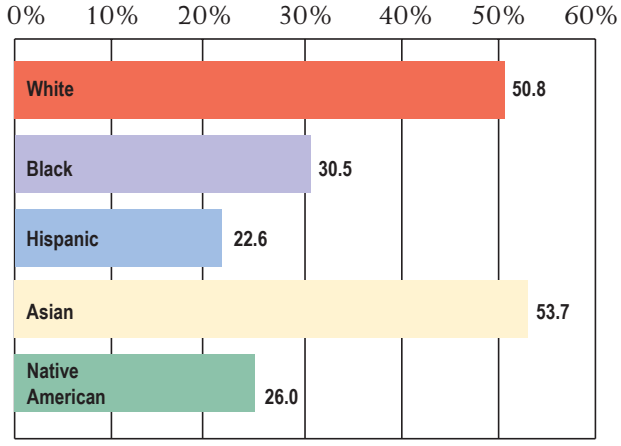
Source: U.S. Census Bureau, 2008 American Community Survey

63 percent of New York's jobs will require postsecondary education by 2018. Between now and 2018, New York will need to fill about 2.8 million vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, 1.8 million will require postsecondary credentials, while only 1 million are expected to be filled by high school graduates or dropouts.

It will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color.

Attainment gaps among racial and ethnic groups have persisted in New York for decades, and the most recent degree-attainment rates for the state continue to reflect such gaps (see bar graph at left). Closing these attainment gaps is clearly a challenge, but it is one that can and must be met.

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



Source: U.S. Census Bureau, 2008 American Community Survey

Percentage of New York adults (25-64) with a two- or four-year degree, by county:

Albany	52.7	Essex	36.8	Niagara	36.5	Schenectady	45.9
Allegany	34.3	Franklin	30.0	Oneida	35.0	Schoharie	34.6
Bronx	25.9	Fulton	27.5	Onondaga	47.6	Seneca	32.9
Broome	42.3	Genesee	34.5	Ontario	46.8	Steuben	36.0
Cattaraugus	31.6	Greene	31.5	Orange	38.7	Suffolk	43.6
Cayuga	32.5	Herkimer	36.3	Orleans	25.4	Sullivan	33.3
Chautauqua	33.4	Jefferson	32.1	Oswego	28.1	Tioga	37.3
Chemung	34.9	Kings	37.4	Otsego	39.0	Tompkins	63.4
Chenango	30.4	Lewis	26.6	Putnam	48.5	Ulster	41.9
Clinton	34.4	Livingston	37.6	Queens	38.7	Warren	40.1
Columbia	43.8	Madison	37.8	Rensselaer	42.4	Washington	29.8
Cortland	38.7	Monroe	48.6	Richmond	38.6	Wayne	35.4
Delaware	31.1	Montgomery	30.6	Rockland	52.6	Westchester	54.9
Dutchess	45.1	Nassau	53.1	St. Lawrence	33.1	Wyoming	28.1
Erie	44.2	New York	64.4	Saratoga	48.9	Yates	32.0
						Other counties	33.4*

*This percentage is an average for Hamilton and Schuyler counties, each of which has fewer than 20,000 residents.

Source: U.S. Census Bureau, 2008 American Community Survey

North Carolina

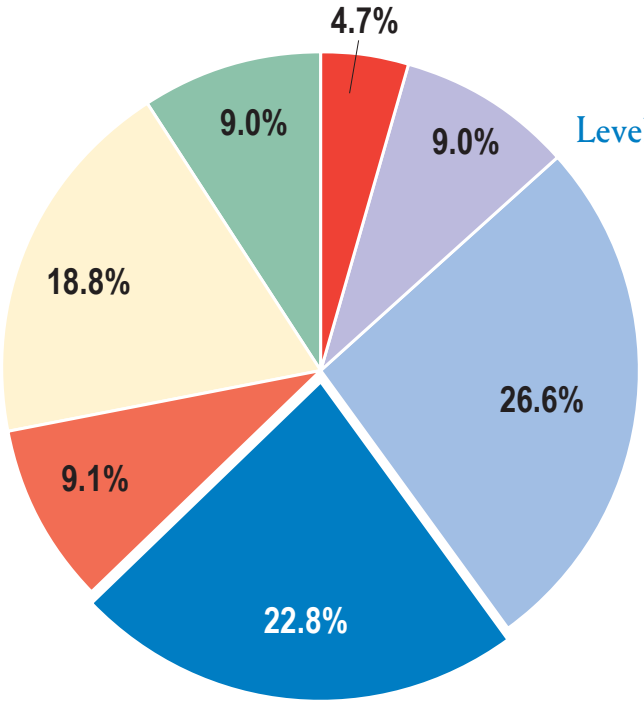
In North Carolina, about 37 percent of the state's nearly 5 million working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This compares to a national average of around 38 percent. Attainment rates in North Carolina are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If North Carolina continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 47.5 percent in 2025 — far short of the Big Goal of 60 percent.

However, this gap can be closed. The key is to begin increasing degree production, and to continue to increase it each year until 2025. By increasing production by 9,440 associate or bachelor's degrees each year between now and 2025 — an annual increase of 7.1 percent — North Carolina will reach the Big Goal.

One excellent place to begin looking for these additional graduates is in the ranks of North Carolina residents who have completed some college without earning a degree. In 2008, 1.1 million North Carolina residents fit into this category — representing nearly 23 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping North Carolina reach the goal of 60 percent higher education attainment.

Also, by looking at the geographic distribution of college graduates within the state (see chart on the following page), policymakers and other stakeholders can begin to work strategically and systematically to close achievement gaps. They can target counties and regions that show the greatest need and focus their efforts on those specific areas.

How do we know that North Carolina's economy will demand more college graduates? A recent analysis by the Georgetown University Center on Education and the Workforce provides the answer. According to the center's analysis of occupation data and workforce trends,



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

Less than ninth grade	232,218	4.7%
Ninth to 12th grade, no diploma	443,628	9.0%
High school graduate (including equivalency)	1,315,307	26.6%
Some college, no degree	**1,131,559**	**22.8%**
Associate degree	452,050	9.1%
Bachelor's degree	931,915	18.8%
Graduate or professional degree	445,529	9.0%
TOTAL	4,952,206	100%

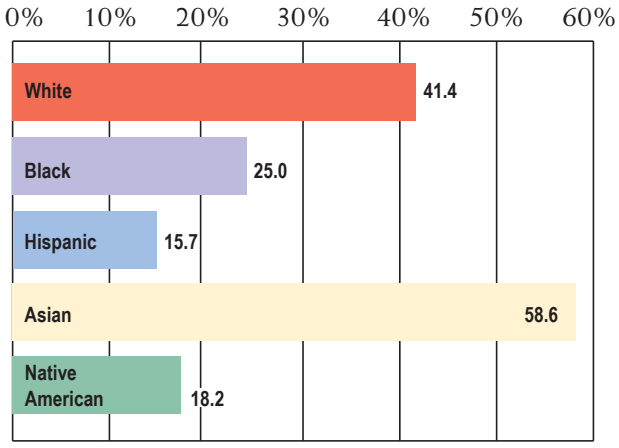
Source: U.S. Census Bureau, 2008 American Community Survey

59 percent of North Carolina's jobs will require postsecondary education by 2018. Between now and 2018, North Carolina will need to fill about 1.4 million vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, 833,000 will require postsecondary credentials, while only about 585,000 are expected to be filled by high school graduates or dropouts.

It will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color.

Attainment gaps among racial and ethnic groups have persisted in North Carolina for decades, and the most recent degree-attainment rates for the state continue to reflect such gaps (see bar graph at left). Closing these attainment gaps is clearly a challenge, but it is one that can and must be met.

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



Source: U.S. Census Bureau, 2008 American Community Survey

Percentage of North Carolina adults (25-64) with a two- or four-year degree, by county:

Alamance	30.2	Columbus	24.4	Harnett	28.2	Moore	38.6	Scotland	25.3
Alexander	22.2	Craven	32.3	Haywood	32.9	Nash	29.9	Stanly	27.4
Anson	15.0	Cumberland	33.8	Henderson	38.5	New Hanover	48.1	Stokes	18.2
Ashe	22.6	Currituck	25.0	Hertford	25.5	Northampton	22.2	Surry	24.5
Beaufort	29.3	Dare	38.5	Hoke	25.9	Onslow	28.8	Transylvania	35.2
Bladen	21.8	Davidson	26.7	Iredell	32.7	Orange	63.4	Union	36.6
Brunswick	28.8	Davie	32.7	Jackson	36.3	Pasquotank	28.7	Vance	19.4
Buncombe	41.9	Duplin	19.0	Johnston	30.0	Pender	26.3	Wake	57.3
Burke	26.1	Durham	51.4	Lee	27.6	Person	25.0	Watauga	45.2
Cabarrus	36.1	Edgecombe	18.8	Lenoir	23.6	Pitt	41.2	Wayne	26.8
Caldwell	22.3	Forsyth	41.4	Lincoln	26.0	Randolph	21.1	Wilkes	21.8
Carteret	34.6	Franklin	24.3	McDowell	26.4	Richmond	23.6	Wilson	27.5
Caswell	19.0	Gaston	28.7	Macon	31.3	Robeson	19.4	Yadkin	22.7
Catawba	29.4	Granville	26.0	Madison	28.0	Rockingham	21.4	Other counties	24.8*
Chatham	41.4	Greene	18.0	Martin	23.9	Rowan	25.9		
Cherokee	27.6	Guilford	41.2	Mecklenburg	50.6	Rutherford	27.1		
Cleveland	24.8	Halifax	21.8	Montgomery	22.7	Sampson	20.0		

*This percentage is an average for the 19 North Carolina counties with fewer than 20,000 residents.

Source: U.S. Census Bureau, 2008 American Community Survey

North Dakota

In North Dakota, 45 percent of the state's nearly 325,000 working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This compares to a national average of around 38 percent.

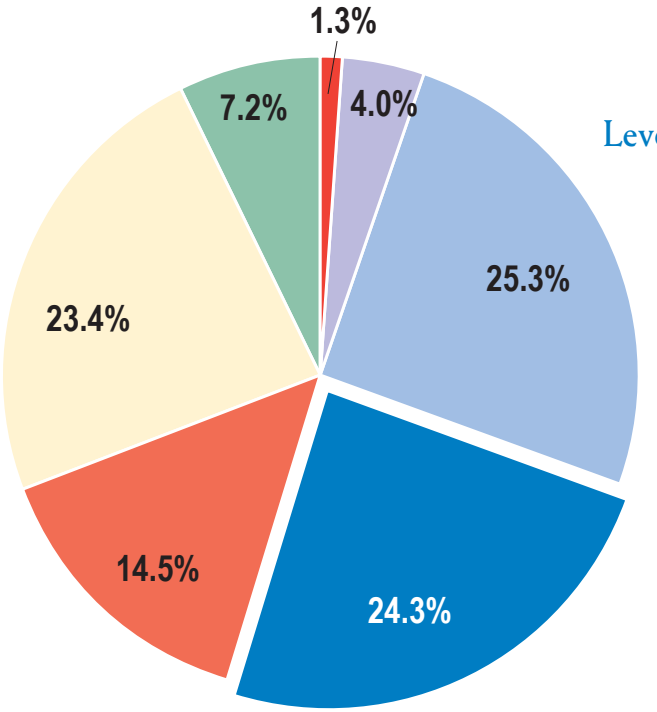
Attainment rates in North Dakota are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If North Dakota continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 62 percent in 2025 — which will exceed the Big Goal of 60 percent.

However, given the economic realities facing North Dakota, Lumina believes it essential not merely to maintain the current rate of degree production, but to increase it. In a competitive environment, North Dakota's economy increasingly depends on the skills and knowledge of its residents. There is no surer way to build a prosperous future for the state than to increase the number of residents who are college graduates.

One excellent place to begin looking for additional graduates is in the ranks of North Dakota residents who have completed some college without earning a degree. In 2008, 79,000 North Dakota residents fit into this category — representing more than 24 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping North Dakota reach the goal of 60 percent higher education attainment.

Also, by looking at the geographic distribution of college graduates within the state (see chart on the following page), policymakers and other stakeholders can begin to work strategically and systematically to close achievement gaps. They can target counties and regions that show the greatest need and focus their efforts on those specific areas.

How do we know that North Dakota's economy will demand more college graduates? A recent analysis by the Georgetown University Center on Education and the Workforce provides the answer. According to the



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

Less than ninth grade	4,193	1.3%
Ninth to 12th grade, no diploma	12,987	4.0%
High school graduate (including equivalency)	82,141	25.3%
Some college, no degree	**79,040**	**24.3%**
Associate degree	47,255	14.5%
Bachelor's degree	76,176	23.4%
Graduate or professional degree	23,397	7.2%
TOTAL	325,189	100%

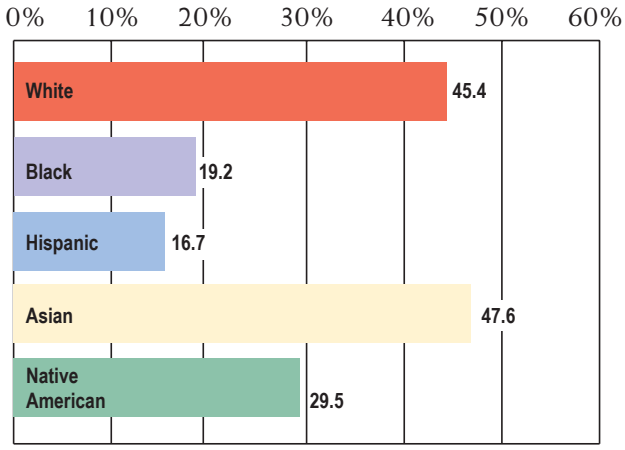
Source: U.S. Census Bureau, 2008 American Community Survey

center's analysis of occupation data and workforce trends, 70 percent of North Dakota's jobs will require postsecondary education by 2018. Between now and 2018, North Dakota will need to fill about 120,000 vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, 80,000 will require postsecondary credentials, while only 40,000 are expected to be filled by high school graduates or dropouts.

