



The Emerging Policy Triangle:

Economic Development, Workforce Development, and Education

**Updated Profiles for All 50 States
and Including International
Comparative Data**

May 2007

**Dennis Jones and Patrick Kelly
National Center for Higher Education
Management Systems**

Supported by a grant from the Ford Foundation



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The Western Interstate Commission for Higher Education (WICHE) is an interstate compact created by formal legislative action of the states and the U.S. Congress. Its mission is to work collaboratively to expand educational access and excellence for all citizens of the West. Member states are:

Alaska	Idaho	Oregon
Arizona	Montana	South Dakota
California	Nevada	Utah
Colorado	New Mexico	Washington
Hawaii	North Dakota	Wyoming

WICHE's broad objectives are to:

- Strengthen educational opportunities for students through expanded access to programs.
- Assist policymakers in dealing with higher education and human resource issues through research and analysis.
- Foster cooperative planning, especially that which targets the sharing of resources.

This publication was prepared by the Policy Analysis and Research unit, which is involved in the research, analysis, and reporting of information on public policy issues of concern in the WICHE states.

This report is available free of charge online at http://www.wiche.edu/Policy/Changing_Direction/Pubs.asp.

For additional inquiries, please contact the Policy Analysis and Research unit at (303) 541-0248 or jporter@wiche.edu.

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FOREWORD

In November 2004 WICHE published the original version of *The Emerging Policy Triangle: Economic Development, Workforce Development, and Education*. This report was funded through a grant from the Ford Foundation – entitled *Expanding Engagement: Public Policy to Meet State and Regional Needs* – which sought to better inform legislators and other key policymakers about a confluence of forces bearing down on higher education and the resulting impacts to state goals and priorities. The analysis, prepared by Dennis Jones and Patrick Kelly of the National Center for Higher Education Management Systems argued that state policymakers needed to pay greater attention to the role of education – especially postsecondary education – in meeting state workforce and economic development goals. Using an array of data, the report highlighted the ways in which a state’s stock of human capital is depleted and replenished through education, migration, and the aging of the workforce (i.e., retirements). In its appendix, the report provided profiles containing key related indicators for the 15 member states of WICHE.

The Ford Foundation generously provided a new grant to WICHE to extend and build upon this work. Called *Escalating Engagement: State Policy to Protect Access to Higher Education*, this project has two main themes: how states can assure that access to higher education is maintained and expanded; and how states can strengthen the connection between higher education and state workforce development goals. As part of this grant, WICHE commissioned Jones and Kelly to update and revise the original *Emerging Policy Triangle* paper with new data and analysis and to extend the profiles to include all 50 states. An important element to this revised edition is the addition of data from the Organisation for Economic Co-operation and Development (OECD) showing how well the United States and

its individual states fare in comparison to other countries on measures of educational attainment. These data provide a benchmark for action, given the interrelatedness and heightened competition of an increasingly global economy. In addition, they are sobering evidence that more attention must be paid to how states can better harness the resources of their higher education systems to assure that they remain competitive in the decades to come.

ACKNOWLEDGMENTS

This report was made possible by a grant from the Ford Foundation to the Western Interstate Commission for Higher Education (WICHE). The authors thank WICHE for its continued support of important policy research related to the role of higher education in supporting and enhancing state workforce and economic development. In particular, we express our gratitude to two individuals who contributed to the completion and publication of this study. David Longanecker, executive director of WICHE, and Cheryl Blanco, WICHE’s former senior program director for policy analysis and research, provided feedback in the formulation and during the writing of this report. At the National Center for Higher Education Management Systems, our special thanks go to John Clark, data analyst, and Jay Reeves, executive assistant. At WICHE, we also appreciate the talents of Annie Finnigan, communications associate, for editorial assistance, and Candy Allen, graphics designer, in preparing the report for publication.

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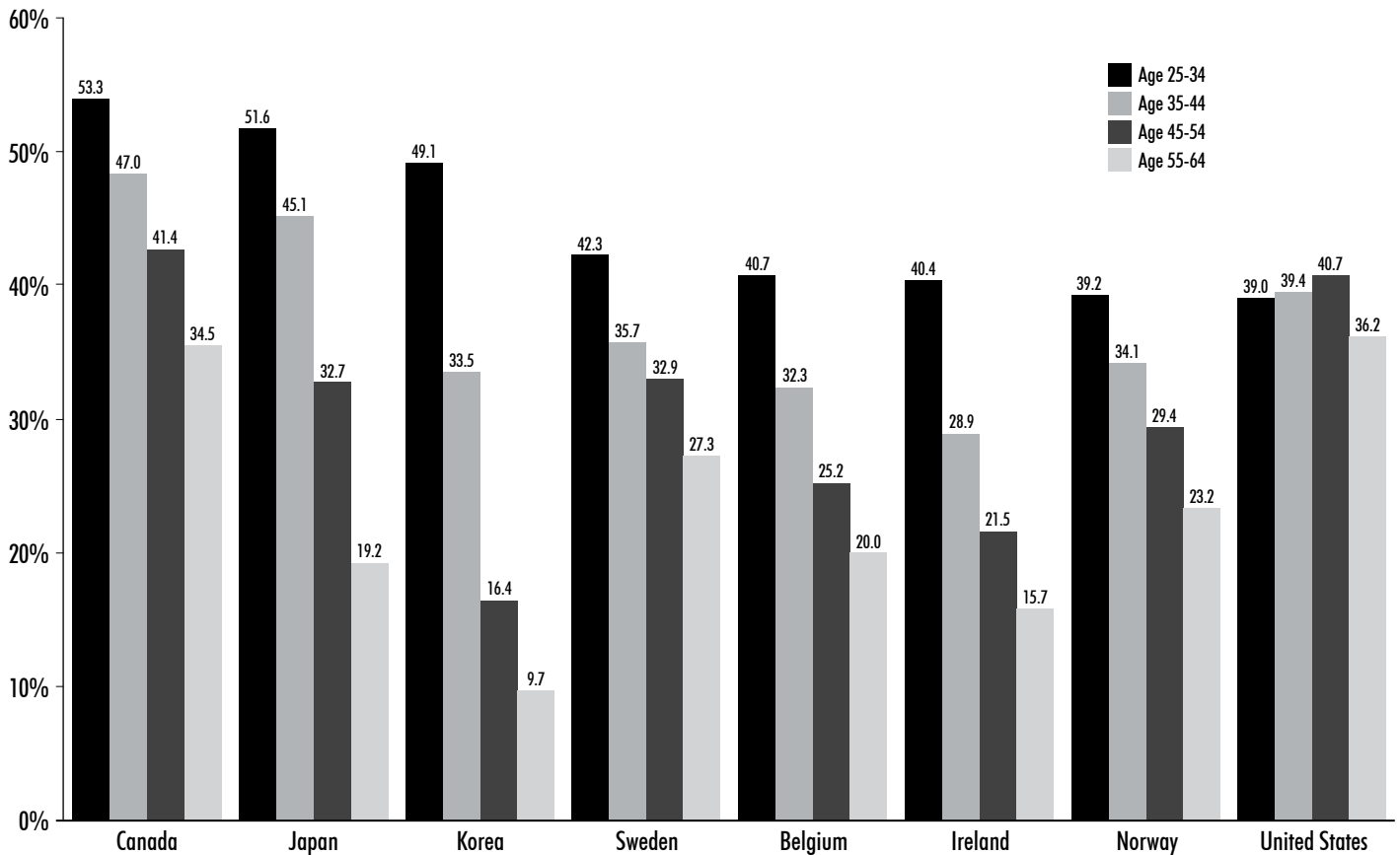
INTRODUCTION

Few issues unite policymakers in quite the same way as economic development does. Whether their responsibilities are national, state, regional, or local, individuals who make and implement public policy all want to ensure economic growth and prosperity. All understand that the American way of life is fundamentally dependent on economic competitiveness. They also understand the rest of the equation: strong economies are characterized by an abundance of well-paying jobs; and overwhelmingly, well-paying jobs are held by individuals who have knowledge and skills obtained through education beyond high school. Where physical capital drives industrial economies, human capital drives economies in the information age. In this regard the position of the U.S. is becoming increasingly worrisome. While the citizens of the

U.S. are still among the best-educated in the world, this supremacy is eroding. Leadership in educational attainment has been achieved largely because those Americans now approaching retirement age are much more highly educated than their counterparts in other countries. But when it comes to the younger generation, our global position has slipped considerably. The U.S. now ranks eighth among the industrialized countries of the world in the proportion of the population age 25 to 34 with at least an associate's degree (see Figure 1).

This figure reveals that the U.S. is losing its place in the sun, not by performing more poorly than in the past – the proportion of those with associate's degrees is almost identical for those between the ages 25 to 34 and those who are 45 to 54 – but by

Figure 1.
Percent of Adults with an Associate's Degree or Higher by Age Group – Top Countries and the United States



Source: OECD, Education at a Glance 2005.

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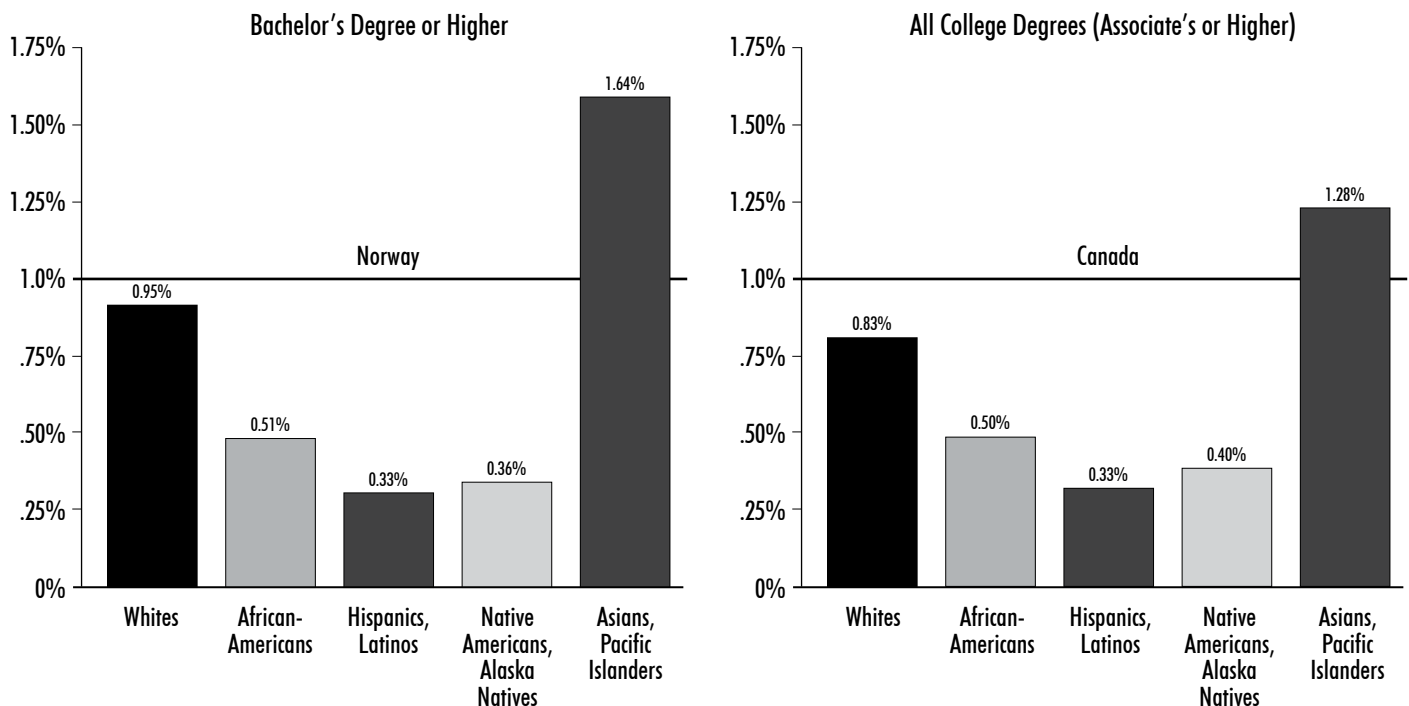
failing to improve. While the U.S. has made some advances in increasing the share of its citizens completing college, other countries (South Korea and Ireland, for example) have made enormous strides in the last 20 years. The improvement trajectories of several countries currently ranked lower than the U.S. suggest that several of them could outpace the U.S. in the coming decade or two.

Economic competitiveness will require the U.S. to succeed at enhancing its stock of human capital; the college attainment rates of the past 20 years will no longer suffice. This task would be difficult under any circumstances, given past performance; it will be even more difficult given the changing demographics of the country. Figure 2 indexes the educational attainment levels of different race/ethnic subpopulations in the U.S. with the attainment levels of the best-performing countries.

The college attainment levels of African-Americans and Hispanics fall far below those required for the U.S. to remain competitive – and these are by far the fastest-growing groups among the country’s young adult population. Without much greater success in educating students of color, the U.S. could fall into the ranks of second-class economic powers.

This set of realities places a premium on increasing the stock of human capital within political jurisdictions of all kinds. Because primary responsibility for a key factor in this equation – postsecondary education – falls to the states, individually and collectively, policymaking at this level is especially important. The balance of this brief paper is devoted to exploring the factors that come into play in enhancing the stock of human capital.

Figure 2.
Educational Attainment of Young Workforce (Age 25-34) in U.S. – Indexed to Top Countries, 2005 (Percent)



Sources: U.S. Census Bureau, 2005 American Community Survey, Public Use Microdata Samples; Organisation for Economic Cooperation and Development (OECD), Education at a Glance 2006.

A Conceptual View

Figure 3 illustrates the factors that combine to determine the stock of human capital available within a state or other jurisdiction.

It indicates that the pool of human capital, most particularly the portion that is active in the labor pool, is changed over time through:

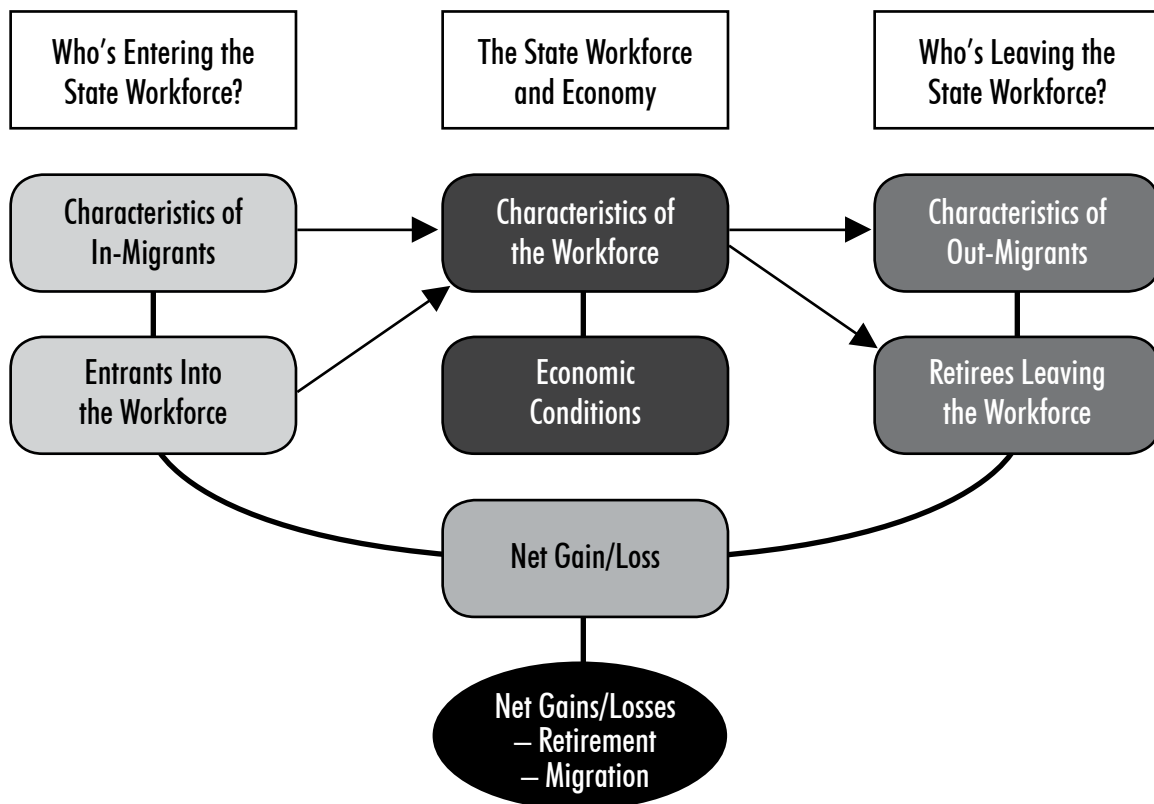
- ◆ Retirements.
- ◆ Individuals' choices to remove themselves from the labor pool. The human capital stays intact but is not being fully utilized as part of the economy.
- ◆ Entry through the process of "coming of age." Young people reach the age at which they can legally enter the workforce. When they do so, they bring with them knowledge and skills

largely accumulated through the processes of formal education. Generally, the higher the level of education, the greater their contribution to the stock of human capital; indeed, these young people generally increase their value as human capital as their education progresses.

- ◆ In- and out-migration. The stock of human capital expands and contracts through the actions of those who come into the state to take advantage of economic opportunities or leave because opportunities are better elsewhere.

While simple in concept, this diagram serves to highlight some of the complexities facing policymakers who have as their goal increasing the stock of human capital, particularly that portion participating in the workplace. To some extent,

Figure 3.
State Workforce and Economy



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policymakers are captives of demography. There is little they can do to change the number of retirees or young people entering the workforce. Although they cannot change these phenomena, they also cannot ignore them. With the baby boom

generation retiring and taking their talents out of the workforce, there are concerns about their replacements.

Figure 4.
Percent of Civilian Population Age 25-64 Participating in the Workforce, 2005



Source: U.S. Bureau of Labor Statistics.

In some states there is little policymakers can do (directly) to affect the level of workplace participation. Figure 4 portrays the proportion of the civilian population age 25 to 64 engaged in the workplace for each of the 50 states.

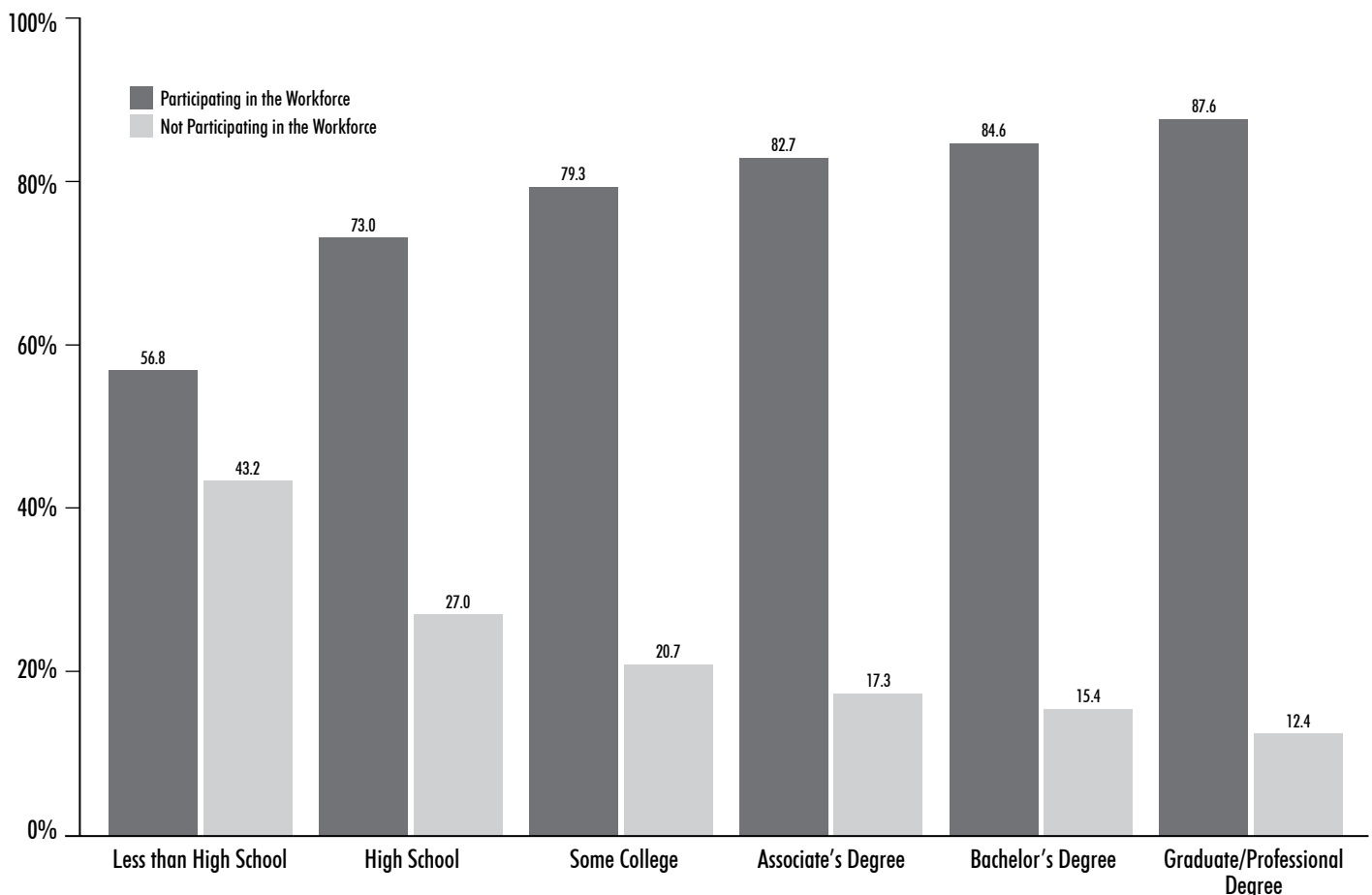
These data suggest that in states like North Dakota and Minnesota, expanding the workforce is not likely to occur through increasing the rate of participation in the workforce. In states with high participation, new jobs can be filled only if:

- ◆ Workers are imported.
- ◆ Productivity is improved in such a way as to decrease the need for workers in one area of the economy so that these workers can be redeployed elsewhere.

- ◆ The **intensity** of workplace participation is increased – workers fill multiple jobs.

In other states (like West Virginia and Kentucky), the number of jobs can be expanded within the constraints of the current population through the simple expedient of improving workforce participation. In these states the question is whether or not those not participating are qualified – on the basis of either physical or educational capacity – to do so. Additional information about nonparticipants is a key to designing workforce development initiatives for such states. Figure 5 shows the national average workforce participation by education attainment levels; the more education, the more likely individuals will be working.

Figure 5.
Participation in the Workforce by Level of Education, 2000 (Percent)



Source: Integrated Public Use Microdata Series 5% sample, www.ipums.org.

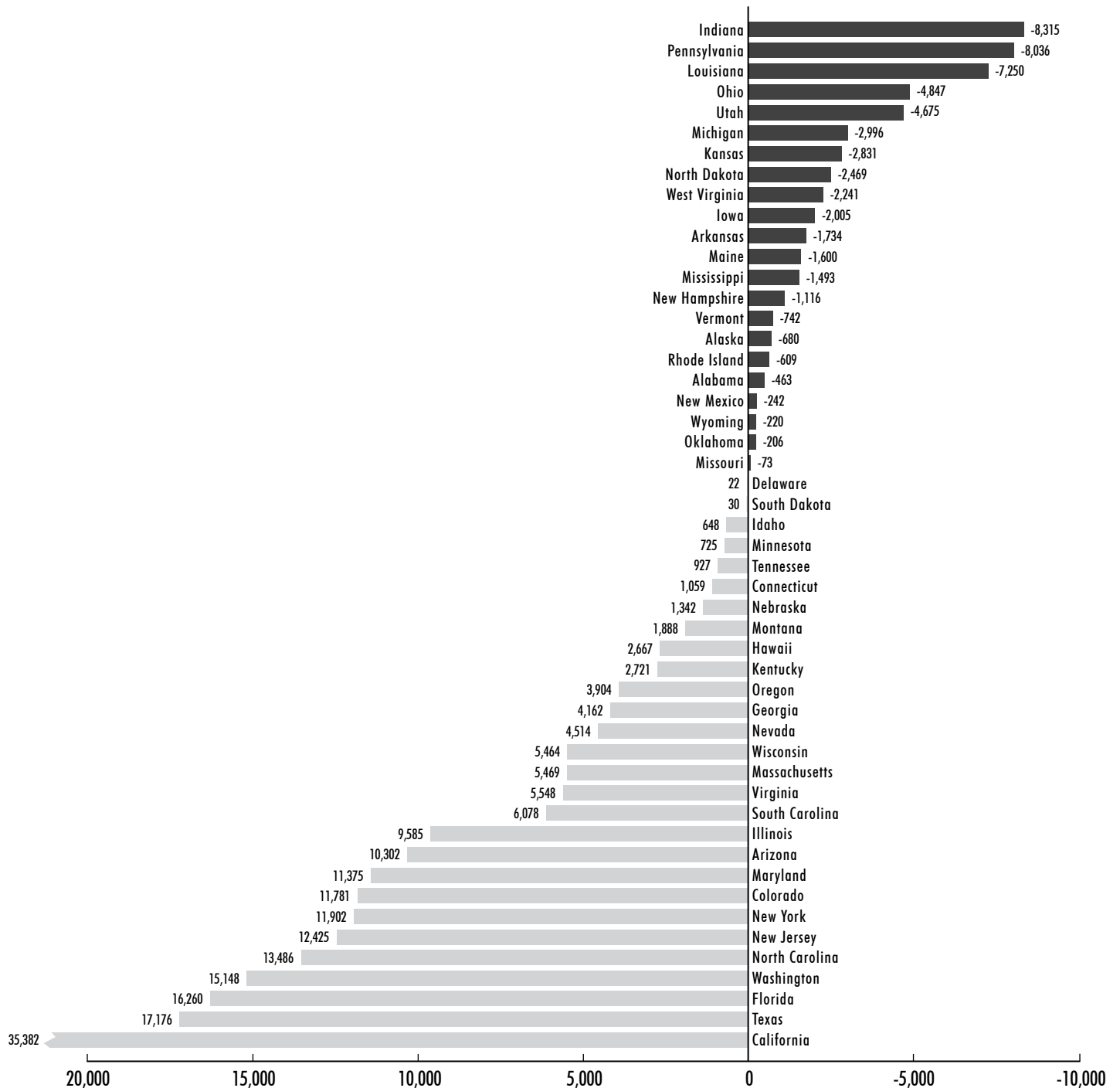
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Particularly disconcerting is the fact that almost half the working-age adults with less than a high school education do not participate in the workforce. Based on these statistics, it is clear that a primary avenue to increased workforce participation is further

education of adults with low levels of educational attainment.

Figures 6 and 7 indicate the net levels of in- and out-migration in the five-year period preceding the

Figure 6.
Net Migration of Residents Age 22-29 with an Associate's Degree or Higher, 2004-05

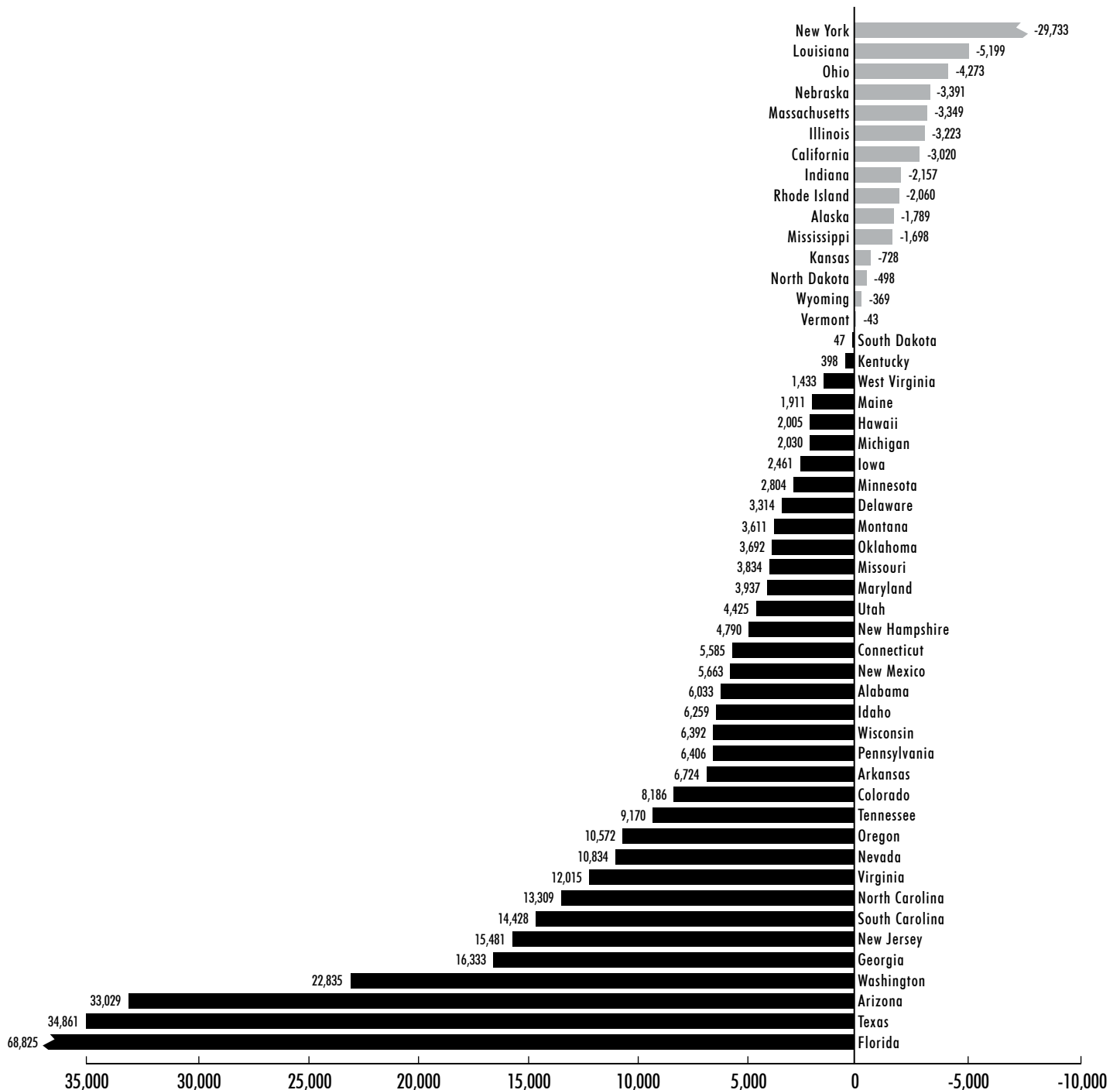


Source: U.S. Census Bureau, 2005 ACS PUMS File.

2000 decennial census. Figure 6 presents migration data for recent college graduates (those in the 22 to 29 age group), while Figure 7 presents similar data for the 30- to 64-year-old population. Taken together, these represent indicators of the

migration of the working-age population. The states differ dramatically on these measures. Florida, for example, saw a net in-migration of more than 80,000 people with at least an associate's degree between 2004 and 2005, while Louisiana lost over

Figure 7.
Net Migration of Residents Age 30-64 with an Associate's Degree or Higher, 2004-05



Source: U.S. Census Bureau, 2005 ACS PUMS File.

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13,000 people with that educational attainment level over the same period. New York, on the other hand, experienced an in-migration of recent college graduates (ages 22 to 29) but a substantial out-migration of college graduates aged 30 to 64.

Additional data about migration – by levels of education – are presented for each of the 50 states in Appendix A. For those states with large net imports of talent, the question is whether they are providing sufficient educational opportunity for their own citizens. In states with high in-migration and low degree production, the question is whether well-paying jobs are going to out-of-staters, while menial jobs are being filled by the residents. For those states with large net exports, the primary task is **workplace**, not **workforce**, development. Educational institutions are producing more college graduates than the economy can absorb. In these states the policy emphasis has to be job creation, not just training manpower for jobs that are going begging. Here economic development and workforce development must go hand-in-hand (more about this toward the end of this paper).

Finally, the size and nature of the workforce is determined by the numbers of new workers entering the workforce and the education levels of these entrants. This is the arena in which policy can have the most impact. While the size of the pool of potential entrants is largely outside the realm of policy, the movement of this cohort of young people through the education pipeline can be affected. The education pipeline focuses on several key transition points:

- ◆ High school completion (as measured by high school completions as a percent of 9th graders four years earlier).
- ◆ High school completion to college entrance (as measured by the percentage of recent high school graduates enrolling the following fall semester anywhere in the U.S.).
- ◆ Success in college (as measured by the percentage of first-time freshmen graduating three years later in associate's programs and six years later in bachelor's programs).

Figure 8 provides a set of summary indicators concerning the success of states in moving students through this pipeline.

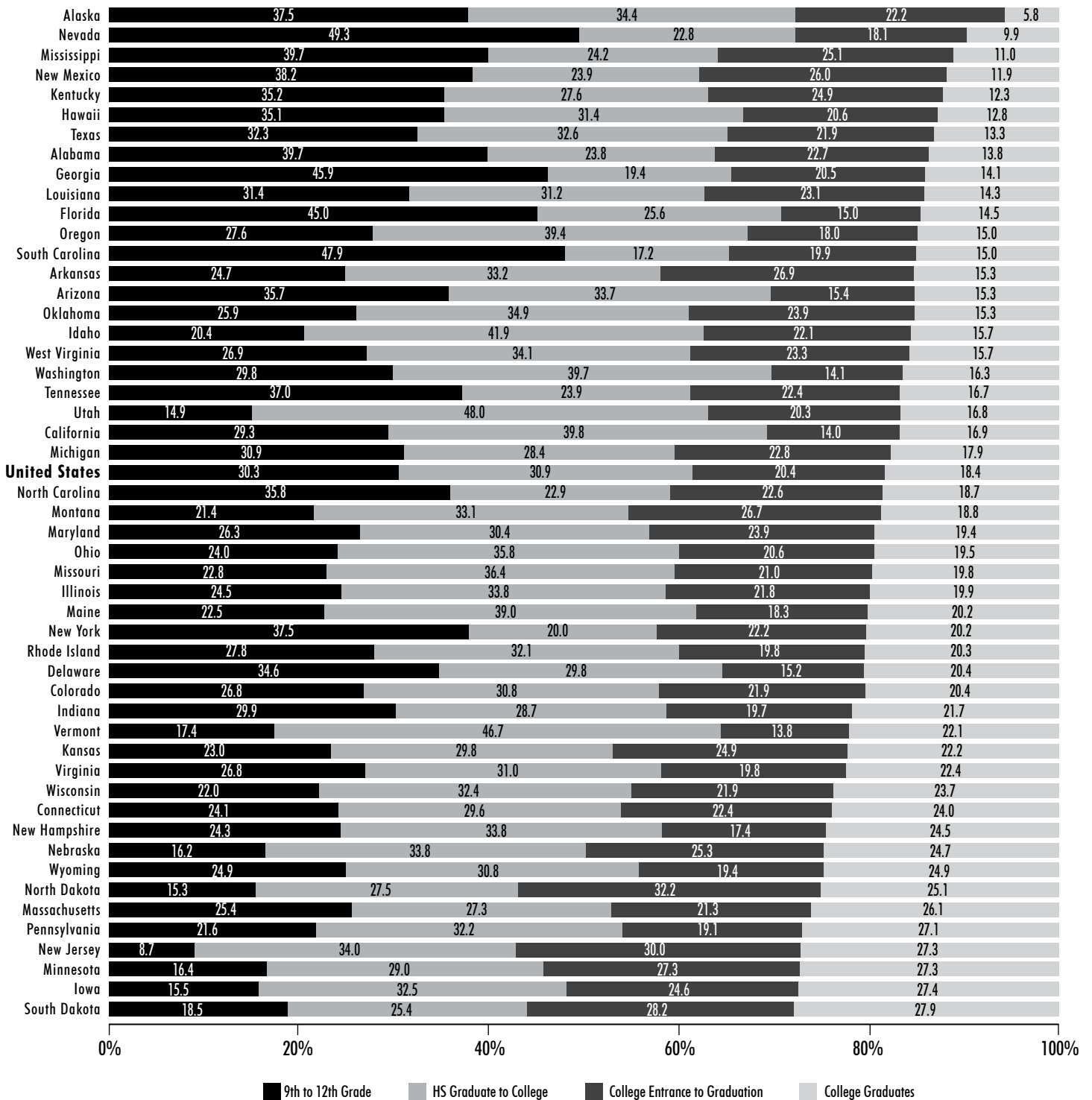
Two things are revealed by these data. First, no state does particularly well – the pipeline is leaky in all states. Second, the nature of the leakage varies substantially from state to state, even for states with similar overall performance. For example, Georgia and Oregon have comparable results at the end of the pipeline. However, the most substantial losses in Georgia occur in the failure of students to complete high school while in Oregon the primary loss is in the failure of successful high school graduates to pursue postsecondary education – two very different situations that require different policy responses.

Figures 9 and 10 provide quick, state-by-state snapshots of the overall production of educated citizens by a state's system of postsecondary education, relative to the population age 18 to 34 with only a high school diploma: the young adults who are ready to enter, but who have not taken advantage of, higher education. Figure 9 provides information about production of associate's degrees and postsecondary certificates. Wyoming is an example of a state that does well on this measure, in comparison to other states: it awarded 129 credentials and degrees from two-year colleges per 1,000 high school graduates age 18 to 34 (those with only a high school diploma). Figure 10 presents data about the production of baccalaureate degrees. Here, Wyoming falls well below the national average of nearly 75 bachelor's degrees (it is ranked 48th among the states). In both cases the data represent degree production by all institutions in the state, both public and private.

Affecting these bottom-line production numbers are two other factors:

- ◆ The proportion of college-bound first-time freshmen who choose to remain in the state to attend college.
- ◆ The extent to which states are either net importers or exporters of first-time freshmen.

Figure 8.
Student Pipeline – Percent Loss at Each Stage of Transition, 2004

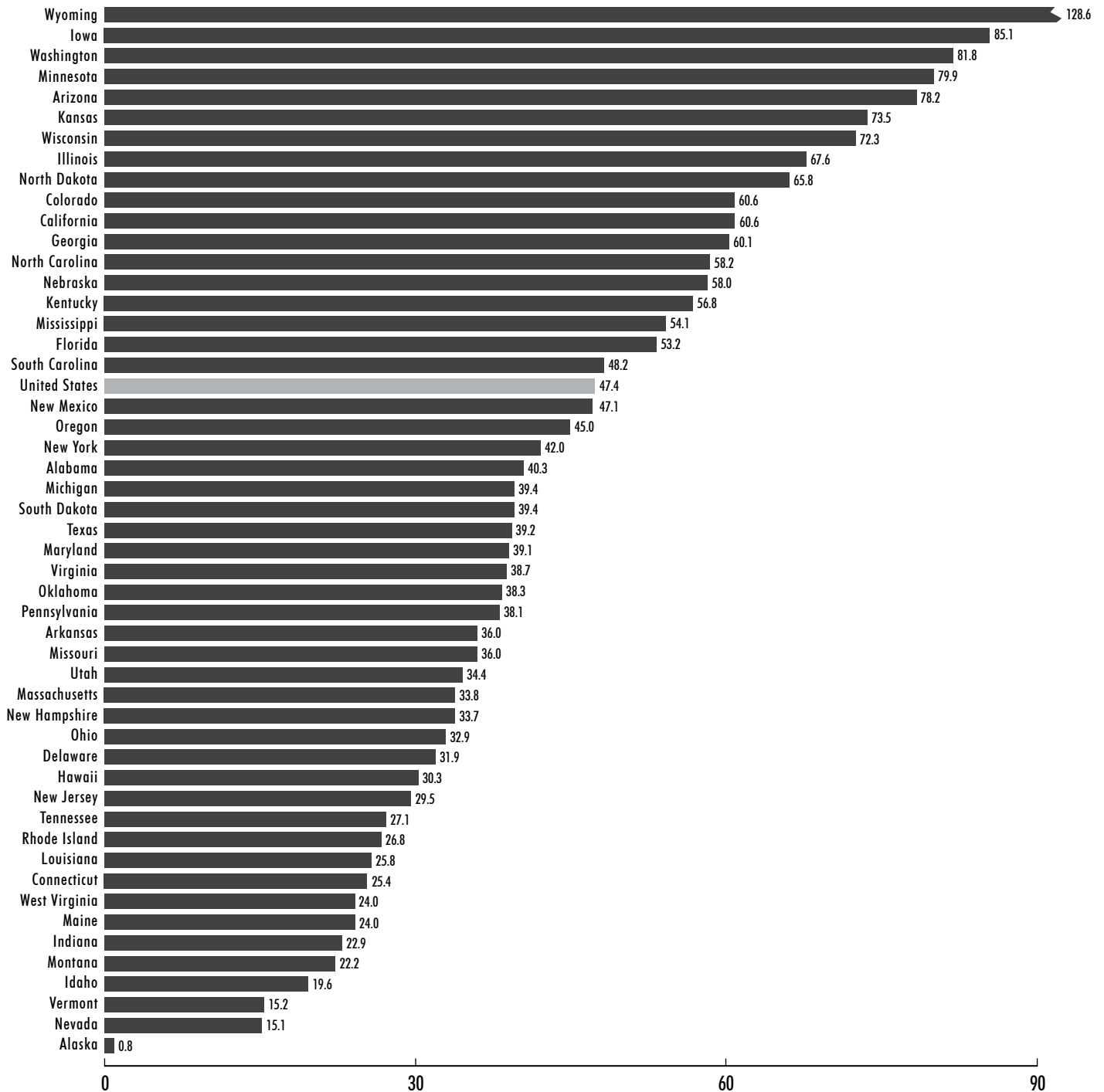


Source: NCES-IPEDS, Fall Enrollment Survey.

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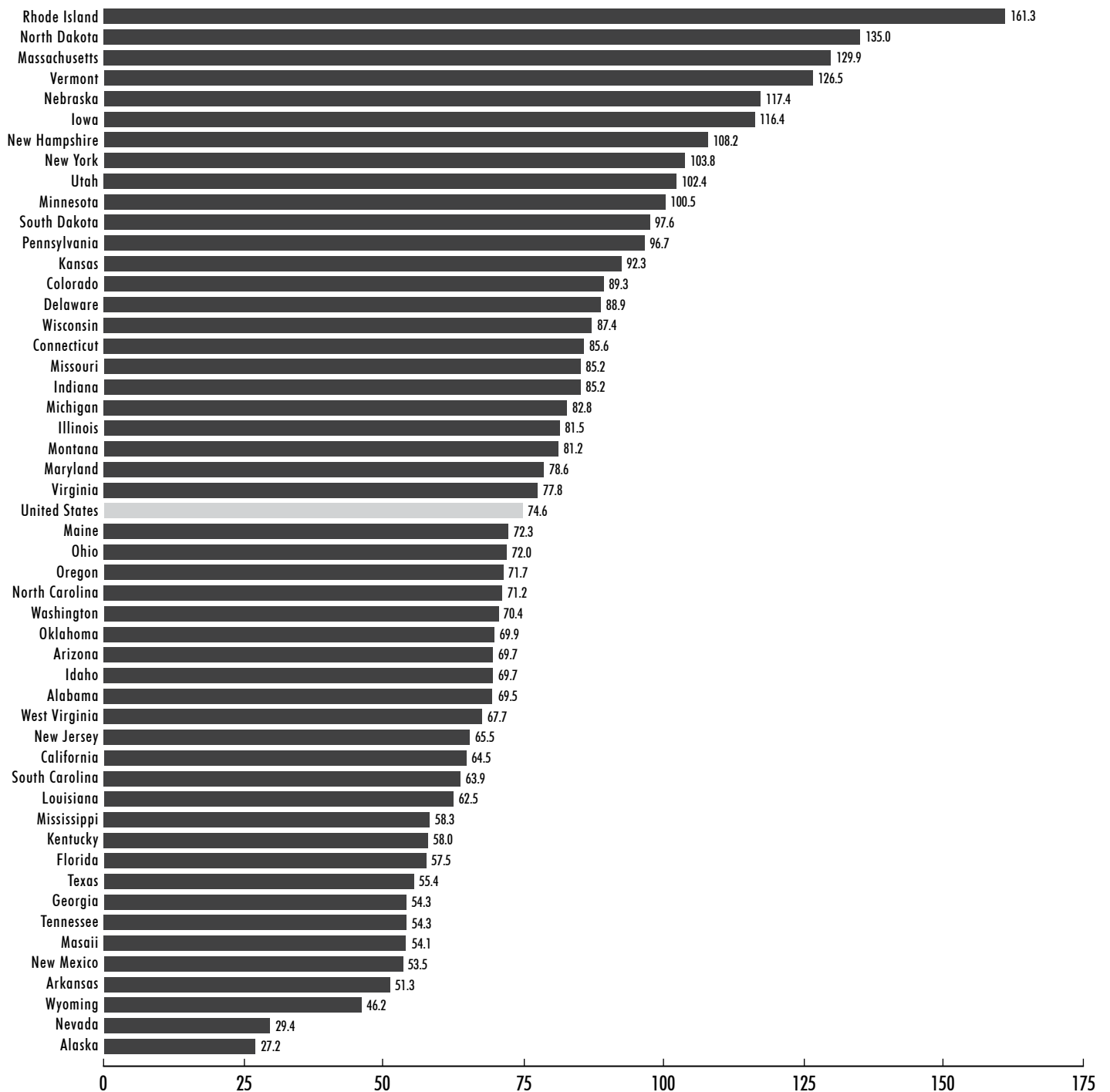
Figure 9.

Annual Credentials and Degrees Awarded at Two-Year Colleges per 1,000 Adults Age 18-34 with Only a High School Diploma, 2004-05



Source: NCES-IPEDS Completions Survey, U.S. Census Bureau.

Figure 10.
Annual Bachelor's Degrees Awarded per 1,000 Adults Age 18-34 with Only a High School Diploma, 2004-05



Source: NCES-IPEDS Completions Survey, U.S. Census Bureau.

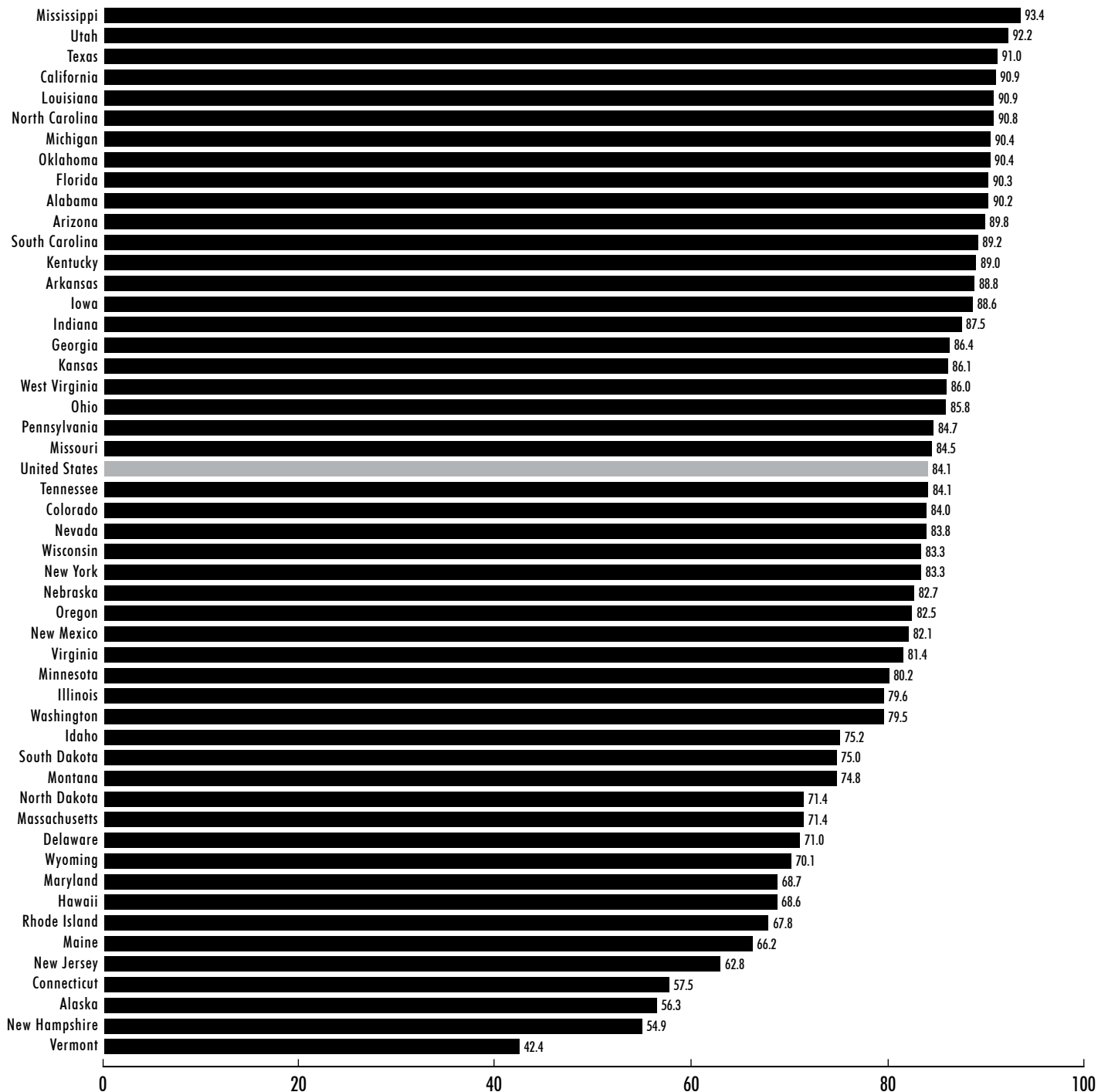
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Figure 11 provides data about the first of these factors, Figure 12 about the second.

Again, these data serve as diagnostic tools and indicate a potential focus of policy intervention

if the intent is to grow an in-state workforce. On the one hand, steps can be taken to staunch the outward flow of college-bound students. For example, several state merit-based scholarship programs have been designed to combat “brain

Figure 11.
Percent of College-Bound First-Time Freshmen Enrolling In-State, Fall 2004

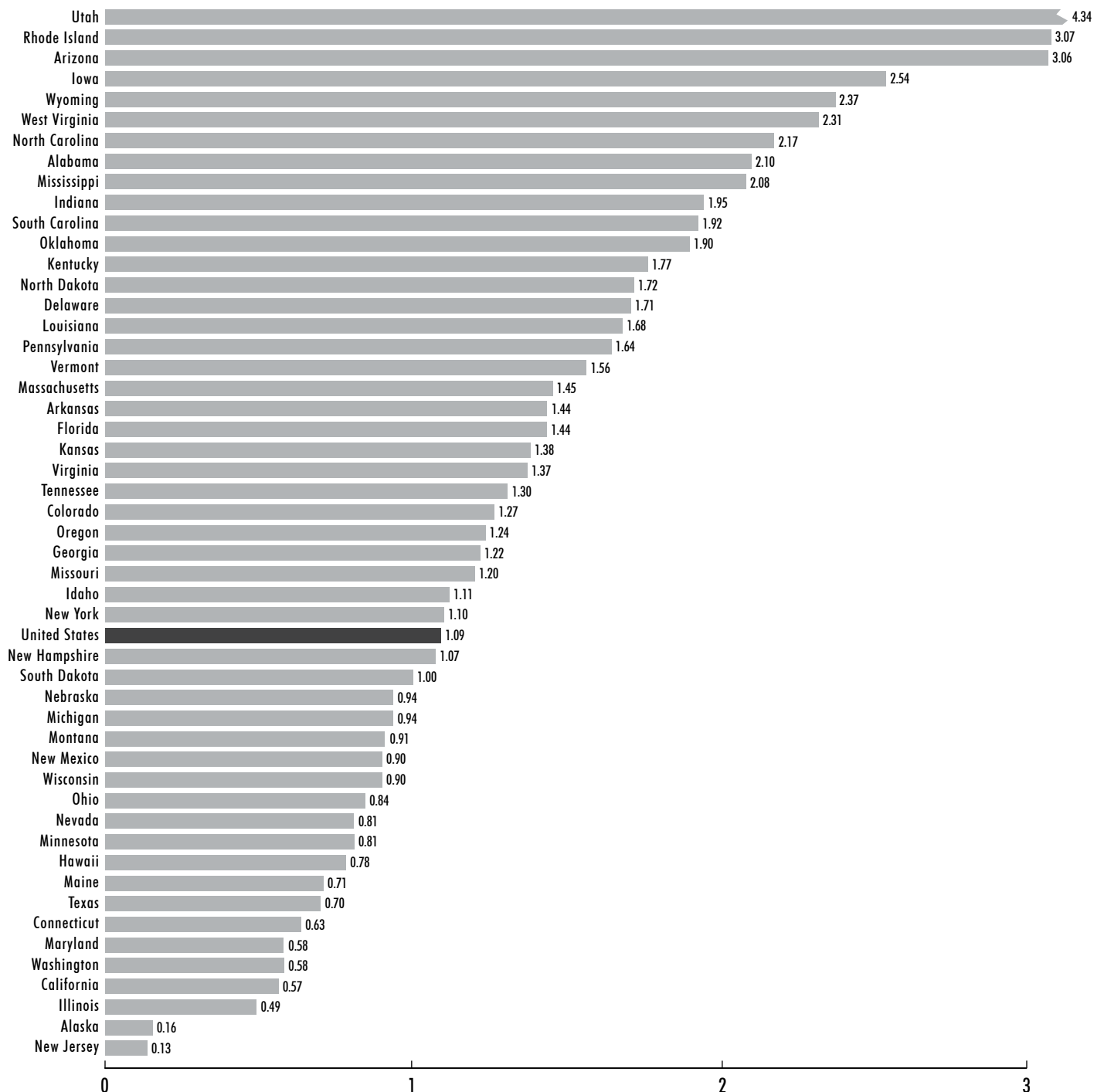


Source: NCES-IPEDS Residence and Migration Survey.

drain” and to keep the best and the brightest at home. On the other hand, some states use tuition-setting policies (pricing) to foster in-flows of students. As an aside, it must be noted that keeping (or bringing) students into the state serves

the manpower development goals only if they remain after graduation. They will quickly migrate elsewhere if the state’s employers do not have available jobs that take advantage of their newly acquired knowledge and skills or do not offer jobs

Figure 12.
Import/Export Ratio of First-Time Freshmen (<1 = Exporter, >1 = Importer), Fall 2004



Source: NCES-IPEDS Residence and Migration Survey.

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at competitive salaries. Figure 13 compares imports versus exports – by state – for entering college students and young college graduates.

Figure 13.
Imports vs. Exports of College Students and Young College Graduates

State	Import/Export Ratio of College-Going Students in Fall 2002 (<1=Exporter, >1=Importer)	Import/Export Ratio of Young College-Educated Residents Age 22-29 from 1995 to 2000 (<1=Exporter, >1=Importer)
Alabama	2.10	0.96
Alaska	0.16	0.78
Arizona	3.06	1.65
Arkansas	1.44	0.74
California	0.57	1.71
Colorado	1.27	1.71
Connecticut	0.63	1.08
Delaware	1.71	1.01
Florida	1.44	1.43
Georgia	1.22	1.16
Hawaii	0.78	1.55
Idaho	1.11	1.12
Illinois	0.49	1.29
Indiana	1.95	0.63
Iowa	2.54	0.85
Kansas	1.38	0.75
Kentucky	1.77	1.27
Louisiana	1.68	0.47
Maine	0.71	0.71
Maryland	0.58	1.55
Massachusetts	1.45	1.19
Michigan	0.94	0.90
Minnesota	0.81	1.03
Mississippi	2.08	0.83
Missouri	1.20	1.00
Montana	0.91	1.58
Nebraska	0.94	1.26
Nevada	0.81	1.81
New Hampshire	1.07	0.84
New Jersey	0.13	1.63
New Mexico	0.90	0.95
New York	1.10	1.23
North Carolina	2.17	1.63
North Dakota	1.72	0.46
Ohio	0.84	0.83
Oklahoma	1.90	0.98
Oregon	1.24	1.42
Pennsylvania	1.64	0.79
Rhode Island	3.07	0.88
South Carolina	1.92	1.61
South Dakota	1.00	1.01
Tennessee	1.30	1.05
Texas	0.70	1.47
Utah	4.34	0.65
Vermont	1.56	0.80
Virginia	1.37	1.18
Washington	0.58	1.94
West Virginia	2.31	0.64
Wisconsin	0.90	1.36
Wyoming	2.37	0.93

Source: NCES-IPEDS Residence and Migration Survey, U.S. Census Bureau.

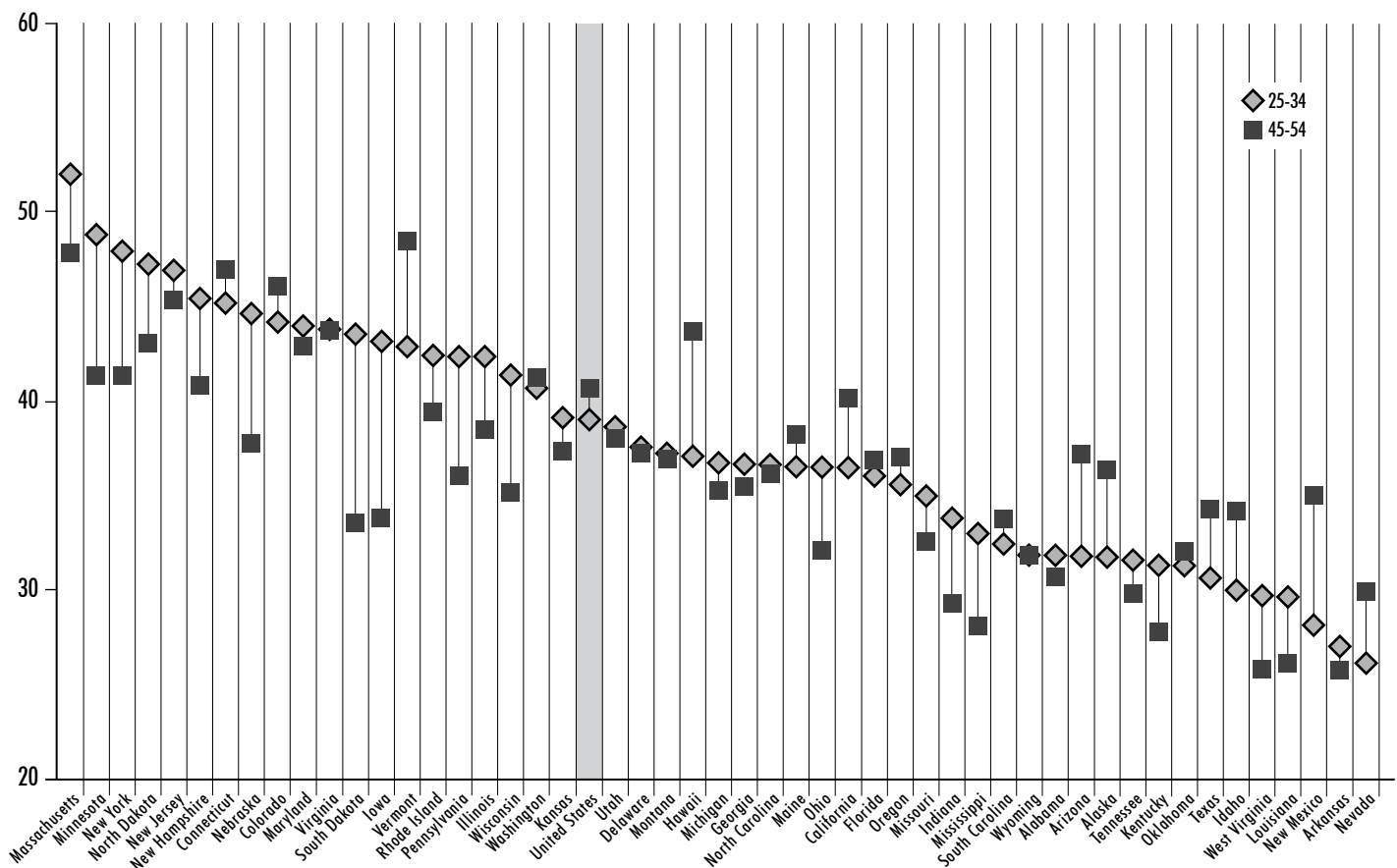
Some states (such as Indiana, Iowa, and Wyoming) are net importers of college students and net exporters of college graduates. States like Washington, New Jersey, and Maryland export college students but have vibrant economies to attract young college graduates from other states.

