College Opportunity at Risk: An Assessment of the States — State Risk Assessments

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Reports for the 50 states, collated into a single file alphabetically by state name. These assessments relate to the general report *College Opportunity at Risk: An Assessment of the States* by Finney et al.

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College Opportunity at Risk: An Assessment of the States — State Risk Assessments

**Disciplines**
Accessibility | Education | Educational Assessment, Evaluation, and Research | Education Economics | Higher Education | Higher Education Administration

**Comments**
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This report is available at ScholarlyCommons: https://repository.upenn.edu/gse_pubs/468
For Alabama to thrive, all residents must have access to quality higher education. This state risk assessment is the first state-by-state analytic tool to compare the many intersecting risks to postsecondary educational opportunity. These risks are shaped by a complex interplay of dynamic forces that are internal and external to higher education.

Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten Alabama’s ability to provide the number of educated workers that its economy needs.

**PROJECTED NEED**

The nation will need 60% of its workforce to have college degrees, workforce certificates, industry certifications, and other high-quality college credentials by 2025. In 2016, 37.9% of Alabama residents had these credentials.

If the state fails to improve, Alabama will fall short of this 60% benchmark by 546,100 credentials in 2025.

**RISK CATEGORIES**

Understanding Alabama’s areas of greatest risk to educational opportunity is critical to creating effective public policies for the future.

- **Education Performance**
  - Risk: HIGH

- **Education Equity**
  - Risk: MODERATE

- **Higher Education Funding & Productivity**
  - Risk: HIGH

- **State Economy & Finances**
  - Risk: MODERATE


Education Performance

Preparation

Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.

- 26.1% of 4th graders are proficient and above in NAEP Mathematics.
  RANK: 50\textsuperscript{TH}

- 28.7% of 4th graders are proficient and above in NAEP Reading.
  RANK: 45\textsuperscript{TH}

- 17.2% of 8th graders are proficient and above in NAEP Mathematics.
  RANK: 50\textsuperscript{TH}

- 25.6% of 8th graders are proficient and above in NAEP Reading.
  RANK: 47\textsuperscript{TH}

- 75% of students graduate from high school.
  RANK: 43\textsuperscript{RD}

- 12.7 passing AP test scores per 100 juniors and seniors.
  RANK: 44\textsuperscript{TH}

To calculate the Education Performance risk ranking, each indicator (preparation, participation, completion, and affordability) receives a single score based on its individual components. The state risk ranking is determined by adding these four rankings together. For more details, see page 3 of the technical guide.

Participation

The extent to which young adults and working-age adults enroll in educational programs beyond high school.

- 39.2% of 18–24-year-olds are enrolled in educational programs beyond high school.
  RANK: 27\textsuperscript{TH}

- 4.1% of 25–64-year-olds are enrolled in educational programs beyond high school.
  RANK: 36\textsuperscript{TH}

Completion

Completion of college programs in a timely manner.

- 22.3% of community college students earn an associate’s degree within three years.
  RANK: 39\textsuperscript{TH}

- 48% of students enrolled in four-year institutions earn their bachelor’s degree within six years.
  RANK: 38\textsuperscript{TH}

Affordability

Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.

- Student and families pay, on average, 32.2% of family income after all financial aid to attend postsecondary education.
  RANK: 42\textsuperscript{ND}
High School Completion Equity

High school graduation gap between white students and students from all other racial and ethnic groups.

The graduation rate of white students in Alabama is 3 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 3rd

Postsecondary Participation Equity

Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state.

There is a 6.8 percentage point difference between racial and ethnic minority students enrolled in degree or workforce certificate programs and the percentage of this group in the overall state population. A smaller proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.

RANK: 32nd

Postsecondary Completion Equity

Postsecondary completion gap between white students and students from all other racial and ethnic groups.

The on-time four-year and two-year degree completion rate of white students is 9.3 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 27th

Geographic Equity

The distance from each county center to the closest in-state degree-granting education institution.

There is an average of 7.9 miles between each county center and the closest degree-granting institution.

RANK: 29th

RISK RANKING
Alabama ranks 22nd in the nation for educational equity.
Postsecondary Productivity

The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.

Alabama spends $33,639 per degree and certificate produced at all public institutions.

RANK: 34th

Degrees and Workforce Certificates Awarded

The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.

Alabama awards 22.1 degrees per 100 full-time equivalent students per year at all degree-granting institutions.

RANK: 48th

Volatility of Higher Education Appropriations

The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.

The amount of money Alabama appropriated specifically for higher education fluctuated, on average, 6.2 percentage points per year between 2000 and 2015.

RANK: 39th
State Economy & Finances

VOLATILITY OF GENERAL FUND EXPENDITURES

The average annual fluctuation of state expenditures from year to year, between 2000 and 2015.

Alabama’s expenditures fluctuated on average 2.3 percentage points per year between 2000 and 2015.

RANK: 4th

STATE GROSS DOMESTIC PRODUCT

Total revenue from all goods and services in a state’s economy.

Alabama’s GDP per capita in 2016 was $37,402.

RANK: 45th

NEW ECONOMY INDEX

The extent to which a state’s economy matches knowledge-based industries.

RANK: 44th

STATE RESERVES

“Rainy day” fund resources maintained to offset economic downturns.

Between FY2016 and FY2018, Alabama’s average rainy day fund balance as a share of annual expenditures was 8.5%.

RANK: 12th

STATE DEBT AND UNFUNDED LIABILITIES

Debt and unfunded liabilities as a portion of state revenue.

Alabama’s debt and unfunded liabilities total 333.3% of annual state revenues.

RANK: 41st

INCOME INEQUALITY

The gap between the median family income of families in the highest and lowest income groups.

Alabama’s families whose income is $110k or more have incomes that are 11 times as much the annual income of families whose income is $30k or less.

RANK: 24th
Recommended Steps for State Policymakers

- Enhance the State Risk Assessment with additional state-level data to provide specificity and context for assessing state risks to educational opportunity.

- Conduct a statewide “public policy audit” to understand the policies that increase risks to educational opportunity.

- Using the results of a policy audit, develop a fiscally sustainable compact for higher education that enhances college opportunity, specifying the responsibilities of students and families, colleges and universities, and taxpayers.

- Use the State Risk Assessment to inform state higher education budgeting and accountability on an ongoing basis.
For Alaska to thrive, all residents must have access to quality higher education. This state risk assessment is the first state-by-state analytic tool to compare the many intersecting risks to postsecondary educational opportunity. These risks are shaped by a complex interplay of dynamic forces that are internal and external to higher education.

Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten Alaska’s ability to provide the number of educated workers that its economy needs.

The nation will need 60% of its workforce to have college degrees, workforce certificates, industry certifications, and other high-quality college credentials by 2025. In 2016, 45.3% of Alaska residents had these credentials.

If the state fails to improve, Alaska will fall short of this 60% benchmark by 59,860 credentials in 2025.

Understanding Alaska’s areas of greatest risk to educational opportunity is critical to creating effective public policies for the future.
Education Performance

Preparation
Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.

35.1% of 4th graders are proficient and above in NAEP Mathematics.
RANK: 39TH

29.9% of 4th graders are proficient and above in NAEP Reading.
RANK: 41ST

31.8% of 8th graders are proficient and above in NAEP Mathematics.
RANK: 32ND

31.4% of 8th graders are proficient and above in NAEP Reading.
RANK: 33RD

79% of students graduate from high school.
RANK: 30TH

15.6 passing AP test scores per 100 juniors and seniors.
RANK: 33RD

Participation
The extent to which young adults and working-age adults enroll in educational programs beyond high school.

19.5% of 18–24-year-olds are enrolled in educational programs beyond high school.
RANK: 50TH

5.8% of 25–64-year-olds are enrolled in educational programs beyond high school.
RANK: 10TH

Completion
Completion of college programs in a timely manner.

67.2% of community college students earn an associate’s degree within three years.
RANK: 2ND

24.3% of students enrolled in four-year institutions earn their bachelor’s degree within six years.
RANK: 50TH

Affordability
Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.

Student and families pay, on average, 24.3% of family income after all financial aid to attend postsecondary education.
RANK: 15TH

To calculate the Education Performance risk ranking, each indicator (preparation, participation, completion, and affordability) receives a single score based on its individual components. The state risk ranking is determined by adding these four rankings together. For more details, see page 3 of the technical guide.
High School Completion Equity

High school graduation gap between white students and students from all other racial and ethnic groups.

The graduation rate of white students in Alaska is 9.5 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 29TH

Postsecondary Participation Equity

Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state.

There is a 5.1 percentage point difference between racial and ethnic minority students enrolled in degree or workforce certificate programs and the percentage of this group in the overall state population. A smaller proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.

RANK: 26TH

Postsecondary Completion Equity

Postsecondary completion gap between white students and students from all other racial and ethnic groups.

The on-time four-year and two-year degree completion rate of white students is 11.1 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 35TH

Geographic Equity

The distance from each county center to the closest in-state degree-granting education institution.

There is an average of 56.7 miles between each county center and the closest degree-granting institution.

RANK: 47TH
Postsecondary Productivity

The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.

Alaska spends $62,838 per degree and certificate produced at all public institutions.

RANK: 49TH

Degrees and Workforce Certificates Awarded

The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.

Alaska awards 23.8 degrees per 100 full-time equivalent students per year at all degree-granting institutions.

RANK: 32ND

Volatility of Higher Education Appropriations

The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.

The amount of money Alaska appropriated specifically for higher education fluctuated, on average, 3.5 percentage points per year between 2000 and 2015.

RANK: 4TH
### Volatility of General Fund Expenditures

The average annual fluctuation of state expenditures from year to year, between 2000 and 2015.

Alaska’s expenditures fluctuated on average 3.5 percentage points per year between 2000 and 2015.

RANK: 37\textsuperscript{TH}

### State Gross Domestic Product

Total revenue from all goods and services in a state’s economy.

Alaska’s GDP per capita in 2016 was $63,317.

RANK: 6\textsuperscript{TH}

### New Economy Index

The extent to which a state’s economy matches knowledge-based industries.

RANK: 42\textsuperscript{ND}

### State Reserves

“Rainy day” fund resources maintained to offset economic downturns.

Between FY2016 and FY2018, Alaska’s average rainy day fund balance as a share of annual expenditures was 96.7%.

RANK: 2\textsuperscript{ND}

### State Debt and Unfunded Liabilities

Debt and unfunded liabilities as a portion of state revenue.

Alaska’s debt and unfunded liabilities total 385.0% of annual state revenues.

RANK: 46\textsuperscript{TH}

### Income Inequality

The gap between the median family income of families in the highest and lowest income groups.

Alaska’s families whose income is $110k or more have incomes that are 9.8 times as much the annual income of families whose income is $30k or less.

RANK: 3\textsuperscript{RD}
Recommended Steps for State Policymakers

- Enhance the State Risk Assessment with additional state-level data to provide specificity and context for assessing state risks to educational opportunity.

- Conduct a statewide “public policy audit” to understand the policies that increase risks to educational opportunity.

- Using the results of a policy audit, develop a fiscally sustainable compact for higher education that enhances college opportunity, specifying the responsibilities of students and families, colleges and universities, and taxpayers.

- Use the State Risk Assessment to inform state higher education budgeting and accountability on an ongoing basis.
For Arizona to thrive, all residents must have access to quality higher education. This state risk assessment is the first state-by-state analytic tool to compare the many intersecting risks to postsecondary educational opportunity. These risks are shaped by a complex interplay of dynamic forces that are internal and external to higher education. Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten Arizona’s ability to provide the number of educated workers that its economy needs.

**PROJECTED NEED**

The nation will need 60% of its workforce to have college degrees, workforce certificates, industry certifications, and other high-quality college credentials by 2025. In 2016, 49.7% of Arizona residents had these credentials.

If the state fails to improve, Arizona will fall short of this 60% benchmark by 381,247 credentials in 2025.

**RISK CATEGORIES**

Understanding Arizona’s areas of greatest risk to educational opportunity is critical to creating effective public policies for the future.

- **Education Performance**
  - Risk: LOW

- **Education Equity**
  - Risk: HIGH

- **Higher Education Funding & Productivity**
  - Risk: LOW

- **State Economy & Finances**
  - Risk: MODERATE


### Preparation

*Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.*

- 37.8% of 4th graders are proficient and above in NAEP Mathematics.
  - RANK: 32
  - ND

- 29.6% of 4th graders are proficient and above in NAEP Reading.
  - RANK: 42
  - ND

- 34.8% of 8th graders are proficient and above in NAEP Mathematics.
  - RANK: 22
  - ND

- 31.1% of 8th graders are proficient and above in NAEP Reading.
  - RANK: 34
  - TH

- 77% of students graduate from high school.
  - RANK: 39
  - TH

- 15.3 passing AP test scores per 100 juniors and seniors.
  - RANK: 36
  - TH

To calculate the Education Performance risk ranking, each indicator (preparation, participation, completion, and affordability) receives a single score based on its individual components. The state risk ranking is determined by adding these four rankings together. For more details, see page 3 of the technical guide.

### Participation

*The extent to which young adults and working-age adults enroll in educational programs beyond high school.*

- 41.3% of 18–24-year-olds are enrolled in educational programs beyond high school.
  - RANK: 14
  - TH

- 12.7% of 25–64-year-olds are enrolled in educational programs beyond high school.
  - RANK: 1
  - ST

### Completion

*Completion of college programs in a timely manner.*

- 31.6% of community college students earn an associate’s degree within three years.
  - RANK: 18
  - TH

- 52.1% of students enrolled in four-year institutions earn their bachelor’s degree within six years.
  - RANK: 26
  - TH

### Affordability

*Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.*

Student and families pay, on average, 22.0% of family income after all financial aid to attend postsecondary education.

- RANK: 6
  - TH
Educational Equity

High School Completion Equity

High school graduation gap between white students and students from all other racial and ethnic groups.

The graduation rate of white students in Arizona is 11.1 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 35th

Postsecondary Participation Equity

Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state.

There is a 22.6 percentage point difference between racial and ethnic minority students enrolled in degree or workforce certificate programs and the percentage of this group in the overall state population. A smaller proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.

RANK: 50th

Postsecondary Completion Equity

Postsecondary completion gap between white students and students from all other racial and ethnic groups.

The on-time four-year and two-year degree completion rate of white students is 7.6 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 19th

Geographic Equity

The distance from each county center to the closest in-state degree-granting education institution.

There is an average of 6.1 miles between each county center and the closest degree-granting institution.

RANK: 17th
Postsecondary Productivity

The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.

Arizona spends $20,473 per degree and certificate produced at all public institutions.

RANK: 4TH

Degrees and Workforce Certificates Awarded

The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.

Arizona awards 30.5 degrees per 100 full-time equivalent students per year at all degree-granting institutions.

RANK: 1ST

Volatility of Higher Education Appropriations

The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.

The amount of money Arizona appropriated specifically for higher education fluctuated, on average, 4.4 percentage points per year between 2000 and 2015.

RANK: 18TH
State Economy & Finances

Volatility of General Fund Expenditures

The average annual fluctuation of state expenditures from year to year, between 2000 and 2015.

Arizona’s expenditures fluctuated on average 2.9 percentage points per year between 2000 and 2015.

RANK: 23RD

State Gross Domestic Product

Total revenue from all goods and services in a state’s economy.

Arizona’s GDP per capita in 2016 was $38,985.

RANK: 42ND

New Economy Index

The extent to which a state’s economy matches knowledge-based industries.

RANK: 21ST

State Reserves

“Rainy day” fund resources maintained to offset economic downturns.

Between FY2016 and FY2018, Arizona’s average rainy day fund balance as a share of annual expenditures was 4.8%.

RANK: 30TH

State Debt and Unfunded Liabilities

Debt and unfunded liabilities as a portion of state revenue.

Arizona’s debt and unfunded liabilities total 163.8% of annual state revenues.

RANK: 19TH

Income Inequality

The gap between the median family income of families in the highest and lowest income groups.

Arizona’s families whose income is $110k or more have incomes that are 11.1 times as much the annual income of families whose income is $30k or less.

RANK: 27TH
Recommended Steps for State Policymakers

- Enhance the State Risk Assessment with additional state-level data to provide specificity and context for assessing state risks to educational opportunity.

- Conduct a statewide “public policy audit” to understand the policies that increase risks to educational opportunity.

- Using the results of a policy audit, develop a fiscally sustainable compact for higher education that enhances college opportunity, specifying the responsibilities of students and families, colleges and universities, and taxpayers.

- Use the State Risk Assessment to inform state higher education budgeting and accountability on an ongoing basis.
For Arkansas to thrive, all residents must have access to quality higher education. This state risk assessment is the first state-by-state analytic tool to compare the many intersecting risks to postsecondary educational opportunity. These risks are shaped by a complex interplay of dynamic forces that are internal and external to higher education.

Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten Arkansas’s ability to provide the number of educated workers that its economy needs.

**PROJECTED NEED**

The nation will need 60% of its workforce to have college degrees, workforce certificates, industry certifications, and other high-quality college credentials by 2025. In 2016, 39.9% of Arkansas residents had these credentials.

If the state fails to improve, Arkansas will fall short of this 60% benchmark by **303,886** credentials in 2025.

Understanding Arkansas’s areas of greatest risk to educational opportunity is critical to creating effective public policies for the future.

- **Education Performance**
  - Risk: HIGH

- **Education Equity**
  - Risk: MODERATE

- **Higher Education Funding & Productivity**
  - Risk: LOW

- **State Economy & Finances**
  - Risk: HIGH


Education Performance

Preparation

Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.

32.0% of 4th graders are proficient and above in NAEP Mathematics.
RANK: 44TH

31.5% of 4th graders are proficient and above in NAEP Reading.
RANK: 38TH

24.9% of 8th graders are proficient and above in NAEP Mathematics.
RANK: 45TH

26.8% of 8th graders are proficient and above in NAEP Reading.
RANK: 45TH

78% of students graduate from high school.
RANK: 34TH

21.5 passing AP test scores per 100 juniors and seniors.
RANK: 26TH

To calculate the Education Performance risk ranking, each indicator (preparation, participation, completion, and affordability) receives a single score based on its individual components. The state risk ranking is determined by adding these four rankings together. For more details, see page 3 of the technical guide.

Participation

The extent to which young adults and working-age adults enroll in educational programs beyond high school.

39.2% of 18–24-year-olds are enrolled in educational programs beyond high school.
RANK: 28TH

3.8% of 25–64-year-olds are enrolled in educational programs beyond high school.
RANK: 42ND

Completion

Completion of college programs in a timely manner

27.5% of community college students earn an associate’s degree within three years.
RANK: 27TH

43.7% of students enrolled in four-year institutions earn their bachelor’s degree within six years.
RANK: 45TH

Affordability

Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.

Student and families pay, on average, 25.2% of family income after all financial aid to attend postsecondary education.
RANK: 18TH

Arkansas ranks 45th in the nation for educational performance.
High School Completion Equity

High school graduation gap between white students and students from all other racial and ethnic groups.

The graduation rate of white students in Arkansas is 7.5 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 17TH

Postsecondary Participation Equity

Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state.

There is a 5.1 percentage point difference between racial and ethnic minority students enrolled in degree or workforce certificate programs and the percentage of this group in the overall state population. A smaller proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.

RANK: 25TH

Postsecondary Completion Equity

Postsecondary completion gap between white students and students from all other racial and ethnic groups.

The on-time four-year and two-year degree completion rate of white students is 11.7 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 36TH

Geographic Equity

The distance from each county center to the closest in-state degree-granting education institution.

There is an average of 7.5 miles between each county center and the closest degree-granting institution.

RANK: 26TH
Postsecondary Productivity

The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.

Arkansas spends $28,865 per degree and certificate produced at all public institutions.

RANK: 22ND

Degrees and Workforce Certificates Awarded

The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.

Arkansas awards 29.0 degrees per 100 full-time equivalent students per year at all degree-granting institutions.

RANK: 3RD

Volatility of Higher Education Appropriations

The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.

The amount of money Arkansas appropriated specifically for higher education fluctuated, on average, 4.7 percentage points per year between 2000 and 2015.

RANK: 22ND
## State Economy & Finances

<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
<th>Arkansas's Expenditures</th>
<th>Rank</th>
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<tbody>
<tr>
<td><strong>Volatility of General Fund Expenditures</strong></td>
<td>The average annual fluctuation of state expenditures from year to year, between 2000 and 2015.</td>
<td>fluctuated on average 3.2 percentage points per year between 2000 and 2015.</td>
<td>30th</td>
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<tr>
<td><strong>State Gross Domestic Product</strong></td>
<td>Total revenue from all goods and services in a state’s economy.</td>
<td>GDP per capita in 2016 was $36,524.</td>
<td>47th</td>
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<td><strong>New Economy Index</strong></td>
<td>The extent to which a state’s economy matches knowledge-based industries.</td>
<td></td>
<td>49th</td>
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<tr>
<td><strong>State Reserves</strong></td>
<td>“Rainy day” fund resources maintained to offset economic downturns.</td>
<td>average rainy day fund balance as a share of annual expenditures was 2.3%.</td>
<td>40th</td>
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<tr>
<td><strong>State Debt and Unfunded Liabilities</strong></td>
<td>Debt and unfunded liabilities as a portion of state revenue.</td>
<td>debt and unfunded liabilities total 125.3% of annual state revenues.</td>
<td>12th</td>
</tr>
<tr>
<td><strong>Income Inequality</strong></td>
<td>The gap between the median family income of families in the highest and lowest income groups.</td>
<td>families whose income is $110k or more have incomes that are 9.8 times as much the annual income of families whose income is $30k or less.</td>
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Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten California’s ability to provide the number of educated workers that its economy needs.

**PROJECTED NEED**

The nation will need **60%** of its workforce to have college degrees, workforce certificates, industry certifications, and other high-quality college credentials by 2025. In 2016, **48.4%** of California residents had these credentials. If the state fails to improve, California will fall short of this 60% benchmark by **2,498,602** credentials in 2025.

**RISK CATEGORIES**

Understanding California’s areas of greatest risk to educational opportunity is critical to creating effective public policies for the future.

- **Education Performance**
  - Risk: LOW

- **Education Equity**
  - Risk: LOW

- **Higher Education Funding & Productivity**
  - Risk: HIGH

- **State Economy & Finances**
  - Risk: MODERATE


Preparation

Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.

29.2% of 4th graders are proficient and above in NAEP Mathematics.

RANK: 48TH

27.8% of 4th graders are proficient and above in NAEP Reading.

RANK: 48TH

27.1% of 8th graders are proficient and above in NAEP Mathematics.

RANK: 41ST

28.4% of 8th graders are proficient and above in NAEP Reading.

RANK: 40TH

82% of students graduate from high school.

RANK: 22ND

35.3 passing AP test scores per 100 juniors and seniors.

RANK: 8TH

To calculate the Education Performance risk ranking, each indicator (preparation, participation, completion, and affordability) receives a single score based on its individual components. The state risk ranking is determined by adding these four rankings together. For more details, see page 3 of the technical guide.

Participation

The extent to which young adults and working-age adults enroll in educational programs beyond high school.

41.3% of 18–24-year-olds are enrolled in educational programs beyond high school.

RANK: 13TH

6.1% of 25–64-year-olds are enrolled in educational programs beyond high school.

RANK: 8TH

Completion

Completion of college programs in a timely manner.

37.0% of community college students earn an associate’s degree within three years.

RANK: 10TH

63.5% of students enrolled in four-year institutions earn their bachelor’s degree within six years.

RANK: 12TH

Affordability

Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.

Student and families pay, on average, 20.5% of family income after all financial aid to attend postsecondary education.

RANK: 3RD
High School Completion Equity

High school graduation gap between white students and students from all other racial and ethnic groups.

The graduation rate of white students in California is 7.1 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 12TH

Postsecondary Participation Equity

Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state.

There is a 3.6 percentage point difference between racial and ethnic minority students enrolled in degree or workforce certificate programs and the percentage of this group in the overall state population. A smaller proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.

RANK: 19TH

Postsecondary Completion Equity

Postsecondary completion gap between white students and students from all other racial and ethnic groups.

The on-time four-year and two-year degree completion rate of white students is 3.9 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 6TH

Geographic Equity

The distance from each county center to the closest in-state degree-granting education institution.

There is an average of 3.6 miles between each county center and the closest degree-granting institution.

RANK: 4TH
Postsecondary Productivity

The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.

California spends $42,349 per degree and certificate produced at all public institutions.

RANK: 43rd

Degrees and Workforce Certificates Awarded

The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.

California awards 22.7 degrees per 100 full-time equivalent students per year at all degree-granting institutions.

RANK: 44th

Volatility of Higher Education Appropriations

The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.

The amount of money California appropriated specifically for higher education fluctuated, on average, 6.4 percentage points per year between 2000 and 2015.

RANK: 40th
<table>
<thead>
<tr>
<th>RISK RANKING</th>
<th>LEAST RISK</th>
<th>MOST RISK</th>
</tr>
</thead>
<tbody>
<tr>
<td>California ranks 25th for state economy and finances.</td>
<td></td>
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</tr>
</tbody>
</table>

### Volatility of General Fund Expenditures

The average annual fluctuation of state expenditures from year to year, between 2000 and 2015.

California’s expenditures fluctuated on average 4.0 percentage points per year between 2000 and 2015.

**RANK:** 43rd

### State Gross Domestic Product

Total revenue from all goods and services in a state’s economy.

California’s GDP per capita in 2016 was $59,117.

**RANK:** 8th

### New Economy Index

The extent to which a state’s economy matches knowledge-based industries.

**RANK:** 2nd

### State Reserves

“Rainy day” fund resources maintained to offset economic downturns.

Between FY2016 and FY2018, California’s average rainy day fund balance as a share of annual expenditures was 6.8%.

**RANK:** 18th

### State Debt and Unfunded Liabilities

Debt and unfunded liabilities as a portion of state revenue.

California’s debt and unfunded liabilities total 267.3% of annual state revenues.

**RANK:** 35th

### Income Inequality

The gap between the median family income of families in the highest and lowest income groups.

California’s families whose income is $110k or more have incomes that are 12.2 times as much the annual income of families whose income is $30k or less.

**RANK:** 46th
Recommended Steps for State Policymakers

- Enhance the State Risk Assessment with additional state-level data to provide specificity and context for assessing state risks to educational opportunity.

- Conduct a statewide “public policy audit” to understand the policies that increase risks to educational opportunity.

- Using the results of a policy audit, develop a fiscally sustainable compact for higher education that enhances college opportunity, specifying the responsibilities of students and families, colleges and universities, and taxpayers.

- Use the State Risk Assessment to inform state higher education budgeting and accountability on an ongoing basis.
College Opportunity Risk Assessment: Colorado

For Colorado to thrive, all residents must have access to quality higher education. This state risk assessment is the first state-by-state analytic tool to compare the many intersecting risks to postsecondary educational opportunity. These risks are shaped by a complex interplay of dynamic forces that are internal and external to higher education.

Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten Colorado’s ability to provide the number of educated workers that its economy needs.

**PROJECTED NEED**

The nation will need 60% of its workforce to have college degrees, workforce certificates, industry certifications, and other high-quality college credentials by 2025. In 2016, 55.7% of Colorado residents had these credentials.

If the state fails to improve, Colorado will fall short of this 60% benchmark by 139,681 credentials in 2025.

**RISK CATEGORIES**

Understanding Colorado’s areas of greatest risk to educational opportunity is critical to creating effective public policies for the future.

- **Education Performance**
  - Risk: MODERATE

- **Education Equity**
  - Risk: MODERATE

- **Higher Education Funding & Productivity**
  - Risk: MODERATE

- **State Economy & Finances**
  - Risk: MODERATE


Education Performance

Preparation
Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.

42.7% of 4th graders are proficient and above in NAEP Mathematics.
RANK: 19TH

38.6% of 4th graders are proficient and above in NAEP Reading.
RANK: 16TH

36.9% of 8th graders are proficient and above in NAEP Mathematics.
RANK: 15TH

38.2% of 8th graders are proficient and above in NAEP Reading.
RANK: 9TH

82% of students graduate from high school.
RANK: 22ND

33.7 passing AP test scores per 100 juniors and seniors.
RANK: 11TH

Participation
The extent to which young adults and working-age adults enroll in educational programs beyond high school.

34.8% of 18–24-year-olds are enrolled in educational programs beyond high school.
RANK: 41ST

5.5% of 25–64-year-olds are enrolled in educational programs beyond high school.
RANK: 15TH

Completion
Completion of college programs in a timely manner.

45.5% of community college students earn an associate's degree within three years.
RANK: 8TH

50.1% of students enrolled in four-year institutions earn their bachelor's degree within six years.
RANK: 33RD

Affordability
Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.

Student and families pay, on average, 31.0% of family income after all financial aid to attend postsecondary education.
RANK: 40TH

To calculate the Education Performance risk ranking, each indicator (preparation, participation, completion, and affordability) receives a single score based on its individual components. The state risk ranking is determined by adding these four rankings together. For more details, see page 3 of the technical guide.
High School Completion Equity

High school graduation gap between white students and students from all other racial and ethnic groups.

The graduation rate of white students in Colorado is 12.6 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 39TH

Postsecondary Participation Equity

Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state.

There is a 9.8 percentage point difference between racial and ethnic minority students enrolled in degree or workforce certificate programs and the percentage of this group in the overall state population. A smaller proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.

RANK: 38TH

Postsecondary Completion Equity

Postsecondary completion gap between white students and students from all other racial and ethnic groups.

The on-time four-year and two-year degree completion rate of white students is 5.9 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 12TH

Geographic Equity

The distance from each county center to the closest in-state degree-granting education institution.

There is an average of 6.6 miles between each county center and the closest degree-granting institution.

RANK: 22ND
Postsecondary Productivity

The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.

Colorado spends $17,022 per degree and certificate produced at all public institutions.

RANK: 3rd

Degrees and Workforce Certificates Awarded

The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.

Colorado awards 25.1 degrees per 100 full-time equivalent students per year at all degree-granting institutions.

RANK: 18th

Volatility of Higher Education Appropriations

The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.

The amount of money Colorado appropriated specifically for higher education fluctuated, on average, 7.9 percentage points per year between 2000 and 2015.

RANK: 47th
State Economy & Finances

**Volatility of General Fund Expenditures**

The average annual fluctuation of state expenditures from year to year, between 2000 and 2015.

Colorado’s expenditures fluctuated on average 2.9 percentage points per year between 2000 and 2015.

RANK: 26th

**State Gross Domestic Product**

Total revenue from all goods and services in a state’s economy.

Colorado’s GDP per capita in 2016 was $52,567.

RANK: 16th

**New Economy Index**

The extent to which a state’s economy matches knowledge-based industries.

RANK: 7th

**State Reserves**

“Rainy day” fund resources maintained to offset economic downturns.

Between FY2016 and FY2018, Colorado’s average rainy day fund balance as a share of annual expenditures was 5.7%.

RANK: 24th

**State Debt and Unfunded Liabilities**

Debt and unfunded liabilities as a portion of state revenue.

Colorado’s debt and unfunded liabilities total 273.6% of annual state revenues.

RANK: 36th

**Income Inequality**

The gap between the median family income of families in the highest and lowest income groups.

Colorado’s families whose income is $110k or more have incomes that are 11.3 times as much the annual income of families whose income is $30k or less.

RANK: 34th
Recommended Steps for State Policymakers

- Enhance the State Risk Assessment with additional state-level data to provide specificity and context for assessing state risks to educational opportunity.

- Conduct a statewide “public policy audit” to understand the policies that increase risks to educational opportunity.

- Using the results of a policy audit, develop a fiscally sustainable compact for higher education that enhances college opportunity, specifying the responsibilities of students and families, colleges and universities, and taxpayers.

- Use the State Risk Assessment to inform state higher education budgeting and accountability on an ongoing basis.
For Connecticut to thrive, all residents must have access to quality higher education. This state risk assessment is the first state-by-state analytic tool to compare the many intersecting risks to postsecondary educational opportunity. These risks are shaped by a complex interplay of dynamic forces that are internal and external to higher education.

Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten Connecticut’s ability to provide the number of educated workers that its economy needs.