It will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color.

Attainment gaps among racial and ethnic groups have persisted in North Dakota for decades, and the most recent degree-attainment rates for the state continue to reflect such gaps (see bar graph at left). Closing these attainment gaps is clearly a challenge, but it is one that can and must be met.

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



Source: U.S. Census Bureau, 2008 American Community Survey

Percentage of North Dakota adults (25-64) with a two- or four-year degree, by county:

Burleigh	51.1	Grand Forks	49.8	Stark	39.4	Ward	42.2
Cass	52.4	Morton	36.8	Stutsman	35.3	Other counties	37.4*

*This percentage is an average for the 46 North Dakota counties with fewer than 20,000 residents.

Source: U.S. Census Bureau, 2008 American Community Survey

Ohio

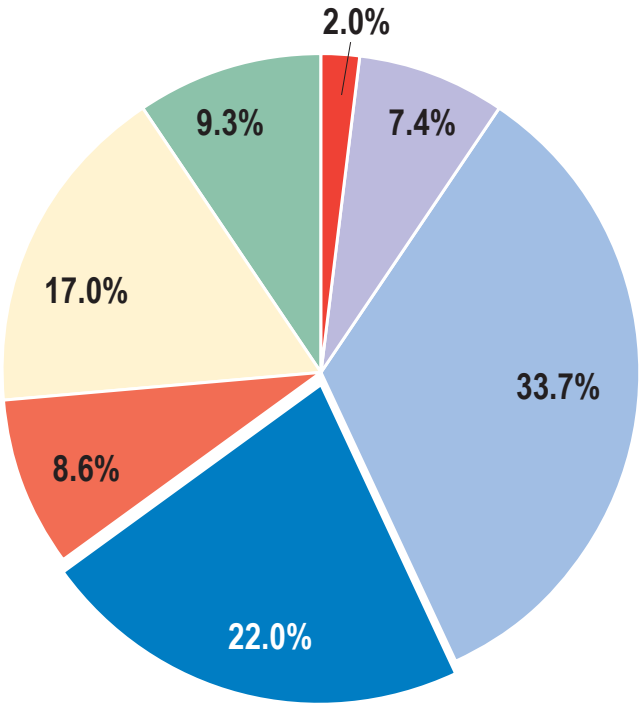
In Ohio, nearly 35 percent of the state's 1.4 million working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This compares to a national average of around 38 percent. Attainment rates in Ohio are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If Ohio continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 44.5 percent in 2025 — far short of the Big Goal of 60 percent.

However, this gap can be closed. The key is to begin increasing degree production, and to continue to increase it each year until 2025. By increasing production by 10,611 associate or bachelor's degrees each year between now and 2025 — an annual increase of 6.4 percent — Ohio will reach the Big Goal.

One excellent place to begin looking for these additional graduates is in the ranks of Ohio residents who have completed some college without earning a degree. In 2008, more than 1.3 million Ohio residents fit into this category — representing 22 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping Ohio reach the goal of 60 percent higher education attainment.

Also, by looking at the geographic distribution of college graduates within the state (see chart on the following page), policymakers and other stakeholders can begin to work strategically and systematically to close achievement gaps. They can target counties and regions that show the greatest need and focus their efforts on those specific areas.

How do we know that Ohio's economy will demand more college graduates? A recent analysis by the Georgetown University Center on Education and the Workforce provides the answer. According to the center's analysis of occupation data and workforce trends, 57 percent of Ohio's jobs will require postsecondary education by 2018.



Levels of education for Ohio residents, ages 25-64

Less than ninth grade	125,101	2.0%
Ninth to 12th grade, no diploma	452,160	7.4%
High school graduate (including equivalency)	2,052,525	33.7%
Some college, no degree	**1,338,548**	**22.0%**
Associate degree	522,700	8.6%
Bachelor's degree	1,033,340	17.0%
Graduate or professional degree	568,282	9.3%
TOTAL	6,092,656	100%

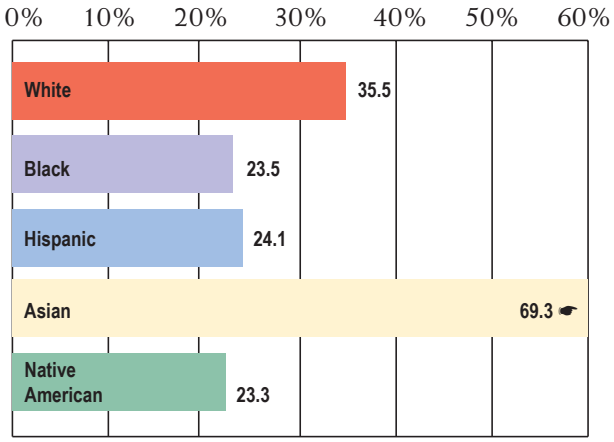
Source: U.S. Census Bureau, 2008 American Community Survey

Between now and 2018, Ohio will need to fill more than 1.7 million vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, 967,000 will require postsecondary credentials, while only 742,000 are expected to be filled by high school graduates or dropouts.

It will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color.

Attainment gaps among racial and ethnic groups have persisted in Ohio for decades, and the most recent degree-attainment rates for the state continue to reflect such gaps (see bar graph at left). Closing these attainment gaps is clearly a challenge, but it is one that can and must be met.

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



Source: U.S. Census Bureau, 2008 American Community Survey

Percentage of Ohio adults (25-64) with a two- or four-year degree, by county:

Adams	18.3	Cuyahoga	38.5	Highland	17.8	Meigs	20.5	Seneca	26.6
Allen	27.7	Darke	21.2	Hocking	22.3	Mercer	26.6	Shelby	24.9
Ashland	27.0	Defiance	24.8	Holmes	14.7	Miami	31.1	Stark	30.2
Ashtabula	21.7	Delaware	60.0	Huron	20.0	Montgomery	35.8	Summit	40.6
Athens	36.8	Erie	31.7	Jackson	21.0	Morrow	22.4	Trumbull	24.9
Auglaize	28.8	Fairfield	33.7	Jefferson	27.4	Muskingum	23.6	Tuscarawas	22.0
Belmont	26.9	Fayette	20.8	Knox	24.5	Ottawa	32.3	Union	34.1
Brown	18.8	Franklin	44.2	Lake	36.8	Perry	17.6	Van Wert	24.2
Butler	35.5	Fulton	24.3	Lawrence	22.7	Pickaway	20.5	Warren	46.1
Carroll	19.4	Gallia	25.0	Licking	31.4	Pike	18.6	Washington	26.4
Champaign	19.7	Geauga	43.2	Logan	21.8	Portage	32.3	Wayne	26.8
Clark	27.9	Greene	46.8	Lorain	31.1	Preble	19.2	Williams	24.0
Clermont	35.0	Guernsey	21.0	Lucas	34.4	Putnam	33.4	Wood	43.9
Clinton	23.4	Hamilton	42.3	Madison	25.2	Richland	24.5	Wyandot	24.0
Columbiana	23.3	Hancock	35.3	Mahoning	31.7	Ross	20.9	Other counties	18.2*
Coshocton	19.3	Hardin	21.6	Marion	19.6	Sandusky	25.7		
Crawford	20.8	Henry	21.5	Medina	39.9	Scioto	21.1		

***This percentage is an average for the six Ohio counties with fewer than 20,000 residents.**

Source: U.S. Census Bureau, 2008 American Community Survey

Oklahoma

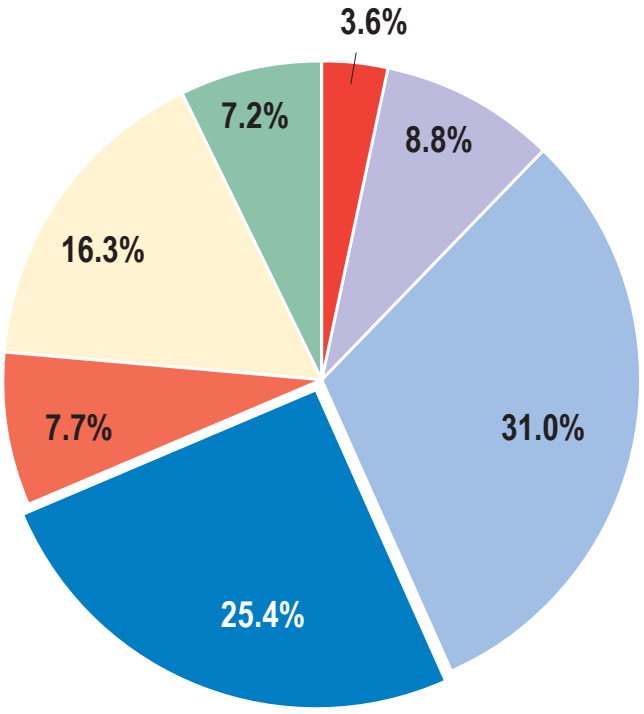
In Oklahoma, 31 percent of the state's nearly 1.9 million working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This compares to a national average of around 38 percent. Attainment rates in Oklahoma are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If Oklahoma continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 37.8 percent in 2025 — far short of the Big Goal of 60 percent.

However, this gap can be closed. The key is to begin increasing degree production, and to continue to increase it each year until 2025. By increasing production by 3,801 associate or bachelor's degrees each year between now and 2025 — an annual increase of 6.6 percent — Oklahoma will reach the Big Goal.

One excellent place to begin looking for these additional graduates is in the ranks of Oklahoma residents who have completed some college without earning a degree. In 2008, nearly 480,000 Oklahoma residents fit into this category — representing more than 25 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping Oklahoma reach the goal of 60 percent higher education attainment.

Also, by looking at the geographic distribution of college graduates within the state (see chart on the following page), policymakers and other stakeholders can begin to work strategically and systematically to close achievement gaps. They can target counties and regions that show the greatest need and focus their efforts on those specific areas.

How do we know that Oklahoma's economy will demand more college graduates? A recent analysis by the Georgetown University Center on Education and the Workforce provides the answer. According to the center's analysis of occupation data and workforce trends,



Levels of education for Oklahoma residents, ages 25-64

Less than ninth grade	67,824	3.6%
Ninth to 12th grade, no diploma	162,057	8.8%
High school graduate (including equivalency)	578,521	31.0%
Some college, no degree	**474,747**	**25.4%**
Associate degree	144,624	7.7%
Bachelor's degree	305,157	16.3%
Graduate or professional degree	135,147	7.2%
TOTAL	1,868,077	100%

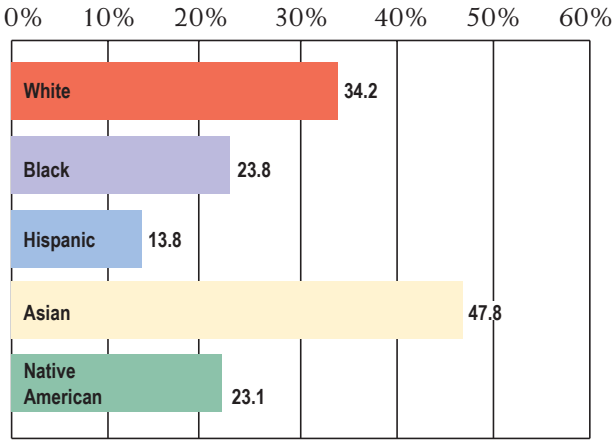
Source: U.S. Census Bureau, 2008 American Community Survey

57 percent of Oklahoma's jobs will require postsecondary education by 2018. Between now and 2018, Oklahoma will need to fill about 541,000 vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, 308,000 will require postsecondary credentials, while only 233,000 are expected to be filled by high school graduates or dropouts.

It will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color.

Attainment gaps among racial and ethnic groups have persisted in Oklahoma for decades, and the most recent degree-attainment rates for the state continue to reflect such gaps (see bar graph at left). Closing these attainment gaps is clearly a challenge, but it is one that can and must be met.