All of the discussion thus far has been about flows, into and out of a state's workforce. There remains the issue of the educational attainment of the workers currently in the workforce – the incumbent workers. The majority of the workers who will be employed in any state's economy in the year 2020 are already working in that economy. The human capital on which states will be depending in the foreseeable future is in place. If that pool of talent lacks the knowledge and skills required for the global economy of the 21st century, it is unlikely that deficiencies can be overcome solely through bringing more qualified workers into the pool through either the educational pipeline or importation.

While there is no true measure of the supply of knowledge and skills available in a workforce, education levels are a good proxy. Labor economists indicate that in the near future, 70 percent or more of all jobs will require some education beyond high school. Further, those individuals with less than a high school education will not be prepared to make a contribution to the economy. The nature of the problems facing states regarding the education of their incumbent workforces is indicated in the following three figures. Figure 14 indicates the education attainment levels of adults age 25 to 34 and 45 to 54. In some states (California, Arizona and Nevada, for example), the younger generation is less well educated than the older. When the older generation retires, these states will see a decrease in the educational attainment levels of their workforce.

These and other data point to the need for many states to pay increased attention to “reentry” students – those who dropped out of high school and never went to college or went to college but did not complete a program of study. It is this group of individuals who need higher levels of skills if the

Figure 14.
Difference in College Attainment Between the Young and Older Population, 2005



Source: U.C. Census Bureau, American Community Survey 2005.

states, and the country, are to remain economically competitive.

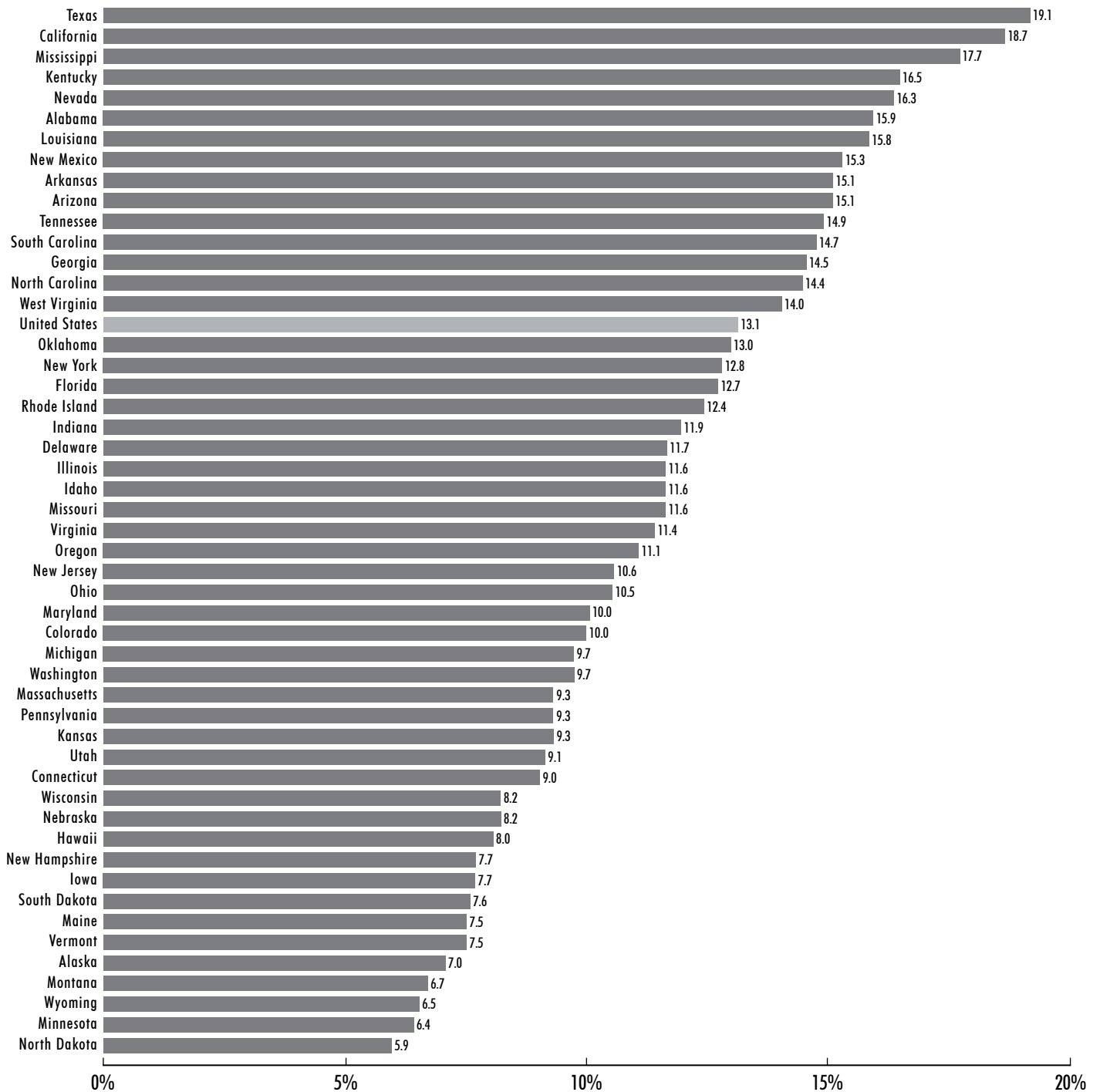
Figure 15 indicates the population age 25 to 64 in each state – those individuals composing the bulk of the workforce – who have less than a high school education. Figure 16 indicates the proportion of that same cohort that has some education beyond high school (although they may not have received a degree of any kind).

These data reveal that some states have a very large need for the most basic forms of training for their incumbent workers. In a few states, the proportion of adults with less than a high school education is nearly one in five; in more than half, it is greater than 10 percent. In these states a large

portion of the population is not in a position to move to the level of “some education beyond high school” – these individuals have yet to achieve the prerequisite high school diploma.

This area of adult literacy is one that falls into policymaking limbo in most states. Because the subject matter content is precollegiate in nature, responsibility often is assigned to those responsible for elementary and secondary education policy in the state. In most cases there is little attention to the issue beyond the minimum required by federal programs that are the primary sources of funds for what initiatives there are in this arena. Given that the acquisition of basic workplace literacy skills is the single largest workforce development problem in numerous states, it deserves more concerted attention than it has received.

Figure 15.
Percent of Population Age 25-64 with Less than a High School Diploma, 2005

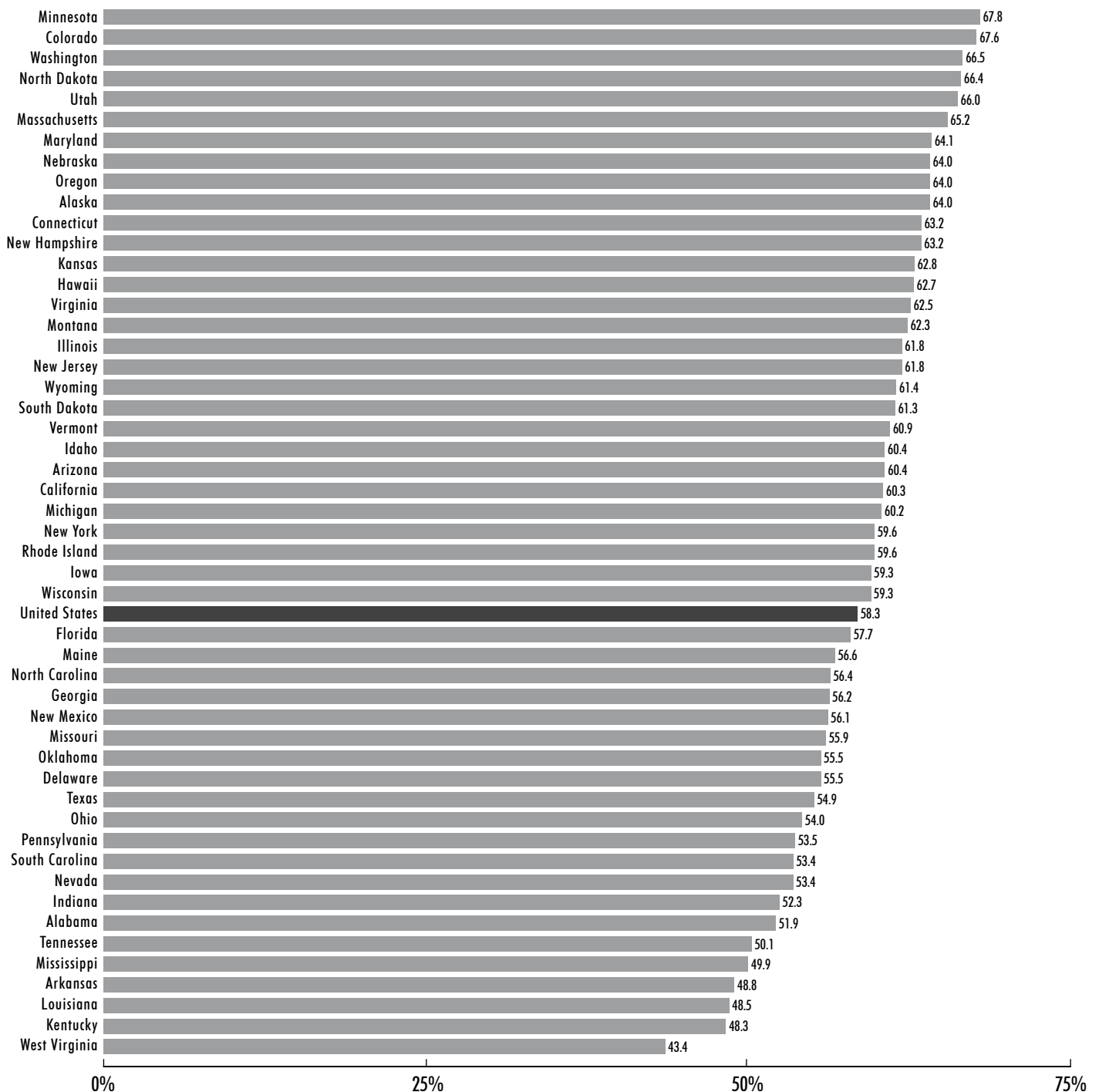


Source: U.S. Census Bureau, American Community Survey 2005.

Even in states that have a reasonably well-educated workforce, there is a need for continuous attention to enhancing human capital assets. The following two figures provide some insight into the extent to

which citizens of a state are engaging in education on a part-time basis. Figure 17 indicates the number of nontraditional-age students enrolled relative to the size of the 25 to 49 age cohort with high school

Figure 16.
Percent of Population Age 25-64 with Some College or Higher, 2005



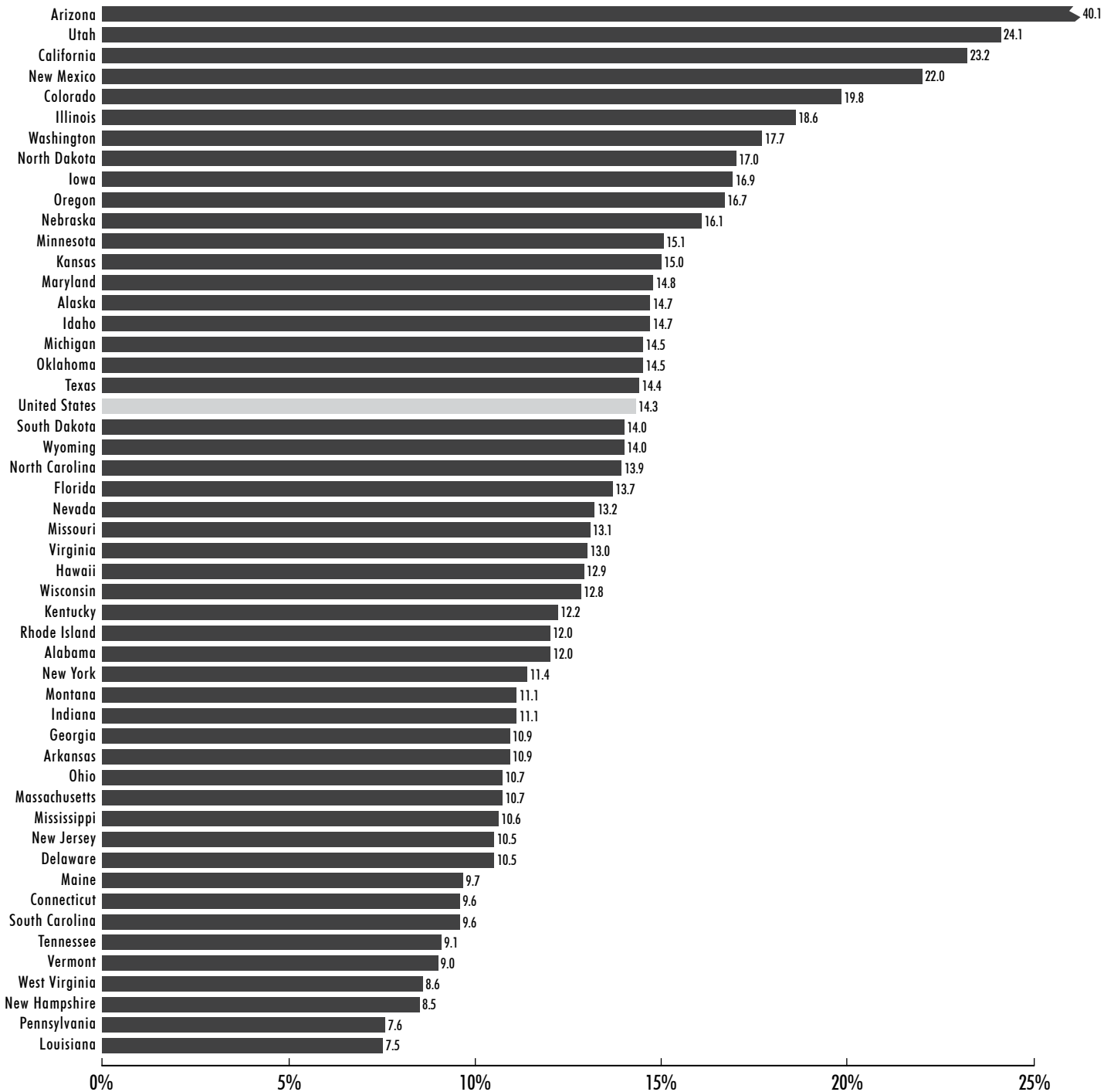
Source: U.S. Census Bureau, American Community Survey 2005.

but no college. As the figure illustrates, Louisiana, Pennsylvania, New Hampshire, and several other states each have only a small proportion of their 25- to 49-year-old population enrolled at the

undergraduate level. This suggests that there is much room for improvement in involving this nontraditional-age cohort in higher education to build these states' human capital assets.

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Figure 17.
Enrollment of Adults Age 25-49 as a Percentage of Adults Age 25-49 with a High School Diploma but no College, 2005

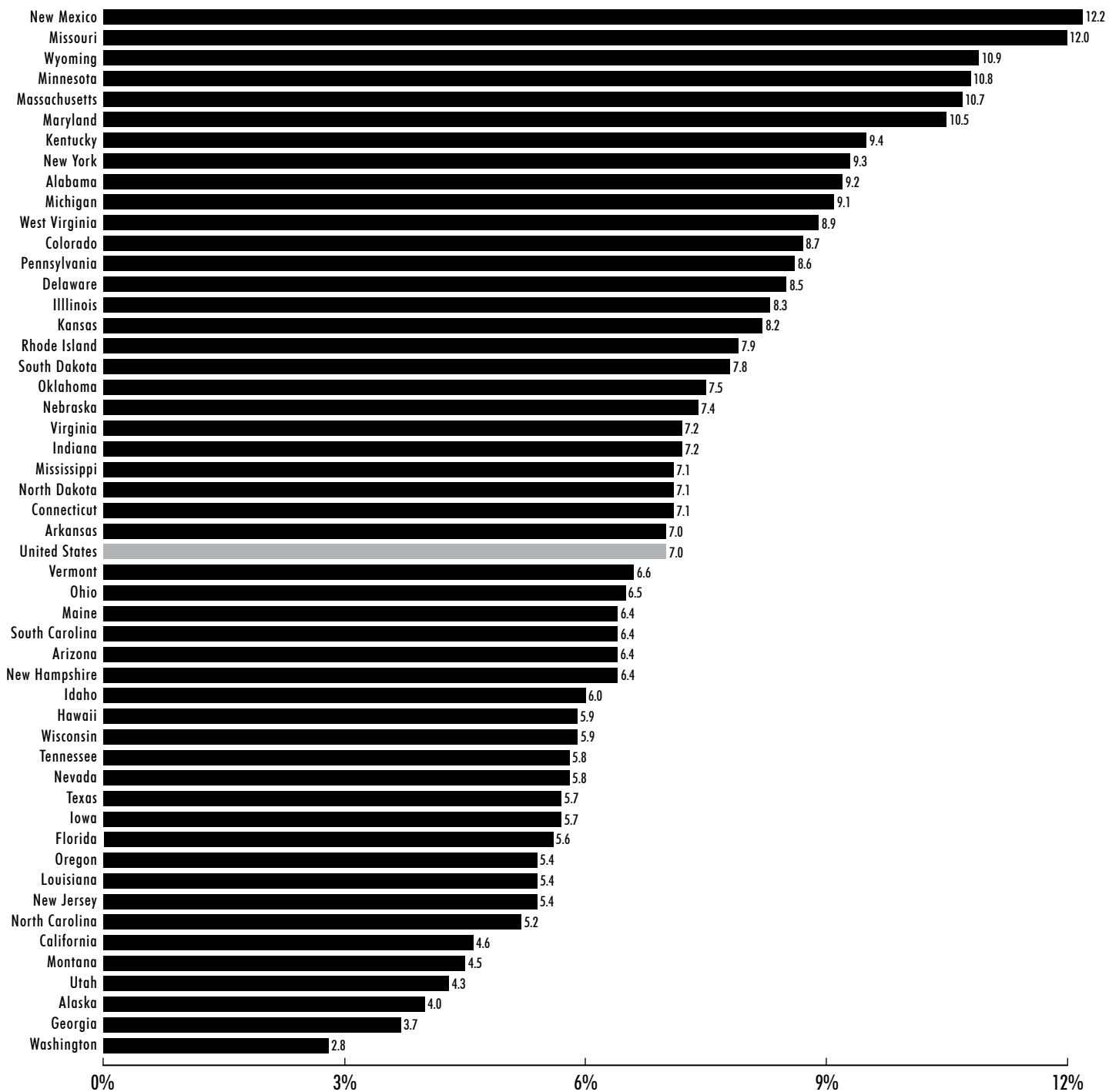


Source: NCES-IPEDS Fall Enrollment Survey, U.S. Census Bureau.

Figure 18 indicates the number of part-time graduate enrollments relative to the number of individuals in the state holding baccalaureate

degrees (and therefore eligible for graduate work). Washington, Georgia, Alaska, and Utah have low percentages of bachelor’s degree-holders enrolled

Figure 18.
Part-Time Graduate/Professional Enrollment as a Percent of Population Age 25-44 with Bachelor's Degrees



Source: NCES-IPEDS Fall Enrollment Survey, U.S. Census Bureau.

part-time in graduate or professional education, indicating a good opportunity to further develop the educational capital of these states. These measures

were chosen as reflective of the level of involvement in education of individuals who are workers first (not full-time students).

Emerging Policy Triangle

Economic Development

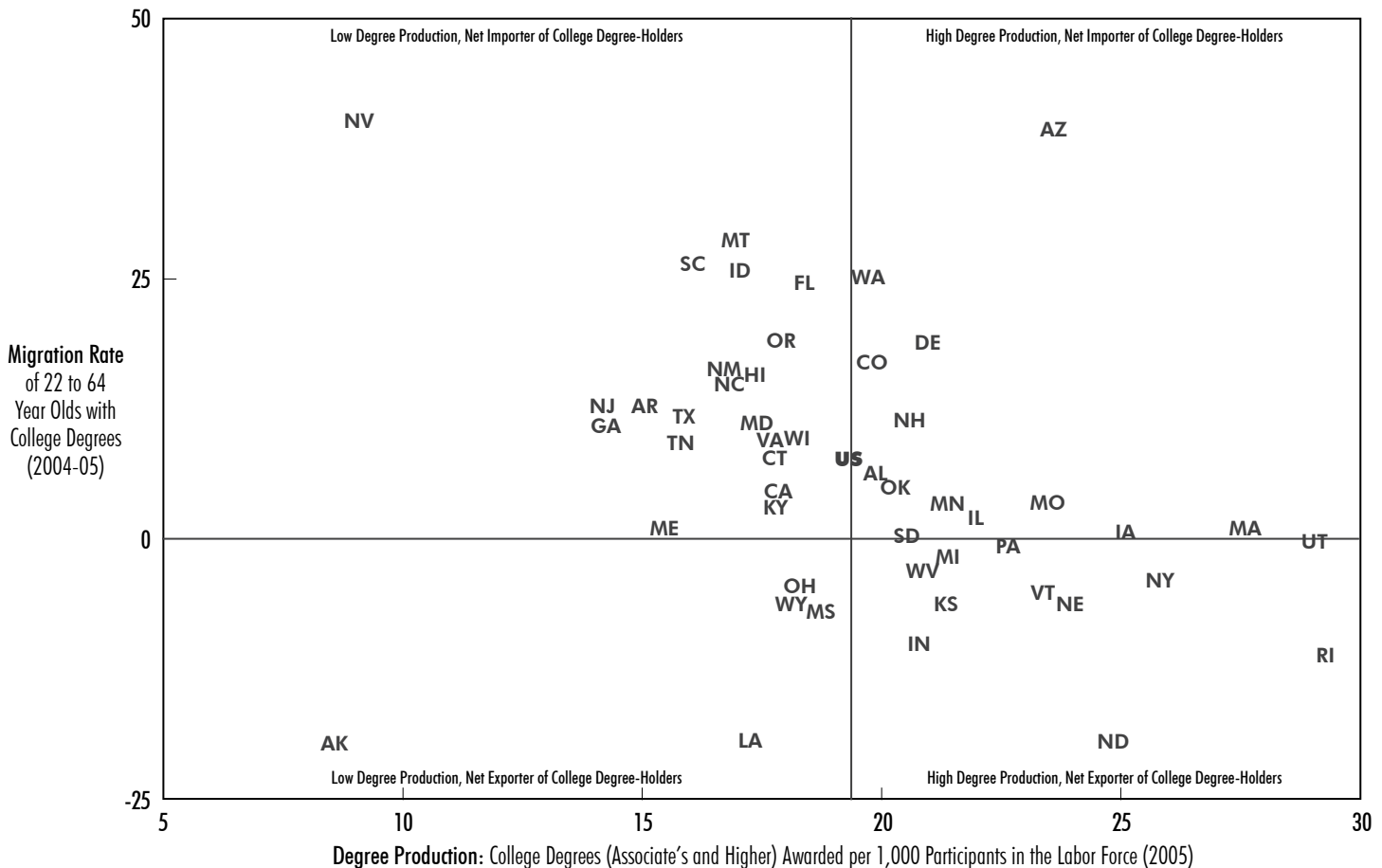
It is possible to do a good job of producing college graduates and yet, because of outmigration of skilled workers, have a faltering economy that yields low per capita incomes. Conversely, states can rely on a strong economy that attracts college-educated residents from other states while doing a relatively poor job of addressing the education needs of their own residents. Figure 19 puts this situation in perspective.

The states in the upper left-hand quadrant of this diagram are those in which the production of college graduates (workforce development) is an issue. They are meeting the needs of their economies only through importing talent. While the needs of the economy are being met, the question

of whether they are providing sufficient educational opportunities for their citizens must be addressed.

Conversely, those states in the lower right-hand quadrant of this figure are those in which the issue is more one of economic development than workforce development. These states produce skilled workers but do not have economies that can absorb their numbers. In such states the emphasis has to be on **workplace** (rather than **workforce**) development. In many ways this is the more difficult of the tasks. There is no tried-and-true recipe for changing the underlying structure and performance of a state's economy, although there are some requisite steps:

Figure 19.
Ability to Produce College Graduates vs. Ability to Retain and Attract College Graduates



Sources: U.S. Census Bureau, 2005 American Community Survey, Public Use Microdata Samples; National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS) 2004-05 Completions Survey.

- ◆ Recognizing the need to do so and creating a consensus that expanding and diversifying the economy is a priority item on the state's "public agenda."
- ◆ Understanding the assets – intellectual and economic – that can be brought to bear in tackling the task.
- ◆ Creating an entrepreneurial environment.
- ◆ Accepting failures – not all (even good) ideas pan out.
- ◆ Investing in individuals who not only have a track record in knowledge creation but also possess a commitment to using knowledge to foster wealth creation.

In all of this, higher education institutions and the intellectual capital housed within them are key state assets. The extent to which they are encouraged or discouraged from contributing purposively to economic development is largely a matter of the policy environment within which they operate. Some questions to ask in this regard:

- ◆ Is contributing to the state's economic development and diversification defined as a clear policy priority?
- ◆ Is there a recognition that this can be accomplished in numerous ways – research and commercialization of discoveries, entrepreneurship and using knowledge in new ways, helping existing firms expand and prosper?
- ◆ Are college and university employees allowed to personally benefit from innovations and discoveries?
- ◆ Are students encouraged to participate in entrepreneurial enterprises, and are institutions encouraged to create cooperative work-study opportunities for students?
- ◆ Do state policies discourage faculty and staff from taking risks? Are failures punished?

As a final point, it should be noted that the states with the highest per capita incomes cluster in the upper right-hand quadrant. These states not only are successful in getting students through the pipeline but import talented young people as well.

Those with the lowest per capita incomes do not succeed in educating their citizens nor do they have economies that attract an educated workforce. These states are faced with a complicated "chicken and egg" problem.

Conclusion

In many states, the planning and policymaking associated with K-12, higher education, adult basic education, and workforce and economic development are by and large activities that run on separate tracks. In some states policymakers are beginning to realize progress within the P-16 framework – gaining a clearer understanding of policies that help to bridge the gap between high school and college and to break down the barriers that influence students to fall out along the way. But getting their arms around the crucial links between higher education, the workforce, and economic development has been a greater struggle. The data and information provided throughout this report suggest that:

- ◆ For some states the ability to retrain a workforce and build a more vibrant economy is the primary solution to enhancing their stock of human capital.
- ◆ For others – those with economies strong enough to attract college-educated residents from other states – more emphasis should be placed on the education needs of their own residents.
- ◆ And for others there is desperate need to improve a poor-performing education system and to build an economy that can absorb college graduates and reward them for their achievement.

Any state's success in increasing their stock of human capital will likely be defined by its ability to implement policies that effectively link education, workforce development, and economic development – while addressing the unique characteristics and needs of its population. There are at least 50 different solutions.

About the Authors

Dennis Jones is president of the National Center for Higher Education Management Systems (NCHEMS), a nonprofit research and development center founded to improve strategic decision making in institutions and agencies of higher education. A member of the staff since 1969, Jones is widely recognized for his work in such areas as the changing environment for postsecondary education; the formulation of state and institutional policy in response to these changes; and strategic planning for postsecondary education. Previously, Jones served as an administrator at Rensselaer Polytechnic Institute. He received his graduate and undergraduate degrees from that institution in the field of engineering management.

Patrick Kelly has been a senior associate at the National Center for Education Management Systems (NCHEMS) since February 2002, where he also serves as director of the National Information Center for Higher Education Policymaking and Analysis (located at www.higheredinfo.org). Before joining NCHEMS, Kelly worked for six years at the Kentucky Council on Postsecondary Education. In that role, he worked with higher education leaders to design performance indicators to measure progress toward postsecondary education reform in Kentucky; conducted research studies for statewide higher education policy initiatives; and coordinated the analysis and reporting of data and information in support of many other council projects. Kelly is working on his Ph.D. in urban and public affairs at the University of Louisville, where he also earned a master's degree in sociology. His undergraduate studies were completed at the University of Alabama at Birmingham.

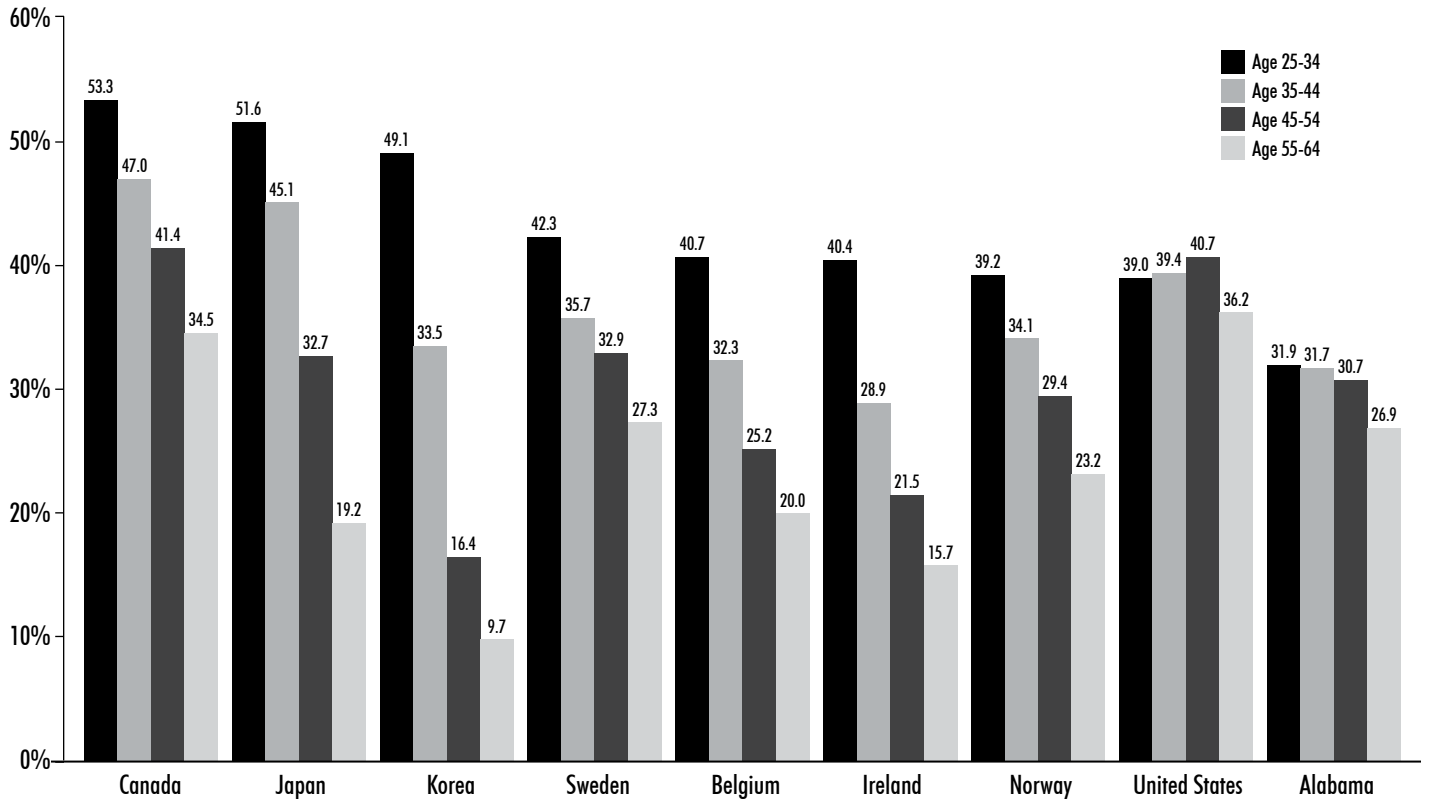
STATE PROFILES

Alabama	24	Montana	74
Alaska	26	Nebraska.....	76
Arizona	28	Nevada.....	78
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Connecticut	36	New York	86
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Georgia.....	42	Ohio.....	92
Hawaii.....	44	Oklahoma	94
Idaho	46	Oregon.....	96
Illinois	48	Pennsylvania	98
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Iowa.....	52	South Carolina	102
Kansas.....	54	South Dakota.....	104
Kentucky.....	56	Tennessee	106
Louisiana	58	Texas.....	108
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Massachusetts	64	Virginia	114
Michigan	66	Washington.....	116
Minnesota.....	68	West Virginia	118
Mississippi	70	Wisconsin	120
Missouri.....	72	Wyoming	122

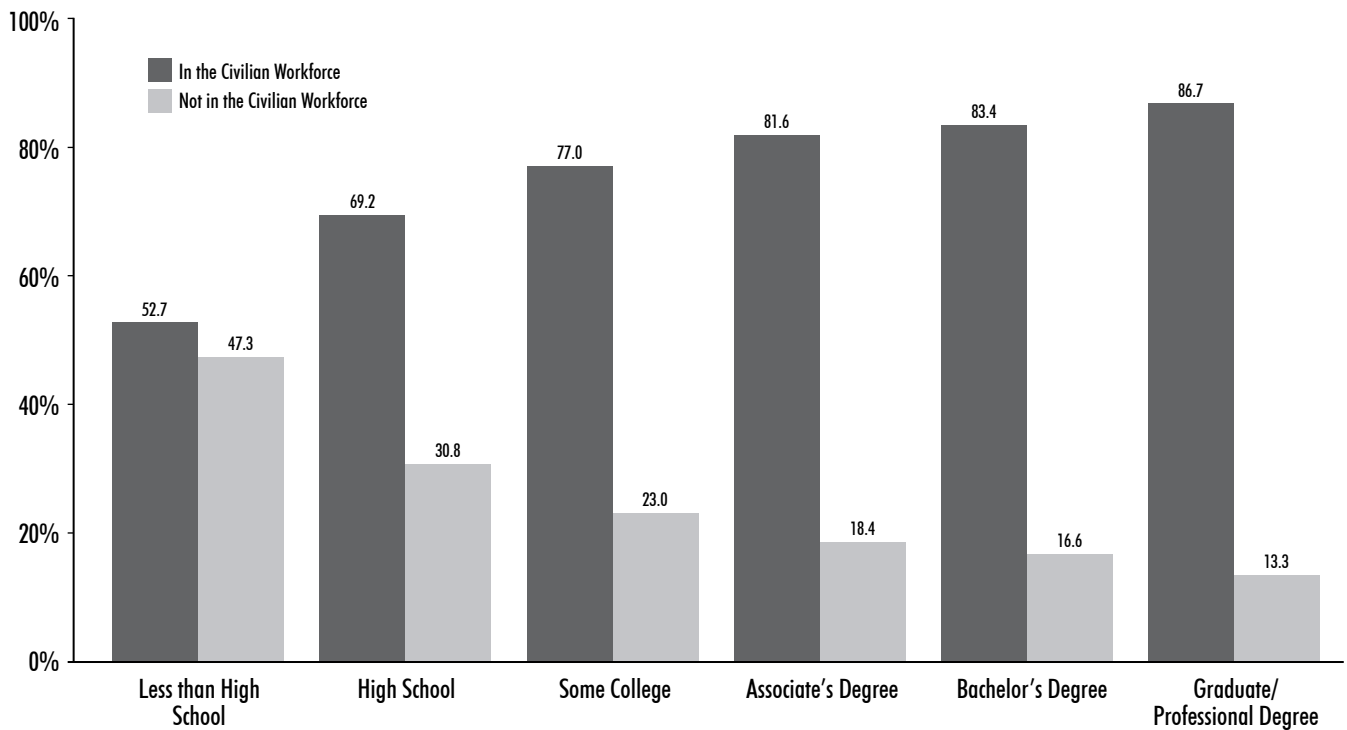
Source notes for state profile charts are listed on page 124.

ALABAMA

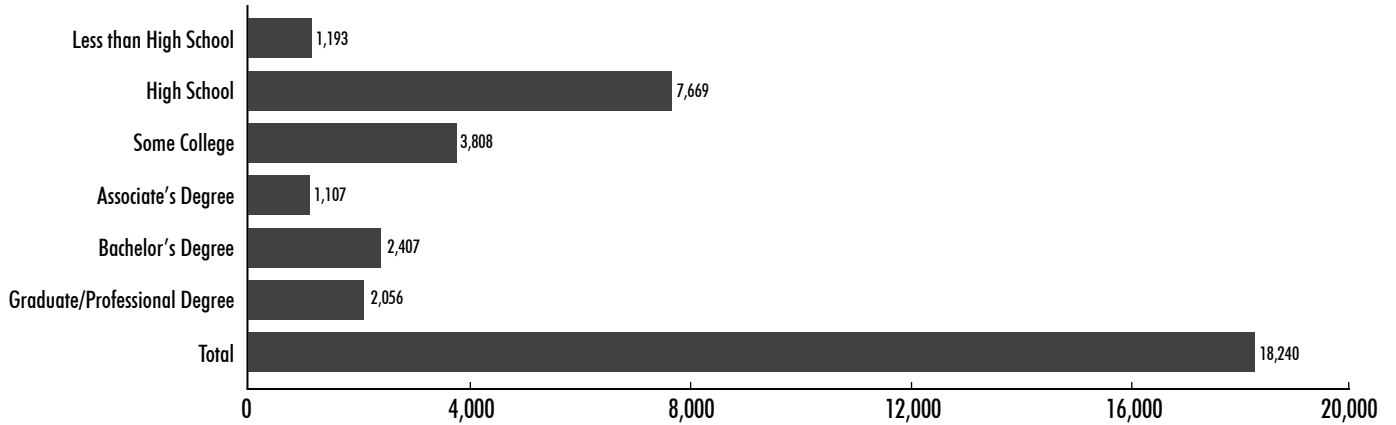
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and Alabama



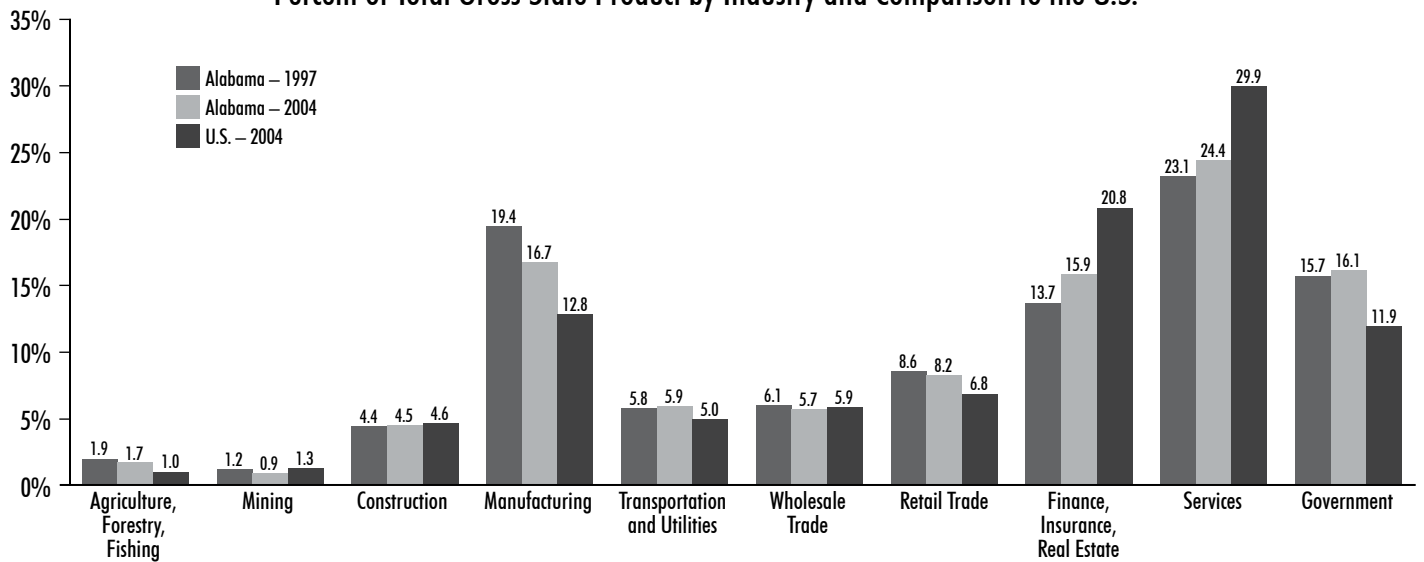
Percent of Alabama Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



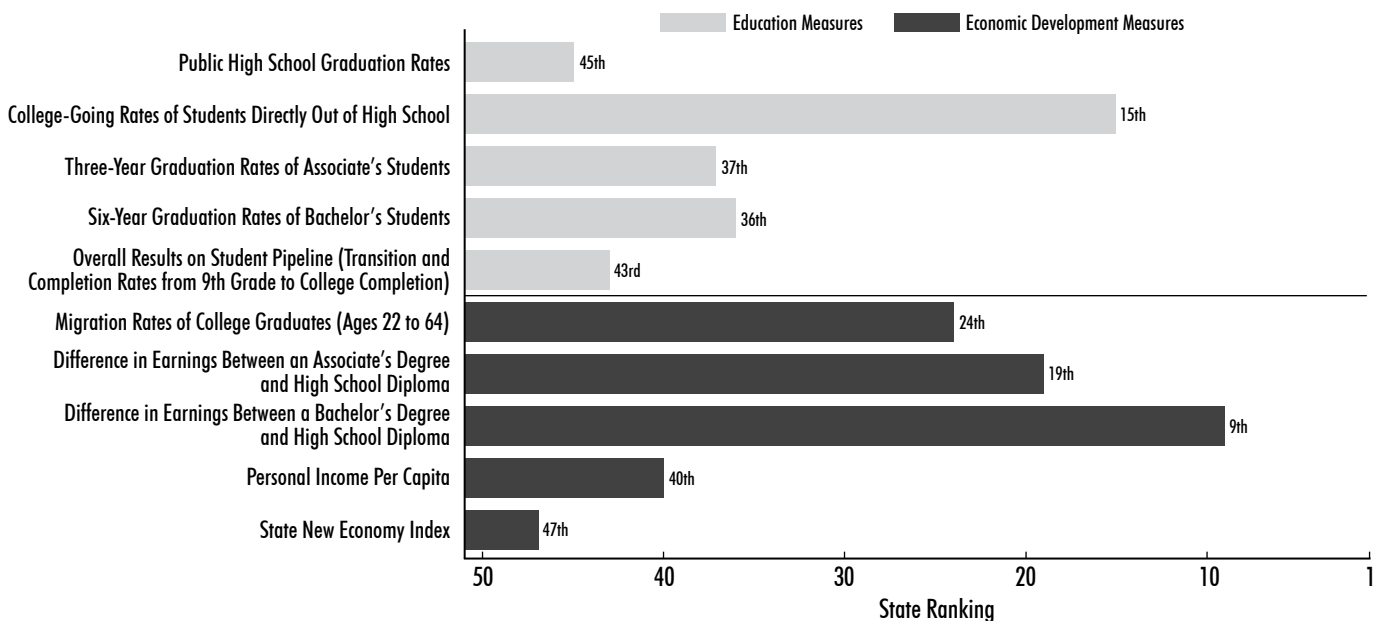
Alabama Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



Percent of Total Gross State Product by Industry and Comparison to the U.S.

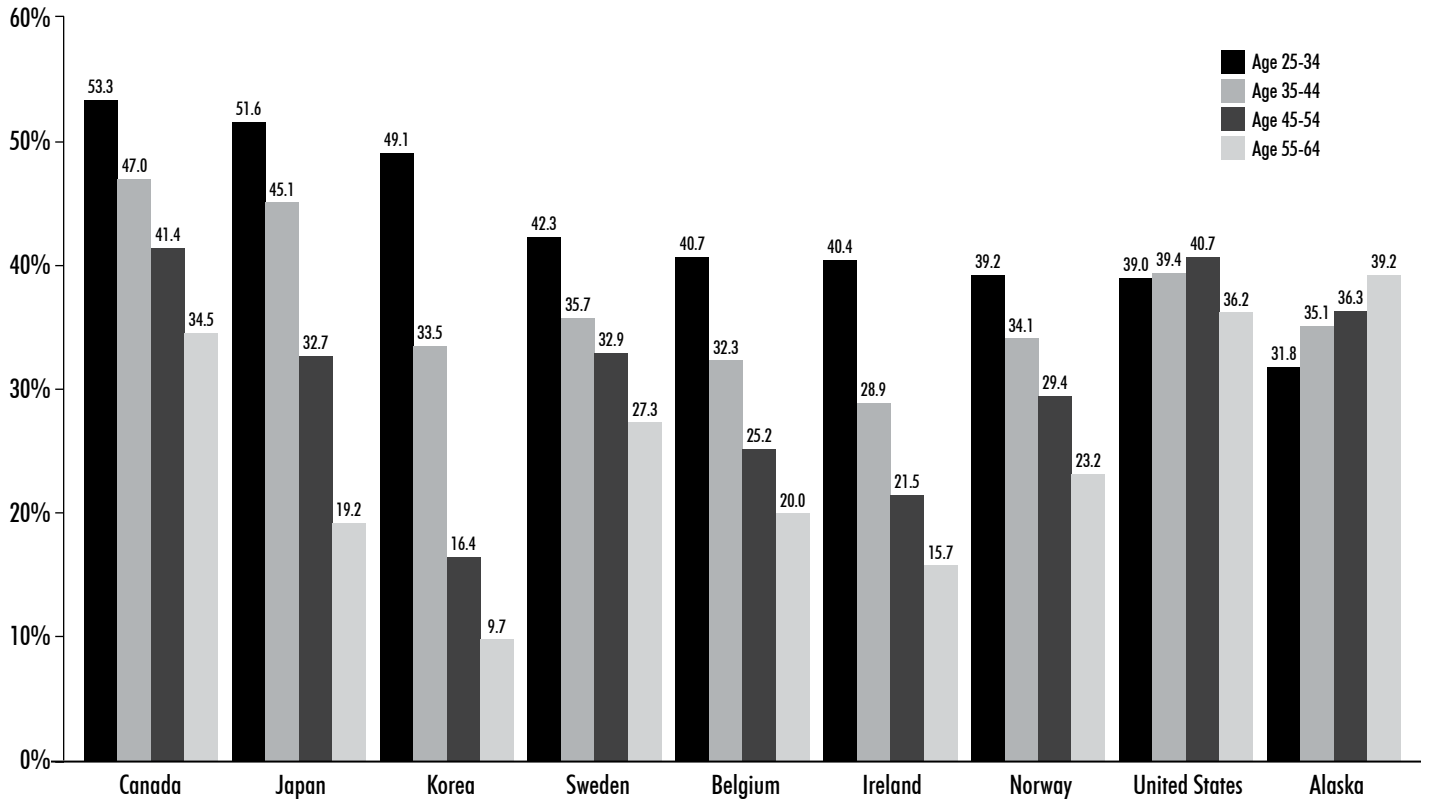


How Alabama Ranks Among Other States on Selected Measures for Education and Economic Development

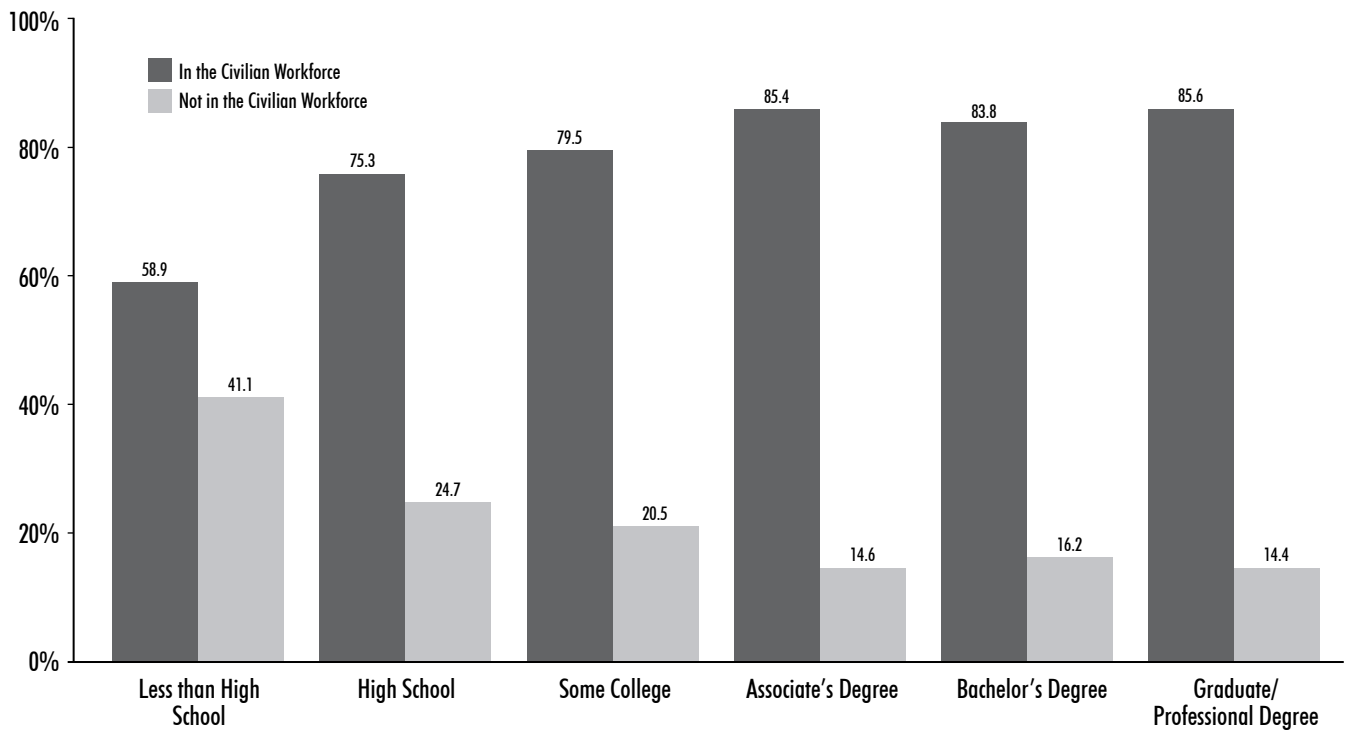


ALASKA

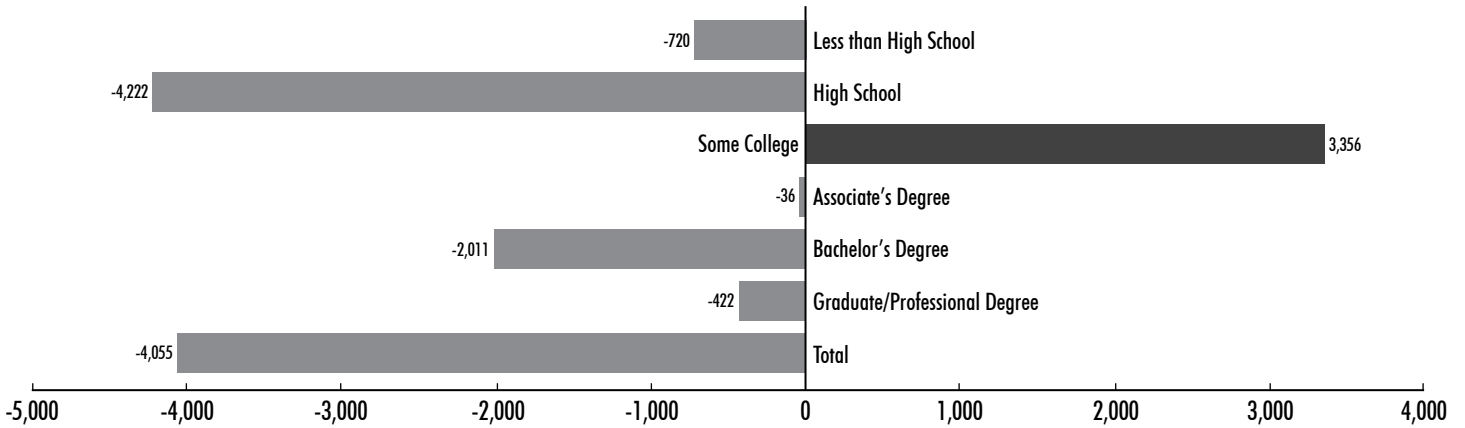
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and Alaska



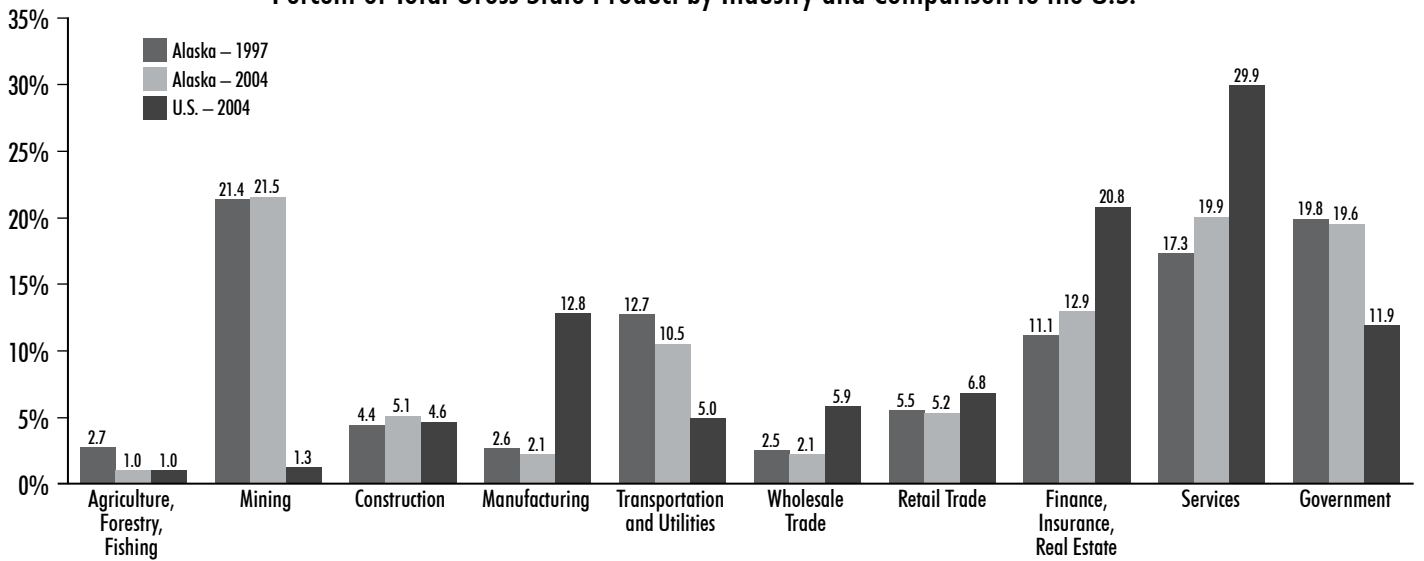
Percent of Alaska Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



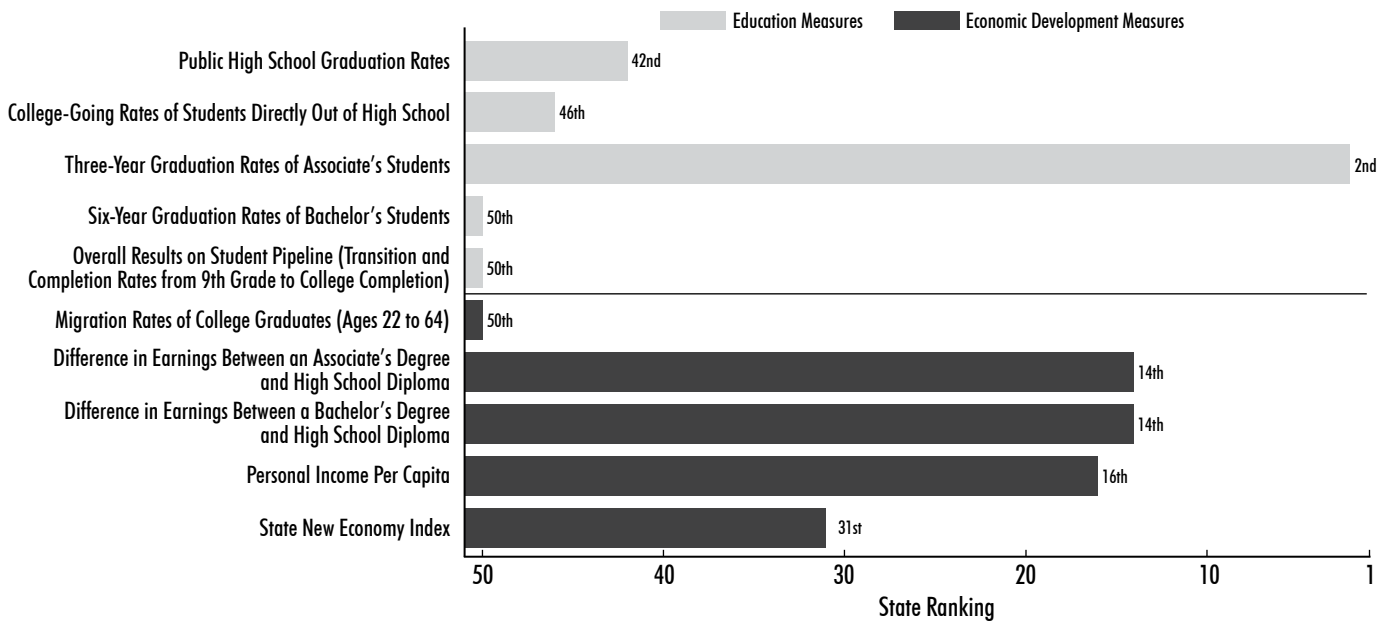
Alaska Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



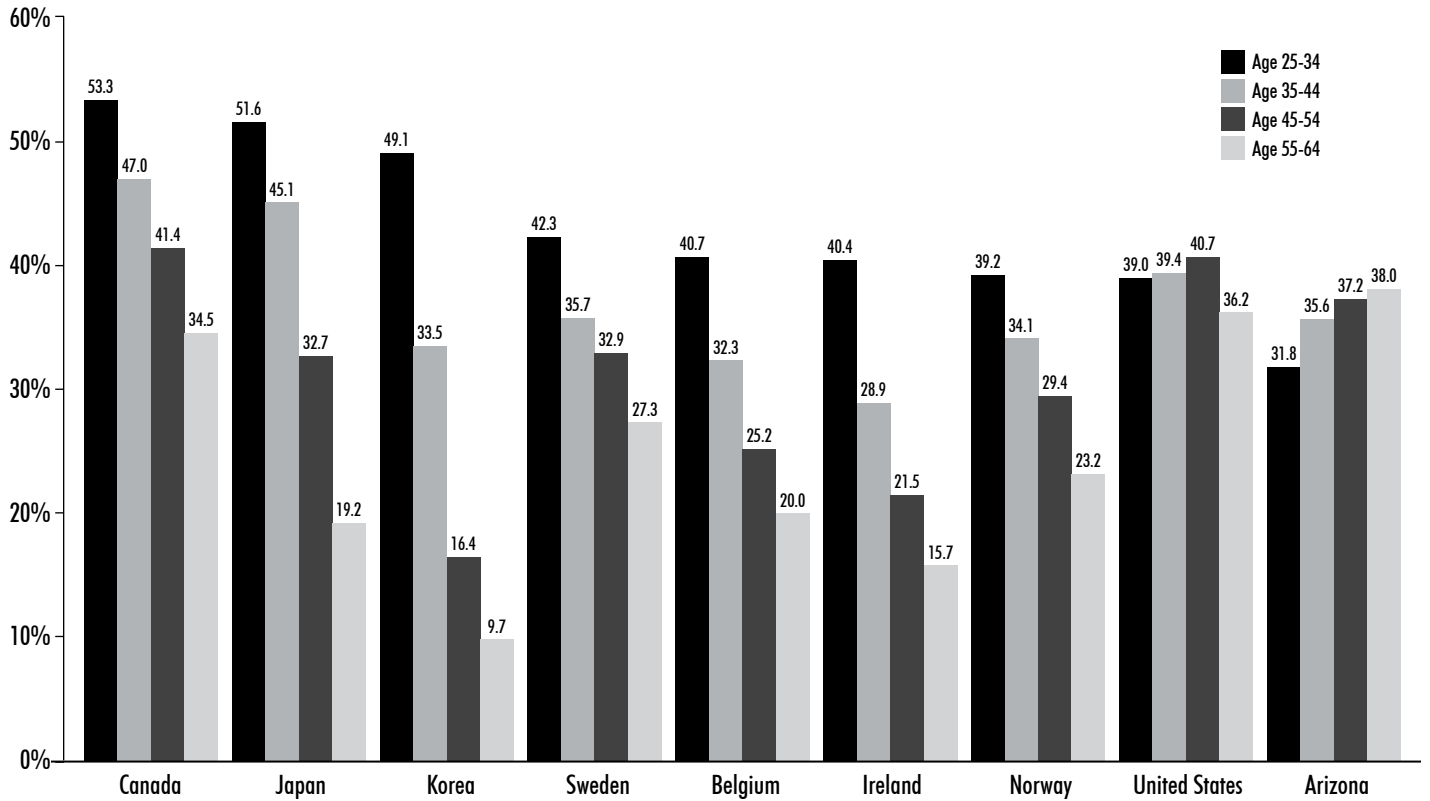
Percent of Total Gross State Product by Industry and Comparison to the U.S.