**PROJECTED NEED**

The nation will need 60% of its workforce to have college degrees, workforce certificates, industry certifications, and other high-quality college credentials by 2025. In 2016, 53.8% of Connecticut residents had these credentials.

If the state fails to improve, Connecticut will fall short of this 60% benchmark by 111,539 credentials in 2025.

**RISK CATEGORIES**

Understanding Connecticut’s areas of greatest risk to educational opportunity is critical to creating effective public policies for the future.

- **Education Performance**  
  Risk: HIGH

- **Education Equity**  
  Risk: MODERATE

- **Higher Education Funding & Productivity**  
  Risk: HIGH

- **State Economy & Finances**  
  Risk: HIGH


Preparation

*Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.*

40.9% of 4th graders are proficient and above in NAEP Mathematics.

**RANK:** 23rd

43.5% of 4th graders are proficient and above in NAEP Reading.

**RANK:** 4th

36.1% of 8th graders are proficient and above in NAEP Mathematics.

**RANK:** 17th

43.3% of 8th graders are proficient and above in NAEP Reading.

**RANK:** 4th

86% of students graduate from high school.

**RANK:** 12th

40.0 passing AP test scores per 100 juniors and seniors.

**RANK:** 3rd

To calculate the Education Performance risk ranking, each indicator (preparation, participation, completion, and affordability) receives a single score based on its individual components. The state risk ranking is determined by adding these four rankings together. For more details, see page 3 of the technical guide.

Participation

*The extent to which young adults and working-age adults enroll in educational programs beyond high school.*

34.8% of 18–24-year-olds are enrolled in educational programs beyond high school.

**RANK:** 40th

4.1% of 25–64-year-olds are enrolled in educational programs beyond high school.

**RANK:** 37th

Completion

*Completion of college programs in a timely manner.*

15.5% of community college students earn an associate’s degree within three years.

**RANK:** 49th

66.4% of students enrolled in four-year institutions earn their bachelor’s degree within six years.

**RANK:** 6th

Affordability

*Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.*

Student and families pay, on average, 33.8% of family income after all financial aid to attend postsecondary education.

**RANK:** 44th
Educational Equity

High School Completion Equity

High school graduation gap between white students and students from all other racial and ethnic groups.

The graduation rate of white students in Connecticut is 13.9 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 42ND

Postsecondary Participation Equity

Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state.

There is a 1.3 percentage point difference between racial and ethnic minority students enrolled in degree or workforce certificate programs and the percentage of this group in the overall state population. A smaller proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.

RANK: 12TH

Postsecondary Completion Equity

Postsecondary completion gap between white students and students from all other racial and ethnic groups.

The on-time four-year and two-year degree completion rate of white students is 8.4 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 24TH

Geographic Equity

The distance from each county center to the closest in-state degree-granting education institution.

There is an average of 5.6 miles between each county center and the closest degree-granting institution.

RANK: 13TH
Higher Education
Funding & Productivity

RISK RANKING
Connecticut ranks 44th for higher education funding and productivity.

Postsecondary Productivity

The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.

Connecticut spends $39,902 per degree and certificate produced at all public institutions.

RANK: 40TH

Degrees and Workforce Certificates Awarded

The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.

Connecticut awards 23.3 degrees per 100 full-time equivalent students per year at all degree-granting institutions.

RANK: 39TH

Volatility of Higher Education Appropriations

The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.

The amount of money Connecticut appropriated specifically for higher education fluctuated, on average, 5.5 percentage points per year between 2000 and 2015.

RANK: 31ST
Volatility of General Fund Expenditures

The average annual fluctuation of state expenditures from year to year, between 2000 and 2015.

Connecticut’s expenditures fluctuated on average 3.0 percentage points per year between 2000 and 2015.

RANK: 27TH

State Gross Domestic Product

Total revenue from all goods and services in a state’s economy.

Connecticut’s GDP per capita in 2016 was $63,636.

RANK: 5TH

New Economy Index

The extent to which a state’s economy matches knowledge-based industries.

RANK: 10TH

State Reserves

“Rainy day” fund resources maintained to offset economic downturns.

Between FY2016 and FY2018, Connecticut’s average rainy day fund balance as a share of annual expenditures was 1.3%.

RANK: 44TH

State Debt and Unfunded Liabilities

Debt and unfunded liabilities as a portion of state revenue.

Connecticut’s debt and unfunded liabilities total 426.9% of annual state revenues.

RANK: 47TH

Income Inequality

The gap between the median family income of families in the highest and lowest income groups.

Connecticut’s families whose income is $110k or more have incomes that are 13.3 times as much the annual income of families whose income is $30k or less.

RANK: 49TH
Recommended Steps for State Policymakers

- Enhance the State Risk Assessment with additional state-level data to provide specificity and context for assessing state risks to educational opportunity.

- Conduct a statewide “public policy audit” to understand the policies that increase risks to educational opportunity.

- Using the results of a policy audit, develop a fiscally sustainable compact for higher education that enhances college opportunity, specifying the responsibilities of students and families, colleges and universities, and taxpayers.

- Use the State Risk Assessment to inform state higher education budgeting and accountability on an ongoing basis.
For Delaware to thrive, all residents must have access to quality higher education. This state risk assessment is the first state-by-state analytic tool to compare the many intersecting risks to postsecondary educational opportunity. These risks are shaped by a complex interplay of dynamic forces that are internal and external to higher education.

Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten Delaware’s ability to provide the number of educated workers that its economy needs.

Understanding Delaware’s areas of greatest risk to educational opportunity is critical to creating effective public policies for the future.


Preparation

Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.

36.8% of 4th graders are proficient and above in NAEP Mathematics.

RANK: 35TH

37.1% of 4th graders are proficient and above in NAEP Reading.

RANK: 22ND

29.5% of 8th graders are proficient and above in NAEP Mathematics.

RANK: 36TH

31.1% of 8th graders are proficient and above in NAEP Reading.

RANK: 34TH

77% of students graduate from high school.

RANK: 39TH

22.9 passing AP test scores per 100 juniors and seniors.

RANK: 25TH

To calculate the Education Performance risk ranking, each indicator (preparation, participation, completion, and affordability) receives a single score based on its individual components. The state risk ranking is determined by adding these four rankings together. For more details, see page 3 of the technical guide.

Participation

The extent to which young adults and working-age adults enroll in educational programs beyond high school.

40.3% of 18–24-year-olds are enrolled in educational programs beyond high school.

RANK: 18TH

4.2% of 25–64-year-olds are enrolled in educational programs beyond high school.

RANK: 33RD

Completion

Completion of college in a timely manner.

71.3% of community college students earn an associate’s degree within three years.

RANK: 1ST

51.5% of students enrolled in four-year institutions earn their bachelor’s degree within six years.

RANK: 30TH

Affordability

Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.

Student and families pay, on average, 29.0% of family income after all financial aid to attend postsecondary education.

RANK: 33RD
High School Completion Equity

High school graduation gap between white students and students from all other racial and ethnic groups.

The graduation rate of white students in Delaware is 4.4 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 6TH

Postsecondary Participation Equity

Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state.

There is a 15.0 percentage point difference between racial and ethnic minority students enrolled in degree or workforce certificate programs and the percentage of this group in the overall state population. A smaller proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.

RANK: 48TH

Postsecondary Completion Equity

Postsecondary completion gap between white students and students from all other racial and ethnic groups.

The on-time four-year and two-year degree completion rate of white students is 7.4 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 18TH

Geographic Equity

The distance from each county center to the closest in-state degree-granting education institution.

N/A

RANK: N/A
Postsecondary Productivity

The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.

Delaware spends $25,402 per degree and certificate produced at all public institutions.

RANK: 14TH

Degrees and Workforce Certificates Awarded

The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.

Delaware awards 22.4 degrees per 100 full-time equivalent students per year at all degree-granting institutions.

RANK: 45TH

Volatility of Higher Education Appropriations

The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.

The amount of money Delaware appropriated specifically for higher education fluctuated, on average, 3.8 percentage points per year between 2000 and 2015.

RANK: 10TH
Volatility of General Fund Expenditures

The average annual fluctuation of state expenditures from year to year, between 2000 and 2015. Delaware’s expenditures fluctuated on average 2.6 percentage points per year between 2000 and 2015.

RANK: 12th

State Gross Domestic Product

Total revenue from all goods and services in a state’s economy. Delaware’s GDP per capita in 2016 was $64,054.

RANK: 4th

New Economy Index

The extent to which a state’s economy matches knowledge-based industries. RANK: 5th

State Reserves

“Rainy day” fund resources maintained to offset economic downturns. Between FY2016 and FY2018, Delaware’s average rainy day fund balance as a share of annual expenditures was 5.5%.

RANK: 25th

State Debt and Unfunded Liabilities

Debt and unfunded liabilities as a portion of state revenue. Delaware’s debt and unfunded liabilities total 280.2% of annual state revenues.

RANK: 37th

Income Inequality

The gap between the median family income of families in the highest and lowest income groups. Delaware’s families whose income is $110k or more have incomes that are 10.9 times as much the annual income of families whose income is $30k or less.

RANK: 21st
Recommended Steps for State Policymakers

- Enhance the State Risk Assessment with additional state-level data to provide specificity and context for assessing state risks to educational opportunity.

- Conduct a statewide “public policy audit” to understand the policies that increase risks to educational opportunity.

- Using the results of a policy audit, develop a fiscally sustainable compact for higher education that enhances college opportunity, specifying the responsibilities of students and families, colleges and universities, and taxpayers.

- Use the State Risk Assessment to inform state higher education budgeting and accountability on an ongoing basis.
For Florida to thrive, all residents must have access to quality higher education. This state risk assessment is the first state-by-state analytic tool to compare the many intersecting risks to postsecondary educational opportunity. These risks are shaped by a complex interplay of dynamic forces that are internal and external to higher education.

Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten Florida's ability to provide the number of educated workers that its economy needs.

PROJECTED NEED

The nation will need 60% of its workforce to have college degrees, workforce certificates, industry certifications, and other high-quality college credentials by 2025. In 2016, 46.9% of Florida residents had these credentials.

If the state fails to improve, Florida will fall short of this 60% benchmark by 1,526,853 credentials in 2025.

RISK CATEGORIES

Understanding Florida’s areas of greatest risk to educational opportunity is critical to creating effective public policies for the future.

Education Performance
Risk: MODERATE

Education Equity
Risk: LOW

Higher Education Funding & Productivity
Risk: LOW

State Economy & Finances
Risk: HIGH


Education Performance

Preparation
Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.

42.0% of 4th graders are proficient and above in NAEP Mathematics.
RANK: 20th

38.5% of 4th graders are proficient and above in NAEP Reading.
RANK: 17th

26.1% of 8th graders are proficient and above in NAEP Mathematics.
RANK: 42nd

30.3% of 8th graders are proficient and above in NAEP Reading.
RANK: 37th

75% of students graduate from high school.
RANK: 43rd

38.4 passing AP test scores per 100 juniors and seniors.
RANK: 5th

Participation
The extent to which young adults and working-age adults enroll in educational programs beyond high school.

35.6% of 18–24-year-olds are enrolled in educational programs beyond high school.
RANK: 35th

5.4% of 25–64-year-olds are enrolled in educational programs beyond high school.
RANK: 16th

Completion
Completion of college programs in a timely manner.

59.1% of community college students earn an associate’s degree within three years.
RANK: 3rd

46.6% of students enrolled in four-year institutions earn their bachelor’s degree within six years.
RANK: 41st

Affordability
Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.

Student and families pay, on average, 25.6% of family income after all financial aid to attend postsecondary education.
RANK: 20th

To calculate the Education Performance risk ranking, each indicator (preparation, participation, completion, and affordability) receives a single score based on its individual components. The state risk ranking is determined by adding these four rankings together. For more details, see page 3 of the technical guide.
Educational Equity

**High School Completion Equity**

- **High school graduation gap between white students and students from all other racial and ethnic groups.**
- The graduation rate of white students in Florida is 8.7 percentage points higher than that of students from all other racial and ethnic groups.
- **RANK: 21ST**

**Postsecondary Participation Equity**

- **Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state.**
- There is a 1.6 percentage point difference between racial and ethnic minority students enrolled in degree or workforce certificate programs and the percentage of this group in the overall state population. A smaller proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.
- **RANK: 15TH**

**Postsecondary Completion Equity**

- **Postsecondary completion gap between white students and students from all other racial and ethnic groups.**
- The on-time four-year and two-year degree completion rate of white students is 4.5 percentage points higher than that of students from all other racial and ethnic groups.
- **RANK: 10TH**

**Geographic Equity**

- **The distance from each county center to the closest in-state degree-granting education institution.**
- There is an average of 5.1 miles between each county center and the closest degree-granting institution.
- **RANK: 10TH**
**Higher Education Funding & Productivity**

**Postsecondary Productivity**

The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.

Florida spends $22,456 per degree and certificate produced at all public institutions.

RANK: 7th

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**Degrees and Workforce Certificates Awarded**

The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.

Florida awards 29.9 degrees per 100 full-time equivalent students per year at all degree-granting institutions.

RANK: 2nd

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**Volatility of Higher Education Appropriations**

The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.

The amount of money Florida appropriated specifically for higher education fluctuated, on average, 7.6 percentage points per year between 2000 and 2015.

RANK: 45th
Volatility of General Fund Expenditures

The average annual fluctuation of state expenditures from year to year, between 2000 and 2015.

Florida’s expenditures fluctuated on average 2.9 percentage points per year between 2000 and 2015.

RANK: 20th

State Gross Domestic Product

Total revenue from all goods and services in a state’s economy.

Florida’s GDP per capita in 2016 was $39,506.

RANK: 41st

New Economy Index

The extent to which a state’s economy matches knowledge-based industries.

RANK: 24th

State Reserves

“Rainy day” fund resources maintained to offset economic downturns.

Between FY2016 and FY2018, Florida’s average rainy day fund balance as a share of annual expenditures was 4.5%.

RANK: 32nd

State Debt and Unfunded Liabilities

Debt and unfunded liabilities as a portion of state revenue.

Florida’s debt and unfunded liabilities total 170.2% of annual state revenues.

RANK: 20th

Income Inequality

The gap between the median family income of families in the highest and lowest income groups.

Florida’s families whose income is $110k or more have incomes that are 11.6 times as much the annual income of families whose income is $30k or less.

RANK: 42nd
Recommended Steps for State Policymakers

- Enhance the State Risk Assessment with additional state-level data to provide specificity and context for assessing state risks to educational opportunity.

- Conduct a statewide “public policy audit” to understand the policies that increase risks to educational opportunity.

- Using the results of a policy audit, develop a fiscally sustainable compact for higher education that enhances college opportunity, specifying the responsibilities of students and families, colleges and universities, and taxpayers.

- Use the State Risk Assessment to inform state higher education budgeting and accountability on an ongoing basis.
College Opportunity Risk Assessment: Georgia

For Georgia to thrive, all residents must have access to quality higher education. This state risk assessment is the first state-by-state analytic tool to compare the many intersecting risks to postsecondary educational opportunity. These risks are shaped by a complex interplay of dynamic forces that are internal and external to higher education.

Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten Georgia’s ability to provide the number of educated workers that its economy needs.

PROJECTED NEED

The nation will need 60% of its workforce to have college degrees, workforce certificates, industry certifications, and other high-quality college credentials by 2025. In 2016, 48.0% of Georgia residents had these credentials.

If the state fails to improve, Georgia will fall short of this 60% benchmark by 671,259 credentials in 2025.

RISK CATEGORIES

Understanding Georgia’s areas of greatest risk to educational opportunity is critical to creating effective public policies for the future.

Education Performance
Risk: HIGH

Education Equity
Risk: LOW

Higher Education Funding & Productivity
Risk: LOW

State Economy & Finances
Risk: MODERATE


Education Performance

Preparation

*Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.*

34.6% of 4th graders are proficient and above in NAEP Mathematics.

RANK: 41ST

33.6% of 4th graders are proficient and above in NAEP Reading.

RANK: 34TH

28.4% of 8th graders are proficient and above in NAEP Mathematics.

RANK: 39TH

30.2% of 8th graders are proficient and above in NAEP Reading.

RANK: 38TH

70% of students graduate from high school.

RANK: 48TH

34.5 passing AP test scores per 100 juniors and seniors.

RANK: 10TH

To calculate the Education Performance risk ranking, each indicator (preparation, participation, completion, and affordability) receives a single score based on its individual components. The state risk ranking is determined by adding these four rankings together. For more details, see page 3 of the technical guide.

Participation

*The extent to which young adults and working-age adults enroll in educational programs beyond high school.*

31.5% of 18–24-year-olds are enrolled in educational programs beyond high school.

RANK: 48TH

3.9% of 25–64-year-olds are enrolled in educational programs beyond high school.

RANK: 40TH

Completion

*Completion of college programs in a timely manner.*

33.6% of community college students earn an associate’s degree within three years.

RANK: 15TH

36.8% of students enrolled in four-year institutions earn their bachelor’s degree within six years.

RANK: 48TH

Affordability

*Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.*

Student and families pay, on average, 27.4% of family income after all financial aid to attend postsecondary education.

RANK: 27TH
Educational Equity

**High School Completion Equity**

*High school graduation gap between white students and students from all other racial and ethnic groups.*

The graduation rate of white students in Georgia is 7.1 percentage points higher than that of students from all other racial and ethnic groups.

**Rank:** 13th

**Postsecondary Participation Equity**

*Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state.*

There is a 4.3 percentage point difference between racial and ethnic minority students enrolled in degree or workforce certificate programs and the percentage of this group in the overall state population. A smaller proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.

**Rank:** 22nd

**Postsecondary Completion Equity**

*Postsecondary completion gap between white students and students from all other racial and ethnic groups.*

The on-time four-year and two-year degree completion rate of white students is 4.4 percentage points higher than that of students from all other racial and ethnic groups.

**Rank:** 8th

**Geographic Equity**

*The distance from each county center to the closest in-state degree-granting education institution.*

There is an average of 7.6 miles between each county center and the closest degree-granting institution.

**Rank:** 27th

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**Risk Ranking**

Georgia ranks 12th in the nation for educational equity.
Postsecondary Productivity

The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.

Georgia spends $32,841 per degree and certificate produced at all public institutions.

RANK: 31st

Degrees and Workforce Certificates Awarded

The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.

Georgia awards 28.1 degrees per 100 full-time equivalent students per year at all degree-granting institutions.

RANK: 6th

Volatility of Higher Education Appropriations

The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.

The amount of money Georgia appropriated specifically for higher education fluctuated, on average, 4.1 percentage points per year between 2000 and 2015.

RANK: 14th
State Economy & Finances

**Volatility of General Fund Expenditures**
The average annual fluctuation of state expenditures from year to year, between 2000 and 2015.

Georgia’s expenditures fluctuated on average 3.4 percentage points per year between 2000 and 2015.

**RANK:** 36th

**State Gross Domestic Product**
Total revenue from all goods and services in a state’s economy.

Georgia’s GDP per capita in 2016 was $45,140.

**RANK:** 29th

**New Economy Index**
The extent to which a state’s economy matches knowledge-based industries.

**RANK:** 18th

**State Reserves**
“Rainy day” fund resources maintained to offset economic downturns.

Between FY2016 and FY2018, Georgia’s average rainy day fund balance as a share of annual expenditures was 9.3%.

**RANK:** 8th

**State Debt and Unfunded Liabilities**
Debt and unfunded liabilities as a portion of state revenue.

Georgia’s debt and unfunded liabilities total 267.0% of annual state revenues.

**RANK:** 34th

**Income Inequality**
The gap between the median family income of families in the highest and lowest income groups.

Georgia’s families whose income is $110k or more have incomes that are 11.6 times as much the annual income of families whose income is $30k or less.

**RANK:** 40th
Recommended Steps for State Policymakers

- Enhance the State Risk Assessment with additional state-level data to provide specificity and context for assessing state risks to educational opportunity.

- Conduct a statewide “public policy audit” to understand the policies that increase risks to educational opportunity.

- Using the results of a policy audit, develop a fiscally sustainable compact for higher education that enhances college opportunity, specifying the responsibilities of students and families, colleges and universities, and taxpayers.

- Use the State Risk Assessment to inform state higher education budgeting and accountability on an ongoing basis.
For Hawaii to thrive, all residents must have access to quality higher education. This state risk assessment is the first state-by-state analytic tool to compare the many intersecting risks to postsecondary educational opportunity. These risks are shaped by a complex interplay of dynamic forces that are internal and external to higher education.

Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten Hawaii’s ability to provide the number of educated workers that its economy needs.


Education Performance

Preparation
Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.

38.3% of 4th graders are proficient and above in NAEP Mathematics.

RANK: 30TH

29.1% of 4th graders are proficient and above in NAEP Reading.

RANK: 43RD

30.0% of 8th graders are proficient and above in NAEP Mathematics.

RANK: 35TH

25.7% of 8th graders are proficient and above in NAEP Reading.

RANK: 46TH

78% of students graduate from high school.

RANK: 34TH

13.5 passing AP test scores per 100 juniors and seniors.

RANK: 41ST

Participation
The extent to which young adults and working-age adults enroll in educational programs beyond high school.

32.1% of 18–24-year-olds are enrolled in educational programs beyond high school.

RANK: 47TH

5.1% of 25–64-year-olds are enrolled in educational programs beyond high school.

RANK: 19TH

Completion
Completion of college programs in a timely manner.

17.5% of community college students earn an associate’s degree within three years.

RANK: 47TH

47.2% of students enrolled in four-year institutions earn their bachelor’s degree within six years.

RANK: 40TH

Affordability
Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.

Student and families pay, on average, 22.2% of family income after all financial aid to attend postsecondary education.

RANK: 7TH
High School Completion Equity

**High school graduation gap between white students and students from all other racial and ethnic groups.**

The graduation rate of white students in Hawaii is 3.1 percentage points lower than that of students from all other racial and ethnic groups.

**RANK: 1st**

Postsecondary Participation Equity

**Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state.**

There is a 9.2 percentage point difference between racial and ethnic minority students enrolled in degree or workforce certificate programs and the percentage of this group in the overall state population. A larger proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.

**RANK: 5th**

Postsecondary Completion Equity

**Postsecondary completion gap between white students and students from all other racial and ethnic groups.**

The on-time four-year and two-year degree completion rate of white students is 3.3 percentage points lower than that of students from all other racial and ethnic groups.

**RANK: 1st**

Geographic Equity

**The distance from each county center to the closest in-state degree-granting education institution.**

There is an average of 6.3 miles between each county center and the closest degree-granting institution.

**RANK: 18th**
Postsecondary Productivity

The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.

Hawaii spends $41,851 per degree and certificate produced at all public institutions.

RANK: 42nd

Degrees and Workforce Certificates Awarded

The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.

Hawaii awards 26.9 degrees per 100 full-time equivalent students per year at all degree-granting institutions.

RANK: 14th

Volatility of Higher Education Appropriations

The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.

The amount of money Hawaii appropriated specifically for higher education fluctuated, on average, 5.4 percentage points per year between 2000 and 2015.

RANK: 30th
Volatility of General Fund Expenditures

The average annual fluctuation of state expenditures from year to year, between 2000 and 2015.

Hawaii’s expenditures fluctuated on average 3.2 percentage points per year between 2000 and 2015.

RANK: 31st

State Gross Domestic Product

Total revenue from all goods and services in a state’s economy.

Hawaii’s GDP per capita in 2016 was $51,819.

RANK: 18th

New Economy Index

The extent to which a state’s economy matches knowledge-based industries.

RANK: 40th

State Reserves

“Rainy day” fund resources maintained to offset economic downturns.

Between FY2016 and FY2018, Hawaii’s average rainy day fund balance as a share of annual expenditures was 3.3%.

RANK: 35th

State Debt and Unfunded Liabilities

Debt and unfunded liabilities as a portion of state revenue.

Hawaii’s debt and unfunded liabilities total 489.8% of annual state revenues.

RANK: 48th

Income Inequality

The gap between the median family income of families in the highest and lowest income groups.

Hawaii’s families whose income is $110k or more have incomes that are 11.2 times as much the annual income of families whose income is $30k or less.

RANK: 31st
College Opportunity Risk Assessment: Hawaii

Recommended Steps for State Policymakers

- Enhance the State Risk Assessment with additional state-level data to provide specificity and context for assessing state risks to educational opportunity.

- Conduct a statewide “public policy audit” to understand the policies that increase risks to educational opportunity.

- Using the results of a policy audit, develop a fiscally sustainable compact for higher education that enhances college opportunity, specifying the responsibilities of students and families, colleges and universities, and taxpayers.

- Use the State Risk Assessment to inform state higher education budgeting and accountability on an ongoing basis.
For Idaho to thrive, all residents must have access to quality higher education. This state risk assessment is the first state-by-state analytic tool to compare the many intersecting risks to postsecondary educational opportunity. These risks are shaped by a complex interplay of dynamic forces that are internal and external to higher education.

Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten Idaho’s ability to provide the number of educated workers that its economy needs.

**PROJECTED NEED**

The nation will need 60% of its workforce to have college degrees, workforce certificates, industry certifications, and other high-quality college credentials by 2025. In 2016, 40.6% of Idaho residents had these credentials. If the state fails to improve, Idaho will fall short of this 60% benchmark by 162,148 credentials in 2025.

Understanding Idaho’s areas of greatest risk to educational opportunity is critical to creating effective public policies for the future.

**RISK CATEGORIES**

- **Education Performance**  
  Risk: MODERATE
- **Education Equity**  
  Risk: MODERATE
- **Higher Education Funding & Productivity**  
  Risk: HIGH
- **State Economy & Finances**  
  Risk: LOW


Education Performance

Preparation
Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.

- 38.2% of 4th graders are proficient and above in NAEP Mathematics.
  RANK: 31st
- 36.1% of 4th graders are proficient and above in NAEP Reading.
  RANK: 27th
- 34.0% of 8th graders are proficient and above in NAEP Mathematics.
  RANK: 24th
- 37.2% of 8th graders are proficient and above in NAEP Reading.
  RANK: 14th
- 84% of students graduate from high school.
  RANK: 16th
- 14.6 passing AP test scores per 100 juniors and seniors.
  RANK: 39th

Participation
The extent to which young adults and working-age adults enroll in educational programs beyond high school.

- 43.9% of 18–24-year-olds are enrolled in educational programs beyond high school.
  RANK: 5th
- 7.3% of 25–64-year-olds are enrolled in educational programs beyond high school.
  RANK: 5th

Completion
Completion of college programs in a timely manner.

- 21.2% of community college students earn an associate's degree within three years.
  RANK: 43rd
- 43.3% of students enrolled in four-year institutions earn their bachelor's degree within six years.
  RANK: 46th

Affordability
Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.

- Student and families pay, on average, 23.0% of family income after all financial aid to attend postsecondary education.
  RANK: 10th

To calculate the Education Performance risk ranking, each indicator (preparation, participation, completion, and affordability) receives a single score based on its individual components. The state risk ranking is determined by adding these four rankings together. For more details, see page 3 of the technical guide.
High School Completion Equity

High school graduation gap between white students and students from all other racial and ethnic groups. The graduation rate of white students in Idaho is 7.9 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 18TH

Postsecondary Participation Equity

Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state. There is a 15.6 percentage point difference between racial and ethnic minority students enrolled in degree or workforce certificate programs and the percentage of this group in the overall state population. A smaller proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.

RANK: 49TH

Postsecondary Completion Equity

Postsecondary completion gap between white students and students from all other racial and ethnic groups. The on-time four-year and two-year degree completion rate of white students is 3.6 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 4TH

Geographic Equity

The distance from each county center to the closest in-state degree-granting education institution. There is an average of 13.7 miles between each county center and the closest degree-granting institution.

RANK: 43RD
Higher Education Funding & Productivity

Postsecondary Productivity

The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.

Idaho spends $45,448 per degree and certificate produced at all public institutions.

RANK: 45TH

Degrees and Workforce Certificates Awarded

The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.

Idaho awards 19.9 degrees per 100 full-time equivalent students per year at all degree-granting institutions.

RANK: 49TH

Volatility of Higher Education Appropriations

The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.

The amount of money Idaho appropriated specifically for higher education fluctuated, on average, 4.8 percentage points per year between 2000 and 2015.

RANK: 26TH
### Volatility of General Fund Expenditures

The average annual fluctuation of state expenditures from year to year, between 2000 and 2015.

Idaho’s expenditures fluctuated on average 2.9 percentage points per year between 2000 and 2015.

**RANK:** 25th

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### State Gross Domestic Product

Total revenue from all goods and services in a state’s economy.

Idaho’s GDP per capita in 2016 was $36,056.

**RANK:** 49th

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### New Economy Index

The extent to which a state’s economy matches knowledge-based industries.

**RANK:** 29th

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### State Reserves

“Rainy day” fund resources maintained to offset economic downturns.

Between FY2016 and FY2018, Idaho’s average rainy day fund balance as a share of annual expenditures was 9.1%.

**RANK:** 10th

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### State Debt and Unfunded Liabilities

Debt and unfunded liabilities as a portion of state revenue.

Idaho’s debt and unfunded liabilities total 85.3% of annual state revenues.

**RANK:** 6th

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### Income Inequality

The gap between the median family income of families in the highest and lowest income groups.

Idaho’s families whose income is $110k or more have incomes that are 10.3 times as much the annual income of families whose income is $30k or less.

**RANK:** 7th
Recommended Steps for State Policymakers

- Enhance the State Risk Assessment with additional state-level data to provide specificity and context for assessing state risks to educational opportunity.

- Conduct a statewide “public policy audit” to understand the policies that increase risks to educational opportunity.

- Using the results of a policy audit, develop a fiscally sustainable compact for higher education that enhances college opportunity, specifying the responsibilities of students and families, colleges and universities, and taxpayers.

- Use the State Risk Assessment to inform state higher education budgeting and accountability on an ongoing basis.
For Illinois to thrive, all residents must have access to quality higher education. This state risk assessment is the first state-by-state analytic tool to compare the many intersecting risks to postsecondary educational opportunity. These risks are shaped by a complex interplay of dynamic forces that are internal and external to higher education.

Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten Illinois’s ability to provide the number of educated workers that its economy needs.

The nation will need 60% of its workforce to have college degrees, workforce certificates, industry certifications, and other high-quality college credentials by 2025. In 2016, 51.0% of Illinois residents had these credentials.


Preparation

Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.

36.6% of 4th graders are proficient and above in NAEP Mathematics.
RANK: 37TH

35.5% of 4th graders are proficient and above in NAEP Reading.
RANK: 30TH

32.2% of 8th graders are proficient and above in NAEP Mathematics.
RANK: 30TH

35.1% of 8th graders are proficient and above in NAEP Reading.
RANK: 25TH

82% of students graduate from high school.
RANK: 22ND

34.8 passing AP test scores per 100 juniors and seniors.
RANK: 9TH

Participation

The extent to which young adults and working-age adults enroll in educational programs beyond high school.

36.7% of 18–24-year-olds are enrolled in educational programs beyond high school.
RANK: 33RD

5.4% of 25–64-year-olds are enrolled in educational programs beyond high school.
RANK: 17TH

Completion

Completion of college programs in a timely manner.

29.2% of community college students earn an associate's degree within three years.
RANK: 22ND

60.3% of students enrolled in four-year institutions earn their bachelor's degree within six years.
RANK: 16TH

Affordability

Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.

Student and families pay, on average, 26.4% of family income after all financial aid to attend postsecondary education.
RANK: 23RD
Educational Equity

High School Completion Equity

*High school graduation gap between white students and students from all other racial and ethnic groups.*

The graduation rate of white students in Illinois is 10.1 percentage points higher than that of students from all other racial and ethnic groups.

**RANK: 30**

Postsecondary Participation Equity

*Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state.*

There is a 6.4 percentage point difference between racial and ethnic minority students enrolled in degree or workforce certificate programs and the percentage of this group in the overall state population. A smaller proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.

**RANK: 28**

Postsecondary Completion Equity

*Postsecondary completion gap between white students and students from all other racial and ethnic groups.*

The on-time four-year and two-year degree completion rate of white students is 13.5 percentage points higher than that of students from all other racial and ethnic groups.

