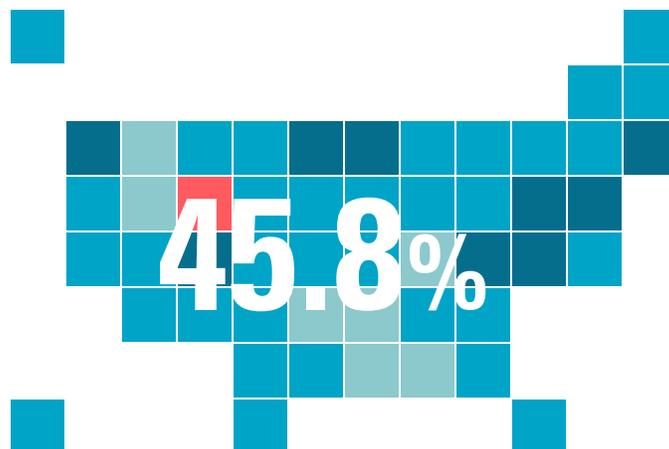


A STRONGER NATION

Learning beyond high school builds American talent



Wyoming's Report 2017



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Wyoming's Progress Toward the Goal

By 2025, 60 percent of Americans will need a college degree, workforce certificate, industry certification or other high-quality credential beyond high school. To count toward this important goal, any credential must have clear and transparent learning outcomes that lead to further education and employment. **Wyoming's rate of educational attainment beyond high school is 46 percent, but it has not formally established a statewide attainment goal that meet's Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long-term, addresses gaps, and is in statute and/or a strategic plan).**

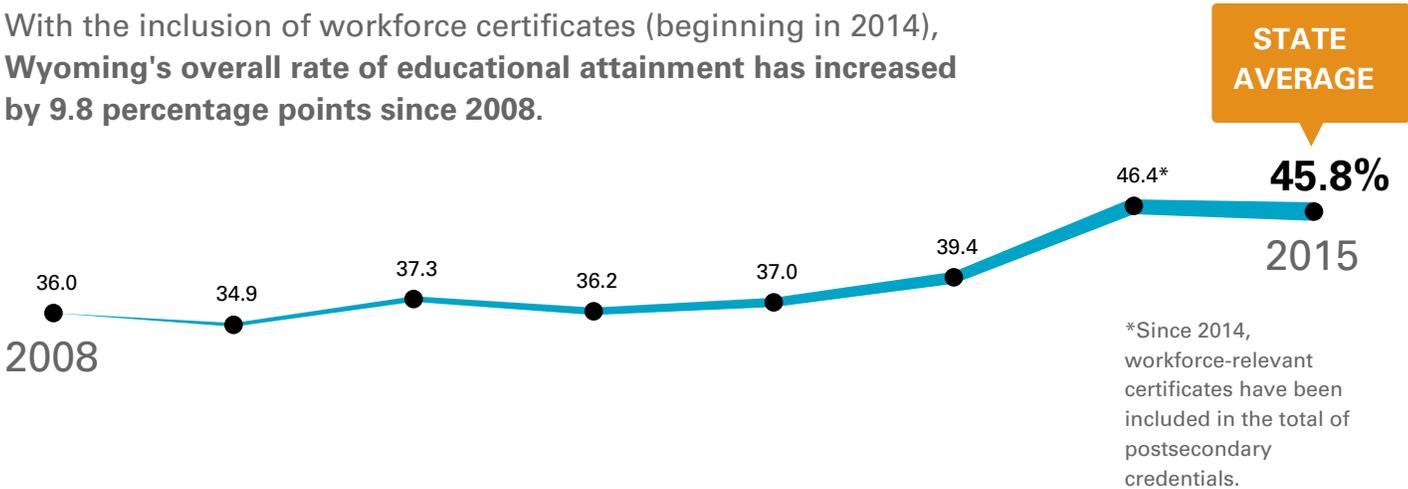
How Wyoming Compares to the Nation

Wyoming is making progress in increasing educational attainment, but remains roughly equal to the national average.