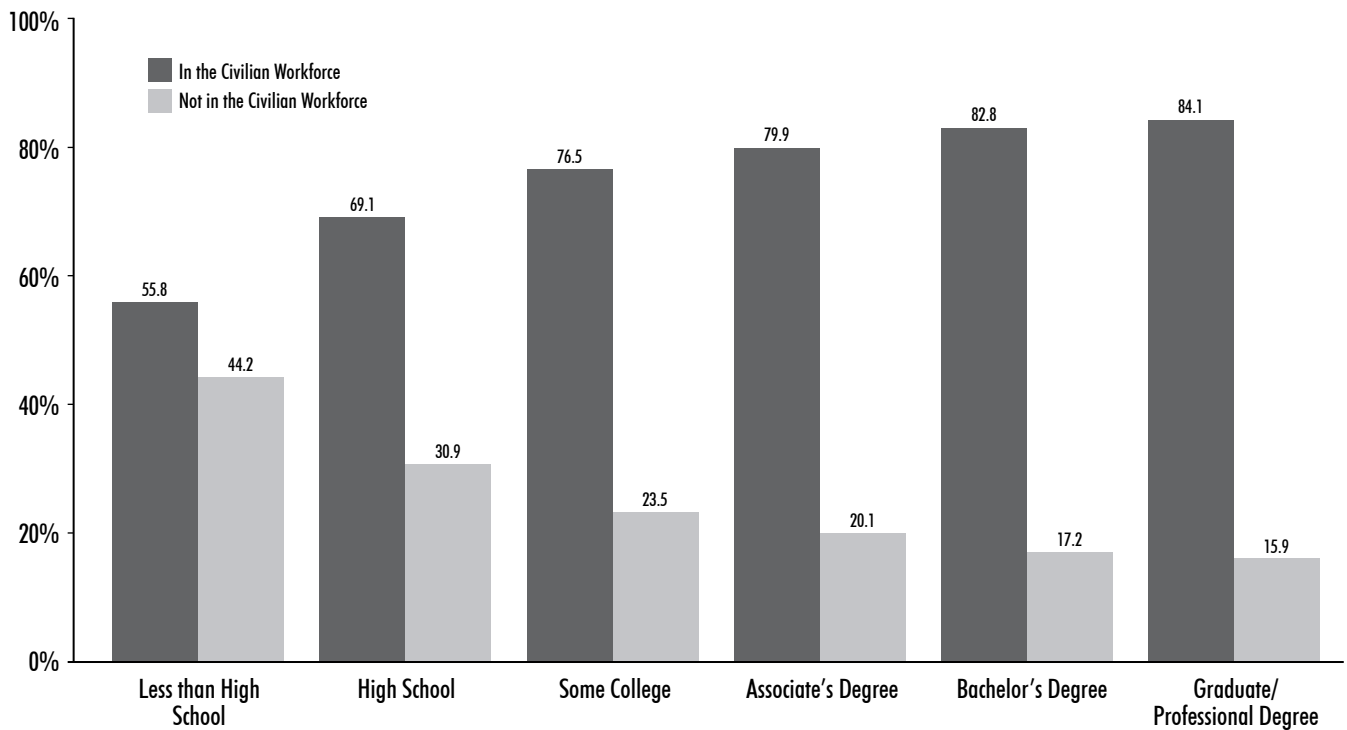
How Alaska Ranks Among Other States on Selected Measures for Education and Economic Development



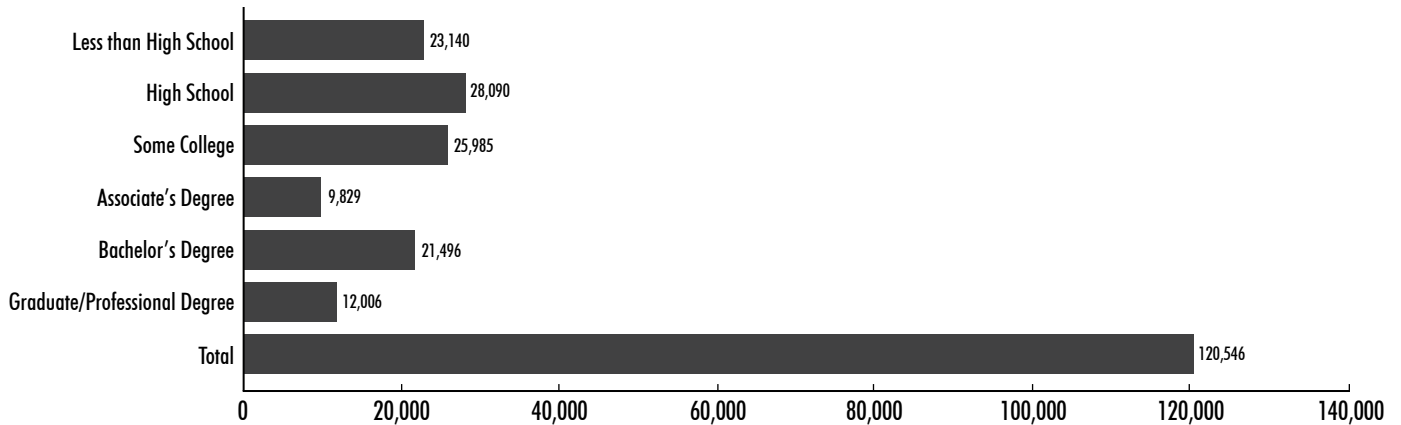
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and Arizona



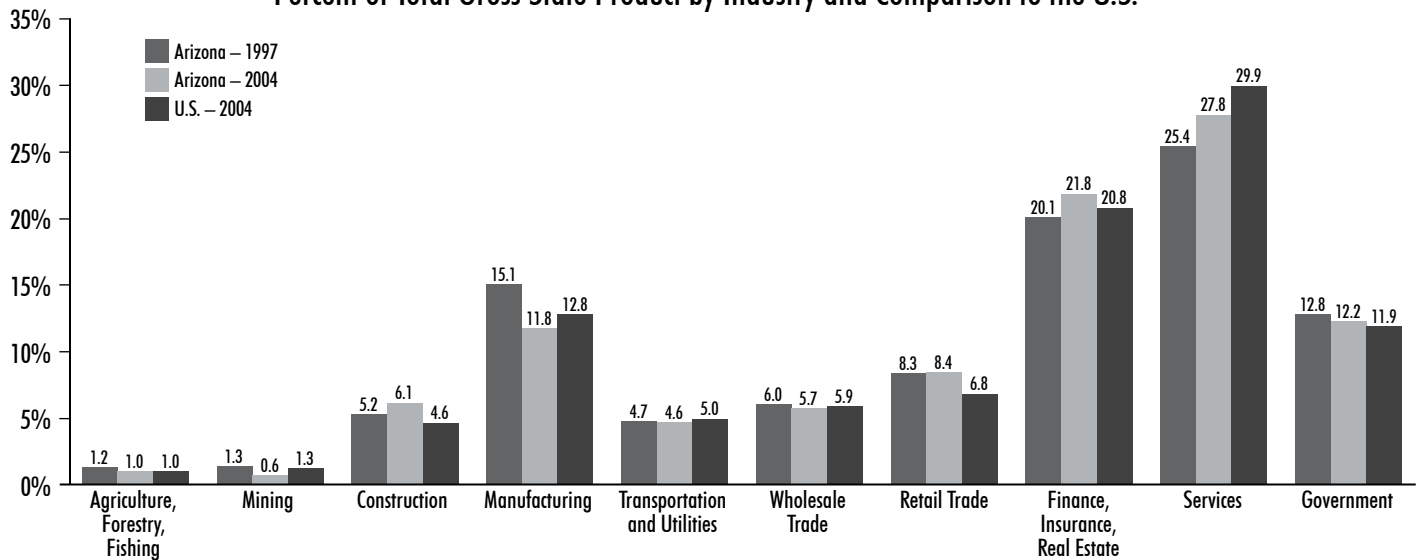
Percent of Arizona Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



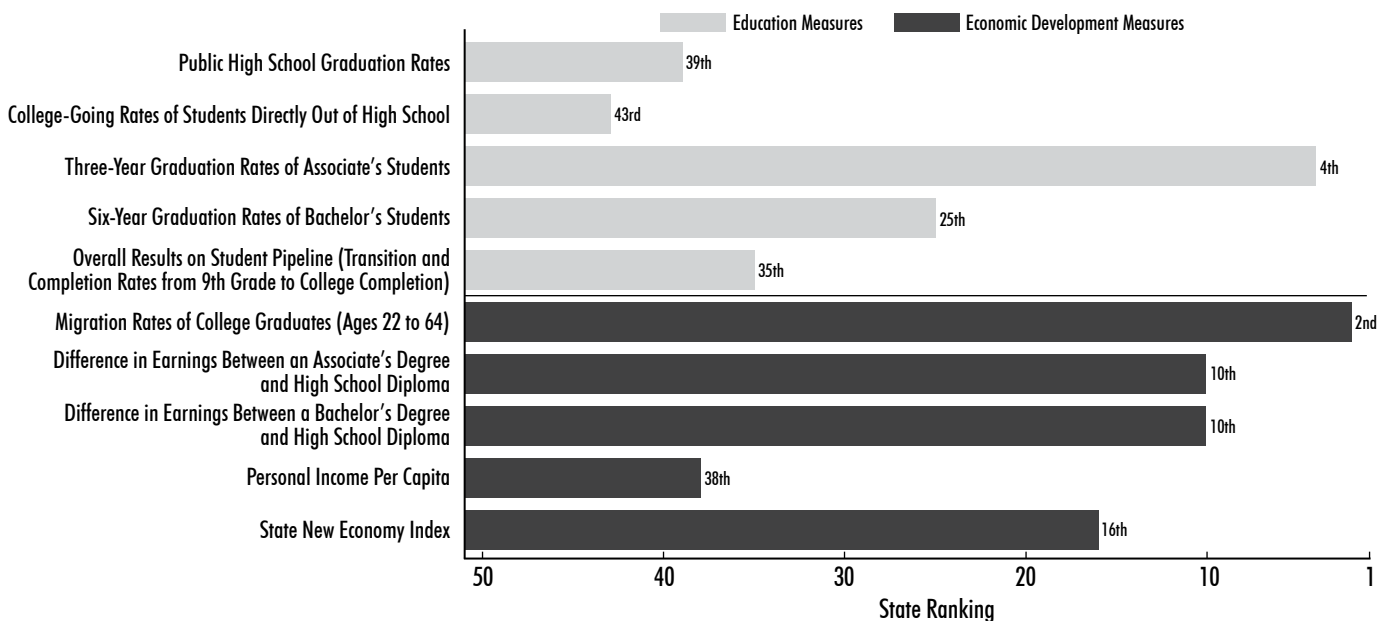
Arizona Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



Percent of Total Gross State Product by Industry and Comparison to the U.S.

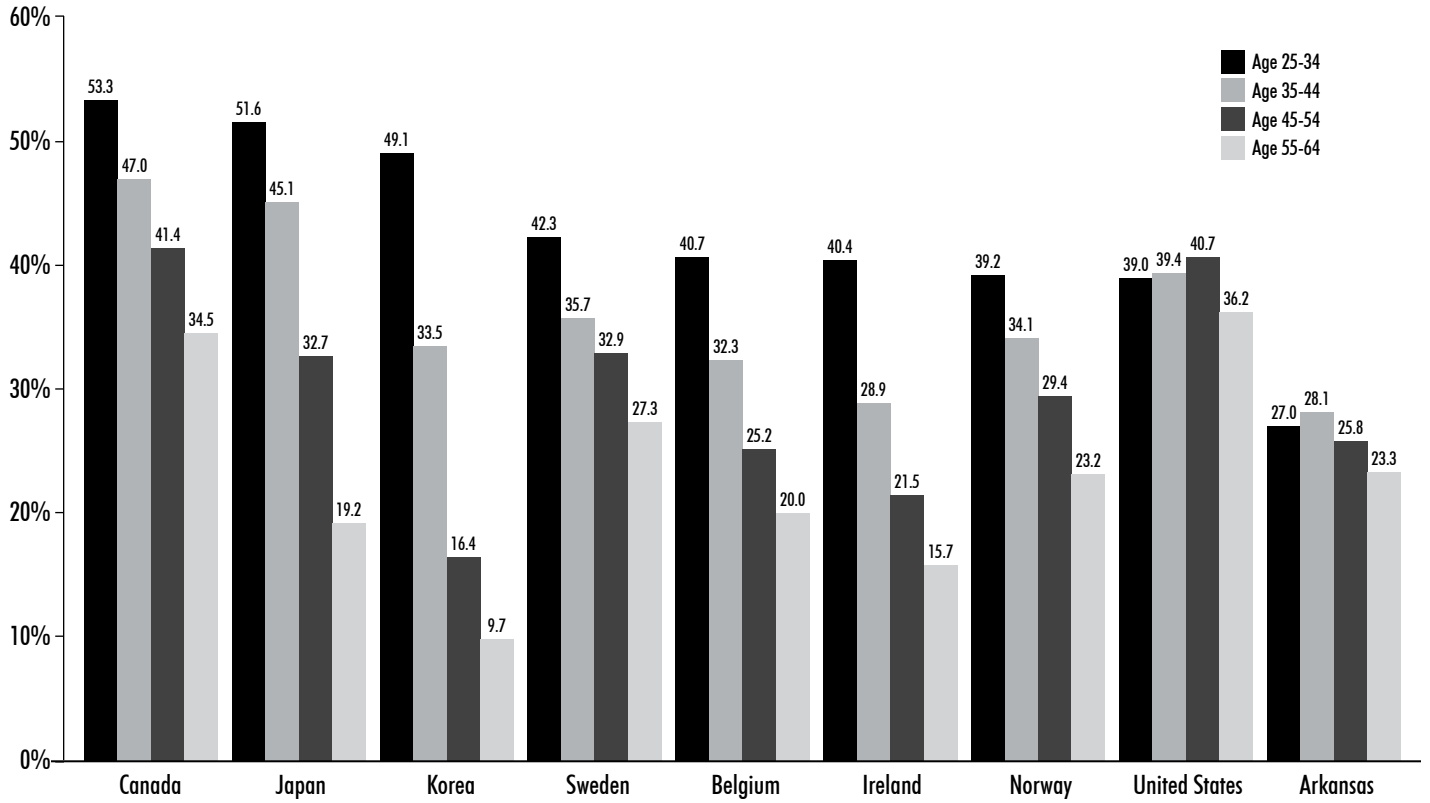


How Arizona Ranks Among Other States on Selected Measures for Education and Economic Development

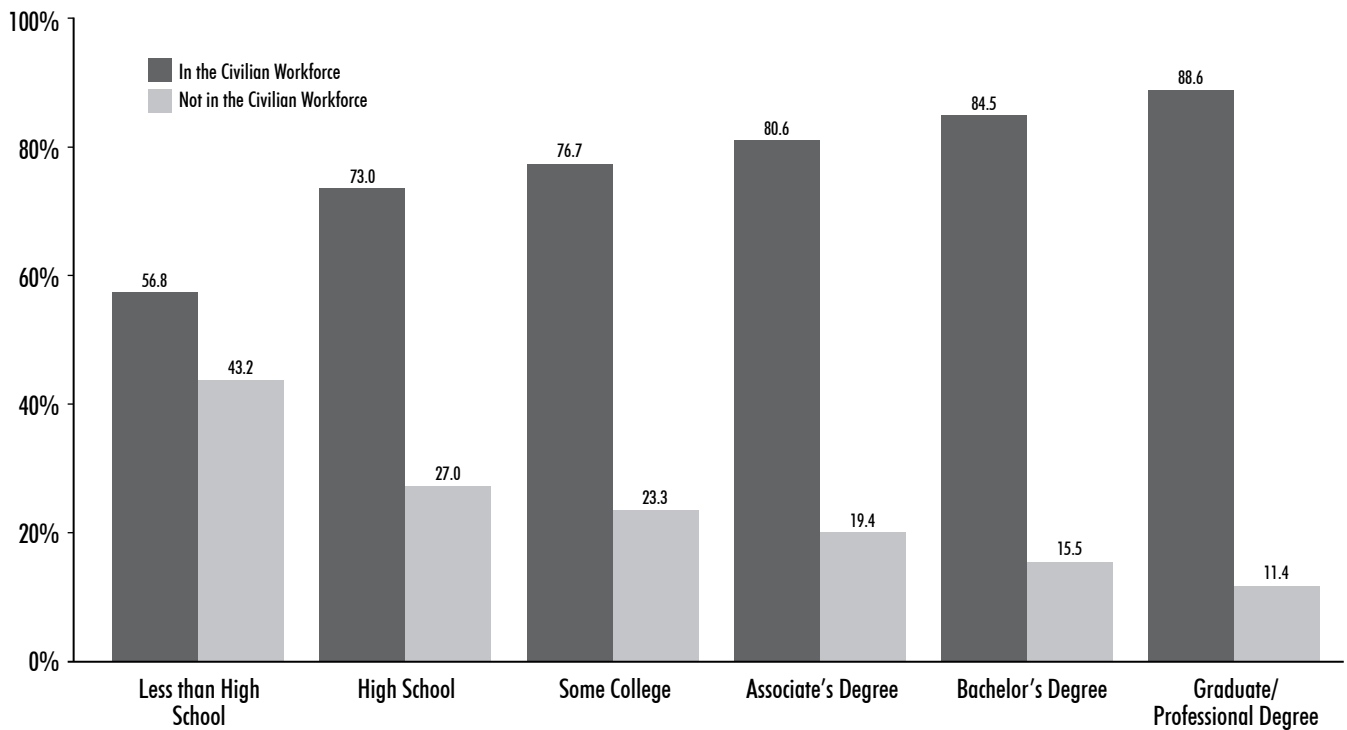


ARKANSAS

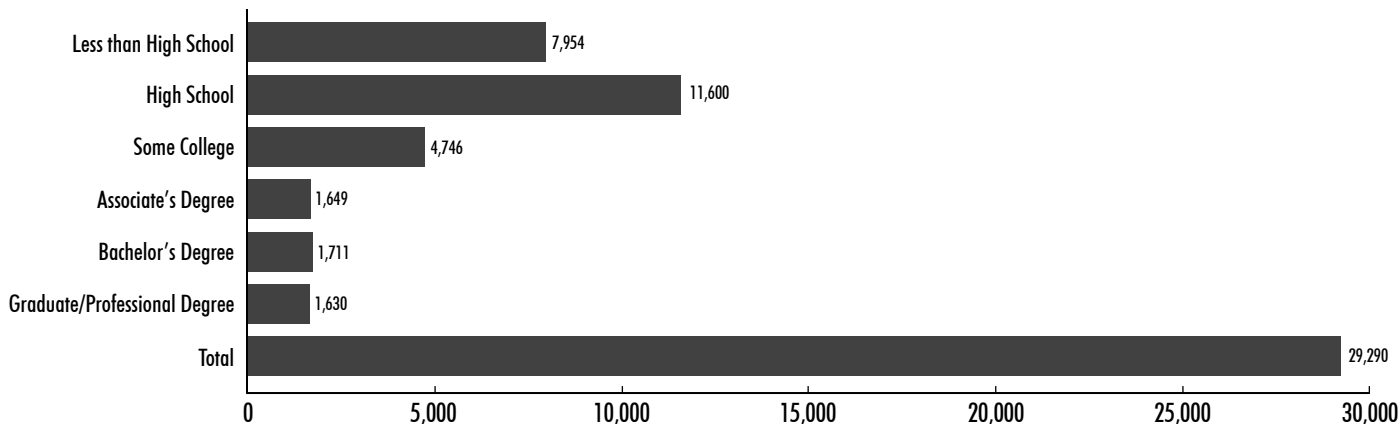
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and Arkansas



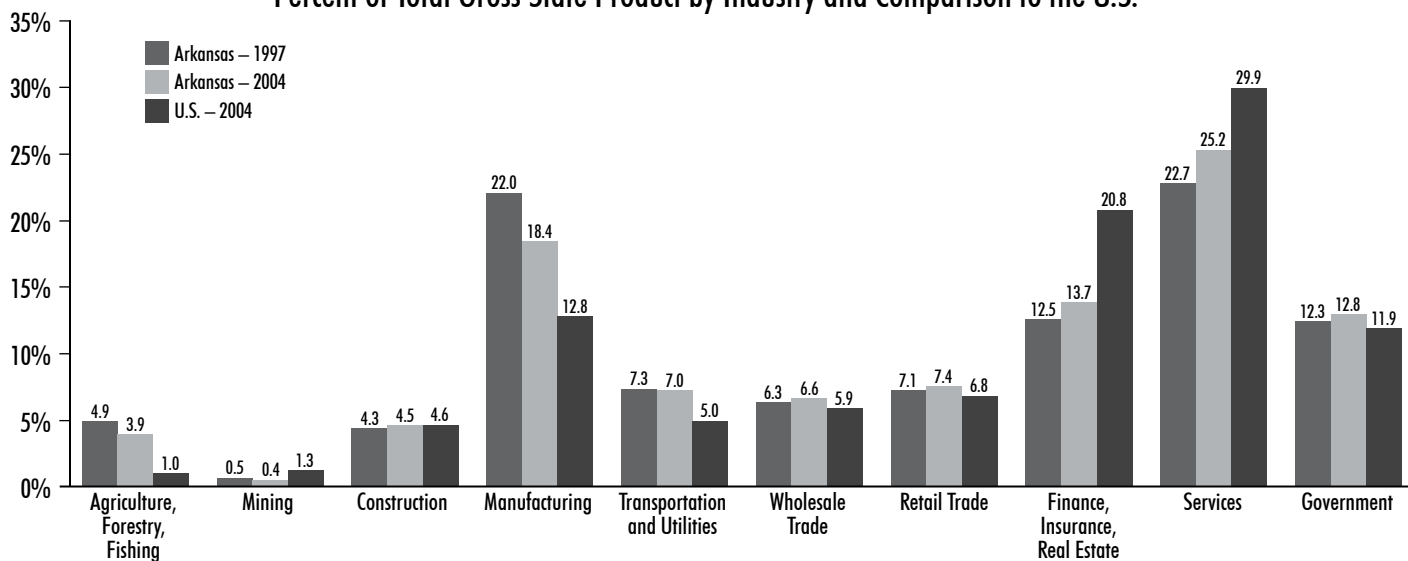
Percent of Arkansas Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



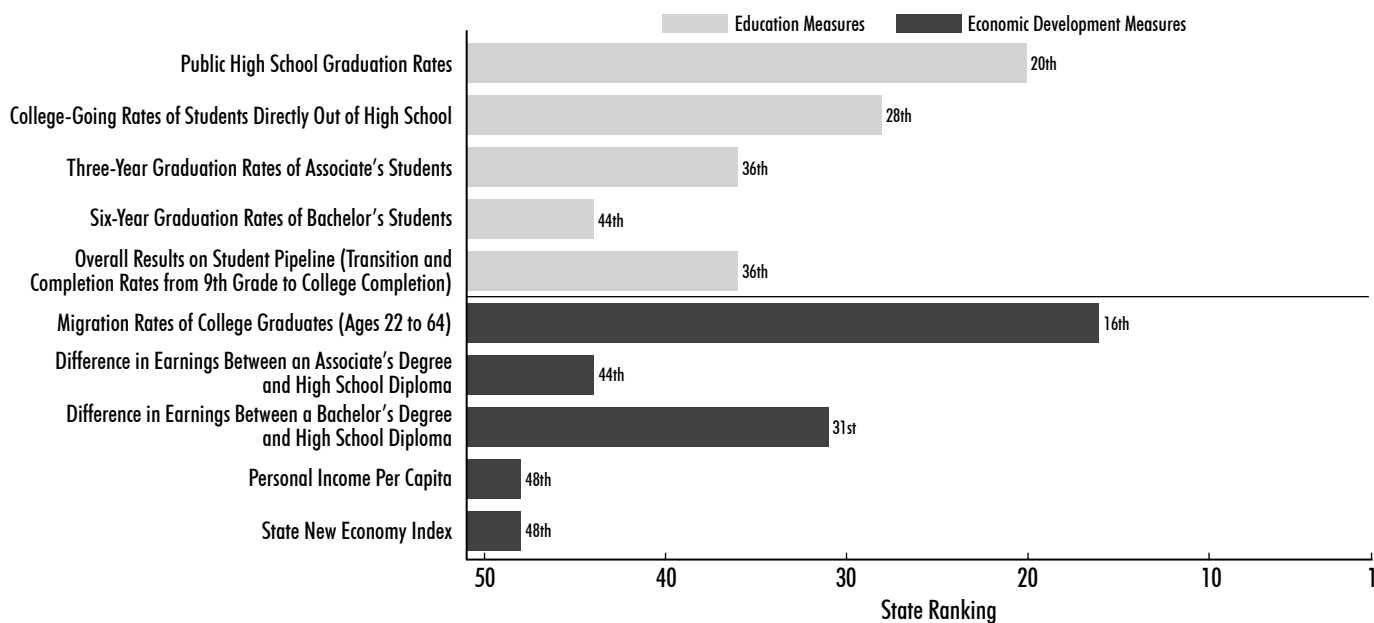
Arkansas Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



Percent of Total Gross State Product by Industry and Comparison to the U.S.

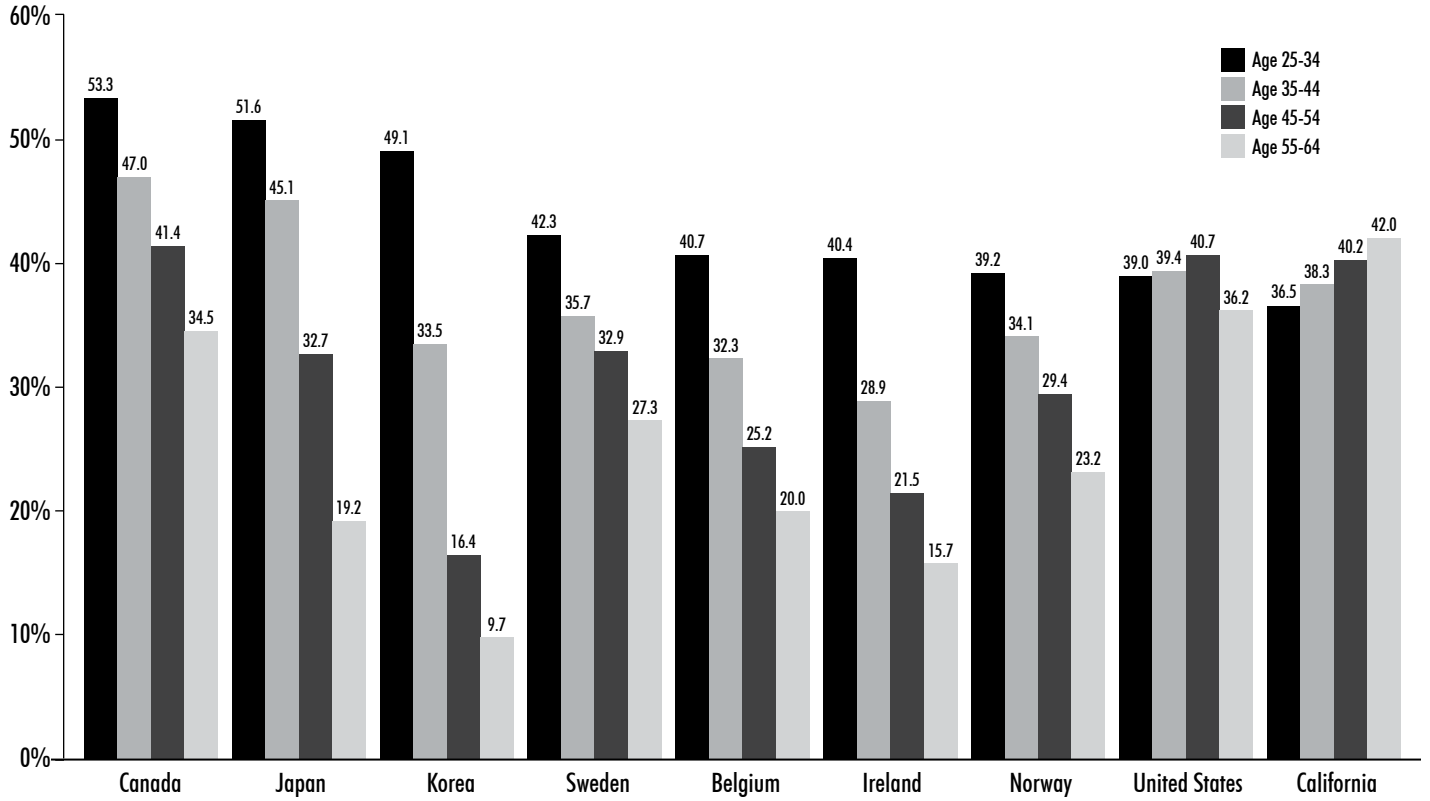


How Arkansas Ranks Among Other States on Selected Measures for Education and Economic Development

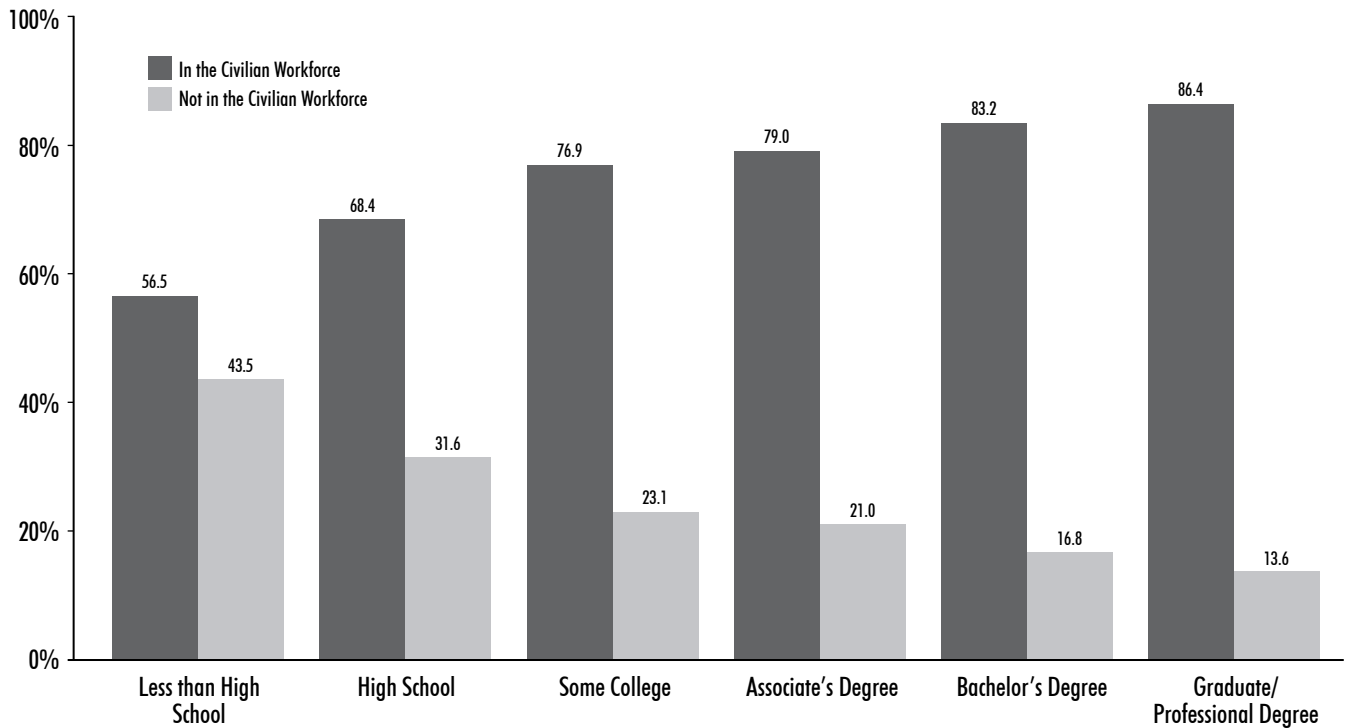


CALIFORNIA

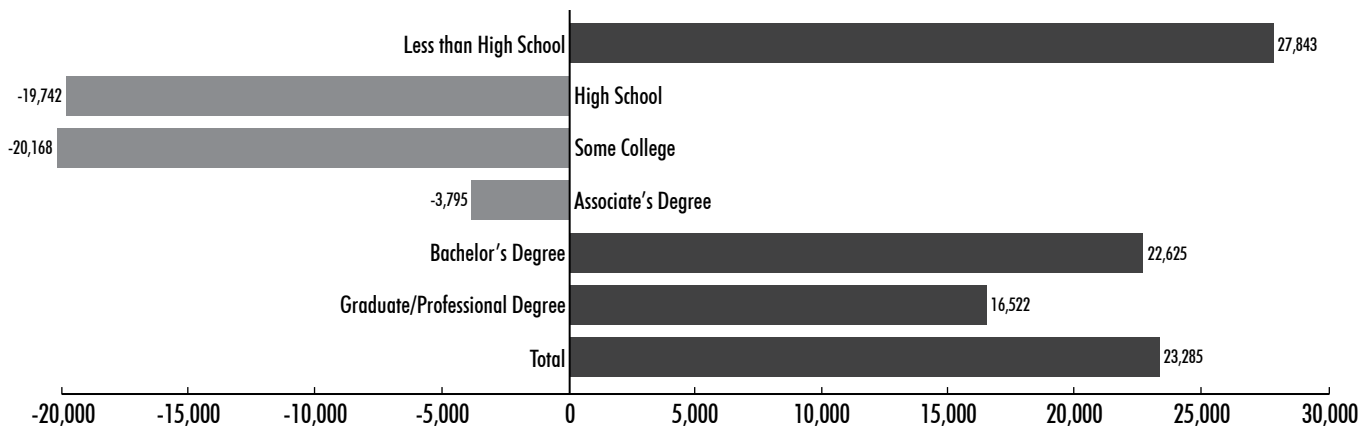
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and California



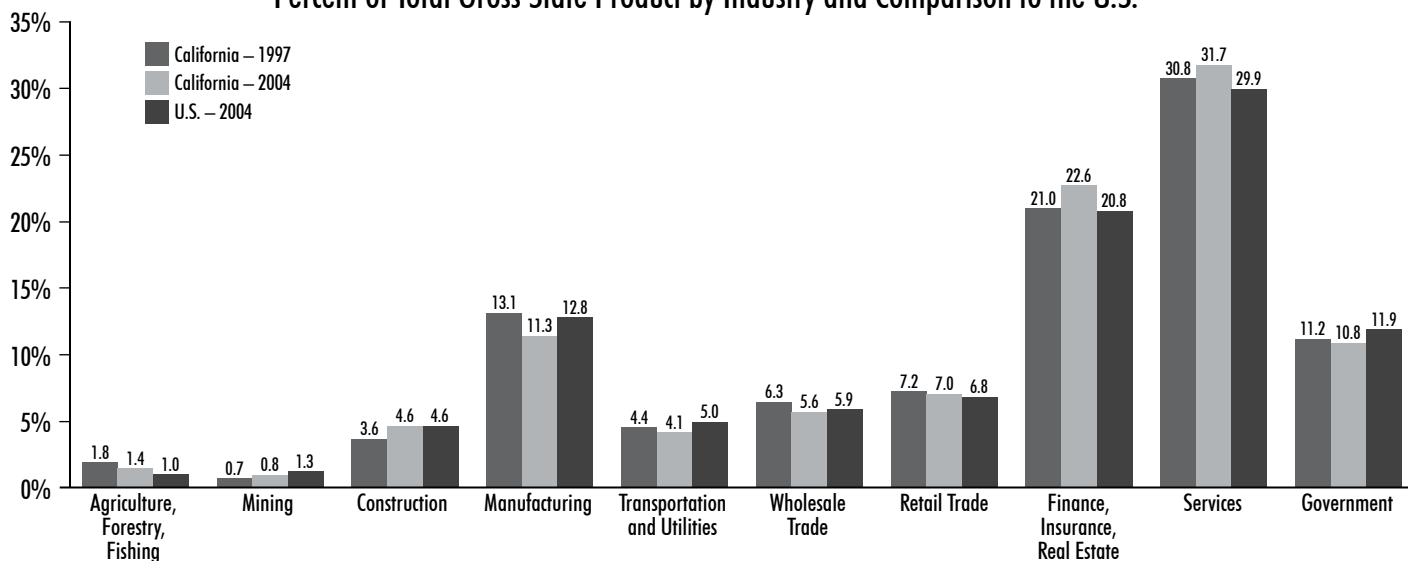
Percent of California Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



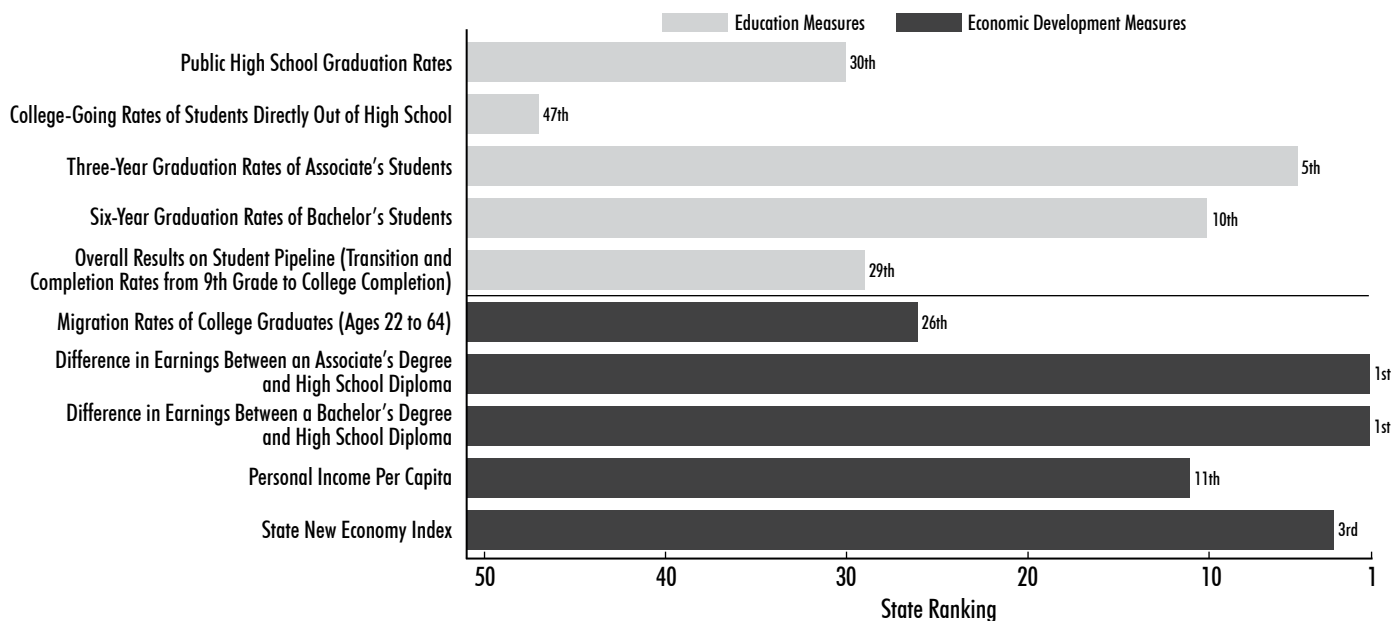
California Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



Percent of Total Gross State Product by Industry and Comparison to the U.S.

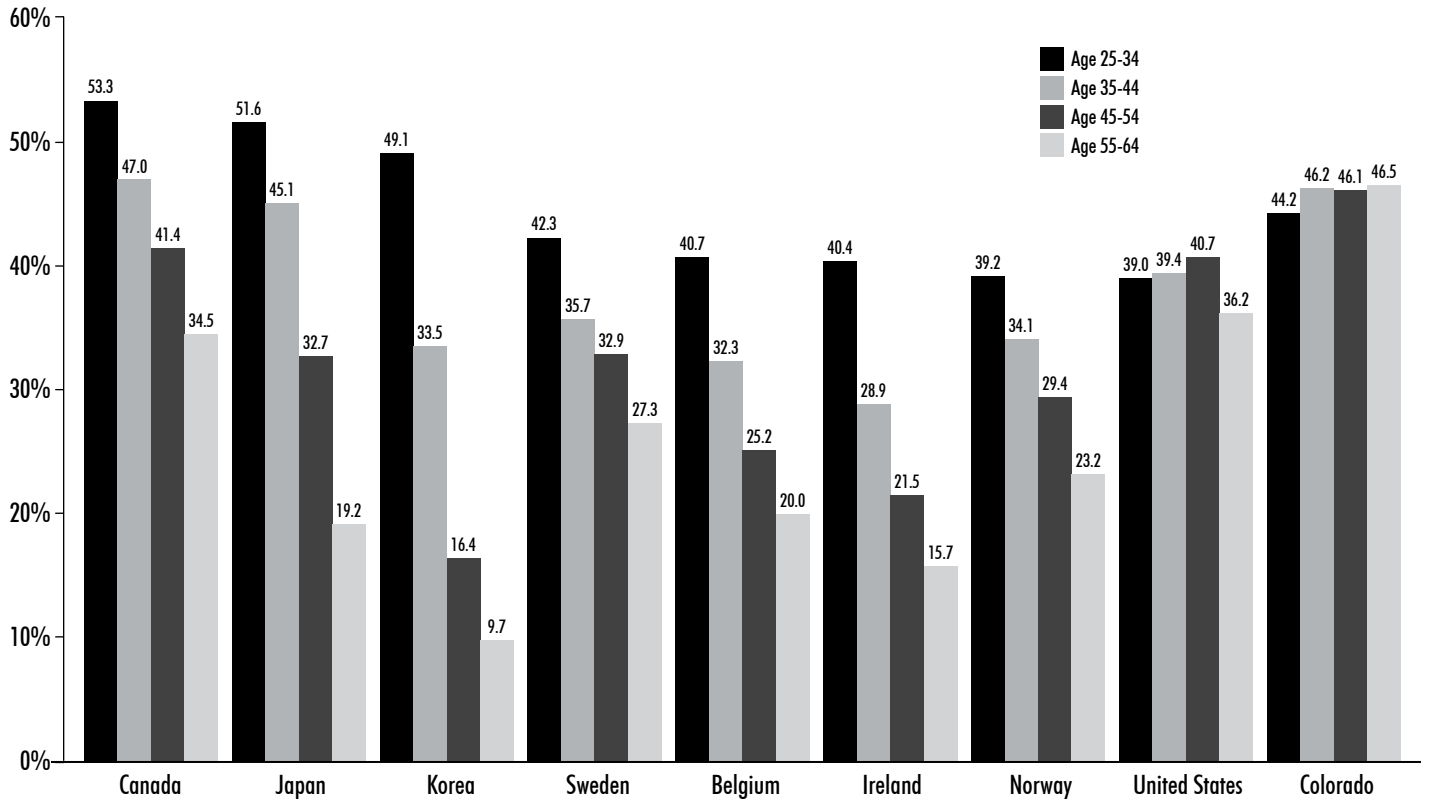


How California Ranks Among Other States on Selected Measures for Education and Economic Development

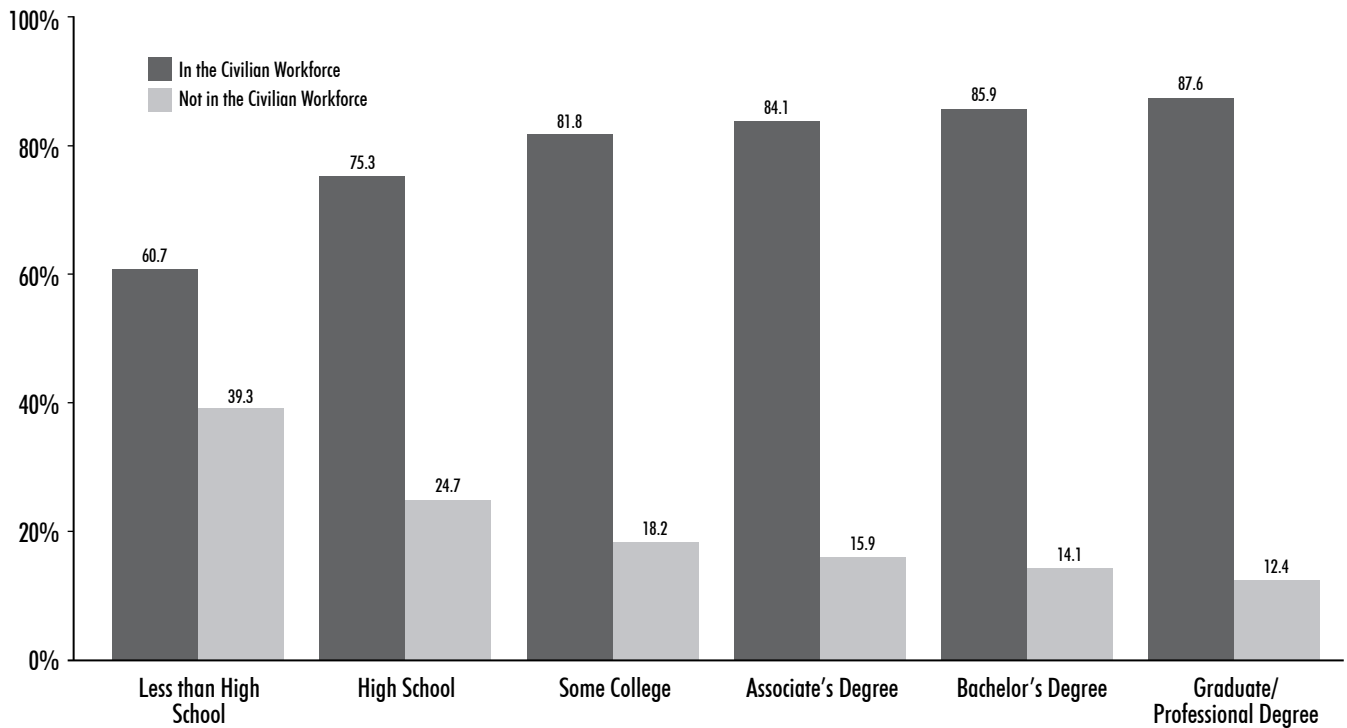


COLORADO

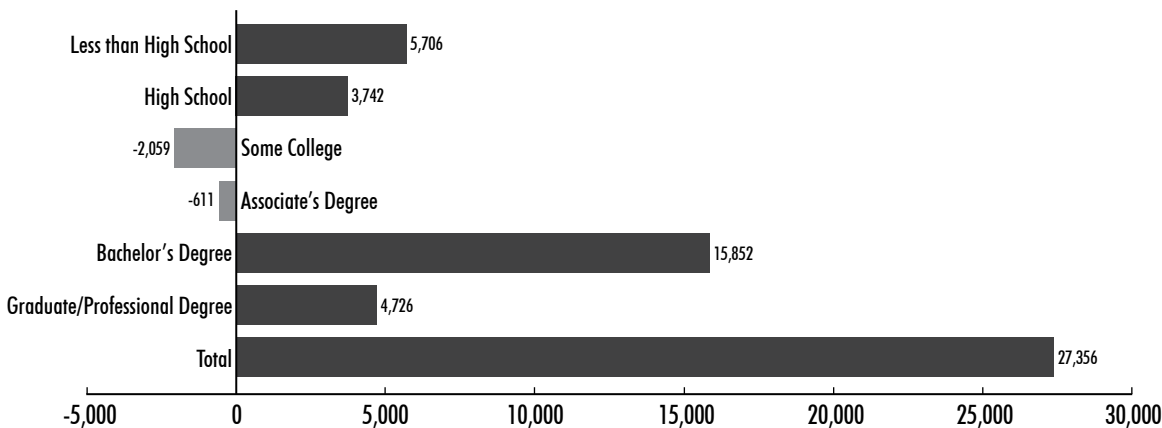
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and Colorado



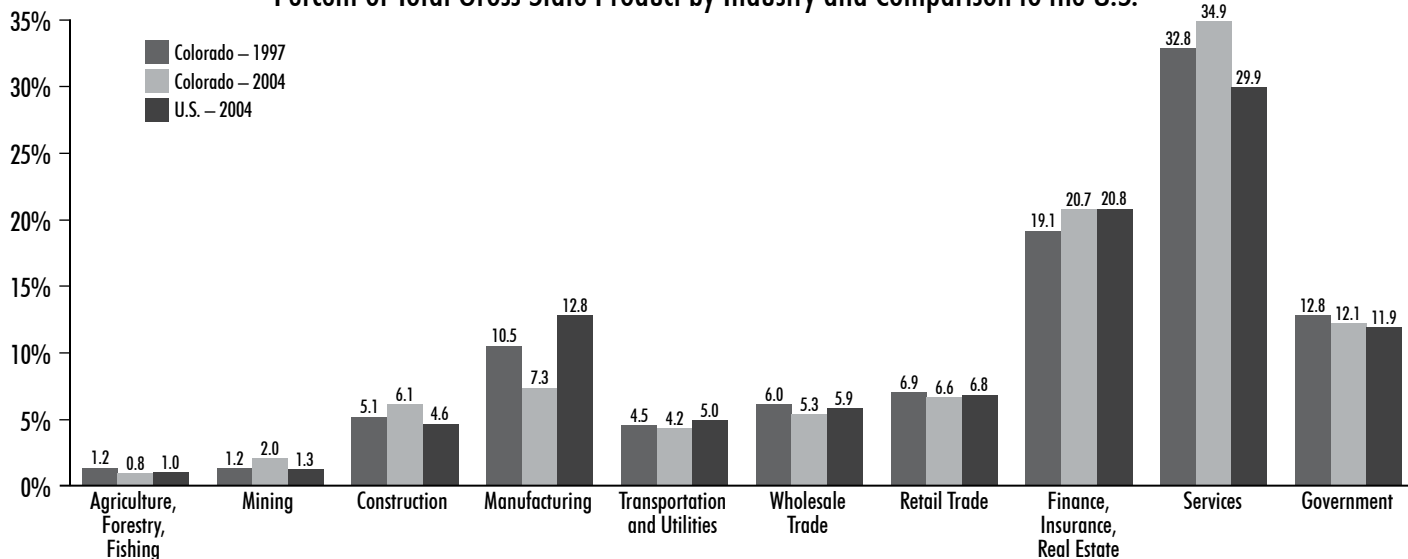
Percent of Colorado Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



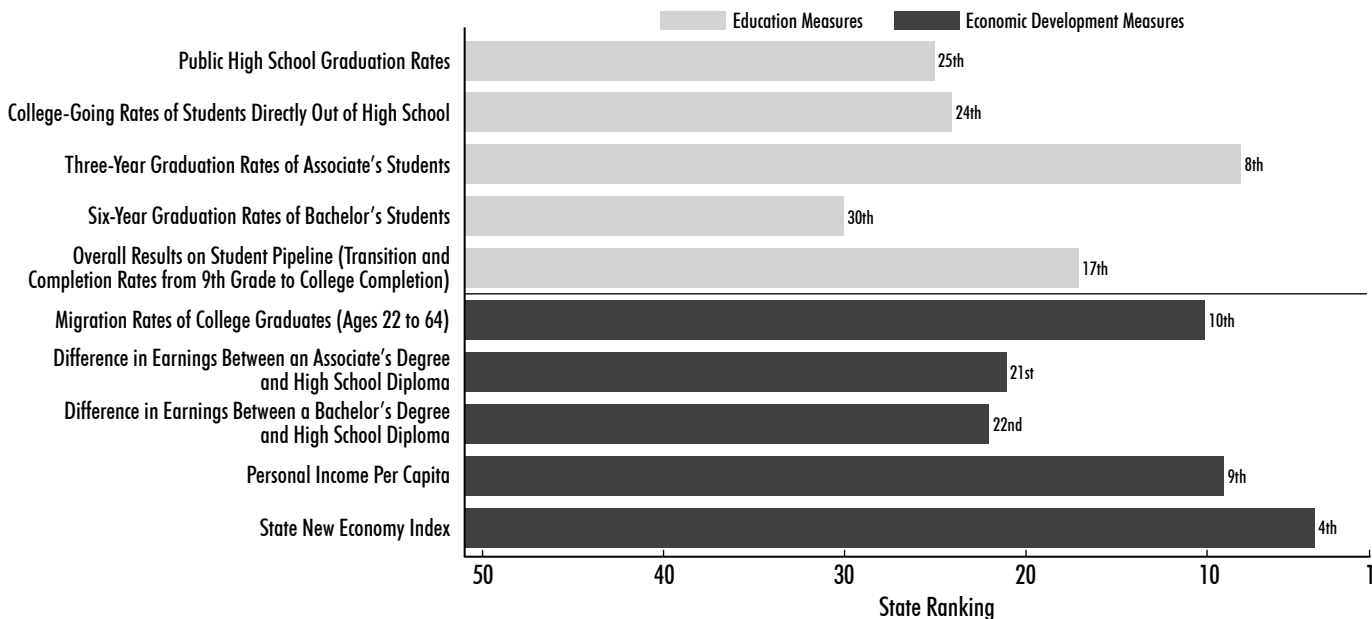
Colorado Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



Percent of Total Gross State Product by Industry and Comparison to the U.S.