**RANK: 44**

Geographic Equity

*The distance from each county center to the closest in-state degree-granting education institution.*

There is an average of 5.0 miles between each county center and the closest degree-granting institution.

**RANK: 9**
Postsecondary Productivity

The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.

Illinois spends $54,455 per degree and certificate produced at all public institutions.

RANK: 48TH

Degrees and Workforce Certificates Awarded

The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.

Illinois awards 27.6 degrees per 100 full-time equivalent students per year at all degree-granting institutions.

RANK: 8TH

Volatility of Higher Education Appropriations

The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.

The amount of money Illinois appropriated specifically for higher education fluctuated, on average, 5.9 percentage points per year between 2000 and 2015.

RANK: 35TH
## State Economy & Finances

### Volatility of General Fund Expenditures

The average annual fluctuation of state expenditures from year to year, between 2000 and 2015.

Illinois’s expenditures fluctuated on average 3.4 percentage points per year between 2000 and 2015.

**RANK:** 34TH

### State Gross Domestic Product

Total revenue from all goods and services in a state’s economy.

Illinois’s GDP per capita in 2016 was $54,404.

**RANK:** 13TH

### New Economy Index

The extent to which a state’s economy matches knowledge-based industries.

**RANK:** 16TH

### State Reserves

“Rainy day” fund resources maintained to offset economic downturns.

Between FY2016 and FY2018, Illinois’s average rainy day fund balance as a share of annual expenditures was 0.3%.

**RANK:** 46TH

### State Debt and Unfunded Liabilities

Debt and unfunded liabilities as a portion of state revenue.

Illinois’s debt and unfunded liabilities total 499.7% of annual state revenues.

**RANK:** 49TH

### Income Inequality

The gap between the median family income of families in the highest and lowest income groups.

Illinois’s families whose income is $110k or more have incomes that are 11.8 times as much the annual income of families whose income is $30k or less.

**RANK:** 44TH
Recommended Steps for State Policymakers

- Enhance the State Risk Assessment with additional state-level data to provide specificity and context for assessing state risks to educational opportunity.
- Conduct a statewide “public policy audit” to understand the policies that increase risks to educational opportunity.
- Using the results of a policy audit, develop a fiscally sustainable compact for higher education that enhances college opportunity, specifying the responsibilities of students and families, colleges and universities, and taxpayers.
- Use the State Risk Assessment to inform state higher education budgeting and accountability on an ongoing basis.
For Indiana to thrive, all residents must have access to quality higher education. This state risk assessment is the first state-by-state analytic tool to compare the many intersecting risks to postsecondary educational opportunity. These risks are shaped by a complex interplay of dynamic forces that are internal and external to higher education.

Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten Indiana’s ability to provide the number of educated workers that its economy needs.

**PROJECTED NEED**

The nation will need 60% of its workforce to have college degrees, workforce certificates, industry certifications, and other high-quality college credentials by 2025. In 2016, 41.9% of Indiana residents had these credentials.

If the state fails to improve, Indiana will fall short of this 60% benchmark by 604,499 credentials in 2025.

**RISK CATEGORIES**

Understanding Indiana’s areas of greatest risk to educational opportunity is critical to creating effective public policies for the future.

- **Education Performance**
  - Risk: LOW

- **Education Equity**
  - Risk: HIGH

- **Higher Education Funding & Productivity**
  - Risk: LOW

- **State Economy & Finances**
  - Risk: LOW


Preparation

Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.

49.7% of 4th graders are proficient and above in NAEP Mathematics.

RANK: 4TH

39.9% of 4th graders are proficient and above in NAEP Reading.

RANK: 13TH

38.7% of 8th graders are proficient and above in NAEP Mathematics.

RANK: 10TH

37.1% of 8th graders are proficient and above in NAEP Reading.

RANK: 15TH

80% of students graduate from high school.

RANK: 27TH

20.8 passing AP test scores per 100 juniors and seniors.

RANK: 27TH

Participation

The extent to which young adults and working-age adults enroll in educational programs beyond high school.

41.6% of 18–24-year-olds are enrolled in educational programs beyond high school.

RANK: 10TH

4.5% of 25–64-year-olds are enrolled in educational programs beyond high school.

RANK: 26TH

Completion

Completion of college programs in a timely manner.

21.9% of community college students earn an associate’s degree within three years.

RANK: 41ST

55.4% of students enrolled in four-year institutions earn their bachelor’s degree within six years.

RANK: 23RD

Affordability

Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.

Student and families pay, on average, 23.6% of family income after all financial aid to attend postsecondary education.

RANK: 12TH
High School Completion Equity

*High school graduation gap between white students and students from all other racial and ethnic groups.*

The graduation rate of white students in Indiana is 10.5 percentage points higher than that of students from all other racial and ethnic groups.

**RANK: 33rd**

Postsecondary Participation Equity

*Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state.*

There is a 4.9 percentage point difference between racial and ethnic minority students enrolled in degree or workforce certificate programs and the percentage of this group in the overall state population. A smaller proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.

**RANK: 24th**

Postsecondary Completion Equity

*Postsecondary completion gap between white students and students from all other racial and ethnic groups.*

The on-time four-year and two-year degree completion rate of white students is 10.7 percentage points higher than that of students from all other racial and ethnic groups.

**RANK: 31st**

Geographic Equity

*The distance from each county center to the closest in-state degree-granting education institution.*

There is an average of 11.2 miles between each county center and the closest degree-granting institution.

**RANK: 40th**
**Postsecondary Productivity**

The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.

Indiana spends $28,000 per degree and certificate produced at all public institutions.

RANK: 19TH

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**Degrees and Workforce Certificates Awarded**

The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.

Indiana awards 24.9 degrees per 100 full-time equivalent students per year at all degree-granting institutions.

RANK: 20TH

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**Volatility of Higher Education Appropriations**

The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.

The amount of money Indiana appropriated specifically for higher education fluctuated, on average, 3.7 percentage points per year between 2000 and 2015.

RANK: 5TH
# State Economy & Finances

<table>
<thead>
<tr>
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<th>Description</th>
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<th>Rank</th>
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<td><strong>Volatility of General Fund Expenditures</strong></td>
<td>The average annual fluctuation of state expenditures from year to year, between 2000 and 2015.</td>
<td>Indiana’s expenditures fluctuated on average 2.6 percentage points per year between 2000 and 2015.</td>
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<tr>
<td><strong>State Gross Domestic Product</strong></td>
<td>Total revenue from all goods and services in a state’s economy.</td>
<td>Indiana’s GDP per capita in 2016 was $45,977.</td>
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<td><strong>New Economy Index</strong></td>
<td>The extent to which a state’s economy matches knowledge-based industries.</td>
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<td><strong>State Reserves</strong></td>
<td>“Rainy day” fund resources maintained to offset economic downturns.</td>
<td>Between FY2016 and FY2018, Indiana’s average rainy day fund balance as a share of annual expenditures was 9.5%.</td>
<td>7th</td>
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<tr>
<td><strong>State Debt and Unfunded Liabilities</strong></td>
<td>Debt and unfunded liabilities as a portion of state revenue.</td>
<td>Indiana’s debt and unfunded liabilities total 113.6% of annual state revenues.</td>
<td>10th</td>
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<tr>
<td><strong>Income Inequality</strong></td>
<td>The gap between the median family income of families in the highest and lowest income groups.</td>
<td>Indiana’s families whose income is $110k or more have incomes that are 10.7 times as much the annual income of families whose income is $30k or less.</td>
<td>16th</td>
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</tbody>
</table>
**Recommended Steps for State Policymakers**

- Enhance the State Risk Assessment with additional state-level data to provide specificity and context for assessing state risks to educational opportunity.

- Conduct a statewide “public policy audit” to understand the policies that increase risks to educational opportunity.

- Using the results of a policy audit, develop a fiscally sustainable compact for higher education that enhances college opportunity, specifying the responsibilities of students and families, colleges and universities, and taxpayers.

- Use the State Risk Assessment to inform state higher education budgeting and accountability on an ongoing basis.
For Iowa to thrive, all residents must have access to quality higher education. This state risk assessment is the first state-by-state analytic tool to compare the many intersecting risks to postsecondary educational opportunity. These risks are shaped by a complex interplay of dynamic forces that are internal and external to higher education.

Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten Iowa’s ability to provide the number of educated workers that its economy needs.

**PROJECTED NEED**

The nation will need 60% of its workforce to have college degrees, workforce certificates, industry certifications, and other high-quality college credentials by 2025. In 2016, 47.6% of Iowa residents had these credentials.

If the state fails to improve, Iowa will fall short of this 60% benchmark by 194,612 credentials in 2025.

Understanding Iowa’s areas of greatest risk to educational opportunity is critical to creating effective public policies for the future.

**RISK CATEGORIES**

- **Education Performance**
  - Risk: LOW

- **Education Equity**
  - Risk: HIGH

- **Higher Education Funding & Productivity**
  - Risk: MODERATE

- **State Economy & Finances**
  - Risk: LOW


Preparation

*Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.*

44.3% of 4th graders are proficient and above in NAEP Mathematics.

**RANK:** 15th

37.7% of 4th graders are proficient and above in NAEP Reading.

**RANK:** 20th

37.3% of 8th graders are proficient and above in NAEP Mathematics.

**RANK:** 14th

35.6% of 8th graders are proficient and above in NAEP Reading.

**RANK:** 22nd

89% of students graduate from high school.

**RANK:** 5th

15.2 passing AP test scores per 100 juniors and seniors.

**RANK:** 37th

---

Participation

*The extent to which young adults and working-age adults enroll in educational programs beyond high school.*

54.3% of 18–24-year-olds are enrolled in educational programs beyond high school.

**RANK:** 1st

10.0% of 25–64-year-olds are enrolled in educational programs beyond high school.

**RANK:** 2nd

---

Completion

*Completion of college programs in a timely manner.*

30.8% of community college students earn an associate's degree within three years.

**RANK:** 20th

86.8% of students enrolled in four-year institutions earn their bachelor's degree within six years.

**RANK:** 1st

---

Affordability

*Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.*

Student and families pay, on average, 27.8% of family income after all financial aid to attend postsecondary education.

**RANK:** 30th

---

To calculate the Education Performance risk ranking, each indicator (preparation, participation, completion, and affordability) receives a single score based on its individual components. The state risk ranking is determined by adding these four rankings together. For more details, see page 3 of the technical guide.
Educational Equity

High School Completion Equity

High school graduation gap between white students and students from all other racial and ethnic groups.

The graduation rate of white students in Iowa is 9.1 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 25TH

Postsecondary Participation Equity

Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state.

There is an 18.5 percentage point difference between racial and ethnic minority students enrolled in degree or workforce certificate programs and the percentage of this group in the overall state population. A larger proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.

RANK: 2ND

Postsecondary Completion Equity

Postsecondary completion gap between white students and students from all other racial and ethnic groups.

The on-time four-year and two-year degree completion rate of white students is 15.1 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 48TH

Geographic Equity

The distance from each county center to the closest in-state degree-granting education institution.

There is an average of 13.3 miles between each county center and the closest degree-granting institution.

RANK: 42ND
Higher Education Funding & Productivity

Postsecondary Productivity
The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.
Iowa spends $25,490 per degree and certificate produced at all public institutions.
RANK: 15TH

Degrees and Workforce Certificates Awarded
The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.
Iowa awards 23.8 degrees per 100 full-time equivalent students per year at all degree-granting institutions.
RANK: 30TH

Volatility of Higher Education Appropriations
The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.
The amount of money Iowa appropriated specifically for higher education fluctuated, on average, 4.6 percentage points per year between 2000 and 2015.
RANK: 21ST
State Economy & Finances

**Volatility of General Fund Expenditures**
The average annual fluctuation of state expenditures from year to year, between 2000 and 2015. Iowa's expenditures fluctuated on average 2.3 percentage points per year between 2000 and 2015.
RANK: 3rd

**State Gross Domestic Product**
Total revenue from all goods and services in a state’s economy. Iowa's GDP per capita in 2016 was $51,912.
RANK: 17th

**New Economy Index**
The extent to which a state’s economy matches knowledge-based industries.
RANK: 37th

**State Reserves**
"Rainy day" fund resources maintained to offset economic downturns. Between FY2016 and FY2018, Iowa’s average rainy day fund balance as a share of annual expenditures was 9.0%.
RANK: 11th

**State Debt and Unfunded Liabilities**
Debt and unfunded liabilities as a portion of state revenue. Iowa’s debt and unfunded liabilities total 90.2% of annual state revenues.
RANK: 7th

**Income Inequality**
The gap between the median family income of families in the highest and lowest income groups. Iowa’s families whose income is $110k or more have incomes that are 10.4 times as much the annual income of families whose income is $30k or less.
RANK: 10th
Recommended Steps for State Policymakers

- Enhance the State Risk Assessment with additional state-level data to provide specificity and context for assessing state risks to educational opportunity.

- Conduct a statewide “public policy audit” to understand the policies that increase risks to educational opportunity.

- Using the results of a policy audit, develop a fiscally sustainable compact for higher education that enhances college opportunity, specifying the responsibilities of students and families, colleges and universities, and taxpayers.

- Use the State Risk Assessment to inform state higher education budgeting and accountability on an ongoing basis.
College Opportunity Risk Assessment: Kansas

For Kansas to thrive, all residents must have access to quality higher education. This state risk assessment is the first state-by-state analytic tool to compare the many intersecting risks to postsecondary educational opportunity. These risks are shaped by a complex interplay of dynamic forces that are internal and external to higher education.

Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten Kansas’s ability to provide the number of educated workers that its economy needs.

The nation will need 60% of its workforce to have college degrees, workforce certificates, industry certifications, and other high-quality college credentials by 2025. In 2016, 50.7% of Kansas residents had these credentials.

If the state fails to improve, Kansas will fall short of this 60% benchmark by 133,877 credentials in 2025.

Understanding Kansas’s areas of greatest risk to educational opportunity is critical to creating effective public policies for the future.

- **Education Performance**
  - Risk: LOW
- **Education Equity**
  - Risk: MODERATE
- **Higher Education Funding & Productivity**
  - Risk: LOW
- **State Economy & Finances**
  - Risk: MODERATE


Preparation

Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.

41.3% of 4th graders are proficient and above in NAEP Mathematics.
RANK: 21ST

35.2% of 4th graders are proficient and above in NAEP Reading.
RANK: 31ST

33.2% of 8th graders are proficient and above in NAEP Mathematics.
RANK: 27TH

34.8% of 8th graders are proficient and above in NAEP Reading.
RANK: 26TH

89% of students graduate from high school.
RANK: 5TH

13.4 passing AP test scores per 100 juniors and seniors.
RANK: 42ND

Participation

The extent to which young adults and working-age adults enroll in educational programs beyond high school.

45.0% of 18–24-year-olds are enrolled in educational programs beyond high school.
RANK: 3RD

5.8% of 25–64-year-olds are enrolled in educational programs beyond high school.
RANK: 11TH

Completion

Completion of college programs in a timely manner.

34.6% of community college students earn an associate's degree within three years.
RANK: 13TH

51.8% of students enrolled in four-year institutions earn their bachelor's degree within six years.
RANK: 28TH

Affordability

Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.

Student and families pay, on average, 27.2% of family income after all financial aid to attend postsecondary education.
RANK: 26TH

To calculate the Education Performance risk ranking, each indicator (preparation, participation, completion, and affordability) receives a single score based on its individual components. The state risk ranking is determined by adding these four rankings together. For more details, see page 3 of the technical guide.
### Educational Equity

#### High School Completion Equity

*High school graduation gap between white students and students from all other racial and ethnic groups.*

The graduation rate of white students in Kansas is 8.5 percentage points higher than that of students from all other racial and ethnic groups.

**RANK: 20**

#### Postsecondary Participation Equity

*Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state.*

There is a 7.4 percentage point difference between racial and ethnic minority students enrolled in degree or workforce certificate programs and the percentage of this group in the overall state population. A smaller proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.

**RANK: 33**

#### Postsecondary Completion Equity

*Postsecondary completion gap between white students and students from all other racial and ethnic groups.*

The on-time four-year and two-year degree completion rate of white students is 12.4 percentage points higher than that of students from all other racial and ethnic groups.

**RANK: 42**

#### Geographic Equity

*The distance from each county center to the closest in-state degree-granting education institution.*

There is an average of 6.4 miles between each county center and the closest degree-granting institution.

**RANK: 20**
Postsecondary Productivity

The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.

Kansas spends $25,082 per degree and certificate produced at all public institutions.

RANK: 12TH

Degrees and Workforce Certificates Awarded

The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.

Kansas awards 26.9 degrees per 100 full-time equivalent students per year at all degree-granting institutions.

RANK: 13TH

Volatility of Higher Education Appropriations

The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.

The amount of money Kansas appropriated specifically for higher education fluctuated, on average, 2.3 percentage points per year between 2000 and 2015.

RANK: 2ND
Volatility of General Fund Expenditures

The average annual fluctuation of state expenditures from year to year, between 2000 and 2015.

Kansas’s expenditures fluctuated on average 2.7 percentage points per year between 2000 and 2015.

RANK: 17TH

State Gross Domestic Product

Total revenue from all goods and services in a state’s economy.

Kansas’s GDP per capita in 2016 was $46,217.

RANK: 27TH

New Economy Index

The extent to which a state’s economy matches knowledge-based industries.

RANK: 30TH

State Reserves

“Rainy day” fund resources maintained to offset economic downturns.

Between FY2016 and FY2018, Kansas’s average rainy day fund balance as a share of annual expenditures was 0.0%.

RANK: 47TH

State Debt and Unfunded Liabilities

Debt and unfunded liabilities as a portion of state revenue.

Kansas’s debt and unfunded liabilities total 180.6% of annual state revenues.

RANK: 21ST

Income Inequality

The gap between the median family income of families in the highest and lowest income groups.

Kansas’s families whose income is $110k or more have incomes that are 10.9 times as much the annual income of families whose income is $30k or less.

RANK: 23RD
Recommended Steps for State Policymakers

- Enhance the State Risk Assessment with additional state-level data to provide specificity and context for assessing state risks to educational opportunity.

- Conduct a statewide “public policy audit” to understand the policies that increase risks to educational opportunity.

- Using the results of a policy audit, develop a fiscally sustainable compact for higher education that enhances college opportunity, specifying the responsibilities of students and families, colleges and universities, and taxpayers.

- Use the State Risk Assessment to inform state higher education budgeting and accountability on an ongoing basis.
College Opportunity Risk Assessment: Kentucky

For Kentucky to thrive, all residents must have access to quality higher education. This state risk assessment is the first state-by-state analytic tool to compare the many intersecting risks to postsecondary educational opportunity. These risks are shaped by a complex interplay of dynamic forces that are internal and external to higher education.

Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten Kentucky's ability to provide the number of educated workers that its economy needs.

PROJECTED NEED

The nation will need 60% of its workforce to have college degrees, workforce certificates, industry certifications, and other high-quality college credentials by 2025. In 2016, 44.6% of Kentucky residents had these credentials.

If the state fails to improve, Kentucky will fall short of this 60% benchmark by 351,451 credentials in 2025.

RISK CATEGORIES

Understanding Kentucky's areas of greatest risk to educational opportunity is critical to creating effective public policies for the future.

- **Education Performance**
  - Risk: MODERATE

- **Education Equity**
  - Risk: MODERATE

- **Higher Education Funding & Productivity**
  - Risk: LOW

- **State Economy & Finances**
  - Risk: HIGH


Education Performance

Preparation

Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.

40.5% of 4th graders are proficient and above in NAEP Mathematics.
RANK: 25TH

40.4% of 4th graders are proficient and above in NAEP Reading.
RANK: 9TH

27.7% of 8th graders are proficient and above in NAEP Mathematics.
RANK: 40TH

36.1% of 8th graders are proficient and above in NAEP Reading.
RANK: 18TH

82% of students graduate from high school.
RANK: 22RD

26.5 passing AP test scores per 100 juniors and seniors.
RANK: 20TH

To calculate the Education Performance risk ranking, each indicator (preparation, participation, completion, and affordability) receives a single score based on its individual components. The state risk ranking is determined by adding these four rankings together. For more details, see page 3 of the technical guide.

Participation

The extent to which young adults and working-age adults enroll in educational programs beyond high school.

37.8% of 18–24-year-olds are enrolled in educational programs beyond high school.
RANK: 31ST

4.4% of 25–64-year-olds are enrolled in educational programs beyond high school.
RANK: 29TH

Completion

Completion of college programs in a timely manner.

27.8% of community college students earn an associate’s degree within three years.
RANK: 26TH

48.2% of students enrolled in four-year institutions earn their bachelor’s degree within six years.
RANK: 37TH

Affordability

Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.

Student and families pay, on average, 24.1% of family income after all financial aid to attend postsecondary education.
RANK: 14TH
Educational Equity

High School Completion Equity

High school graduation gap between white students and students from all other racial and ethnic groups.

The graduation rate of white students in Kentucky is 7.4 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 16th

Postsecondary Participation Equity

Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state.

There is a 2.8 percentage point difference between racial and ethnic minority students enrolled in degree or workforce certificate programs and the percentage of this group in the overall state population. A smaller proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.

RANK: 16th

Postsecondary Completion Equity

Postsecondary completion gap between white students and students from all other racial and ethnic groups.

The on-time four-year and two-year degree completion rate of white students is 11.9 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 37th

Geographic Equity

The distance from each county center to the closest in-state degree-granting education institution.

There is an average of 10.8 miles between each county center and the closest degree-granting institution.

RANK: 38th
Higher Education Funding & Productivity

Postsecondary Productivity

The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.

Kentucky spends $29,927 per degree and certificate produced at all public institutions.

RANK: 23RD

Degrees and Workforce Certificates Awarded

The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.

Kentucky awards 27.1 degrees per 100 full-time equivalent students per year at all degree-granting institutions.

RANK: 12TH

Volatility of Higher Education Appropriations

The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.

The amount of money Kentucky appropriated specifically for higher education fluctuated, on average, 4.3 percentage points per year between 2000 and 2015.

RANK: 17TH

RISK RANKING
Kentucky ranks 10th for higher education funding and productivity.
State Economy & Finances

RISK RANKING
Kentucky ranks 49th for state economy and finances.

Volatility of General Fund Expenditures

The average annual fluctuation of state expenditures from year to year, between 2000 and 2015.

Kentucky’s expenditures fluctuated on average 3.2 percentage points per year between 2000 and 2015.

RANK: 29TH

State Gross Domestic Product

Total revenue from all goods and services in a state’s economy.

Kentucky’s GDP per capita in 2016 was $38,950.

RANK: 44TH

New Economy Index

The extent to which a state’s economy matches knowledge-based industries.

RANK: 39TH

State Reserves

“Rainy day” fund resources maintained to offset economic downturns.

Between FY2016 and FY2018, Kentucky’s average rainy day fund balance as a share of annual expenditures was 1.6%.

RANK: 43RD

State Debt and Unfunded Liabilities

Debt and unfunded liabilities as a portion of state revenue.

Kentucky’s debt and unfunded liabilities total 343.0% of annual state revenues.

RANK: 42ND

Income Inequality

The gap between the median family income of families in the highest and lowest income groups.

Kentucky’s families whose income is $110k or more have incomes that are 11.3 times as much the annual income of families whose income is $30k or less.

RANK: 35TH
Recommended Steps for State Policymakers

- Enhance the State Risk Assessment with additional state-level data to provide specificity and context for assessing state risks to educational opportunity.

- Conduct a statewide “public policy audit” to understand the policies that increase risks to educational opportunity.

- Using the results of a policy audit, develop a fiscally sustainable compact for higher education that enhances college opportunity, specifying the responsibilities of students and families, colleges and universities, and taxpayers.

- Use the State Risk Assessment to inform state higher education budgeting and accountability on an ongoing basis.
For Louisiana to thrive, all residents must have access to quality higher education. This state risk assessment is the first state-by-state analytic tool to compare the many intersecting risks to postsecondary educational opportunity. These risks are shaped by a complex interplay of dynamic forces that are internal and external to higher education.

Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten Louisiana’s ability to provide the number of educated workers that its economy needs.

The nation will need 60% of its workforce to have college degrees, workforce certificates, industry certifications, and other high-quality college credentials by 2025. In 2016, 45.7% of Louisiana residents had these credentials.

If the state fails to improve, Louisiana will fall short of this 60% benchmark by 357,963 credentials in 2025.

Understanding Louisiana’s areas of greatest risk to educational opportunity is critical to creating effective public policies for the future.


Education Performance

Preparation

*Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.*

- 29.6% of 4th graders are proficient and above in NAEP Mathematics.
  
  **RANK: 46th**

- 28.5% of 4th graders are proficient and above in NAEP Reading.
  
  **RANK: 47th**

- 17.9% of 8th graders are proficient and above in NAEP Mathematics.
  
  **RANK: 49th**

- 23.3% of 8th graders are proficient and above in NAEP Reading.
  
  **RANK: 48th**

- 72% of students graduate from high school.
  
  **RANK: 46th**

- 7.5 passing AP test scores per 100 juniors and seniors.
  
  **RANK: 49th**

To calculate the Education Performance risk ranking, each indicator (preparation, participation, completion, and affordability) receives a single score based on its individual components. The state risk ranking is determined by adding these four rankings together. For more details, see page 3 of the technical guide.

Participation

*The extent to which young adults and working-age adults enroll in educational programs beyond high school.*

- 35.8% of 18–24-year-olds are enrolled in educational programs beyond high school.
  
  **RANK: 34th**

- 3.2% of 25–64-year-olds are enrolled in educational programs beyond high school.
  
  **RANK: 48th**

Completion

*Completion of college programs in a timely manner.*

- 25.3% of community college students earn an associate’s degree within three years.
  
  **RANK: 30th**

- 49.9% of students enrolled in four-year institutions earn their bachelor’s degree within six years.
  
  **RANK: 34th**

Affordability

*Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.*

- Student and families pay, on average, 25.3% of family income after all financial aid to attend postsecondary education.
  
  **RANK: 19th**

To calculate the Education Performance risk ranking, each indicator (preparation, participation, completion, and affordability) receives a single score based on its individual components. The state risk ranking is determined by adding these four rankings together. For more details, see page 3 of the technical guide.
High School Completion Equity

<table>
<thead>
<tr>
<th>High school graduation gap between white students and students from all other racial and ethnic groups.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The graduation rate of white students in Louisiana is 10.2 percentage points higher than that of students from all other racial and ethnic groups.</td>
</tr>
<tr>
<td>RANK: 31ST</td>
</tr>
</tbody>
</table>

Postsecondary Participation Equity

<table>
<thead>
<tr>
<th>Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state.</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a 5.9 percentage point difference between racial and ethnic minority students enrolled in degree or workforce certificate programs and the percentage of this group in the overall state population. A smaller proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.</td>
</tr>
<tr>
<td>RANK: 27TH</td>
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Postsecondary Completion Equity

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<td>The on-time four-year and two-year degree completion rate of white students is 10.8 percentage points higher than that of students from all other racial and ethnic groups.</td>
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<td>RANK: 33RD</td>
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Geographic Equity

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<tr>
<td>RANK: 34TH</td>
</tr>
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</table>

Louisiana ranks 37th in the nation for educational equity.
Postsecondary Productivity

The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.

Louisiana spends $21,165 per degree and certificate produced at all public institutions.

RANK: 5th

Degrees and Workforce Certificates Awarded

The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.

Louisiana awards 27.8 degrees per 100 full-time equivalent students per year at all degree-granting institutions.

RANK: 7th

Volatility of Higher Education Appropriations

The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.

The amount of money Louisiana appropriated specifically for higher education fluctuated, on average, 7.1 percentage points per year between 2000 and 2015.

RANK: 44th
### Volatility of General Fund Expenditures

The average annual fluctuation of state expenditures from year to year, between 2000 and 2015.

Louisiana’s expenditures fluctuated on average 5.7 percentage points per year between 2000 and 2015.

**RANK:** 50th

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### State Gross Domestic Product

Total revenue from all goods and services in a state’s economy.

Louisiana’s GDP per capita in 2016 was $44,451.

**RANK:** 32nd

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### New Economy Index

The extent to which a state’s economy matches knowledge-based industries.

**RANK:** 46th

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### State Reserves

“Rainy day” fund resources maintained to offset economic downturns.

Between FY2016 and FY2018, Louisiana’s average rainy day fund balance as a share of annual expenditures was 3.4%.

**RANK:** 34th

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### State Debt and Unfunded Liabilities

Debt and unfunded liabilities as a portion of state revenue.

Louisiana’s debt and unfunded liabilities total 369.1% of annual state revenues.

**RANK:** 45th

---

### Income Inequality

The gap between the median family income of families in the highest and lowest income groups.

Louisiana’s families whose income is $110k or more have incomes that are 11.5 times as much the annual income of families whose income is $30k or less.

**RANK:** 39th
Recommended Steps for State Policymakers

- Enhance the State Risk Assessment with additional state-level data to provide specificity and context for assessing state risks to educational opportunity.

- Conduct a statewide “public policy audit” to understand the policies that increase risks to educational opportunity.

- Using the results of a policy audit, develop a fiscally sustainable compact for higher education that enhances college opportunity, specifying the responsibilities of students and families, colleges and universities, and taxpayers.

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For Maine to thrive, all residents must have access to quality higher education. This state risk assessment is the first state-by-state analytic tool to compare the many intersecting risks to postsecondary educational opportunity. These risks are shaped by a complex interplay of dynamic forces that are internal and external to higher education.

Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten Maine’s ability to provide the number of educated workers that its economy needs.

The nation will need 60% of its workforce to have college degrees, workforce certificates, industry certifications, and other high-quality college credentials by 2025. In 2016, 43.6% of Maine residents had these credentials.

If the state fails to improve, Maine will fall short of this 60% benchmark by 107,474 credentials in 2025.

Understanding Maine’s areas of greatest risk to educational opportunity is critical to creating effective public policies for the future.


Preparation

Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.

41.1% of 4th graders are proficient and above in NAEP Mathematics.

RANK: 22ND

35.6% of 4th graders are proficient and above in NAEP Reading.

RANK: 29TH

35.4% of 8th graders are proficient and above in NAEP Mathematics.

RANK: 19TH

35.6% of 8th graders are proficient and above in NAEP Reading.

RANK: 22ND

87% of students graduate from high school.

RANK: 9TH

32.0 passing AP test scores per 100 juniors and seniors.

RANK: 13TH

To calculate the Education Performance risk ranking, each indicator (preparation, participation, completion, and affordability) receives a single score based on its individual components. The state risk ranking is determined by adding these four rankings together. For more details, see page 3 of the technical guide.

Participation

The extent to which young adults and working-age adults enroll in educational programs beyond high school.

39.5% of 18–24-year-olds are enrolled in educational programs beyond high school.

RANK: 25TH

4.2% of 25–64-year-olds are enrolled in educational programs beyond high school.

RANK: 32ND

Completion

Completion of college programs in a timely manner.

24.8% of community college students earn an associate’s degree within three years.

RANK: 32ND

57.6% of students enrolled in four-year institutions earn their bachelor’s degree within six years.

RANK: 19TH

Affordability

Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.

Student and families pay, on average, 30.7% of family income after all financial aid to attend postsecondary education.

RANK: 38TH
High School Completion Equity

High school graduation gap between white students and students from all other racial and ethnic groups.

The graduation rate of white students in Maine is 3.1 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 4TH

Postsecondary Participation Equity

Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state.

There is a 7.9 percentage point difference between racial and ethnic minority students enrolled in degree or workforce certificate programs and the percentage of this group in the overall state population. A larger proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.

RANK: 6TH

Postsecondary Completion Equity

Postsecondary completion gap between white students and students from all other racial and ethnic groups.

The on-time four-year and two-year degree completion rate of white students is 10.0 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 30TH

Geographic Equity

The distance from each county center to the closest in-state degree-granting education institution.

There is an average of 8.9 miles between each county center and the closest degree-granting institution.

RANK: 33RD
Higher Education Funding & Productivity

Postsecondary Productivity

The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.

Maine spends $35,164 per degree and certificate produced at all public institutions.