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



Source: U.S. Census Bureau, 2008 American Community Survey

Percentage of Oklahoma adults (25-64) with a two- or four-year degree, by county:

Adair	15.5	Custer	30.7	McClain	26.1	Pontotoc	31.1
Beckham	27.2	Delaware	18.4	McCurtain	17.7	Pottawatomie	24.3
Bryan	29.6	Garfield	31.5	Mayes	18.6	Rogers	32.5
Caddo	19.4	Garvin	20.7	Muskogee	27.3	Seminole	22.0
Canadian	35.0	Grady	26.7	Oklahoma	35.5	Sequoyah	21.3
Carter	23.6	Jackson	28.9	Okmulgee	26.0	Stephens	22.0
Cherokee	27.6	Kay	30.3	Osage	28.9	Texas	18.9
Cleveland	40.4	Le Flore	21.4	Ottawa	27.1	Tulsa	39.3
Comanche	29.2	Lincoln	20.2	Payne	40.1	Wagoner	30.7
Creek	23.5	Logan	26.8	Pittsburg	26.3	Washington	34.5
						Other counties	23.3*

***This percentage is an average for the 37 Oklahoma counties with fewer than 20,000 residents.**

Source: U.S. Census Bureau, 2008 American Community Survey

Oregon

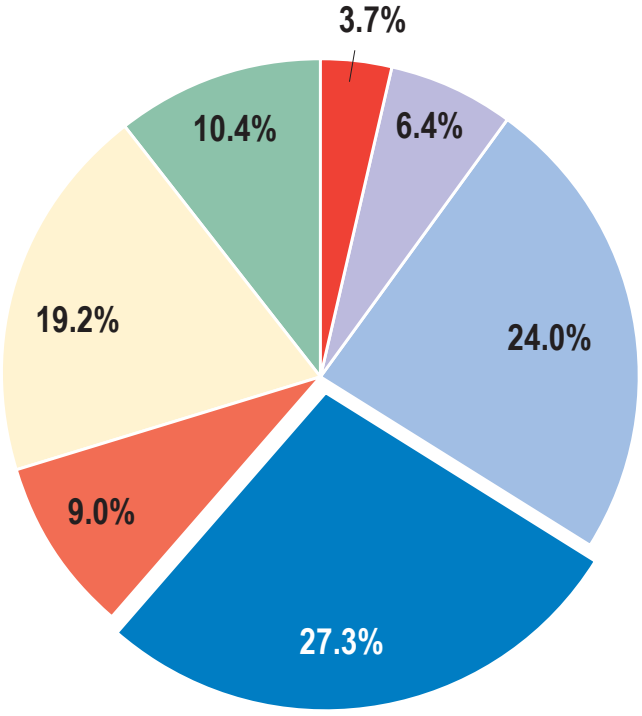
In Oregon, about 39 percent of the state's nearly 2.1 million working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This compares to a national average of around 38 percent. Attainment rates in Oregon are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If Oregon continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 47 percent in 2025 — far short of the Big Goal of 60 percent.

However, this gap can be closed. The key is to begin increasing degree production, and to continue to increase it each year until 2025. By increasing production by 3,626 associate or bachelor's degrees each year between now and 2025 — an annual increase of 6.8 percent — Oregon will reach the Big Goal.

One excellent place to begin looking for these additional graduates is in the ranks of Oregon residents who have completed some college without earning a degree. In 2008, nearly 570,000 Oregon residents fit into this category — representing more than 27 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping Oregon reach the goal of 60 percent higher education attainment.

Also, by looking at the geographic distribution of college graduates within the state (see chart on the following page), policymakers and other stakeholders can begin to work strategically and systematically to close achievement gaps. They can target counties and regions that show the greatest need and focus their efforts on those specific areas.

How do we know that Oregon's economy will demand more college graduates? A recent analysis by the Georgetown University Center on Education and the Workforce provides the answer. According to the center's analysis of occupation data and workforce trends, 64 percent of Oregon's jobs will require postsecondary



Levels of education for Oregon residents, ages 25-64

Less than ninth grade	77,613	3.7%
Ninth to 12th grade, no diploma	133,186	6.4%
High school graduate (including equivalency)	498,480	24.0%
Some college, no degree	**566,363**	**27.3%**
Associate degree	186,517	9.0%
Bachelor's degree	399,127	19.2%
Graduate or professional degree	215,081	10.4%
TOTAL	2,076,367	100%

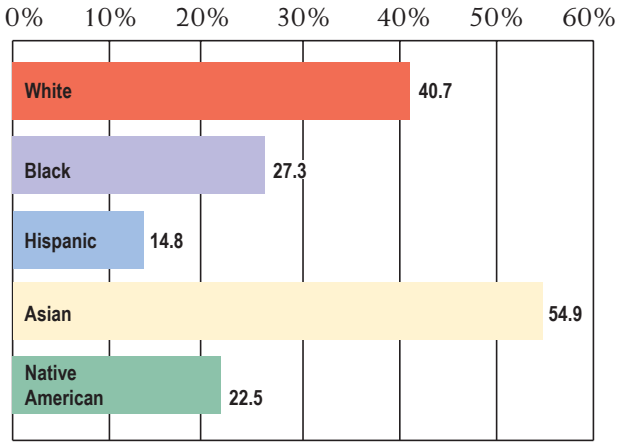
Source: U.S. Census Bureau, 2008 American Community Survey

education by 2018. Between now and 2018, Oregon will need to fill about 591,000 vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, 377,000 will require postsecondary credentials, while only 214,000 are expected to be filled by high school graduates or dropouts.

It will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color.

Attainment gaps among racial and ethnic groups have persisted in Oregon for decades, and the most recent degree-attainment rates for the state continue to reflect such gaps (see bar graph at left). Closing these attainment gaps is clearly a challenge, but it is one that can and must be met.

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



Source: U.S. Census Bureau, 2008 American Community Survey

Percentage of Oregon adults (25-64) with a two- or four-year degree, by county:

Benton	58.8	Deschutes	39.2	Lane	38.7	Tillamook	21.6
Clackamas	40.7	Douglas	24.4	Lincoln	29.7	Umatilla	26.3
Clatsop	30.5	Hood River	36.3	Linn	25.1	Union	33.0
Columbia	28.0	Jackson	32.5	Malheur	22.7	Wasco	34.1
Coos	26.4	Jefferson	24.9	Marion	31.2	Washington	48.0
Crook	24.3	Josephine	28.4	Multnomah	45.7	Yamhill	30.3
Curry	24.0	Klamath	30.1	Polk	37.3	Other counties	27.5*

*This percentage is an average for the nine Oregon counties with fewer than 20,000 residents.

Source: U.S. Census Bureau, 2008 American Community Survey

Pennsylvania

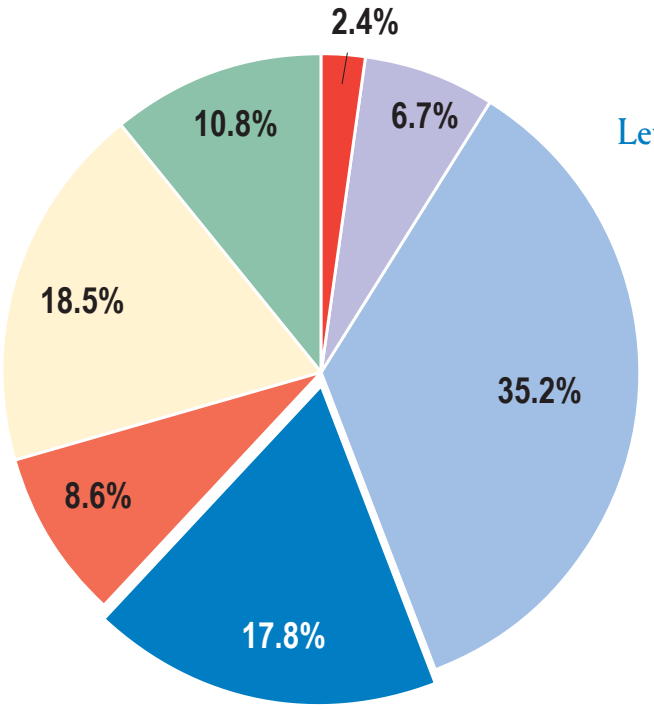
In Pennsylvania, about 38 percent of the state's nearly 6.6 million working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This essentially matches the national average. Attainment rates in Pennsylvania are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If Pennsylvania continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 49 percent in 2025 — far short of the Big Goal of 60 percent.

However, this gap can be closed. The key is to begin increasing degree production, and to continue to increase it each year until 2025. By increasing production by 10,252 associate or bachelor's degrees each year between now and 2025 — an annual increase of 5.5 percent — Pennsylvania will reach the Big Goal.

One excellent place to begin looking for these additional graduates is in the ranks of Pennsylvania residents who have completed some college without earning a degree. In 2008, close to 1.2 million Pennsylvania residents fit into this category — representing nearly 18 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping Pennsylvania reach the goal of 60 percent higher education attainment.

Also, by looking at the geographic distribution of college graduates within the state (see chart on the following page), policymakers and other stakeholders can begin to work strategically and systematically to close achievement gaps. They can target counties and regions that show the greatest need and focus their efforts on those specific areas.

How do we know that Pennsylvania's economy will demand more college graduates? A recent analysis by the Georgetown University Center on Education and the Workforce provides the answer. According to the center's analysis of occupation data and workforce trends,



Levels of education for Pennsylvania residents, ages 25-64

Less than ninth grade	156,208	2.4%
Ninth to 12th grade, no diploma	438,361	6.7%
High school graduate (including equivalency)	2,315,521	35.2%
Some college, no degree	**1,166,236**	**17.8%**
Associate degree	568,691	8.6%
Bachelor's degree	1,214,759	18.5%
Graduate or professional degree	707,356	10.5%
TOTAL	6,567,132	100%

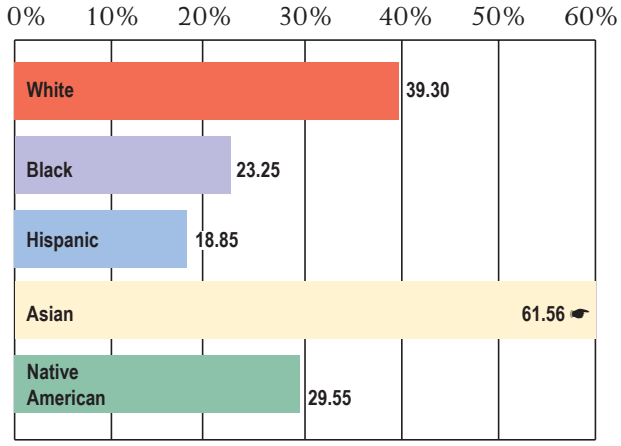
Source: U.S. Census Bureau, 2008 American Community Survey

57 percent of Pennsylvania's jobs will require postsecondary education by 2018. Between now and 2018, Pennsylvania will need to fill about 1.8 million vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, 1 million will require postsecondary credentials, while only 815,000 are expected to be filled by high school graduates or dropouts.

It will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color.

Attainment gaps among racial and ethnic groups have persisted in Pennsylvania for decades, and the most recent degree-attainment rates for the state continue to reflect such gaps (see bar graph at left). Closing these attainment gaps is clearly a challenge, but it is one that can and must be met.

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



Source: U.S. Census Bureau, 2008 American Community Survey

Percentage of Pennsylvania adults (25-64) with a two- or four-year degree, by county:

Adams	27.8	Clinton	28.6	Lancaster	31.5	Schuylkill	26.1
Allegheny	48.7	Columbia	27.3	Lawrence	31.3	Snyder	26.0
Armstrong	26.0	Crawford	25.5	Lebanon	26.8	Somerset	25.1
Beaver	33.5	Cumberland	43.1	Lehigh	39.7	Susquehanna	26.2
Bedford	23.6	Dauphin	37.6	Luzerne	33.1	Tioga	30.3
Berks	32.3	Delaware	45.9	Lycoming	33.1	Union	30.2
Blair	29.8	Elk	30.4	McKean	26.1	Venango	26.8
Bradford	24.7	Erie	33.3	Mercer	28.5	Warren	27.0
Bucks	46.1	Fayette	24.4	Mifflin	19.3	Washington	41.0
Butler	44.3	Franklin	26.5	Monroe	32.9	Wayne	29.7
Cambria	30.6	Greene	26.7	Montgomery	54.6	Westmoreland	39.7
Carbon	25.1	Huntingdon	23.3	Northampton	39.0	Wyoming	26.8
Centre	51.4	Indiana	30.4	Northumberland	23.7	York	32.7
Chester	57.4	Jefferson	22.1	Perry	22.3	Other counties	25.3*
Clarion	26.2	Juniata	19.6	Philadelphia	29.7		
Clearfield	23.2	Lackawanna	36.7	Pike	32.4		

***This percentage is an average for the six Pennsylvania counties with fewer than 20,000 residents.**

Source: U.S. Census Bureau, 2008 American Community Survey

Rhode Island

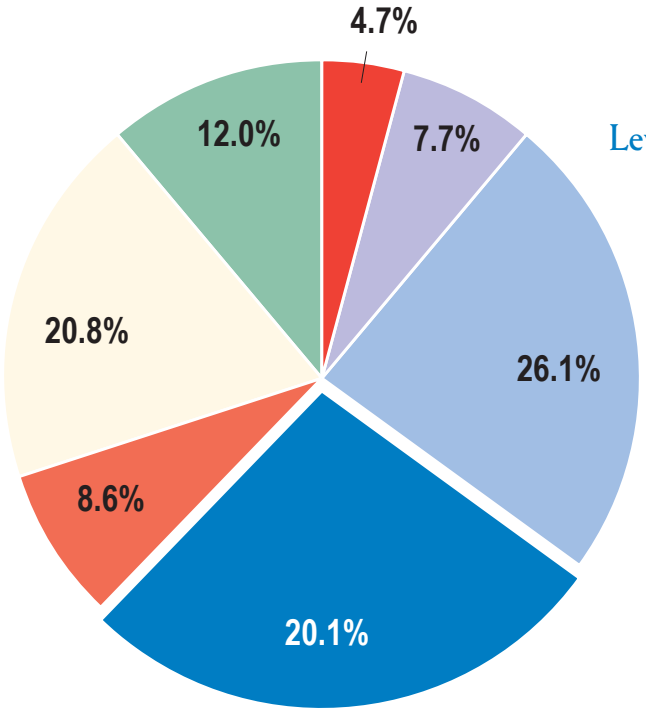
In Rhode Island, 41 percent of the state's nearly 560,000 working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This compares to a national average of around 38 percent. Attainment rates in Rhode Island are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If Rhode Island continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 50 percent in 2025 — still short of the Big Goal of 60 percent.