Wyoming's Progress

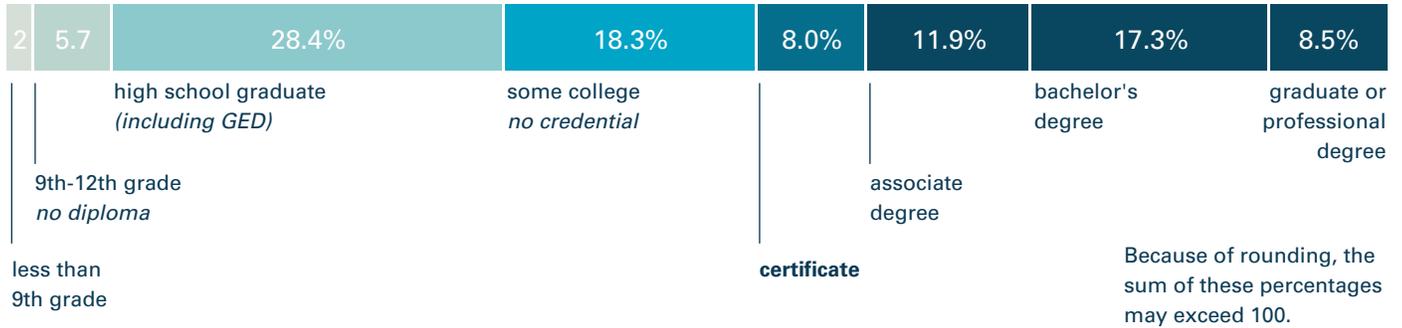
It is important that we measure progress. To reach state goals, the state will not only have to maintain current rates of attainment but also significantly increase the number of people who enroll in programs and earn all types of credentials beyond high school. With the inclusion of workforce certificates (beginning in 2014), **Wyoming's overall rate of educational attainment has increased by 9.8 percentage points since 2008.**



Highest Education Level Across Wyoming

WYOMING AGES 25-64

45.8% attainment



Wyoming's Racial and Ethnic Disparities

As the data make clear, increasing the overall level of education beyond high school is not the only challenge the country faces. There also are **significant gaps** in educational attainment that must be closed – specifically, **gaps linked to race and ethnicity. These gaps persist in every single state.** Because educational attainment beyond high school has become the key determinant of economic opportunity and social mobility, **closing these gaps is crucial.**

Comparing Wyoming Counties

Exploring educational attainment at the local level can be especially helpful to state and local leaders as they pursue the vital task of talent development. For example, by pinpointing specific counties or regions where attainment lags, resources can be targeted where they're needed most. Conversely, in areas of high attainment, practices or processes may exist that other counties and regions can emulate.

Compare degree attainment rates across Wyoming's 23 counties. Attainment is shown here as the percentage of people 25 to 64 with at least an associate degree.*