RANK: 35TH

Degrees and Workforce Certificates Awarded

The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.

Maine awards 23.5 degrees per 100 full-time equivalent students per year at all degree-granting institutions.

RANK: 36TH

Volatility of Higher Education Appropriations

The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.

The amount of money Maine appropriated specifically for higher education fluctuated, on average, 2.3 percentage points per year between 2000 and 2015.

RANK: 1ST
Volatility of General Fund Expenditures

The average annual fluctuation of state expenditures from year to year, between 2000 and 2015.

Maine’s expenditures fluctuated on average 3.4 percentage points per year between 2000 and 2015.

RANK: 35TH

State Gross Domestic Product

Total revenue from all goods and services in a state’s economy.

Maine’s GDP per capita in 2016 was $38,956.

RANK: 43RD

New Economy Index

The extent to which a state’s economy matches knowledge-based industries.

RANK: 36TH

State Reserves

“Rainy day” fund resources maintained to offset economic downturns.

Between FY2016 and FY2018, Maine’s average rainy day fund balance as a share of annual expenditures was 4.6%.

RANK: 31ST

State Debt and Unfunded Liabilities

Debt and unfunded liabilities as a portion of state revenue.

Maine’s debt and unfunded liabilities total 157.3% of annual state revenues.

RANK: 17TH

Income Inequality

The gap between the median family income of families in the highest and lowest income groups.

Maine’s families whose income is $110k or more have incomes that are 10.1 times as much the annual income of families whose income is $30k or less.

RANK: 6TH
Recommended Steps for State Policymakers

- Enhance the State Risk Assessment with additional state-level data to provide specificity and context for assessing state risks to educational opportunity.

- Conduct a statewide “public policy audit” to understand the policies that increase risks to educational opportunity.

- Using the results of a policy audit, develop a fiscally sustainable compact for higher education that enhances college opportunity, specifying the responsibilities of students and families, colleges and universities, and taxpayers.

- Use the State Risk Assessment to inform state higher education budgeting and accountability on an ongoing basis.
For Maryland to thrive, all residents must have access to quality higher education. This state risk assessment is the first state-by-state analytic tool to compare the many intersecting risks to postsecondary educational opportunity. These risks are shaped by a complex interplay of dynamic forces that are internal and external to higher education.

Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten Maryland’s ability to provide the number of educated workers that its economy needs.

**PROJECTED NEED**

The nation will need 60% of its workforce to have college degrees, workforce certificates, industry certifications, and other high-quality college credentials by 2025. In 2016, 50.6% of Maryland residents had these credentials.

If the state fails to improve, Maryland will fall short of this 60% benchmark by 313,069 credentials in 2025.

**RISK CATEGORIES**

Understanding Maryland’s areas of greatest risk to educational opportunity is critical to creating effective public policies for the future.

- **Education Performance**
  - Risk: LOW

- **Education Equity**
  - Risk: LOW

- **Higher Education Funding & Productivity**
  - Risk: HIGH

- **State Economy & Finances**
  - Risk: MODERATE


**Education Performance**

**Preparation**

*Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.*

- 40.2% of 4th graders are proficient and above in NAEP Mathematics.  
  **RANK: 26TH**

- 36.5% of 4th graders are proficient and above in NAEP Reading.  
  **RANK: 25TH**

- 34.7% of 8th graders are proficient and above in NAEP Mathematics.  
  **RANK: 23RD**

- 37.4% of 8th graders are proficient and above in NAEP Reading.  
  **RANK: 12TH**

- 84% of students graduate from high school.  
  **RANK: 16TH**

- 55.8 passing AP test scores per 100 juniors and seniors.  
  **RANK: 1ST**

**Participation**

*The extent to which young adults and working-age adults enroll in educational programs beyond high school.*

- 35.2% of 18–24-year-olds are enrolled in educational programs beyond high school.  
  **RANK: 39TH**

- 5.7% of 25–64-year-olds are enrolled in educational programs beyond high school.  
  **RANK: 12TH**

**Completion**

*Completion of college programs in a timely manner.*

- 22.7% of community college students earn an associate’s degree within three years.  
  **RANK: 38TH**

- 66.6% of students enrolled in four-year institutions earn their bachelor’s degree within six years.  
  **RANK: 5TH**

**Affordability**

*Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.*

- Student and families pay, on average, 28.1% of family income after all financial aid to attend postsecondary education.  
  **RANK: 31ST**

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To calculate the Education Performance risk ranking, each indicator (preparation, participation, completion, and affordability) receives a single score based on its individual components. The state risk ranking is determined by adding these four rankings together. For more details, see page 3 of the technical guide.
Educational Equity

High School Completion Equity

High school graduation gap between white students and students from all other racial and ethnic groups.

The graduation rate of white students in Maryland is 9.0 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 23RD

Postsecondary Participation Equity

Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state.

There is a 3.4 percentage point difference between racial and ethnic minority students enrolled in degree or workforce certificate programs and the percentage of this group in the overall state population. A smaller proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.

RANK: 18TH

Postsecondary Completion Equity

Postsecondary completion gap between white students and students from all other racial and ethnic groups.

The on-time four-year and two-year degree completion rate of white students is 6.2 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 13TH

Geographic Equity

The distance from each county center to the closest in-state degree-granting education institution.

There is an average of 3.4 miles between each county center and the closest degree-granting institution.

RANK: 3RD
Postsecondary Productivity

The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.

Maryland spends $37,546 per degree and certificate produced at all public institutions.

RANK: 37TH

Degrees and Workforce Certificates Awarded

The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.

Maryland awards 24.5 degrees per 100 full-time equivalent students per year at all degree-granting institutions.

RANK: 21ST

Volatility of Higher Education Appropriations

The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.

The amount of money Maryland appropriated specifically for higher education fluctuated, on average, 6.5 percentage points per year between 2000 and 2015.

RANK: 41ST
## State Economy & Finances

<table>
<thead>
<tr>
<th>RISK RANKING</th>
<th>LEAST RISK</th>
<th>MOST RISK</th>
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<tbody>
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<td>Maryland ranks 30th for state economy and finances.</td>
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</tbody>
</table>

### Volatility of General Fund Expenditures

The average annual fluctuation of state expenditures from year to year, between 2000 and 2015.

Maryland’s expenditures fluctuated on average 4.2 percentage points per year between 2000 and 2015.

**RANK: 45th**

### State Gross Domestic Product

Total revenue from all goods and services in a state’s economy.

Maryland’s GDP per capita in 2016 was $56,070.

**RANK: 11th**

### New Economy Index

The extent to which a state’s economy matches knowledge-based industries.

**RANK: 6th**

### State Reserves

“Rainy day” fund resources maintained to offset economic downturns.

Between FY2016 and FY2018, Maryland’s average rainy day fund balance as a share of annual expenditures was 4.9%.

**RANK: 29th**

### State Debt and Unfunded Liabilities

Debt and unfunded liabilities as a portion of state revenue.

Maryland’s debt and unfunded liabilities total 223.9% of annual state revenues.

**RANK: 27th**

### Income Inequality

The gap between the median family income of families in the highest and lowest income groups.

Maryland’s families whose income is $110k or more have incomes that are 11.9 times as much the annual income of families whose income is $30k or less.

**RANK: 45th**
Recommended Steps for State Policymakers

- Enhance the State Risk Assessment with additional state-level data to provide specificity and context for assessing state risks to educational opportunity.

- Conduct a statewide “public policy audit” to understand the policies that increase risks to educational opportunity.

- Using the results of a policy audit, develop a fiscally sustainable compact for higher education that enhances college opportunity, specifying the responsibilities of students and families, colleges and universities, and taxpayers.

- Use the State Risk Assessment to inform state higher education budgeting and accountability on an ongoing basis.
For Massachusetts to thrive, all residents must have access to quality higher education. This state risk assessment is the first state-by-state analytic tool to compare the many intersecting risks to postsecondary educational opportunity. These risks are shaped by a complex interplay of dynamic forces that are internal and external to higher education.

Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten Massachusetts’s ability to provide the number of educated workers that its economy needs.

PROJECTED NEED

The nation will need 60% of its workforce to have college degrees, workforce certificates, industry certifications, and other high-quality college credentials by 2025. In 2016, 56.2% of Massachusetts residents had these credentials.

If the state fails to improve, Massachusetts will fall short of this 60% benchmark by 143,324 credentials in 2025.

RISK CATEGORIES

Understanding Massachusetts’s areas of greatest risk to educational opportunity is critical to creating effective public policies for the future.

Education Performance
Risk: LOW

Education Equity
Risk: LOW

Higher Education Funding & Productivity
Risk: HIGH

State Economy & Finances
Risk: MODERATE


Preparation

Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.

53.9% of 4th graders are proficient and above in NAEP Mathematics.
RANK: 1ST

49.7% of 4th graders are proficient and above in NAEP Reading.
RANK: 1ST

50.8% of 8th graders are proficient and above in NAEP Mathematics.
RANK: 1ST

45.7% of 8th graders are proficient and above in NAEP Reading.
RANK: 1ST

86% of students graduate from high school.
RANK: 12TH

39.7 passing AP test scores per 100 juniors and seniors.
RANK: 4TH

Participation

The extent to which young adults and working-age adults enroll in educational programs beyond high school.

42.2% of 18–24-year-olds are enrolled in educational programs beyond high school.
RANK: 8TH

4.5% of 25–64-year-olds are enrolled in educational programs beyond high school.
RANK: 27TH

Completion

Completion of college programs in a timely manner.

19.5% of community college students earn an associate’s degree within three years.
RANK: 44TH

71.1% of students enrolled in four-year institutions earn their bachelor’s degree within six years.
RANK: 2ND

Affordability

Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.

Student and families pay, on average, 37.5% of family income after all financial aid to attend postsecondary education.
RANK: 47TH

To calculate the Education Performance risk ranking, each indicator (preparation, participation, completion, and affordability) receives a single score based on its individual components. The state risk ranking is determined by adding these four rankings together. For more details, see page 3 of the technical guide.
High School Completion Equity

High school graduation gap between white students and students from all other racial and ethnic groups.

The graduation rate of white students in Massachusetts is 13.2 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 41ST

Postsecondary Participation Equity

Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state.

There is a 3.3 percentage point difference between racial and ethnic minority students enrolled in degree or workforce certificate programs and the percentage of this group in the overall state population. A larger proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.

RANK: 7TH

Postsecondary Completion Equity

Postsecondary completion gap between white students and students from all other racial and ethnic groups.

The on-time four-year and two-year degree completion rate of white students is 6.6 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 15TH

Geographic Equity

The distance from each county center to the closest in-state degree-granting education institution.

There is an average of 3.7 miles between each county center and the closest degree-granting institution.

RANK: 6TH
Postsecondary Productivity

The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.

Massachusetts spends $33,159 per degree and certificate produced at all public institutions.

RANK: 33rd

Degrees and Workforce Certificates Awarded

The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.

Massachusetts awards 23.5 degrees per 100 full-time equivalent students per year at all degree-granting institutions.

RANK: 37th

Volatility of Higher Education Appropriations

The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.

The amount of money Massachusetts appropriated specifically for higher education fluctuated, on average, 6.6 percentage points per year between 2000 and 2015.

RANK: 43rd
## Volatility of General Fund Expenditures

*The average annual fluctuation of state expenditures from year to year, between 2000 and 2015.*

Massachusetts's expenditures fluctuated on average 4.0 percentage points per year between 2000 and 2015.

**RANK: 44th**

## State Gross Domestic Product

*Total revenue from all goods and services in a state’s economy.*

Massachusetts’s GDP per capita in 2016 was $65,281.

**RANK: 1st**

## New Economy Index

*The extent to which a state’s economy matches knowledge-based industries.*

**RANK: 1st**

## State Reserves

*“Rainy day” fund resources maintained to offset economic downturns.*

Between FY2016 and FY2018, Massachusetts’s average rainy day fund balance as a share of annual expenditures was 3.2%.

**RANK: 37th**

## State Debt and Unfunded Liabilities

*Debt and unfunded liabilities as a portion of state revenue.*

Massachusetts's debt and unfunded liabilities total 323.8% of annual state revenues.

**RANK: 40th**

## Income Inequality

*The gap between the median family income of families in the highest and lowest income groups.*

Massachusetts's families whose income is $110k or more have incomes that are 12.5 times as much the annual income of families whose income is $30k or less.

**RANK: 47th**
Recommended Steps for State Policymakers

- Enhance the State Risk Assessment with additional state-level data to provide specificity and context for assessing state risks to educational opportunity.

- Conduct a statewide “public policy audit” to understand the policies that increase risks to educational opportunity.

- Using the results of a policy audit, develop a fiscally sustainable compact for higher education that enhances college opportunity, specifying the responsibilities of students and families, colleges and universities, and taxpayers.

- Use the State Risk Assessment to inform state higher education budgeting and accountability on an ongoing basis.
For Michigan to thrive, all residents must have access to quality higher education. This state risk assessment is the first state-by-state analytic tool to compare the many intersecting risks to postsecondary educational opportunity. These risks are shaped by a complex interplay of dynamic forces that are internal and external to higher education.

Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten Michigan’s ability to provide the number of educated workers that its economy needs.


Education Performance

Preparation

Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.

34.0% of 4th graders are proficient and above in NAEP Mathematics.

RANK: 42nd

28.6% of 4th graders are proficient and above in NAEP Reading.

RANK: 46th

28.5% of 8th graders are proficient and above in NAEP Mathematics.

RANK: 38th

28.5% of 8th graders are proficient and above in NAEP Reading.

RANK: 32nd

77% of students graduate from high school.

RANK: 39th

23.2 passing AP test scores per 100 juniors and seniors.

RANK: 24th

To calculate the Education Performance risk ranking, each indicator (preparation, participation, completion, and affordability) receives a single score based on its individual components. The state risk ranking is determined by adding these four rankings together. For more details, see page 3 of the technical guide.

Participation

The extent to which young adults and working-age adults enroll in educational programs beyond high school.

39.8% of 18–24-year-olds are enrolled in educational programs beyond high school.

RANK: 21st

4.6% of 25–64-year-olds are enrolled in educational programs beyond high school.

RANK: 25th

Completion

Completion of college programs in a timely manner.

17.9% of community college students earn an associate’s degree within three years.

RANK: 46th

51.6% of students enrolled in four-year institutions earn their bachelor’s degree within six years.

RANK: 29th

Affordability

Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.

Student and families pay, on average, 23.0% of family income after all financial aid to attend postsecondary education.

RANK: 9th
High School Completion Equity

High school graduation gap between white students and students from all other racial and ethnic groups.

The graduation rate of white students in Michigan is 12.5 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 38TH

Postsecondary Participation Equity

Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state.

There is a 11.0 percentage point difference between racial and ethnic minority students enrolled in degree or workforce certificate programs and the percentage of this group in the overall state population. A smaller proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.

RANK: 42ND

Postsecondary Completion Equity

Postsecondary completion gap between white students and students from all other racial and ethnic groups.

The on-time four-year and two-year degree completion rate of white students is 12.0 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 39TH

Geographic Equity

The distance from each county center to the closest in-state degree-granting education institution.

There is an average of 6.5 miles between each county center and the closest degree-granting institution.

RANK: 21ST
Higher Education Funding & Productivity

Postsecondary Productivity

The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.

Michigan spends $30,769 per degree and certificate produced at all public institutions.

RANK: 26<sup>th</sup>

Degrees and Workforce Certificates Awarded

The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.

Michigan awards 24.5 degrees per 100 full-time equivalent students per year at all degree-granting institutions.

RANK: 22<sup>nd</sup>

Volatility of Higher Education Appropriations

The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.

The amount of money Michigan appropriated specifically for higher education fluctuated, on average, 4.2 percentage points per year between 2000 and 2015.

RANK: 15<sup>th</sup>
### Volatility of General Fund Expenditures

The average annual fluctuation of state expenditures from year to year, between 2000 and 2015.

Michigan’s expenditures fluctuated on average 2.3 percentage points per year between 2000 and 2015.

**RANK:** 5th

### State Gross Domestic Product

Total revenue from all goods and services in a state’s economy.

Michigan’s GDP per capita in 2016 was $43,665.

**RANK:** 36th

### New Economy Index

The extent to which a state’s economy matches knowledge-based industries.

**RANK:** 15th

### State Reserves

“Rainy day” fund resources maintained to offset economic downturns.

Between FY2016 and FY2018, Michigan’s average rainy day fund balance as a share of annual expenditures was 7.4%.

**RANK:** 17th

### State Debt and Unfunded Liabilities

Debt and unfunded liabilities as a portion of state revenue.

Michigan’s debt and unfunded liabilities total 253.3% of annual state revenues.

**RANK:** 32nd

### Income Inequality

The gap between the median family income of families in the highest and lowest income groups.

Michigan’s families whose income is $110k or more have incomes that are 11.1 times as much the annual income of families whose income is $30k or less.

**RANK:** 28th
Recommended Steps for State Policymakers

- Enhance the State Risk Assessment with additional state-level data to provide specificity and context for assessing state risks to educational opportunity.

- Conduct a statewide “public policy audit” to understand the policies that increase risks to educational opportunity.

- Using the results of a policy audit, develop a fiscally sustainable compact for higher education that enhances college opportunity, specifying the responsibilities of students and families, colleges and universities, and taxpayers.

- Use the State Risk Assessment to inform state higher education budgeting and accountability on an ongoing basis.
For Minnesota to thrive, all residents must have access to quality higher education. This state risk assessment is the first state-by-state analytic tool to compare the many intersecting risks to postsecondary educational opportunity. These risks are shaped by a complex interplay of dynamic forces that are internal and external to higher education.

Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten Minnesota’s ability to provide the number of educated workers that its economy needs.

**PROJECTED NEED**

The nation will need 60% of its workforce to have college degrees, workforce certificates, industry certifications, and other high-quality college credentials by 2025. In 2016, 54.0% of Minnesota residents had these credentials. If the state fails to improve, Minnesota will fall short of this 60% benchmark by 174,092 credentials in 2025.

**OVERALL RISK RANKING**

LOW — 5TH

Understanding Minnesota’s areas of greatest risk to educational opportunity is critical to creating effective public policies for the future.

**RISK CATEGORIES**

- **Education Performance**
  - Risk: LOW

- **Education Equity**
  - Risk: HIGH

- **Higher Education Funding & Productivity**
  - Risk: LOW

- **State Economy & Finances**
  - Risk: LOW


Education Performance

Preparation

Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.

53.4% of 4th graders are proficient and above in NAEP Mathematics.
RANK: 2ND

39.0% of 4th graders are proficient and above in NAEP Reading.
RANK: 15TH

47.8% of 8th graders are proficient and above in NAEP Mathematics.
RANK: 2ND

39.7% of 8th graders are proficient and above in NAEP Reading.
RANK: 6TH

Participation

The extent to which young adults and working-age adults enroll in educational programs beyond high school.

43.2% of 18–24-year-olds are enrolled in educational programs beyond high school.

RANK: 6TH

5.7% of 25–64-year-olds are enrolled in educational programs beyond high school.
RANK: 13TH

Completion

Completion of college in a timely manner.

29.2% of community college students earn an associate’s degree within three years.

RANK: 24TH

63.5% of students enrolled in four-year institutions earn their bachelor’s degree within six years.
RANK: 11TH

Affordability

Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.

Student and families pay, on average, 28.3% of family income after all financial aid to attend postsecondary education.
RANK: 32ND

To calculate the Education Performance risk ranking, each indicator (preparation, participation, completion, and affordability) receives a single score based on its individual components. The state risk ranking is determined by adding these four rankings together. For more details, see page 3 of the technical guide.
High School Completion Equity

High school graduation gap between white students and students from all other racial and ethnic groups.

The graduation rate of white students in Minnesota is 16.9 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 45TH

Postsecondary Participation Equity

Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state.

There is a 0.6 percentage point difference between racial and ethnic minority students enrolled in degree or workforce certificate programs and the percentage of this group in the overall state population. A smaller proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.

RANK: 10TH

Postsecondary Completion Equity

Postsecondary completion gap between white students and students from all other racial and ethnic groups.

The on-time four-year and two-year degree completion rate of white students is 13.8 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 45TH

Geographic Equity

The distance from each county center to the closest in-state degree-granting education institution.

There is an average of 10.0 miles between each county center and the closest degree-granting institution.

RANK: 36TH
Postsecondary Productivity

The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.

Minnesota spends $28,366 per degree and certificate produced at all public institutions.

RANK: 20TH

Degrees and Workforce Certificates Awarded

The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.

Minnesota awards 27.5 degrees per 100 full-time equivalent students per year at all degree-granting institutions.

RANK: 10TH

Volatility of Higher Education Appropriations

The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.

The amount of money Minnesota appropriated specifically for higher education fluctuated, on average, 5.5 percentage points per year between 2000 and 2015.

RANK: 32ND
## Volatility of General Fund Expenditures

The average annual fluctuation of state expenditures from year to year, between 2000 and 2015.

Minnesota’s expenditures fluctuated on average 2.5 percentage points per year between 2000 and 2015.

RANK: **8**

## State Gross Domestic Product

Total revenue from all goods and services in a state’s economy.

Minnesota’s GDP per capita in 2016 was $54,414.

RANK: **12**

## New Economy Index

The extent to which a state’s economy matches knowledge-based industries.

RANK: **12**

## State Reserves

“Rainy day” fund resources maintained to offset economic downturns.

Between FY2016 and FY2018, Minnesota’s average rainy day fund balance as a share of annual expenditures was 9.2%.

RANK: **9**

## State Debt and Unfunded Liabilities

Debt and unfunded liabilities as a portion of state revenue.

Minnesota’s debt and unfunded liabilities total 113.8% of annual state revenues.

RANK: **11**

## Income Inequality

The gap between the median family income of families in the highest and lowest income groups.

Minnesota’s families whose income is $110k or more have incomes that are 10.6 times as much the annual income of families whose income is $30k or less.

RANK: **12**
Recommended Steps for State Policymakers

- Enhance the State Risk Assessment with additional state-level data to provide specificity and context for assessing state risks to educational opportunity.

- Conduct a statewide “public policy audit” to understand the policies that increase risks to educational opportunity.

- Using the results of a policy audit, develop a fiscally sustainable compact for higher education that enhances college opportunity, specifying the responsibilities of students and families, colleges and universities, and taxpayers.

- Use the State Risk Assessment to inform state higher education budgeting and accountability on an ongoing basis.
For Mississippi to thrive, all residents must have access to quality higher education. This state risk assessment is the first state-by-state analytic tool to compare the many intersecting risks to postsecondary educational opportunity. These risks are shaped by a complex interplay of dynamic forces that are internal and external to higher education.

Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten Mississippi’s ability to provide the number of educated workers that its economy needs.

**PROJECTED NEED**

The nation will need 60% of its workforce to have college degrees, workforce certificates, industry certifications, and other high-quality college credentials by 2025. In 2016, 37.5% of Mississippi residents had these credentials.

If the state fails to improve, Mississippi will fall short of this 60% benchmark by 332,163 credentials in 2025.

Understanding Mississippi’s areas of greatest risk to educational opportunity is critical to creating effective public policies for the future.

**OVERALL RISK RANKING**

HIGH—50TH

**RISK CATEGORIES**

- **Education Performance**
  - Risk: HIGH

- **Education Equity**
  - Risk: HIGH

- **Higher Education Funding & Productivity**
  - Risk: HIGH

- **State Economy & Finances**
  - Risk: HIGH


Education Performance

Preparation

Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.

29.6% of 4th graders are proficient and above in NAEP Mathematics.

RANK: 46TH

26.0% of 4th graders are proficient and above in NAEP Reading.

RANK: 49TH

21.8% of 8th graders are proficient and above in NAEP Mathematics.

RANK: 46TH

20.0% of 8th graders are proficient and above in NAEP Reading.

RANK: 50TH

68% of students graduate from high school.

RANK: 49TH

4.0 passing AP test scores per 100 juniors and seniors.

RANK: 50TH

Participation

The extent to which young adults and working-age adults enroll in educational programs beyond high school.

37.1% of 18–24-year-olds are enrolled in educational programs beyond high school.

RANK: 32ND

3.4% of 25–64-year-olds are enrolled in educational programs beyond high school.

RANK: 46TH

Completion

Completion of college programs in a timely manner.

31.7% of community college students earn an associate’s degree within three years.

RANK: 17TH

51.1% of students enrolled in four-year institutions earn their bachelor’s degree within six years.

RANK: 31ST

Affordability

Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.

Student and families pay, on average, 23.7% of family income after all financial aid to attend postsecondary education.

RANK: 13TH

To calculate the Education Performance risk ranking, each indicator (preparation, participation, completion, and affordability) receives a single score based on its individual components. The state risk ranking is determined by adding these four rankings together. For more details, see page 3 of the technical guide.
Educational Equity

High School Completion Equity

High school graduation gap between white students and students from all other racial and ethnic groups.

The graduation rate of white students in Mississippi is 8.0 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 19TH

Postsecondary Participation Equity

Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state.

There is a 10.0 percentage point difference between racial and ethnic minority students enrolled in degree or workforce certificate programs and the percentage of this group in the overall state population. A smaller proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.

RANK: 39TH

Postsecondary Completion Equity

Postsecondary completion gap between white students and students from all other racial and ethnic groups.

The on-time four-year and two-year degree completion rate of white students is 10.9 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 34TH

Geographic Equity

The distance from each county center to the closest in-state degree-granting education institution.

There is an average of 15.0 miles between each county center and the closest degree-granting institution.

RANK: 44TH
Postsecondary Productivity

The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.

Mississippi spends $32,140 per degree and certificate produced at all public institutions.

RANK: 29th

Degrees and Workforce Certificates Awarded

The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.

Mississippi awards 23.7 degrees per 100 full-time equivalent students per year at all degree-granting institutions.

RANK: 33rd

Volatility of Higher Education Appropriations

The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.

The amount of money Mississippi appropriated specifically for higher education fluctuated, on average, 5.6 percentage points per year between 2000 and 2015.

RANK: 33rd
# State Economy & Finances

**Volatility of General Fund Expenditures**

The average annual fluctuation of state expenditures from year to year, between 2000 and 2015.

**State Gross Domestic Product**

Total revenue from all goods and services in a state’s economy.

Mississippi’s GDP per capita in 2016 was $32,102.

**New Economy Index**

The extent to which a state’s economy matches knowledge-based industries.

**State Reserves**

“Rainy day” fund resources maintained to offset economic downturns.

Between FY2016 and FY2018, Mississippi’s average rainy day fund balance as a share of annual expenditures was 5.3%.

**State Debt and Unfunded Liabilities**

Debt and unfunded liabilities as a portion of state revenue.

Mississippi’s debt and unfunded liabilities total 291.8% of annual state revenues.

**Income Inequality**

The gap between the median family income of families in the highest and lowest income groups.

Mississippi’s families whose income is $110k or more have incomes that are 10.8 times as much the annual income of families whose income is $30k or less.
Recommended Steps for State Policymakers

- Enhance the State Risk Assessment with additional state-level data to provide specificity and context for assessing state risks to educational opportunity.

- Conduct a statewide “public policy audit” to understand the policies that increase risks to educational opportunity.

- Using the results of a policy audit, develop a fiscally sustainable compact for higher education that enhances college opportunity, specifying the responsibilities of students and families, colleges and universities, and taxpayers.

- Use the State Risk Assessment to inform state higher education budgeting and accountability on an ongoing basis.
For Missouri to thrive, all residents must have access to quality higher education. This state risk assessment is the first state-by-state analytic tool to compare the many intersecting risks to postsecondary educational opportunity. These risks are shaped by a complex interplay of dynamic forces that are internal and external to higher education.

Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten Missouri’s ability to provide the number of educated workers that its economy needs.

**PROJECTED NEED**

The nation will need 60% of its workforce to have college degrees, workforce certificates, industry certifications, and other high-quality college credentials by 2025. In 2016, 43.1% of Missouri residents had these credentials. If the state fails to improve, Missouri will fall short of this 60% benchmark by 515,760 credentials in 2025.

**OVERALL RISK RANKING**

MODERATE—21ST

Understanding Missouri’s areas of greatest risk to educational opportunity is critical to creating effective public policies for the future.

- **Education Performance**
  - Risk: MODERATE

- **Education Equity**
  - Risk: MODERATE

- **Higher Education Funding & Productivity**
  - Risk: LOW

- **State Economy & Finances**
  - Risk: MODERATE


Education Performance

Preparation

Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.

38.4% of 4th graders are proficient and above in NAEP Mathematics.
RANK: 29TH

36.3% of 4th graders are proficient and above in NAEP Reading.
RANK: 26TH

31.4% of 8th graders are proficient and above in NAEP Mathematics.
RANK: 33RD

36.3% of 8th graders are proficient and above in NAEP Reading.
RANK: 17TH

86% of students graduate from high school.
RANK: 12TH

14.2 passing AP test scores per 100 juniors and seniors.
RANK: 40TH

Participation

The extent to which young adults and working-age adults enroll in educational programs beyond high school.

40.9% of 18–24-year-olds are enrolled in educational programs beyond high school.
RANK: 16TH

4.9% of 25–64-year-olds are enrolled in educational programs beyond high school.
RANK: 22ND

Completion

Completion of college programs in a timely manner.

27.8% of community college students earn an associate’s degree within three years.
RANK: 25TH

56.6% of students enrolled in four-year institutions earn their bachelor’s degree within six years.
RANK: 20TH

Affordability

Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.

Student and families pay, on average, 30.3% of family income after all financial aid to attend postsecondary education.
RANK: 37TH

To calculate the Education Performance risk ranking, each indicator (preparation, participation, completion, and affordability) receives a single score based on its individual components. The state risk ranking is determined by adding these four rankings together. For more details, see page 3 of the technical guide.
High School Completion Equity

High school graduation gap between white students and students from all other racial and ethnic groups.

The graduation rate of white students in Missouri is 11.9 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 37TH

Postsecondary Participation Equity

Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state.

There is a 1.5 percentage point difference between racial and ethnic minority students enrolled in degree or workforce certificate programs and the percentage of this group in the overall state population. A smaller proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.

RANK: 13TH

Postsecondary Completion Equity

Postsecondary completion gap between white students and students from all other racial and ethnic groups.

The on-time four-year and two-year degree completion rate of white students is 9.4 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 28TH

Geographic Equity

The distance from each county center to the closest in-state degree-granting education institution.

There is an average of 10.6 miles between each county center and the closest degree-granting institution.

RANK: 37TH
Postsecondary Productivity

**The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.**

Missouri spends $33,148 per degree and certificate produced at all public institutions.

**RANK: 32**

Degrees and Workforce Certificates Awarded

**The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.**

Missouri awards 25.8 degrees per 100 full-time equivalent students per year at all degree-granting institutions.

**RANK: 15**

Volatility of Higher Education Appropriations

**The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.**

The amount of money Missouri appropriated specifically for higher education fluctuated, on average, 3.8 percentage points per year between 2000 and 2015.

**RANK: 9**
### Volatility of General Fund Expenditures

The average annual fluctuation of state expenditures from year to year, between 2000 and 2015. Missouri’s expenditures fluctuated on average 2.6 percentage points per year between 2000 and 2015.

**RANK: 15th**

### State Gross Domestic Product

Total revenue from all goods and services in a state’s economy. Missouri’s GDP per capita in 2016 was $43,004.

**RANK: 38th**

### New Economy Index

The extent to which a state’s economy matches knowledge-based industries.

**RANK: 28th**

### State Reserves

“Rainy day” fund resources maintained to offset economic downturns. Between FY2016 and FY2018, Missouri’s average rainy day fund balance as a share of annual expenditures was 3.2%.

**RANK: 36th**

### State Debt and Unfunded Liabilities

Debt and unfunded liabilities as a portion of state revenue. Missouri’s debt and unfunded liabilities total 190.4% of annual state revenues.

**RANK: 23rd**

### Income Inequality

The gap between the median family income of families in the highest and lowest income groups. Missouri’s families whose income is $110k or more have incomes that are 10.6 times as much the annual income of families whose income is $30k or less.