However, this gap can be closed. The key is to begin increasing degree production, and to continue to increase it each year until 2025. By increasing production by 789 associate or bachelor's degrees each year between now and 2025 — an annual increase of 4 percent — Rhode Island will reach the Big Goal.

One excellent place to begin looking for these additional graduates is in the ranks of Rhode Island residents who have completed some college without earning a degree. In 2008, 112,000 Rhode Island residents fit into this category — representing more than 20 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping Rhode Island reach the goal of 60 percent higher education attainment.

Also, by looking at the geographic distribution of college graduates within the state (see chart on the following page), policymakers and other stakeholders can begin to work strategically and systematically to close achievement gaps. They can target counties and regions that show the greatest need and focus their efforts on those specific areas.

How do we know that Rhode Island's economy will demand more college graduates? A recent analysis by the Georgetown University Center on Education and the Workforce provides the answer. According to the center's analysis of occupation data and workforce trends,



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

Less than ninth grade	26,319	4.7%
Ninth to 12th grade, no diploma	42,982	7.7%
High school graduate (including equivalency)	146,110	26.1%
Some college, no degree	**112,296**	**20.1%**
Associate degree	48,346	8.6%
Bachelor's degree	116,065	20.8%
Graduate or professional degree	67,042	12.0%
TOTAL	559,160	100%

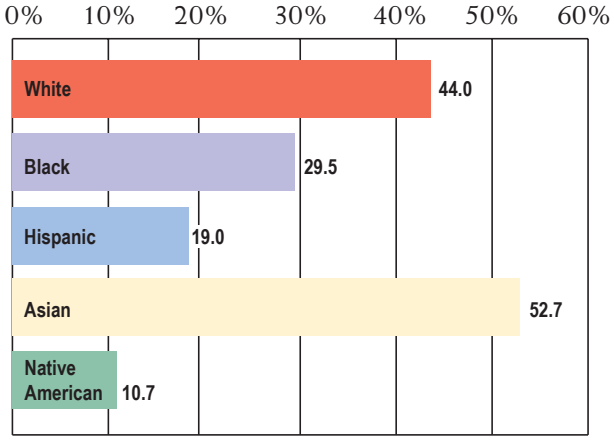
Source: U.S. Census Bureau, 2008 American Community Survey

61 percent of Rhode Island's jobs will require postsecondary education by 2018. Between now and 2018, Rhode Island will need to fill about 153,000 vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, 93,000 will require postsecondary credentials, while only 60,000 are expected to be filled by high school graduates or dropouts.

It will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color.

Attainment gaps among racial and ethnic groups have persisted in Rhode Island for decades, and the most recent degree-attainment rates for the state continue to reflect such gaps (see bar graph at left). Closing these attainment gaps is clearly a challenge, but it is one that can and must be met.

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



Source: U.S. Census Bureau, 2008 American Community Survey

Percentage of Rhode Island adults (25-64) with a two- or four-year degree, by county:

Bristol	53.5	Newport	52.8	Washington	51.5
Kent	42.0	Providence	36.0		

Source: U.S. Census Bureau, 2008 American Community Survey

South Carolina

In South Carolina, 34 percent of the state's nearly 2.4 million working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This compares to a national average of around 38 percent. Attainment rates in South Carolina are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If South Carolina continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 45.6 percent in 2025 — far short of the Big Goal of 60 percent.

However, this gap can be closed. The key is to begin increasing degree production, and to continue to increase it each year until 2025. By increasing production by 4,553 associate or bachelor's degrees each year between now and 2025 — an annual increase of 7.3 percent — South Carolina will reach the Big Goal.

One excellent place to begin looking for these additional graduates is in the ranks of South Carolina residents who have completed some college without earning a degree. In 2008, nearly 500,000 South Carolina residents fit into this category — representing 21 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping South Carolina reach the goal of 60 percent higher education attainment.

Also, by looking at the geographic distribution of college graduates within the state (see chart on the following page), policymakers and other stakeholders can begin to work strategically and systematically to close achievement gaps. They can target counties and regions that show the greatest need and focus their efforts on those specific areas.

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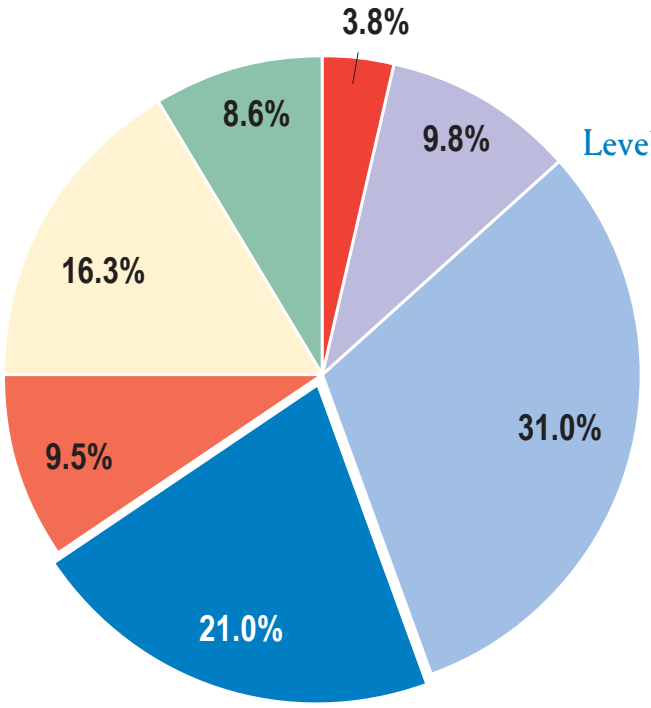


Levels of education for South Carolina residents, ages 25-64

Less than ninth grade	90,558	3.8%
Ninth to 12th grade, no diploma	233,432	9.8%
High school graduate (including equivalency)	730,390	31.0%
Some college, no degree	**496,677**	**21.0%**
Associate degree	225,180	9.5%
Bachelor's degree	384,859	16.3%
Graduate or professional degree	204,649	8.6%
TOTAL	2,365,755	100%

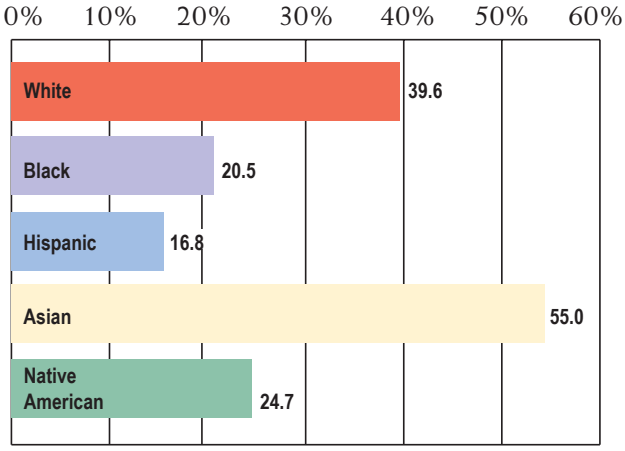
Source: U.S. Census Bureau, 2008 American Community Survey

56 percent of South Carolina's jobs will require postsecondary education by 2018. Between now and 2018, South Carolina will need to fill about 630,000 vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, 349,000 will require postsecondary credentials, while only 281,000 are expected to be filled by high school graduates or dropouts.

It will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color.

Attainment gaps among racial and ethnic groups have persisted in South Carolina for decades, and the most recent degree-attainment rates for the state continue to reflect such gaps (see bar graph at left). Closing these attainment gaps is clearly a challenge, but it is one that can and must be met.

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



Source: U.S. Census Bureau, 2008 American Community Survey

Percentage of South Carolina adults (25-64) with a two- or four-year degree, by county:

Abbeville	28.4	Colleton	18.7	Horry	32.3	Pickens	31.9
Aiken	31.9	Darlington	24.8	Jasper	11.8	Richland	46.8
Anderson	29.2	Dillon	18.4	Kershaw	30.7	Spartanburg	31.5
Barnwell	23.3	Dorchester	35.0	Lancaster	23.4	Sumter	29.4
Beaufort	42.4	Edgefield	25.0	Laurens	24.4	Union	23.2
Berkeley	28.3	Fairfield	21.0	Lexington	38.1	Williamsburg	16.0
Charleston	46.5	Florence	31.4	Marion	21.8	York	36.9
Cherokee	19.0	Georgetown	31.0	Marlboro	13.9	Other counties	22.2*
Chester	21.5	Greenville	39.3	Newberry	27.0		
Chesterfield	20.6	Greenwood	34.1	Oconee	31.1		
Clarendon	20.3	Hampton	17.5	Orangeburg	24.2		

***This percentage is an average for the six South Carolina counties with fewer than 20,000 residents.**

Source: U.S. Census Bureau, 2008 American Community Survey

South Dakota

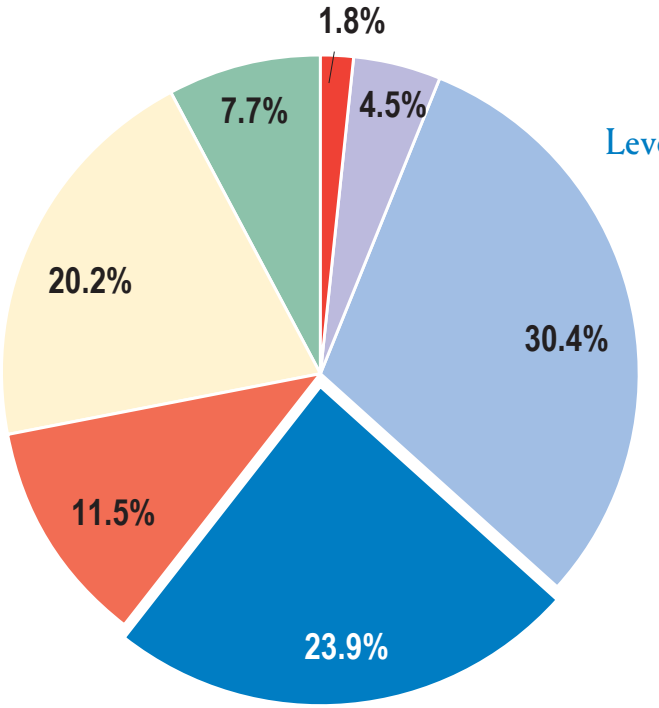
In South Dakota, 39 percent of the state's nearly 410,000 working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This compares to a national average of around 38 percent. Attainment rates in South Dakota are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If South Dakota continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 52.6 percent in 2025 — still short of the Big Goal of 60 percent.

However, this gap can be closed. The key is to begin increasing degree production, and to continue to increase it each year until 2025. By increasing production by 562 associate or bachelor's degrees each year between now and 2025 — an annual increase of 5 percent — South Dakota will reach the Big Goal.

One excellent place to begin looking for these additional graduates is in the ranks of South Dakota residents who have completed some college without earning a degree. In 2008, almost 100,000 South Dakota residents fit into this category — representing nearly 24 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping South Dakota reach the goal of 60 percent higher education attainment.

Also, by looking at the geographic distribution of college graduates within the state (see chart on the following page), policymakers and other stakeholders can begin to work strategically and systematically to close achievement gaps. They can target counties and regions that show the greatest need and focus their efforts on those specific areas.

How do we know that South Dakota's economy will demand more college graduates? A recent analysis by the Georgetown University Center on Education and the Workforce provides the answer. According to the center's analysis of occupation data and workforce trends,



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

Less than ninth grade	7,205	1.8%
Ninth to 12th grade, no diploma	18,411	4.5%
High school graduate (including equivalency)	123,979	30.4%
Some college, no degree	**97,379**	**23.9%**
Associate degree	46,811	11.5%
Bachelor's degree	82,138	20.2%
Graduate or professional degree	31,383	7.7%
TOTAL	407,306	100%

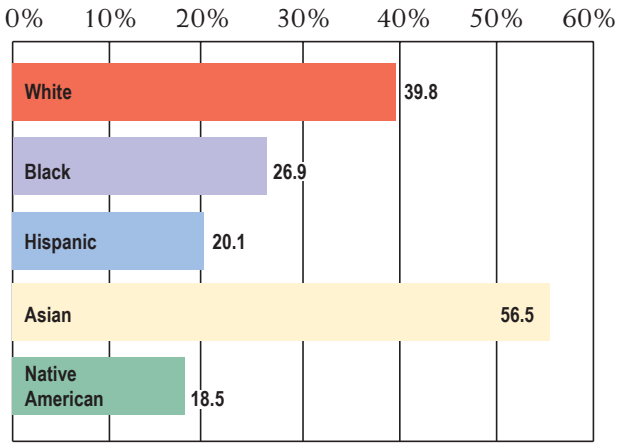
Source: U.S. Census Bureau, 2008 American Community Survey

62 percent of South Dakota's jobs will require postsecondary education by 2018. Between now and 2018, South Dakota will need to fill about 141,000 vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, 85,000 will require postsecondary credentials, while only 56,000 are expected to be filled by high school graduates or dropouts.

It will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color.

Attainment gaps among racial and ethnic groups have persisted in South Dakota for decades, and the most recent degree-attainment rates for the state continue to reflect such gaps (see bar graph at left). Closing these attainment gaps is clearly a challenge, but it is one that can and must be met.