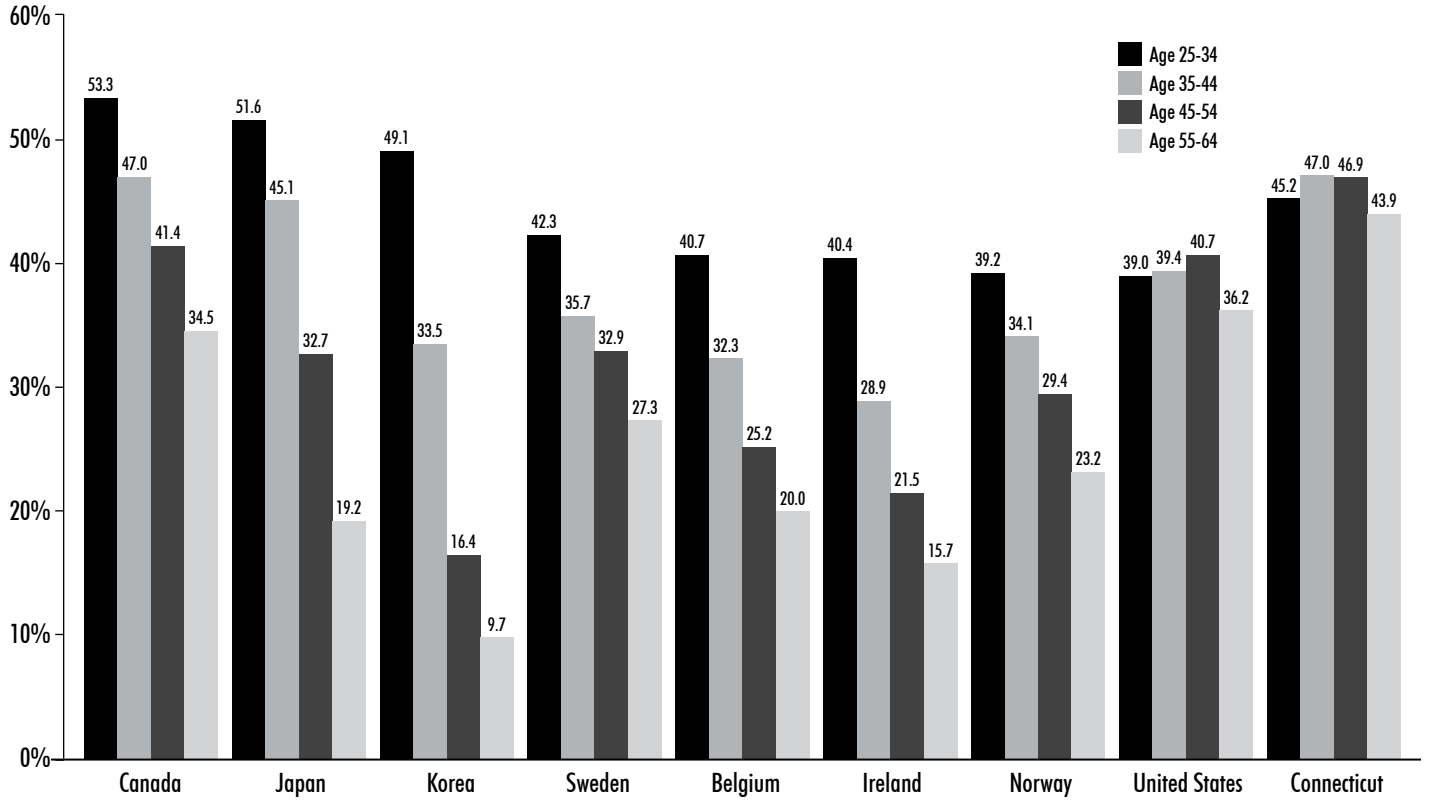


How Colorado Ranks Among Other States on Selected Measures for Education and Economic Development

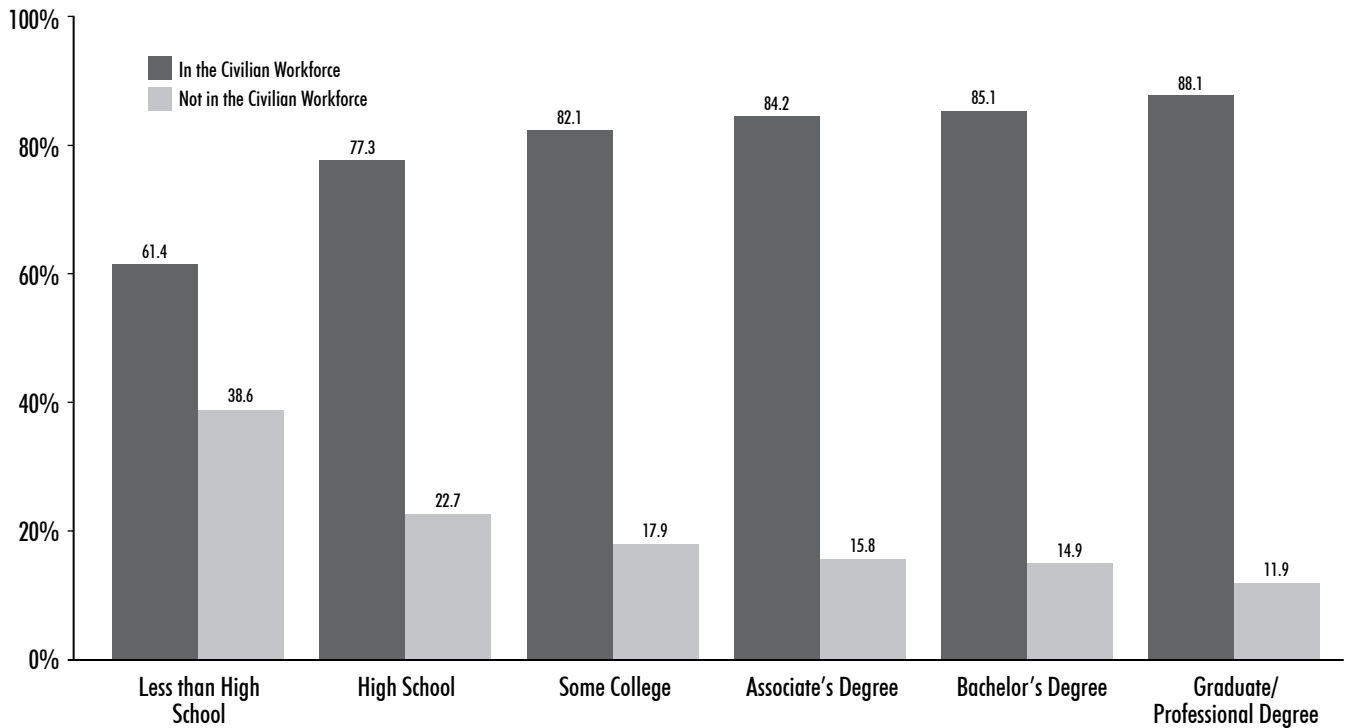


CONNECTICUT

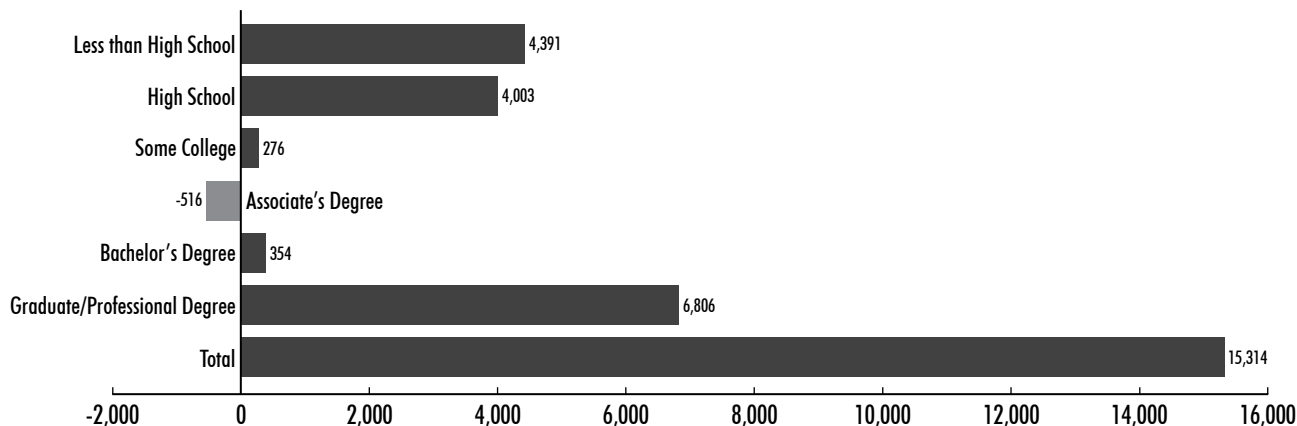
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and Connecticut



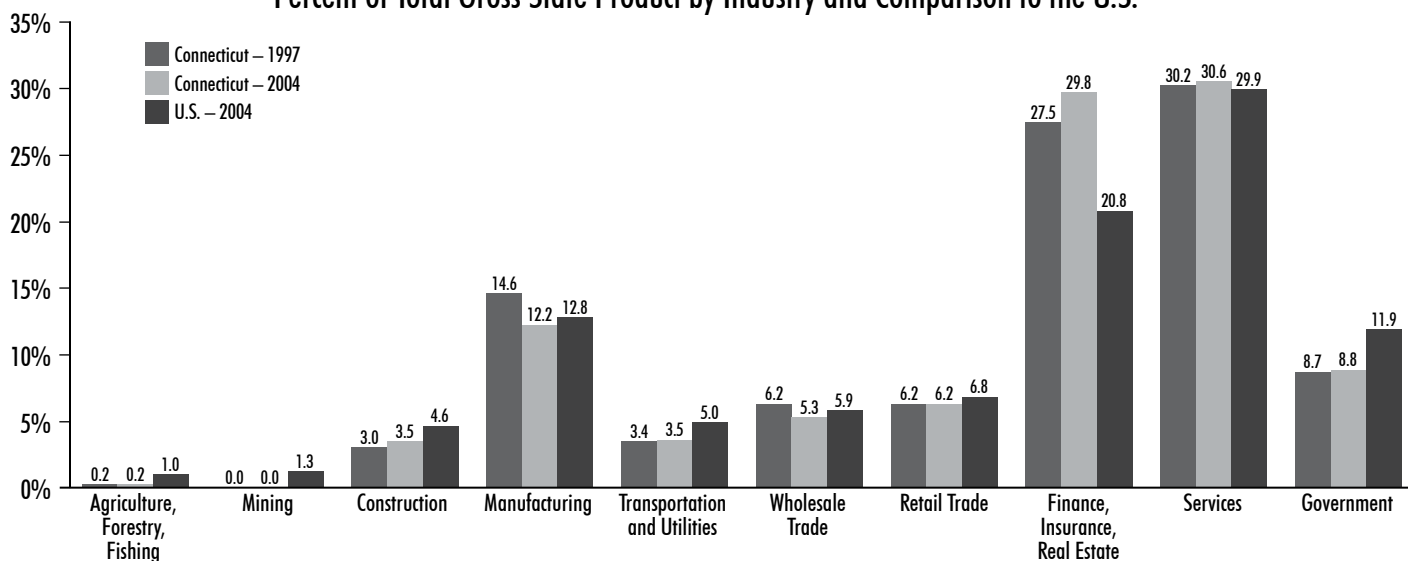
Percent of Connecticut Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



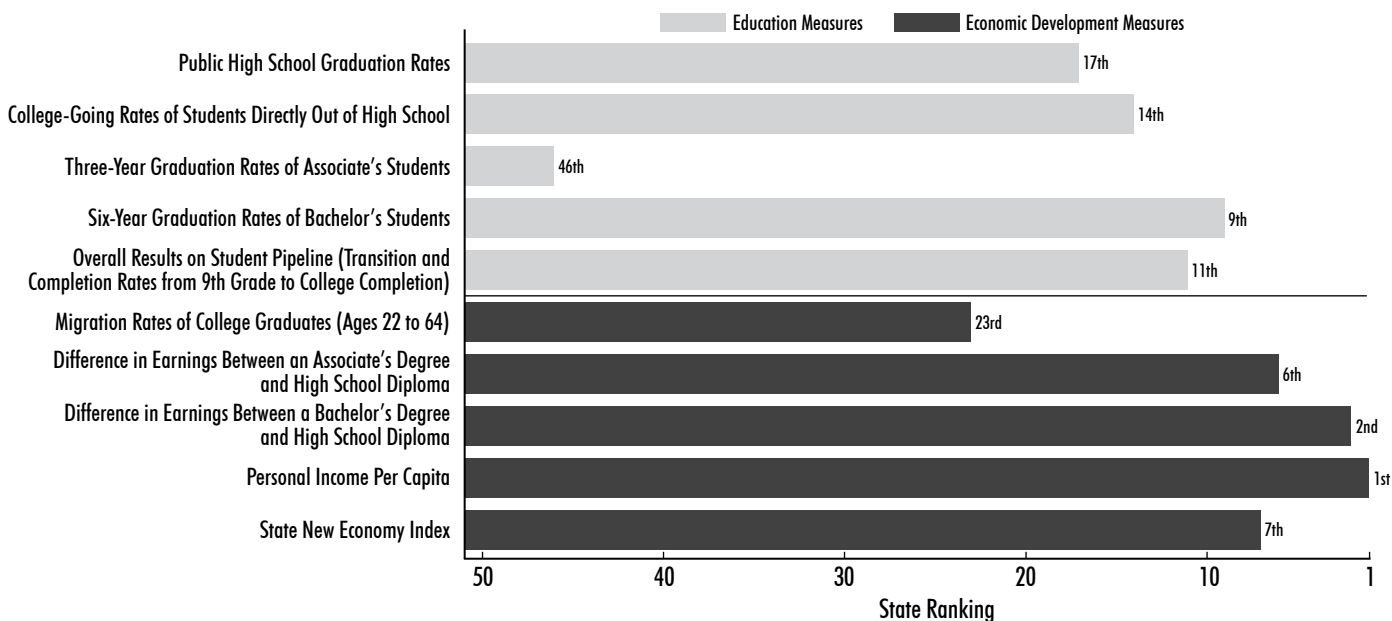
Connecticut Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



Percent of Total Gross State Product by Industry and Comparison to the U.S.

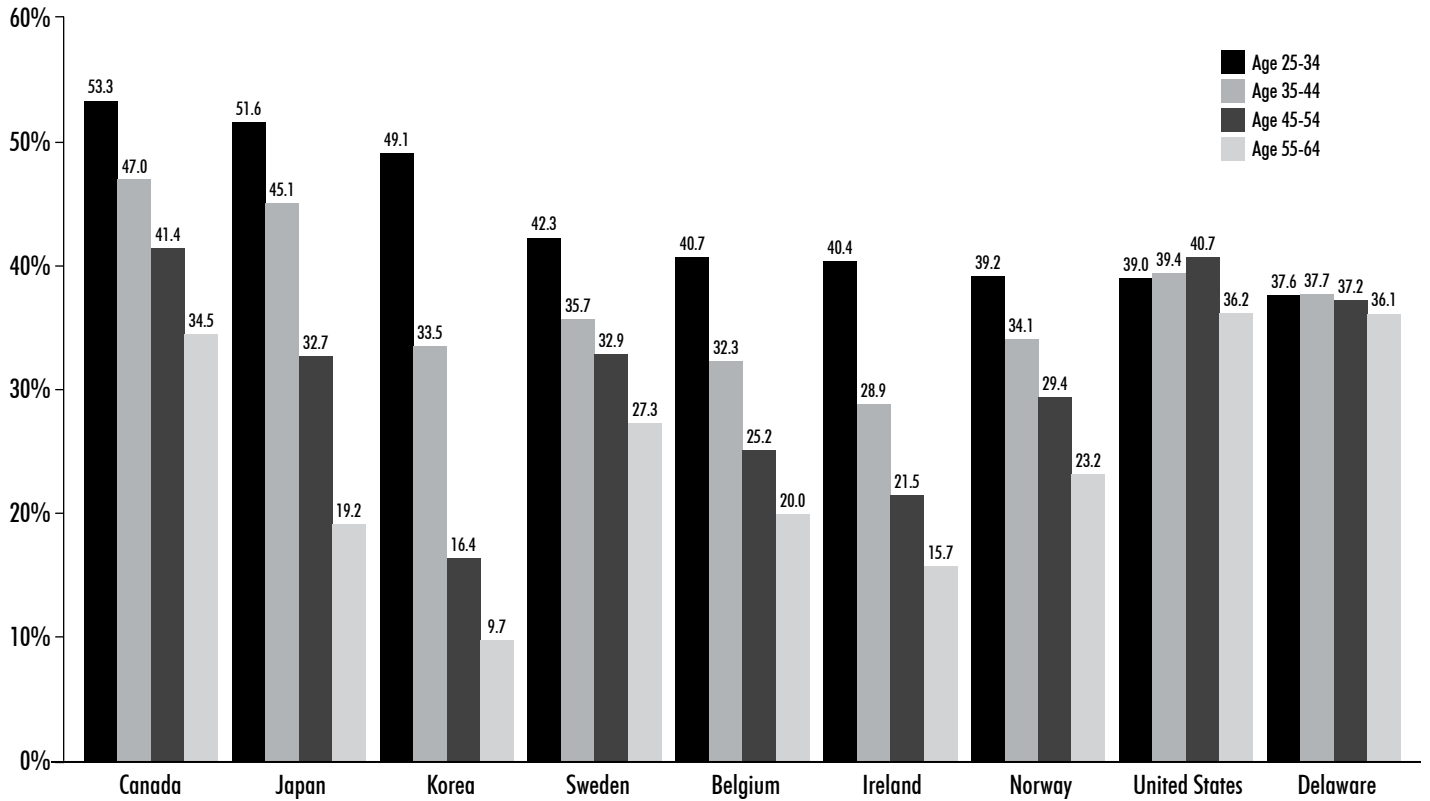


How Connecticut Ranks Among Other States on Selected Measures for Education and Economic Development

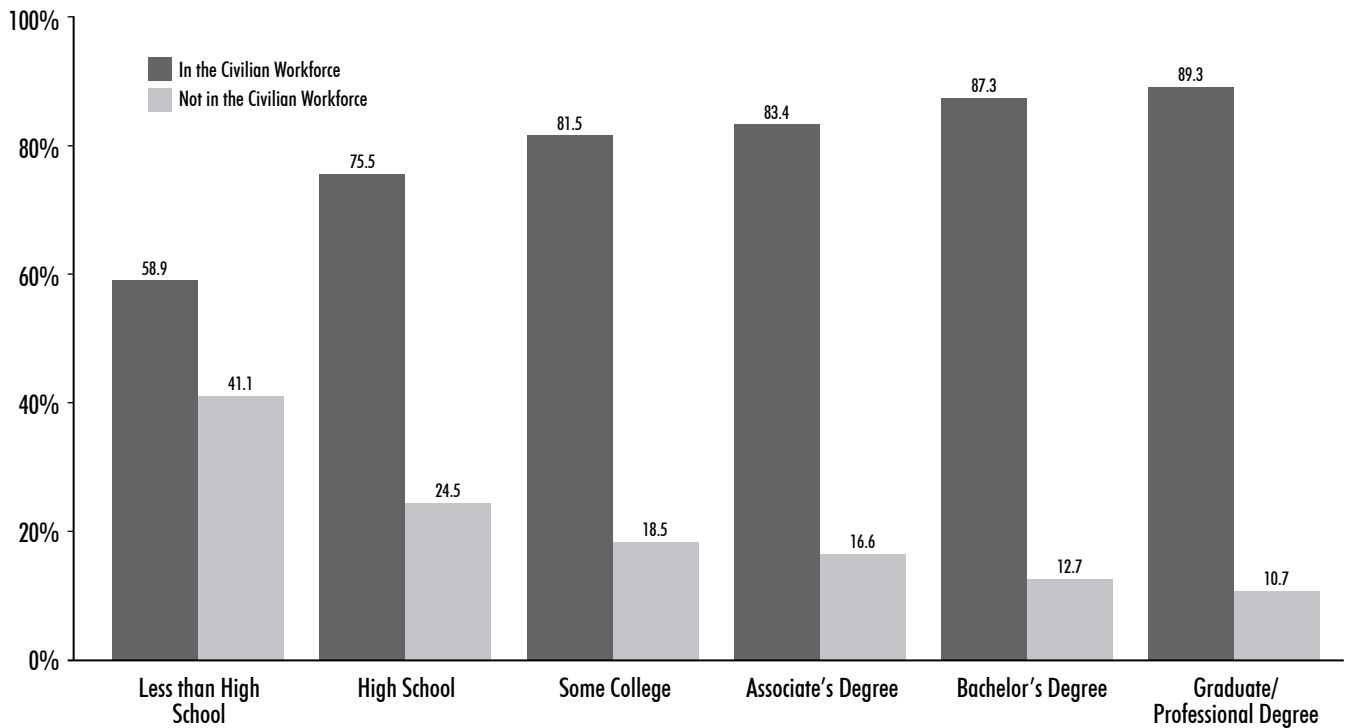


DELAWARE

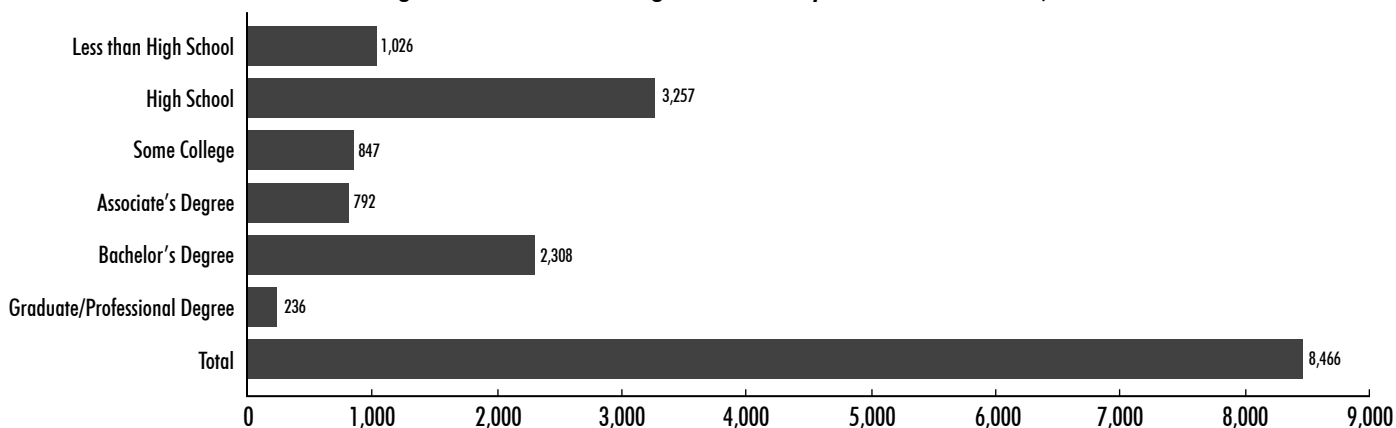
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and Delaware



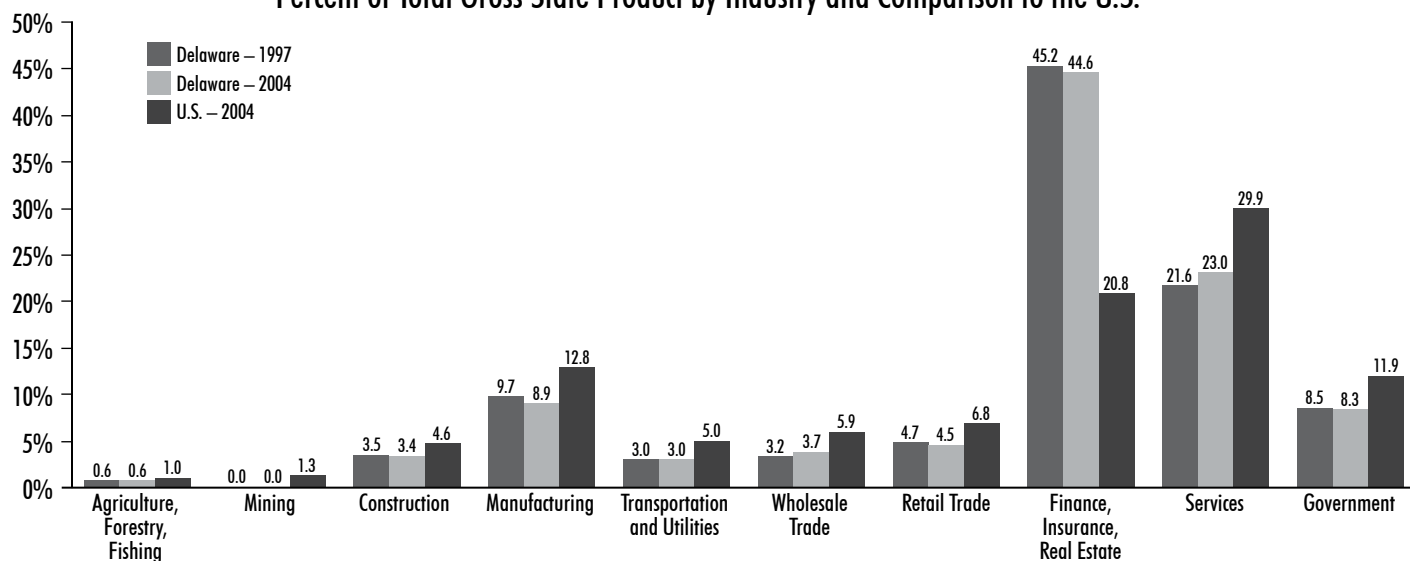
Percent of Delaware Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



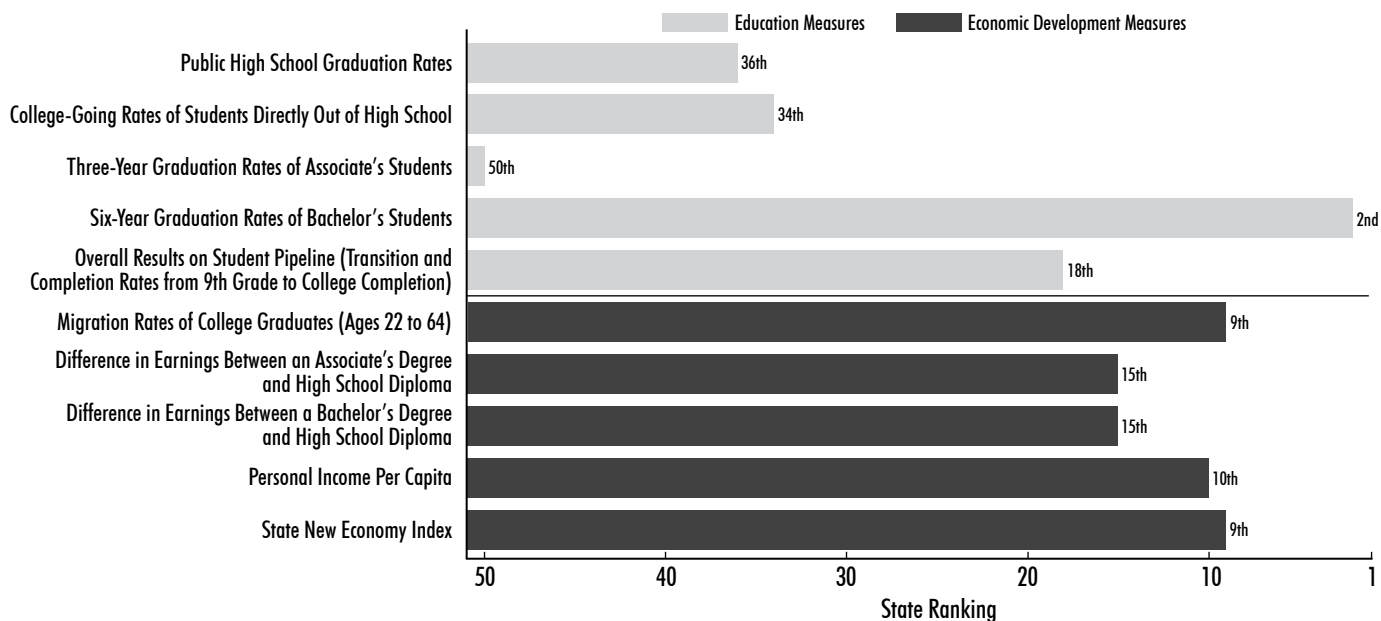
Delaware Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



Percent of Total Gross State Product by Industry and Comparison to the U.S.

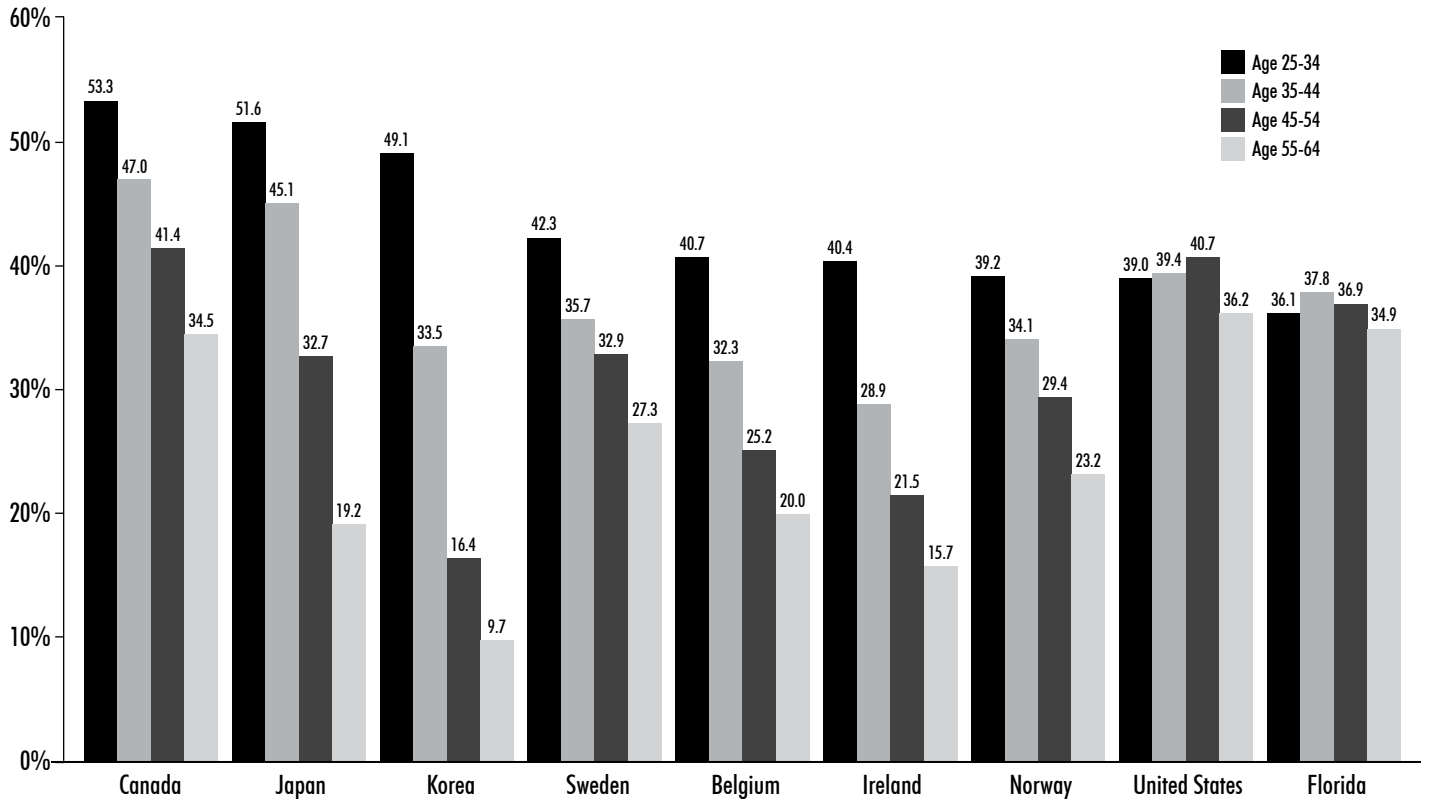


How Delaware Ranks Among Other States on Selected Measures for Education and Economic Development

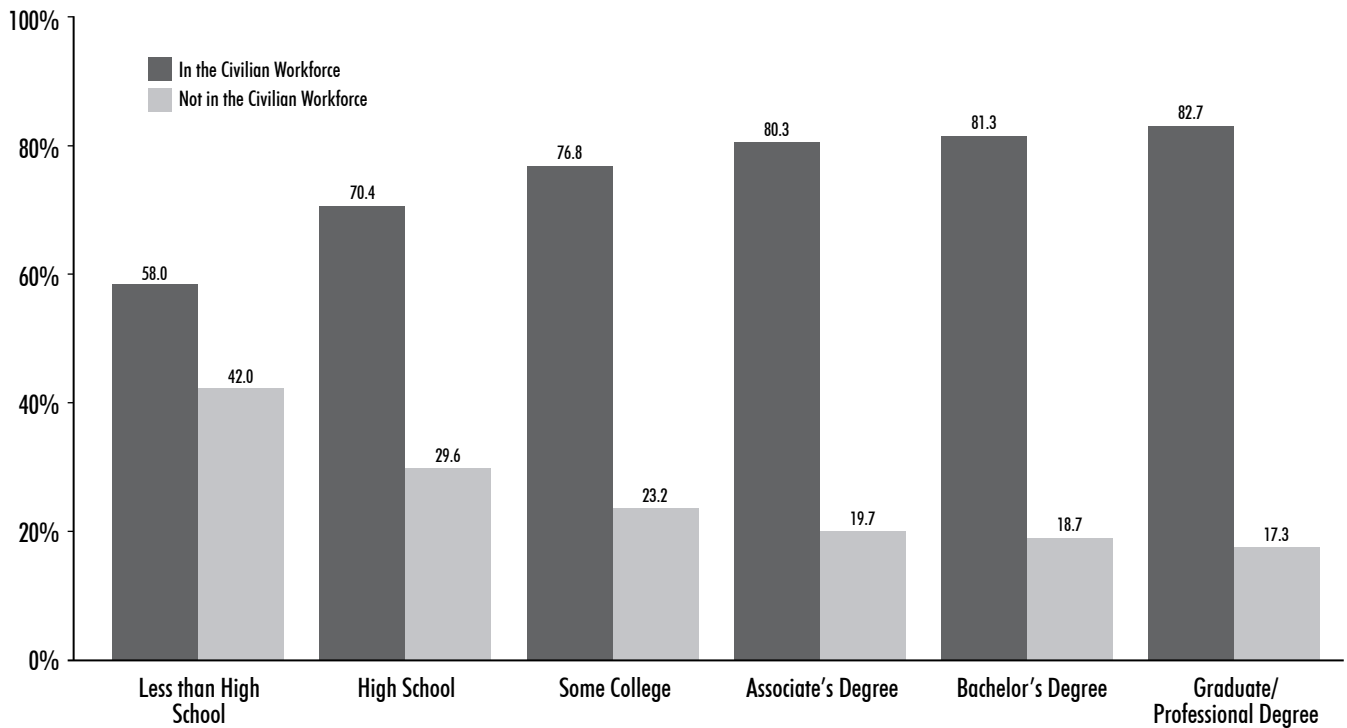


FLORIDA

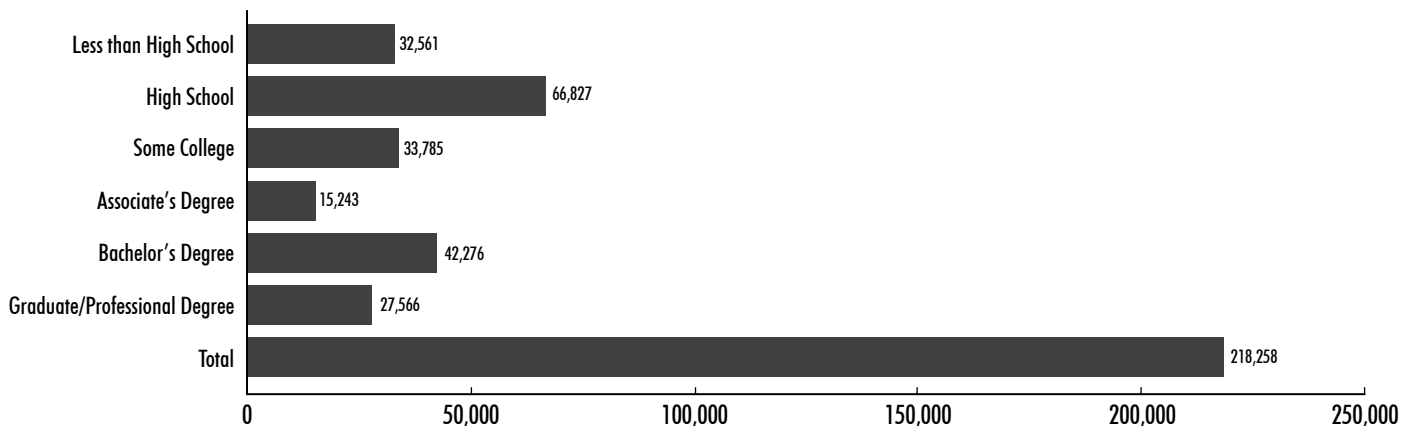
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and Florida



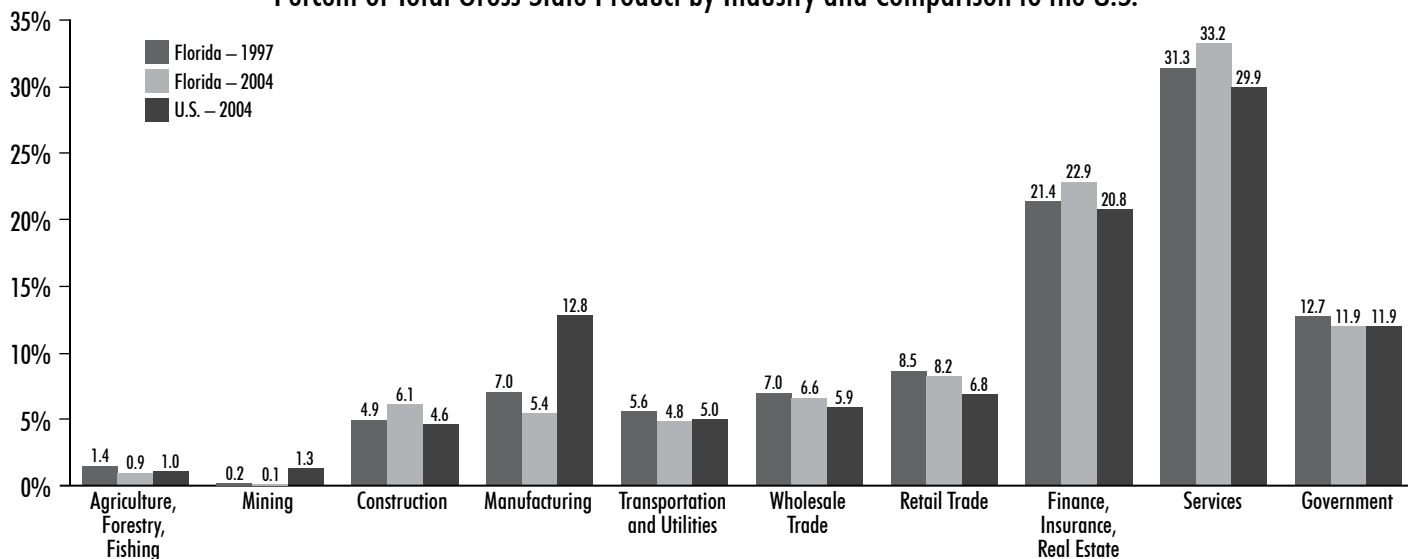
Percent of Florida Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



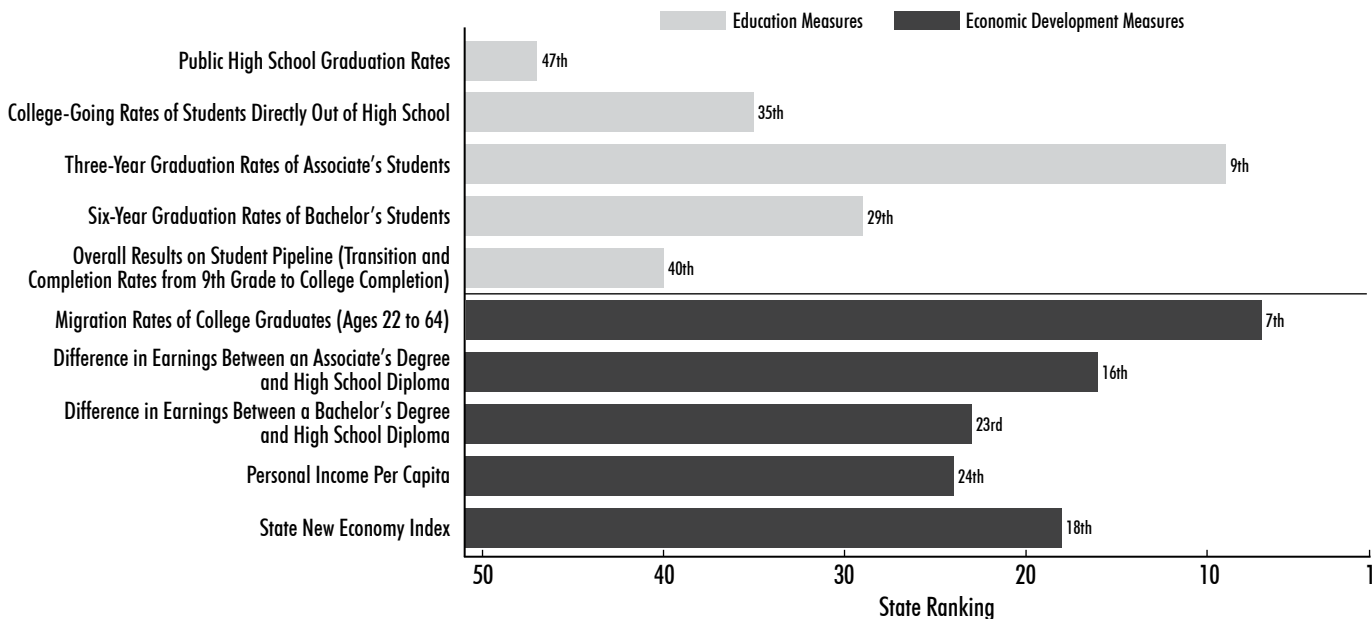
Florida Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



Percent of Total Gross State Product by Industry and Comparison to the U.S.

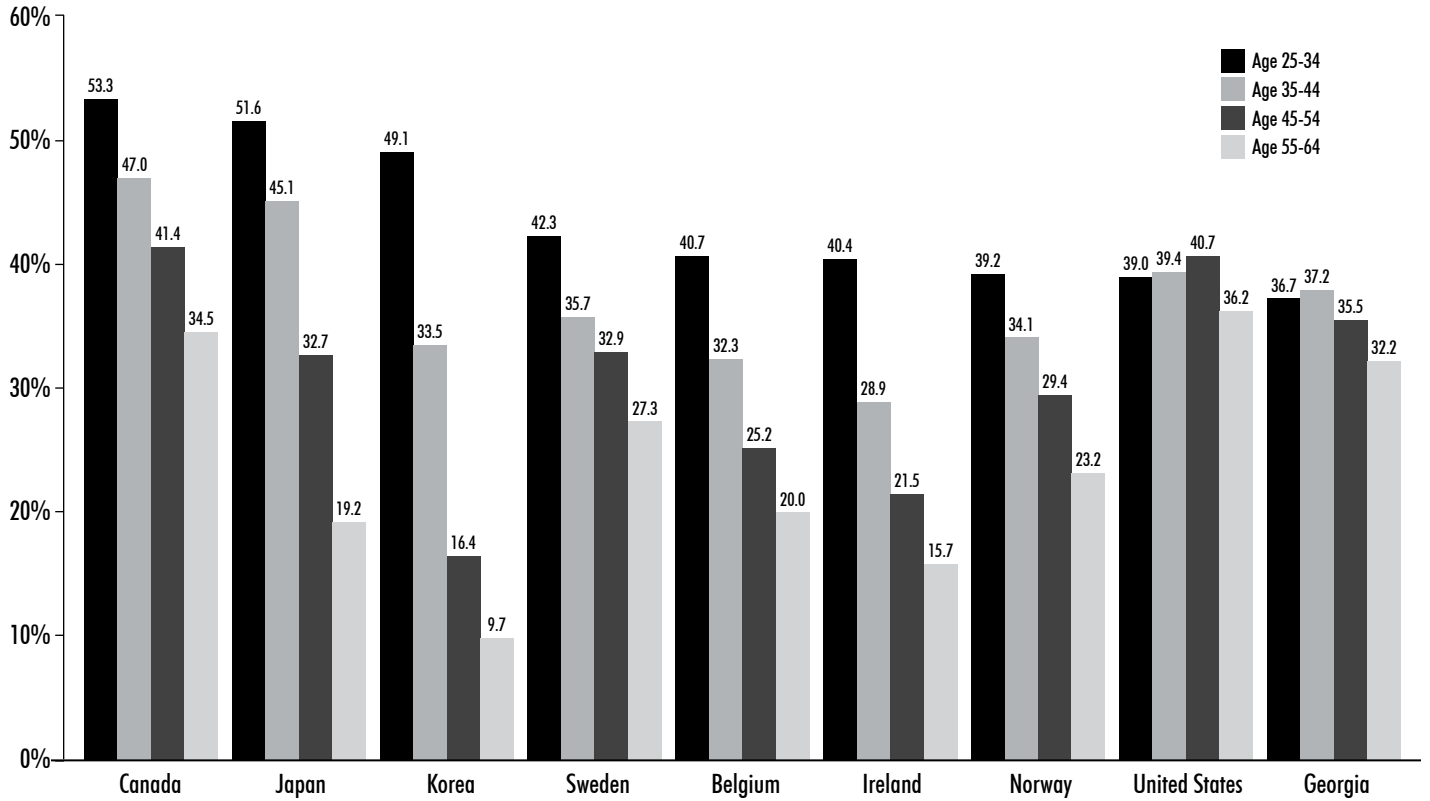


How Florida Ranks Among Other States on Selected Measures for Education and Economic Development

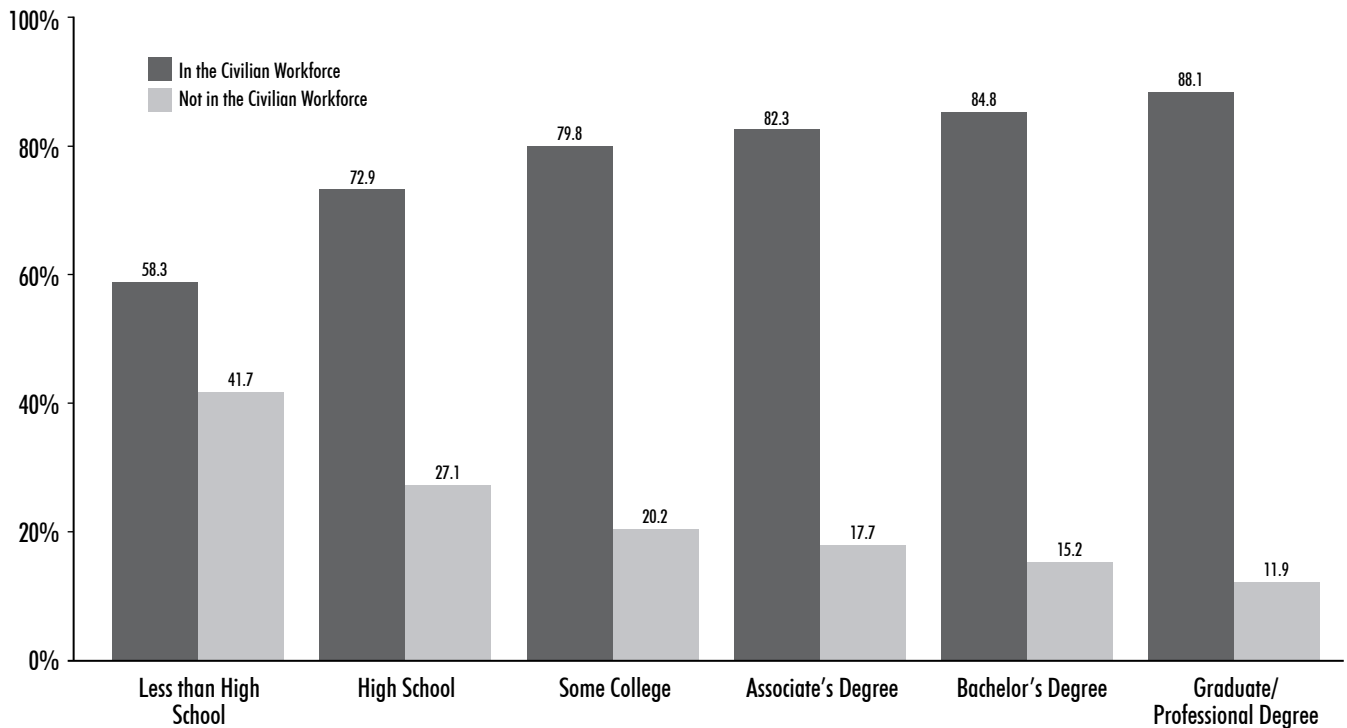


GEORGIA

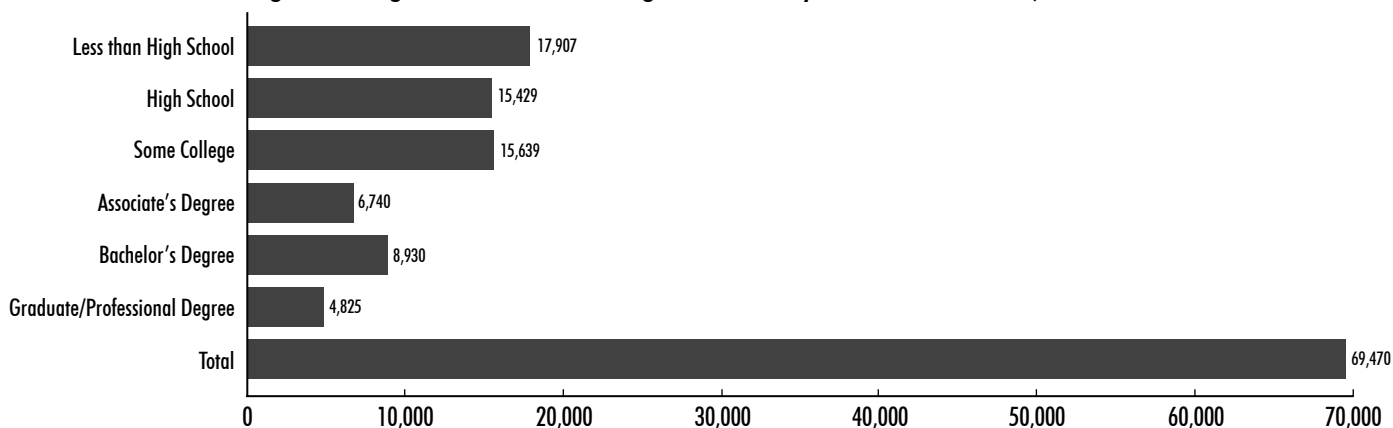
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and Georgia



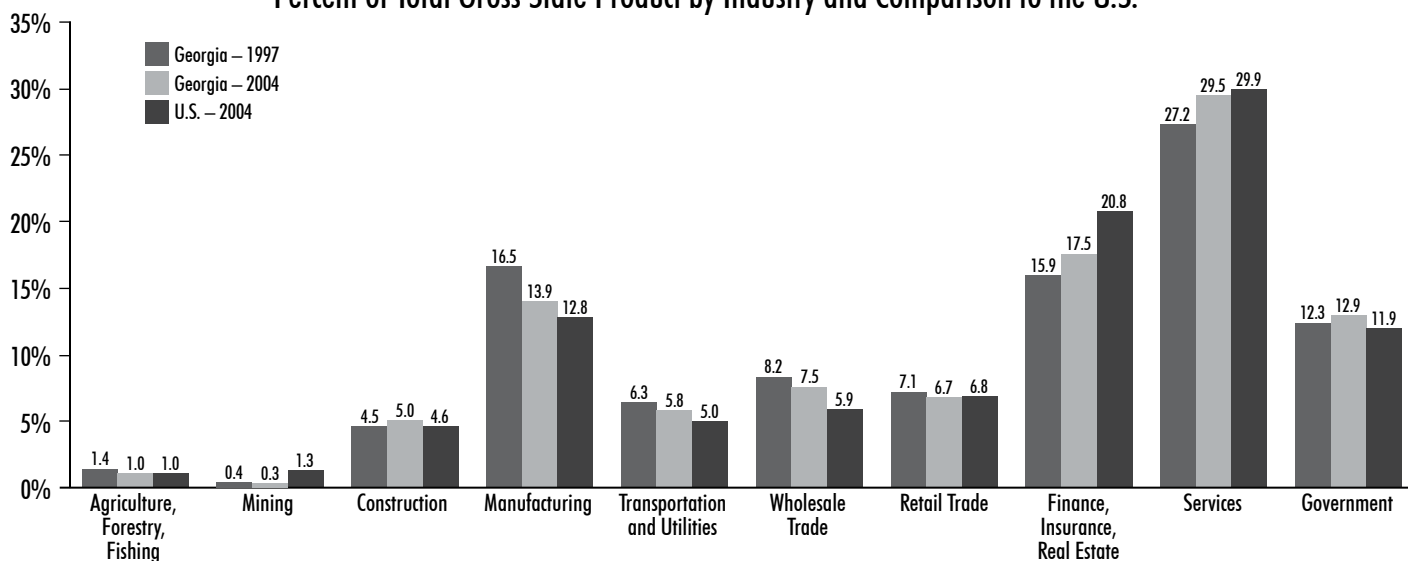
Percent of Georgia Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



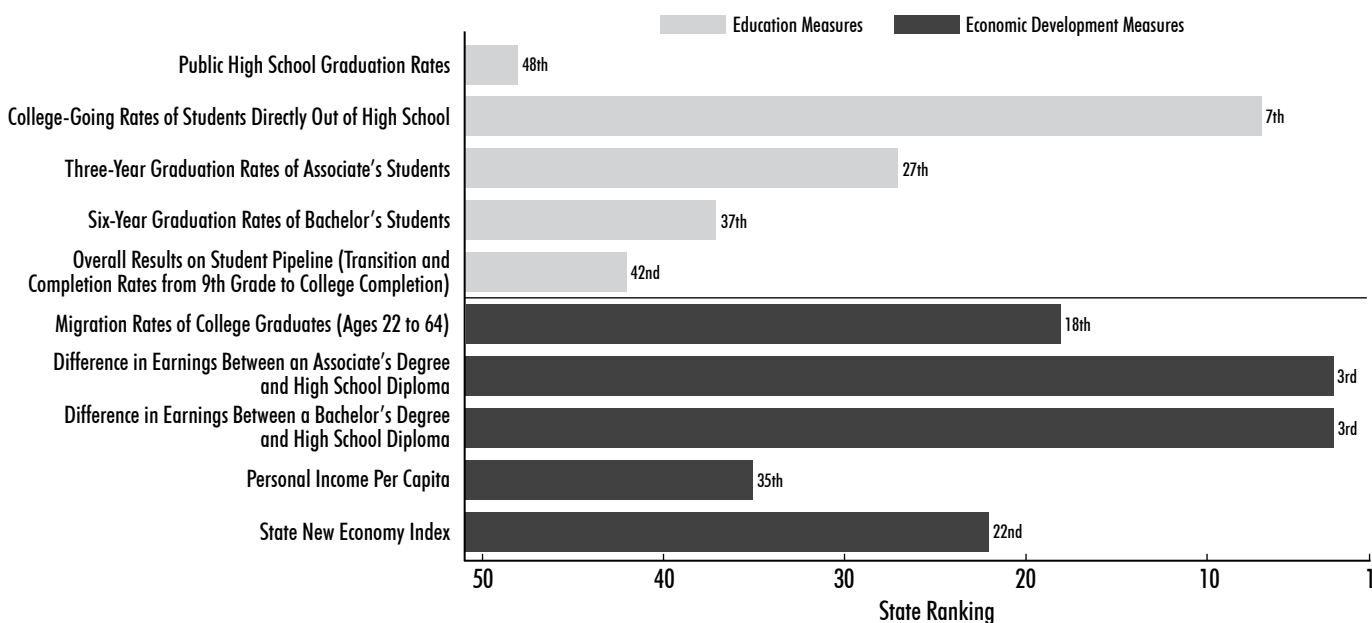
Georgia Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



Percent of Total Gross State Product by Industry and Comparison to the U.S.