**RANK: 13th**
Recommended Steps for State Policymakers

- Enhance the State Risk Assessment with additional state-level data to provide specificity and context for assessing state risks to educational opportunity.
- Conduct a statewide “public policy audit” to understand the policies that increase risks to educational opportunity.
- Using the results of a policy audit, develop a fiscally sustainable compact for higher education that enhances college opportunity, specifying the responsibilities of students and families, colleges and universities, and taxpayers.
- Use the State Risk Assessment to inform state higher education budgeting and accountability on an ongoing basis.
For Montana to thrive, all residents must have access to quality higher education. This state risk assessment is the first state-by-state analytic tool to compare the many intersecting risks to postsecondary educational opportunity. These risks are shaped by a complex interplay of dynamic forces that are internal and external to higher education.

Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten Montana’s ability to provide the number of educated workers that its economy needs.

**PROJECTED NEED**

The nation will need 60% of its workforce to have college degrees, workforce certificates, industry certifications, and other high-quality college credentials by 2025. In 2016, 44.0% of Montana residents had these credentials.

If the state fails to improve, Montana will fall short of this 60% benchmark by 86,239 credentials in 2025.

**OVERALL RISK RANKING**

HIGH—49TH

Understanding Montana’s areas of greatest risk to educational opportunity is critical to creating effective public policies for the future.

**RISK CATEGORIES**

**Education Performance**

Risk: HIGH

**Education Equity**

Risk: HIGH

**Higher Education Funding & Productivity**

Risk: HIGH

**State Economy & Finances**

Risk: HIGH


Education Performance

Preparation

*Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.*

- 40.9% of 4th graders are proficient and above in NAEP Mathematics.
  
  RANK: **23**

- 37.3% of 4th graders are proficient and above in NAEP Reading.
  
  RANK: **21**

- 38.9% of 8th graders are proficient and above in NAEP Mathematics.
  
  RANK: **9**

- 36.9% of 8th graders are proficient and above in NAEP Reading.
  
  RANK: **16**

- 86% of students graduate from high school.
  
  RANK: **12**

- 15.5 passing AP test scores per 100 juniors and seniors.
  
  RANK: **34**

Participation

*The extent to which young adults and working-age adults enroll in educational programs beyond high school.*

- 33.9% of 18–24-year-olds are enrolled in educational programs beyond high school.
  
  RANK: **43**

- 4.1% of 25–64-year-olds are enrolled in educational programs beyond high school.
  
  RANK: **35**

Completion

*Completion of college programs in a timely manner.*

- 26.5% of community college students earn an associate’s degree within three years.
  
  RANK: **29**

- 45.6% of students enrolled in four-year institutions earn their bachelor’s degree within six years.
  
  RANK: **42**

Affordability

*Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.*

Student and families pay, on average, 30.8% of family income after all financial aid to attend postsecondary education.

RANK: **39**

To calculate the Education Performance risk ranking, each indicator (preparation, participation, completion, and affordability) receives a single score based on its individual components. The state risk ranking is determined by adding these four rankings together. For more details, see page 3 of the technical guide.
High School Completion Equity

High school graduation gap between white students and students from all other racial and ethnic groups.

The graduation rate of white students in Montana is 14.7 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 43RD

Postsecondary Participation Equity

Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state.

There is a 3.1 percentage point difference between racial and ethnic minority students enrolled in degree or workforce certificate programs and the percentage of this group in the overall state population. A smaller proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.

RANK: 17TH

Postsecondary Completion Equity

Postsecondary completion gap between white students and students from all other racial and ethnic groups.

The on-time four-year and two-year degree completion rate of white students is 12.3 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 41ST

Geographic Equity

The distance from each county center to the closest in-state degree-granting education institution.

There is an average of 11.7 miles between each county center and the closest degree-granting institution.

RANK: 41ST
Higher Education Funding & Productivity

### Postsecondary Productivity

- **The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.**
- Montana spends $30,192 per degree and certificate produced at all public institutions.
- **RANK: 24TH**

### Degrees and Workforce Certificates Awarded

- **The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.**
- Montana awards 22.2 degrees per 100 full-time equivalent students per year at all degree-granting institutions.
- **RANK: 47TH**

### Volatility of Higher Education Appropriations

- **The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.**
- The amount of money Montana appropriated specifically for higher education fluctuated, on average, 4.7 percentage points per year between 2000 and 2015.
- **RANK: 24TH**

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RISK RANKING
Montana ranks 37th for higher education funding and productivity.

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College Opportunity Risk Assessment: Montana
Volatility of General Fund Expenditures

The average annual fluctuation of state expenditures from year to year, between 2000 and 2015.

Montana’s expenditures fluctuated on average 2.5 percentage points per year between 2000 and 2015.

RANK: 9TH

State Gross Domestic Product

Total revenue from all goods and services in a state’s economy.

Montana’s GDP per capita in 2016 was $39,763.

RANK: 40TH

New Economy Index

The extent to which a state’s economy matches knowledge-based industries.

RANK: 43RD

State Reserves

“Rainy day” fund resources maintained to offset economic downturns.

Between FY2016 and FY2018, Montana’s average rainy day fund balance as a share of annual expenditures was 0.0%.

RANK: 47TH

State Debt and Unfunded Liabilities

Debt and unfunded liabilities as a portion of state revenue.

Montana’s debt and unfunded liabilities total 144.6% of annual state revenues.

RANK: 14TH

Income Inequality

The gap between the median family income of families in the highest and lowest income groups.

Montana’s families whose income is $110k or more have incomes that are 10.9 times as much the annual income of families whose income is $30k or less.

RANK: 22ND
Recommended Steps for State Policymakers

- Enhance the State Risk Assessment with additional state-level data to provide specificity and context for assessing state risks to educational opportunity.

- Conduct a statewide “public policy audit” to understand the policies that increase risks to educational opportunity.

- Using the results of a policy audit, develop a fiscally sustainable compact for higher education that enhances college opportunity, specifying the responsibilities of students and families, colleges and universities, and taxpayers.

- Use the State Risk Assessment to inform state higher education budgeting and accountability on an ongoing basis.
For Nebraska to thrive, all residents must have access to quality higher education. This state risk assessment is the first state-by-state analytic tool to compare the many intersecting risks to postsecondary educational opportunity. These risks are shaped by a complex interplay of dynamic forces that are internal and external to higher education.

Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten Nebraska’s ability to provide the number of educated workers that its economy needs.

Understanding Nebraska’s areas of greatest risk to educational opportunity is critical to creating effective public policies for the future.

**PROJECTED NEED**

The nation will need **60%** of its workforce to have college degrees, workforce certificates, industry certifications, and other high-quality college credentials by 2025. In 2016, **48.2%** of Nebraska residents had these credentials.

If the state fails to improve, Nebraska will fall short of this **60%** benchmark by **115,770** credentials in 2025.

**RISK CATEGORIES**

Education Performance
Risk: **LOW**

Education Equity
Risk: **HIGH**

Higher Education Funding & Productivity
Risk: **MODERATE**

State Economy & Finances
Risk: **LOW**


Education Performance

**Preparation**

*Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.*

46.5% of 4th graders are proficient and above in NAEP Mathematics.

**RANK:** 9**TH**

39.9% of 4th graders are proficient and above in NAEP Reading.

**RANK:** 13**TH**

37.7% of 8th graders are proficient and above in NAEP Mathematics.

**RANK:** 12**TH**

37.8% of 8th graders are proficient and above in NAEP Reading.

**RANK:** 11**TH**

93% of students graduate from high school.

**RANK:** 1**ST**

12.0 passing AP test scores per 100 juniors and seniors.

**RANK:** 45**TH**

To calculate the Education Performance risk ranking, each indicator (preparation, participation, completion, and affordability) receives a single score based on its individual components. The state risk ranking is determined by adding these four rankings together. For more details, see page 3 of the technical guide.

**Participation**

*The extent to which young adults and working-age adults enroll in educational programs beyond high school.*

42.3% of 18–24-year-olds are enrolled in educational programs beyond high school.

**RANK:** 7**TH**

5.6% of 25–64-year-olds are enrolled in educational programs beyond high school.

**RANK:** 14**TH**

**Completion**

*Completion of college programs in a timely manner.*

31.9% of community college students earn an associate’s degree within three years.

**RANK:** 16**TH**

59.2% of students enrolled in four-year institutions earn their bachelor’s degree within six years.

**RANK:** 17**TH**

**Affordability**

*Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.*

Student and families pay, on average, 27.0% of family income after all financial aid to attend postsecondary education.

**RANK:** 25**TH**
Educational Equity

High School Completion Equity

High school graduation gap between white students and students from all other racial and ethnic groups.

The graduation rate of white students in Nebraska is 13.1 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 40TH

Postsecondary Participation Equity

Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state.

There is a 9.2 percentage point difference between racial and ethnic minority students enrolled in degree or workforce certificate programs and the percentage of this group in the overall state population. A smaller proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.

RANK: 37TH

Postsecondary Completion Equity

Postsecondary completion gap between white students and students from all other racial and ethnic groups.

The on-time four-year and two-year degree completion rate of white students is 14.0 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 46TH

Geographic Equity

The distance from each county center to the closest in-state degree-granting education institution.

There is an average of 11.0 miles between each county center and the closest degree-granting institution.

RANK: 39TH
Postsecondary Productivity

The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.

Nebraska spends $49,707 per degree and certificate produced at all public institutions.

RANK: 47TH

Degrees and Workforce Certificates Awarded

The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.

Nebraska awards 23.6 degrees per 100 full-time equivalent students per year at all degree-granting institutions.

RANK: 34TH

Volatility of Higher Education Appropriations

The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.

The amount of money Nebraska appropriated specifically for higher education fluctuated, on average, 3.8 percentage points per year between 2000 and 2015.

RANK: 8TH
State Economy & Finances

Volatility of General Fund Expenditures

The average annual fluctuation of state expenditures from year to year, between 2000 and 2015.

Nebraska’s expenditures fluctuated on average 2.2 percentage points per year between 2000 and 2015.

RANK: 2ND

State Gross Domestic Product

Total revenue from all goods and services in a state’s economy.

Nebraska’s GDP per capita in 2016 was $53,949.

RANK: 14TH

New Economy Index

The extent to which a state’s economy matches knowledge-based industries.

RANK: 27TH

State Reserves

“Rainy day” fund resources maintained to offset economic downturns.

Between FY2016 and FY2018, Nebraska’s average rainy day fund balance as a share of annual expenditures was 14.3%.

RANK: 5TH

State Debt and Unfunded Liabilities

Debt and unfunded liabilities as a portion of state revenue.

Nebraska’s debt and unfunded liabilities total 52.1% of annual state revenues.

RANK: 3RD

Income Inequality

The gap between the median family income of families in the highest and lowest income groups.

Nebraska’s families whose income is $110k or more have incomes that are 10.7 times as much the annual income of families whose income is $30k or less.

RANK: 17TH
Recommended Steps for State Policymakers

- Enhance the State Risk Assessment with additional state-level data to provide specificity and context for assessing state risks to educational opportunity.

- Conduct a statewide “public policy audit” to understand the policies that increase risks to educational opportunity.

- Using the results of a policy audit, develop a fiscally sustainable compact for higher education that enhances college opportunity, specifying the responsibilities of students and families, colleges and universities, and taxpayers.

- Use the State Risk Assessment to inform state higher education budgeting and accountability on an ongoing basis.
For Nevada to thrive, all residents must have access to quality higher education. This state risk assessment is the first state-by-state analytic tool to compare the many intersecting risks to postsecondary educational opportunity. These risks are shaped by a complex interplay of dynamic forces that are internal and external to higher education.

Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten Nevada’s ability to provide the number of educated workers that its economy needs.

**PROJECTED NEED**

The nation will need 60% of its workforce to have college degrees, workforce certificates, industry certifications, and other high-quality college credentials by 2025. In 2016, 34.8% of Nevada residents had these credentials. If the state fails to improve, Nevada will fall short of this 60% benchmark by 429,037 credentials in 2025.

**RISK CATEGORIES**

Understanding Nevada’s areas of greatest risk to educational opportunity is critical to creating effective public policies for the future.

- **Education Performance**
  - Risk: HIGH

- **Education Equity**
  - Risk: MODERATE

- **Higher Education Funding & Productivity**
  - Risk: MODERATE

- **State Economy & Finances**
  - Risk: HIGH


Preparation

*Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.*

- 31.9% of 4th graders are proficient and above in NAEP Mathematics.
  - RANK: 45TH
- 29.0% of 4th graders are proficient and above in NAEP Reading.
  - RANK: 44TH
- 26.1% of 8th graders are proficient and above in NAEP Mathematics.
  - RANK: 42ND
- 27.4% of 8th graders are proficient and above in NAEP Reading.
  - RANK: 43RD
- 60% of students graduate from high school.
  - RANK: 50TH
- 19.8 passing AP test scores per 100 juniors and seniors.
  - RANK: 30TH

To calculate the Education Performance risk ranking, each indicator (preparation, participation, completion, and affordability) receives a single score based on its individual components. The state risk ranking is determined by adding these four rankings together. For more details, see page 3 of the technical guide.

Participation

*The extent to which young adults and working-age adults enroll in educational programs beyond high school.*

- 26.4% of 18–24-year-olds are enrolled in educational programs beyond high school.
  - RANK: 49TH
- 3.6% of 25–64-year-olds are enrolled in educational programs beyond high school.
  - RANK: 44TH

Completion

*College programs in a timely manner.*

- 54.0% of community college students earn an associate’s degree within three years.
  - RANK: 5TH
- 33.8% of students enrolled in four-year institutions earn their bachelor’s degree within six years.
  - RANK: 49TH

Affordability

*Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.*

Student and families pay, on average, 23.4% of family income after all financial aid to attend postsecondary education.

  - RANK: 11TH
High School Completion Equity

High school graduation gap between white students and students from all other racial and ethnic groups.

The graduation rate of white students in Nevada is 10.4 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 32ND

Postsecondary Participation Equity

Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state.

There is a 14.0 percentage point difference between racial and ethnic minority students enrolled in degree or workforce certificate programs and the percentage of this group in the overall state population. A smaller proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.

RANK: 47TH

Postsecondary Completion Equity

Postsecondary completion gap between white students and students from all other racial and ethnic groups.

The on-time four-year and two-year degree completion rate of white students is 3.3 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 3RD

Geographic Equity

The distance from each county center to the closest in-state degree-granting education institution.

There is an average of 5.9 miles between each county center and the closest degree-granting institution.

RANK: 15TH
Postsecondary Productivity

The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.

Nevada spends $32,784 per degree and certificate produced at all public institutions.

RANK: 30TH

Degrees and Workforce Certificates Awarded

The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.

Nevada awards 24.1 degrees per 100 full-time equivalent students per year at all degree-granting institutions.

RANK: 25TH

Volatility of Higher Education Appropriations

The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.

The amount of money Nevada appropriated specifically for higher education fluctuated, on average, 5.7 percentage points per year between 2000 and 2015.

RANK: 34TH
State Economy & Finances

**RISK RANKING**
Nevada ranks 45th for state economy and finances.

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**Volatility of General Fund Expenditures**
*The average annual fluctuation of state expenditures from year to year, between 2000 and 2015.*
Nevada’s expenditures fluctuated on average 3.7 percentage points per year between 2000 and 2015.

**State Gross Domestic Product**
*Total revenue from all goods and services in a state’s economy.*
Nevada’s GDP per capita in 2016 was $43,557.

**New Economy Index**
*The extent to which a state’s economy matches knowledge-based industries.*

**State Reserves**
*“Rainy day” fund resources maintained to offset economic downturns.*
Between FY2016 and FY2018, Nevada’s average rainy day fund balance as a share of annual expenditures was 1.2%.

**State Debt and Unfunded Liabilities**
*Debt and unfunded liabilities as a portion of state revenue.*
Nevada’s debt and unfunded liabilities total 228.6% of annual state revenues.

**Income Inequality**
*The gap between the median family income of families in the highest and lowest income groups.*
Nevada’s families whose income is $110k or more have incomes that are 11.1 times as much the annual income of families whose income is $30k or less.
Recommended Steps for State Policymakers

- Enhance the State Risk Assessment with additional state-level data to provide specificity and context for assessing state risks to educational opportunity.

- Conduct a statewide “public policy audit” to understand the policies that increase risks to educational opportunity.

- Using the results of a policy audit, develop a fiscally sustainable compact for higher education that enhances college opportunity, specifying the responsibilities of students and families, colleges and universities, and taxpayers.

- Use the State Risk Assessment to inform state higher education budgeting and accountability on an ongoing basis.
For New Hampshire to thrive, all residents must have access to quality higher education. This state risk assessment is the first state-by-state analytic tool to compare the many intersecting risks to postsecondary educational opportunity. These risks are shaped by a complex interplay of dynamic forces that are internal and external to higher education.

Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten New Hampshire’s ability to provide the number of educated workers that its economy needs.

### Projected Need

The nation will need 60% of its workforce to have college degrees, workforce certificates, industry certifications, and other high-quality college credentials by 2025. In 2016, 50.6% of New Hampshire residents had these credentials. If the state fails to improve, New Hampshire will fall short of this 60% benchmark by 64,698 credentials in 2025.

### Risk Categories

Understanding New Hampshire’s areas of greatest risk to educational opportunity is critical to creating effective public policies for the future.

- **Education Performance**  
  Risk: LOW
- **Education Equity**  
  Risk: LOW
- **Higher Education Funding & Productivity**  
  Risk: HIGH
- **State Economy & Finances**  
  Risk: MODERATE


Preparation

Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.

51.4% of 4th graders are proficient and above in NAEP Mathematics.
RANK: 3rd

45.9% of 4th graders are proficient and above in NAEP Reading.
RANK: 2nd

46.3% of 8th graders are proficient and above in NAEP Mathematics.
RANK: 3rd

45.0% of 8th graders are proficient and above in NAEP Reading.
RANK: 2nd

87% of students graduate from high school.
RANK: 9th

20.7 passing AP test scores per 100 juniors and seniors.
RANK: 28th

Participation

The extent to which young adults and working-age adults enroll in educational programs beyond high school.

39.8% of 18–24-year-olds are enrolled in educational programs beyond high school.
RANK: 23rd

8.7% of 25–64-year-olds are enrolled in educational programs beyond high school.
RANK: 3rd

Completion

Completion of college programs in a timely manner.

22.7% of community college students earn an associate’s degree within three years.
RANK: 37th

68.3% of students enrolled in four-year institutions earn their bachelor’s degree within six years.
RANK: 4th

Affordability

Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.

Student and families pay, on average, 61.0% of family income after all financial aid to attend postsecondary education.
RANK: 50th

To calculate the Education Performance risk ranking, each indicator (preparation, participation, completion, and affordability) receives a single score based on its individual components. The state risk ranking is determined by adding these four rankings together. For more details, see page 3 of the technical guide.
Educational Equity

High School Completion Equity

High school graduation gap between white students and students from all other racial and ethnic groups.

The graduation rate of white students in New Hampshire is 7.4 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 15TH

Postsecondary Participation Equity

Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state.

There is a 27.0 percentage point difference between racial and ethnic minority students enrolled in degree or workforce certificate programs and the percentage of this group in the overall state population. A larger proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.

RANK: 1ST

Postsecondary Completion Equity

Postsecondary completion gap between white students and students from all other racial and ethnic groups.

The on-time four-year and two-year degree completion rate of white students is 8.2 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 23RD

Geographic Equity

The distance from each county center to the closest in-state degree-granting education institution.

N/A

RANK: N/A
Postsecondary Productivity

**The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.**

New Hampshire spends $13,183 per degree and certificate produced at all public institutions.

**RANK: 2nd**

Degrees and Workforce Certificates Awarded

**The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.**

New Hampshire awards 19.6 degrees per 100 full-time equivalent students per year at all degree-granting institutions.

**RANK: 50th**

Volatility of Higher Education Appropriations

**The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.**

The amount of money New Hampshire appropriated specifically for higher education fluctuated, on average, 8.5 percentage points per year between 2000 and 2015.

**RANK: 49th**
State Economy & Finances

Volatility of General Fund Expenditures

The average annual fluctuation of state expenditures from year to year, between 2000 and 2015. New Hampshire’s expenditures fluctuated on average 3.4 percentage points per year between 2000 and 2015.

RANK: 33rd

State Gross Domestic Product

Total revenue from all goods and services in a state’s economy. New Hampshire’s GDP per capita in 2016 was $51,411.

RANK: 20th

New Economy Index

The extent to which a state’s economy matches knowledge-based industries.

RANK: 13th

State Reserves

“Rainy day” fund resources maintained to offset economic downturns. Between FY2016 and FY2018, New Hampshire’s average rainy day fund balance as a share of annual expenditures was 6.7%.

RANK: 20th

State Debt and Unfunded Liabilities

Debt and unfunded liabilities as a portion of state revenue. New Hampshire’s debt and unfunded liabilities total 367.6% of annual state revenues.

RANK: 44th

Income Inequality

The gap between the median family income of families in the highest and lowest income groups. New Hampshire’s families whose income is $110k or more have incomes that are 10.3 times as much the annual income of families whose income is $30k or less.

RANK: 9th
Recommended Steps for State Policymakers

- Enhance the State Risk Assessment with additional state-level data to provide specificity and context for assessing state risks to educational opportunity.

- Conduct a statewide “public policy audit” to understand the policies that increase risks to educational opportunity.

- Using the results of a policy audit, develop a fiscally sustainable compact for higher education that enhances college opportunity, specifying the responsibilities of students and families, colleges and universities, and taxpayers.

- Use the State Risk Assessment to inform state higher education budgeting and accountability on an ongoing basis.
For New Jersey to thrive, all residents must have access to quality higher education. This state risk assessment is the first state-by-state analytic tool to compare the many intersecting risks to postsecondary educational opportunity. These risks are shaped by a complex interplay of dynamic forces that are internal and external to higher education.

Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten New Jersey’s ability to provide the number of educated workers that its economy needs.

**PROJECTED NEED**

The nation will need 60% of its workforce to have college degrees, workforce certificates, industry certifications, and other high-quality college credentials by 2025. In 2016, 51.2% of New Jersey residents had these credentials.

If the state fails to improve, New Jersey will fall short of this 60% benchmark by **418,584** credentials in 2025.

**RISK CATEGORIES**

Understanding New Jersey’s areas of greatest risk to educational opportunity is critical to creating effective public policies for the future.

- **Education Performance**
  - Risk: MODERATE
- **Education Equity**
  - Risk: LOW
- **Higher Education Funding & Productivity**
  - Risk: MODERATE
- **State Economy & Finances**
  - Risk: HIGH


**Preparation**

*Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.*

46.9% of 4th graders are proficient and above in NAEP Mathematics.

**RANK:** 7TH

42.8% of 4th graders are proficient and above in NAEP Reading.

**RANK:** 6TH

46.2% of 8th graders are proficient and above in NAEP Mathematics.

**RANK:** 4TH

40.6% of 8th graders are proficient and above in NAEP Reading.

**RANK:** 5TH

87% of students graduate from high school.

**RANK:** 9TH

37.9 passing AP test scores per 100 juniors and seniors.

**RANK:** 6TH

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**Participation**

*The extent to which young adults and working-age adults enroll in educational programs beyond high school.*

33.8% of 18–24-year-olds are enrolled in educational programs beyond high school.

**RANK:** 44TH

3.8% of 25–64-year-olds are enrolled in educational programs beyond high school.

**RANK:** 41ST

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**Completion**

*Completion of college programs in a timely manner.*

22.0% of community college students earn an associate’s degree within three years.

**RANK:** 40TH

65.4% of students enrolled in four-year institutions earn their bachelor’s degree within six years.

**RANK:** 8TH

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**Affordability**

*Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.*

Student and families pay, on average, 29.8% of family income after all financial aid to attend postsecondary education.

**RANK:** 35TH

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To calculate the Education Performance risk ranking, each indicator (preparation, participation, completion, and affordability) receives a single score based on its individual components. The state risk ranking is determined by adding these four rankings together. For more details, see page 3 of the technical guide.
Educational Equity

High School Completion Equity

High school graduation gap between white students and students from all other racial and ethnic groups.

The graduation rate of white students in New Jersey is 8.8 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 22ND

Postsecondary Participation Equity

Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state.

There is a 0.4 percentage point difference between racial and ethnic minority students enrolled in degree or workforce certificate programs and the percentage of this group in the overall state population. A smaller proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.

RANK: 9TH

Postsecondary Completion Equity

Postsecondary completion gap between white students and students from all other racial and ethnic groups.

The on-time four-year and two-year degree completion rate of white students is 8.8 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 25TH

Geographic Equity

The distance from each county center to the closest in-state degree-granting education institution.

There is an average of 3.6 miles between each county center and the closest degree-granting institution.

RANK: 5TH

RISK RANKING
New Jersey ranks 9th in the nation for educational equity.
Postsecondary Productivity

The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.

New Jersey spends $30,462 per degree and certificate produced at all public institutions.

RANK: 25TH

Degrees and Workforce Certificates Awarded

The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.

New Jersey awards 22.7 degrees per 100 full-time equivalent students per year at all degree-granting institutions.

RANK: 43RD

Volatility of Higher Education Appropriations

The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.

The amount of money New Jersey appropriated specifically for higher education fluctuated, on average, 3.8 percentage points per year between 2000 and 2015.

RANK: 7TH
Volatility of General Fund Expenditures

The average annual fluctuation of state expenditures from year to year, between 2000 and 2015. New Jersey’s expenditures fluctuated on average 3.7 percentage points per year between 2000 and 2015.

RANK: 39TH

State Gross Domestic Product

Total revenue from all goods and services in a state’s economy. New Jersey’s GDP per capita in 2016 was $56,565.

RANK: 10TH

New Economy Index

The extent to which a state’s economy matches knowledge-based industries.

RANK: 8TH

State Reserves

“Rainy day” fund resources maintained to offset economic downturns. Between FY2016 and FY2018, New Jersey’s average rainy day fund balance as a share of annual expenditures was 0.0%.

RANK: 47TH

State Debt and Unfunded Liabilities

Debt and unfunded liabilities as a portion of state revenue. New Jersey’s debt and unfunded liabilities total 533.5% of annual state revenues.

RANK: 50TH

Income Inequality

The gap between the median family income of families in the highest and lowest income groups. New Jersey’s families whose income is $110k or more have incomes that are 12.7 times as much the annual income of families whose income is $30k or less.

RANK: 48TH
Recommended Steps for State Policymakers

- Enhance the State Risk Assessment with additional state-level data to provide specificity and context for assessing state risks to educational opportunity.

- Conduct a statewide “public policy audit” to understand the policies that increase risks to educational opportunity.

- Using the results of a policy audit, develop a fiscally sustainable compact for higher education that enhances college opportunity, specifying the responsibilities of students and families, colleges and universities, and taxpayers.

- Use the State Risk Assessment to inform state higher education budgeting and accountability on an ongoing basis.
For New Mexico to thrive, all residents must have access to quality higher education. This state risk assessment is the first state-by-state analytic tool to compare the many intersecting risks to postsecondary educational opportunity. These risks are shaped by a complex interplay of dynamic forces that are internal and external to higher education.

Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten New Mexico’s ability to provide the number of educated workers that its economy needs.

**PROJECTED NEED**

The nation will need 60% of its workforce to have college degrees, workforce certificates, industry certifications, and other high-quality college credentials by 2025. In 2016, 44.6% of New Mexico residents had these credentials.

If the state fails to improve, New Mexico will fall short of this 60% benchmark by 154,793 credentials in 2025.

**RISK CATEGORIES**

Understanding New Mexico’s areas of greatest risk to educational opportunity is critical to creating effective public policies for the future.

- **Education Performance**
  - Risk: MODERATE

- **Education Equity**
  - Risk: MODERATE

- **Higher Education Funding & Productivity**
  - Risk: HIGH

- **State Economy & Finances**
  - Risk: HIGH


Education Performance

Preparation

Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.

26.9% of 4th graders are proficient and above in NAEP Mathematics.

RANK: 49th

22.9% of 4th graders are proficient and above in NAEP Reading.

RANK: 50th

20.6% of 8th graders are proficient and above in NAEP Mathematics.

RANK: 47th

20.1% of 8th graders are proficient and above in NAEP Reading.

RANK: 49th

74% of students graduate from high school.

RANK: 45th

11.4 passing AP test scores per 100 juniors and seniors.

RANK: 46th

Participation

The extent to which young adults and working-age adults enroll in educational programs beyond high school.

38.7% of 18–24-year-olds are enrolled in educational programs beyond high school.

RANK: 29th

7.4% of 25–64-year-olds are enrolled in educational programs beyond high school.

RANK: 4th

Completion

Completion of college programs in a timely manner.

24.6% of community college students earn an associate’s degree within three years.

RANK: 33rd

41.7% of students enrolled in four-year institutions earn their bachelor’s degree within six years.

RANK: 47th

Affordability

Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.

Student and families pay, on average, 18.6% of family income after all financial aid to attend postsecondary education.

RANK: 2nd

To calculate the Education Performance risk ranking, each indicator (preparation, participation, completion, and affordability) receives a single score based on its individual components. The state risk ranking is determined by adding these four rankings together. For more details, see page 3 of the technical guide.
High School Completion Equity

High school graduation gap between white students and students from all other racial and ethnic groups.

The graduation rate of white students in New Mexico is 7.3 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 14th

Postsecondary Participation Equity

Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state.

There is a 12.6 percentage point difference between racial and ethnic minority students enrolled in degree or workforce certificate programs and the percentage of this group in the overall state population. A smaller proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.

RANK: 45th

Postsecondary Completion Equity

Postsecondary completion gap between white students and students from all other racial and ethnic groups.

The on-time four-year and two-year degree completion rate of white students is 6.8 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 16th

Geographic Equity

The distance from each county center to the closest in-state degree-granting education institution.

There is an average of 5.3 miles between each county center and the closest degree-granting institution.

RANK: 12th
Postsecondary Productivity

The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.

New Mexico spends $37,076 per degree and certificate produced at all public institutions.

RANK: 36th

Degrees and Workforce Certificates Awarded

The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.

New Mexico awards 27.5 degrees per 100 full-time equivalent students per year at all degree-granting institutions.

RANK: 9th

Volatility of Higher Education Appropriations

The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.

The amount of money New Mexico appropriated specifically for higher education fluctuated, on average, 7.8 percentage points per year between 2000 and 2015.

RANK: 46th
### Volatility of General Fund Expenditures

The average annual fluctuation of state expenditures from year to year, between 2000 and 2015.

New Mexico’s expenditures fluctuated on average 4.4 percentage points per year between 2000 and 2015.

**RANK:** 47\(^{th}\)

### State Gross Domestic Product

Total revenue from all goods and services in a state’s economy.

New Mexico’s GDP per capita in 2016 was $41,559.

**RANK:** 39\(^{th}\)

### New Economy Index

The extent to which a state’s economy matches knowledge-based industries.

**RANK:** 34\(^{th}\)

### State Reserves

“Rainy day” fund resources maintained to offset economic downturns.

Between FY2016 and FY2018, New Mexico’s average rainy day fund balance as a share of annual expenditures was 3.8%.

**RANK:** 33\(^{rd}\)

### State Debt and Unfunded Liabilities

Debt and unfunded liabilities as a portion of state revenue.

New Mexico’s debt and unfunded liabilities total 314.7% of annual state revenues.

**RANK:** 39\(^{th}\)

### Income Inequality

The gap between the median family income of families in the highest and lowest income groups.

New Mexico’s families whose income is $110k or more have incomes that are 10.7 times as much the annual income of families whose income is $30k or less.

**RANK:** 18\(^{th}\)
Recommended Steps for State Policymakers

- Enhance the State Risk Assessment with additional state-level data to provide specificity and context for assessing state risks to educational opportunity.

- Conduct a statewide “public policy audit” to understand the policies that increase risks to educational opportunity.

- Using the results of a policy audit, develop a fiscally sustainable compact for higher education that enhances college opportunity, specifying the responsibilities of students and families, colleges and universities, and taxpayers.