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



Source: U.S. Census Bureau, 2008 American Community Survey

Percentage of South Dakota adults (25-64) with a two- or four-year degree, by county:

Brookings	48.1	Lawrence	41.6	Minnehaha	42.2	Other counties	35.0*
Brown	39.3	Lincoln	46.7	Pennington	39.3		
Codington	32.3	Meade	36.6	Yankton	35.1		

*This percentage is an average for the 57 South Dakota counties with fewer than 20,000 residents.

Source: U.S. Census Bureau, 2008 American Community Survey

Tennessee

In Tennessee, 31 percent of the state's 3.3 million working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This compares to a national average of around 38 percent. Attainment rates in Tennessee are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If Tennessee continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 40 percent in 2025 — far short of the Big Goal of 60 percent.

However, this gap can be closed. The key is to begin increasing degree production, and to continue to increase it each year until 2025. By increasing production by 7,291 associate or bachelor's degrees each year between now and 2025 — an annual increase of 7.9 percent — Tennessee will reach the Big Goal.

One excellent place to begin looking for these additional graduates is in the ranks of Tennessee residents who have completed some college without earning a degree. In 2008, more than 760,000 Tennessee residents fit into this category — representing nearly 23 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping Tennessee reach the goal of 60 percent higher education attainment.

Also, by looking at the geographic distribution of college graduates within the state (see chart on the following page), policymakers and other stakeholders can begin to work strategically and systematically to close achievement gaps. They can target counties and regions that show the greatest need and focus their efforts on those specific areas.

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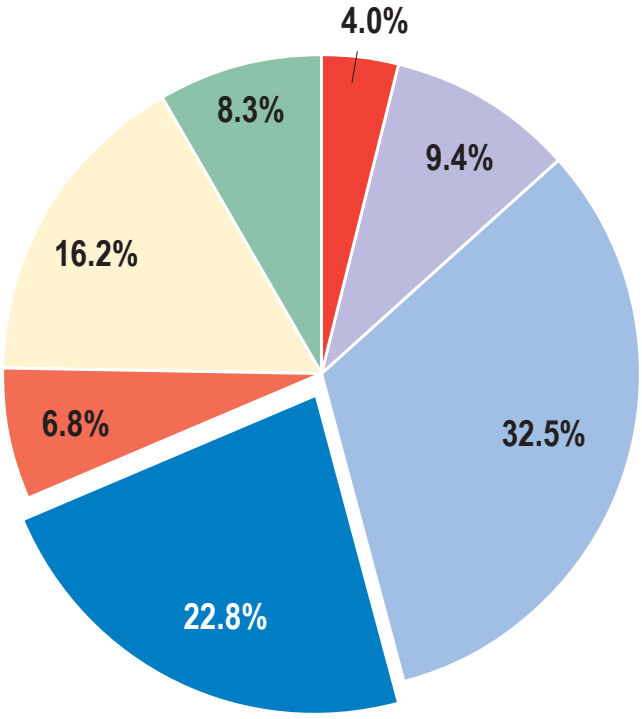


Levels of education for Tennessee residents, ages 25-64

Less than ninth grade	136,397	4.0%
Ninth to 12th grade, no diploma	316,694	9.4%
High school graduate (including equivalency)	1,091,079	32.5%
Some college, no degree	**765,533**	**22.8%**
Associate degree	228,707	6.8%
Bachelor's degree	544,001	16.2%
Graduate or professional degree	277,996	8.3%
TOTAL	3,360,407	100%

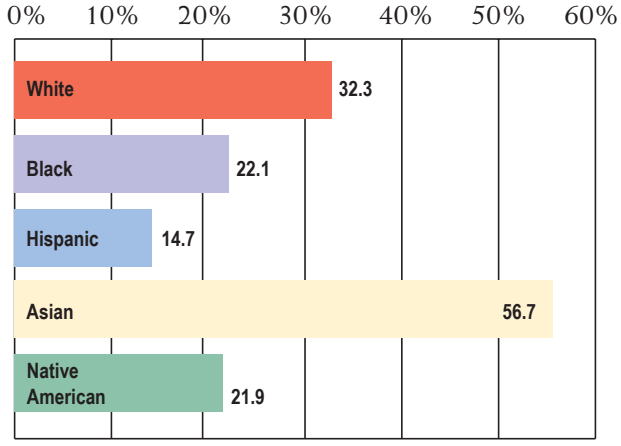
Source: U.S. Census Bureau, 2008 American Community Survey

54 percent of Tennessee's jobs will require postsecondary education by 2018. Between now and 2018, Tennessee will need to fill about 967,000 vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, 516,000 will require postsecondary credentials, while only 451,000 are expected to be filled by high school graduates or dropouts.

It will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color.

Attainment gaps among racial and ethnic groups have persisted in Tennessee for decades, and the most recent degree-attainment rates for the state continue to reflect such gaps (see bar graph at left). Closing these attainment gaps is clearly a challenge, but it is one that can and must be met.

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



Source: U.S. Census Bureau, 2008 American Community Survey

Percentage of Tennessee adults (25-64) with a two- or four-year degree, by county:

Anderson	29.6	Gibson	20.8	Loudon	28.4	Rutherford	34.4
Bedford	20.0	Giles	21.1	McMinn	21.6	Scott	15.3
Blount	29.5	Grainger	13.9	McNairy	18.8	Sevier	21.6
Bradley	28.1	Greene	17.3	Macon	13.4	Shelby	35.4
Campbell	13.2	Hamblen	19.8	Madison	34.5	Sullivan	30.9
Carroll	19.6	Hamilton	35.6	Marion	19.9	Sumner	31.5
Carter	22.4	Hardeman	14.8	Marshall	18.1	Tipton	21.0
Cheatham	25.8	Hardin	13.5	Maury	26.3	Warren	18.2
Claiborne	18.1	Hawkins	19.2	Monroe	16.8	Washington	36.1
Cocke	14.3	Henderson	21.8	Montgomery	32.5	Weakley	24.6
Coffee	27.6	Henry County	20.0	Morgan	10.5	White	14.4
Cumberland	20.7	Hickman	13.6	Obion	16.5	Williamson	58.6
Davidson	41.3	Jefferson	24.5	Overton	14.9	Wilson	34.2
Dickson	19.3	Knox	44.1	Putnam	29.4	Other counties	15.5*
Dyer	21.4	Lauderdale	12.2	Rhea	17.5		
Fayette	24.8	Lawrence	19.3	Roane	24.7		
Franklin	23.3	Lincoln	21.7	Robertson	19.7		

*This percentage is an average for the 31 Tennessee counties with fewer than 20,000 residents.

Source: U.S. Census Bureau, 2008 American Community Survey

Texas

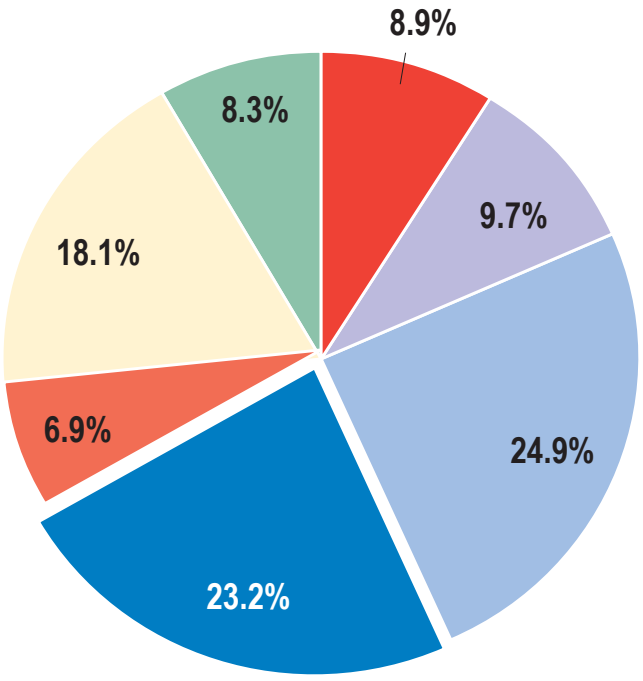
In Texas, 33 percent of the state's 12.6 million working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This compares to a national average of around 38 percent. Attainment rates in Texas are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If Texas continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 39 percent in 2025 — far short of the Big Goal of 60 percent.

However, this gap can be closed. The key is to begin increasing degree production, and to continue to increase it each year until 2025. By increasing production by 29,185 associate or bachelor's degrees each year between now and 2025 — an annual increase of 8 percent — Texas will reach the Big Goal.

One excellent place to begin looking for these additional graduates is in the ranks of Texas residents who have completed some college without earning a degree. In 2008, nearly 3 million Texas residents fit into this category — representing more than 23 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping Texas reach the goal of 60 percent higher education attainment.

Also, by looking at the geographic distribution of college graduates within the state (see chart on the following page), policymakers and other stakeholders can begin to work strategically and systematically to close achievement gaps. They can target counties and regions that show the greatest need and focus their efforts on those specific areas.

How do we know that Texas' economy will demand more college graduates? A recent analysis by the Georgetown University Center on Education and the Workforce provides the answer. According to the center's analysis of occupation data and workforce trends, 56 percent of Texas' jobs will require postsecondary education by 2018.



Levels of education for Texas residents, ages 25-64

Less than ninth grade	1,130,922	8.9%
Ninth to 12th grade, no diploma	1,231,828	9.7%
High school graduate (including equivalency)	3,146,389	24.9%
Some college, no degree	**2,936,868**	**23.2%**
Associate degree	869,061	6.9%
Bachelor's degree	2,291,122	18.1%
Graduate or professional degree	1,051,197	8.3%
TOTAL	12,657,387	100%

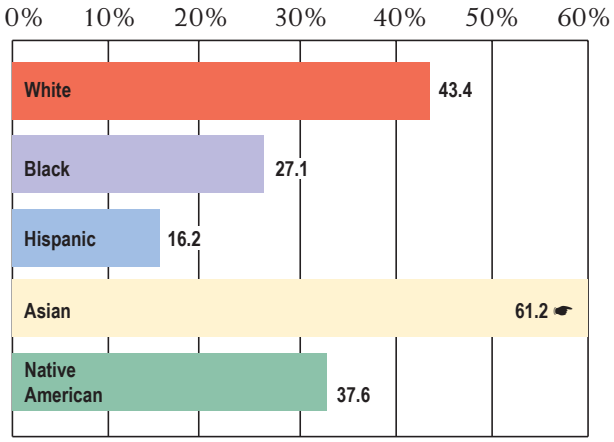
Source: U.S. Census Bureau, 2008 American Community Survey

Between now and 2018, Texas will need to fill about 4 million vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, 2.2 million will require postsecondary credentials, while only about 1.8 million are expected to be filled by high school graduates or dropouts.

It will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color.

Attainment gaps among racial and ethnic groups have persisted in Texas for decades, and the most recent degree-attainment rates for the state continue to reflect such gaps (see bar graph at left). Closing these attainment gaps is clearly a challenge, but it is one that can and must be met.

Degree-attainment rates among Texas adults (ages 25-64), by population group



Source: U.S. Census Bureau, 2008 American Community Survey

Percentage of Texas adults (25-64) with a two- or four-year degree, by county:

Anderson	18.1	Cherokee	15.8	Grimes	17.9	Johnson	22.8	Nueces	28.3	Tyler	18.0
Angelina	23.6	Collin	56.9	Guadalupe	31.4	Kaufman	23.4	Orange	24.2	Upshur	24.5
Aransas	31.1	Colorado	25.7	Hale	20.4	Kendall	48.4	Palo Pinto	17.1	Uvalde	23.6
Atascosa	17.2	Comal	39.6	Hardin	24.8	Kerr	28.9	Panola	20.9	Val Verde	23.9
Austin	22.6	Cooke	29.0	Harris	33.7	Kleberg	26.7	Parker	28.6	Van Zandt	18.3
Bandera	34.5	Coryell	28.7	Harrison	23.4	Lamar	27.6	Polk	17.5	Victoria	25.1
Bastrop	23.8	Dallas	32.6	Hays	40.1	Lampasas	30.8	Potter	21.3	Walker	21.0
Bee	17.6	Denton	46.4	Henderson	21.9	Liberty	16.7	Randall	38.8	Waller	22.3
Bell	33.7	Ector	20.2	Hidalgo	20.8	Limestone	18.8	Rockwall	42.2	Washington	31.2
Bexar	32.4	Ellis	28.6	Hill	23.4	Lubbock	35.5	Rusk	23.3	Webb	24.9
Bowie	24.8	El Paso	27.9	Hockley	23.9	McLennan	30.3	San Jacinto	16.1	Wharton	25.2
Brazoria	34.7	Erath	33.8	Hood	30.3	Matagorda	24.9	San Patricio	22.6	Wichita	28.3
Brazos	45.8	Fannin	22.6	Hopkins	20.9	Maverick	20.5	Shelby	19.7	Willacy	16.1
Brown	20.4	Fayette	24.6	Houston	16.1	Medina	27.6	Smith	33.6	Williamson	45.4
Burnet	25.1	Fort Bend	47.6	Howard	17.7	Midland	32.3	Starr	14.8	Wilson	28.8
Caldwell	20.0	Galveston	36.2	Hunt	22.8	Milam	21.3	Tarrant	36.4	Wise	21.7
Calhoun	22.1	Gillespie	31.5	Hutchinson	20.2	Montgomery	36.9	Taylor	31.5	Wood	20.4
Cameron	22.9	Gray	17.0	Jasper	22.8	Moore	16.8	Titus	17.3	Other counties	20.4*
Cass	19.1	Grayson	28.7	Jefferson	26.4	Nacogdoches	33.3	Tom Green	30.0		
Chambers	26.4	Gregg	31.2	Jim Wells	17.6	Navarro	21.1	Travis	49.9		

*This percentage is an average for the 137 Texas counties with fewer than 20,000 residents.