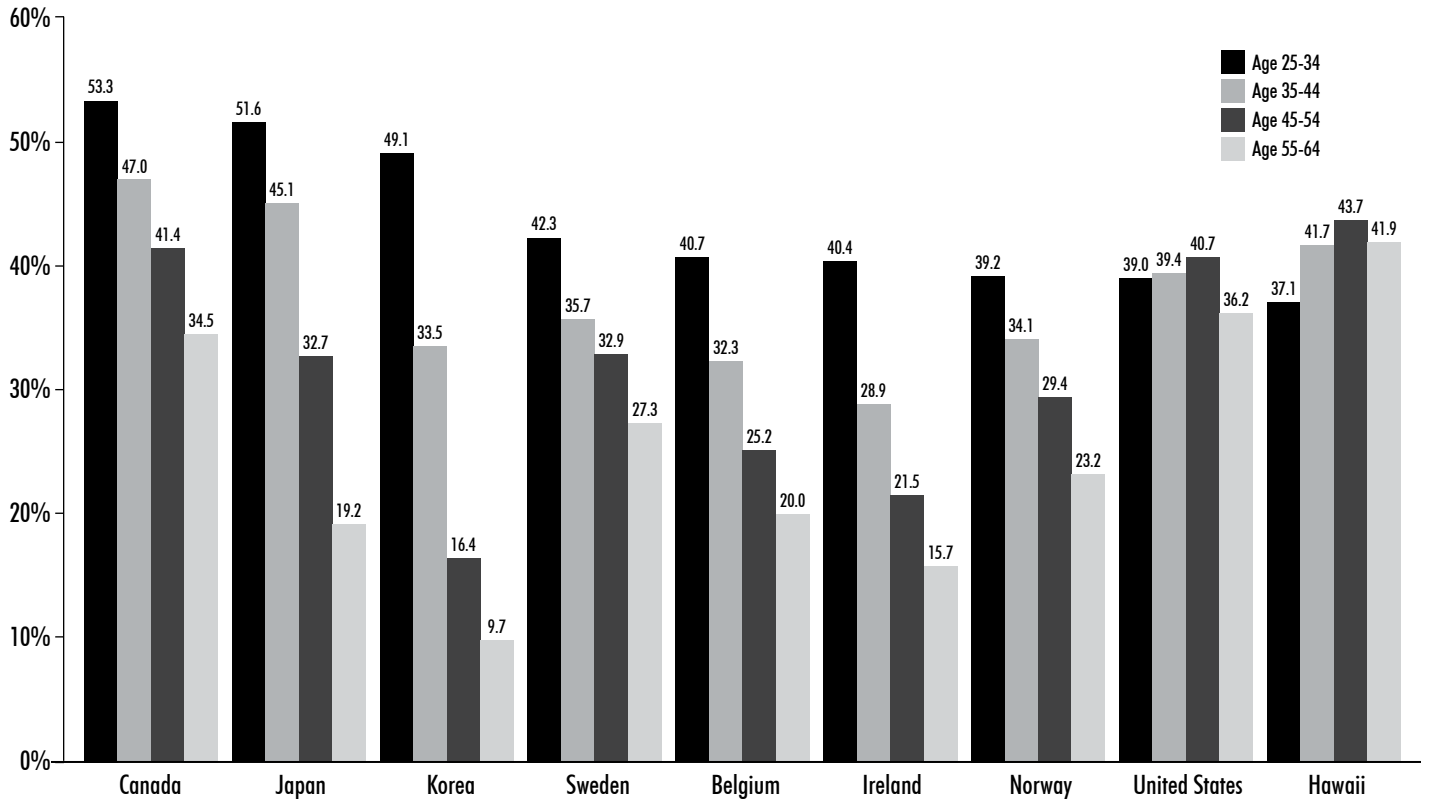


How Georgia Ranks Among Other States on Selected Measures for Education and Economic Development

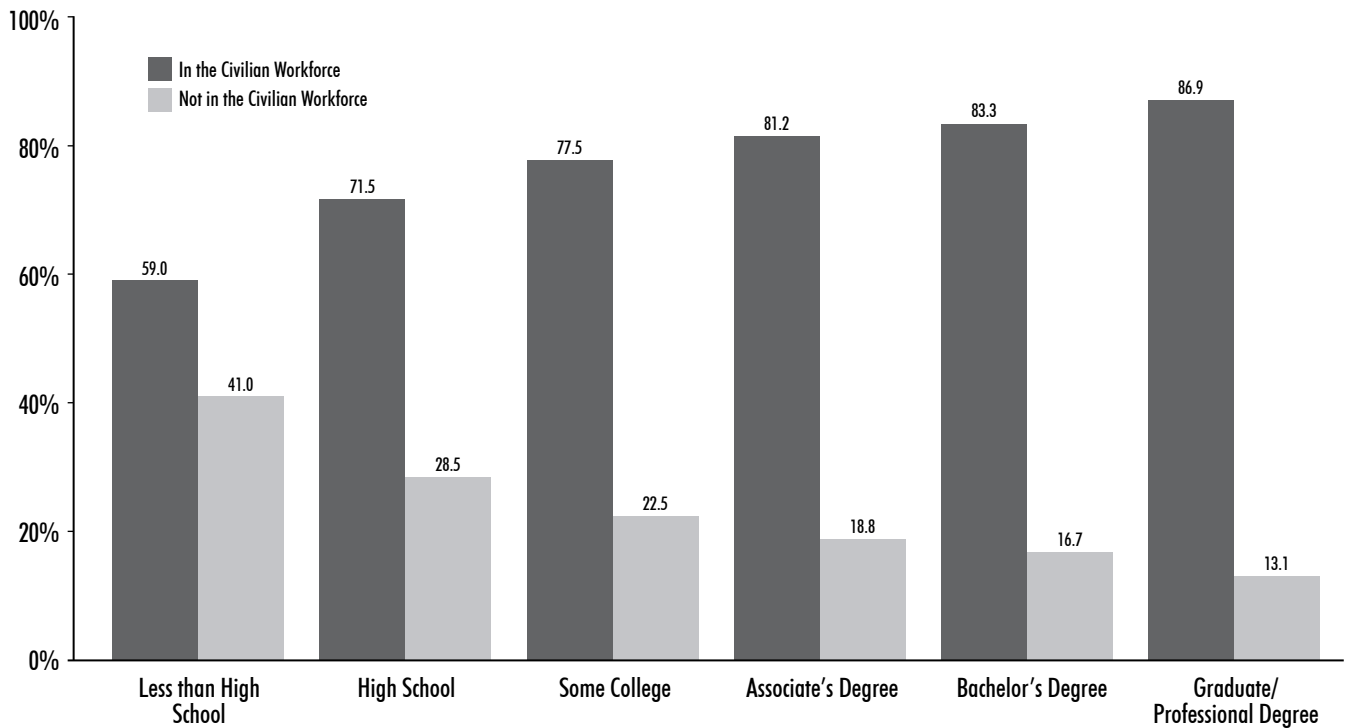


HAWAII

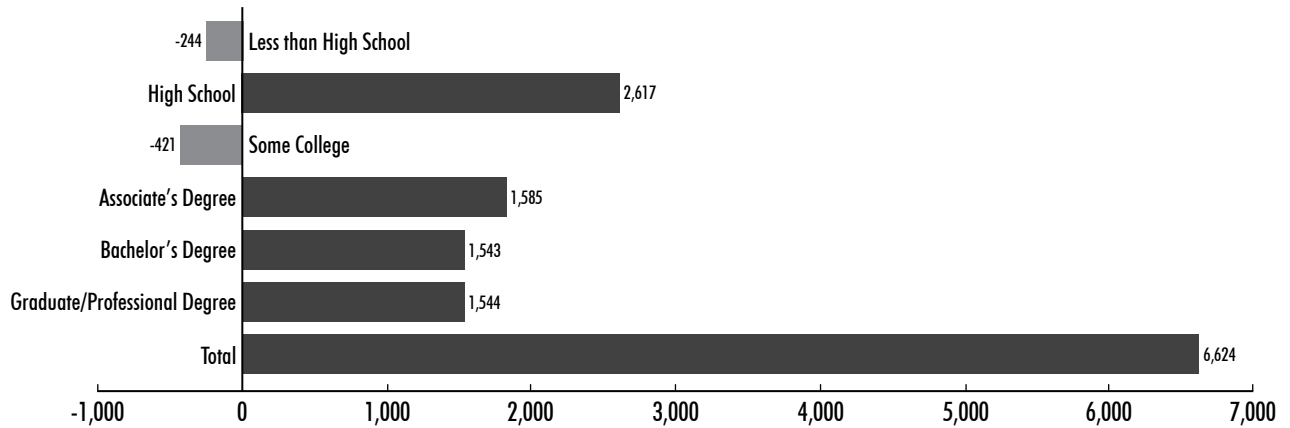
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and Hawaii



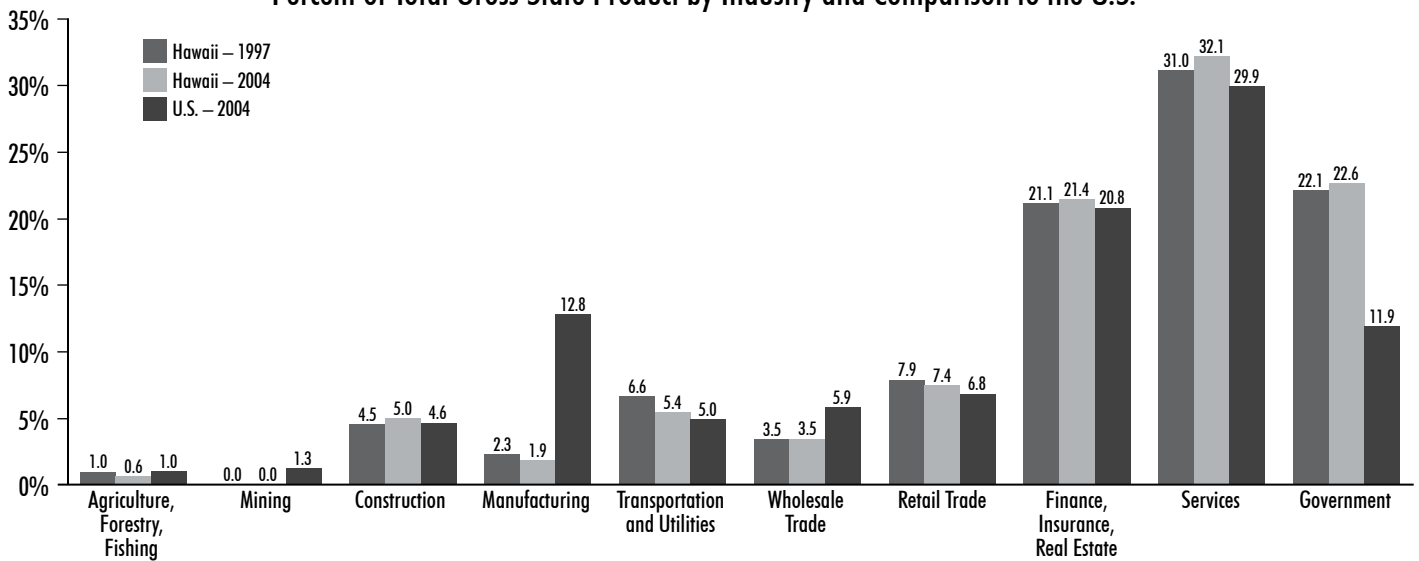
Percent of Hawaii Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



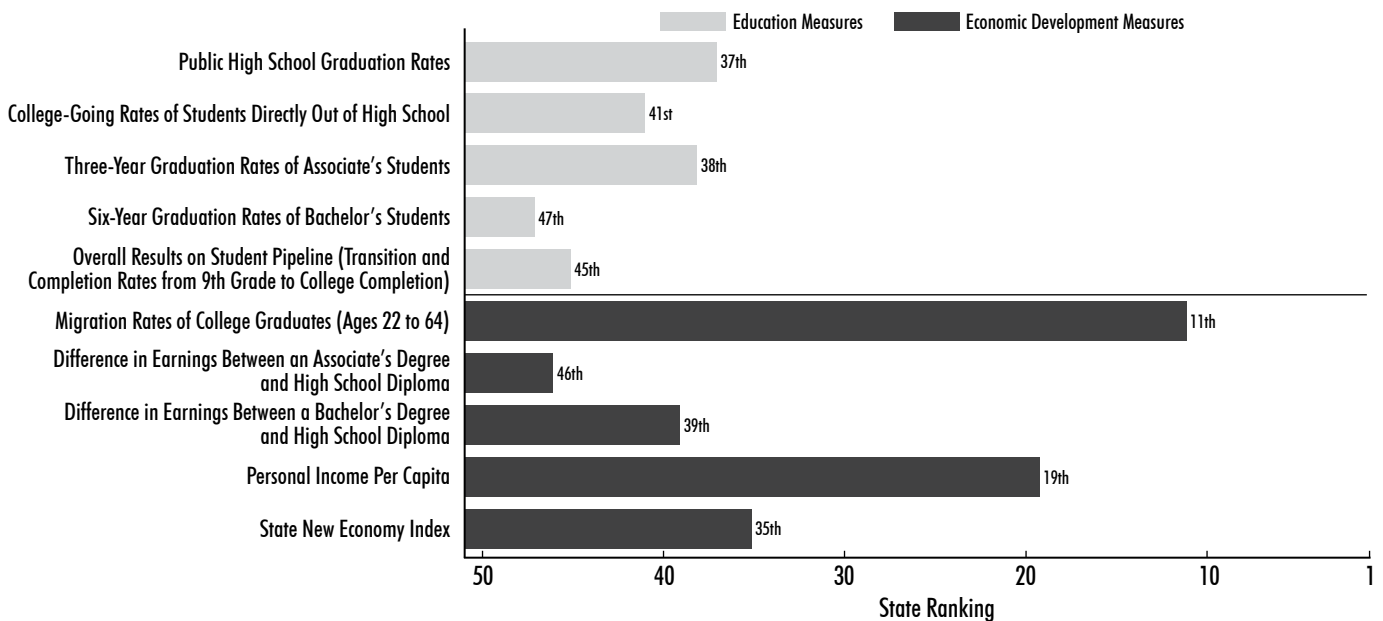
Hawaii Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



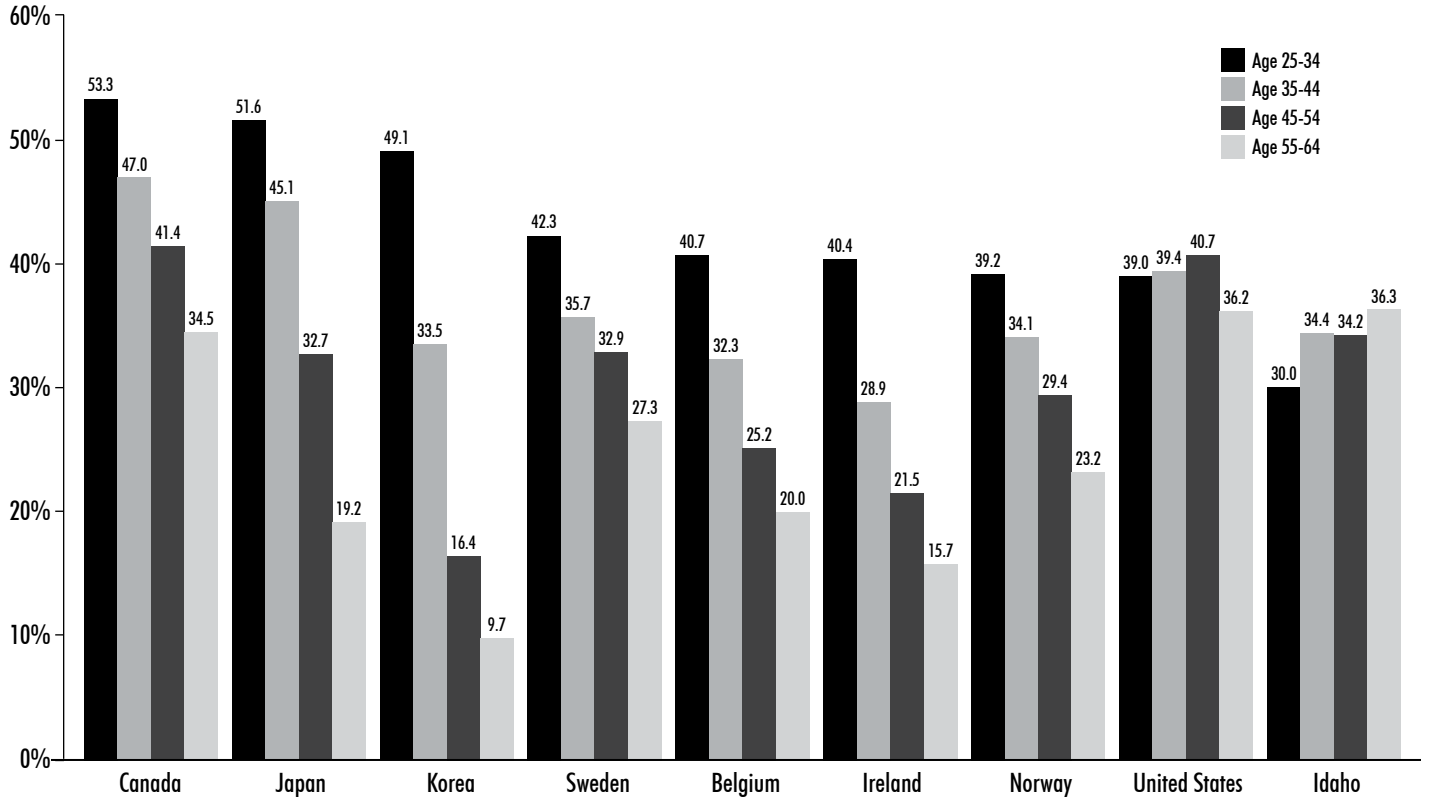
Percent of Total Gross State Product by Industry and Comparison to the U.S.



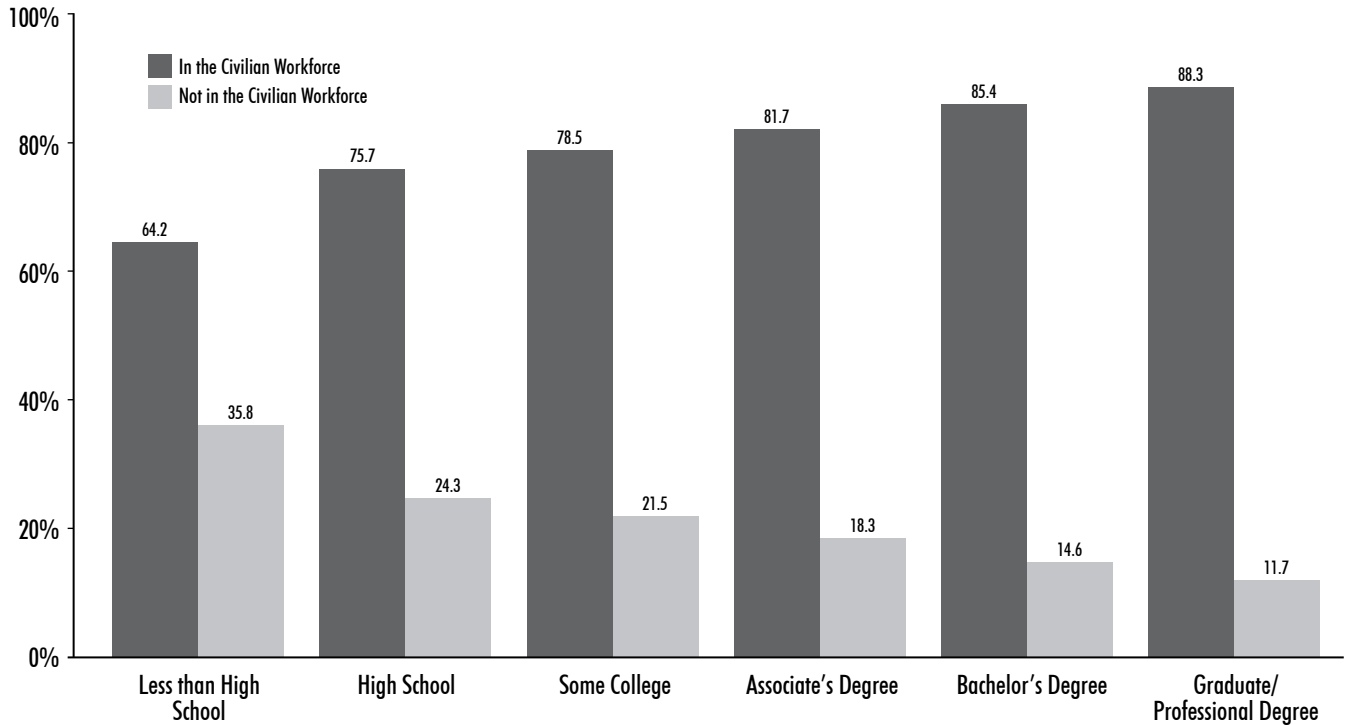
How Hawaii Ranks Among Other States on Selected Measures for Education and Economic Development



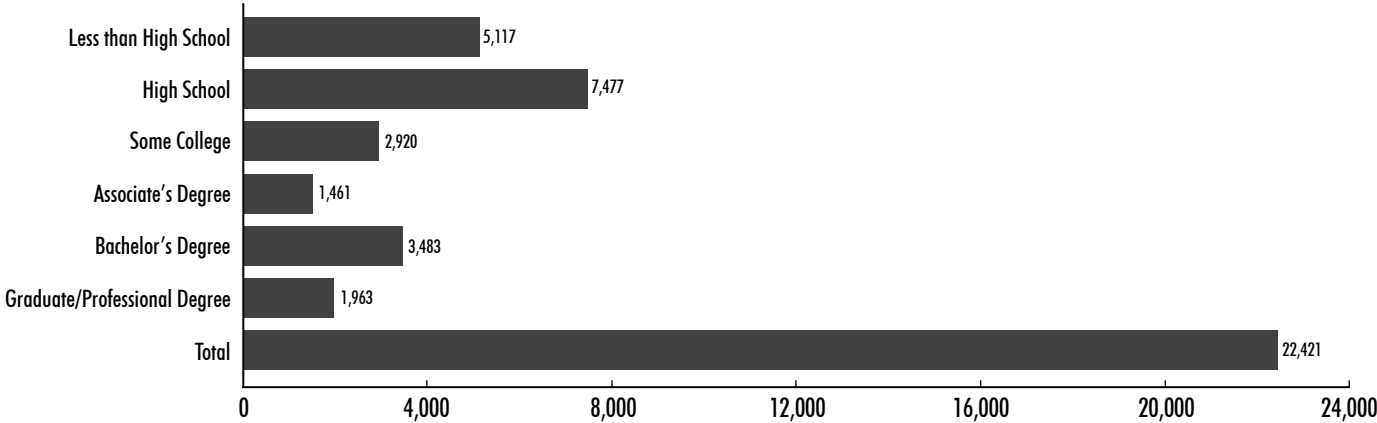
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and Idaho



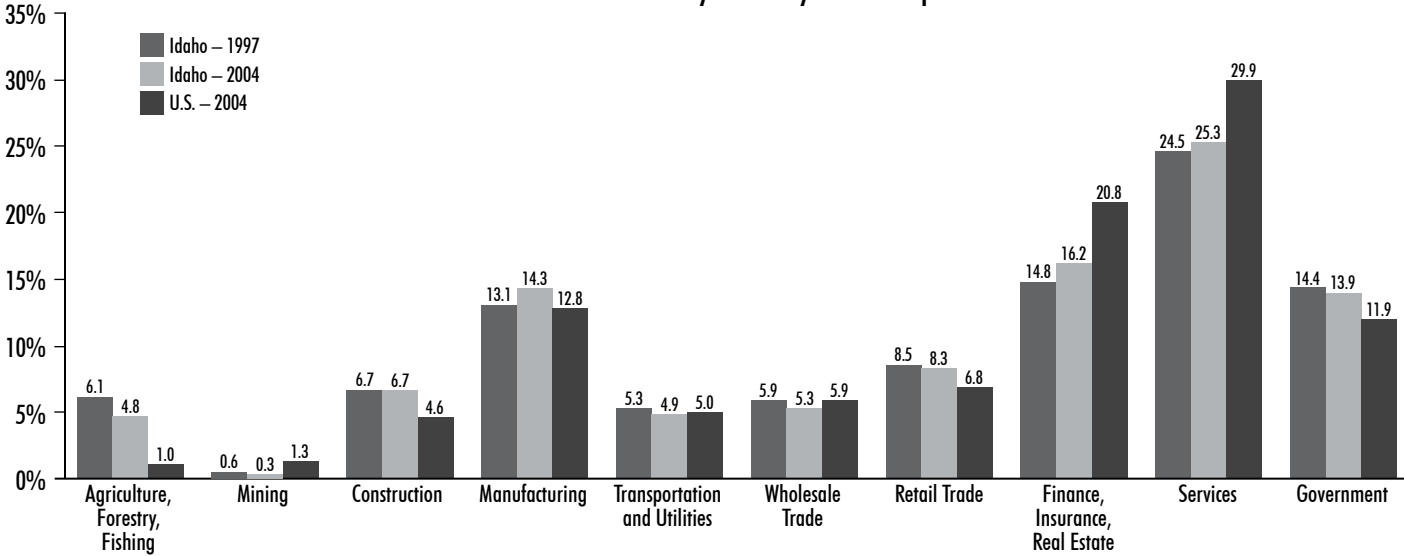
Percent of Idaho Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



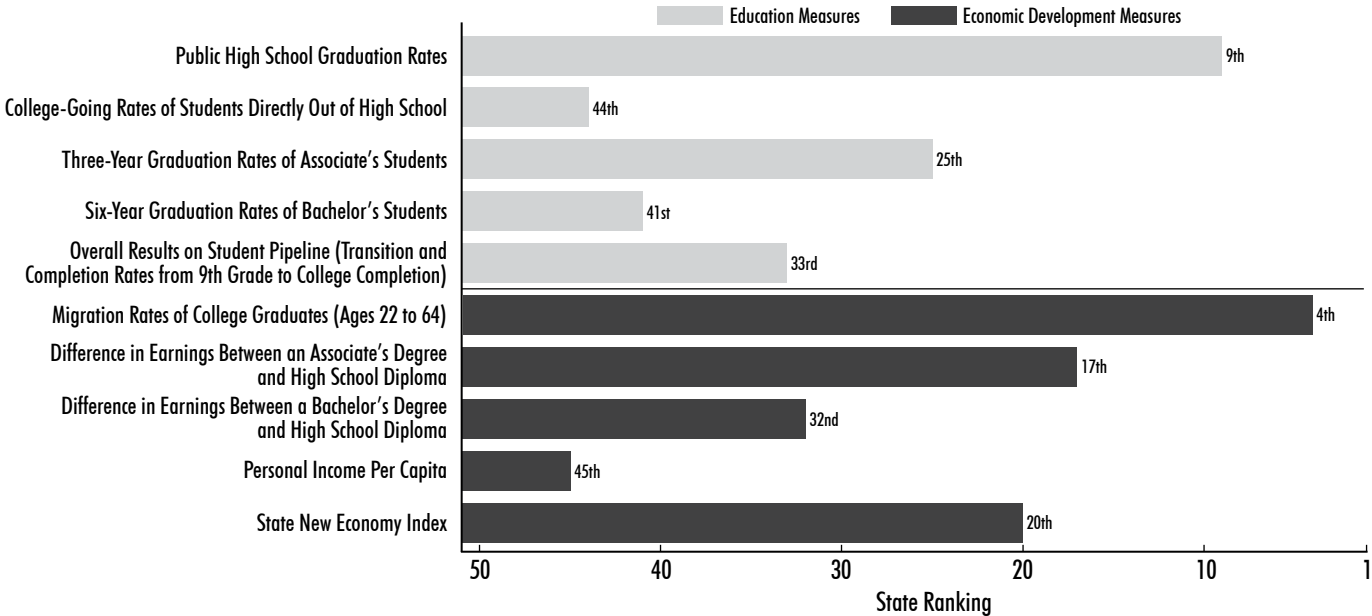
Idaho Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



Percent of Total Gross State Product by Industry and Comparison to the U.S.

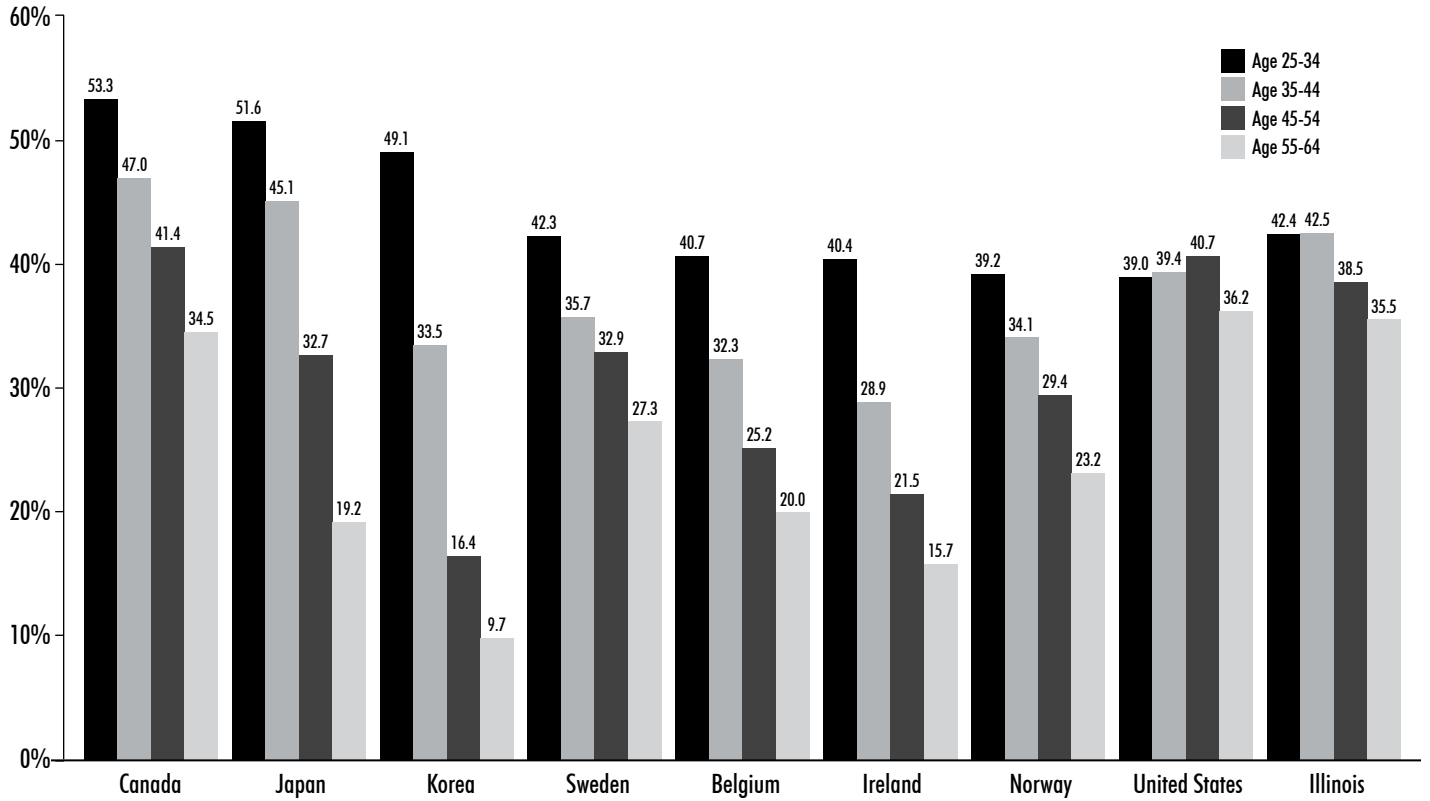


How Idaho Ranks Among Other States on Selected Measures for Education and Economic Development

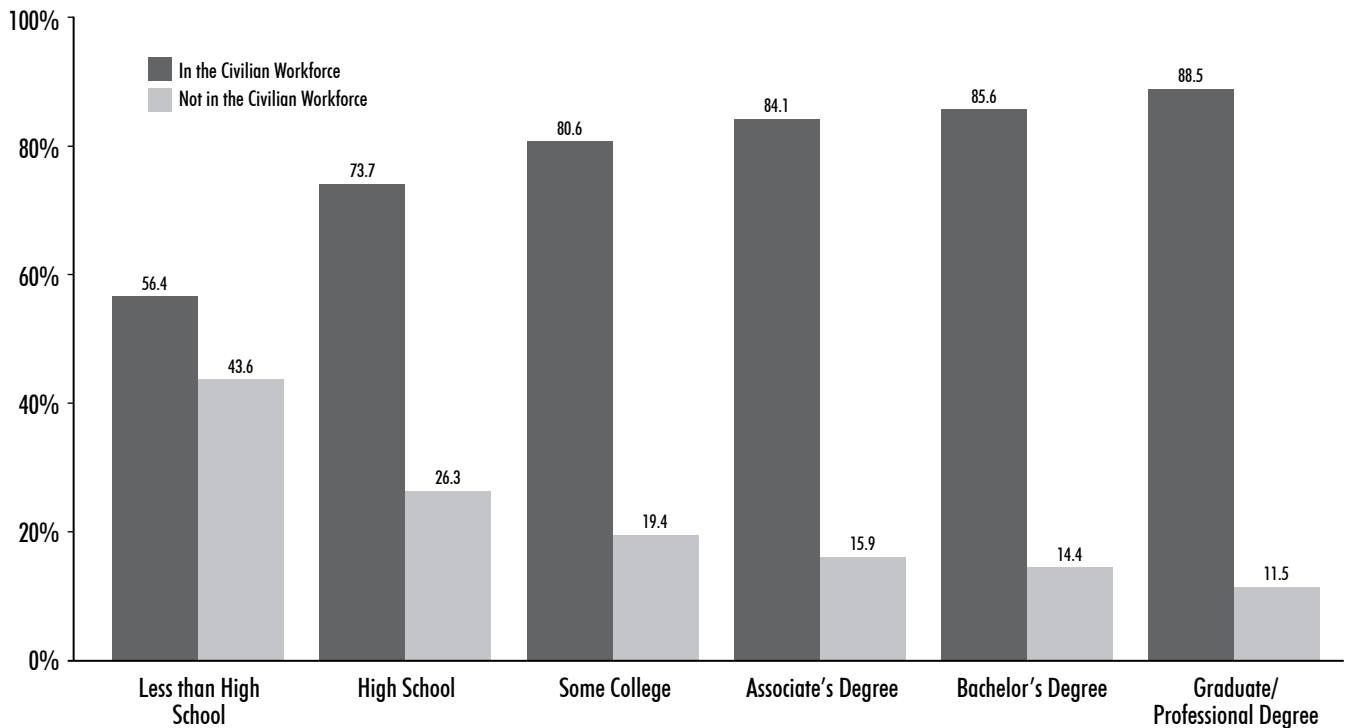


ILLINOIS

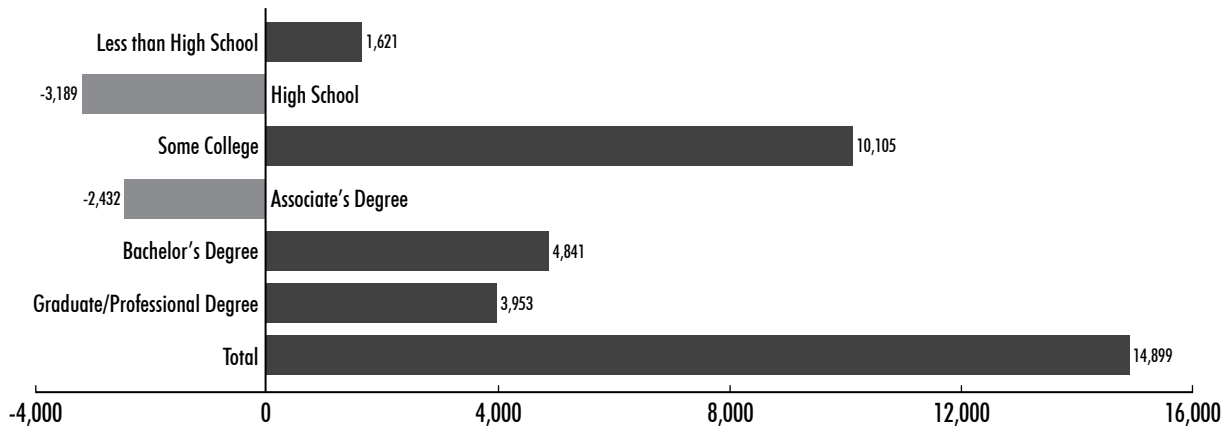
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and Illinois



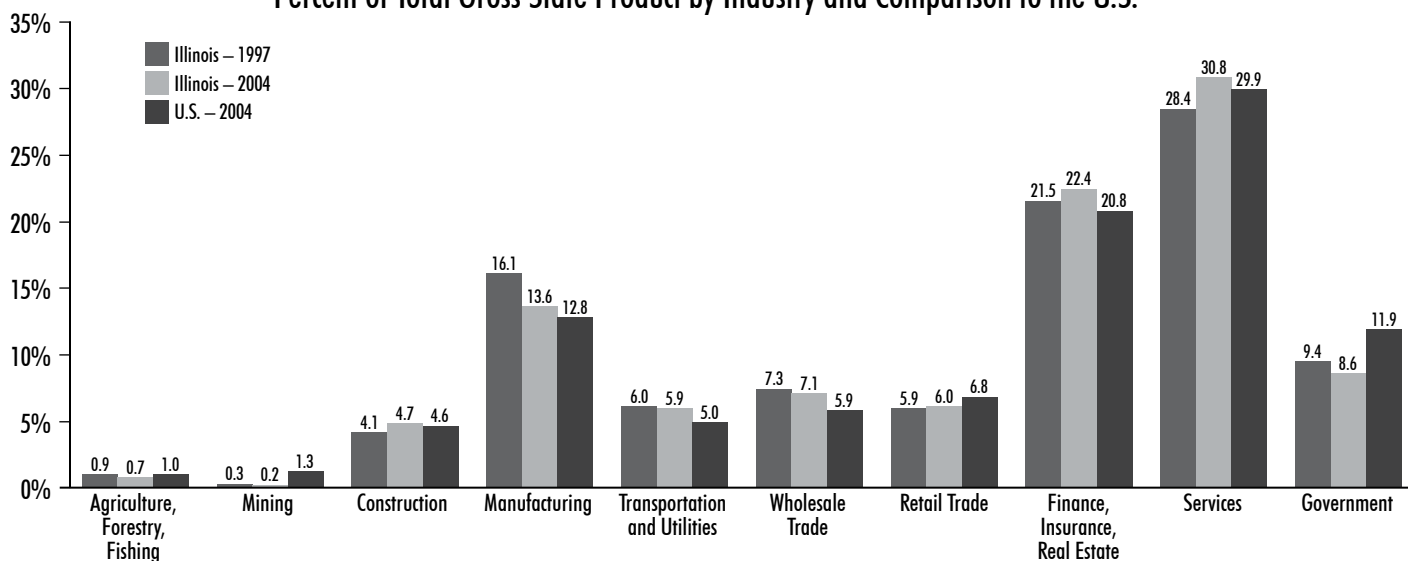
Percent of Illinois Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



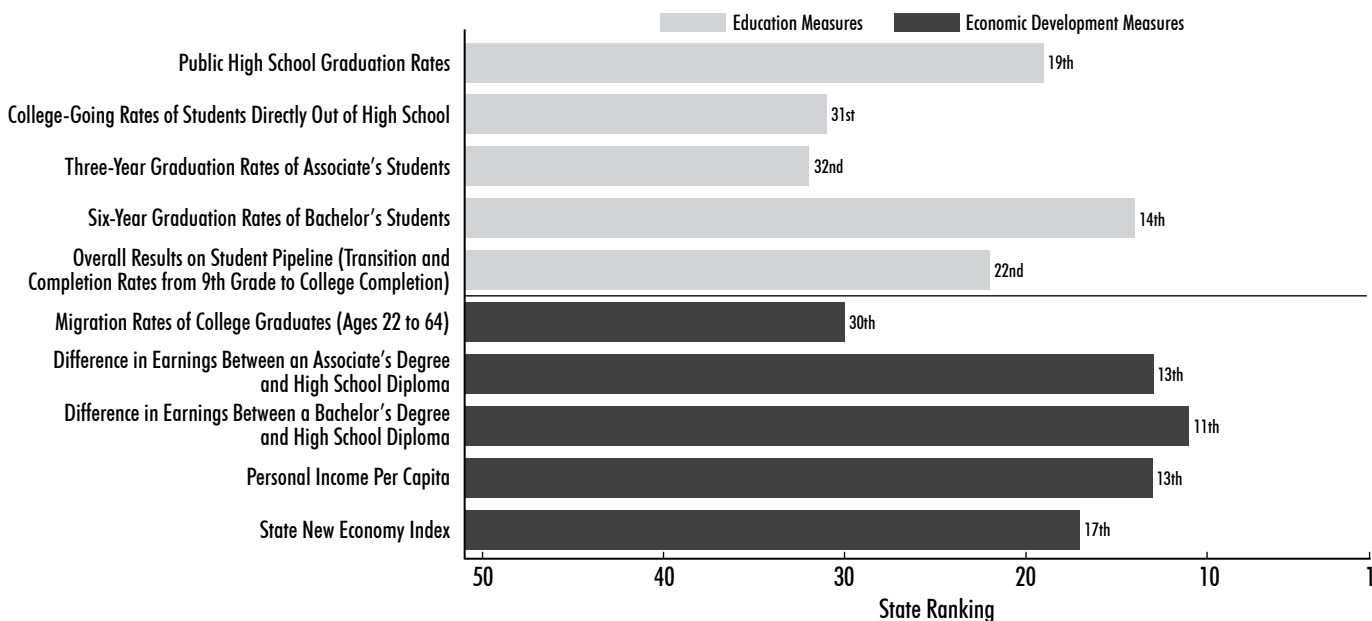
Illinois Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



Percent of Total Gross State Product by Industry and Comparison to the U.S.

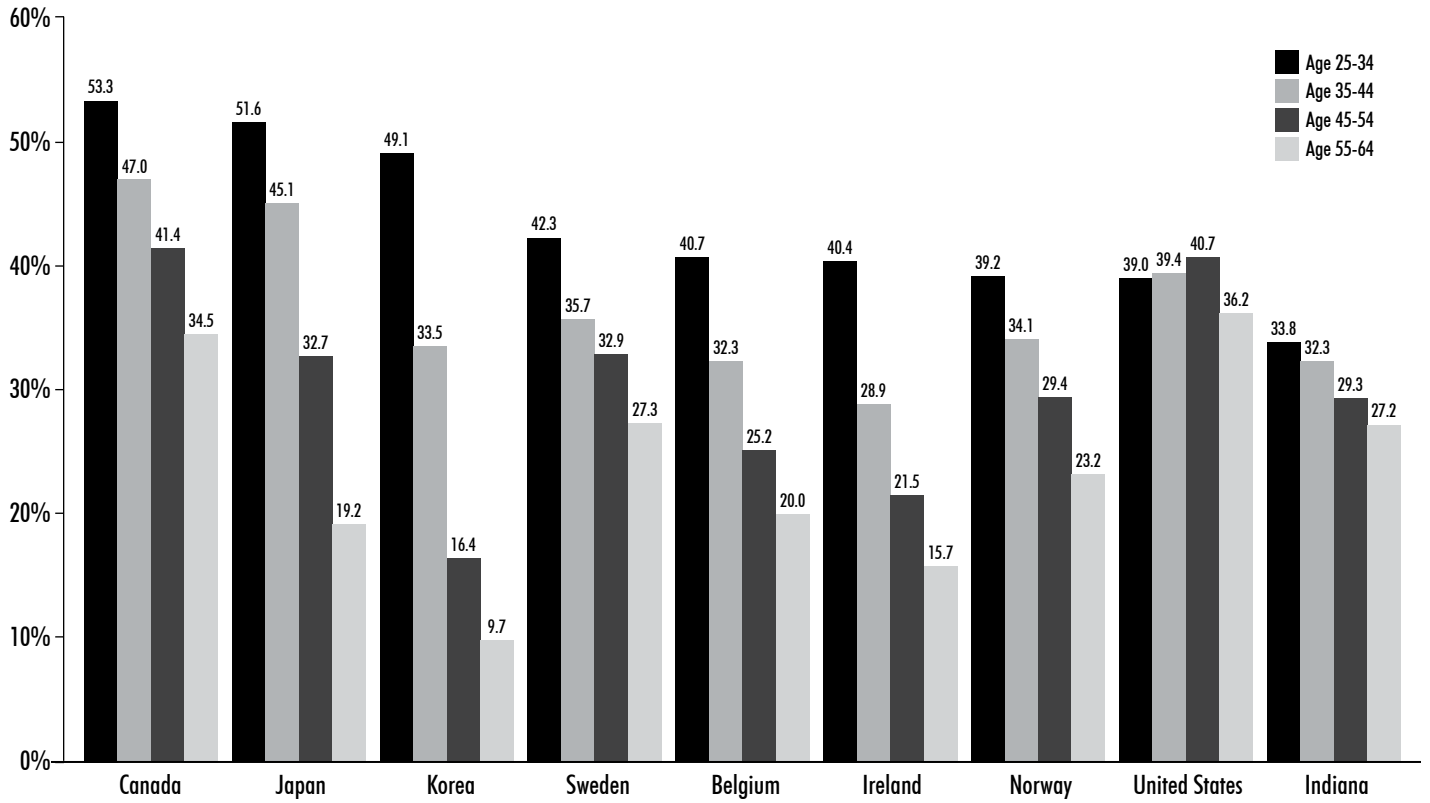


How Illinois Ranks Among Other States on Selected Measures for Education and Economic Development

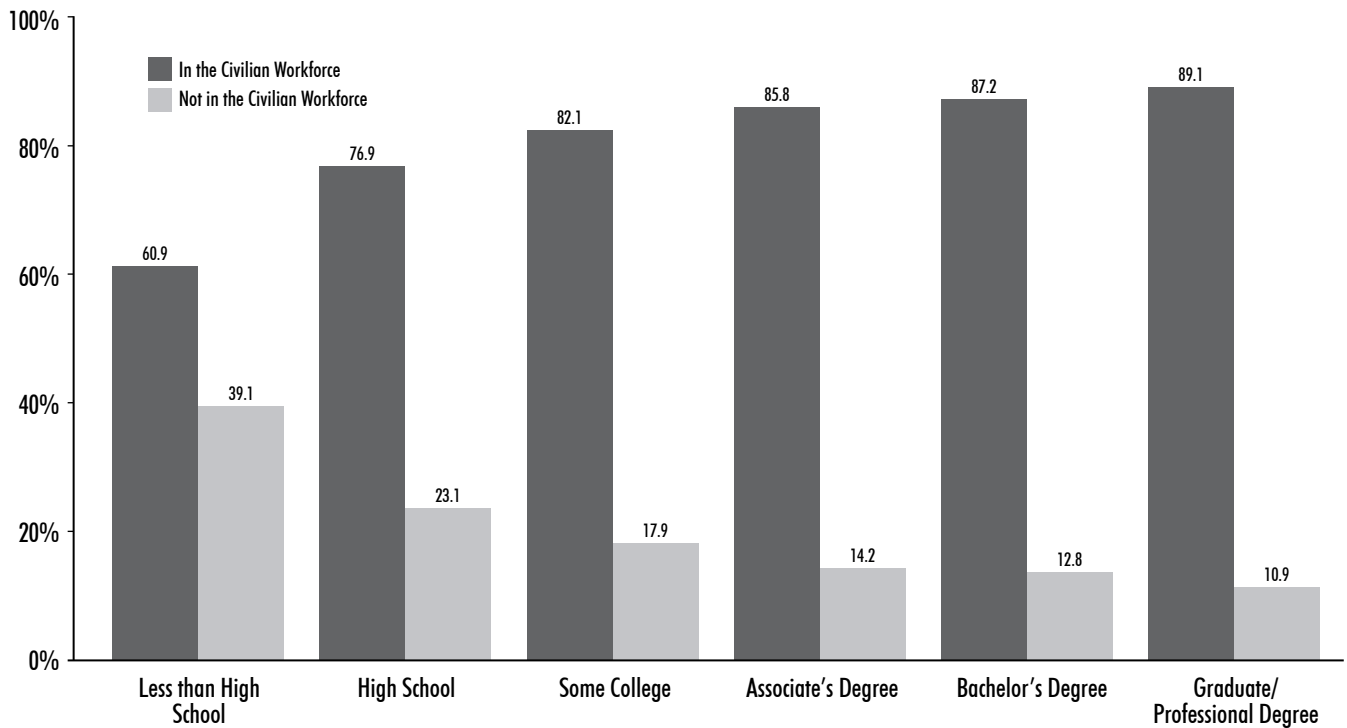


INDIANA

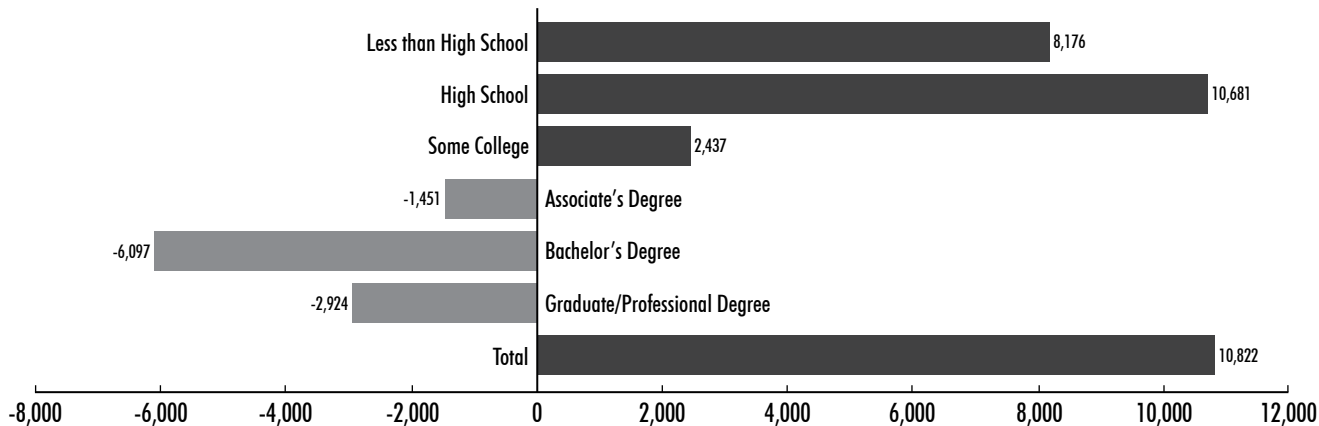
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and Indiana



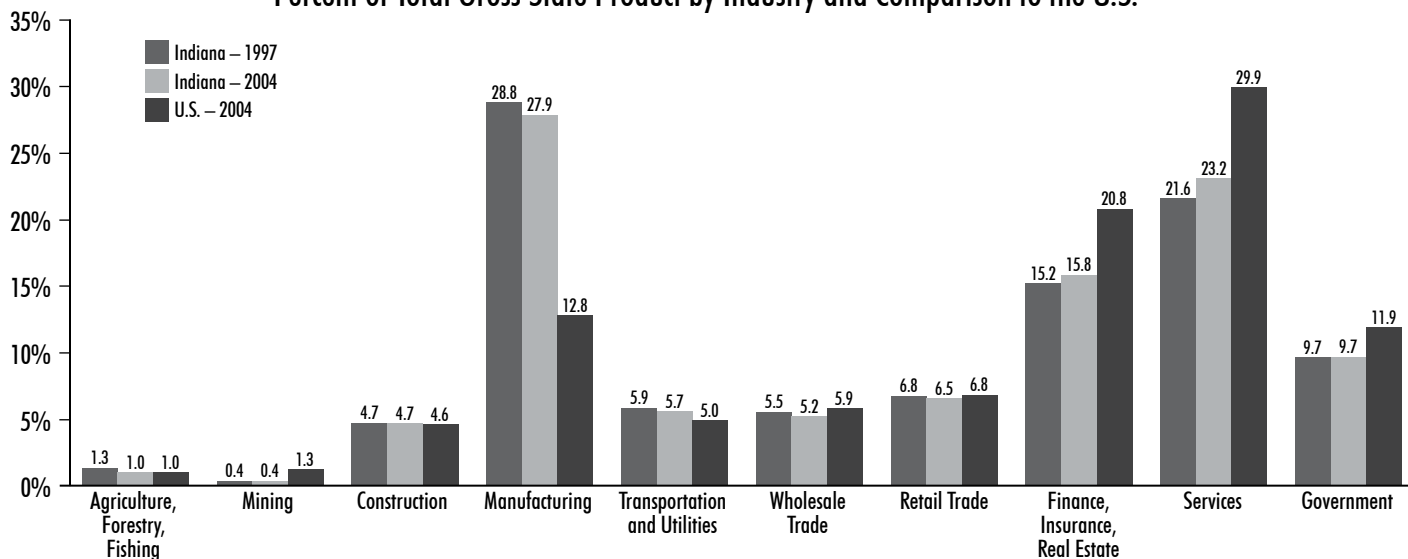
Percent of Indiana Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



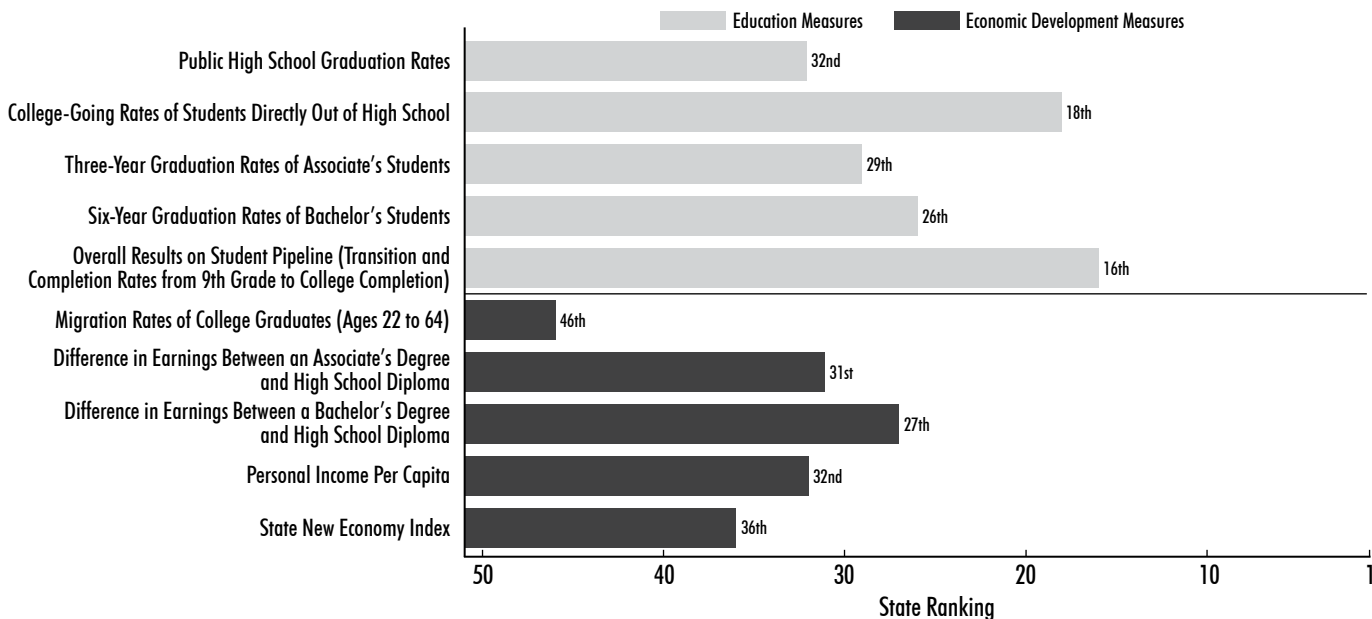
Indiana Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



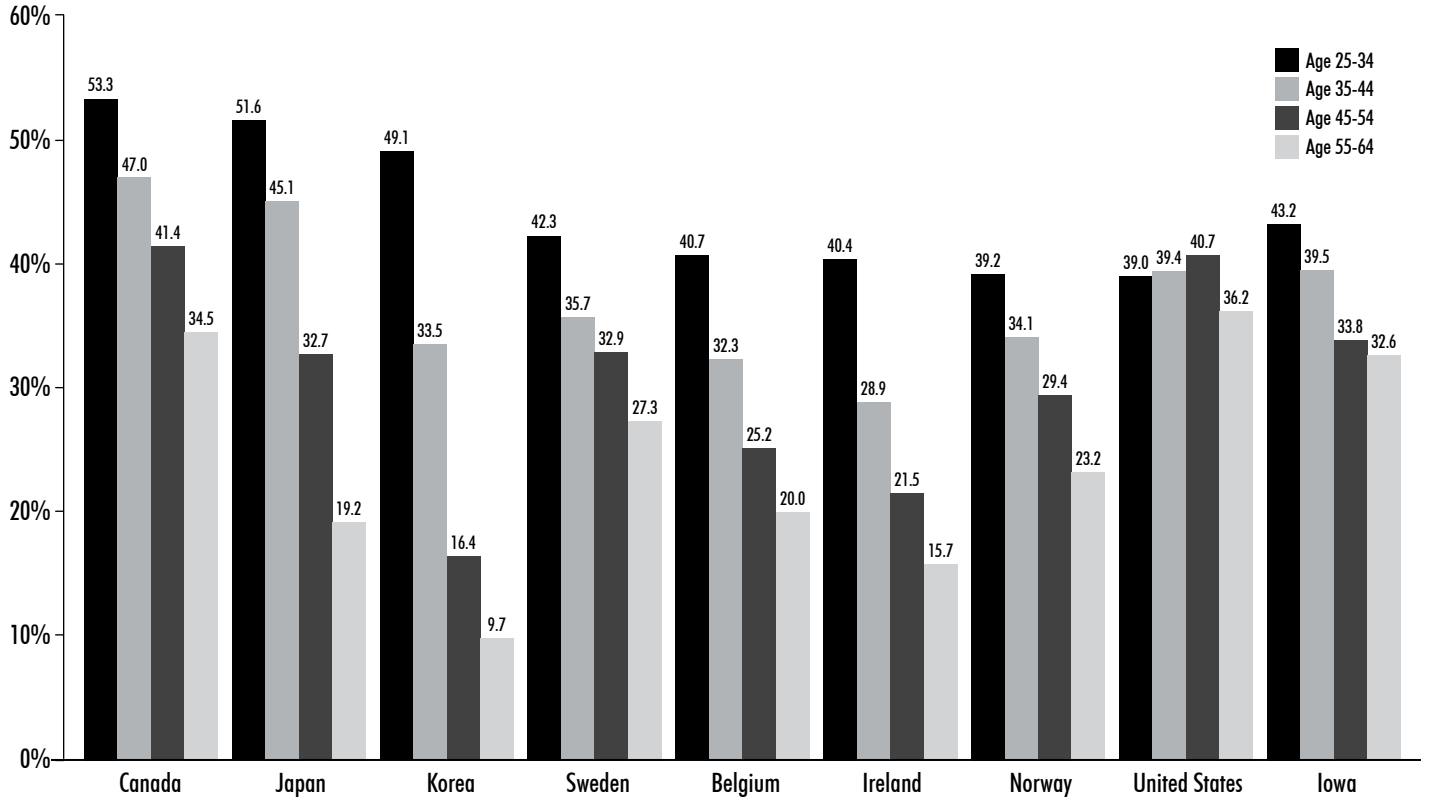
Percent of Total Gross State Product by Industry and Comparison to the U.S.



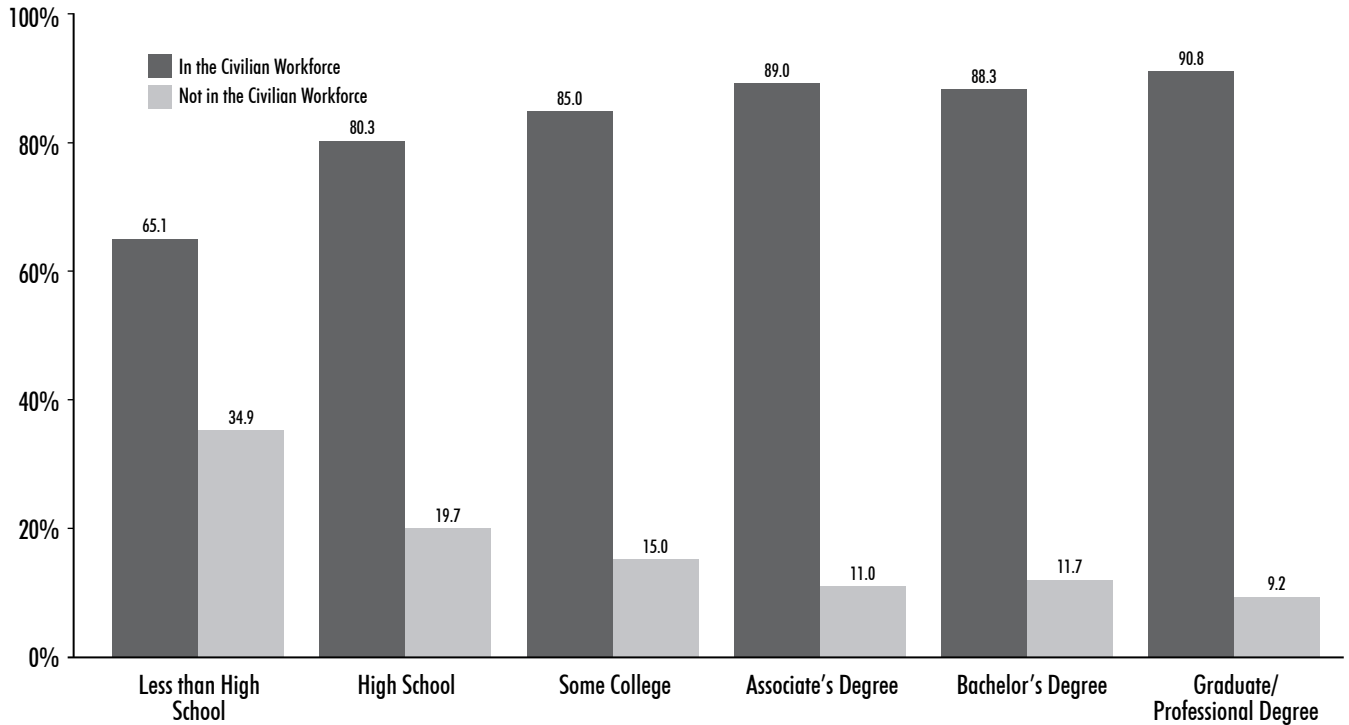
How Indiana Ranks Among Other States on Selected Measures for Education and Economic Development



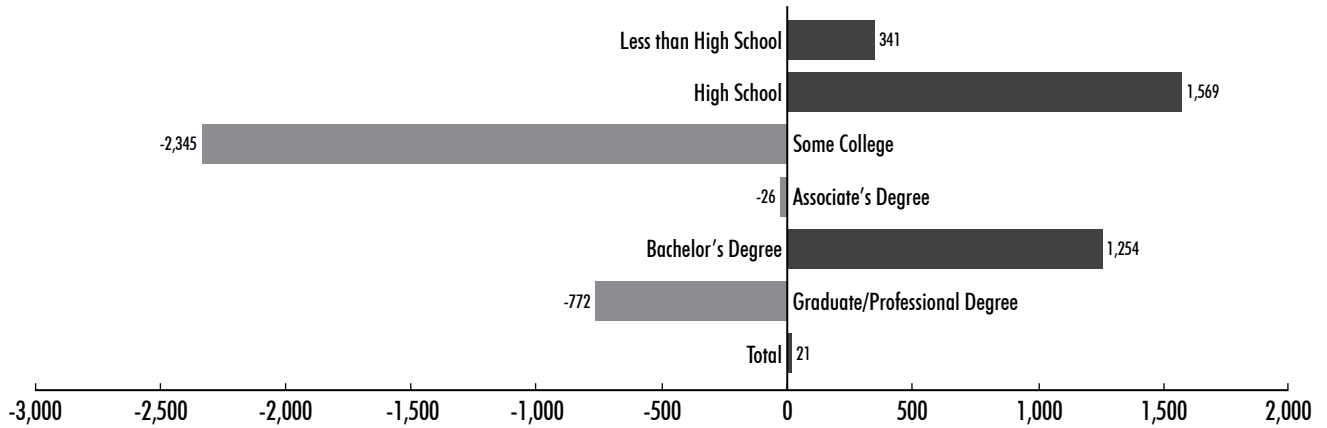
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and Iowa



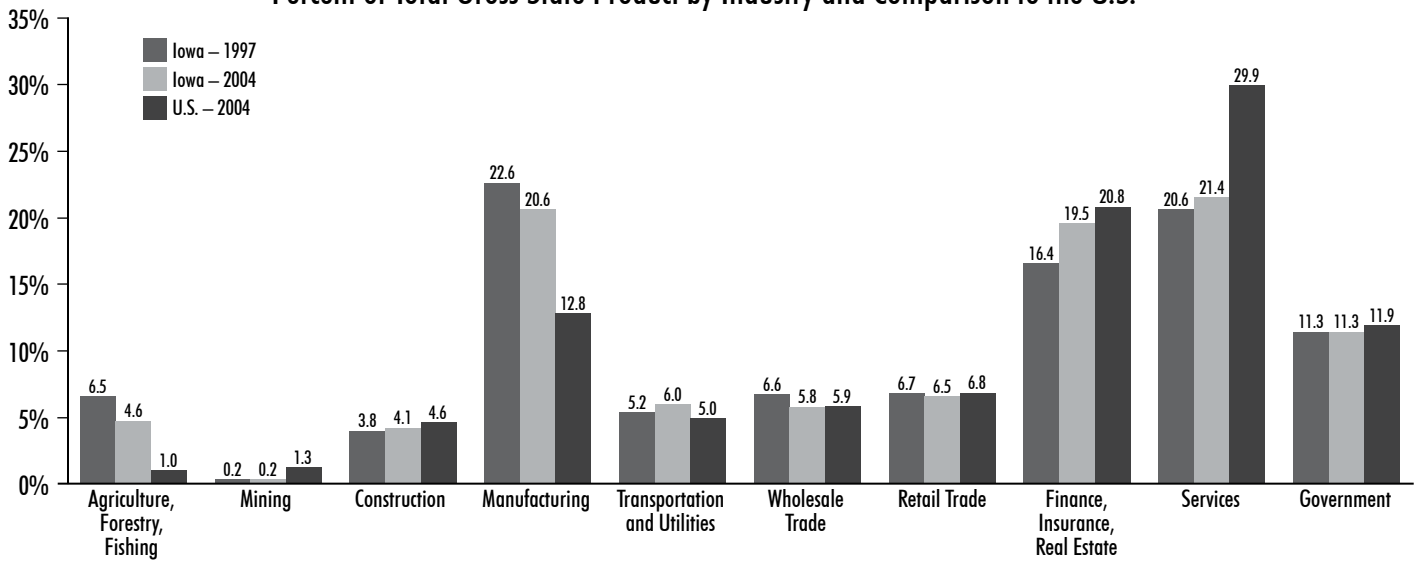
Percent of Iowa Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



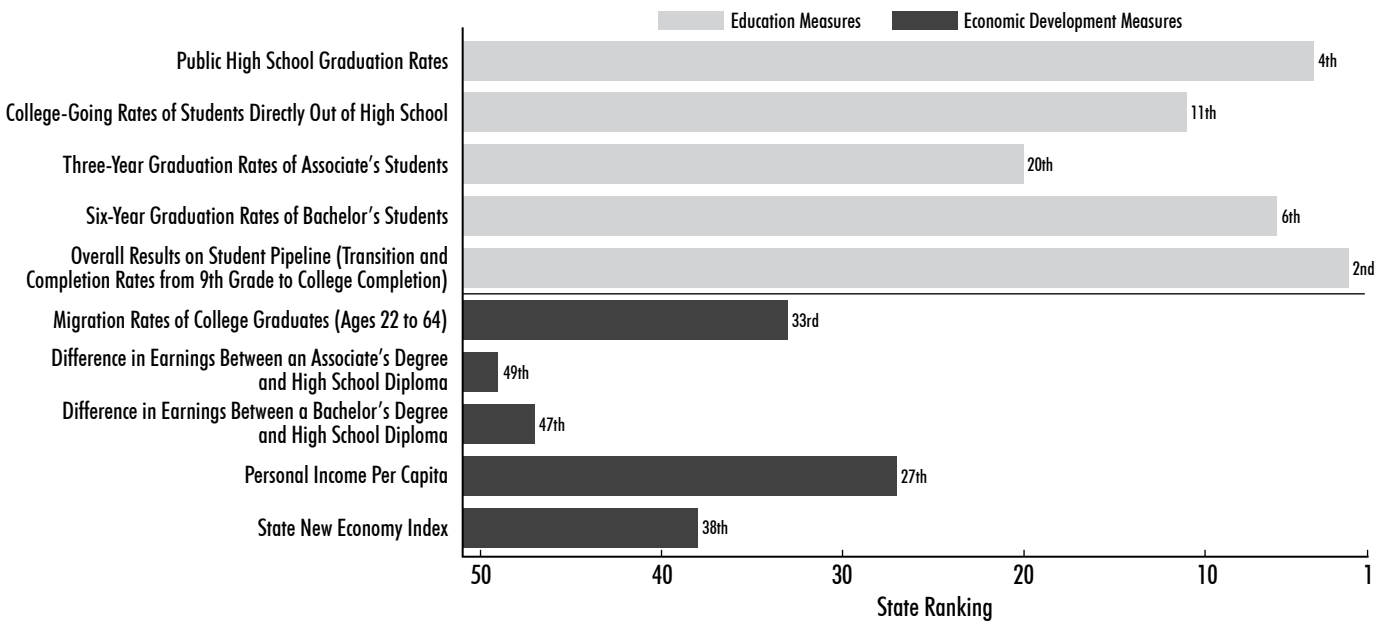
Iowa Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



Percent of Total Gross State Product by Industry and Comparison to the U.S.