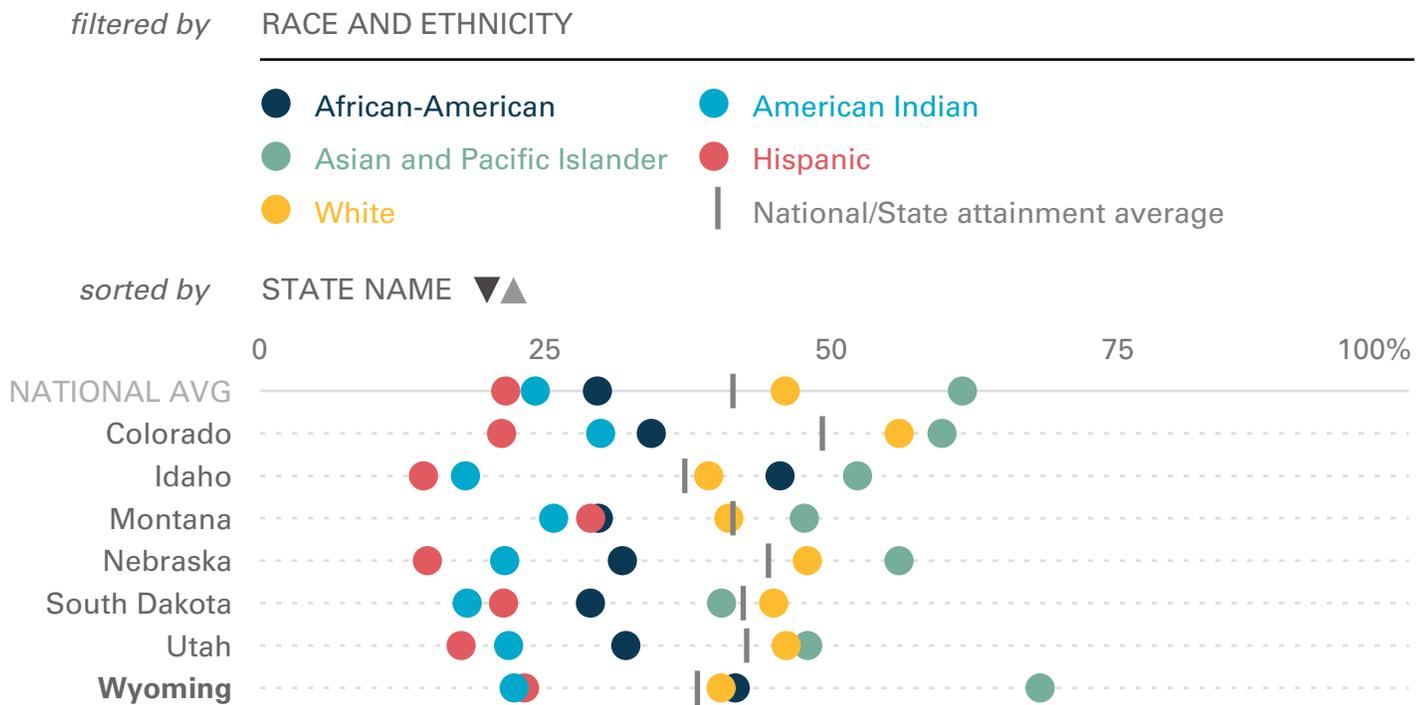
sorted by NAME ▼▲

Attainment	County	Population	Pop. Rank	Attainment	County	Population	Pop. Rank
60.0%	Albany	37,956	6	34.2%	Natrona	82,178	2
28.0%	Big Horn	12,022	15	34.3%	Niobrara	2,542	23
30.7%	Campbell	49,220	3	40.5%	Park	29,228	8
29.9%	Carbon	15,559	12	30.9%	Platte	8,812	17
29.7%	Converse	14,236	13	40.2%	Sheridan	30,009	7
30.5%	Crook	7,444	20	32.2%	Sublette	9,899	16
34.1%	Fremont	40,315	5	30.7%	Sweetwater	44,626	4
36.9%	Goshen	13,383	14	59.4%	Teton	23,125	9
37.3%	Hot Springs	4,741	22	29.2%	Uinta	20,822	10
37.8%	Johnson	8,585	18	30.4%	Washakie	8,328	19
42.8%	Laramie	97,121	1	29.1%	Weston	7,234	21
32.8%	Lincoln	18,722	11				

Results by Race and Ethnicity in Wyoming

A growing proportion of today’s learners are African-American, Hispanic, and American Indian; and data show persistent and troubling gaps between their attainment levels and those of their white peers. Addressing these gaps – and expanding post-high-school learning opportunities for all – is essential to reducing the inequality that influences much of American life.

Explore **Wyoming's attainment rates across five racial and ethnic groups**, and compare how Wyoming performs relative to other states. Attainment is shown here as the percentage of people 25 to 64 with at least an associate degree.*



Data Sources

Data sources for *A Stronger Nation* are listed below, along with links and additional information.

Attainment and Enrollment Rates

U.S. Census Bureau American Community Survey (ACS): One-year Public Use Microdata Sample (PUMS). County-level and metro-regional data are from ACS five-year estimates (2011-2015). College enrollment percentages reflect the enrollment of non-degree-holding students, ages 18 to 54, at public and private two- and four-year institutions.

- U.S. Census Bureau: <http://www.census.gov/programs-surveys/acs>

Persistence and Completion Rates

Student retention rates (persistence) and degree-completion rates were collected by the National Student Clearinghouse. Graduate degrees awarded were analyzed by the National Center for Education Statistics and IPEDS.

- National Student Clearinghouse, 2016: <http://www.studentclearinghouse.org/>
- National Center for Education Statistics: <https://nces.ed.gov/>
- Integrated Postsecondary Education Data System Completion Survey 2014-2015: <https://nces.ed.gov/ipeds/Home/UseTheData>

Awareness

Data that track public opinion about the importance of earning credentials come from a Gallup-Lumina Foundation survey conducted in 2016.

Population

U.S. Census Bureau Population Division: Annual Estimates of the Resident Population April 1, 2010, to July 1, 2015.

- U.S. Census Bureau Annual Population Estimates: https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=PEP_2015_PEPANNRES&src=pt

Inclusion of Certificates

Attainment rates for both 2014 and 2015 include the estimated percentage of working-age Americans who have earned high-value postsecondary certificates – not just associate degrees and above, as *A Stronger Nation* reported in previous years. This estimated percentage was derived by polling a nationally representative sample of Americans ages 25 to 64. The survey was conducted by NORC at the University of Chicago, an independent research institution.

At the state level, the estimated percentage of state residents who have earned high-value certificates was derived from U.S. Census and IPEDS data by labor market experts at Georgetown University’s Center on Education and the Workforce.

- NORC at the University of Chicago: <http://www.norc.org>
- Integrated Postsecondary Education Data System: <https://nces.ed.gov/ipeds/Home/UseTheData>
- Georgetown University’s Center on Education and the Workforce: <https://cew.georgetown.edu/>

Defining Metro Areas

Metro-area data in *A Stronger Nation* are those that apply to the nation’s Metropolitan Statistical Areas (MSAs). The term MSA refers to “a large population nucleus, together with adjacent communities having a high degree of social and economic integration with that core.” MSAs comprise one or more entire counties, except in New England, where cities and towns are the basic geographic units. The federal Office of Management and Budget defines MSAs by applying published standards to Census Bureau data.

Lumina Foundation is an independent, private foundation in Indianapolis that is committed to making opportunities for learning beyond high school available to all. We envision a system that is easy to navigate, delivers fair results, and meets the nation's need for talent through a broad range of credentials. Our goal is to prepare people for informed citizenship and for success in a global economy.



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