Source: U.S. Census Bureau, 2008 American Community Survey

Utah

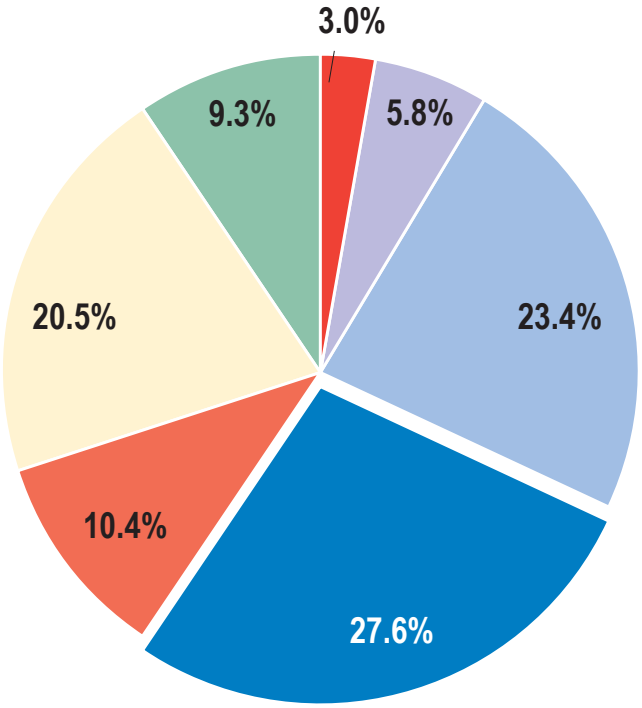
In Utah, 40 percent of the state's 1.3 million working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This compares to a national average of around 38 percent. Attainment rates in Utah are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If Utah continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 48.8 percent in 2025 — far short of the Big Goal of 60 percent.

However, this gap can be closed. The key is to begin increasing degree production, and to continue to increase it each year until 2025. By increasing production by 2,104 associate or bachelor's degrees each year between now and 2025 — an annual increase of 4.5 percent — Utah will reach the Big Goal.

One excellent place to begin looking for these additional graduates is in the ranks of Utah residents who have completed some college without earning a degree. In 2008, close to 370,000 Utah residents fit into this category — representing nearly 28 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping Utah reach the goal of 60 percent higher education attainment.

Also, by looking at the geographic distribution of college graduates within the state (see chart on the following page), policymakers and other stakeholders can begin to work strategically and systematically to close achievement gaps. They can target counties and regions that show the greatest need and focus their efforts on those specific areas.

How do we know that Utah's economy will demand more college graduates? A recent analysis by the Georgetown University Center on Education and the Workforce provides the answer. According to the center's analysis of occupation data and workforce trends, 66 percent of Utah's jobs will require postsecondary education by 2018.



Levels of education for Utah residents, ages 25-64

Less than ninth grade	39,776	3.0%
Ninth to 12th grade, no diploma	75,420	5.8%
High school graduate (including equivalency)	306,112	23.4%
Some college, no degree	**361,277**	**27.6%**
Associate degree	136,295	10.4%
Bachelor's degree	268,965	20.5%
Graduate or professional degree	121,873	9.3%
TOTAL	1,309,718	100%

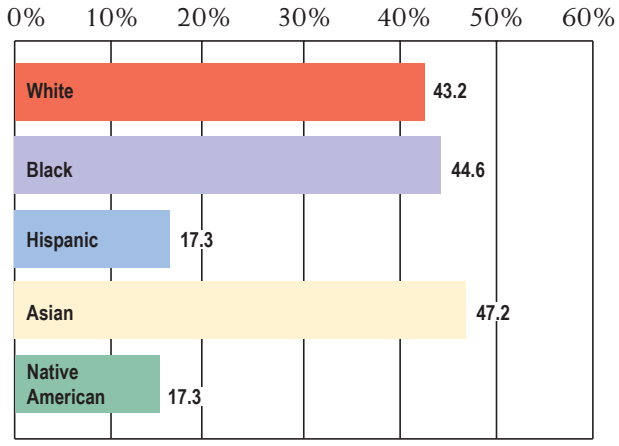
Source: U.S. Census Bureau, 2008 American Community Survey

Between now and 2018, Utah will need to fill about 477,000 vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, 308,000 will require postsecondary credentials, while only 169,000 are expected to be filled by high school graduates or dropouts.

It will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color.

Attainment gaps among racial and ethnic groups have persisted in Utah for decades, and the most recent degree-attainment rates for the state continue to reflect such gaps (see bar graph at left). Closing these attainment gaps is clearly a challenge, but it is one that can and must be met.

Degree-attainment rates among Utah adults (ages 25-64), by population group



Source: U.S. Census Bureau, 2008 American Community Survey

Percentage of Utah adults (25-64) with a two- or four-year degree, by county:

Box Elder	31.2	Salt Lake	39.7	Tooele	30.3	Washington	31.4
Cache	44.2	Sanpete	33.2	Uintah	17.8	Weber	32.9
Davis	43.8	Sevier	28.4	Utah	47.8	Other counties	29.4*
Iron	38.0	Summit	61.3	Wasatch	45.7		

***This percentage is an average for the 15 Utah counties with fewer than 20,000 residents.**

Source: U.S. Census Bureau, 2008 American Community Survey

Vermont

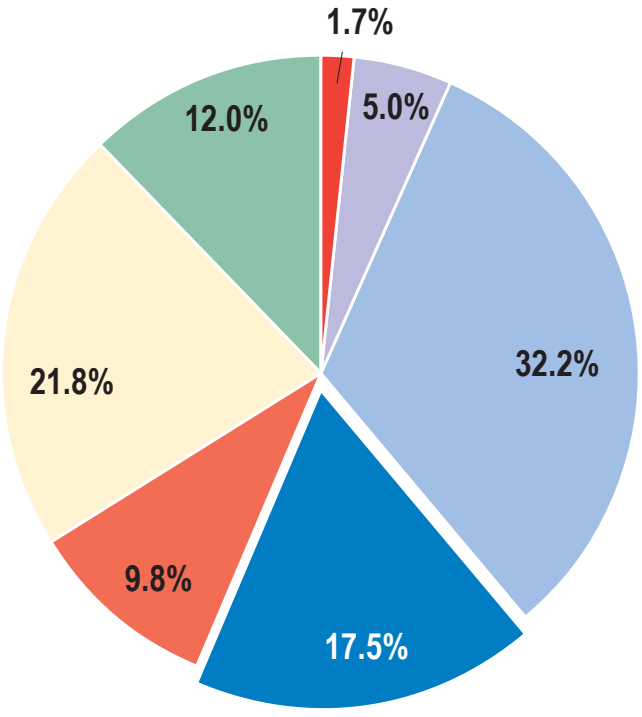
In Vermont, nearly 44 percent of the state's 340,000 working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This compares to a national average of around 38 percent. Attainment rates in Vermont are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If Vermont continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 50 percent in 2025 — well short of the Big Goal of 60 percent.

However, this gap can be closed. The key is to begin increasing degree production, and to continue to increase it each year until 2025. By increasing production by 428 associate or bachelor's degrees each year between now and 2025 — an annual increase of 4.4 percent — Vermont will reach the Big Goal.

One excellent place to begin looking for these additional graduates is in the ranks of Vermont residents who have completed some college without earning a degree. In 2008, more than 60,000 Vermont residents fit into this category — representing nearly 18 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping Vermont reach the goal of 60 percent higher education attainment.

Also, by looking at the geographic distribution of college graduates within the state (see chart on the following page), policymakers and other stakeholders can begin to work strategically and systematically to close achievement gaps. They can target counties and regions that show the greatest need and focus their efforts on those specific areas.

How do we know that Vermont's economy will demand more college graduates? A recent analysis by the Georgetown University Center on Education and the Workforce provides the answer. According to the center's analysis of occupation data and workforce trends,



Levels of education for Vermont residents, ages 25-64

Less than ninth grade	5,945	1.7%
Ninth to 12th grade, no diploma	17,179	5.0%
High school graduate (including equivalency)	110,188	32.2%
Some college, no degree	**60,155**	**17.5%**
Associate degree	33,642	9.8%
Bachelor's degree	74,598	21.8%
Graduate or professional degree	41,224	12.0%
TOTAL	342,931	100%

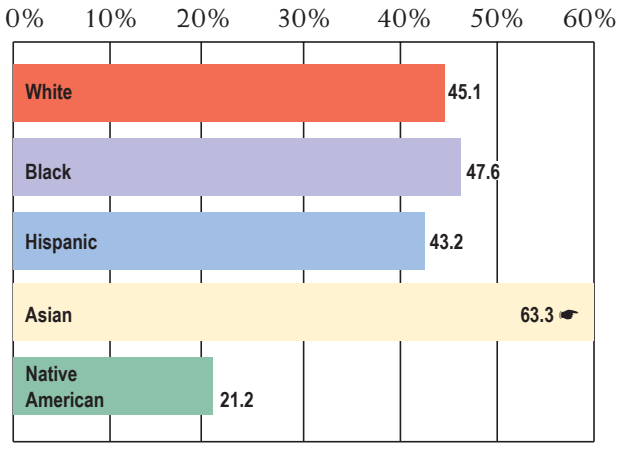
Source: U.S. Census Bureau, 2008 American Community Survey

62 percent of Vermont's jobs will require postsecondary education by 2018. Between now and 2018, Vermont will need to fill about 100,000 vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, 62,000 will require postsecondary credentials, while only 38,000 are expected to be filled by high school graduates or dropouts.

It will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color.

Attainment gaps among racial and ethnic groups have persisted in Vermont for decades, and the most recent degree-attainment rates for the state continue to reflect such gaps (see bar graph at left). Closing these attainment gaps is clearly a challenge, but it is one that can and must be met.

Degree-attainment rates among Vermont adults (ages 25-64), by population group



Source: U.S. Census Bureau, 2008 American Community Survey

Percentage of Vermont adults (25-64) with a two- or four-year degree, by county:

Addison	41.5	Chittenden	55.8	Orange	41.8	Washington	49.5
Bennington	43.3	Franklin	33.4	Orleans	27.9	Windham	44.4
Caledonia	38.5	Lamoille	44.3	Rutland	36.4	Windsor	44.3

Note: Data unavailable for Essex and Grand Isle counties, each of which has fewer than 20,000 residents.

Source: U.S. Census Bureau, 2008 American Community Survey

Virginia

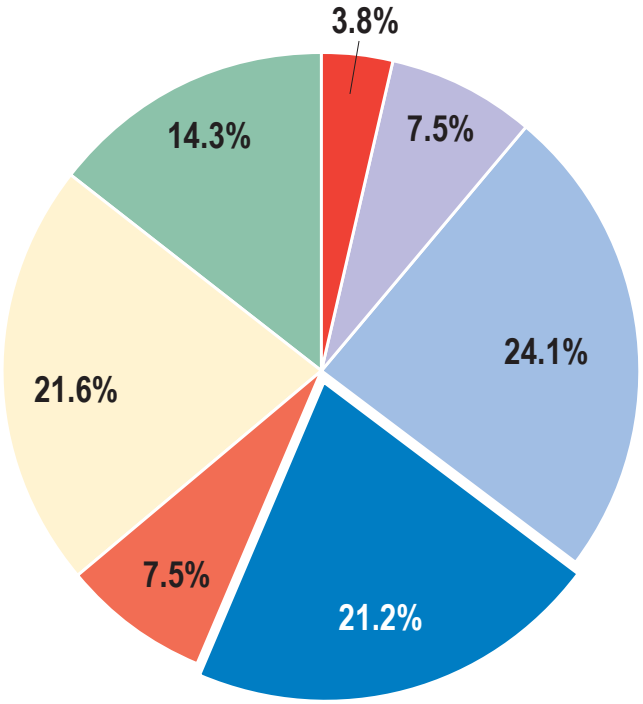
In Virginia, 43 percent of the state's 4.2 million working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This compares to a national average of around 38 percent. Attainment rates in Virginia are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If Virginia continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 55 percent in 2025 — still short of the Big Goal of 60 percent.

However, this gap can be closed. The key is to begin increasing degree production, and to continue to increase it each year until 2025. By increasing production by 5,631 associate or bachelor's degrees each year between now and 2025 — an annual increase of 5.6 percent — Virginia will reach the Big Goal.

One excellent place to begin looking for these additional graduates is in the ranks of Virginia residents who have completed some college without earning a degree. In 2008, nearly 900,000 Virginia residents fit into this category — representing more than 21 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping Virginia reach the goal of 60 percent higher education attainment.

Also, by looking at the geographic distribution of college graduates within the state (see chart on the following page), policymakers and other stakeholders can begin to work strategically and systematically to close achievement gaps. They can target counties and regions that show the greatest need and focus their efforts on those specific areas.