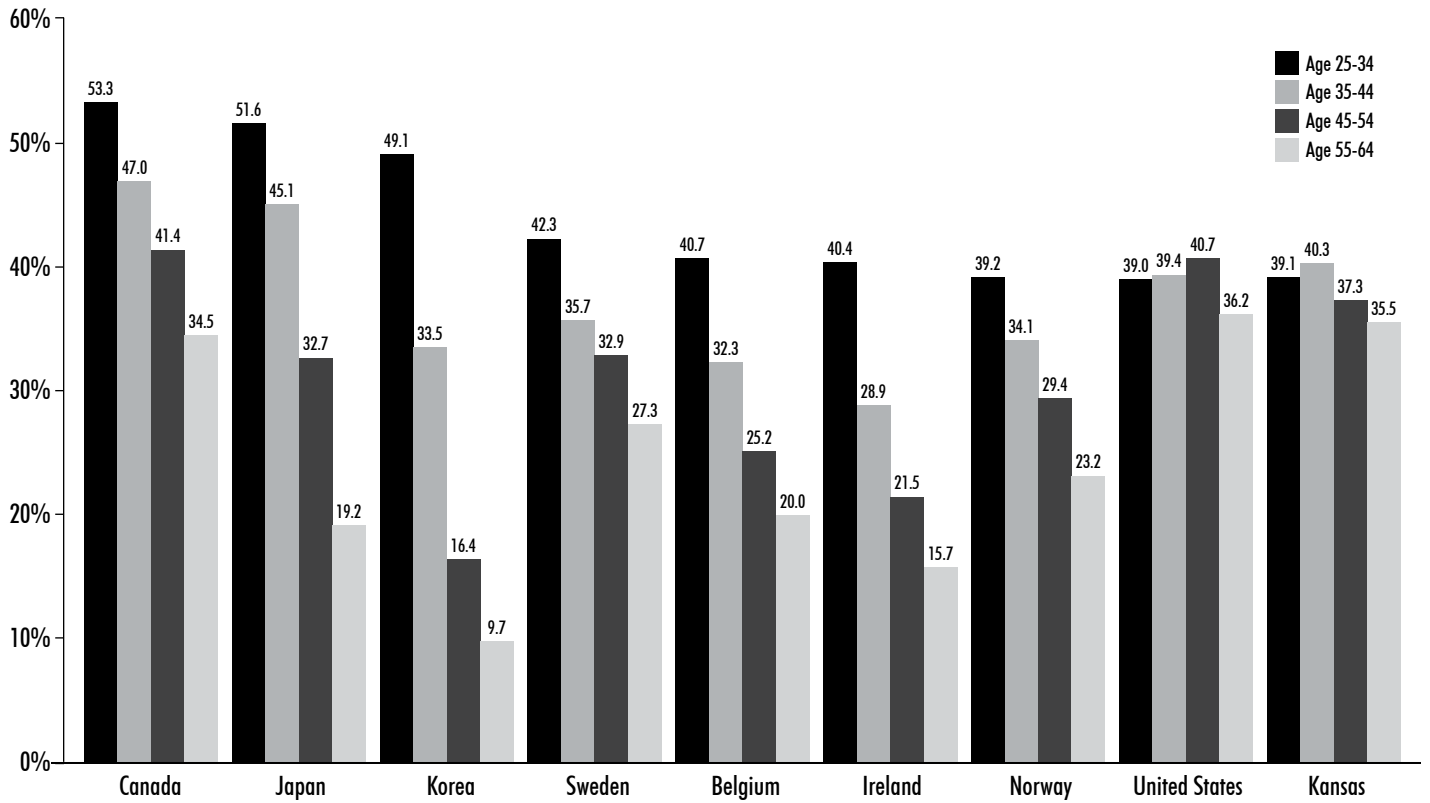


How Iowa Ranks Among Other States on Selected Measures for Education and Economic Development

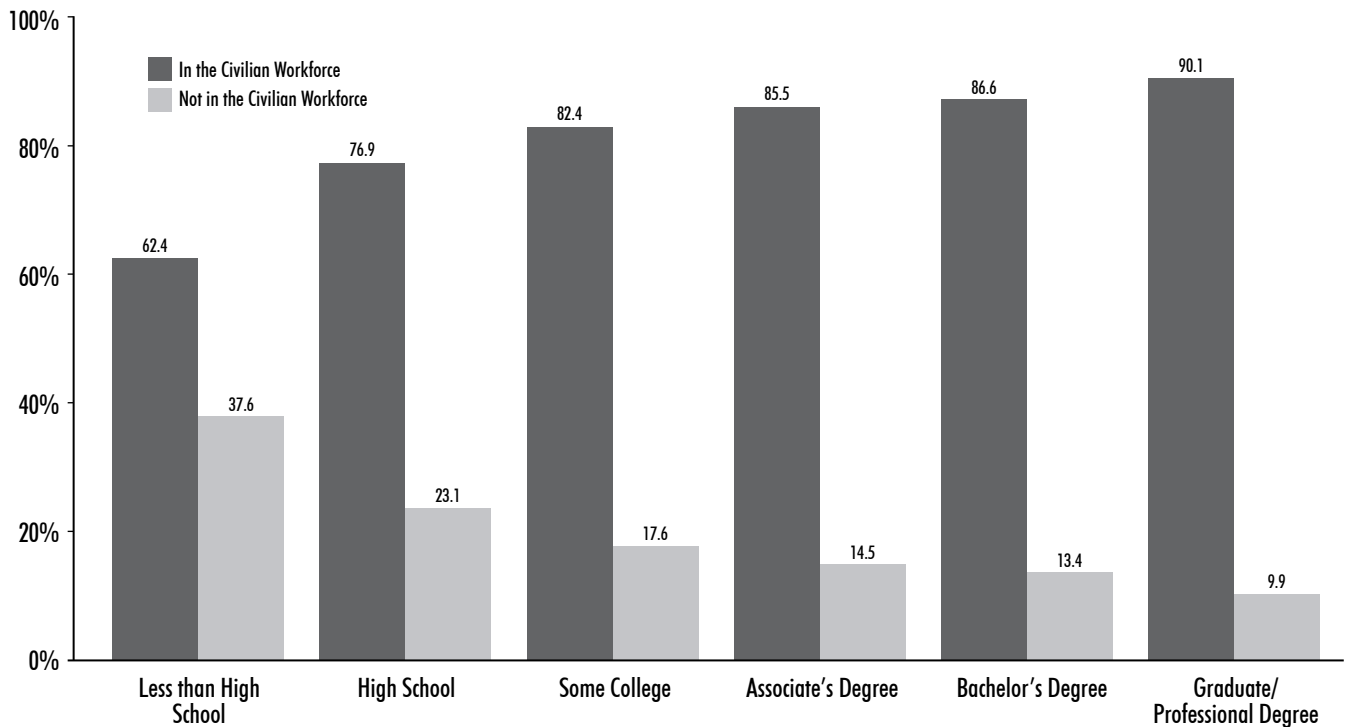


KANSAS

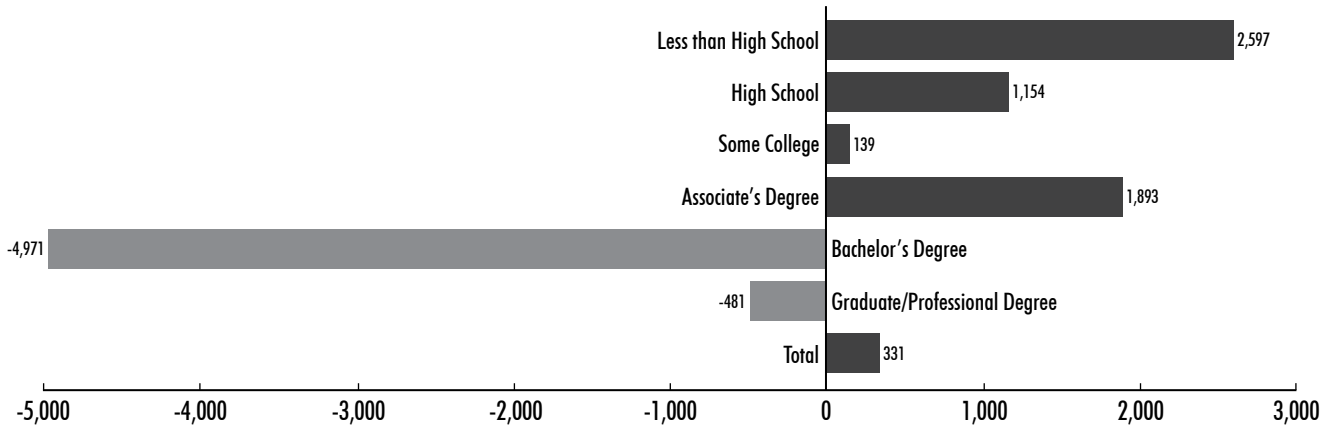
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and Kansas



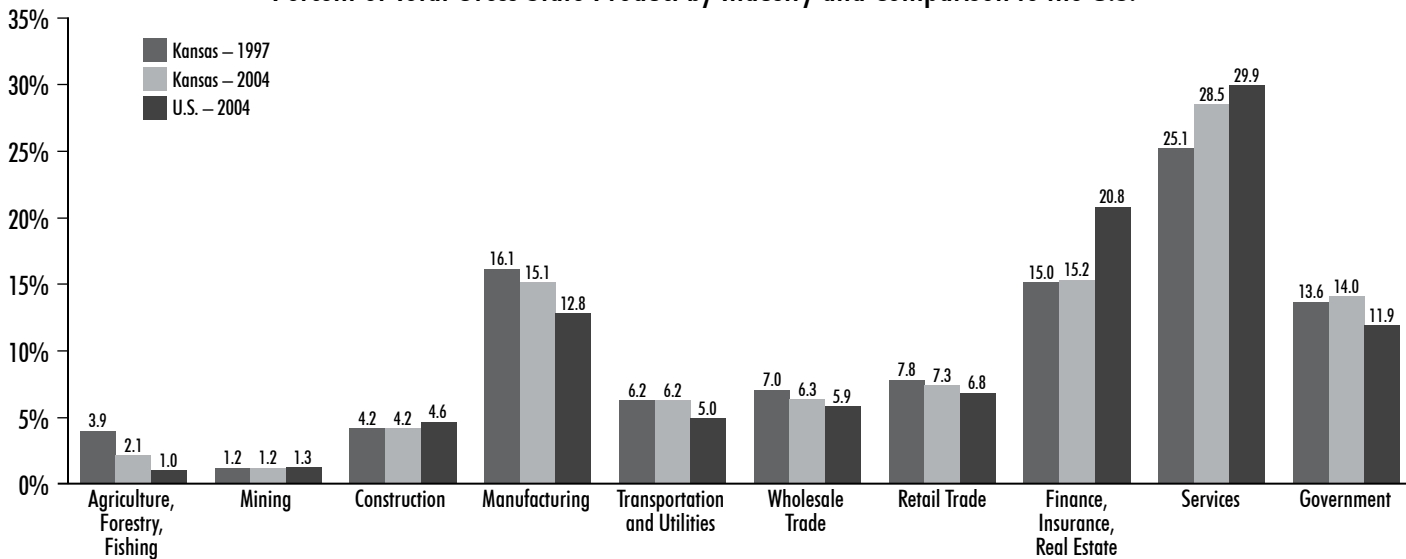
Percent of Kansas Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



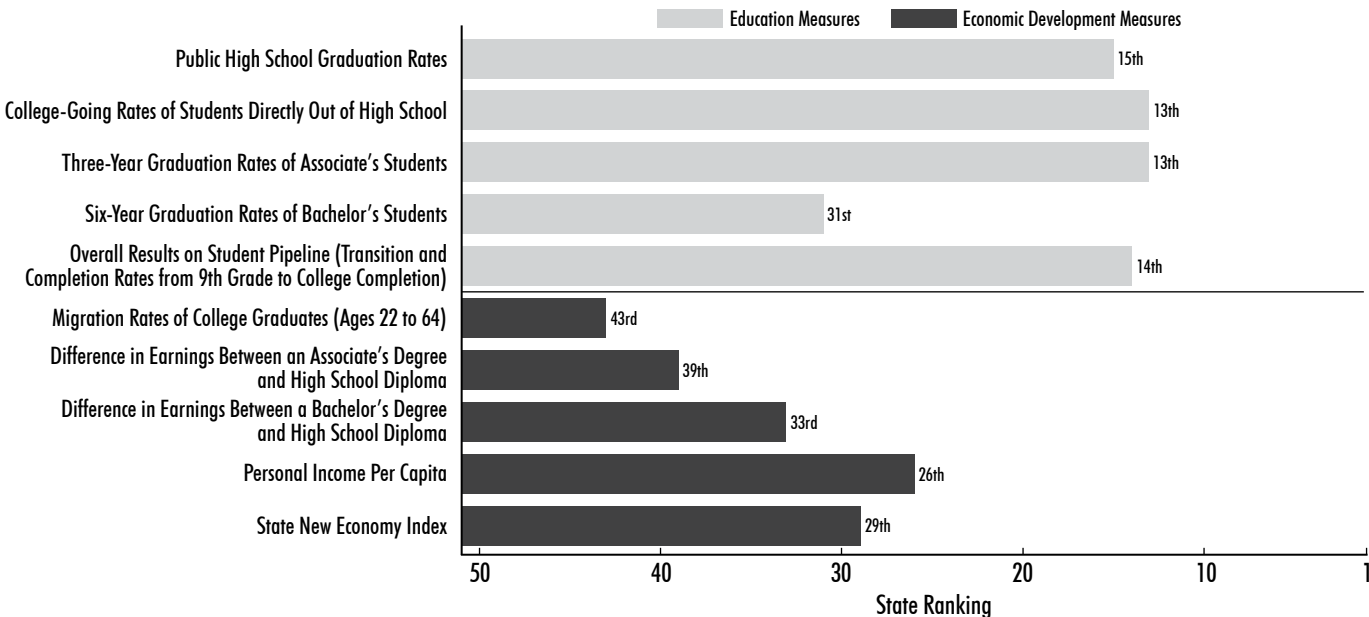
Kansas Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



Percent of Total Gross State Product by Industry and Comparison to the U.S.

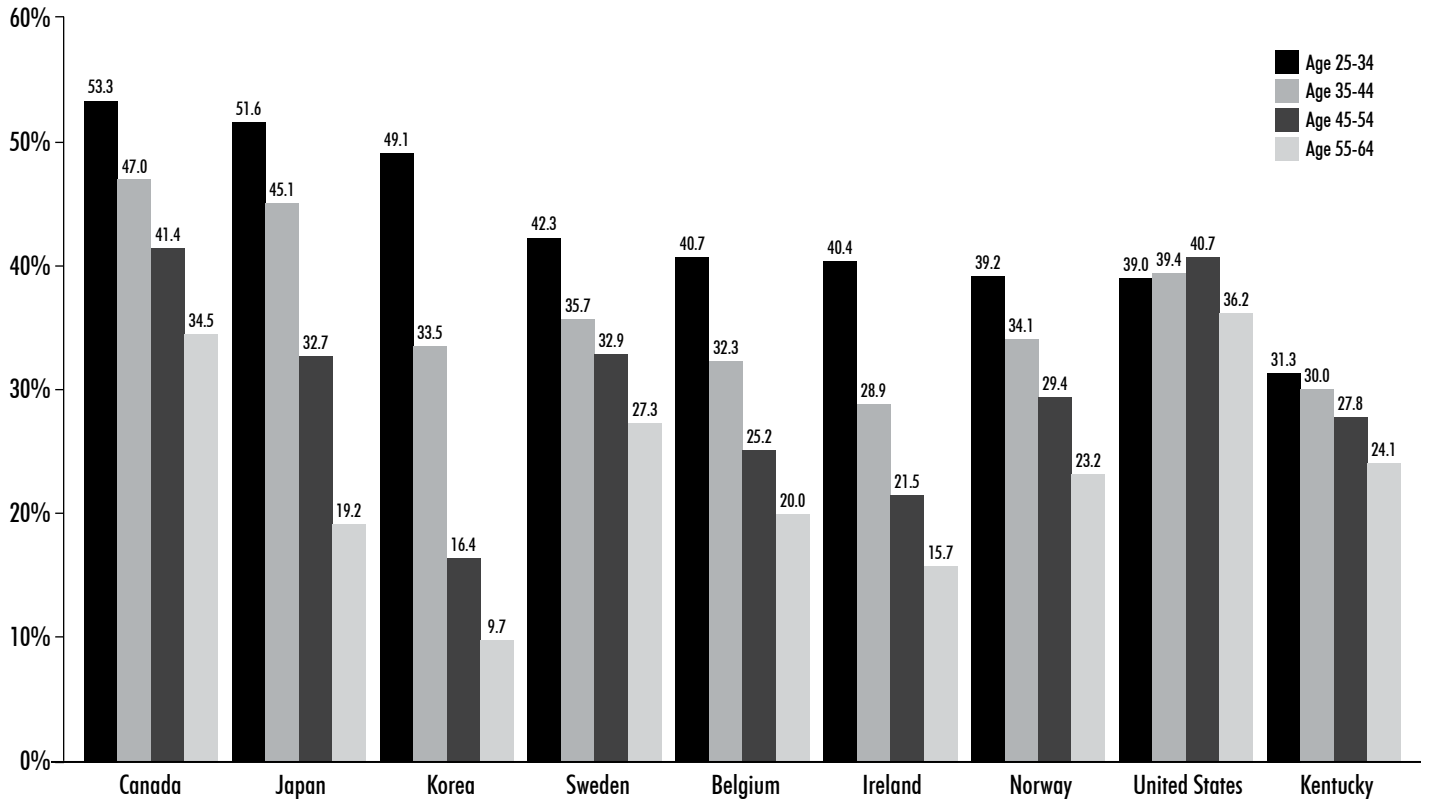


How Kansas Ranks Among Other States on Selected Measures for Education and Economic Development

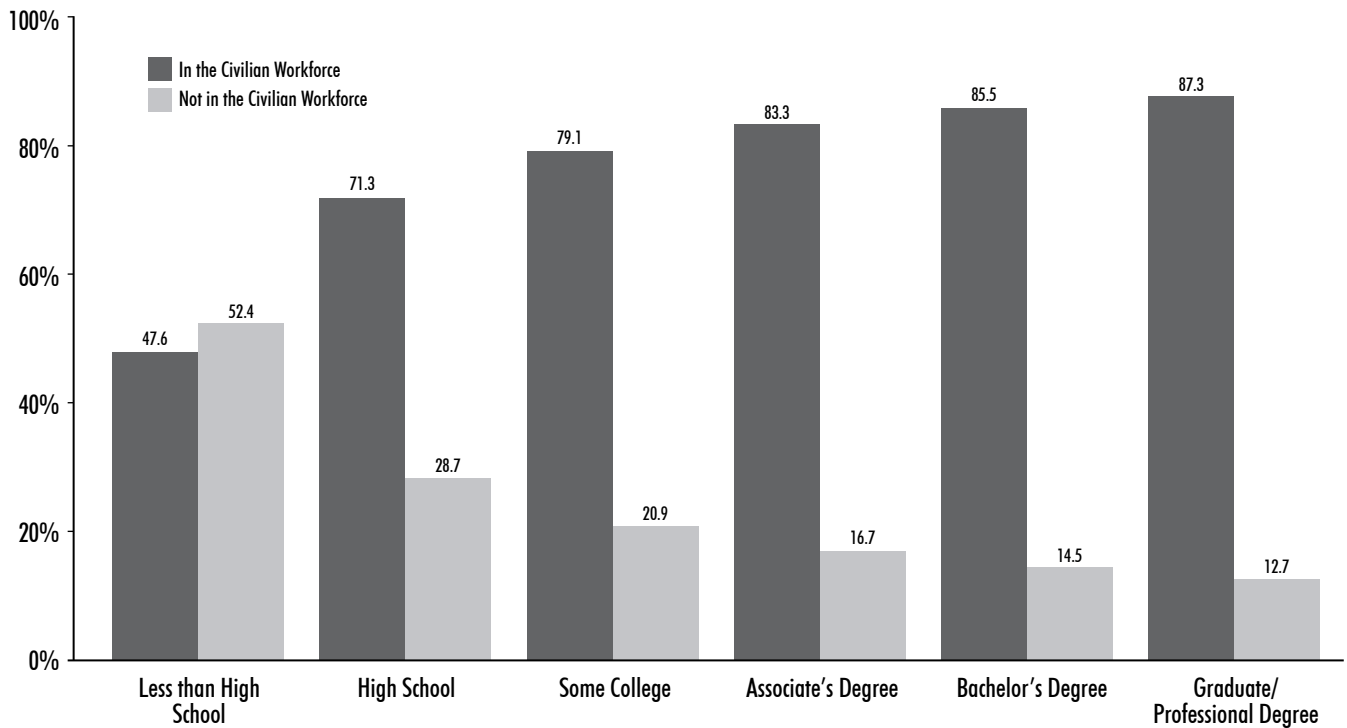


KENTUCKY

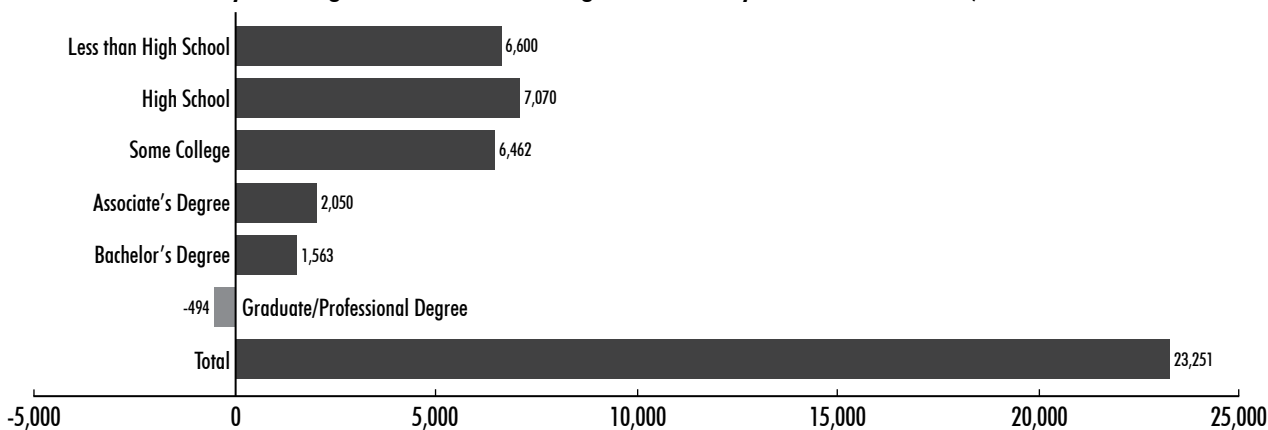
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and Kentucky



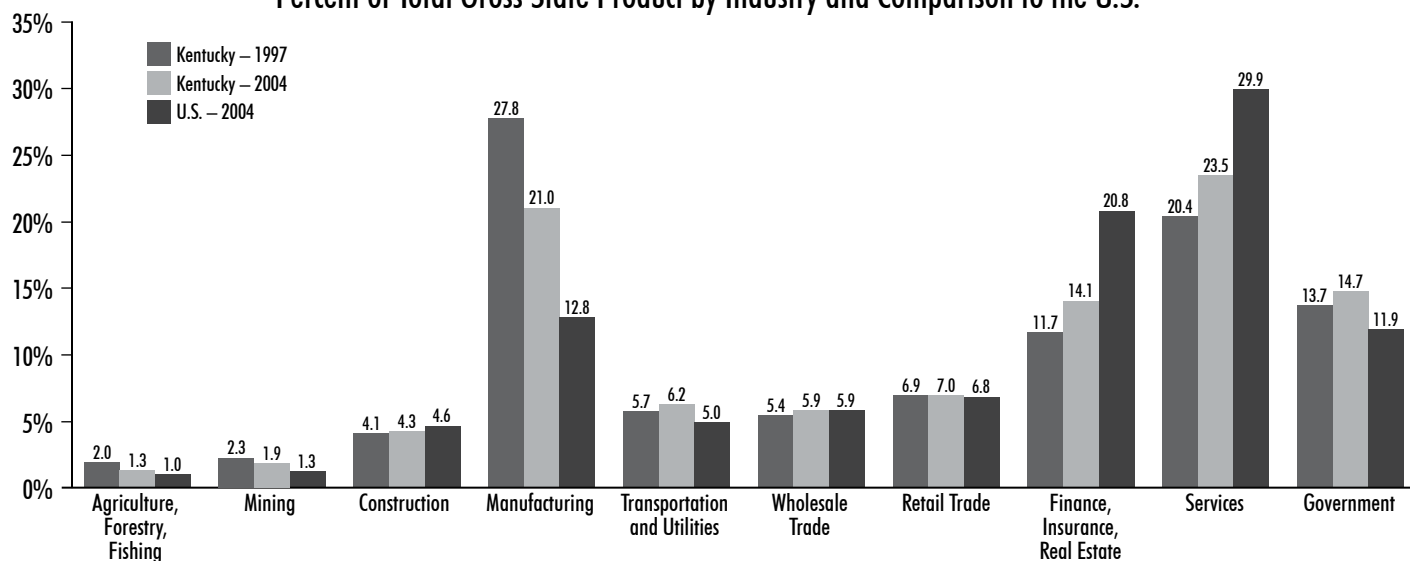
Percent of Kentucky Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



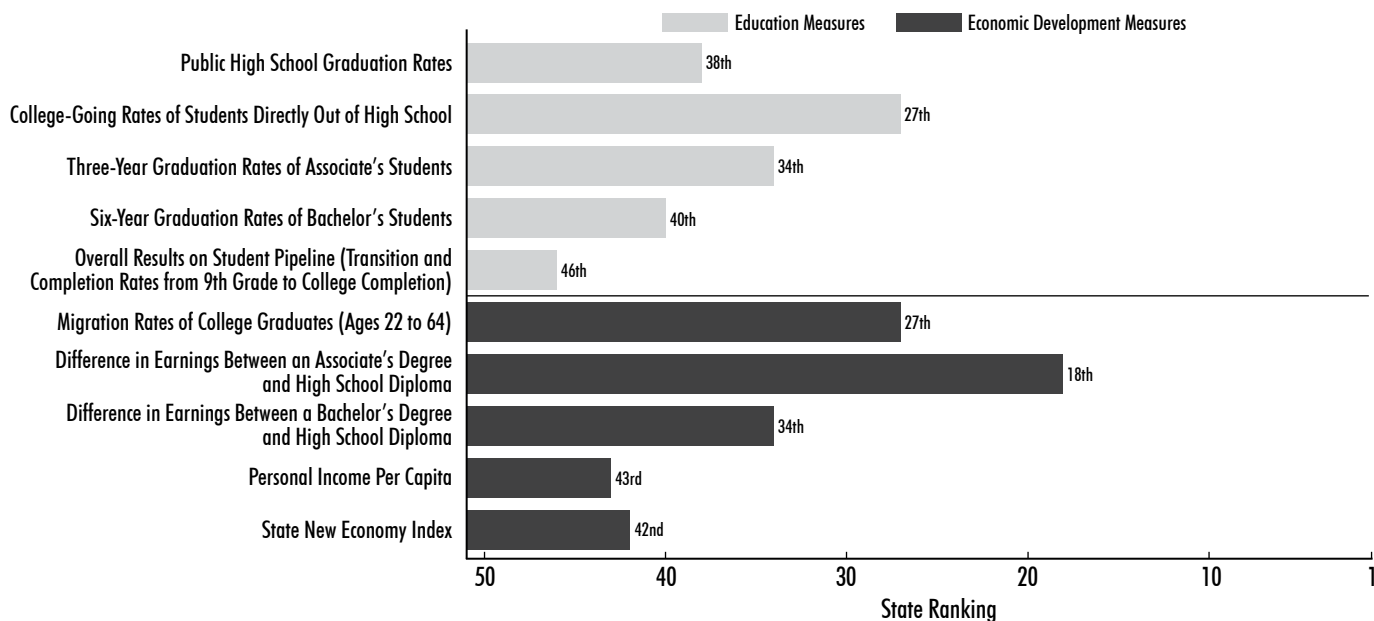
Kentucky Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



Percent of Total Gross State Product by Industry and Comparison to the U.S.

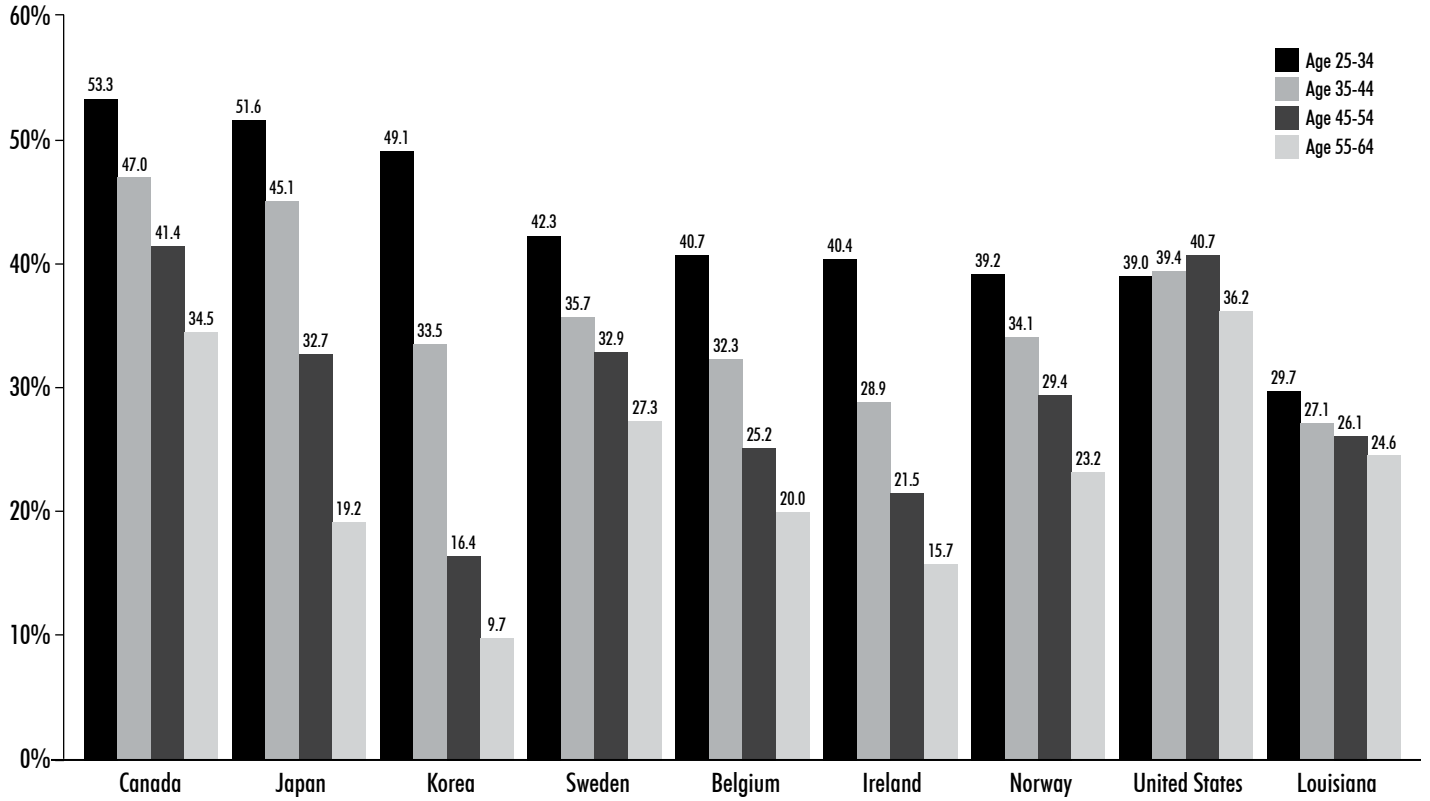


How Kentucky Ranks Among Other States on Selected Measures for Education and Economic Development

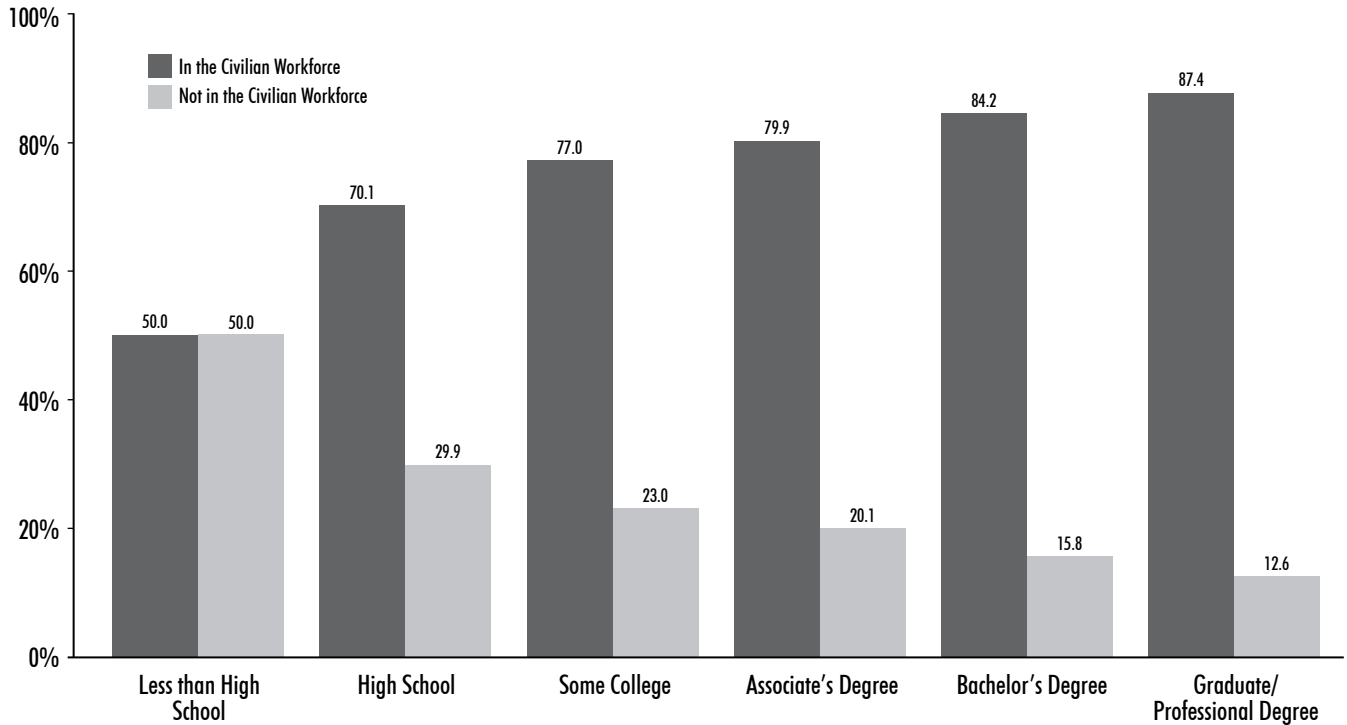


LOUISIANA

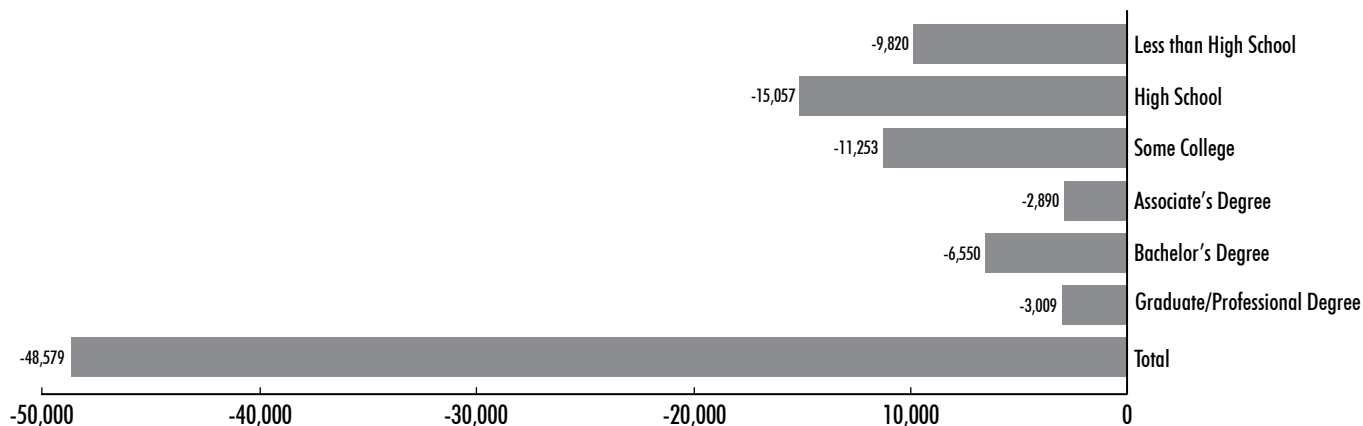
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and Louisiana



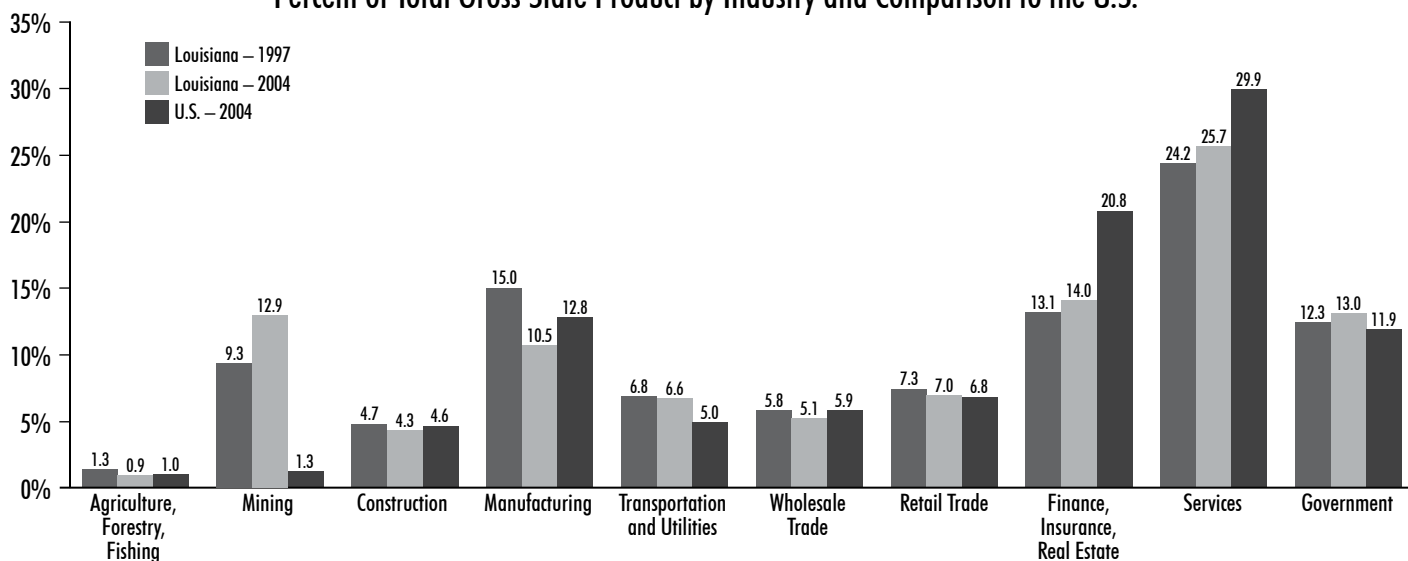
Percent of Louisiana Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



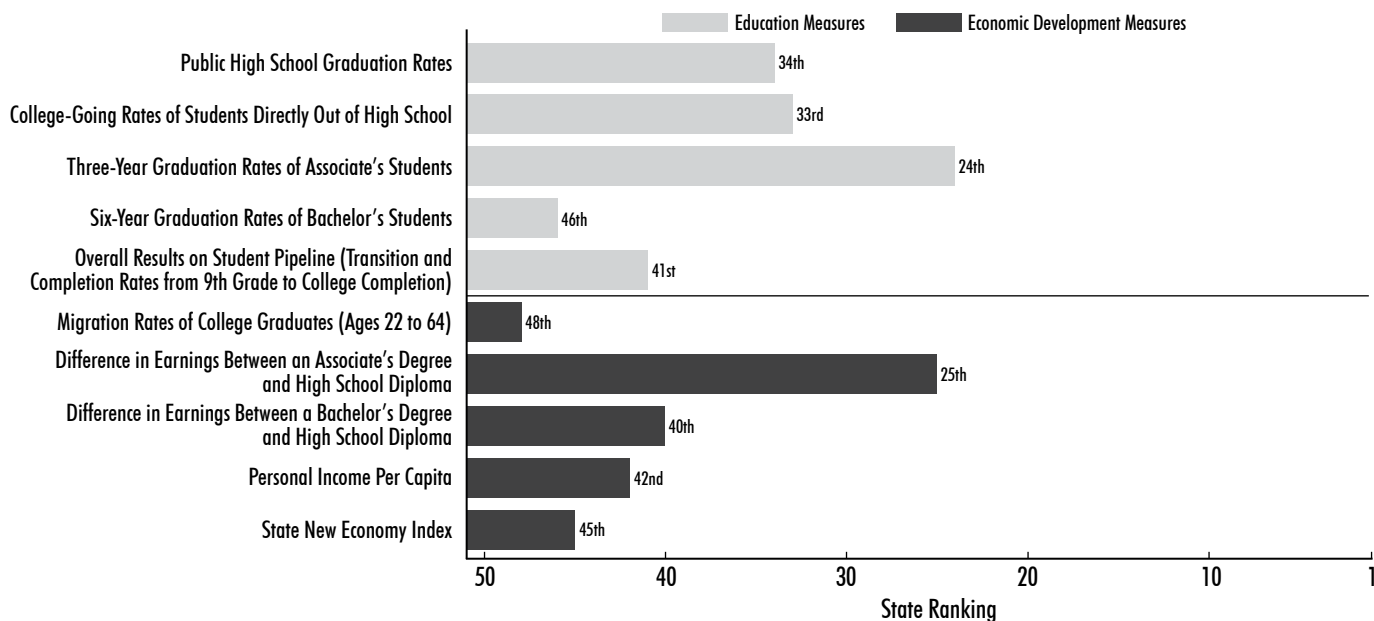
Louisiana Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



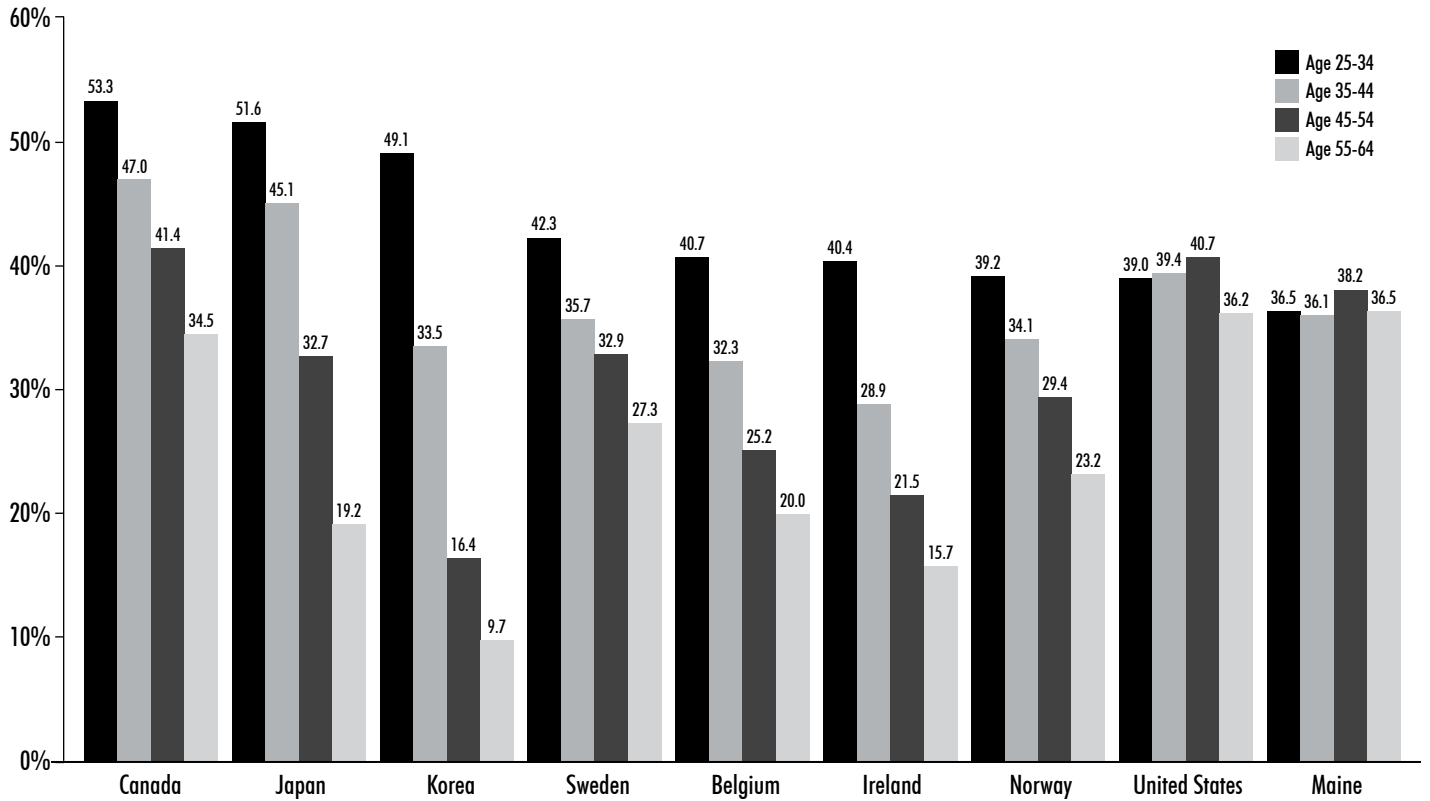
Percent of Total Gross State Product by Industry and Comparison to the U.S.



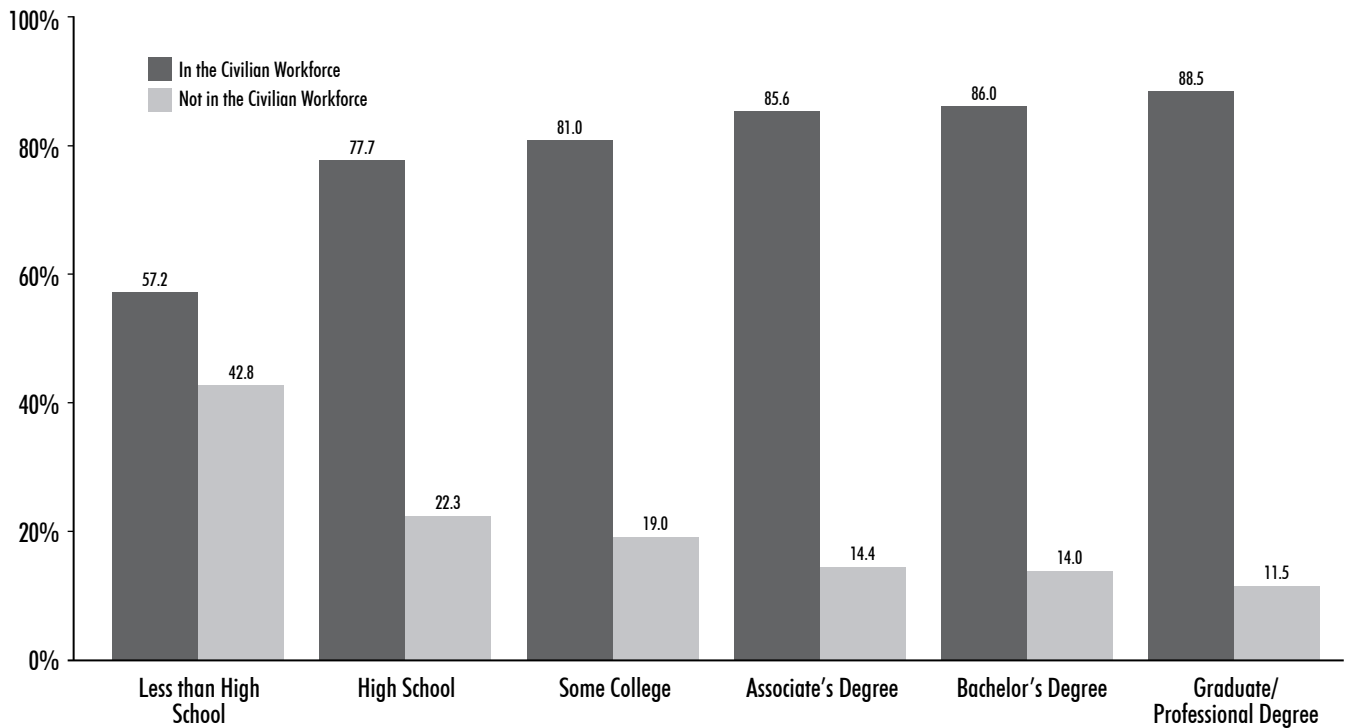
How Louisiana Ranks Among Other States on Selected Measures for Education and Economic Development



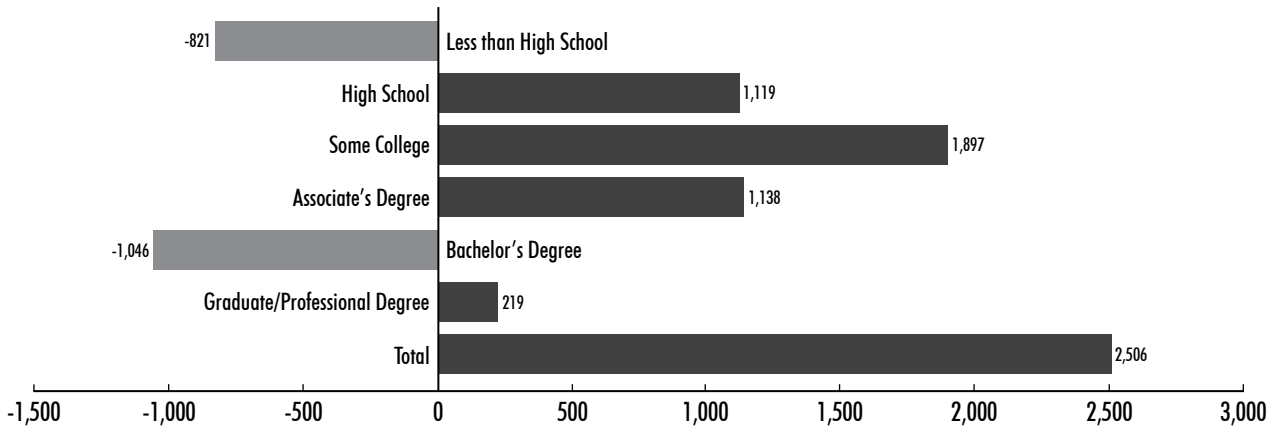
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and Maine



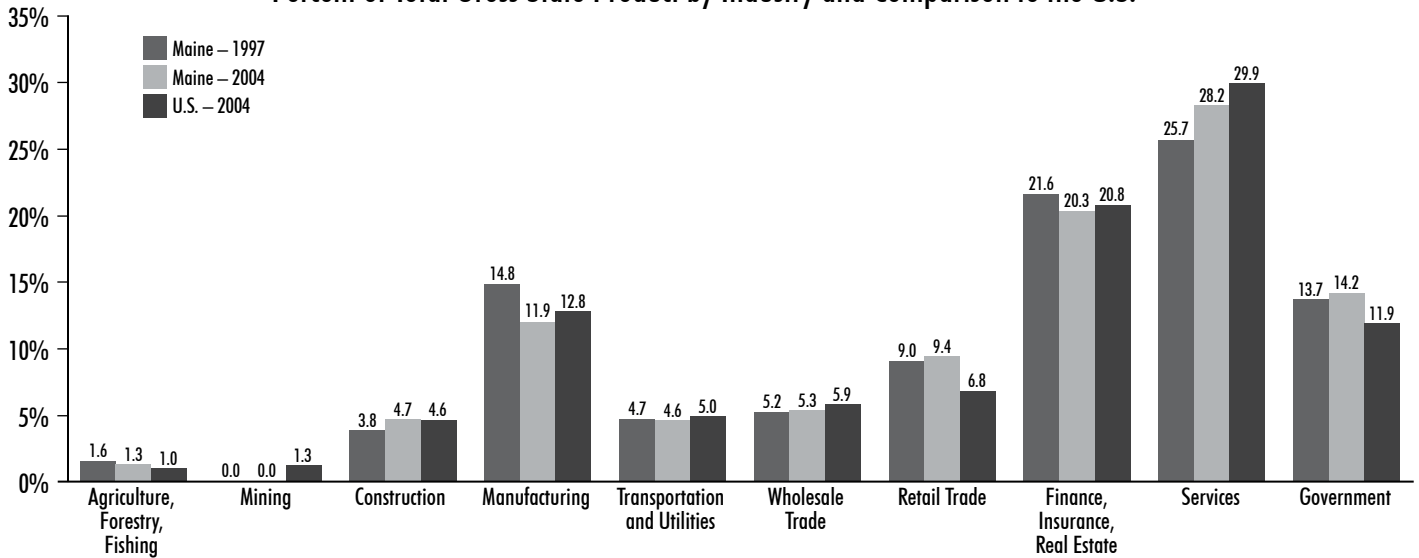
Percent of Maine Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



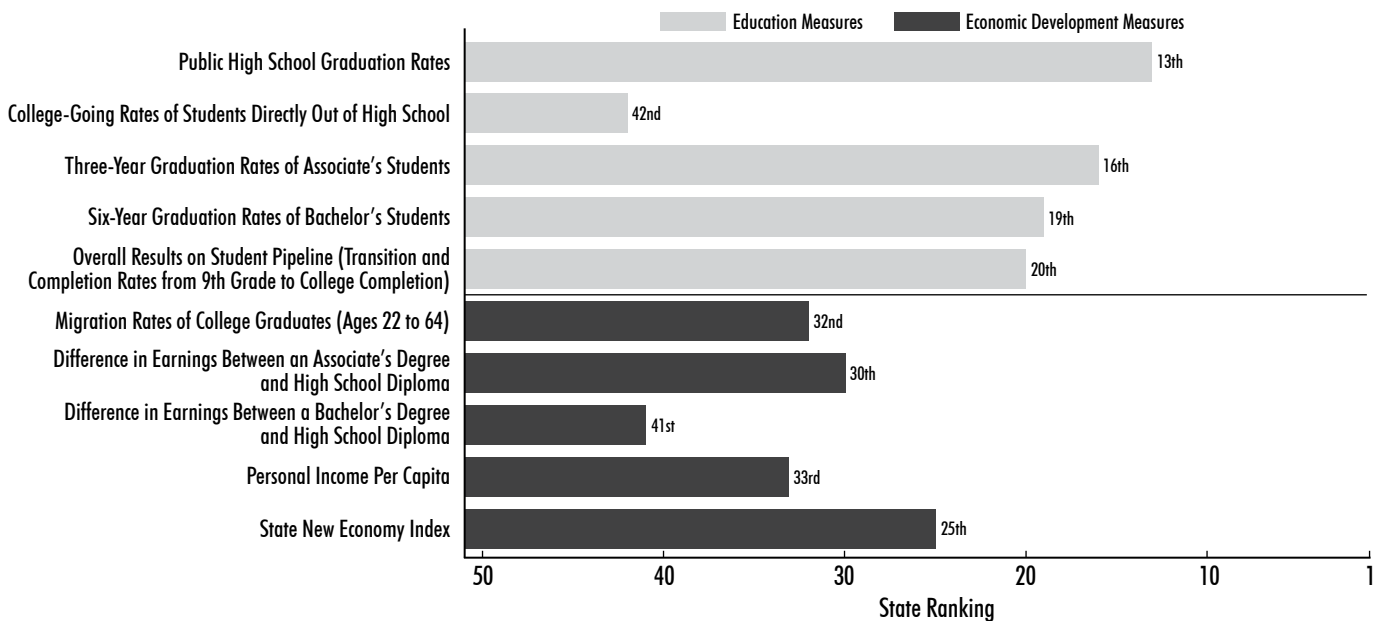
Maine Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



Percent of Total Gross State Product by Industry and Comparison to the U.S.