- Use the State Risk Assessment to inform state higher education budgeting and accountability on an ongoing basis.
College Opportunity Risk Assessment: New York

For New York to thrive, all residents must have access to quality higher education. This state risk assessment is the first state-by-state analytic tool to compare the many intersecting risks to postsecondary educational opportunity. These risks are shaped by a complex interplay of dynamic forces that are internal and external to higher education. Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten New York’s ability to provide the number of educated workers that its economy needs.

PROJECTED NEED

The nation will need 60% of its workforce to have college degrees, workforce certificates, industry certifications, and other high-quality college credentials by 2025. In 2016, 50.3% of New York residents had these credentials.


Education Performance

Preparation

Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.

34.9% of 4th graders are proficient and above in NAEP Mathematics.

RANK: 40TH

35.7% of 4th graders are proficient and above in NAEP Reading.

RANK: 28TH

30.9% of 8th graders are proficient and above in NAEP Mathematics.

RANK: 34TH

32.8% of 8th graders are proficient and above in NAEP Reading.

RANK: 30TH

78% of students graduate from high school.

RANK: 34TH

37.8 passing AP test scores per 100 juniors and seniors.

RANK: 7TH

Participation

The extent to which young adults and working-age adults enroll in educational programs beyond high school.

41.7% of 18–24-year-olds are enrolled in educational programs beyond high school.

RANK: 9TH

3.6% of 25–64-year-olds are enrolled in educational programs beyond high school.

RANK: 43RD

Completion

Completion of college programs in a timely manner.

25.1% of community college students earn an associate’s degree within three years.

RANK: 31ST

62.5% of students enrolled in four-year institutions earn their bachelor’s degree within six years.

RANK: 13TH

Affordability

Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.

Student and families pay, on average, 32.4% of family income after all financial aid to attend postsecondary education.

RANK: 43RD

To calculate the Education Performance risk ranking, each indicator (preparation, participation, completion, and affordability) receives a single score based on its individual components. The state risk ranking is determined by adding these four rankings together. For more details, see page 3 of the technical guide.
High School Completion Equity

High school graduation gap between white students and students from all other racial and ethnic groups.

The graduation rate of white students in New York is 18.6 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 47TH

Postsecondary Participation Equity

Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state.

There is a 1.5 percentage point difference between racial and ethnic minority students enrolled in degree or workforce certificate programs and the percentage of this group in the overall state population. A smaller proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.

RANK: 14TH

Postsecondary Completion Equity

Postsecondary completion gap between white students and students from all other racial and ethnic groups.

The on-time four-year and two-year degree completion rate of white students is 7.6 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 20TH

Geographic Equity

The distance from each county center to the closest in-state degree-granting education institution.

There is an average of 3.3 miles between each county center and the closest degree-granting institution.

RANK: 2ND
Postsecondary Productivity

The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.

New York spends $39,473 per degree and certificate produced at all public institutions.

RANK: 39TH

Degrees and Workforce Certificates Awarded

The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.

New York awards 23.2 degrees per 100 full-time equivalent students per year at all degree-granting institutions.

RANK: 40TH

Volatility of Higher Education Appropriations

The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.

The amount of money New York appropriated specifically for higher education fluctuated, on average, 4.5 percentage points per year between 2000 and 2015.

RANK: 19TH
State Economy & Finances

Volatility of General Fund Expenditures
The average annual fluctuation of state expenditures from year to year, between 2000 and 2015. New York’s expenditures fluctuated on average 3.2 percentage points per year between 2000 and 2015.

RANK: 32ND

State Gross Domestic Product
Total revenue from all goods and services in a state’s economy. New York’s GDP per capita in 2016 was $64,810.

RANK: 2ND

New Economy Index
The extent to which a state’s economy matches knowledge-based industries.

RANK: 11TH

State Reserves
“Rainy day” fund resources maintained to offset economic downturns. Between FY2016 and FY2018, New York’s average rainy day fund balance as a share of annual expenditures was 2.6%.

RANK: 39TH

State Debt and Unfunded Liabilities
Debt and unfunded liabilities as a portion of state revenue. New York’s debt and unfunded liabilities total 205.7% of annual state revenues.

RANK: 25TH

Income Inequality
The gap between the median family income of families in the highest and lowest income groups. New York’s families whose income is $110k or more have incomes that are 13.4 times as much the annual income of families whose income is $30k or less.

RANK: 50TH
Recommended Steps for State Policymakers

- Enhance the State Risk Assessment with additional state-level data to provide specificity and context for assessing state risks to educational opportunity.

- Conduct a statewide “public policy audit” to understand the policies that increase risks to educational opportunity.

- Using the results of a policy audit, develop a fiscally sustainable compact for higher education that enhances college opportunity, specifying the responsibilities of students and families, colleges and universities, and taxpayers.

- Use the State Risk Assessment to inform state higher education budgeting and accountability on an ongoing basis.
For North Carolina to thrive, all residents must have access to quality higher education. This state risk assessment is the first state-by-state analytic tool to compare the many intersecting risks to postsecondary educational opportunity. These risks are shaped by a complex interplay of dynamic forces that are internal and external to higher education.

Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten North Carolina's ability to provide the number of educated workers that its economy needs.

**OVERALL RISK RANKING**

LOW — 9TH


Education Performance

Preparation

Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.

44.4% of 4th graders are proficient and above in NAEP Mathematics.
RANK: 14TH

38.5% of 4th graders are proficient and above in NAEP Reading.
RANK: 17TH

32.6% of 8th graders are proficient and above in NAEP Mathematics.
RANK: 28TH

30.4% of 8th graders are proficient and above in NAEP Reading.
RANK: 36TH

79% of students graduate from high school.
RANK: 30TH

29.1 passing AP test scores per 100 juniors and seniors.
RANK: 16TH

Participation

The extent to which young adults and working-age adults enroll in educational programs beyond high school.

35.4% of 18–24-year-olds are enrolled in educational programs beyond high school.
RANK: 37TH

4.7% of 25–64-year-olds are enrolled in educational programs beyond high school.
RANK: 24TH

Completion

Completion of college programs in a timely manner.

21.6% of community college students earn an associate’s degree within three years.
RANK: 42ND

61.4% of students enrolled in four-year institutions earn their bachelor’s degree within six years.
RANK: 14TH

Affordability

Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.

Student and families pay, on average, 24.7% of family income after all financial aid to attend postsecondary education.
RANK: 16TH

To calculate the Education Performance risk ranking, each indicator (preparation, participation, completion, and affordability) receives a single score based on its individual components. The state risk ranking is determined by adding these four rankings together. For more details, see page 3 of the technical guide.
High School Completion Equity

High school graduation gap between white students and students from all other racial and ethnic groups.

The graduation rate of white students in North Carolina is 6.0 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 9TH

Postsecondary Participation Equity

Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state.

There is a 4.4 percentage point difference between racial and ethnic minority students enrolled in degree or workforce certificate programs and the percentage of this group in the overall state population. A smaller proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.

RANK: 23RD

Postsecondary Completion Equity

Postsecondary completion gap between white students and students from all other racial and ethnic groups.

The on-time four-year and two-year degree completion rate of white students is 4.4 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 7TH

Geographic Equity

The distance from each county center to the closest in-state degree-granting education institution.

There is an average of 4.1 miles between each county center and the closest degree-granting institution.

RANK: 7TH
Postsecondary Productivity

The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.

North Carolina spends $45,967 per degree and certificate produced at all public institutions.

RANK: 46th

Degrees and Workforce Certificates Awarded

The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.

North Carolina awards 24.3 degrees per 100 full-time equivalent students per year at all degree-granting institutions.

RANK: 24th

Volatility of Higher Education Appropriations

The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.

The amount of money North Carolina appropriated specifically for higher education fluctuated, on average, 3.7 percentage points per year between 2000 and 2015.

RANK: 6th
# State Economy & Finances

## Volatility of General Fund Expenditures

The average annual fluctuation of state expenditures from year to year, between 2000 and 2015. North Carolina’s expenditures fluctuated on average 2.3 percentage points per year between 2000 and 2015.

**RANK: 6th**

## State Gross Domestic Product

Total revenue from all goods and services in a state’s economy. North Carolina’s GDP per capita in 2016 was $44,511.

**RANK: 31st**

## New Economy Index

The extent to which a state’s economy matches knowledge-based industries.

**RANK: 22nd**

## State Reserves

“Rainy day” fund resources maintained to offset economic downturns. Between FY2016 and FY2018, North Carolina’s average rainy day fund balance as a share of annual expenditures was 7.9%.

**RANK: 15th**

## State Debt and Unfunded Liabilities

Debt and unfunded liabilities as a portion of state revenue. North Carolina’s debt and unfunded liabilities total 159.4% of annual state revenues.

**RANK: 18th**

## Income Inequality

The gap between the median family income of families in the highest and lowest income groups. North Carolina’s families whose income is $110k or more have incomes that are 11.1 times as much the annual income of families whose income is $30k or less.

**RANK: 30th**
Recommended Steps for State Policymakers

- Enhance the State Risk Assessment with additional state-level data to provide specificity and context for assessing state risks to educational opportunity.

- Conduct a statewide “public policy audit” to understand the policies that increase risks to educational opportunity.

- Using the results of a policy audit, develop a fiscally sustainable compact for higher education that enhances college opportunity, specifying the responsibilities of students and families, colleges and universities, and taxpayers.

- Use the State Risk Assessment to inform state higher education budgeting and accountability on an ongoing basis.
For North Dakota to thrive, all residents must have access to quality higher education. This state risk assessment is the first state-by-state analytic tool to compare the many intersecting risks to postsecondary educational opportunity. These risks are shaped by a complex interplay of dynamic forces that are internal and external to higher education.

Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten North Dakota’s ability to provide the number of educated workers that its economy needs.

**PROJECTED NEED**

The nation will need 60% of its workforce to have college degrees, workforce certificates, industry certifications, and other high-quality college credentials by 2025. In 2016, 49.5% of North Dakota residents had these credentials.

If the state fails to improve, North Dakota will fall short of this 60% benchmark by 46,870 credentials in 2025.

**RISK CATEGORIES**

Understanding North Dakota’s areas of greatest risk to educational opportunity is critical to creating effective public policies for the future.

- **Education Performance**
  - Risk: LOW

- **Education Equity**
  - Risk: HIGH

- **Higher Education Funding & Productivity**
  - Risk: HIGH

- **State Economy & Finances**
  - Risk: MODERATE


Education Performance

Preparation

Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.

44.8% of 4th graders are proficient and above in NAEP Mathematics.

RANK: 12th

36.8% of 4th graders are proficient and above in NAEP Reading.

RANK: 24th

39.2% of 8th graders are proficient and above in NAEP Mathematics.

RANK: 8th

33.7% of 8th graders are proficient and above in NAEP Reading.

RANK: 29th

91% of students graduate from high school.

RANK: 4th

8.5 passing AP test scores per 100 juniors and seniors.

RANK: 48th

Participation

The extent to which young adults and working-age adults enroll in educational programs beyond high school.

40.5% of 18–24-year-olds are enrolled in educational programs beyond high school.

RANK: 17th

4.5% of 25–64-year-olds are enrolled in educational programs beyond high school.

RANK: 28th

Completion

Completion of college programs in a timely manner.

43.6% of community college students earn an associate's degree within three years.

RANK: 9th

49.0% of students enrolled in four-year institutions earn their bachelor's degree within six years.

RANK: 35th

Affordability

Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.

Student and families pay, on average, 25.6% of family income after all financial aid to attend postsecondary education.

RANK: 21st

To calculate the Education Performance risk ranking, each indicator (preparation, participation, completion, and affordability) receives a single score based on its individual components. The state risk ranking is determined by adding these four rankings together. For more details, see page 3 of the technical guide.
High School Completion Equity

High school graduation gap between white students and students from all other racial and ethnic groups.

The graduation rate of white students in North Dakota is 24.1 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 49th

Postsecondary Participation Equity

Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state.

There is a 6.5 percentage point difference between racial and ethnic minority students enrolled in degree or workforce certificate programs and the percentage of this group in the overall state population. A smaller proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.

RANK: 29th

Postsecondary Completion Equity

Postsecondary completion gap between white students and students from all other racial and ethnic groups.

The on-time four-year and two-year degree completion rate of white students is 18.4 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 49th

Geographic Equity

The distance from each county center to the closest in-state degree-granting education institution.

There is an average of 8.8 miles between each county center and the closest degree-granting institution.

RANK: 32nd
Higher Education Funding & Productivity

Postsecondary Productivity

The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.

North Dakota spends $42,855 per degree and certificate produced at all public institutions.

RANK: 44TH

Degrees and Workforce Certificates Awarded

The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.

North Dakota awards 22.4 degrees per 100 full-time equivalent students per year at all degree-granting institutions.

RANK: 46TH

Volatility of Higher Education Appropriations

The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.

The amount of money North Dakota appropriated specifically for higher education fluctuated, on average, 6.2 percentage points per year between 2000 and 2015.

RANK: 38TH
State Economy & Finances

VOLATILITY OF GENERAL FUND EXPENDITURES

The average annual fluctuation of state expenditures from year to year, between 2000 and 2015.

North Dakota’s expenditures fluctuated on average 4.7 percentage points per year between 2000 and 2015.

RANK: 48TH

STATE GROSS DOMESTIC PRODUCT

Total revenue from all goods and services in a state’s economy.

North Dakota’s GDP per capita in 2016 was $64,136.

RANK: 3RD

NEW ECONOMY INDEX

The extent to which a state’s economy matches knowledge-based industries.

RANK: 38TH

STATE RESERVES

“Rainy day” fund resources maintained to offset economic downturns.

Between FY2016 and FY2018, North Dakota’s average rainy day fund balance as a share of annual expenditures was 7.9%.

RANK: 14TH

STATE DEBT AND UNFUNDED LIABILITIES

Debt and unfunded liabilities as a portion of state revenue.

North Dakota’s debt and unfunded liabilities total 49.1% of annual state revenues.

RANK: 2ND

INCOME INEQUALITY

The gap between the median family income of families in the highest and lowest income groups.

North Dakota’s families whose income is $110k or more have incomes that are 11.3 times as much the annual income of families whose income is $30k or less.

RANK: 37TH

RISK RANKING

North Dakota ranks 20th for state economy and finances.

North Dakota’s expenditures fluctuated on average 4.7 percentage points per year between 2000 and 2015.

RANK: 48TH

North Dakota’s GDP per capita in 2016 was $64,136.

RANK: 3RD

North Dakota’s average rainy day fund balance as a share of annual expenditures was 7.9%.

RANK: 14TH

North Dakota’s debt and unfunded liabilities total 49.1% of annual state revenues.

RANK: 2ND

North Dakota’s families whose income is $110k or more have incomes that are 11.3 times as much the annual income of families whose income is $30k or less.

RANK: 37TH
Recommended Steps for State Policymakers

- Enhance the State Risk Assessment with additional state-level data to provide specificity and context for assessing state risks to educational opportunity.

- Conduct a statewide “public policy audit” to understand the policies that increase risks to educational opportunity.

- Using the results of a policy audit, develop a fiscally sustainable compact for higher education that enhances college opportunity, specifying the responsibilities of students and families, colleges and universities, and taxpayers.

- Use the State Risk Assessment to inform state higher education budgeting and accountability on an ongoing basis.
For Ohio to thrive, all residents must have access to quality higher education. This state risk assessment is the first state-by-state analytic tool to compare the many intersecting risks to postsecondary educational opportunity. These risks are shaped by a complex interplay of dynamic forces that are internal and external to higher education.

Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten Ohio’s ability to provide the number of educated workers that its economy needs.

Understanding Ohio’s areas of greatest risk to educational opportunity is critical to creating effective public policies for the future.

Education Performance
Risk: MODERATE

Education Equity
Risk: HIGH

Higher Education Funding & Productivity
Risk: MODERATE

State Economy & Finances
Risk: MODERATE


Preparation

*Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.*

44.6% of 4th graders are proficient and above in NAEP Mathematics.

RANK: 13th

37.8% of 4th graders are proficient and above in NAEP Reading.

RANK: 19th

35.4% of 8th graders are proficient and above in NAEP Mathematics.

RANK: 19th

35.5% of 8th graders are proficient and above in NAEP Reading.

RANK: 24th

84% of students graduate from high school.

RANK: 16th

24.8 passing AP test scores per 100 juniors and seniors.

RANK: 21st

To calculate the Education Performance risk ranking, each indicator (preparation, participation, completion, and affordability) receives a single score based on its individual components. The state risk ranking is determined by adding these four rankings together. For more details, see page 3 of the technical guide.

Participation

*The extent to which young adults and working-age adults enroll in educational programs beyond high school.*

39.4% of 18–24-year-olds are enrolled in educational programs beyond high school.

RANK: 26th

4.4% of 25–64-year-olds are enrolled in educational programs beyond high school.

RANK: 30th

Completion

*Completion of college programs in a timely manner.*

23.9% of community college students earn an associate’s degree within three years.

RANK: 36th

54.0% of students enrolled in four-year institutions earn their bachelor’s degree within six years.

RANK: 25th

Affordability

*Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.*

Student and families pay, on average, 29.9% of family income after all financial aid to attend postsecondary education.

RANK: 36th
High School Completion Equity

High school graduation gap between white students and students from all other racial and ethnic groups.

The graduation rate of white students in Ohio is 21.9 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 48TH

Postsecondary Participation Equity

Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state.

There is a 6.8 percentage point difference between racial and ethnic minority students enrolled in degree or workforce certificate programs and the percentage of this group in the overall state population. A smaller proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.

RANK: 31ST

Postsecondary Completion Equity

Postsecondary completion gap between white students and students from all other racial and ethnic groups.

The on-time four-year and two-year degree completion rate of white students is 13.0 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 43RD

Geographic Equity

The distance from each county center to the closest in-state degree-granting education institution.

There is an average of 5.3 miles between each county center and the closest degree-granting institution.

RANK: 11TH
Postsecondary Productivity

**The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.**

Ohio spends $28,585 per degree and certificate produced at all public institutions.

RANK: 21ST

Degrees and Workforce Certificates Awarded

**The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.**

Ohio awards 24.1 degrees per 100 full-time equivalent students per year at all degree-granting institutions.

RANK: 26TH

Volatility of Higher Education Appropriations

**The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.**

The amount of money Ohio appropriated specifically for higher education fluctuated, on average, 4.7 percentage points per year between 2000 and 2015.

RANK: 25TH
State Economy & Finances

Volatility of General Fund Expenditures
The average annual fluctuation of state expenditures from year to year, between 2000 and 2015.
Ohio’s expenditures fluctuated on average 2.6 percentage points per year between 2000 and 2015.
RANK: 13th

State Gross Domestic Product
Total revenue from all goods and services in a state’s economy.
Ohio’s GDP per capita in 2016 was $47,633.
RANK: 26th

New Economy Index
The extent to which a state’s economy matches knowledge-based industries.
RANK: 25th

State Reserves
“Rainy day” fund resources maintained to offset economic downturns.
Between FY2016 and FY2018, Ohio’s average rainy day fund balance as a share of annual expenditures was 5.9%.
RANK: 23rd

State Debt and Unfunded Liabilities
Debt and unfunded liabilities as a portion of state revenue.
Ohio’s debt and unfunded liabilities total 257.9% of annual state revenues.
RANK: 33rd

Income Inequality
The gap between the median family income of families in the highest and lowest income groups.
Ohio’s families whose income is $110k or more have incomes that are 11.1 times as much the annual income of families whose income is $30k or less.
RANK: 26th
Recommended Steps for State Policymakers

- Enhance the State Risk Assessment with additional state-level data to provide specificity and context for assessing state risks to educational opportunity.

- Conduct a statewide “public policy audit” to understand the policies that increase risks to educational opportunity.

- Using the results of a policy audit, develop a fiscally sustainable compact for higher education that enhances college opportunity, specifying the responsibilities of students and families, colleges and universities, and taxpayers.

- Use the State Risk Assessment to inform state higher education budgeting and accountability on an ongoing basis.
For Oklahoma to thrive, all residents must have access to quality higher education. This state risk assessment is the first state-by-state analytic tool to compare the many intersecting risks to postsecondary educational opportunity. These risks are shaped by a complex interplay of dynamic forces that are internal and external to higher education.

Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten Oklahoma’s ability to provide the number of educated workers that its economy needs.

**PROJECTED NEED**

The nation will need 60% of its workforce to have college degrees, workforce certificates, industry certifications, and other high-quality college credentials by 2025. In 2016, 41.8% of Oklahoma residents had these credentials. If the state fails to improve, Oklahoma will fall short of this 60% benchmark by 375,710 credentials in 2025.

**RISK CATEGORIES**

Understanding Oklahoma’s areas of greatest risk to educational opportunity is critical to creating effective public policies for the future.

**Education Performance**  
Risk: HIGH

**Education Equity**  
Risk: MODERATE

**Higher Education Funding & Productivity**  
Risk: MODERATE

**State Economy & Finances**  
Risk: HIGH


Preparation

Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.

- 36.7% of 4th graders are proficient and above in NAEP Mathematics.
  - RANK: 36TH
- 32.6% of 4th graders are proficient and above in NAEP Reading.
  - RANK: 37TH
- 36.7% of 8th graders are proficient and above in NAEP Mathematics.
  - RANK: 16TH
- 29.4% of 8th graders are proficient and above in NAEP Reading.
  - RANK: 39TH

Participation

The extent to which young adults and working-age adults enroll in educational programs beyond high school.

- 34.2% of 18–24-year-olds are enrolled in educational programs beyond high school.
  - RANK: 42ND
- 4.2% of 25–64-year-olds are enrolled in educational programs beyond high school.
  - RANK: 34TH

Completion

Completion of college programs in a timely manner.

- 31.4% of community college students earn an associate's degree within three years.
  - RANK: 19TH
- 44.3% of students enrolled in four-year institutions earn their bachelor's degree within six years.
  - RANK: 43RD

Affordability

Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.

- Student and families pay, on average, 25.2% of family income after all financial aid to attend postsecondary education.
  - RANK: 17TH
High School Completion Equity

High school graduation gap between white students and students from all other racial and ethnic groups.

The graduation rate of white students in Oklahoma is 4.1 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 5TH

Postsecondary Participation Equity

Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state.

There is a 7.9 percentage point difference between racial and ethnic minority students enrolled in degree or workforce certificate programs and the percentage of this group in the overall state population. A smaller proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.

RANK: 34TH

Postsecondary Completion Equity

Postsecondary completion gap between white students and students from all other racial and ethnic groups.

The on-time four-year and two-year degree completion rate of white students is 7.4 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 17TH

Geographic Equity

The distance from each county center to the closest in-state degree-granting education institution.

There is an average of 7.9 miles between each county center and the closest degree-granting institution.

RANK: 28TH
Postsecondary
Productivity

The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.

Oklahoma spends $31,079 per degree and certificate produced at all public institutions.

RANK: 27TH

Degrees and Workforce
Certificates Awarded

The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.

Oklahoma awards 24.0 degrees per 100 full-time equivalent students per year at all degree-granting institutions.

RANK: 28TH

Volatility of
Higher Education
Appropriations

The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.

The amount of money Oklahoma appropriated specifically for higher education fluctuated, on average, 5.3 percentage points per year between 2000 and 2015.

RANK: 28TH
State Economy & Finances

Volatility of General Fund Expenditures
The average annual fluctuation of state expenditures from year to year, between 2000 and 2015.

RANK: 46th

State Gross Domestic Product
Total revenue from all goods and services in a state’s economy.

Oklahoma’s GDP per capita in 2016 was $44,356.

RANK: 33rd

New Economy Index
The extent to which a state’s economy matches knowledge-based industries.

RANK: 45th

State Reserves
“Rainy day” fund resources maintained to offset economic downturns.

Between FY2016 and FY2018, Oklahoma's average rainy day fund balance as a share of annual expenditures was 2.8%.

RANK: 38th

State Debt and Unfunded Liabilities
Debt and unfunded liabilities as a portion of state revenue.

Oklahoma’s debt and unfunded liabilities total 150.2% of annual state revenues.

RANK: 15th

Income Inequality
The gap between the median family income of families in the highest and lowest income groups.

Oklahoma’s families whose income is $110k or more have incomes that are 11.4 times as much the annual income of families whose income is $30k or less.

RANK: 38th
Recommended Steps for State Policymakers

- Enhance the State Risk Assessment with additional state-level data to provide specificity and context for assessing state risks to educational opportunity.

- Conduct a statewide “public policy audit” to understand the policies that increase risks to educational opportunity.

- Using the results of a policy audit, develop a fiscally sustainable compact for higher education that enhances college opportunity, specifying the responsibilities of students and families, colleges and universities, and taxpayers.

- Use the State Risk Assessment to inform state higher education budgeting and accountability on an ongoing basis.
College Opportunity Risk Assessment: Oregon

For Oregon to thrive, all residents must have access to quality higher education. This state risk assessment is the first state-by-state analytic tool to compare the many intersecting risks to postsecondary educational opportunity. These risks are shaped by a complex interplay of dynamic forces that are internal and external to higher education.

Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten Oregon’s ability to provide the number of educated workers that its economy needs.

**PROJECTED NEED**

The nation will need 60% of its workforce to have college degrees, workforce certificates, industry certifications, and other high-quality college credentials by 2025. In 2016, 46.9% of Oregon residents had these credentials.

If the state fails to improve, Oregon will fall short of this 60% benchmark by 287,065 credentials in 2025.

**RISK CATEGORIES**

Understanding Oregon’s areas of greatest risk to educational opportunity is critical to creating effective public policies for the future.

**Education Performance**
Risk: MODERATE

**Education Equity**
Risk: LOW

**Higher Education Funding & Productivity**
Risk: LOW

**State Economy & Finances**
Risk: LOW


Preparation

Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.

37.1% of 4th graders are proficient and above in NAEP Mathematics.

RANK: 34TH

33.9% of 4th graders are proficient and above in NAEP Reading.

RANK: 33RD

33.7% of 8th graders are proficient and above in NAEP Mathematics.

RANK: 25TH

35.7% of 8th graders are proficient and above in NAEP Reading.

RANK: 21ST

78% of students graduate from high school.

RANK: 34TH

17.1 passing AP test scores per 100 juniors and seniors.

RANK: 31ST

Participation

The extent to which young adults and working-age adults enroll in educational programs beyond high school.

38.1% of 18–24-year-olds are enrolled in educational programs beyond high school.

RANK: 30TH

6.0% of 25–64-year-olds are enrolled in educational programs beyond high school.

RANK: 9TH

Completion

Completion of college programs in a timely manner.

24.3% of community college students earn an associate’s degree within three years.

RANK: 34TH

60.8% of students enrolled in four-year institutions earn their bachelor’s degree within six years.

RANK: 15TH

Affordability

Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.

Student and families pay, on average, 29.1% of family income after all financial aid to attend postsecondary education.

RANK: 34TH
High School Completion Equity

High school graduation gap between white students and students from all other racial and ethnic groups.

The graduation rate of white students in Oregon is 5.6 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 8TH

Postsecondary Participation Equity

Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state.

There is an 8.5 percentage point difference between racial and ethnic minority students enrolled in degree or workforce certificate programs and the percentage of this group in the overall state population. A smaller proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.

RANK: 35TH

Postsecondary Completion Equity

Postsecondary completion gap between white students and students from all other racial and ethnic groups.

The on-time four-year and two-year degree completion rate of white students is 2.2 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 2ND

Geographic Equity

The distance from each county center to the closest in-state degree-granting education institution.

There is an average of 6.3 miles between each county center and the closest degree-granting institution.

RANK: 19TH
Postsecondary Productivity

The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.

Oregon spends $25,356 per degree and certificate produced at all public institutions.

RANK: 13th

Degrees and Workforce Certificates Awarded

The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.

Oregon awards 25.0 degrees per 100 full-time equivalent students per year at all degree-granting institutions.

RANK: 19th

Volatility of Higher Education Appropriations

The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.

The amount of money Oregon appropriated specifically for higher education fluctuated, on average, 5.0 percentage points per year between 2000 and 2015.

RANK: 27th
Volatility of General Fund Expenditures

The average annual fluctuation of state expenditures from year to year, between 2000 and 2015.

Oregon’s expenditures fluctuated on average 3.9 percentage points per year between 2000 and 2015.

RANK: 41ST

State Gross Domestic Product

Total revenue from all goods and services in a state’s economy.

Oregon’s GDP per capita in 2016 was $51,066.

RANK: 21ST

New Economy Index

The extent to which a state’s economy matches knowledge-based industries.

RANK: 13TH

State Reserves

“Rainy day” fund resources maintained to offset economic downturns.

Between FY2016 and FY2018, Oregon’s average rainy day fund balance as a share of annual expenditures was 8.2%.

RANK: 13TH

State Debt and Unfunded Liabilities

Debt and unfunded liabilities as a portion of state revenue.

Oregon’s debt and unfunded liabilities total 113.2% of annual state revenues.

RANK: 9TH

Income Inequality

The gap between the median family income of families in the highest and lowest income groups.

On average, Oregon’s families whose income is $110k or more have incomes that are 10.6 times as much the annual income of families whose income is $30k or less.

RANK: 14TH
Recommended Steps for State Policymakers

- Enhance the State Risk Assessment with additional state-level data to provide specificity and context for assessing state risks to educational opportunity.

- Conduct a statewide “public policy audit” to understand the policies that increase risks to educational opportunity.

- Using the results of a policy audit, develop a fiscally sustainable compact for higher education that enhances college opportunity, specifying the responsibilities of students and families, colleges and universities, and taxpayers.

- Use the State Risk Assessment to inform state higher education budgeting and accountability on an ongoing basis.
For Pennsylvania to thrive, all residents must have access to quality higher education. This state risk assessment is the first state-by-state analytic tool to compare the many intersecting risks to postsecondary educational opportunity. These risks are shaped by a complex interplay of dynamic forces that are internal and external to higher education.

Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten [state]'s ability to provide the number of educated workers that its economy needs.

Project Need

The nation will need 60% of its workforce to have college degrees, workforce certificates, industry certifications, and other high-quality college credentials by 2025. In 2016, 45.7% of Pennsylvania residents had these credentials. If the state fails to improve, Pennsylvania will fall short of this 60% benchmark by 916,442 credentials in 2025.

Risk Categories

Understanding Pennsylvania’s areas of greatest risk to educational opportunity is critical to creating effective public policies for the future.

- **Education Performance**
  - Risk: MODERATE
- **Education Equity**
  - Risk: MODERATE
- **Higher Education Funding & Productivity**
  - Risk: LOW
- **State Economy & Finances**
  - Risk: HIGH


Education Performance

Preparation

Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.

45.0% of 4th graders are proficient and above in NAEP Mathematics.

RANK: 11TH

41.2% of 4th graders are proficient and above in NAEP Reading.

RANK: 7TH

36.0% of 8th graders are proficient and above in NAEP Mathematics.

RANK: 18TH

39.1% of 8th graders are proficient and above in NAEP Reading.

RANK: 7TH

88% of students graduate from high school.

RANK: 7TH

24.4 passing AP test scores per 100 juniors and seniors.

RANK: 23RD

Participation

The extent to which young adults and working-age adults enroll in educational programs beyond high school.

39.8% of 18–24-year-olds are enrolled in educational programs beyond high school.

RANK: 20TH

2.9% of 25–64-year-olds are enrolled in educational programs beyond high school.

RANK: 50TH

Completion

Completion of college programs in a timely manner.

36.6% of community college students earn an associate’s degree within three years.

RANK: 11TH

66.2% of students enrolled in four-year institutions earn their bachelor’s degree within six years.

RANK: 7TH

Affordability

Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.

Student and families pay, on average, 39.3% of family income after all financial aid to attend postsecondary education.

RANK: 48TH
High School Completion Equity

High school graduation gap between white students and students from all other racial and ethnic groups.

The graduation rate of white students in Pennsylvania is 15.4 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 44TH

Postsecondary Participation Equity

Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state.

There is a 3.8 percentage point difference between racial and ethnic minority students enrolled in degree or workforce certificate programs and the percentage of this group in the overall state population. A smaller proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.

RANK: 20TH

Postsecondary Completion Equity

Postsecondary completion gap between white students and students from all other racial and ethnic groups.