How do we know that Virginia's economy will demand more college graduates? A recent analysis by the Georgetown University Center on Education and the Workforce provides the answer. According to the center's analysis of occupation data and workforce trends, 64 percent of Virginia's jobs will require postsecondary



Levels of education for Virginia residents, ages 25-64

Less than ninth grade	161,609	3.8%
Ninth to 12th grade, no diploma	315,365	7.5%
High school graduate (including equivalency)	1,017,181	24.1%
Some college, no degree	**892,761**	**21.2%**
Associate degree	317,050	7.5%
Bachelor's degree	910,832	21.6%
Graduate or professional degree	604,552	14.3%
TOTAL	4,219,350	100%

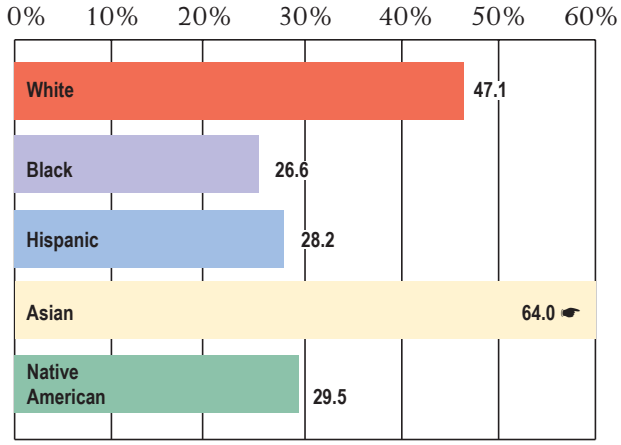
Source: U.S. Census Bureau, 2008 American Community Survey

education by 2018. Between now and 2018, Virginia will need to fill more than 1.3 million vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, 820,000 will require postsecondary credentials, while only 494,000 are expected to be filled by high school graduates or dropouts.

It will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color.

Attainment gaps among racial and ethnic groups have persisted in Virginia for decades, and the most recent degree-attainment rates for the state continue to reflect such gaps (see bar graph at left). Closing these attainment gaps is clearly a challenge, but it is one that can and must be met.

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



Source: U.S. Census Bureau, 2008 American Community Survey

Percentage of Virginia adults (25-64) with a two- or four-year degree, by county:

Accomack	24.4	Danville ‡	27.3	Henry	21.8	Petersburg ‡	20.6	Shenandoah	23.7
Albemarle	60.0	Dinwiddie	22.4	Hopewell ‡	16.0	Pittsylvania	24.6	Smyth	23.9
Alexandria ‡	67.0	Fairfax ‡	66.1	Isle of Wight	36.0	Portsmouth ‡	28.7	Spotsylvania	38.3
Amherst	25.8	Fairfax City	58.9	James City	52.4	Powhatan	26.7	Stafford	46.0
Arlington	75.0	Fauquier	35.4	King George	38.7	Prince Edward	25.4	Staunton ‡	36.6
Augusta	26.0	Fluvanna	40.7	Lee	24.7	Prince George	26.9	Suffolk ‡	33.9
Bedford	33.8	Franklin	23.3	Loudoun	64.5	Prince William	45.6	Tazewell	25.1
Botetourt	36.2	Frederick	32.8	Louisa	23.5	Pulaski	24.6	Virginia Beach ‡	43.1
Buchanan	16.7	Fredericksburg ‡	39.9	Lynchburg ‡	36.4	Richmond ‡	40.4	Warren	25.8
Campbell	25.4	Gloucester	26.2	Manassas ‡	31.6	Roanoke	44.9	Washington	32.7
Caroline	22.7	Goochland	35.8	Mecklenburg	21.7	Roanoke City ‡	31.4	Waynesboro ‡	25.9
Carroll	21.7	Halifax	21.5	Montgomery	51.6	Rockbridge	32.2	Winchester ‡	35.6
Charlottesville ‡	57.0	Hampton ‡	31.1	Newport News ‡	35.0	Rockingham	26.8	Wise	17.2
Chesapeake ‡	38.5	Hanover	41.9	Norfolk ‡	32.2	Russell	18.2	Wythe	26.8
Chesterfield	45.3	Harrisonburg ‡	38.9	Orange	26.3	Salem ‡	37.3	York	54.9
Culpeper	28.9	Henrico	47.3	Page	14.4	Scott	22.5	Other counties	26.6*

* This percentage is an average for the 56 Virginia counties with fewer than 20,000 residents.
‡ One of 23 cities treated as counties for Census purposes.

Source: U.S. Census Bureau, 2008 American Community Survey

Washington

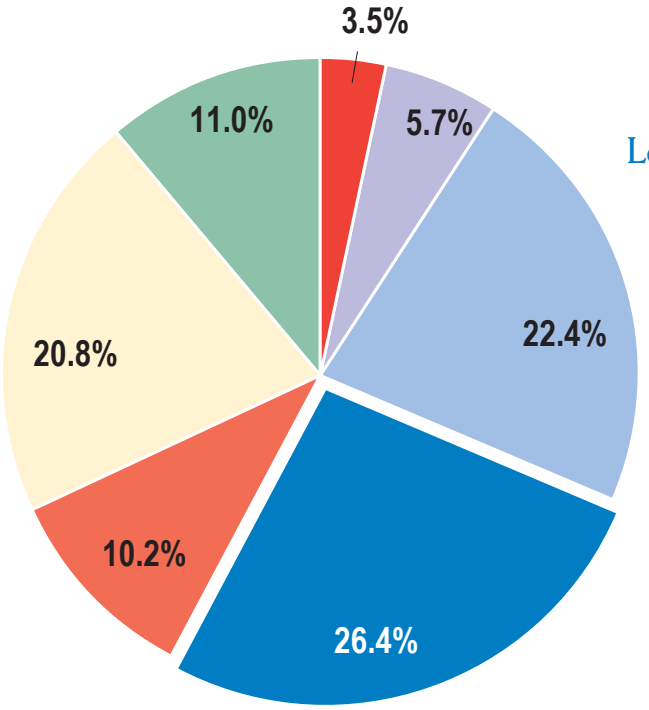
In Washington, 42 percent of the state's nearly 3.6 million working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This compares to a national average of around 38 percent. Attainment rates in Washington are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If Washington continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 49 percent in 2025 — well short of the Big Goal of 60 percent.

However, this gap can be closed. The key is to begin increasing degree production, and to continue to increase it each year until 2025. By increasing production by 5,421 associate or bachelor's degrees each year between now and 2025 — an annual increase of 5.9 percent — Washington will reach the Big Goal.

One excellent place to begin looking for these additional graduates is in the ranks of Washington residents who have completed some college without earning a degree. In 2008, 950,000 Washington residents fit into this category — representing more than 26 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping Washington reach the goal of 60 percent higher education attainment.

Also, by looking at the geographic distribution of college graduates within the state (see chart on the following page), policymakers and other stakeholders can begin to work strategically and systematically to close achievement gaps. They can target counties and regions that show the greatest need and focus their efforts on those specific areas.

How do we know that Washington's economy will demand more college graduates? A recent analysis by the Georgetown University Center on Education and the Workforce provides the answer. According to the center's analysis of occupation data and workforce trends,



Levels of education for Washington residents, ages 25-64

Less than ninth grade	126,857	3.5%
Ninth to 12th grade, no diploma	206,295	5.7%
High school graduate (including equivalency)	807,023	22.4%
Some college, no degree	**950,131**	**26.4%**
Associate degree	367,942	10.2%
Bachelor's degree	751,070	20.8%
Graduate or professional degree	395,678	11.0%
TOTAL	3,604,996	100%

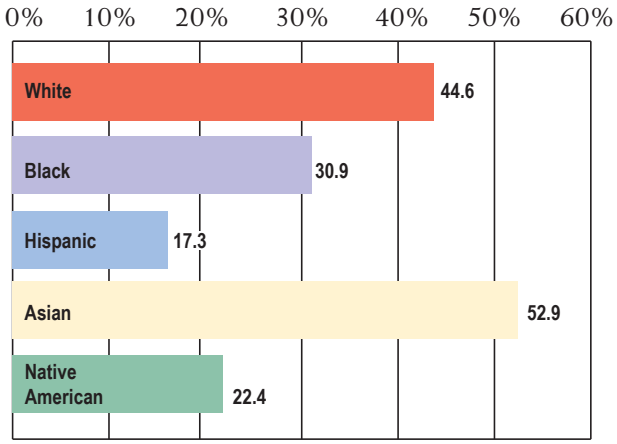
Source: U.S. Census Bureau, 2008 American Community Survey

67 percent of Washington's jobs will require postsecondary education by 2018. Between now and 2018, Washington will need to fill more than 1 million vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, 677,000 will require postsecondary credentials, while only 351,000 are expected to be filled by high school graduates or dropouts.

It will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color.

Attainment gaps among racial and ethnic groups have persisted in Washington for decades, and the most recent degree-attainment rates for the state continue to reflect such gaps (see bar graph at left). Closing these attainment gaps is clearly a challenge, but it is one that can and must be met.

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



Source: U.S. Census Bureau, 2008 American Community Survey

Percentage of Washington adults (25-64) with a two- or four-year degree, by county:

Asotin	30.7	Grant	24.7	Lewis	26.3	Stevens	28.4
Benton	37.7	Grays Harbor	24.6	Mason	27.0	Thurston	43.5
Chelan	33.2	Island	38.0	Okanogan	31.7	Walla Walla	34.5
Clallam	34.5	Jefferson	38.8	Pacific	28.4	Whatcom	42.5
Clark	37.1	King	55.4	Pierce	34.6	Whitman	62.4
Cowlitz	27.5	Kitsap	40.1	Skagit	35.0	Yakima	22.3
Douglas	29.6	Kittitas	41.0	Snohomish	40.1	Other counties	31.7*
Franklin	21.8	Klickitat	28.5	Spokane	42.2		

*This percentage is an average for the nine Washington counties with fewer than 20,000 residents.

Source: U.S. Census Bureau, 2008 American Community Survey

West Virginia

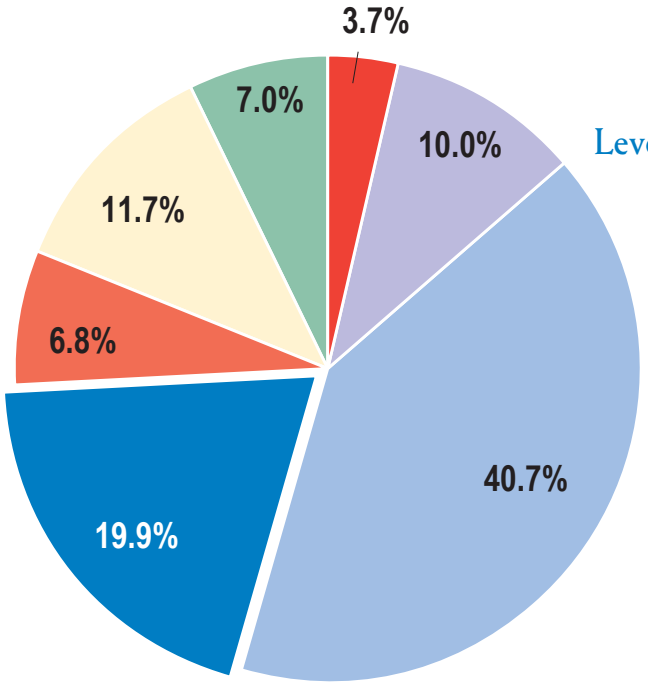
In West Virginia, more than 25 percent of the state's 980,000 working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This compares to a national average of around 38 percent. Attainment rates in West Virginia are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If West Virginia continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 33.8 percent in 2025 — far short of the Big Goal of 60 percent.

However, this gap can be closed. The key is to begin increasing degree production, and to continue to increase it each year until 2025. By increasing production by 2,244 associate or bachelor's degrees each year between now and 2025 — an annual increase of 7 percent — West Virginia will reach the Big Goal.

One excellent place to begin looking for these additional graduates is in the ranks of West Virginia residents who have completed some college without earning a degree. In 2008, close to 200,000 West Virginia residents fit into this category — representing nearly 20 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping West Virginia reach the goal of 60 percent higher education attainment.

Also, by looking at the geographic distribution of college graduates within the state (see chart on the following page), policymakers and other stakeholders can begin to work strategically and systematically to close achievement gaps. They can target counties and regions that show the greatest need and focus their efforts on those specific areas.

How do we know that West Virginia's economy will demand more college graduates? A recent analysis by the Georgetown University Center on Education and the Workforce provides the answer. According to the center's analysis of occupation data and workforce trends,



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

Less than ninth grade	36,607	3.7%
Ninth to 12th grade, no diploma	98,381	10.0%
High school graduate (including equivalency)	399,191	40.7%
Some college, no degree	**195,502**	**19.9%**
Associate degree	66,900	6.8%
Bachelor's degree	114,779	11.7%
Graduate or professional degree	69,086	7.0%
TOTAL	980,446	100%

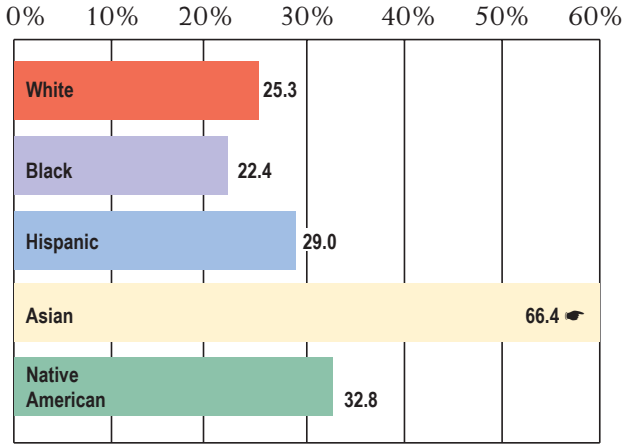
Source: U.S. Census Bureau, 2008 American Community Survey

49 percent of West Virginia's jobs will require postsecondary education by 2018. Between now and 2018, West Virginia will need to fill about 234,000 vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, about 115,000 will require postsecondary credentials, while 118,000 are expected to be filled by high school graduates or dropouts.