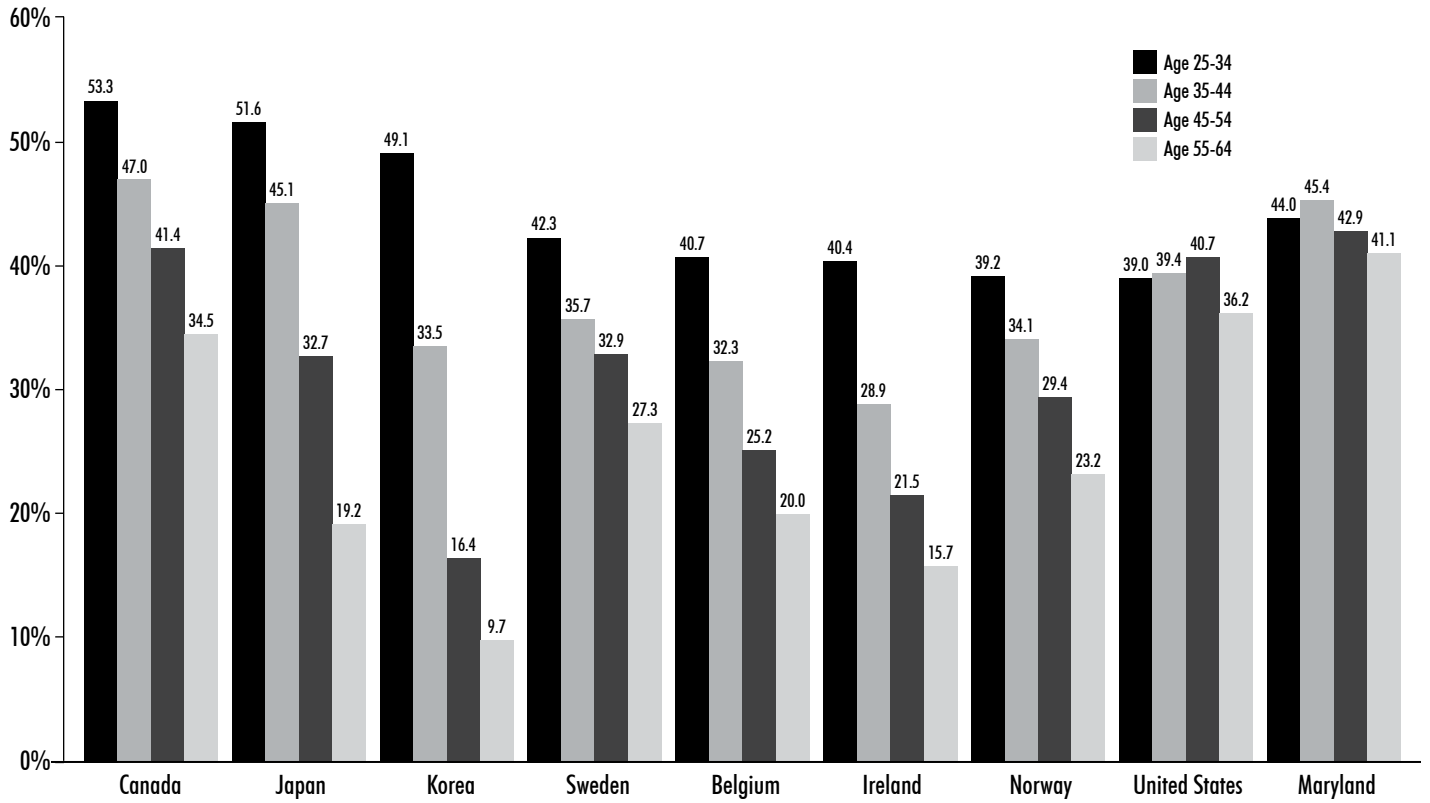


How Maine Ranks Among Other States on Selected Measures for Education and Economic Development

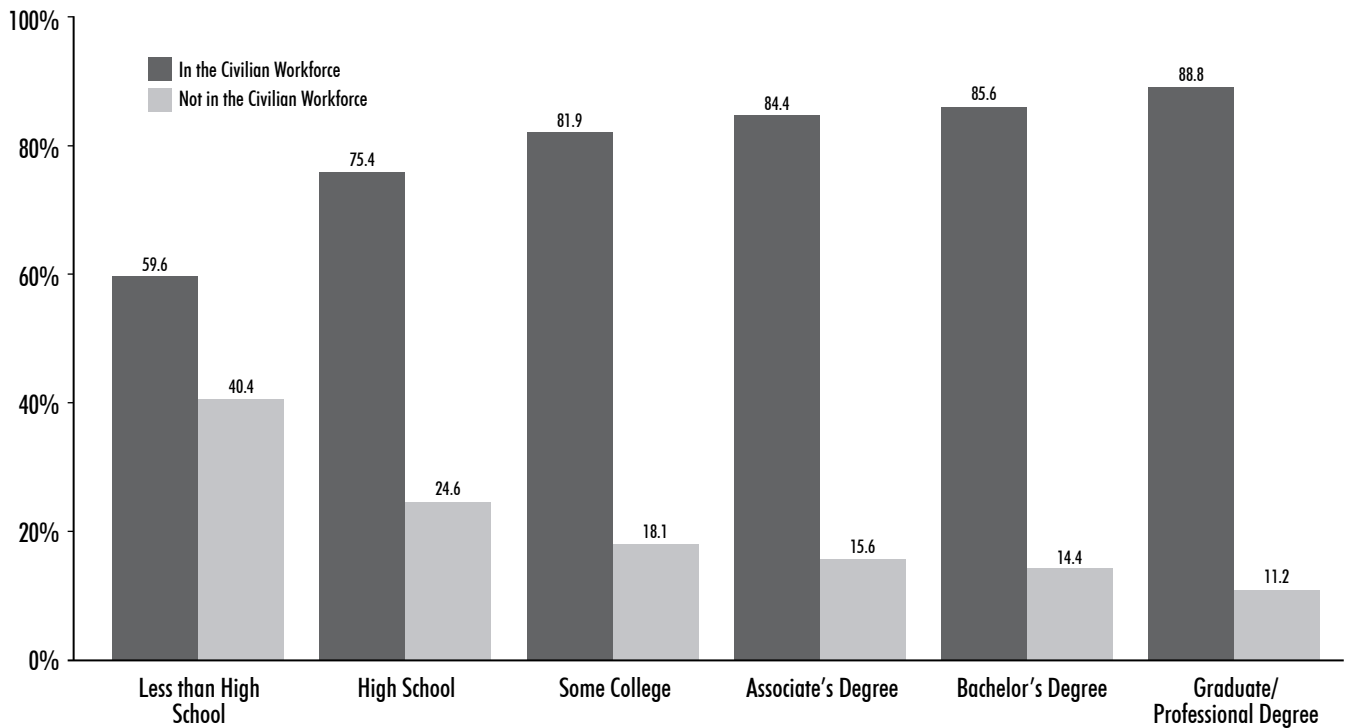


MARYLAND

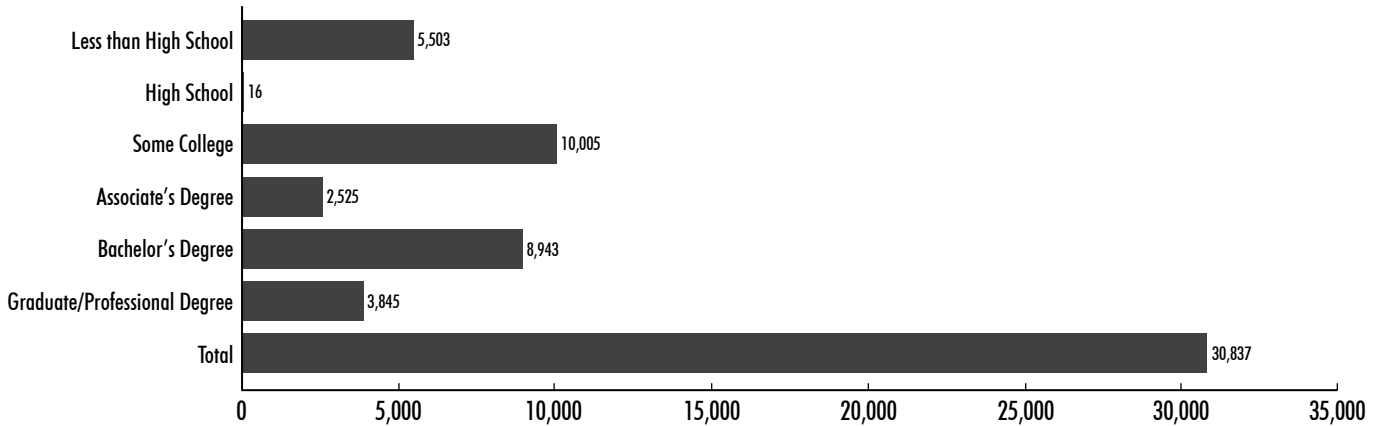
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and Maryland



Percent of Maryland Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



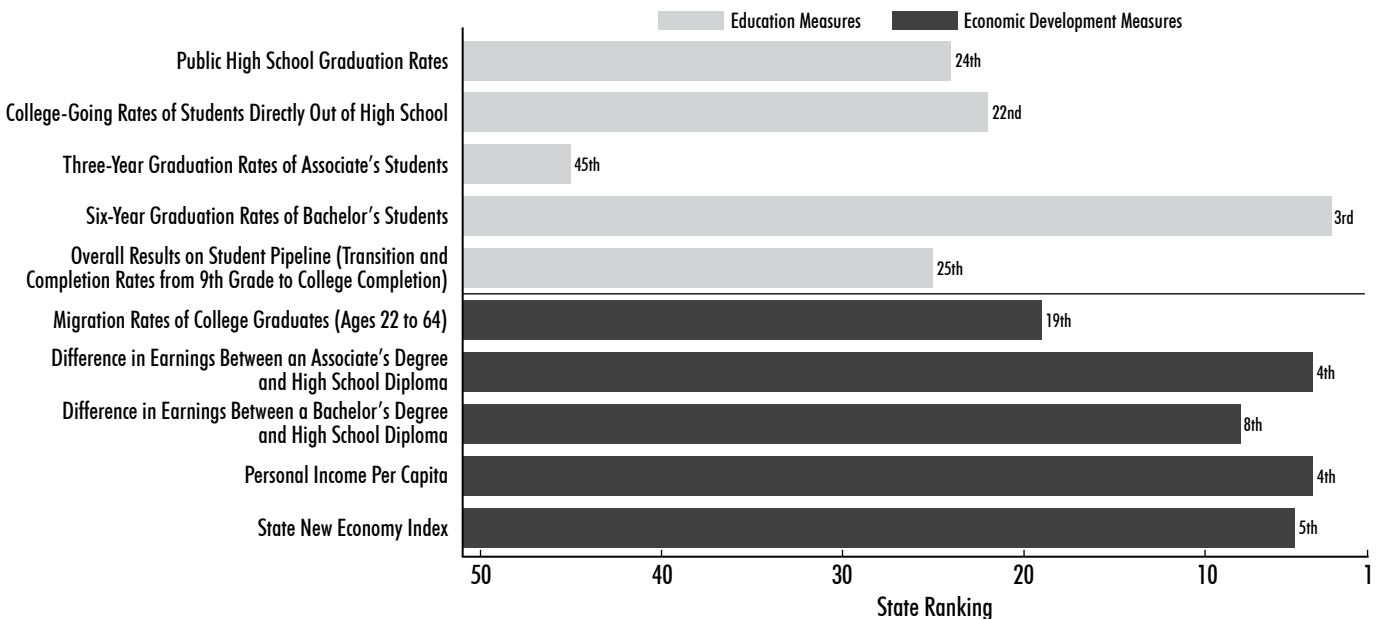
Maryland Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



Percent of Total Gross State Product by Industry and Comparison to the U.S.

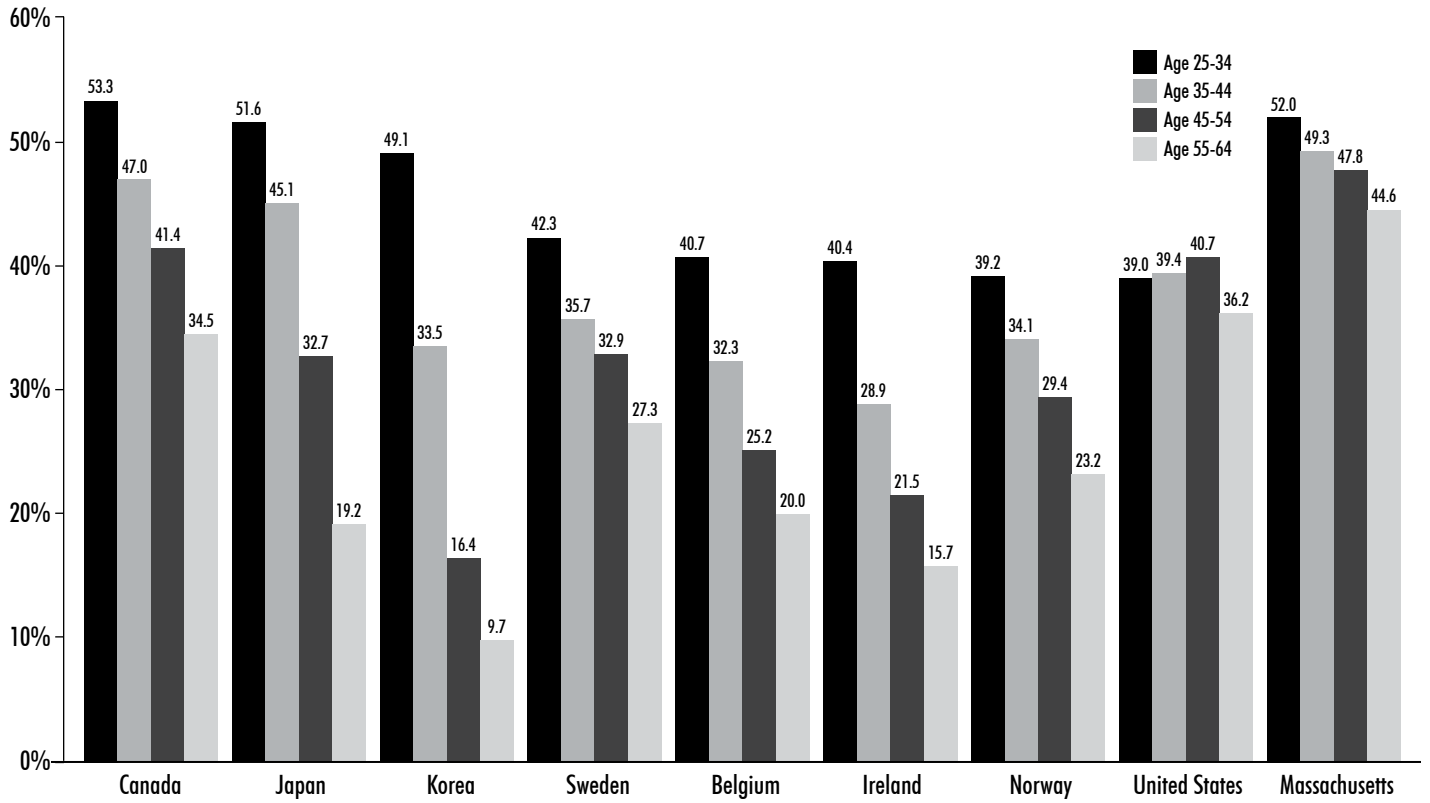


How Maryland Ranks Among Other States on Selected Measures for Education and Economic Development

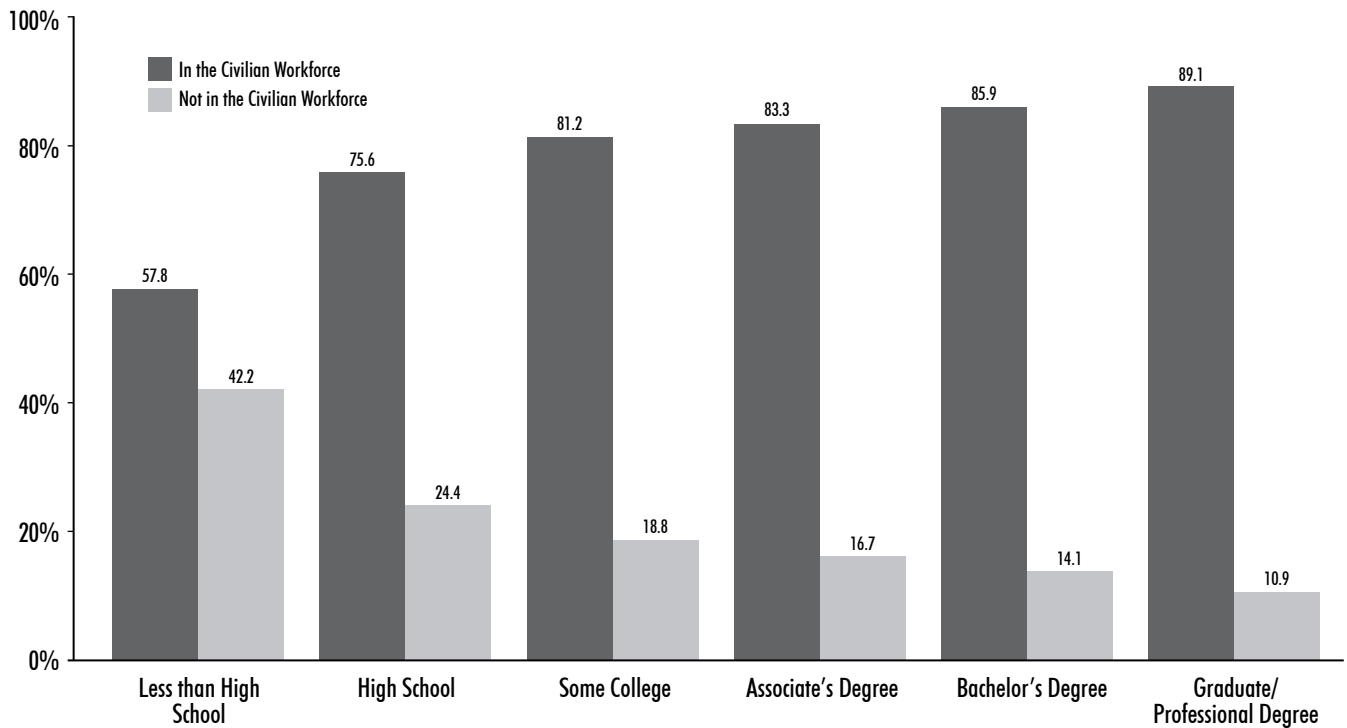


MASSACHUSETTS

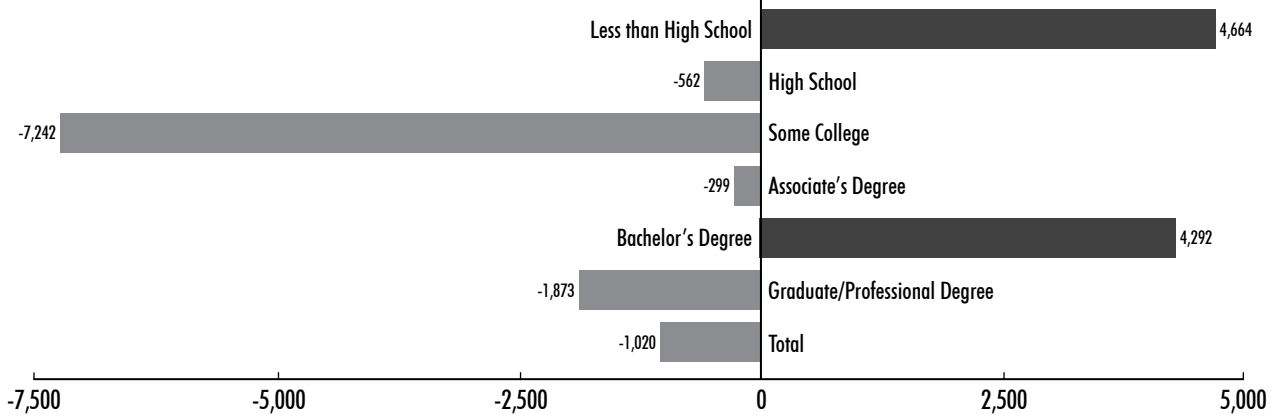
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and Massachusetts



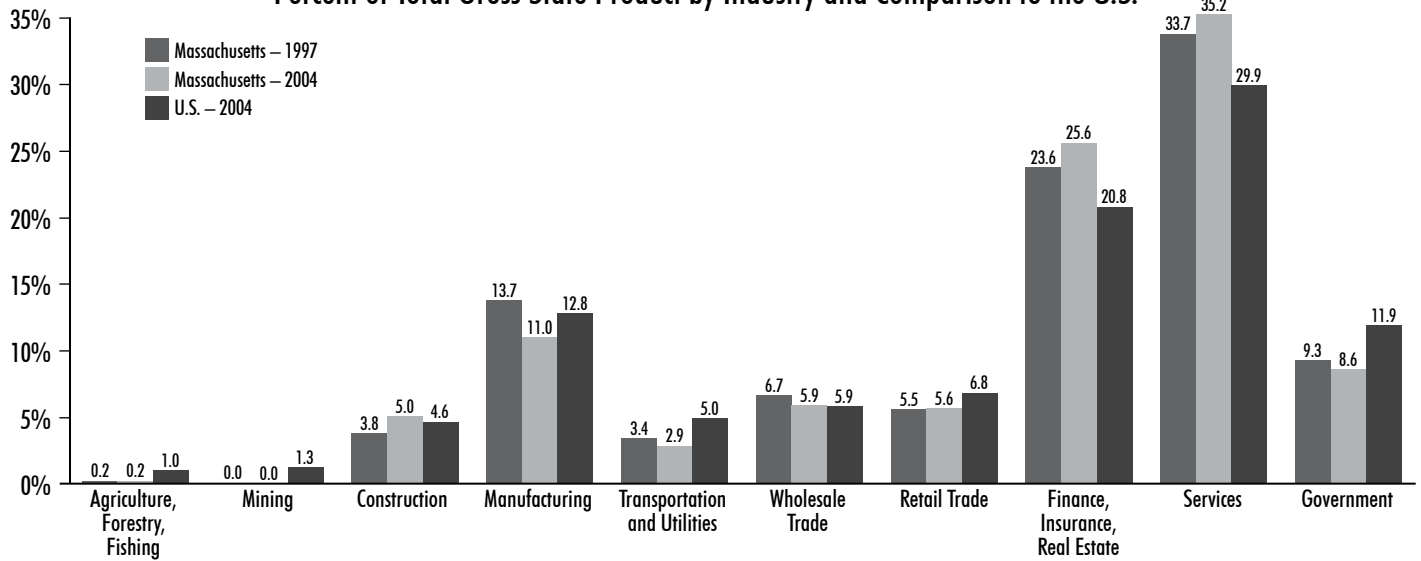
Percent of Massachusetts Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



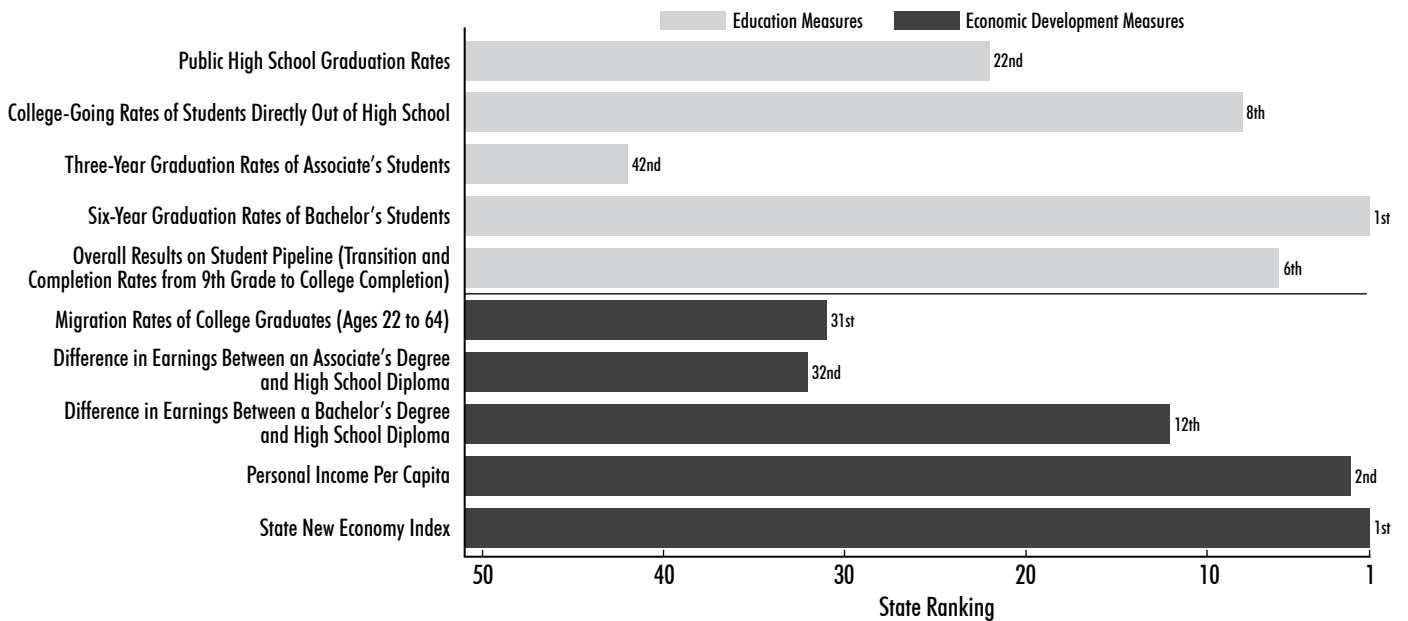
Massachusetts Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



Percent of Total Gross State Product by Industry and Comparison to the U.S.

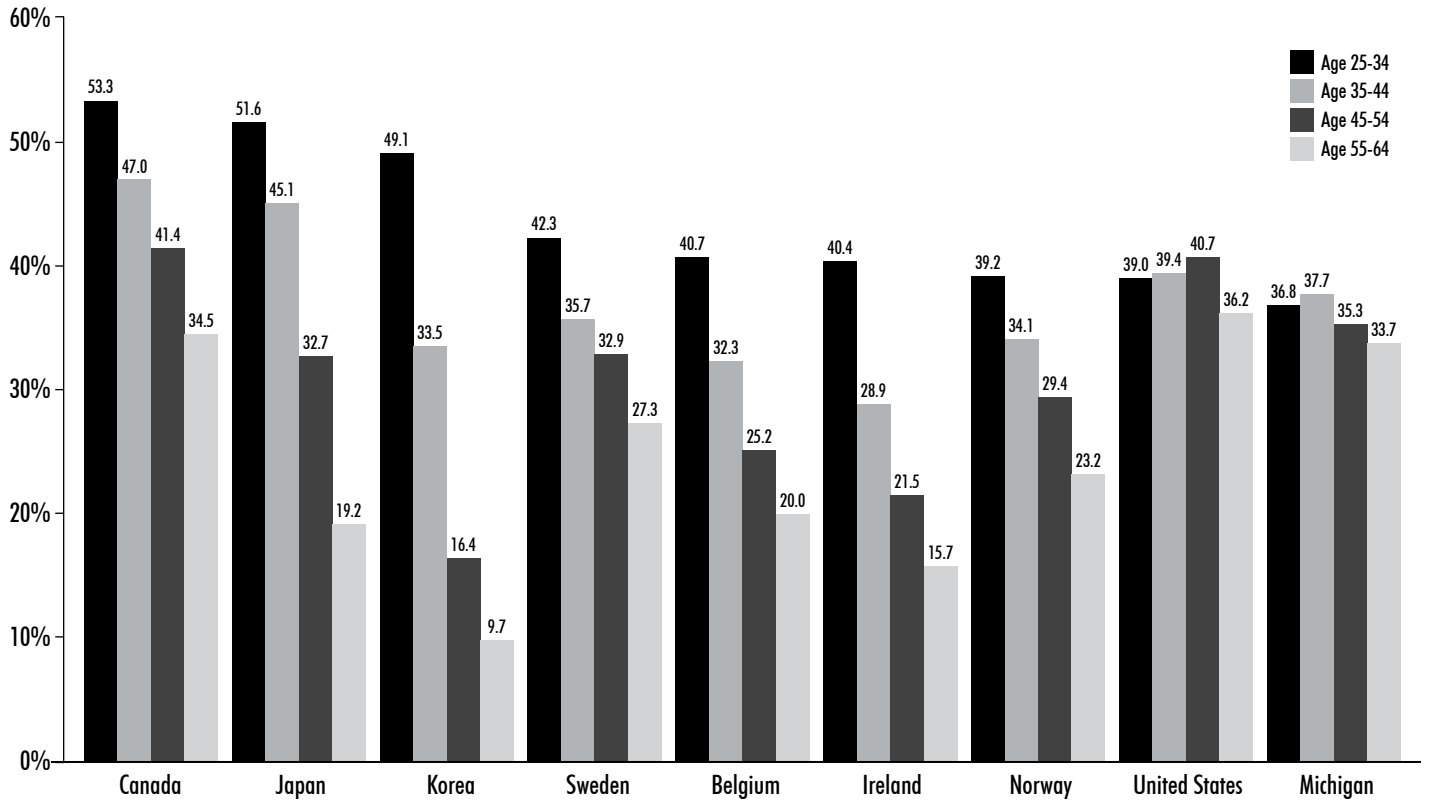


How Massachusetts Ranks Among Other States on Selected Measures for Education and Economic Development

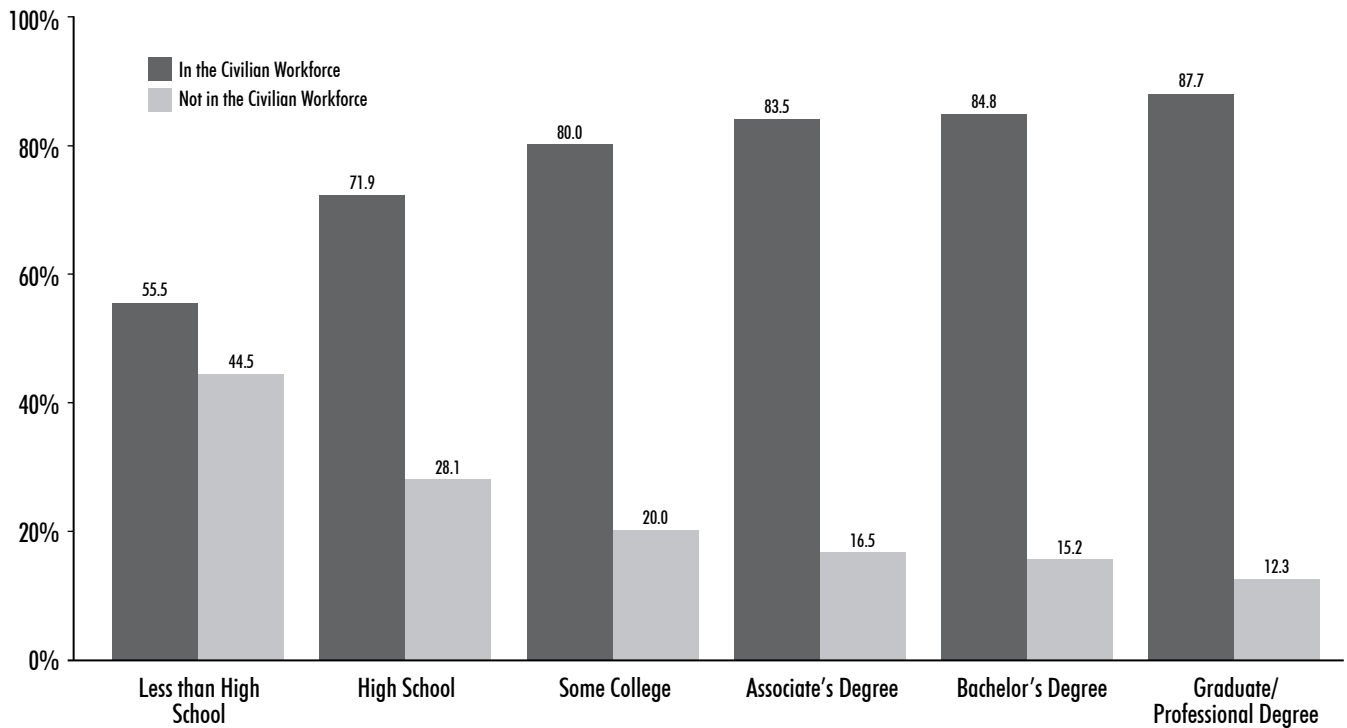


MICHIGAN

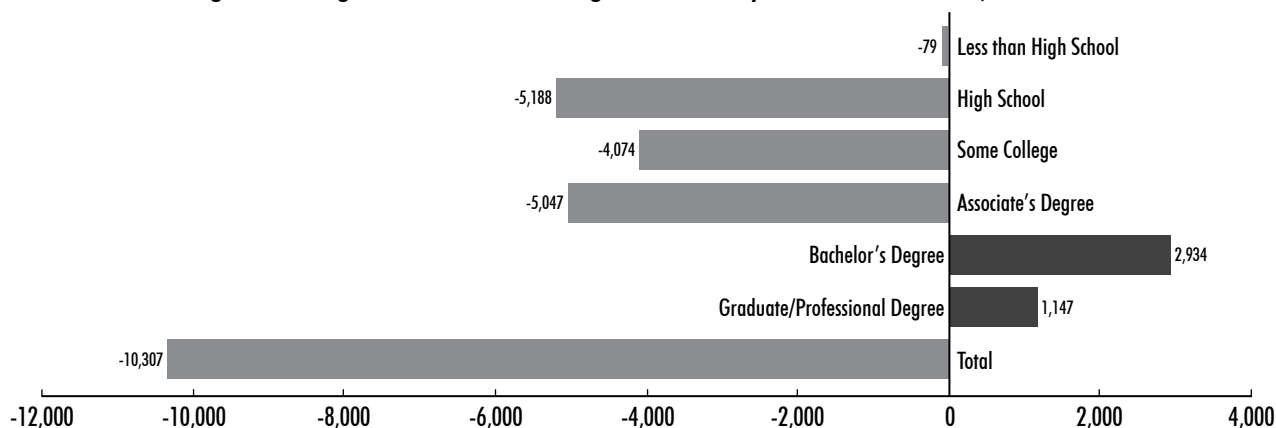
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and Michigan



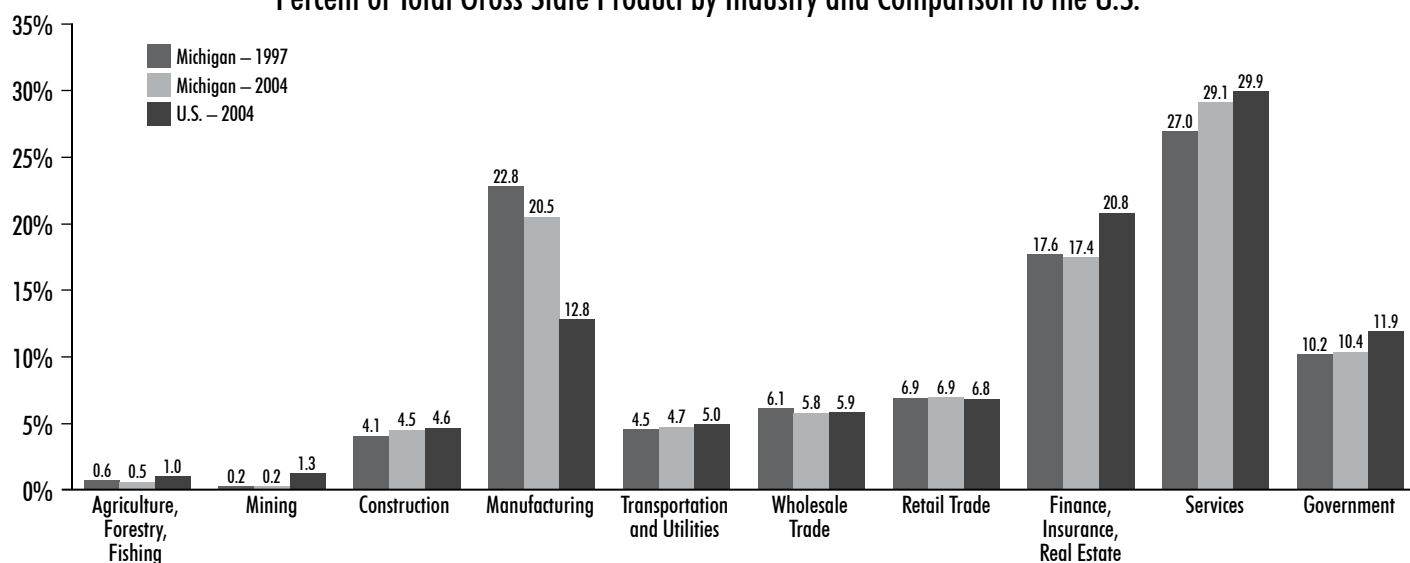
Percent of Michigan Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



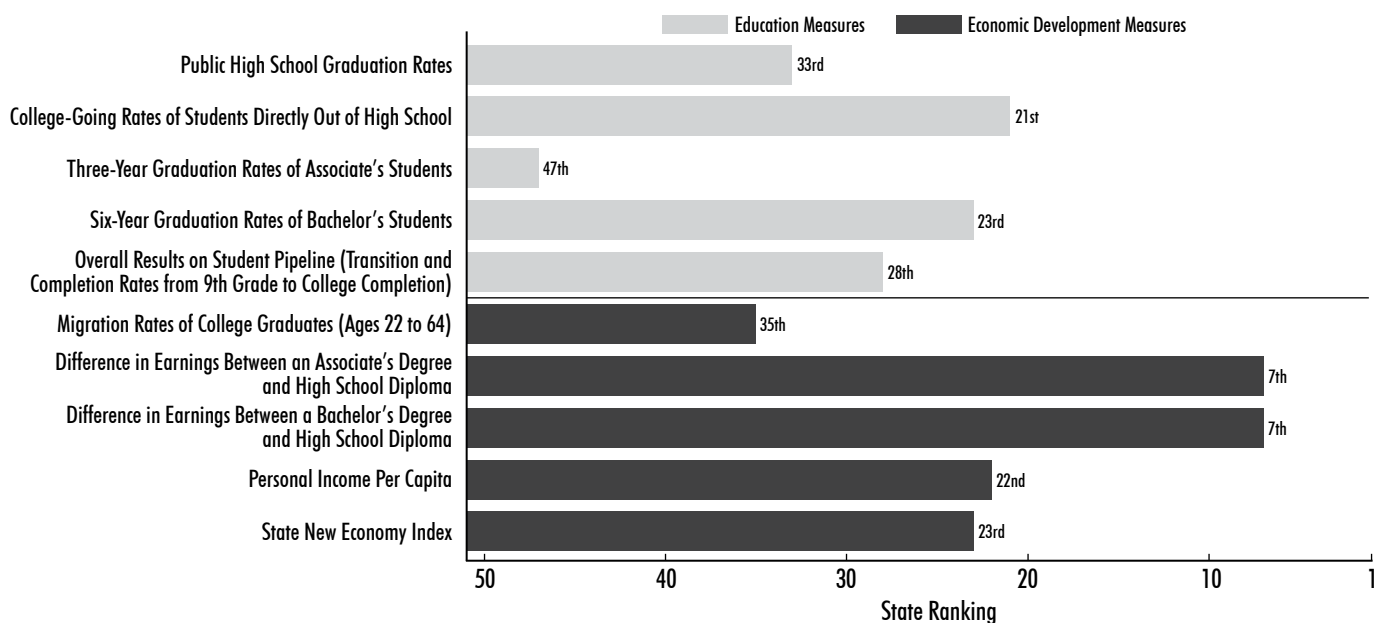
Michigan Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



Percent of Total Gross State Product by Industry and Comparison to the U.S.

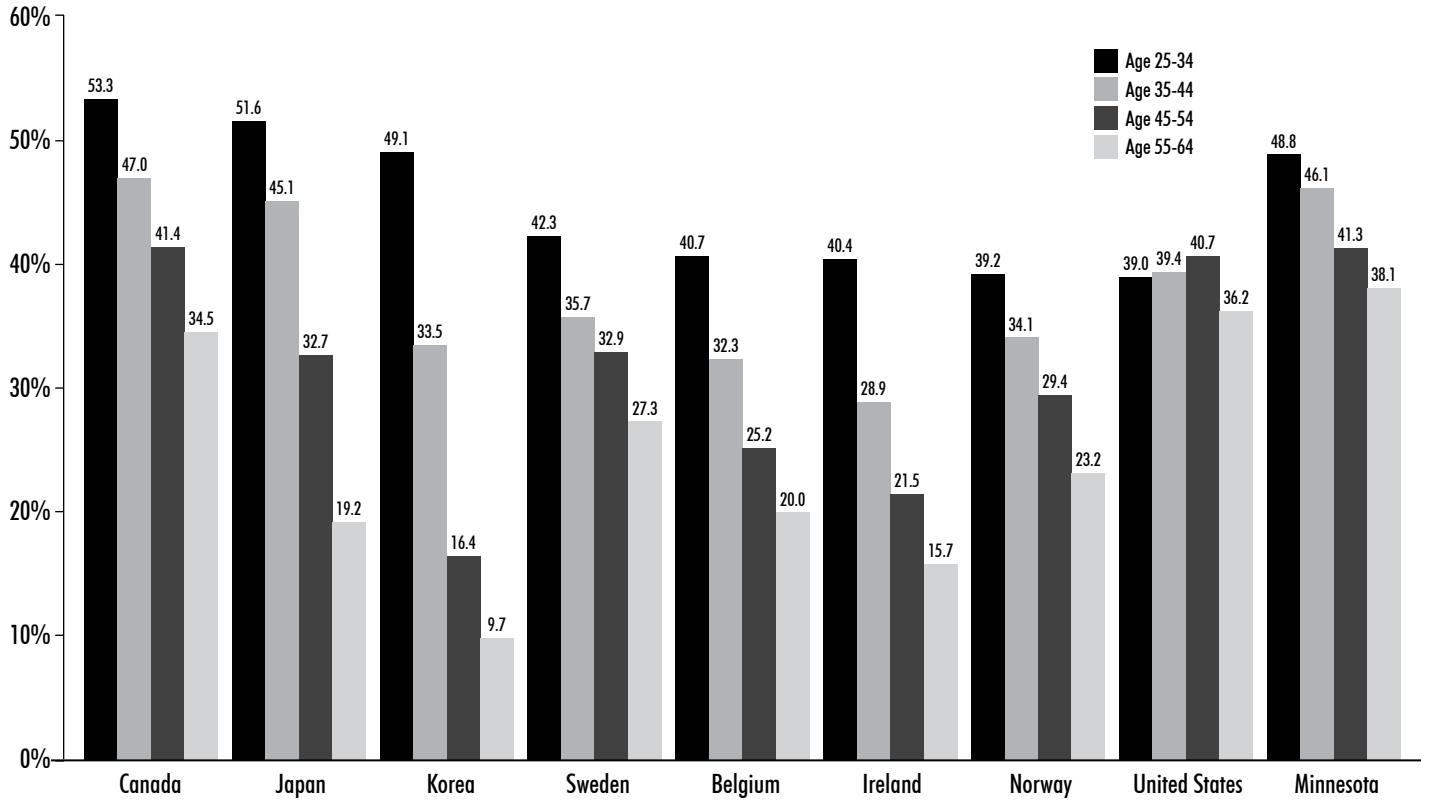


How Michigan Ranks Among Other States on Selected Measures for Education and Economic Development

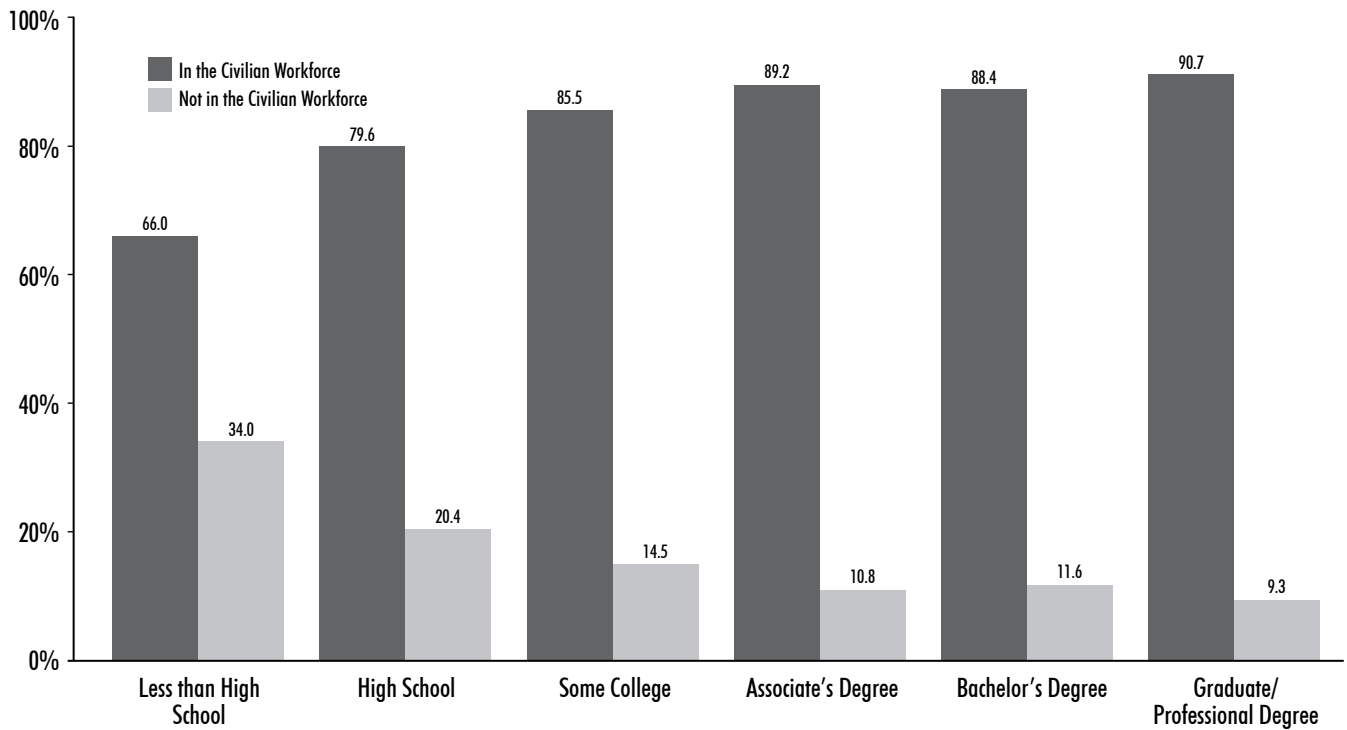


MINNESOTA

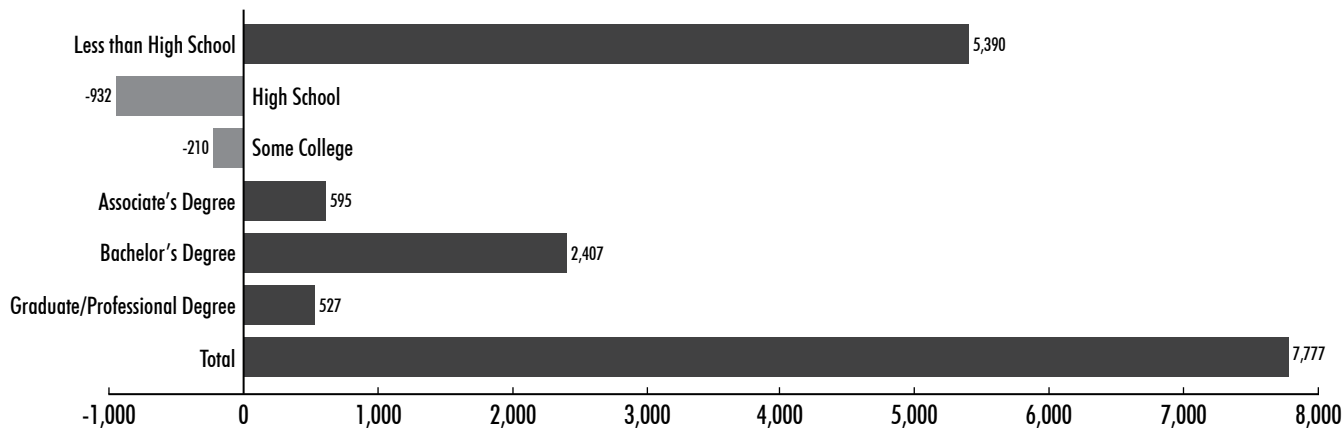
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and Minnesota



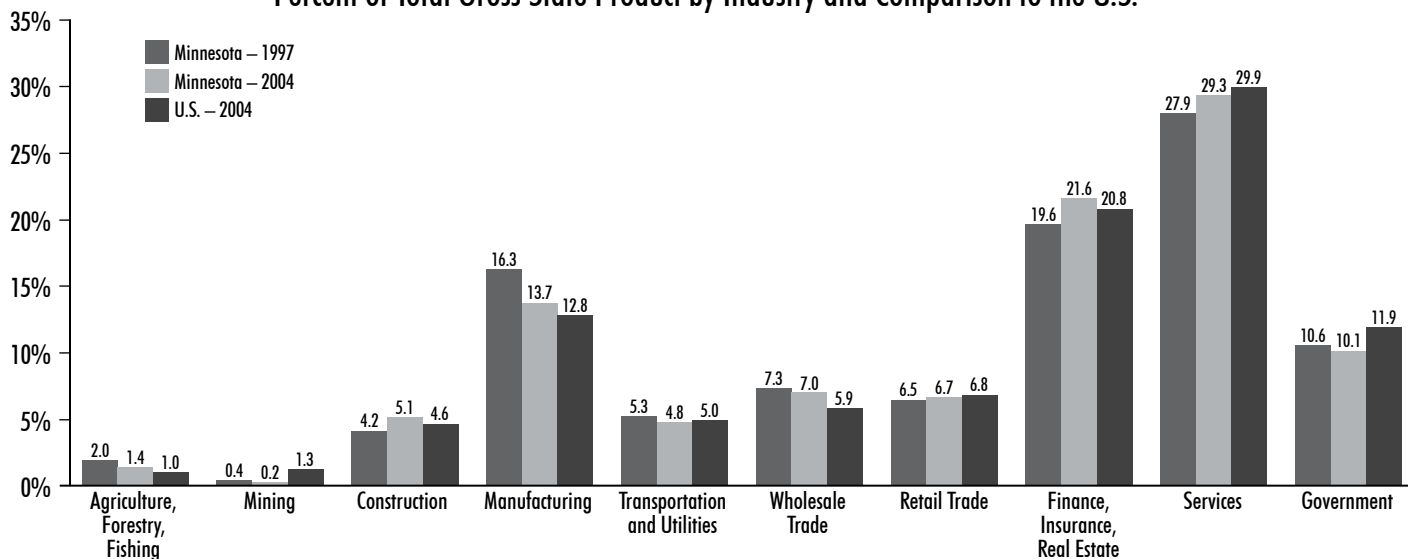
Percent of Minnesota Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



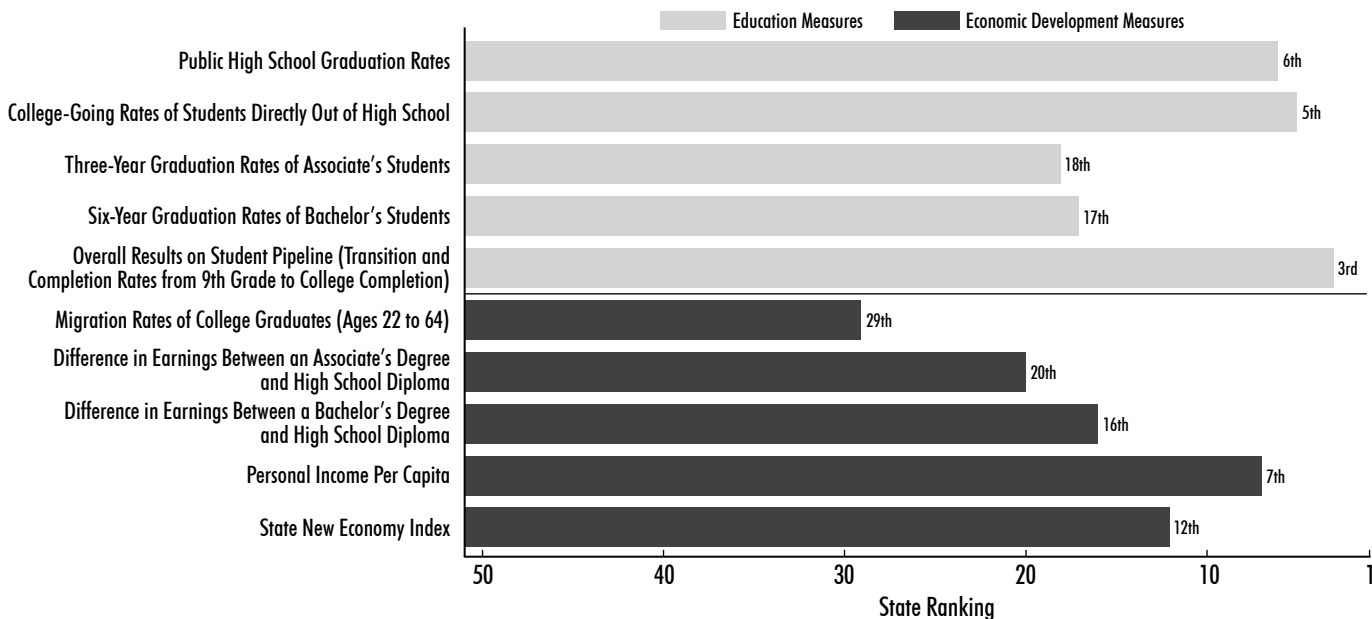
Minnesota Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



Percent of Total Gross State Product by Industry and Comparison to the U.S.