The on-time four-year and two-year degree completion rate of white students is 12.1 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 40TH

Geographic Equity

The distance from each county center to the closest in-state degree-granting education institution.

There is an average of 4.9 miles between each county center and the closest degree-granting institution.

RANK: 8TH
Higher Education
Funding & Productivity

Postsecondary Productivity

The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.

Pennsylvania spends $21,509 per degree and certificate produced at all public institutions.

RANK: 6th

Degrees and Workforce Certificates Awarded

The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.

Pennsylvania awards 24.1 degrees per 100 full-time equivalent students per year at all degree-granting institutions.

RANK: 27th

Volatility of Higher Education Appropriations

The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.

The amount of money Pennsylvania appropriated specifically for higher education fluctuated, on average, 3.8 percentage points per year between 2000 and 2015.

RANK: 11th

RISK RANKING
Pennsylvania ranks 6th for higher education funding and productivity.
State Economy & Finances

VOLATILITY OF GENERAL FUND EXPENDITURES

The average annual fluctuation of state expenditures from year to year, between 2000 and 2015.

Pennsylvania's expenditures fluctuated on average 3.6 percentage points per year between 2000 and 2015.

RANK: 38TH

STATE GROSS DOMESTIC PRODUCT

Total revenue from all goods and services in a state’s economy.

Pennsylvania’s GDP per capita in 2016 was $50,665.

RANK: 22ND

NEW ECONOMY INDEX

The extent to which a state’s economy matches knowledge-based industries.

RANK: 23RD

STATE RESERVES

“Rainy day” fund resources maintained to offset economic downturns.

Between FY2016 and FY2018, Pennsylvania’s average rainy day fund balance as a share of annual expenditures was 0.0%.

RANK: 47TH

STATE DEBT AND UNFUNDED LIABILITIES

Debt and unfunded liabilities as a portion of state revenue.

Pennsylvania’s debt and unfunded liabilities total 249.5% of annual state revenues.

RANK: 30TH

INCOME INEQUALITY

The gap between the median family income of families in the highest and lowest income groups.

Pennsylvania’s families whose income is $110k or more have incomes that are 11.3 times as much the annual income of families whose income is $30k or less.

RANK: 32ND

Pennsylvania ranks 41st for state economy and finances.
Recommended Steps for State Policymakers

- Enhance the State Risk Assessment with additional state-level data to provide specificity and context for assessing state risks to educational opportunity.

- Conduct a statewide “public policy audit” to understand the policies that increase risks to educational opportunity.

- Using the results of a policy audit, develop a fiscally sustainable compact for higher education that enhances college opportunity, specifying the responsibilities of students and families, colleges and universities, and taxpayers.

- Use the State Risk Assessment to inform state higher education budgeting and accountability on an ongoing basis.
College Opportunity Risk Assessment: Rhode Island

For Rhode Island to thrive, all residents must have access to quality higher education. This state risk assessment is the first state-by-state analytic tool to compare the many intersecting risks to postsecondary educational opportunity. These risks are shaped by a complex interplay of dynamic forces that are internal and external to higher education.

Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten Rhode Island’s ability to provide the number of educated workers that its economy needs.

PROJECTED NEED

The nation will need 60% of its workforce to have college degrees, workforce certificates, industry certifications, and other high-quality college credentials by 2025. In 2016, 46.8% of Rhode Island residents had these credentials. If the state fails to improve, Rhode Island will fall short of this 60% benchmark by 70,231 credentials in 2025.

RISK CATEGORIES

Understanding Rhode Island’s areas of greatest risk to educational opportunity is critical to creating effective public policies for the future.

Education Performance
Risk: HIGH

Education Equity
Risk: MODERATE

Higher Education Funding & Productivity
Risk: MODERATE

State Economy & Finances
Risk: MODERATE


**Preparation**

*Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.*

- 37.5% of 4th graders are proficient and above in NAEP Mathematics.
  - RANK: 33rd
- 40.1% of 4th graders are proficient and above in NAEP Reading.
  - RANK: 11th
- 32.0% of 8th graders are proficient and above in NAEP Mathematics.
  - RANK: 31st
- 34.8% of 8th graders are proficient and above in NAEP Reading.
  - RANK: 26th
- 76% of students graduate from high school.
  - RANK: 42nd
- 20.1 passing AP test scores per 100 juniors and seniors.
  - RANK: 29th

To calculate the Education Performance risk ranking, each indicator (preparation, participation, completion, and affordability) receives a single score based on its individual components. The state risk ranking is determined by adding these four rankings together. For more details, see page 3 of the technical guide.

**Participation**

*The extent to which young adults and working-age adults enroll in educational programs beyond high school.*

- 52.5% of 18–24-year-olds are enrolled in educational programs beyond high school.
  - RANK: 2nd
- 3.9% of 25–64-year-olds are enrolled in educational programs beyond high school.
  - RANK: 39th

**Completion**

*Completion of college programs in a timely manner.*

- 16.5% of community college students earn an associate’s degree within three years.
  - RANK: 48th
- 69.2% of students enrolled in four-year institutions earn their bachelor’s degree within six years.
  - RANK: 3rd

**Affordability**

*Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.*

Student and families pay, on average, 39.6% of family income after all financial aid to attend postsecondary education.

- RANK: 49th

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**RISK RANKING**

Rhode Island ranks 39th in the nation for educational performance.

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**LEAST RISK**

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**MOST RISK**

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Educational Equity

High School Completion Equity

High school graduation gap between white students and students from all other racial and ethnic groups.

The graduation rate of white students in Rhode Island is 9.2 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 26TH

Postsecondary Participation Equity

Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state.

There is a 10.4 percentage point difference between racial and ethnic minority students enrolled in degree or workforce certificate programs and the percentage of this group in the overall state population. A smaller proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.

RANK: 41ST

Postsecondary Completion Equity

Postsecondary completion gap between white students and students from all other racial and ethnic groups.

The on-time four-year and two-year degree completion rate of white students is 9.7 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 29TH

Geographic Equity

The distance from each county center to the closest in-state degree-granting education institution.

There is an average of 2.9 miles between each county center and the closest degree-granting institution.

RANK: 1ST
Postsecondary Productivity

**The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.**

Rhode Island spends $27,436 per degree and certificate produced at all public institutions.

RANK: 16TH

Degrees and Workforce Certificates Awarded

**The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.**

Rhode Island awards 23.9 degrees per 100 full-time equivalent students per year at all degree-granting institutions.

RANK: 29TH

Volatility of Higher Education Appropriations

**The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.**

The amount of money Rhode Island appropriated specifically for higher education fluctuated, on average, 4.7 percentage points per year between 2000 and 2015.

RANK: 23RD
# State Economy & Finances

## Volatility of General Fund Expenditures

The average annual fluctuation of state expenditures from year to year, between 2000 and 2015.

**RANK:** 14th

Rhode Island’s expenditures fluctuated on average 2.6 percentage points per year between 2000 and 2015.

## State Gross Domestic Product

Total revenue from all goods and services in a state’s economy.

**RANK:** 25th

Rhode Island’s GDP per capita in 2016 was $47,739.

## New Economy Index

The extent to which a state’s economy matches knowledge-based industries.

**RANK:** 20th

## State Reserves

“Rainy day” fund resources maintained to offset economic downturns.

**RANK:** 27th

Between FY2016 and FY2018, Rhode Island’s average rainy day fund balance as a share of annual expenditures was 5.3%.

## State Debt and Unfunded Liabilities

Debt and unfunded liabilities as a portion of state revenue.

**RANK:** 31st

Rhode Island’s debt and unfunded liabilities total 250.4% of annual state revenues.

## Income Inequality

The gap between the median family income of families in the highest and lowest income groups.

**RANK:** 29th

Rhode Island’s families whose income is $110k or more have incomes that are 11.1 times as much the annual income of families whose income is $30k or less.
Recommended Steps for State Policymakers

- Enhance the State Risk Assessment with additional state-level data to provide specificity and context for assessing state risks to educational opportunity.

- Conduct a statewide “public policy audit” to understand the policies that increase risks to educational opportunity.

- Using the results of a policy audit, develop a fiscally sustainable compact for higher education that enhances college opportunity, specifying the responsibilities of students and families, colleges and universities, and taxpayers.

- Use the State Risk Assessment to inform state higher education budgeting and accountability on an ongoing basis.
For South Carolina to thrive, all residents must have access to quality higher education. This state risk assessment is the first state-by-state analytic tool to compare the many intersecting risks to postsecondary educational opportunity. These risks are shaped by a complex interplay of dynamic forces that are internal and external to higher education.

Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten South Carolina’s ability to provide the number of educated workers that its economy needs.

**PROJECTED NEED**

The nation will need 60% of its workforce to have college degrees, workforce certificates, industry certifications, and other high-quality college credentials by 2025. In 2016, 42.0% of South Carolina residents had these credentials. If the state fails to improve, South Carolina will fall short of this 60% benchmark by 473,565 credentials in 2025.

**OVERALL RISK RANKING**

HIGH — 47th

Understanding South Carolina’s areas of greatest risk to educational opportunity is critical to creating effective public policies for the future.

- **Education Performance**
  - Risk: HIGH
- **Education Equity**
  - Risk: MODERATE
- **Higher Education Funding & Productivity**
  - Risk: HIGH
- **State Economy & Finances**
  - Risk: HIGH


Preparation

Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.

36.0% of 4th graders are proficient and above in NAEP Mathematics.

RANK: 38TH

33.5% of 4th graders are proficient and above in NAEP Reading.

RANK: 35TH

25.7% of 8th graders are proficient and above in NAEP Mathematics.

RANK: 44TH

27.8% of 8th graders are proficient and above in NAEP Reading.

RANK: 42ND

72% of students graduate from high school.

RANK: 46TH

24.6 passing AP test scores per 100 juniors and seniors.

RANK: 22ND

Participation

The extent to which young adults and working-age adults enroll in educational programs beyond high school.

35.2% of 18–24-year-olds are enrolled in educational programs beyond high school.

RANK: 38TH

3.6% of 25–64-year-olds are enrolled in educational programs beyond high school.

RANK: 45TH

Completion

Completion of college programs in a timely manner.

18.2% of community college students earn an associate’s degree within three years.

RANK: 45TH

56.6% of students enrolled in four-year institutions earn their bachelor’s degree within six years.

RANK: 21ST

Affordability

Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.

Student and families pay, on average, 27.7% of family income after all financial aid to attend postsecondary education.

RANK: 29TH
RISK RANKING
South Carolina ranks 21st in the nation for educational equity.

High School Completion Equity

High school graduation gap between white students and students from all other racial and ethnic groups.

The graduation rate of white students in South Carolina is 5.4 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 7th

Postsecondary Participation Equity

Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state.

There is a 8.9 percentage point difference between racial and ethnic minority students enrolled in degree or workforce certificate programs and the percentage of this group in the overall state population. A smaller proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.

RANK: 36th

Postsecondary Completion Equity

Postsecondary completion gap between white students and students from all other racial and ethnic groups.

The on-time four-year and two-year degree completion rate of white students is 8.0 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 22nd

Geographic Equity

The distance from each county center to the closest in-state degree-granting education institution.

There is an average of 7.3 miles between each county center and the closest degree-granting institution.

RANK: 25th
Higher Education Funding & Productivity

**Postsecondary Productivity**

The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.

South Carolina spends $27,699 per degree and certificate produced at all public institutions.

RANK: 17th

**Degrees and Workforce Certificates Awarded**

The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.

South Carolina awards 22.9 degrees per 100 full-time equivalent students per year at all degree-granting institutions.

RANK: 42nd

**Volatility of Higher Education Appropriations**

The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.

The amount of money South Carolina appropriated specifically for higher education fluctuated, on average, 8.4 percentage points per year between 2000 and 2015.

RANK: 48th
Volatility of General Fund Expenditures

The average annual fluctuation of state expenditures from year to year, between 2000 and 2015.

South Carolina’s expenditures fluctuated on average 2.9 percentage points per year between 2000 and 2015.

RANK: 24TH

State Gross Domestic Product

Total revenue from all goods and services in a state’s economy.

South Carolina’s GDP per capita in 2016 was $37,075.

RANK: 46TH

New Economy Index

The extent to which a state’s economy matches knowledge-based industries.

RANK: 35TH

State Reserves

“Rainy day” fund resources maintained to offset economic downturns.

Between FY2016 and FY2018, South Carolina’s average rainy day fund balance as a share of annual expenditures was 6.4%.

RANK: 21ST

State Debt and Unfunded Liabilities

Debt and unfunded liabilities as a portion of state revenue.

South Carolina’s debt and unfunded liabilities total 352.3% of annual state revenues.

RANK: 43RD

Income Inequality

The gap between the median family income of families in the highest and lowest income groups.

South Carolina’s families whose income is $110k or more have incomes that are 10.8 times as much the annual income of families whose income is $30k or less.

RANK: 19TH
Recommended Steps for State Policymakers

- Enhance the State Risk Assessment with additional state-level data to provide specificity and context for assessing state risks to educational opportunity.

- Conduct a statewide “public policy audit” to understand the policies that increase risks to educational opportunity.

- Using the results of a policy audit, develop a fiscally sustainable compact for higher education that enhances college opportunity, specifying the responsibilities of students and families, colleges and universities, and taxpayers.

- Use the State Risk Assessment to inform state higher education budgeting and accountability on an ongoing basis.
College Opportunity Risk Assessment: South Dakota

For South Dakota to thrive, all residents must have access to quality higher education. This state risk assessment is the first state-by-state analytic tool to compare the many intersecting risks to postsecondary educational opportunity. These risks are shaped by a complex interplay of dynamic forces that are internal and external to higher education.

Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten South Dakota’s ability to provide the number of educated workers that its economy needs.

**PROJECTED NEED**

The nation will need 60% of its workforce to have college degrees, workforce certificates, industry certifications, and other high-quality college credentials by 2025. In 2016, 45.7% of South Dakota residents had these credentials.

If the state fails to improve, South Dakota will fall short of this 60% benchmark by 64,316 credentials in 2025.

**Understanding South Dakota’s areas of greatest risk to educational opportunity is critical to creating effective public policies for the future.**

- **Education Performance**
  - Risk: MODERATE

- **Education Equity**
  - Risk: HIGH

- **Higher Education Funding & Productivity**
  - Risk: MODERATE

- **State Economy & Finances**
  - Risk: LOW


Preparation

Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.

39.8% of 4th graders are proficient and above in NAEP Mathematics.

RANK: 28th

34.6% of 4th graders are proficient and above in NAEP Reading.

RANK: 32nd

33.7% of 8th graders are proficient and above in NAEP Mathematics.

RANK: 25th

34.4% of 8th graders are proficient and above in NAEP Reading.

RANK: 28th

83% of students graduate from high school.

RANK: 20th

17.0 passing AP test scores per 100 juniors and seniors.

RANK: 32nd

Participation

The extent to which young adults and working-age adults enroll in educational programs beyond high school.

41.5% of 18–24-year-olds are enrolled in educational programs beyond high school.

RANK: 12th

4.7% of 25–64-year-olds are enrolled in educational programs beyond high school.

RANK: 23rd

Completion

Completion of college programs in a timely manner.

57.6% of community college students earn an associate’s degree within three years.

RANK: 4th

48.6% of students enrolled in four-year institutions earn their bachelor’s degree within six years.

RANK: 36th

Affordability

Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.

Student and families pay, on average, 35.2% of family income after all financial aid to attend postsecondary education.

RANK: 45th
High School Completion Equity

High school graduation gap between white students and students from all other racial and ethnic groups.

The graduation rate of white students in South Dakota is 30.7 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 50th

Postsecondary Participation Equity

Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state.

There is a 12.3 percentage point difference between racial and ethnic minority students enrolled in degree or workforce certificate programs and the percentage of this group in the overall state population. A smaller proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.

RANK: 43rd

Postsecondary Completion Equity

Postsecondary completion gap between white students and students from all other racial and ethnic groups.

The on-time four-year and two-year degree completion rate of white students is 20.2 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 50th

Geographic Equity

The distance from each county center to the closest in-state degree-granting education institution.

There is an average of 15.5 miles between each county center and the closest degree-granting institution.

RANK: 45th
Higher Education Funding & Productivity

South Dakota ranks 22nd for higher education funding and productivity.

Postsecondary Productivity

The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.

South Dakota spends $27,775 per degree and certificate produced at all public institutions.

RANK: 18TH

Degrees and Workforce Certificates Awarded

The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.

South Dakota awards 23.5 degrees per 100 full-time equivalent students per year at all degree-granting institutions.

RANK: 38TH

Volatility of Higher Education Appropriations

The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.

The amount of money South Dakota appropriated specifically for higher education fluctuated, on average, 4.2 percentage points per year between 2000 and 2015.

RANK: 16TH
# State Economy & Finances

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
<th>South Dakota</th>
<th>Mississippi</th>
<th>Rank</th>
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<tr>
<td>Volatility of General Fund Expenditures</td>
<td>The average annual fluctuation of state expenditures from year to year, between 2000 and 2015.</td>
<td></td>
<td>Mississipi’s expenditures fluctuated on average 2.9 percentage points per year between 2000 and 2015.</td>
<td>RANK: 21ST</td>
</tr>
<tr>
<td>State Gross Domestic Product</td>
<td>Total revenue from all goods and services in a state’s economy.</td>
<td>South Dakota’s GDP per capita in 2016 was $47,808.</td>
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<td>RANK: 24TH</td>
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<tr>
<td>New Economy Index</td>
<td>The extent to which a state’s economy matches knowledge-based industries.</td>
<td></td>
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<tr>
<td>State Reserves</td>
<td>“Rainy day” fund resources maintained to offset economic downturns.</td>
<td>Between FY2016 and FY2018, South Dakota’s average rainy day fund balance as a share of annual expenditures was 10.1%.</td>
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<tr>
<td>State Debt and Unfunded Liabilities</td>
<td>Debt and unfunded liabilities as a portion of state revenue.</td>
<td>South Dakota’s debt and unfunded liabilities total 26.1% of annual state revenues.</td>
<td></td>
<td>RANK: 1ST</td>
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<tr>
<td>Income Inequality</td>
<td>The gap between the median family income of families in the highest and lowest income groups.</td>
<td>South Dakota’s families whose income is $110k or more have incomes that are 10.6 times as much the annual income of families whose income is $30k or less.</td>
<td></td>
<td>RANK: 15TH</td>
</tr>
</tbody>
</table>
Recommended Steps for State Policymakers

- Enhance the State Risk Assessment with additional state-level data to provide specificity and context for assessing state risks to educational opportunity.

- Conduct a statewide “public policy audit” to understand the policies that increase risks to educational opportunity.

- Using the results of a policy audit, develop a fiscally sustainable compact for higher education that enhances college opportunity, specifying the responsibilities of students and families, colleges and universities, and taxpayers.

- Use the State Risk Assessment to inform state higher education budgeting and accountability on an ongoing basis.
For Tennessee to thrive, all residents must have access to quality higher education. This state risk assessment is the first state-by-state analytic tool to compare the many intersecting risks to postsecondary educational opportunity. These risks are shaped by a complex interplay of dynamic forces that are internal and external to higher education.

Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten Tennessee’s ability to provide the number of educated workers that its economy needs.

**PROJECTED NEED**

The nation will need 60% of its workforce to have college degrees, workforce certificates, industry certifications, and other high-quality college credentials by 2025. In 2016, 40.7% of Tennessee residents had these credentials.

If the state fails to improve, Tennessee will fall short of this 60% benchmark by 679,035 credentials in 2025.

**RISK CATEGORIES**

Understanding Tennessee’s areas of greatest risk to educational opportunity is critical to creating effective public policies for the future.

- **Education Performance**
  - Risk: HIGH

- **Education Equity**
  - Risk: MODERATE

- **Higher Education Funding & Productivity**
  - Risk: MODERATE

- **State Economy & Finances**
  - Risk: MODERATE


Preparation

Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.

40.2% of 4th graders are proficient and above in NAEP Mathematics.

RANK: 26TH

33.2% of 4th graders are proficient and above in NAEP Reading.

RANK: 36TH

29.2% of 8th graders are proficient and above in NAEP Mathematics.

RANK: 37TH

32.8% of 8th graders are proficient and above in NAEP Reading.

RANK: 30TH

83% of students graduate from high school.

RANK: 20TH

15.4 passing AP test scores per 100 juniors and seniors.

RANK: 35TH

Participation

The extent to which young adults and working-age adults enroll in educational programs beyond high school.

33.0% of 18–24-year-olds are enrolled in educational programs beyond high school.

RANK: 46TH

3.3% of 25–64-year-olds are enrolled in educational programs beyond high school.

RANK: 47TH

Completion

Completion of college programs in a timely manner.

29.2% of community college students earn an associate's degree within three years.

RANK: 23RD

50.7% of students enrolled in four-year institutions earn their bachelor's degree within six years.

RANK: 32ND

Affordability

Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.

Student and families pay, on average, 26.9% of family income after all financial aid to attend postsecondary education.

RANK: 24TH
Educational Equity

High School Completion Equity

High school graduation gap between white students and students from all other racial and ethnic groups.

The graduation rate of white students in Tennessee is 9.1 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 24TH

Postsecondary Participation Equity

Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state.

There is a 1.1 percentage point difference between racial and ethnic minority students enrolled in degree or workforce certificate programs and the percentage of this group in the overall state population. A smaller proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.

RANK: 11TH

Postsecondary Completion Equity

Postsecondary completion gap between white students and students from all other racial and ethnic groups.

The on-time four-year and two-year degree completion rate of white students is 9.1 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 26TH

Geographic Equity

The distance from each county center to the closest in-state degree-granting education institution.

There is an average of 7.0 miles between each county center and the closest degree-granting institution.

RANK: 24TH
Postsecondary Productivity

The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.

Tennessee spends $40,102 per degree and certificate produced at all public institutions.

RANK: 41st

Degrees and Workforce Certificates Awarded

The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.

Tennessee awards 25.3 degrees per 100 full-time equivalent students per year at all degree-granting institutions.

RANK: 17th

Volutility of Higher Education Appropriations

The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.

The amount of money Tennessee appropriated specifically for higher education fluctuated, on average, 5.3 percentage points per year between 2000 and 2015.

RANK: 29th
State Economy & Finances

Volatility of General Fund Expenditures

The average annual fluctuation of state expenditures from year to year, between 2000 and 2015.

Tennessee’s expenditures fluctuated on average 2.7 percentage points per year between 2000 and 2015.

RANK: 18TH

State Gross Domestic Product

Total revenue from all goods and services in a state’s economy.

Tennessee’s GDP per capita in 2016 was $43,688.

RANK: 35TH

New Economy Index

The extent to which a state’s economy matches knowledge-based industries.

RANK: 32ND

State Reserves

“Rainy day” fund resources maintained to offset economic downturns.

Between FY2016 and FY2018, Tennessee’s average rainy day fund balance as a share of annual expenditures was 5.0%.

RANK: 28TH

State Debt and Unfunded Liabilities

Debt and unfunded liabilities as a portion of state revenue.

Tennessee’s debt and unfunded liabilities total 53.4% of annual state revenues.

RANK: 4TH

Income Inequality

The gap between the median family income of families in the highest and lowest income groups.

Tennessee’s families whose income is $110k or more have incomes that are 11.3 times as much the annual income of families whose income is $30k or less.

RANK: 36TH
Recommended Steps for State Policymakers

- Enhance the State Risk Assessment with additional state-level data to provide specificity and context for assessing state risks to educational opportunity.

- Conduct a statewide “public policy audit” to understand the policies that increase risks to educational opportunity.

- Using the results of a policy audit, develop a fiscally sustainable compact for higher education that enhances college opportunity, specifying the responsibilities of students and families, colleges and universities, and taxpayers.

- Use the State Risk Assessment to inform state higher education budgeting and accountability on an ongoing basis.
For Texas to thrive, all residents must have access to quality higher education. This state risk assessment is the first state-by-state analytic tool to compare the many intersecting risks to postsecondary educational opportunity. These risks are shaped by a complex interplay of dynamic forces that are internal and external to higher education.

Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten Texas’s ability to provide the number of educated workers that its economy needs.

The nation will need 60% of its workforce to have college degrees, workforce certificates, industry certifications, and other high-quality college credentials by 2025. In 2016, 42.2% of Texas residents had these credentials.

If the state fails to improve, Texas will fall short of this 60% benchmark by 2,847,533 credentials in 2025.

Understanding Texas’s areas of greatest risk to educational opportunity is critical to creating effective public policies for the future.


Education Performance

Preparation

*Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.*

44.0% of 4th graders are proficient and above in NAEP Mathematics.

**RANK: 16**

30.6% of 4th graders are proficient and above in NAEP Reading.

**RANK: 39**

32.3% of 8th graders are proficient and above in NAEP Mathematics.

**RANK: 29**

28.0% of 8th graders are proficient and above in NAEP Reading.

**RANK: 41**

82% of students graduate from high school.

**RANK: 22**

30.4 passing AP test scores per 100 juniors and seniors.

**RANK: 14**

To calculate the Education Performance risk ranking, each indicator (preparation, participation, completion, and affordability) receives a single score based on its individual components. The state risk ranking is determined by adding these four rankings together. For more details, see page 3 of the technical guide.

Participation

*The extent to which young adults and working-age adults enroll in educational programs beyond high school.*

35.5% of 18–24-year-olds are enrolled in educational programs beyond high school.

**RANK: 36**

4.3% of 25–64-year-olds are enrolled in educational programs beyond high school.

**RANK: 31**

Completion

*Completion of college programs in a timely manner.*

26.5% of community college students earn an associate’s degree within three years.

**RANK: 28**

51.9% of students enrolled in four-year institutions earn their bachelor’s degree within six years.

**RANK: 27**

Affordability

*Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.*

Student and families pay, on average, 21.7% of family income after all financial aid to attend postsecondary education.

**RANK: 4**

Texas ranks 23rd in the nation for educational performance.
Educational Equity

High School Completion Equity

High school graduation gap between white students and students from all other racial and ethnic groups.

The graduation rate of white students in Texas is 6.6 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 11TH

Postsecondary Participation Equity

Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state.

There is a 6.7 percentage point difference between racial and ethnic minority students enrolled in degree or workforce certificate programs and the percentage of this group in the overall state population. A smaller proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.

RANK: 30TH

Postsecondary Completion Equity

Postsecondary completion gap between white students and students from all other racial and ethnic groups.

The on-time four-year and two-year degree completion rate of white students is 3.8 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 5TH

Geographic Equity

The distance from each county center to the closest in-state degree-granting education institution.

There is an average of 8.0 miles between each county center and the closest degree-granting institution.

RANK: 30TH
Higher Education Funding & Productivity

Postsecondary Productivity

The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.

Texas spends $37,585 per degree and certificate produced at all public institutions.

RANK: 38TH

Degrees and Workforce Certificates Awarded

The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.

Texas awards 24.4 degrees per 100 full-time equivalent students per year at all degree-granting institutions.

RANK: 23RD

Volatility of Higher Education Appropriations

The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.

The amount of money Texas appropriated specifically for higher education fluctuated, on average, 5.9 percentage points per year between 2000 and 2015.

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Recommended Steps for State Policymakers

- Enhance the State Risk Assessment with additional state-level data to provide specificity and context for assessing state risks to educational opportunity.

- Conduct a statewide “public policy audit” to understand the policies that increase risks to educational opportunity.

- Using the results of a policy audit, develop a fiscally sustainable compact for higher education that enhances college opportunity, specifying the responsibilities of students and families, colleges and universities, and taxpayers.

- Use the State Risk Assessment to inform state higher education budgeting and accountability on an ongoing basis.
For Utah to thrive, all residents must have access to quality higher education. This state risk assessment is the first state-by-state analytic tool to compare the many intersecting risks to postsecondary educational opportunity. These risks are shaped by a complex interplay of dynamic forces that are internal and external to higher education.

Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten Utah’s ability to provide the number of educated workers that its economy needs.

The nation will need 60% of its workforce to have college degrees, workforce certificates, industry certifications, and other high-quality college credentials by 2025. In 2016, 49.5% of Utah residents had these credentials. If the state fails to improve, Utah will fall short of this 60% benchmark by 166,761 credentials in 2025.

Understanding Utah’s areas of greatest risk to educational opportunity is critical to creating effective public policies for the future.
Education Performance

Preparation

Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.

- 43.8% of 4th graders are proficient and above in NAEP Mathematics.
  RANK: 17TH

- 40.1% of 4th graders are proficient and above in NAEP Reading.
  RANK: 11TH

- 37.9% of 8th graders are proficient and above in NAEP Mathematics.
  RANK: 11TH

- 38.0% of 8th graders are proficient and above in NAEP Reading.
  RANK: 10TH

- 78% of students graduate from high school.
  RANK: 34TH

- 26.9 passing AP test scores per 100 juniors and seniors.
  RANK: 18TH

Participation

The extent to which young adults and working-age adults enroll in educational programs beyond high school.

- 41.6% of 18–24-year-olds are enrolled in educational programs beyond high school.
  RANK: 11TH

- 7.0% of 25–64-year-olds are enrolled in educational programs beyond high school.
  RANK: 6TH

Completion

Completion of college programs in a timely manner.

- 24.1% of community college students earn an associate’s degree within three years.
  RANK: 35TH

- 47.9% of students enrolled in four-year institutions earn their bachelor’s degree within six years.
  RANK: 39TH

Affordability

Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.

- Student and families pay, on average, 26.0% of family income after all financial aid to attend postsecondary education.
  RANK: 22ND

To calculate the Education Performance risk ranking, each indicator (preparation, participation, completion, and affordability) receives a single score based on its individual components. The state risk ranking is determined by adding these four rankings together. For more details, see page 3 of the technical guide.
High School Completion Equity

High school graduation gap between white students and students from all other racial and ethnic groups.

The graduation rate of white students in Utah is 11 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 34TH

Postsecondary Participation Equity

Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state.

There is a 12.3 percentage point difference between racial and ethnic minority students enrolled in degree or workforce certificate programs and the percentage of this group in the overall state population. A smaller proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.

RANK: 44TH

Postsecondary Completion Equity

Postsecondary completion gap between white students and students from all other racial and ethnic groups.

The on-time four-year and two-year degree completion rate of white students is 10.8 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 32ND

Geographic Equity

The distance from each county center to the closest in-state degree-granting education institution.

There is an average of 5.9 miles between each county center and the closest degree-granting institution.

RANK: 16TH
Higher Education Funding & Productivity

Postsecondary Productivity

The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.

Utah spends $31,634 per degree and certificate produced at all public institutions.

RANK: 28TH

Degrees and Workforce Certificates Awarded

The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.

Utah awards 22.9 degrees per 100 full-time equivalent students per year at all degree-granting institutions.

RANK: 41ST

Volatility of Higher Education Appropriations

The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.

The amount of money Utah appropriated specifically for higher education fluctuated, on average, 4.1 percentage points per year between 2000 and 2015.

RANK: 13TH
State Economy & Finances

Volatility of General Fund Expenditures

The average annual fluctuation of state expenditures from year to year, between 2000 and 2015.

Utah’s expenditures fluctuated on average 2.5 percentage points per year between 2000 and 2015.

RANK: 10TH

State Gross Domestic Product

Total revenue from all goods and services in a state’s economy.

Utah’s GDP per capita in 2016 was $44,893.

RANK: 30TH

New Economy Index

The extent to which a state’s economy matches knowledge-based industries.

RANK: 9TH

State Reserves

“Rainy day” fund resources maintained to offset economic downturns.

Between FY2016 and FY2018, Utah’s average rainy day fund balance as a share of annual expenditures was 7.6%.

RANK: 16TH

State Debt and Unfunded Liabilities

Debt and unfunded liabilities as a portion of state revenue.

Utah’s debt and unfunded liabilities total 154.1% of annual state revenues.

RANK: 16TH

Income Inequality

The gap between the median family income of families in the highest and lowest income groups.

Utah’s families whose income is $110k or more have incomes that are 10.5 times as much the annual income of families whose income is $30k or less.

RANK: 11TH
Recommended Steps for State Policymakers

- Enhance the State Risk Assessment with additional state-level data to provide specificity and context for assessing state risks to educational opportunity.