It will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color.

Attainment gaps among racial and ethnic groups have persisted in West Virginia for decades, and the most recent degree-attainment rates for the state continue to reflect such gaps (see bar graph at left). Closing these attainment gaps is clearly a challenge, but it is one that can and must be met.

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



Source: U.S. Census Bureau, 2008 American Community Survey

Percentage of West Virginia adults (25-64) with a two- or four-year degree, by county:

Berkeley	25.4	Harrison	27.0	Marshall	21.2	Preston	19.1
Boone	14.1	Jackson	27.8	Mason	19.3	Putnam	34.1
Brooke	27.5	Jefferson	37.3	Mercer	26.1	Raleigh	23.0
Cabell	33.0	Kanawha	31.7	Mineral	20.6	Randolph	23.3
Fayette	15.9	Lincoln	14.1	Mingo	15.8	Upshur	24.4
Greenbrier	25.2	Logan	18.2	Monongalia	43.4	Wayne	23.2
Hampshire	14.7	McDowell	10.3	Nicholas	18.3	Wood	29.9
Hancock	29.1	Marion	31.0	Ohio	36.0	Wyoming	14.4
						Other counties	17.4*

*This percentage is an average for the 23 West Virginia counties with fewer than 20,000 residents.

Source: U.S. Census Bureau, 2008 American Community Survey

Wisconsin

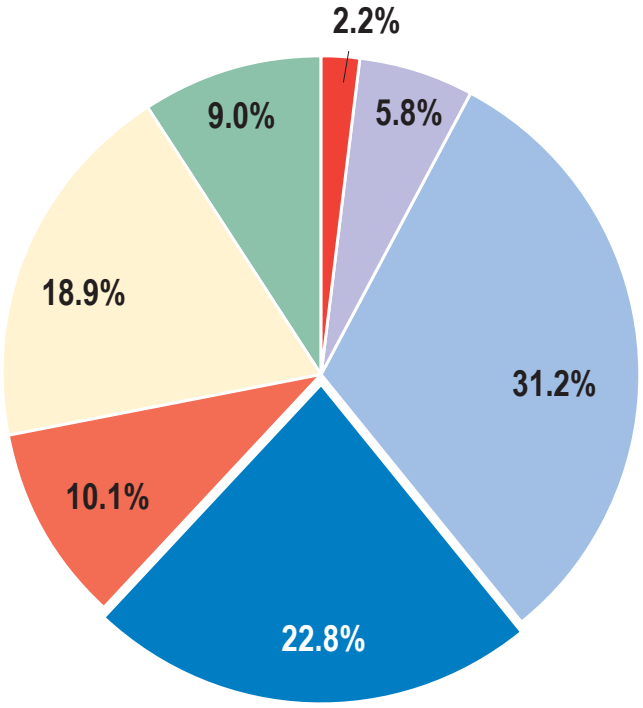
In Wisconsin, 38 percent of the state's 3 million working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This essentially matches the national average. Attainment rates in Wisconsin are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If Wisconsin continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 47 percent in 2025 — far short of the Big Goal of 60 percent.

However, this gap can be closed. The key is to begin increasing degree production, and to continue to increase it each year until 2025. By increasing production by 4,918 associate or bachelor's degrees each year between now and 2025 — an annual increase of 6 percent — Wisconsin will reach the Big Goal.

One excellent place to begin looking for these additional graduates is in the ranks of Wisconsin residents who have completed some college without earning a degree. In 2008, close to 690,000 Wisconsin residents fit into this category — representing nearly 23 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping Wisconsin reach the goal of 60 percent higher education attainment.

Also, by looking at the geographic distribution of college graduates within the state (see chart on the following page), policymakers and other stakeholders can begin to work strategically and systematically to close achievement gaps. They can target counties and regions that show the greatest need and focus their efforts on those specific areas.

How do we know that Wisconsin's economy will demand more college graduates? A recent analysis by the Georgetown University Center on Education and the Workforce provides the answer. According to the center's



Levels of education for Wisconsin residents, ages 25-64

Less than ninth grade	66,089	2.2%
Ninth to 12th grade, no diploma	173,523	5.8%
High school graduate (including equivalency)	939,780	31.2%
Some college, no degree	**687,611**	**22.8%**
Associate degree	303,488	10.1%
Bachelor's degree	569,281	18.9%
Graduate or professional degree	271,252	9.0%
TOTAL	3,011,024	100%

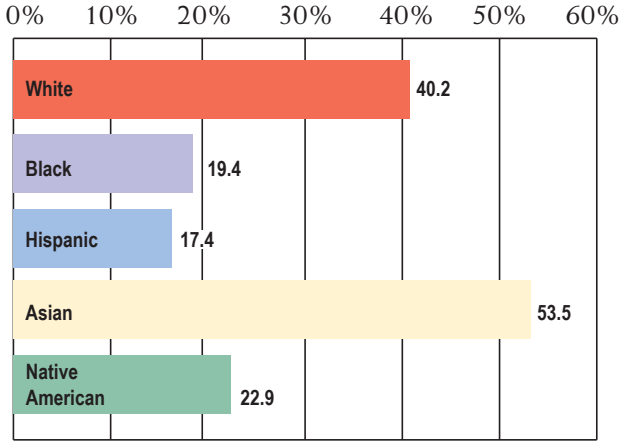
Source: U.S. Census Bureau, 2008 American Community Survey

analysis of occupation data and workforce trends, 61 percent of Wisconsin's jobs will require postsecondary education by 2018. Between now and 2018, Wisconsin will need to fill about 925,000 vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, 558,000 will require postsecondary credentials, while only 367,000 are expected to be filled by high school graduates or dropouts.

It will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color.

Attainment gaps among racial and ethnic groups have persisted in Wisconsin for decades, and the most recent degree-attainment rates for the state continue to reflect such gaps (see bar graph at left). Closing these attainment gaps is clearly a challenge, but it is one that can and must be met.

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



Source: U.S. Census Bureau, 2008 American Community Survey

Percentage of Wisconsin adults (25-64) with a two- or four-year degree, by county:

Adams	20.2	Fond du Lac	30.7	Marinette	28.6	Sauk	31.1
Barron	30.8	Grant	33.6	Milwaukee	35.8	Shawano	23.9
Brown	39.4	Green	33.2	Monroe	29.9	Sheboygan	34.3
Calumet	38.7	Iowa	36.8	Oconto	25.7	Trempealeau	30.7
Chippewa	35.9	Jefferson	31.8	Oneida	35.7	Vernon	30.7
Clark	21.8	Juneau	22.4	Outagamie	38.9	Vilas	34.3
Columbia	32.9	Kenosha	35.1	Ozaukee	54.9	Walworth	35.2
Dane	57.5	Kewaunee	25.6	Pierce	40.1	Washington	39.6
Dodge	25.8	La Crosse	47.2	Polk	29.7	Waukesha	51.6
Door	32.7	Langlade	20.9	Portage	39.0	Waupaca	25.9
Douglas	35.4	Lincoln	27.8	Racine	33.0	Waushara	22.2
Dunn	36.4	Manitowoc	30.3	Rock	31.0	Winnebago	36.3
Eau Claire	46.1	Marathon	35.3	St. Croix	44.2	Wood	34.8
						Other counties	27.7*

*This percentage is an average for the 20 Wisconsin counties with fewer than 20,000 residents.

Source: U.S. Census Bureau, 2008 American Community Survey

Wyoming

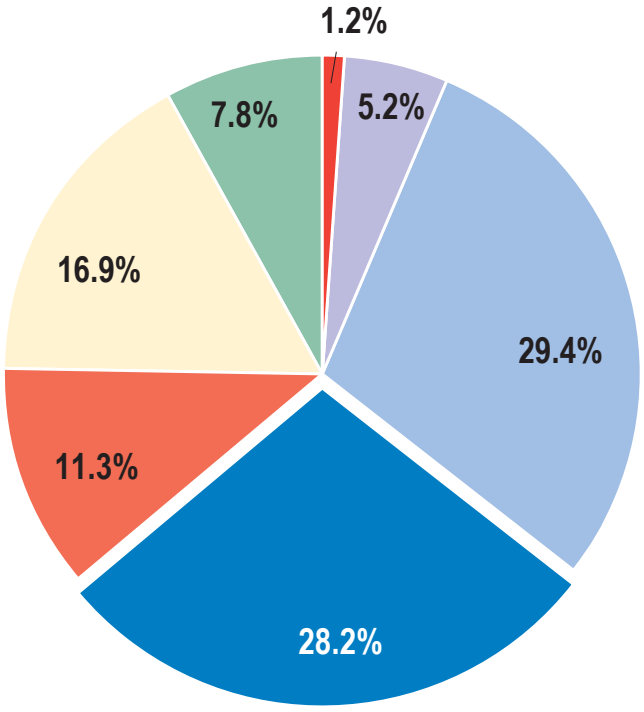
In Wyoming, 36 percent of the state's 280,000 working-age adults (25-64 years old) hold at least a two-year degree, according to 2008 Census data. This compares to a national average of around 38 percent. Attainment rates in Wyoming are increasing modestly, even though the proportion of degree-holding young adults — those 25-34 years old — mirrors that of the overall adult population. If Wyoming continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 43.4 percent in 2025 — far short of the Big Goal of 60 percent.

However, this gap can be closed. The key is to begin increasing degree production, and to continue to increase it each year until 2025. By increasing production by 451 associate or bachelor's degrees each year between now and 2025 — an annual increase of 5.7 percent — Wyoming will reach the Big Goal.

One excellent place to begin looking for these additional graduates is in the ranks of Wyoming residents who have completed some college without earning a degree. In 2008, nearly 80,000 Wyoming residents fit into this category — representing more than 28 percent of the state's adult population. If only a small portion of this group could be enticed to return to college to complete either a two- or four-year degree, it would go a long way to helping Wyoming reach the goal of 60 percent higher education attainment.

Also, by looking at the geographic distribution of college graduates within the state (see chart on the following page), policymakers and other stakeholders can begin to work strategically and systematically to close achievement gaps. They can target counties and regions that show the greatest need and focus their efforts on those specific areas.

How do we know that Wyoming's economy will demand more college graduates? A recent analysis by the Georgetown University Center on Education and the Workforce provides the answer. According to the center's analysis of occupation data and workforce trends,



Levels of education for Wyoming residents, ages 25-64

Less than ninth grade	3,402	1.2%
Ninth to 12th grade, no diploma	14,763	5.2%
High school graduate (including equivalency)	83,305	29.4%
Some college, no degree	**79,852**	**28.2%**
Associate degree	31,970	11.3%
Bachelor's degree	47,858	16.9%
Graduate or professional degree	22,127	7.8%
TOTAL	283,277	100%

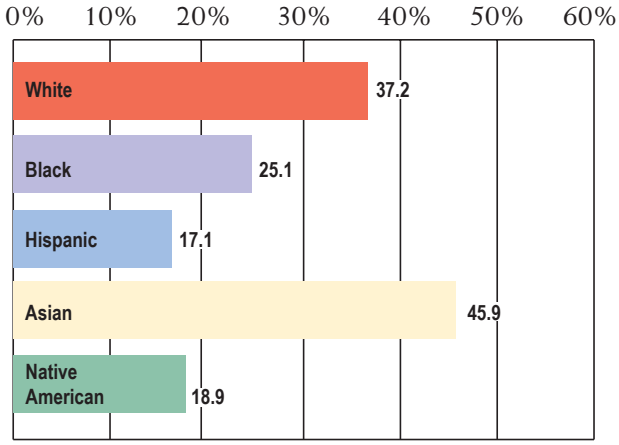
Source: U.S. Census Bureau, 2008 American Community Survey

62 percent of Wyoming's jobs will require postsecondary education by 2018. Between now and 2018, Wyoming will need to fill about 108,000 vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, more than 65,000 will require postsecondary credentials, while only about 42,000 are expected to be filled by high school graduates or dropouts.

It will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color.

Attainment gaps among racial and ethnic groups have persisted in Wyoming for decades, and the most recent degree-attainment rates for the state continue to reflect such gaps (see bar graph at left). Closing these attainment gaps is clearly a challenge, but it is one that can and must be met.

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



Source: U.S. Census Bureau, 2008 American Community Survey

Percentage of Wyoming adults (25-64) with a two- or four-year degree, by county:

Albany	57.8	Laramie	36.7	Sheridan	36.1	Uinta	24.4
Campbell	29.9	Natrona	33.7	Sweetwater	30.9	Other counties	29.7*
Fremont	35.0	Park	41.0	Teton	57.8		

*This percentage is an average for the 13 Wyoming counties with fewer than 20,000 residents.

Source: U.S. Census Bureau, 2008 American Community Survey

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About Lumina Foundation

Lumina Foundation for Education is committed to enrolling and graduating more students from college — especially low-income students, students of color, first-generation students and adult learners. Our goal is to increase the percentage of Americans who hold high-quality degrees and credentials to 60 percent by 2025. Lumina pursues this goal in three ways: by identifying and supporting effective practice, through public policy advocacy, and by using our communications and convening power to build public will for change.

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GOAL 2025

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