- Conduct a statewide “public policy audit” to understand the policies that increase risks to educational opportunity.

- Using the results of a policy audit, develop a fiscally sustainable compact for higher education that enhances college opportunity, specifying the responsibilities of students and families, colleges and universities, and taxpayers.

- Use the State Risk Assessment to inform state higher education budgeting and accountability on an ongoing basis.
For Vermont to thrive, all residents must have access to quality higher education. This state risk assessment is the first state-by-state analytic tool to compare the many intersecting risks to postsecondary educational opportunity. These risks are shaped by a complex interplay of dynamic forces that are internal and external to higher education.

Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten Vermont’s ability to provide the number of educated workers that its economy needs.

The nation will need 60% of its workforce to have college degrees, workforce certificates, industry certifications, and other high-quality college credentials by 2025. In 2016, 47.7% of Vermont residents had these credentials.

If the state fails to improve, Vermont will fall short of this 60% benchmark by 38,880 credentials in 2025.

Understanding Vermont’s areas of greatest risk to educational opportunity is critical to creating effective public policies for the future.


Preparation

Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.

43.2% of 4th graders are proficient and above in NAEP Mathematics.

RANK: 18TH

44.7% of 4th graders are proficient and above in NAEP Reading.

RANK: 3RD

42.1% of 8th graders are proficient and above in NAEP Mathematics.

RANK: 5TH

43.8% of 8th graders are proficient and above in NAEP Reading.

RANK: 3RD

93% of students graduate from high school.

RANK: 1ST

33.0 passing AP test scores per 100 juniors and seniors.

RANK: 12TH

To calculate the Education Performance risk ranking, each indicator (preparation, participation, completion, and affordability) receives a single score based on its individual components. The state risk ranking is determined by adding these four rankings together. For more details, see page 3 of the technical guide.

Participation

The extent to which young adults and working-age adults enroll in educational programs beyond high school.

44.6% of 18–24-year-olds are enrolled in educational programs beyond high school.

RANK: 4TH

4.0% of 25–64-year-olds are enrolled in educational programs beyond high school.

RANK: 38TH

Completion

Completion of college programs in a timely manner.

14.2% of community college students earn an associate’s degree within three years.

RANK: 50TH

64.5% of students enrolled in four-year institutions earn their bachelor’s degree within six years.

RANK: 10TH

Affordability

Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.

Student and families pay, on average, 35.3% of family income after all financial aid to attend postsecondary education.

RANK: 46TH
# Educational Equity

## High School Completion Equity

**High school graduation gap between white students and students from all other racial and ethnic groups.**

The graduation rate of white students in Vermont is 9.3 percentage points higher than that of students from all other racial and ethnic groups.

**RANK: 27TH**

## Postsecondary Participation Equity

**Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state.**

There is a 13.9 percentage point difference between racial and ethnic minority students enrolled in degree or workforce certificate programs and the percentage of this group in the overall state population. A larger proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.

**RANK: 3RD**

## Postsecondary Completion Equity

**Postsecondary completion gap between white students and students from all other racial and ethnic groups.**

The on-time four-year and two-year degree completion rate of white students is 4.5 percentage points higher than that of students from all other racial and ethnic groups.

**RANK: 9TH**

## Geographic Equity

**The distance from each county center to the closest in-state degree-granting education institution.**

N/A

**RANK: N/A**
Postsecondary Productivity

The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.

Vermont spends $12,602 per degree and certificate produced at all public institutions.

RANK: 1st

Degrees and Workforce Certificates Awarded

The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.

Vermont awards 23.8 degrees per 100 full-time equivalent students per year at all degree-granting institutions.

RANK: 31st

Volatility of Higher Education Appropriations

The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.

The amount of money Vermont appropriated specifically for higher education fluctuated, on average, 2.8 percentage points per year between 2000 and 2015.

RANK: 3rd
State Economy & Finances

Volatility of General Fund Expenditures

The average annual fluctuation of state expenditures from year to year, between 2000 and 2015.

RANK: 28TH

State Gross Domestic Product

Total revenue from all goods and services in a state’s economy.

Vermont’s GDP per capita in 2016 was $43,984.

RANK: 34TH

New Economy Index

The extent to which a state’s economy matches knowledge-based industries.

RANK: 18TH

State Reserves

“Rainy day” fund resources maintained to offset economic downturns.

Between FY2016 and FY2018, Vermont’s average rainy day fund balance as a share of annual expenditures was 6.7%.

RANK: 19TH

State Debt and Unfunded Liabilities

Debt and unfunded liabilities as a portion of state revenue.

Vermont’s debt and unfunded liabilities total 131.2% of annual state revenues.

RANK: 13TH

Income Inequality

The gap between the median family income of families in the highest and lowest income groups.

Vermont’s families whose income is $110k or more have incomes that are 9.6 times as much the annual income of families whose income is $30k or less.

RANK: 1ST
Recommended Steps for State Policymakers

- Enhance the State Risk Assessment with additional state-level data to provide specificity and context for assessing state risks to educational opportunity.

- Conduct a statewide “public policy audit” to understand the policies that increase risks to educational opportunity.

- Using the results of a policy audit, develop a fiscally sustainable compact for higher education that enhances college opportunity, specifying the responsibilities of students and families, colleges and universities, and taxpayers.

- Use the State Risk Assessment to inform state higher education budgeting and accountability on an ongoing basis.
For Virginia to thrive, all residents must have access to quality higher education. This state risk assessment is the first state-by-state analytic tool to compare the many intersecting risks to postsecondary educational opportunity. These risks are shaped by a complex interplay of dynamic forces that are internal and external to higher education.

Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten Virginia’s ability to provide the number of educated workers that its economy needs.

**PROJECTED NEED**

The nation will need 60% of its workforce to have college degrees, workforce certificates, industry certifications, and other high-quality college credentials by 2025. In 2016, 52.2% of Virginia residents had these credentials. If the state fails to improve, Virginia will fall short of this 60% benchmark by 364,580 credentials in 2025.

**RISK CATEGORIES**

Understanding Virginia’s areas of greatest risk to educational opportunity is critical to creating effective public policies for the future.

- **Education Performance**
  - Risk: LOW

- **Education Equity**
  - Risk: LOW

- **Higher Education Funding & Productivity**
  - Risk: MODERATE

- **State Economy & Finances**
  - Risk: MODERATE


Education Performance

Preparation
Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.

47.3% of 4th graders are proficient and above in NAEP Mathematics.
RANK: 6TH

42.9% of 4th graders are proficient and above in NAEP Reading.
RANK: 5TH

37.6% of 8th graders are proficient and above in NAEP Mathematics.
RANK: 13TH

35.9% of 8th graders are proficient and above in NAEP Reading.
RANK: 20TH

84% of students graduate from high school.
RANK: 16TH

47.4 passing AP test scores per 100 juniors and seniors.
RANK: 2ND

To calculate the Education Performance risk ranking, each indicator (preparation, participation, completion, and affordability) receives a single score based on its individual components. The state risk ranking is determined by adding these four rankings together. For more details, see page 3 of the technical guide.

Participation
The extent to which young adults and working-age adults enroll in educational programs beyond high school.

40.3% of 18–24-year-olds are enrolled in educational programs beyond high school.
RANK: 19TH

6.2% of 25–64-year-olds are enrolled in educational programs beyond high school.
RANK: 7TH

Completion
Completion of college programs in a timely manner.

29.8% of community college students earn an associate’s degree within three years.
RANK: 21ST

65.4% of students enrolled in four-year institutions earn their bachelor’s degree within six years.
RANK: 9TH

Affordability
Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.

Student and families pay, on average, 31.6% of family income after all financial aid to attend postsecondary education.
RANK: 41ST
Educational Equity

High School Completion Equity

High school graduation gap between white students and students from all other racial and ethnic groups.

The graduation rate of white students in Virginia is 9.3 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 28TH

Postsecondary Participation Equity

Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state.

There is a 1.9 percentage point difference between racial and ethnic minority students enrolled in degree or workforce certificate programs and the percentage of this group in the overall state population. A larger proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.

RANK: 8TH

Postsecondary Completion Equity

Postsecondary completion gap between white students and students from all other racial and ethnic groups.

The on-time four-year and two-year degree completion rate of white students is 6.6 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 14TH

Geographic Equity

The distance from each county center to the closest in-state degree-granting education institution.

There is an average of 7.0 miles between each county center and the closest degree-granting institution.

RANK: 23RD
Postsecondary Productivity

The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.

Virginia spends $24,106 per degree and certificate produced at all public institutions.

RANK: 11TH

Degrees and Workforce Certificates Awarded

The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.

Virginia awards 25.8 degrees per 100 full-time equivalent students per year at all degree-granting institutions.

RANK: 16TH

Volatility of Higher Education Appropriations

The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.

The amount of money Virginia appropriated specifically for higher education fluctuated, on average, 6.1 percentage points per year between 2000 and 2015.

RANK: 37TH
State Economy & Finances

- **Volutility of General Fund Expenditures**: The average annual fluctuation of state expenditures from year to year, between 2000 and 2015. Virginia’s expenditures fluctuated on average 2.2 percentage points per year between 2000 and 2015. RANK: 1ST

- **State Gross Domestic Product**: Total revenue from all goods and services in a state’s economy. Virginia’s GDP per capita in 2016 was $51,643. RANK: 19TH

- **New Economy Index**: The extent to which a state’s economy matches knowledge-based industries. RANK: 4TH

- **State Reserves**: “Rainy day” fund resources maintained to offset economic downturns. Between FY2016 and FY2018, Virginia’s average rainy day fund balance as a share of annual expenditures was 1.8%. RANK: 41ST

- **State Debt and Unfunded Liabilities**: Debt and unfunded liabilities as a portion of state revenue. Virginia’s debt and unfunded liabilities total 236.3% of annual state revenues. RANK: 29TH

- **Income Inequality**: The gap between the median family income of families in the highest and lowest income groups. Virginia’s families whose income is $110k or more have incomes that are 11.8 times as much the annual income of families whose income is $30k or less. RANK: 43RD
Recommended Steps for State Policymakers

- Enhance the State Risk Assessment with additional state-level data to provide specificity and context for assessing state risks to educational opportunity.

- Conduct a statewide “public policy audit” to understand the policies that increase risks to educational opportunity.

- Using the results of a policy audit, develop a fiscally sustainable compact for higher education that enhances college opportunity, specifying the responsibilities of students and families, colleges and universities, and taxpayers.

- Use the State Risk Assessment to inform state higher education budgeting and accountability on an ongoing basis.
For Washington to thrive, all residents must have access to quality higher education. This state risk assessment is the first state-by-state analytic tool to compare the many intersecting risks to postsecondary educational opportunity. These risks are shaped by a complex interplay of dynamic forces that are internal and external to higher education. Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten Washington’s ability to provide the number of educated workers that its economy needs.

### PROJECTED NEED

The nation will need 60% of its workforce to have college degrees, workforce certificates, industry certifications, and other high-quality college credentials by 2025. In 2016, 53.3% of Washington residents had these credentials.

If the state fails to improve, Washington will fall short of this 60% benchmark by 273,262 credentials in 2025.

### RISK CATEGORIES

Understanding Washington’s areas of greatest risk to educational opportunity is critical to creating effective public policies for the future.

- **Education Performance**
  - Risk: LOW

- **Education Equity**
  - Risk: LOW

- **Higher Education Funding & Productivity**
  - Risk: LOW

- **State Economy & Finances**
  - Risk: LOW


Preparation

Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.

46.9% of 4th graders are proficient and above in NAEP Mathematics.

RANK: 7TH

40.4% of 4th graders are proficient and above in NAEP Reading.

RANK: 9TH

39.3% of 8th graders are proficient and above in NAEP Mathematics.

RANK: 7TH

37.4% of 8th graders are proficient and above in NAEP Reading.

RANK: 12TH

79% of students graduate from high school.

RANK: 30TH

26.8 passing AP test scores per 100 juniors and seniors.

RANK: 19TH

Participation

The extent to which young adults and working-age adults enroll in educational programs beyond high school.

33.1% of 18–24-year-olds are enrolled in educational programs beyond high school.

RANK: 45TH

5.0% of 25–64-year-olds are enrolled in educational programs beyond high school.

RANK: 20TH

Completion

Completion of college programs in a timely manner.

50.5% of community college students earn an associate’s degree within three years.

RANK: 6TH

57.8% of students enrolled in four-year institutions earn their bachelor’s degree within six years.

RANK: 18TH

Affordability

Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.

Student and families pay, on average, 22.4% of family income after all financial aid to attend postsecondary education.

RANK: 8TH
Educational Equity

High School Completion Equity

High school graduation gap between white students and students from all other racial and ethnic groups.

The graduation rate of white students in Washington is 6.5 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 10th

Postsecondary Participation Equity

Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state.

There is a 3.9 percentage point difference between racial and ethnic minority students enrolled in degree or workforce certificate programs and the percentage of this group in the overall state population. A smaller proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.

RANK: 21st

Postsecondary Completion Equity

Postsecondary completion gap between white students and students from all other racial and ethnic groups.

The on-time four-year and two-year degree completion rate of white students is 5.3 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 11th

Geographic Equity

The distance from each county center to the closest in-state degree-granting education institution.

There is an average of 5.7 miles between each county center and the closest degree-granting institution.

RANK: 14th
Postsecondary Productivity

The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.

Washington spends $23,035 per degree and certificate produced at all public institutions.

RANK: 8TH

Degrees and Workforce Certificates Awarded

The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.

Washington awards 28.8 degrees per 100 full-time equivalent students per year at all degree-granting institutions.

RANK: 4TH

Volatility of Higher Education Appropriations

The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.

The amount of money Washington appropriated specifically for higher education fluctuated, on average, 4.5 percentage points per year between 2000 and 2015.

RANK: 20TH
State Economy & Finances

RISK RANKING
Washington ranks 10th for state economy and finances.

Volatility of General Fund Expenditures
The average annual fluctuation of state expenditures from year to year, between 2000 and 2015.
Washington’s expenditures fluctuated on average 2.9 percentage points per year between 2000 and 2015.
RANK: 22nd

State Gross Domestic Product
Total revenue from all goods and services in a state’s economy.
Washington’s GDP per capita in 2016 was $57,727.
RANK: 9th

New Economy Index
The extent to which a state’s economy matches knowledge-based industries.
RANK: 3rd

State Reserves
“Rainy day” fund resources maintained to offset economic downturns.
Between FY2016 and FY2018, Washington’s average rainy day fund balance as a share of annual expenditures was 6.1%.
RANK: 22nd

State Debt and Unfunded Liabilities
Debt and unfunded liabilities as a portion of state revenue.
Washington’s debt and unfunded liabilities total 195.9% of annual state revenues.
RANK: 24th

Income Inequality
The gap between the median family income of families in the highest and lowest income groups.
Washington’s families whose income is $110k or more have incomes that are 11.3 times as much the annual income of families whose income is $30k or less.
RANK: 33rd
Recommended Steps for State Policymakers

- Enhance the State Risk Assessment with additional state-level data to provide specificity and context for assessing state risks to educational opportunity.

- Conduct a statewide “public policy audit” to understand the policies that increase risks to educational opportunity.

- Using the results of a policy audit, develop a fiscally sustainable compact for higher education that enhances college opportunity, specifying the responsibilities of students and families, colleges and universities, and taxpayers.

- Use the State Risk Assessment to inform state higher education budgeting and accountability on an ongoing basis.
College Opportunity Risk Assessment: West Virginia

For West Virginia to thrive, all residents must have access to quality higher education. This risk assessment is the first state-by-state analytic tool to compare the many intersecting risks to postsecondary educational opportunity. These risks are shaped by complex interplay of dynamic forces that are internal and external to higher education.

Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten West Virginia’s ability to provide the number of educated workers that its economy needs.

PROJECTED NEED

The nation will need 60% of its workforce to have college degrees, workforce certificates, industry certifications, and other high-quality college credentials by 2025. In 2016, 34.7% West Virginia of residents had these credentials.

If the state fails to improve, West Virginia will fall short of this 60% benchmark by 226,953 credentials in 2025.

RISK CATEGORIES

Understanding West Virginia’s areas of greatest risk to educational opportunity is critical to creating effective public policies for the future.

Education Performance
Risk: HIGH

Education Equity
Risk: LOW

Higher Education Funding & Productivity
Risk: MODERATE

State Economy & Finances
Risk: MODERATE


**Preparation**

*Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.*

32.6% of 4th graders are proficient and above in NAEP Mathematics.

RANK: 43RD

30.0% of 4th graders are proficient and above in NAEP Reading.

RANK: 40TH

20.5% of 8th graders are proficient and above in NAEP Mathematics.

RANK: 48TH

27.2% of 8th graders are proficient and above in NAEP Reading.

RANK: 44TH

80% of students graduate from high school.

RANK: 27TH

13.0 passing AP test scores per 100 juniors and seniors.

RANK: 43RD

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**Participation**

*The extent to which young adults and working-age adults enroll in educational programs beyond high school.*

39.8% of 18–24-year-olds are enrolled in educational programs beyond high school.

RANK: 22ND

3.1% of 25–64-year-olds are enrolled in educational programs beyond high school.

RANK: 49TH

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**Completion**

*Completion of college programs in a timely manner.*

33.9% of community college students earn an associate’s degree within three years.

RANK: 14TH

44.3% of students enrolled in four-year institutions earn their bachelor’s degree within six years.

RANK: 44TH

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**Affordability**

*Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.*

Student and families pay, on average, 21.9% of family income after all financial aid to attend postsecondary education.

RANK: 5TH

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To calculate the Education Performance risk ranking, each indicator (preparation, participation, completion, and affordability) receives a single score based on its individual components. The state risk ranking is determined by adding these four rankings together. For more details, see page 3 of the technical guide.
High School Completion Equity

High school graduation gap between white students and students from all other racial and ethnic groups.

The graduation rate of white students in West Virginia is 2.4 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 2ND

Postsecondary Participation Equity

Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state.

There is a 11.6 percentage point difference between racial and ethnic minority students who earn a degree or workforce certificate programs and the percentage of this group in the overall state population. A larger proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.

RANK: 4TH

Postsecondary Completion Equity

Postsecondary completion gap between white students and students from all other racial and ethnic groups.

The on-time four-year and two-year degree completion rate of white students is 11.9 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 38TH

Geographic Equity

The distance from each county center to the closest in-state degree-granting education institution.

There is an average of 9.8 miles between each county center and the closest degree-granting institution.

RANK: 35TH
Postsecondary Productivity

The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.

West Virginia spends $23,206 per degree and certificate produced at all public institutions.

RANK: 9th

Degrees and Workforce Certificates Awarded

The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.

West Virginia awards 23.6 degrees per 100 full-time equivalent students per year at all degree-granting institutions.

RANK: 35th

Volatility of Higher Education Appropriations

The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.

The amount of money West Virginia appropriated specifically for higher education fluctuated, on average, 6.6 percentage points per year between 2000 and 2015.

RANK: 42nd
### Volatility of General Fund Expenditures

*The average annual fluctuation of state expenditures from year to year, between 2000 and 2015.*

West Virginia’s expenditures fluctuated on average 2.8 percentage points per year between 2000 and 2015.

**RANK:** 19th

### State Gross Domestic Product

*Total revenue from all goods and services in a state’s economy.*

West Virginia’s GDP per capita in 2016 was $36,244.

**RANK:** 48th

### New Economy Index

*The extent to which a state’s economy matches knowledge-based industries.*

**RANK:** 48th

### State Reserves

*“Rainy day” fund resources maintained to offset economic downturns.*

Between FY2016 and FY2018, West Virginia’s average rainy day fund balance as a share of annual expenditures was 16.8%.

**RANK:** 4th

### State Debt and Unfunded Liabilities

*Debt and unfunded liabilities as a portion of state revenue.*

West Virginia’s debt and unfunded liabilities total 189.1% of annual state revenues.

**RANK:** 22nd

### Income Inequality

*The gap between the median family income of families in the highest and lowest income groups.*

West Virginia’s families whose income is $110k or more have incomes that are 10.3 times as much the annual income of families whose income is $30k or less.

**RANK:** 8th
Recommended Steps for State Policymakers

- Enhance the State Risk Assessment with additional state-level data to provide specificity and context for assessing state risks to educational opportunity.

- Conduct a statewide “public policy audit” to understand the policies that increase risks to educational opportunity.

- Using the results of a policy audit, develop a fiscally sustainable compact for higher education that enhances college opportunity, specifying the responsibilities of students and families, colleges and universities, and taxpayers.

- Use the State Risk Assessment to inform state higher education budgeting and accountability on an ongoing basis.
For Wisconsin to thrive, all residents must have access to quality higher education. This state risk assessment is the first state-by-state analytic tool to compare the many intersecting risks to postsecondary educational opportunity. These risks are shaped by a complex interplay of dynamic forces that are internal and external to higher education.

Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten Wisconsin’s ability to provide the number of educated workers that its economy needs.

**PROJECTED NEED**

The nation will need 60% of its workforce to have college degrees, workforce certificates, industry certifications, and other high-quality college credentials by 2025. In 2016, 48.4% of Wisconsin residents had these credentials. If the state fails to improve, Wisconsin will fall short of this 60% benchmark by 338,196 credentials in 2025.

Understanding Wisconsin’s areas of greatest risk to educational opportunity is critical to creating effective public policies for the future.

**RISK CATEGORIES**

- **Education Performance**
  - Risk: LOW
- **Education Equity**
  - Risk: HIGH
- **Higher Education Funding & Productivity**
  - Risk: LOW
- **State Economy & Finances**
  - Risk: LOW


**Preparation**

*Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.*

45.4% of 4th graders are proficient and above in NAEP Mathematics.

RANK: 10\textsuperscript{TH}

36.9% of 4th graders are proficient and above in NAEP Reading.

RANK: 23\textsuperscript{RD}

40.8% of 8th graders are proficient and above in NAEP Mathematics.

RANK: 6\textsuperscript{TH}

39.0% of 8th graders are proficient and above in NAEP Reading.

RANK: 8\textsuperscript{TH}

92% of students graduate from high school.

RANK: 3\textsuperscript{RD}

30.4 passing AP test scores per 100 juniors and seniors.

RANK: 14\textsuperscript{TH}

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**Participation**

*The extent to which young adults and working-age adults enroll in educational programs beyond high school.*

41.0% of 18–24-year-olds are enrolled in educational programs beyond high school.

RANK: 15\textsuperscript{TH}

5.0% of 25–64-year-olds are enrolled in educational programs beyond high school.

RANK: 21\textsuperscript{ST}

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**Completion**

*Completion of college programs in a timely manner.*

35.9% of community college students earn an associate’s degree within three years.

RANK: 12\textsuperscript{TH}

55.7% of students enrolled in four-year institutions earn their bachelor’s degree within six years.

RANK: 22\textsuperscript{ND}

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**Affordability**

*Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.*

Student and families pay, on average, 27.7% of family income after all financial aid to attend postsecondary education.

RANK: 28\textsuperscript{TH}

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To calculate the Education Performance risk ranking, each indicator (preparation, participation, completion, and affordability) receives a single score based on its individual components. The state risk ranking is determined by adding these four rankings together. For more details, see page 3 of the technical guide.
High School Completion Equity

High school graduation gap between white students and students from all other racial and ethnic groups.

The graduation rate of white students in Wisconsin is 18.3 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 46\textsuperscript{TH}

Postsecondary Participation Equity

Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state.

There is a 10.1 percentage point difference between racial and ethnic minority students enrolled in degree or workforce certificate programs and the percentage of this group in the overall state population. A smaller proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.

RANK: 40\textsuperscript{TH}

Postsecondary Completion Equity

Postsecondary completion gap between white students and students from all other racial and ethnic groups.

The on-time four-year and two-year degree completion rate of white students is 14.3 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 47\textsuperscript{TH}

Geographic Equity

The distance from each county center to the closest in-state degree-granting education institution.

There is an average of 8.6 miles between each county center and the closest degree-granting institution.

RANK: 31\textsuperscript{ST}
Postsecondary Productivity

The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.

Wisconsin spends $23,213 per degree and certificate produced at all public institutions.

RANK: 10TH

Degrees and Workforce Certificates Awarded

The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.

Wisconsin awards 28.2 degrees per 100 full-time equivalent students per year at all degree-granting institutions.

RANK: 5TH

Volatility of Higher Education Appropriations

The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.

The amount of money Wisconsin appropriated specifically for higher education fluctuated, on average, 3.9 percentage points per year between 2000 and 2015.

RANK: 12TH
State Economy & Finances

Volatility of General Fund Expenditures
The average annual fluctuation of state expenditures from year to year, between 2000 and 2015. Wisconsin’s expenditures fluctuated on average 2.5 percentage points per year between 2000 and 2015.
RANK: 7TH

State Gross Domestic Product
Total revenue from all goods and services in a state’s economy. Wisconsin’s GDP per capita in 2016 was $47,833.
RANK: 23RD

New Economy Index
The extent to which a state’s economy matches knowledge-based industries. RANK: 26TH

State Reserves
“Rainy day” fund resources maintained to offset economic downturns. Between FY2016 and FY2018, Wisconsin’s average rainy day fund balance as a share of annual expenditures was 1.7%.
RANK: 42ND

State Debt and Unfunded Liabilities
Debt and unfunded liabilities as a portion of state revenue. Wisconsin’s debt and unfunded liabilities total 71.9% of annual state revenues.
RANK: 5TH

Income Inequality
The gap between the median family income of families in the highest and lowest income groups. Wisconsin’s families whose income is $110k or more have incomes that are 10.0 times as much the annual income of families whose income is $30k or less.
RANK: 5TH
Recommended Steps for State Policymakers

- Enhance the State Risk Assessment with additional state-level data to provide specificity and context for assessing state risks to educational opportunity.

- Conduct a statewide “public policy audit” to understand the policies that increase risks to educational opportunity.

- Using the results of a policy audit, develop a fiscally sustainable compact for higher education that enhances college opportunity, specifying the responsibilities of students and families, colleges and universities, and taxpayers.

- Use the State Risk Assessment to inform state higher education budgeting and accountability on an ongoing basis.
For Wyoming to thrive, all residents must have access to quality higher education. This state risk assessment is the first state-by-state analytic tool to compare the many intersecting risks to postsecondary educational opportunity. These risks are shaped by a complex interplay of dynamic forces that are internal and external to higher education.

Intersecting risks related to educational performance, educational equity, higher education funding and productivity, and state economy and finances threaten Wyoming’s ability to provide the number of educated workers that its economy needs.

**PROJECTED NEED**

The nation will need **60%** of its workforce to have college degrees, workforce certificates, industry certifications, and other high-quality college credentials by 2025. In 2016, **48.2%** of Wyoming residents had these credentials.

If the state fails to improve, Wyoming will fall short of this 60% benchmark by **36,971** credentials in 2025.

**RISK CATEGORIES**

Understanding Wyoming’s areas of greatest risk to educational opportunity is critical to creating effective public policies for the future.

- **Education Performance**
  - Risk: LOW
- **Education Equity**
  - Risk: HIGH
- **Higher Education Funding & Productivity**
  - Risk: HIGH
- **State Economy & Finances**
  - Risk: LOW


## Preparation

*Student performance in national assessments in mathematics and reading, high school graduation rates, and AP courses.*

48.3% of 4th graders are proficient and above in NAEP Mathematics.

**RANK: 5TH**

41.2% of 4th graders are proficient and above in NAEP Reading.

**RANK: 7TH**

35.3% of 8th graders are proficient and above in NAEP Mathematics.

**RANK: 21ST**

36.0% of 8th graders are proficient and above in NAEP Reading.

**RANK: 19TH**

80% of students graduate from high school.

**RANK: 27TH**

10.4 passing AP test scores per 100 juniors and seniors.

**RANK: 47TH**

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## Participation

*The extent to which young adults and working-age adults enroll in educational programs beyond high school.*

39.8% of 18–24-year-olds are enrolled in educational programs beyond high school.

**RANK: 24TH**

5.2% of 25–64-year-olds are enrolled in educational programs beyond high school.

**RANK: 18TH**

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## Completion

*Completion of college programs in a timely manner.*

48.5% of community college students earn an associate’s degree within three years.

**RANK: 7TH**

54.2% of students enrolled in four-year institutions earn their bachelor’s degree within six years.

**RANK: 24TH**

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## Affordability

*Percent of family income, on average, after all financial aid, to pay educational costs to attend postsecondary institutions in the state.*

Student and families pay, on average, 17.2% of family income after all financial aid to attend postsecondary education.

**RANK: 1ST**

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*To calculate the Education Performance risk ranking, each indicator (preparation, participation, completion, and affordability) receives a single score based on its individual components. The state risk ranking is determined by adding these four rankings together. For more details, see page 3 of the technical guide.*
High School Completion Equity

High school graduation gap between white students and students from all other racial and ethnic groups.

The graduation rate of white students in Wyoming is 11.6 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 36th

Postsecondary Participation Equity

Percentage of racial and ethnic minority students enrolled in degree or workforce certificate programs compared to the racial and ethnic minority population in the state.

There is a 13.9 percentage point difference between racial and ethnic minority students enrolled in degree or workforce certificate programs and the percentage of this group in the overall state population. A smaller proportion of students from racial and ethnic minorities are enrolled in undergraduate institutions than are in the population.

RANK: 46th

Postsecondary Completion Equity

Postsecondary completion gap between white students and students from all other racial and ethnic groups.

The on-time four-year and two-year degree completion rate of white students is 7.7 percentage points higher than that of students from all other racial and ethnic groups.

RANK: 21st

Geographic Equity

The distance from each county center to the closest in-state degree-granting education institution.

There is an average of 23.5 miles between each county center and the closest degree-granting institution.

RANK: 46th
**Postsecondary Productivity**

The total state investment in higher education per undergraduate degree and certificate produced at all public institutions.

Wyoming spends $75,635 per degree and certificate produced at all public institutions.

**RANK: 50TH**

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**Degrees and Workforce Certificates Awarded**

The educational efficiency of degree-granting institutions, in terms of the number of workforce certificates and degrees awarded for every 100 full-time equivalent students.

Wyoming awards 27.1 degrees per 100 full-time equivalent students per year at all degree-granting institutions.

**RANK: 11TH**

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**Volatility of Higher Education Appropriations**

The average annual fluctuation of higher education appropriations from year to year, between 2000 and 2015.

The amount of money Wyoming appropriated specifically for higher education fluctuated, on average, 9.9 percentage points per year between 2000 and 2015.

**RANK: 50TH**
State Economy & Finances

Volatility of General Fund Expenditures

The average annual fluctuation of state expenditures from year to year, between 2000 and 2015.

Wyoming’s expenditures fluctuated on average 5.0 percentage points per year between 2000 and 2015.

RANK: 49th

State Gross Domestic Product

Total revenue from all goods and services in a state’s economy.

Wyoming’s GDP per capita in 2016 was $60,004.

RANK: 7th

New Economy Index

The extent to which a state’s economy matches knowledge-based industries.

RANK: 47th

State Reserves

“Rainy day” fund resources maintained to offset economic downturns.

Between FY2016 and FY2018, Wyoming’s average rainy day fund balance as a share of annual expenditures was 104.9%.

RANK: 1st

State Debt and Unfunded Liabilities

Debt and unfunded liabilities as a portion of state revenue.

Wyoming’s debt and unfunded liabilities total 98.6% of annual state revenues.

RANK: 8th

Income Inequality

The gap between the median family income of families in the highest and lowest income groups.

Wyoming’s families whose income is $110k or more have incomes that are 9.7 times as much the annual income of families whose income is $30k or less.

RANK: 2nd
Recommended Steps for State Policymakers

- Enhance the State Risk Assessment with additional state-level data to provide specificity and context for assessing state risks to educational opportunity.

- Conduct a statewide “public policy audit” to understand the policies that increase risks to educational opportunity.

- Using the results of a policy audit, develop a fiscally sustainable compact for higher education that enhances college opportunity, specifying the responsibilities of students and families, colleges and universities, and taxpayers.

- Use the State Risk Assessment to inform state higher education budgeting and accountability on an ongoing basis.