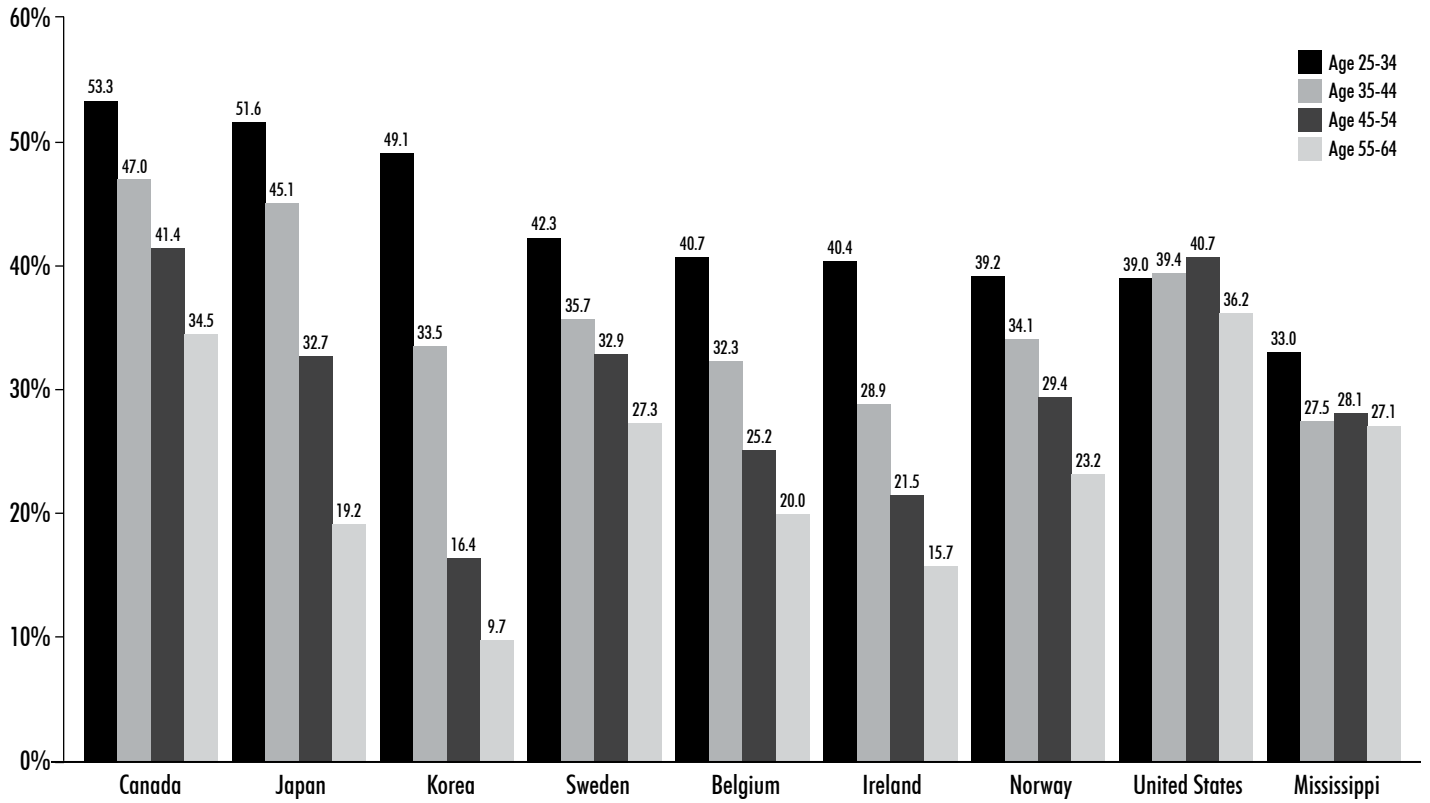


How Minnesota Ranks Among Other States on Selected Measures for Education and Economic Development

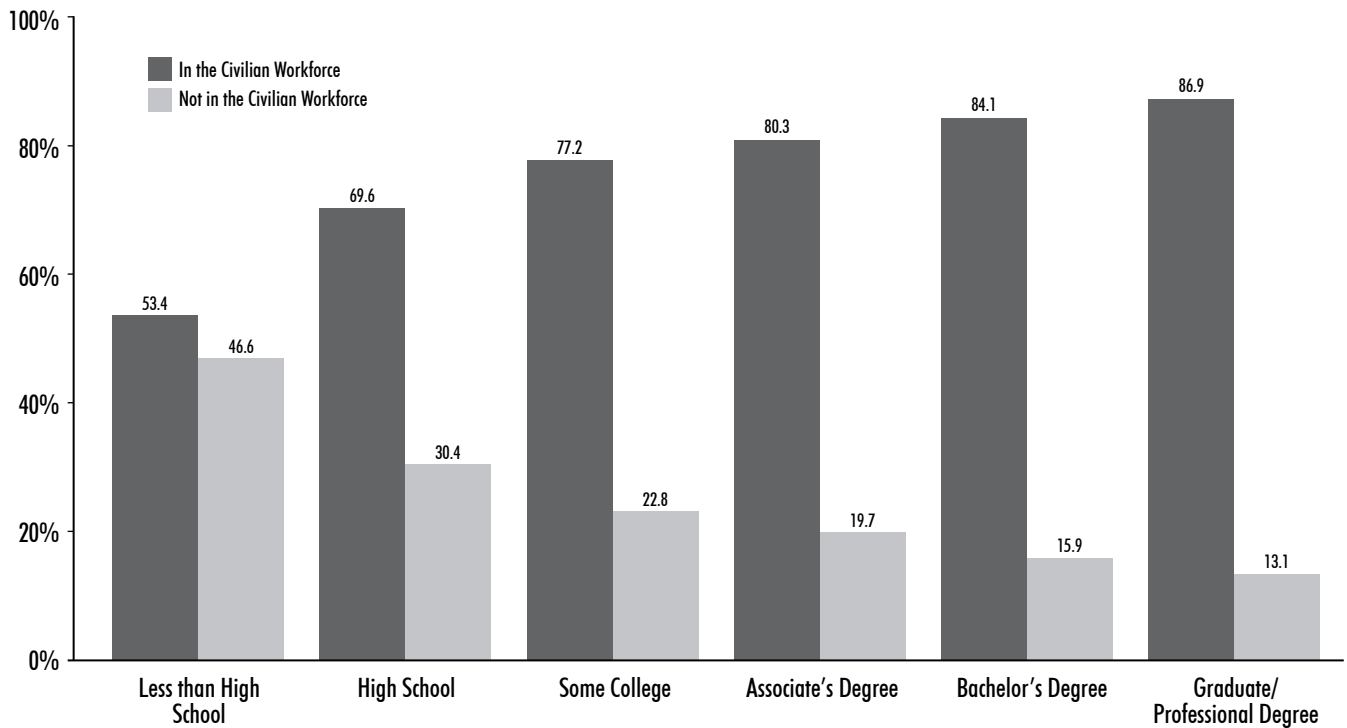


MISSISSIPPI

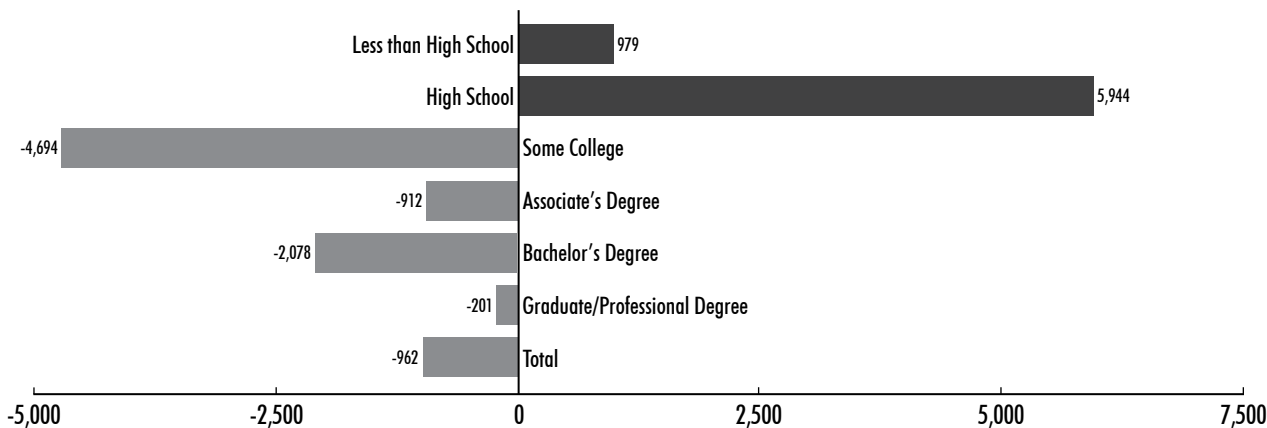
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and Mississippi



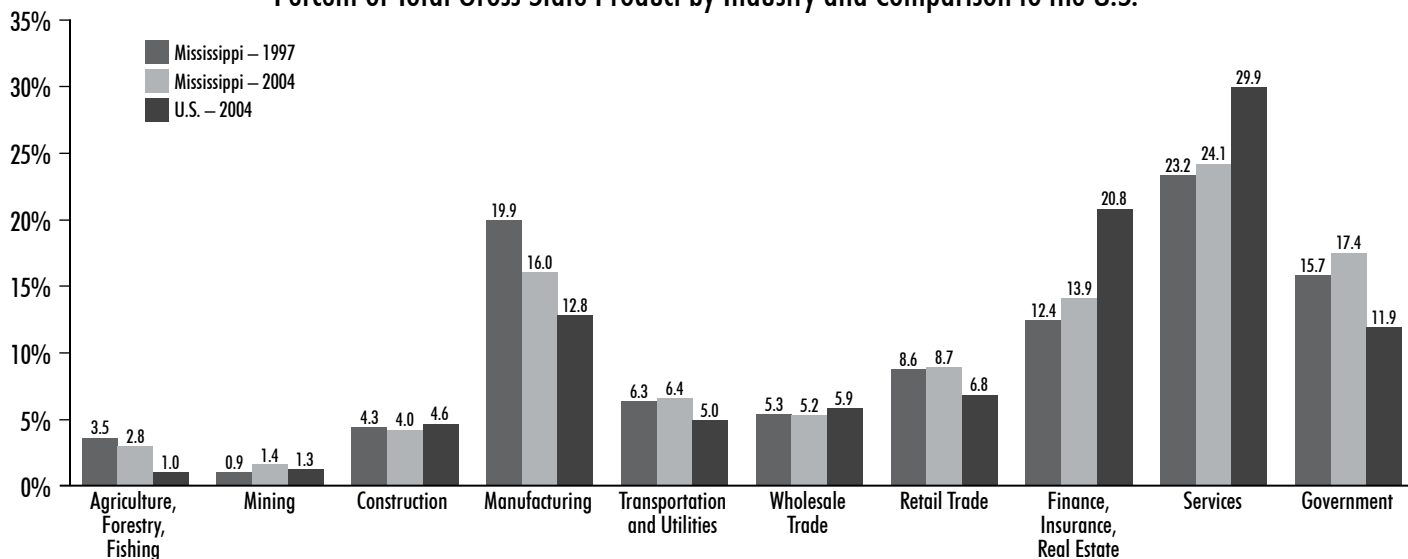
Percent of Mississippi Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



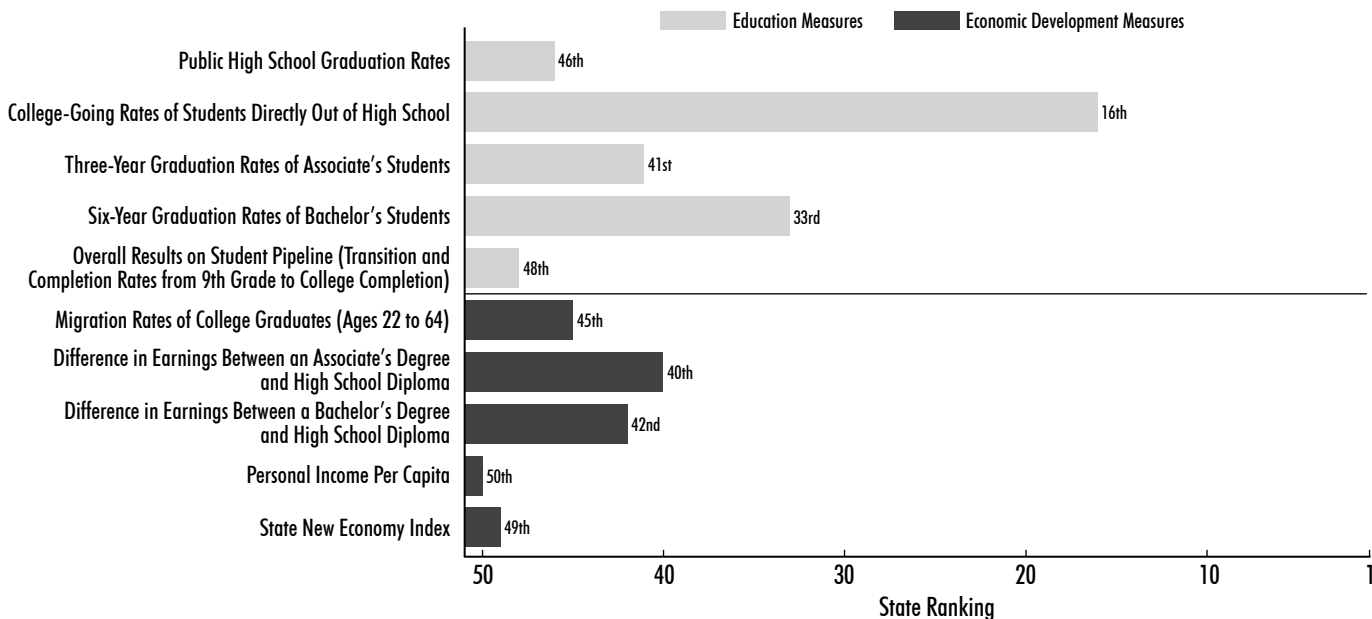
Mississippi Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



Percent of Total Gross State Product by Industry and Comparison to the U.S.

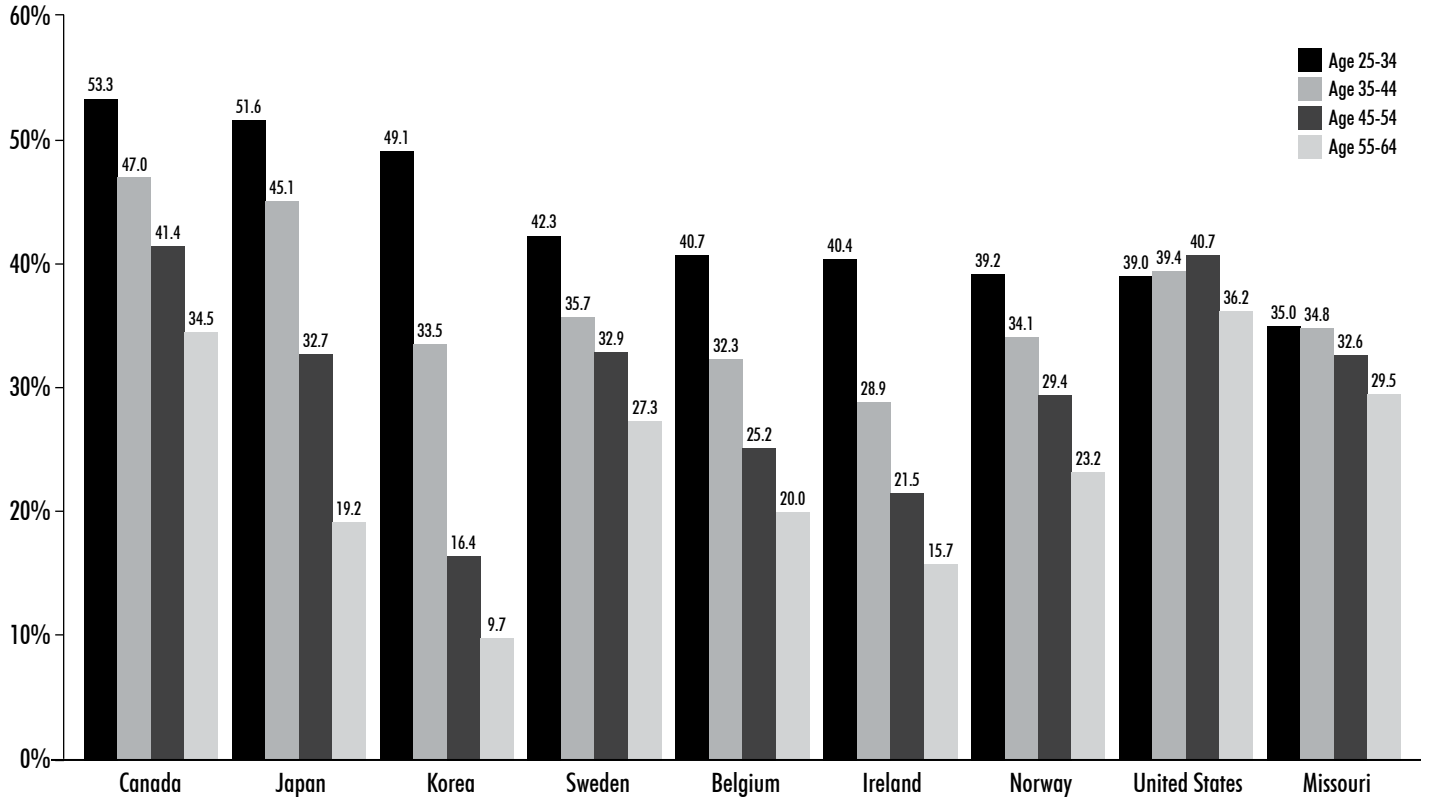


How Mississippi Ranks Among Other States on Selected Measures for Education and Economic Development

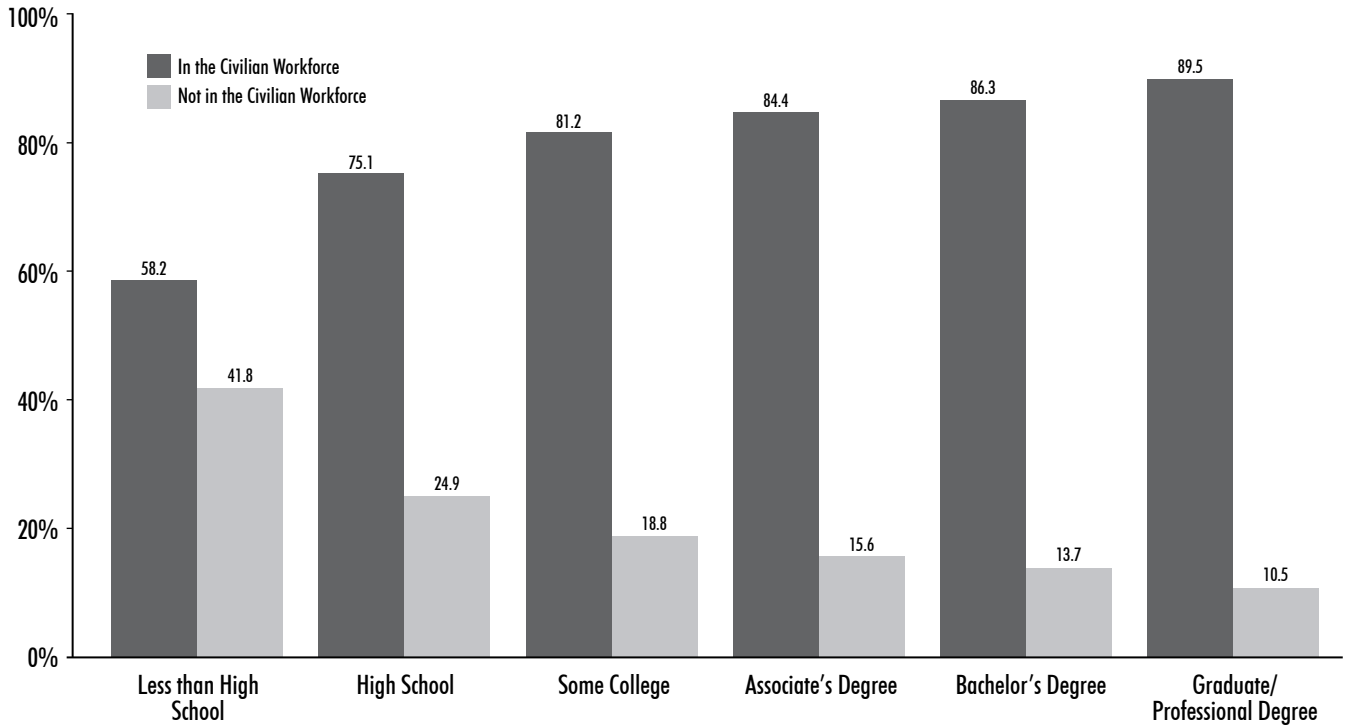


MISSOURI

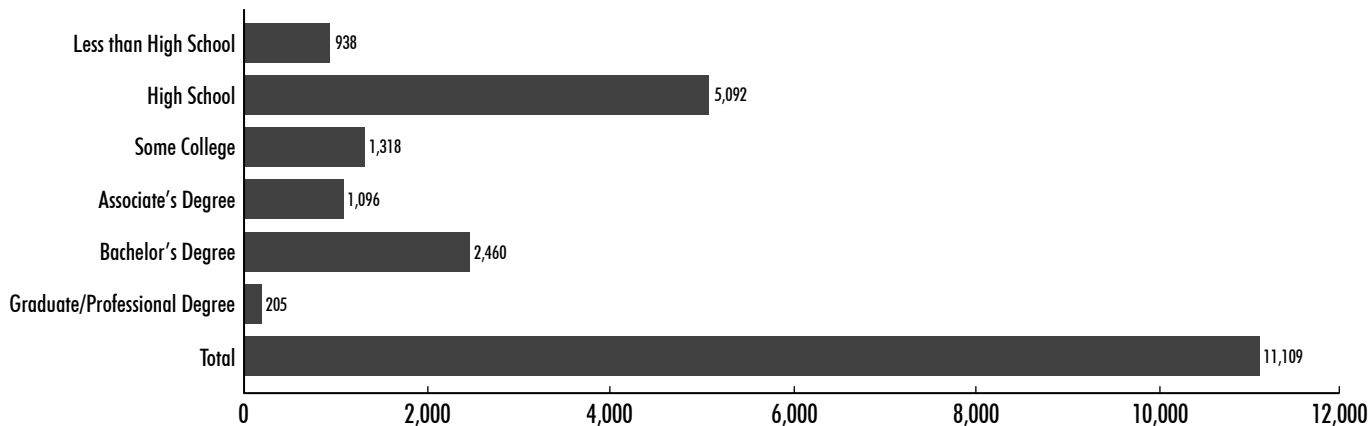
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and Missouri



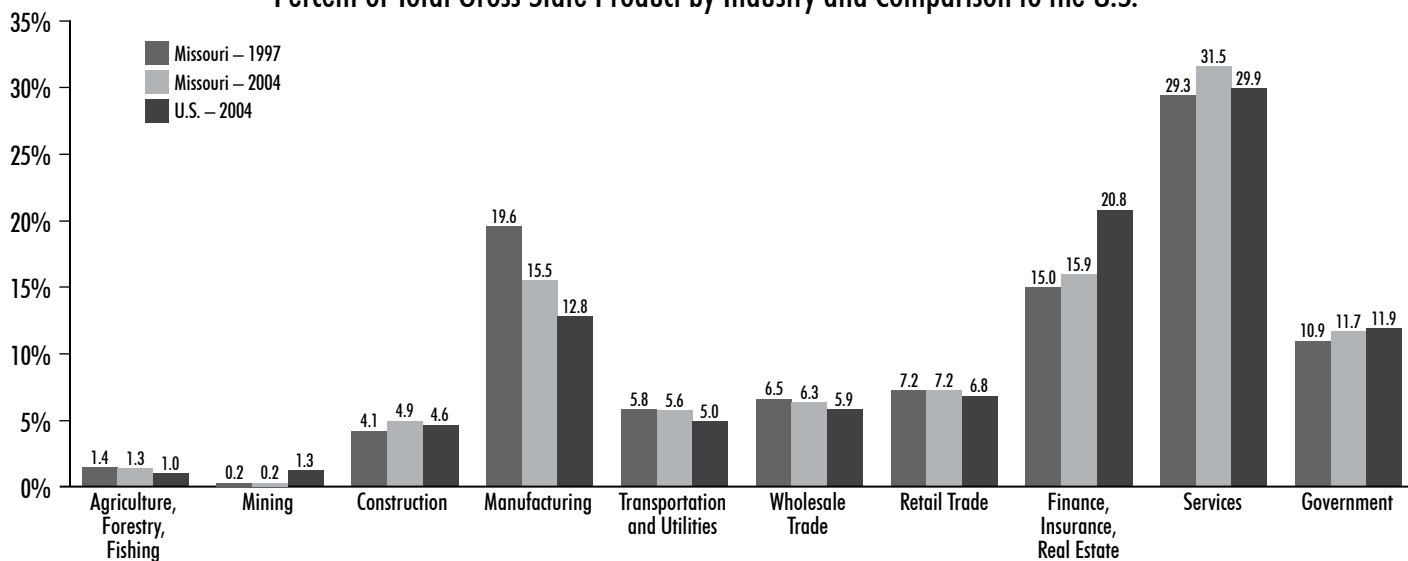
Percent of Missouri Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



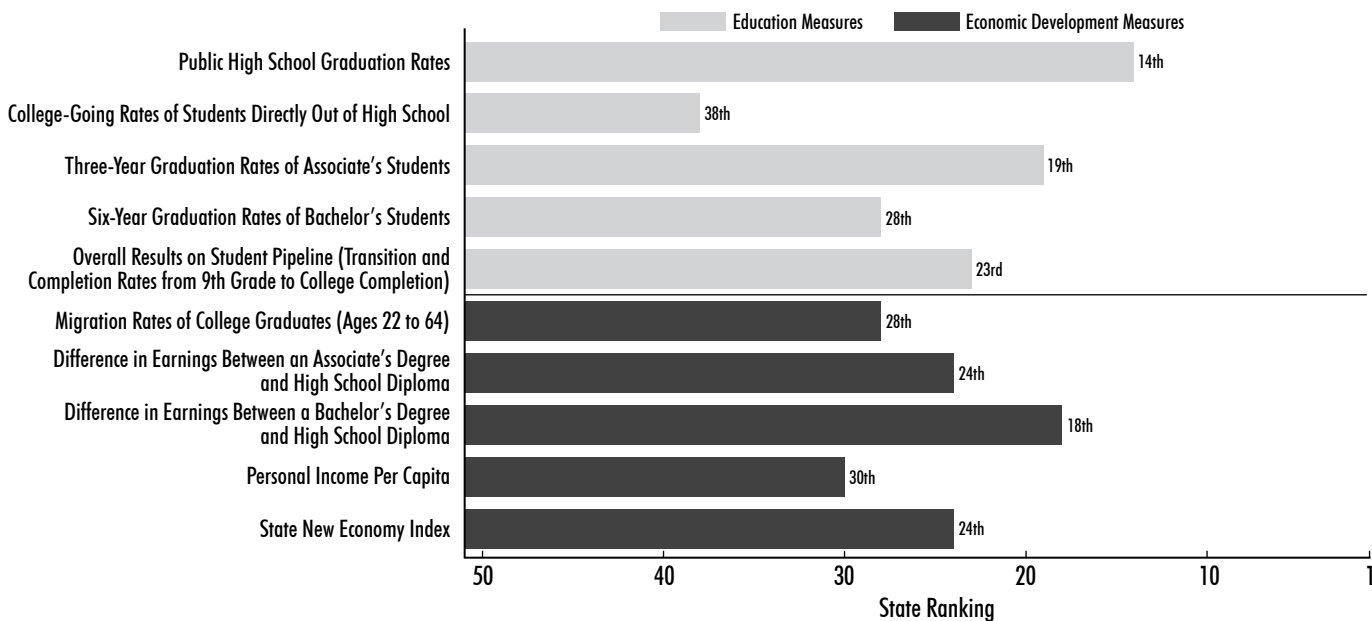
Missouri Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



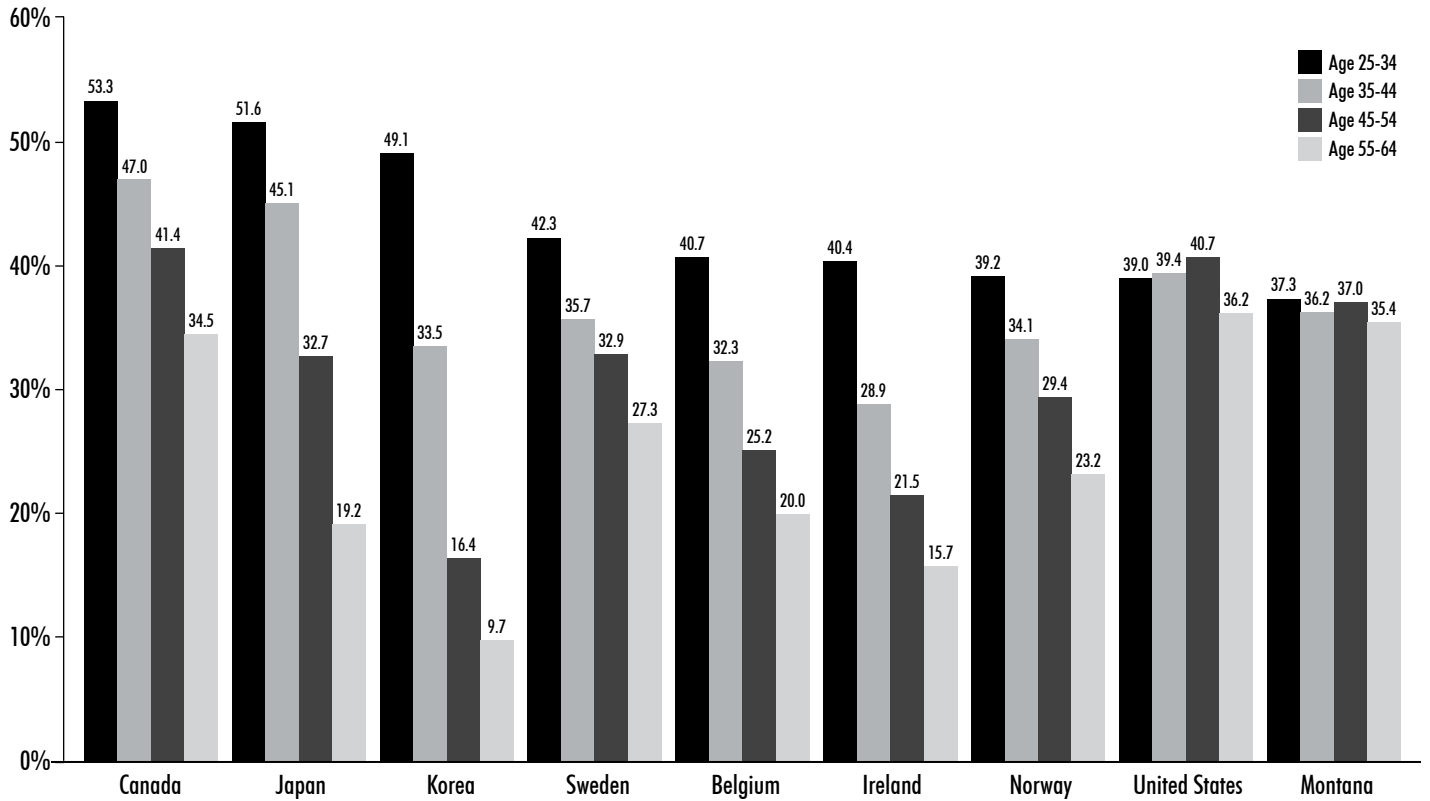
Percent of Total Gross State Product by Industry and Comparison to the U.S.



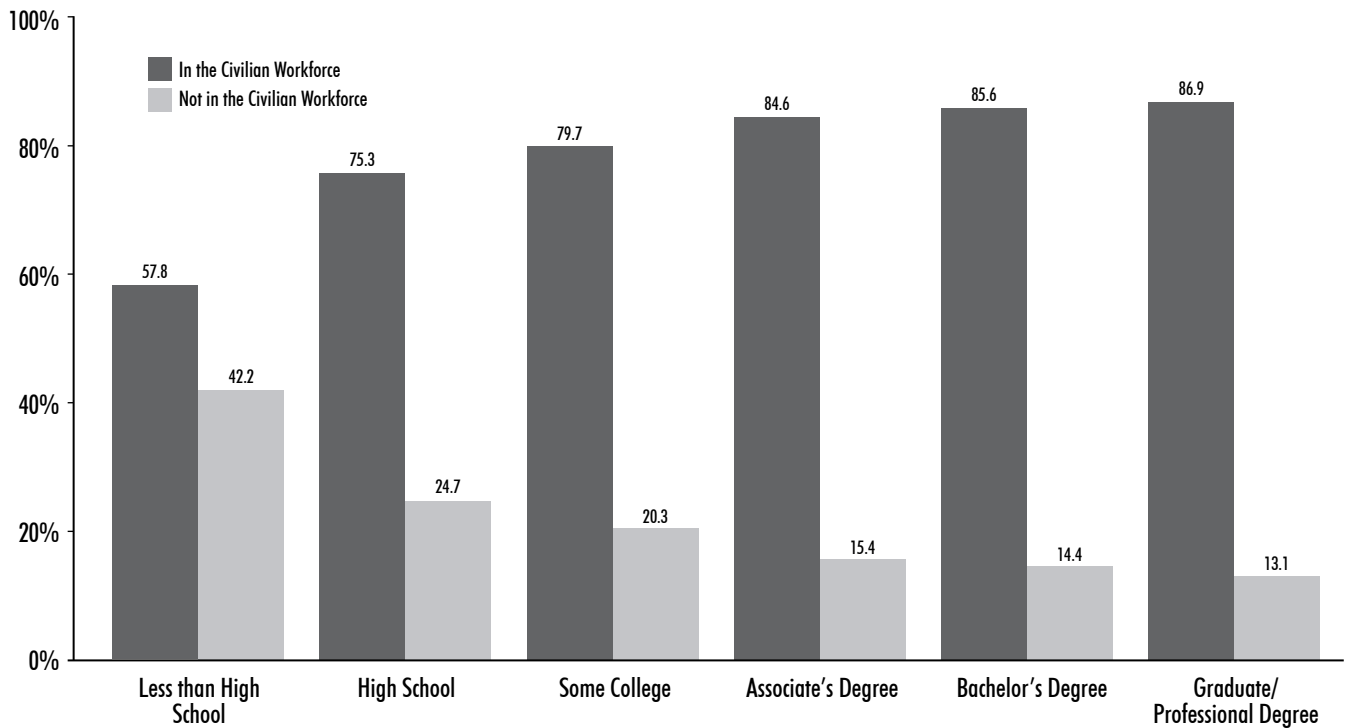
How Missouri Ranks Among Other States on Selected Measures for Education and Economic Development



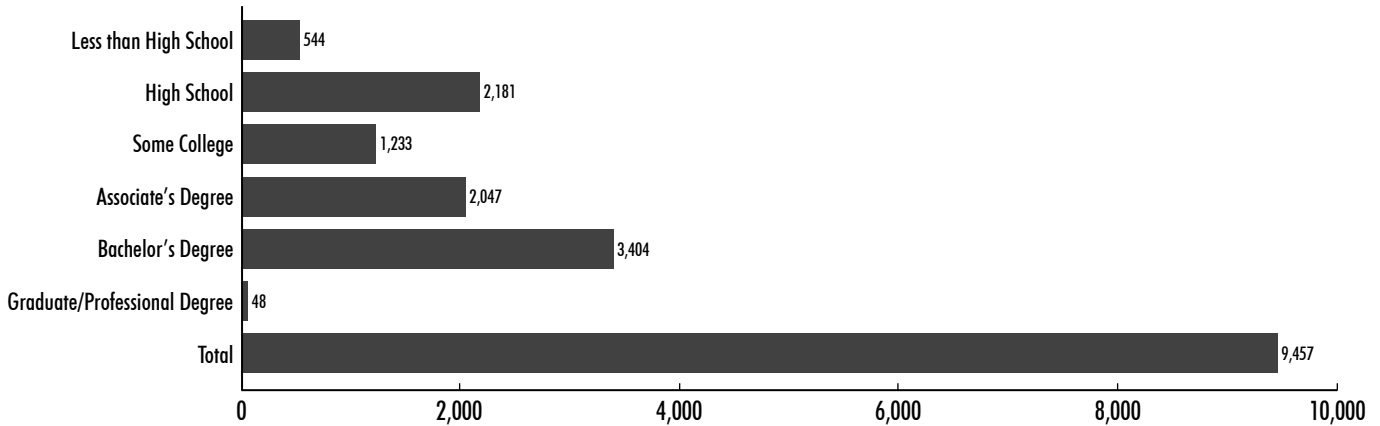
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and Montana



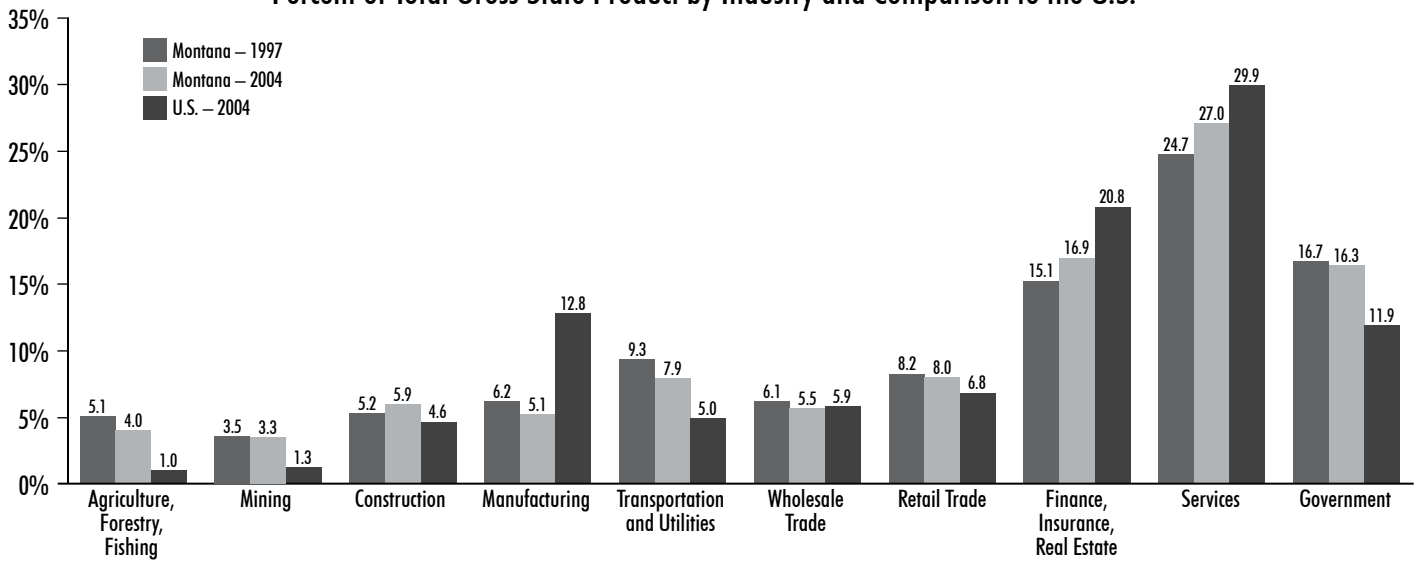
Percent of Montana Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



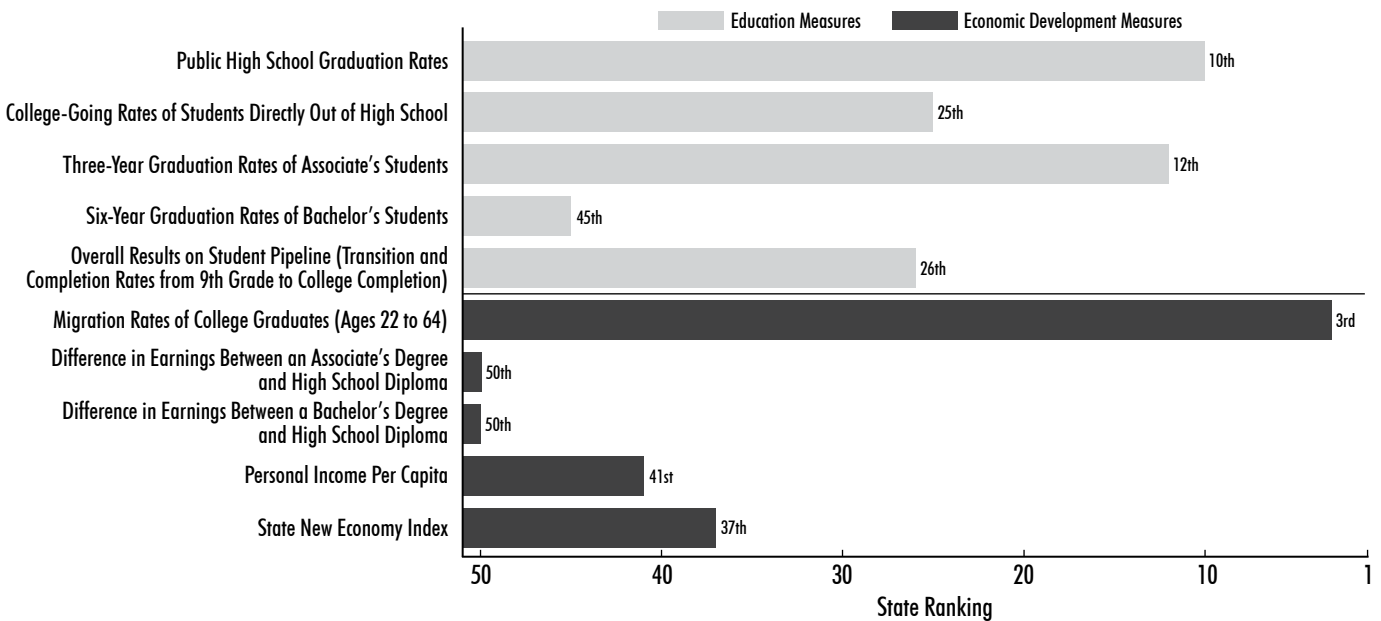
Montana Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



Percent of Total Gross State Product by Industry and Comparison to the U.S.

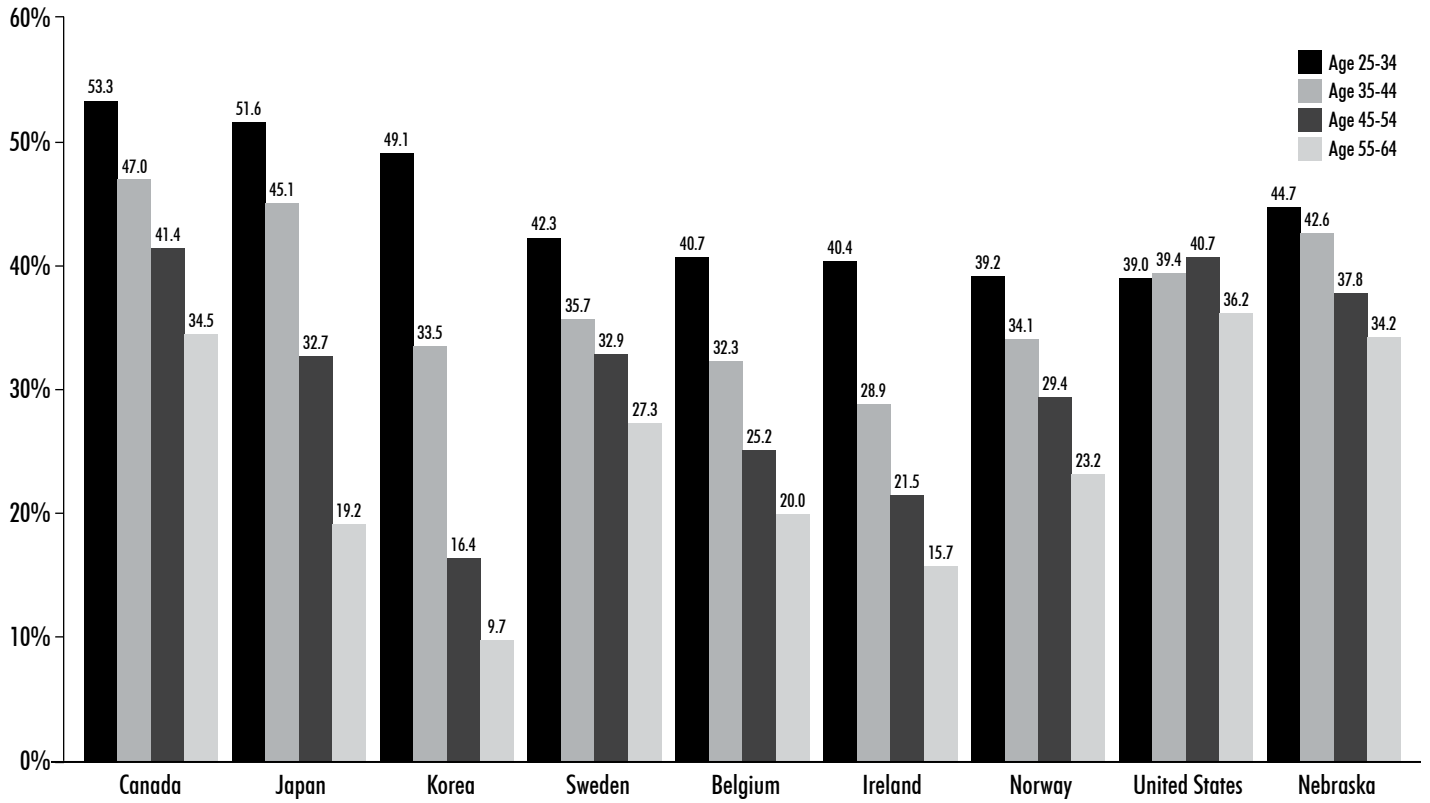


How Montana Ranks Among Other States on Selected Measures for Education and Economic Development

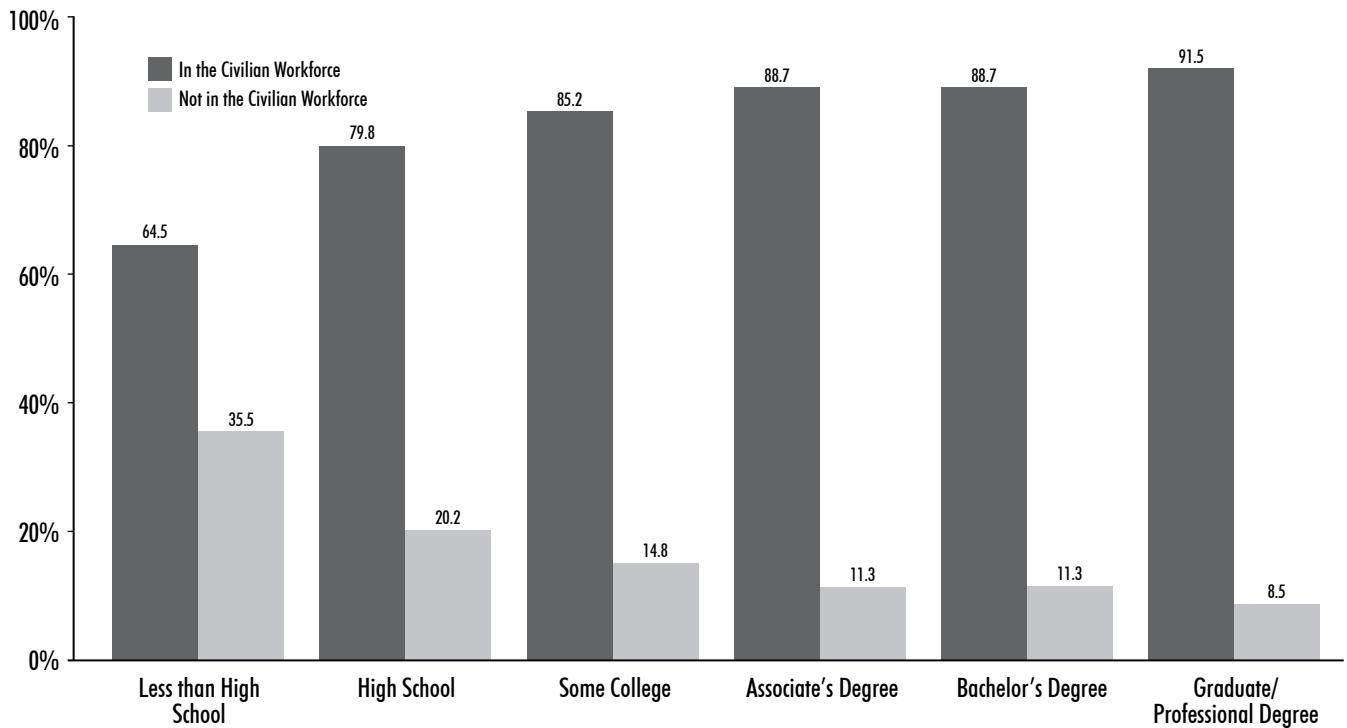


NEBRASKA

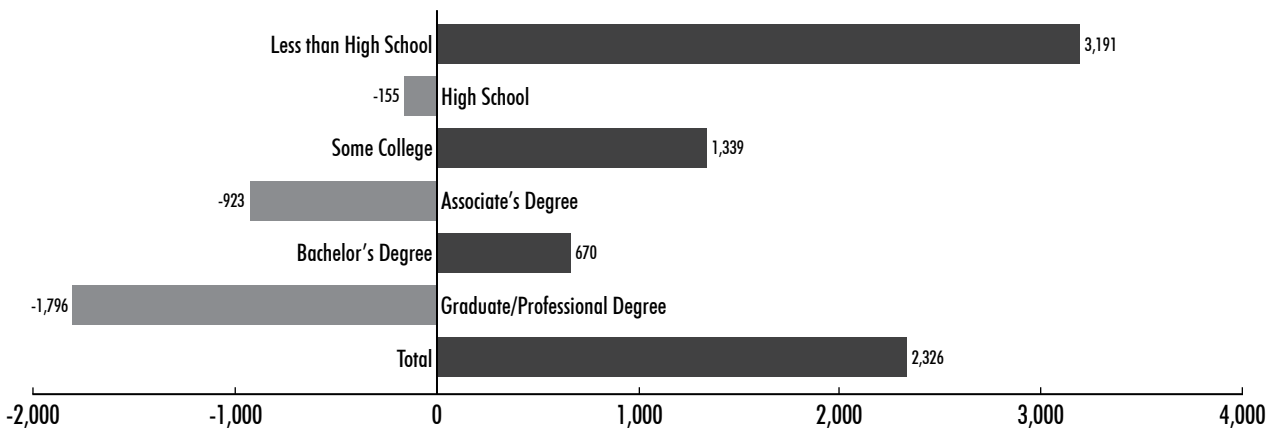
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and Nebraska



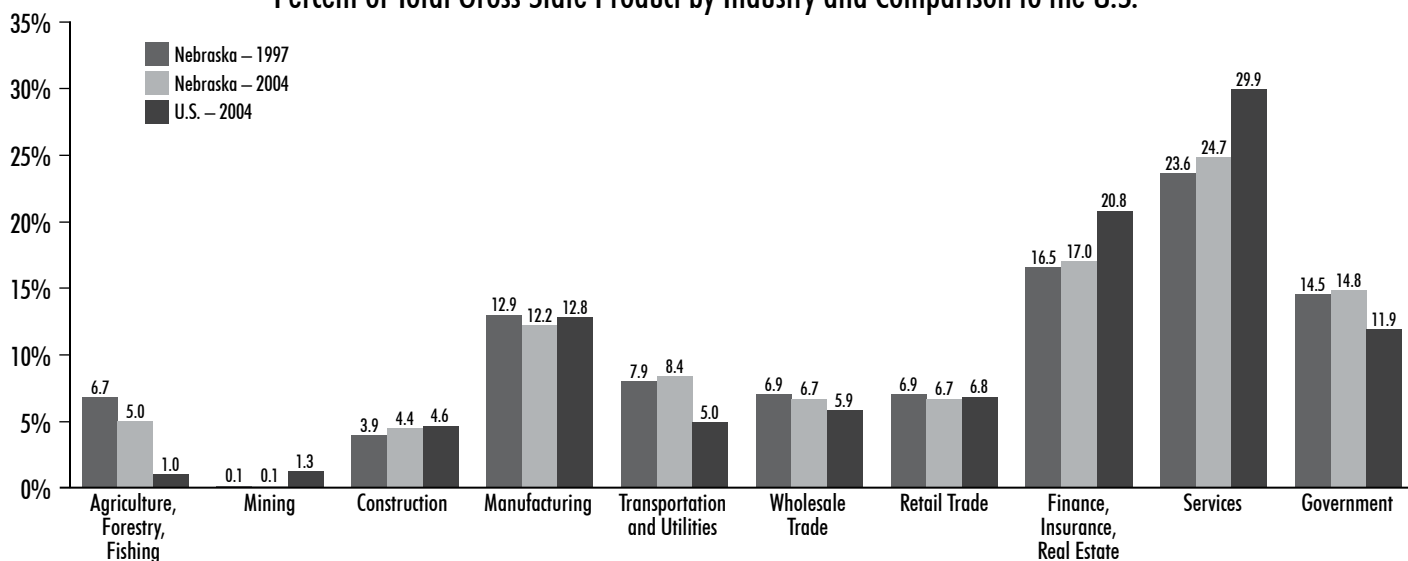
Percent of Nebraska Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



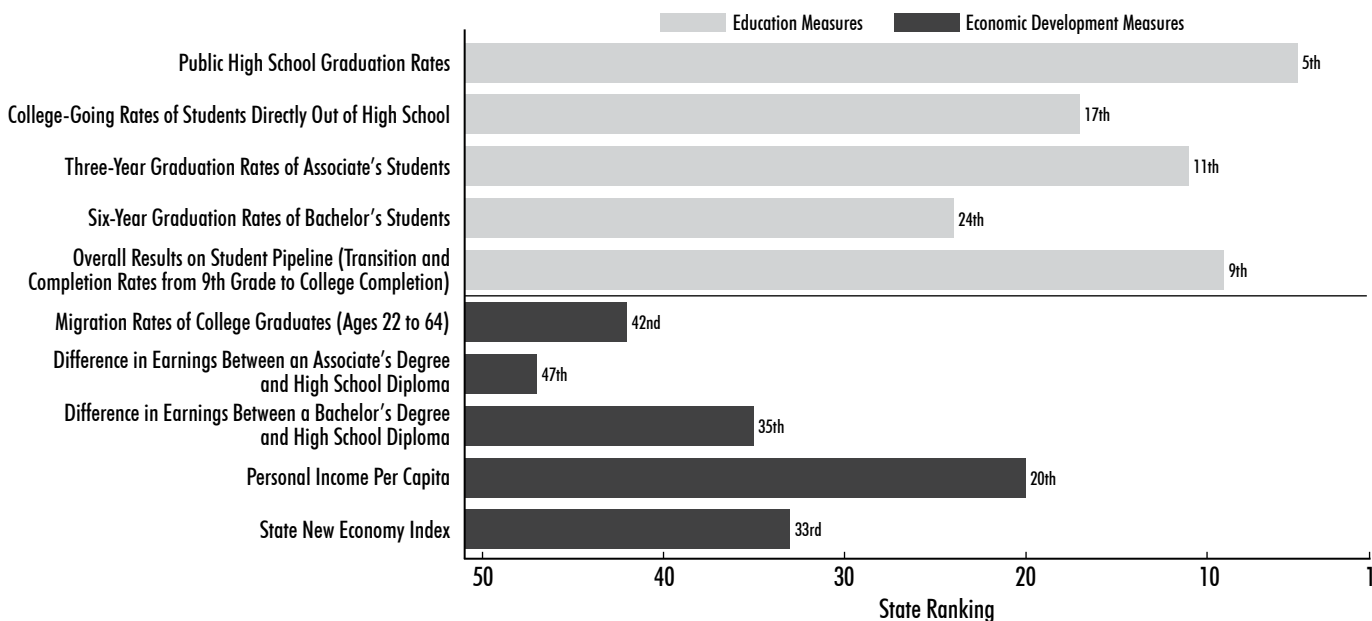
Nebraska Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



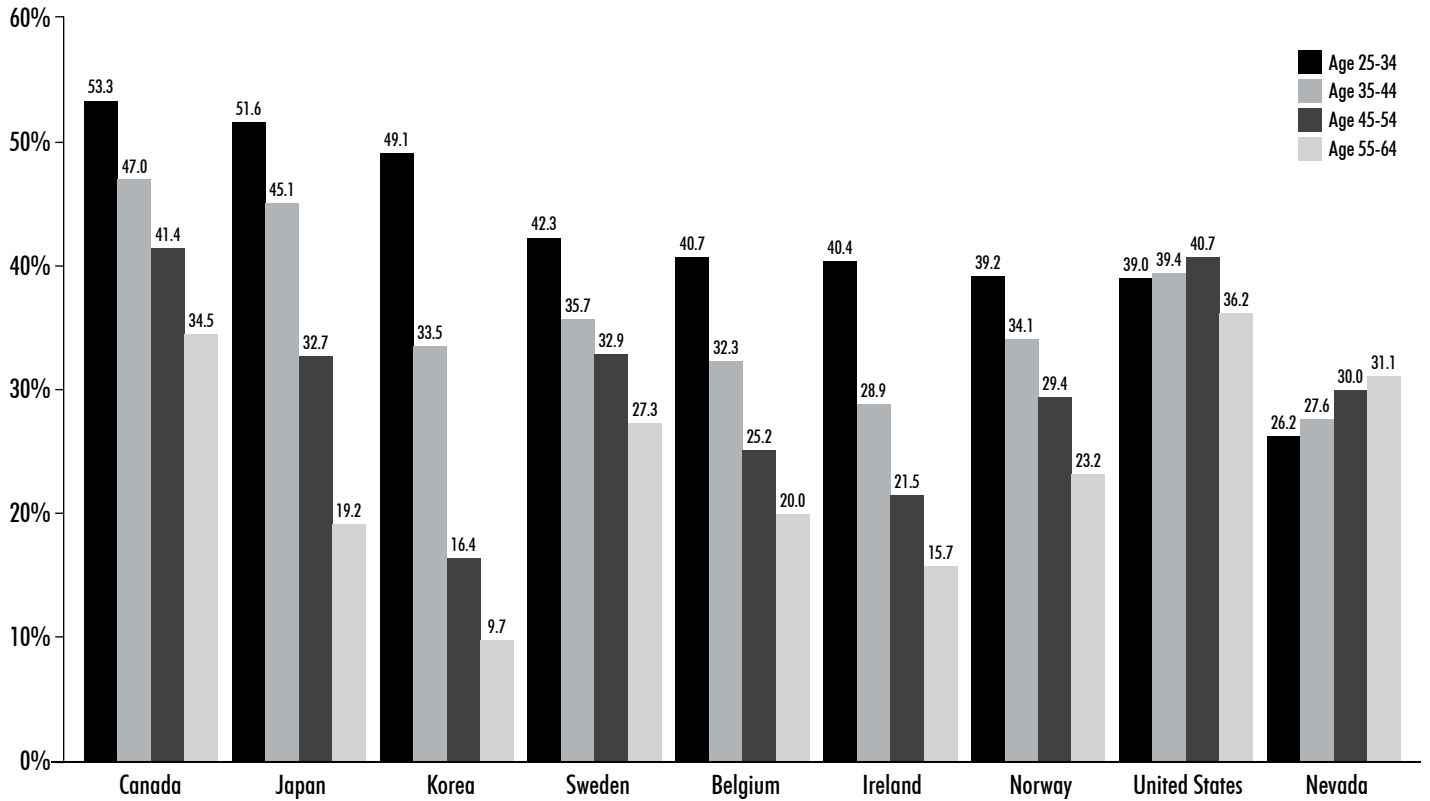
Percent of Total Gross State Product by Industry and Comparison to the U.S.



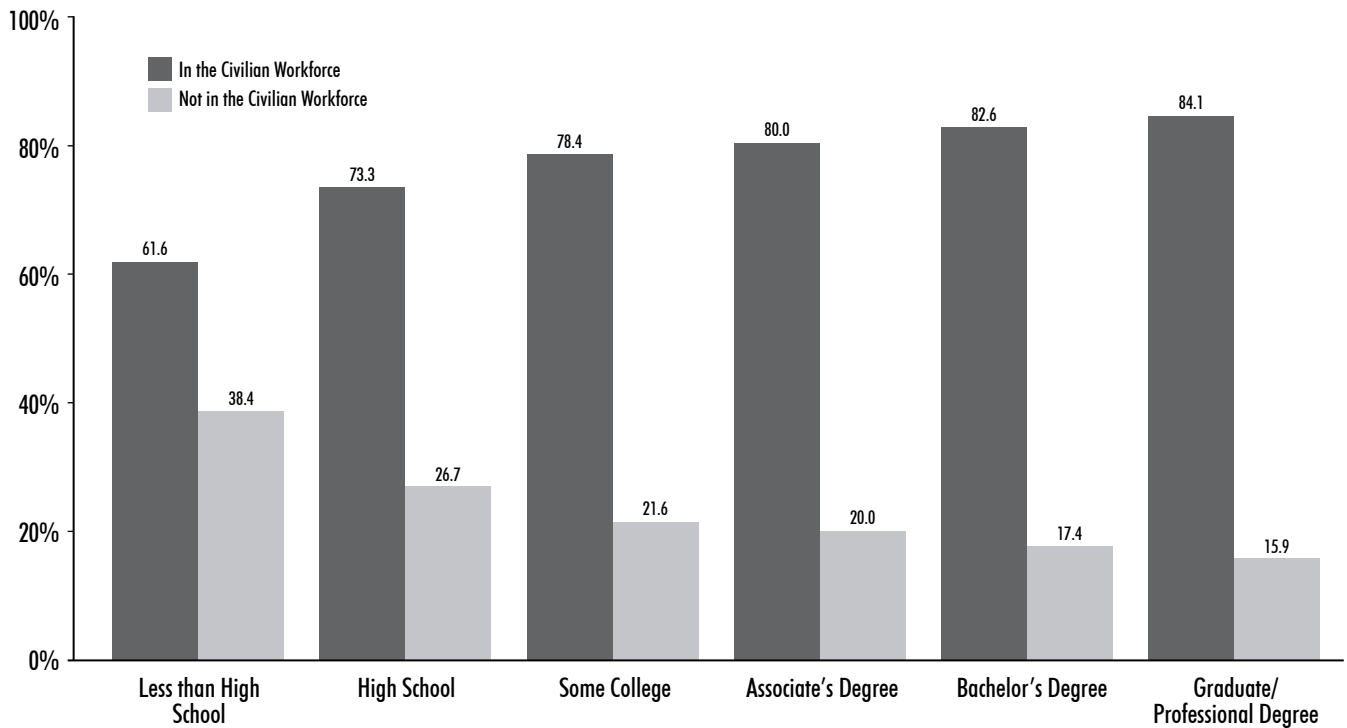
How Nebraska Ranks Among Other States on Selected Measures for Education and Economic Development



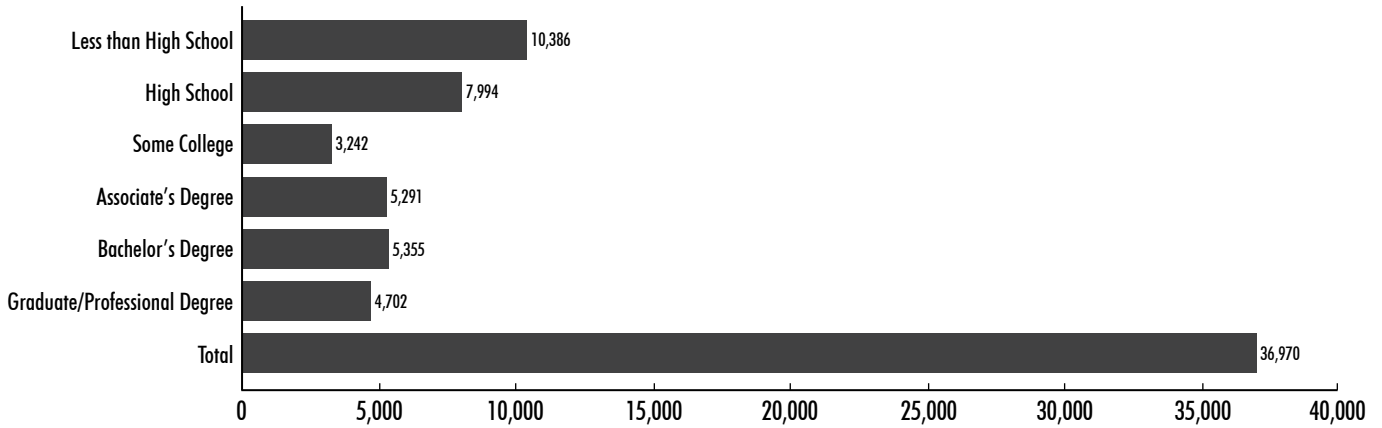
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and Nevada



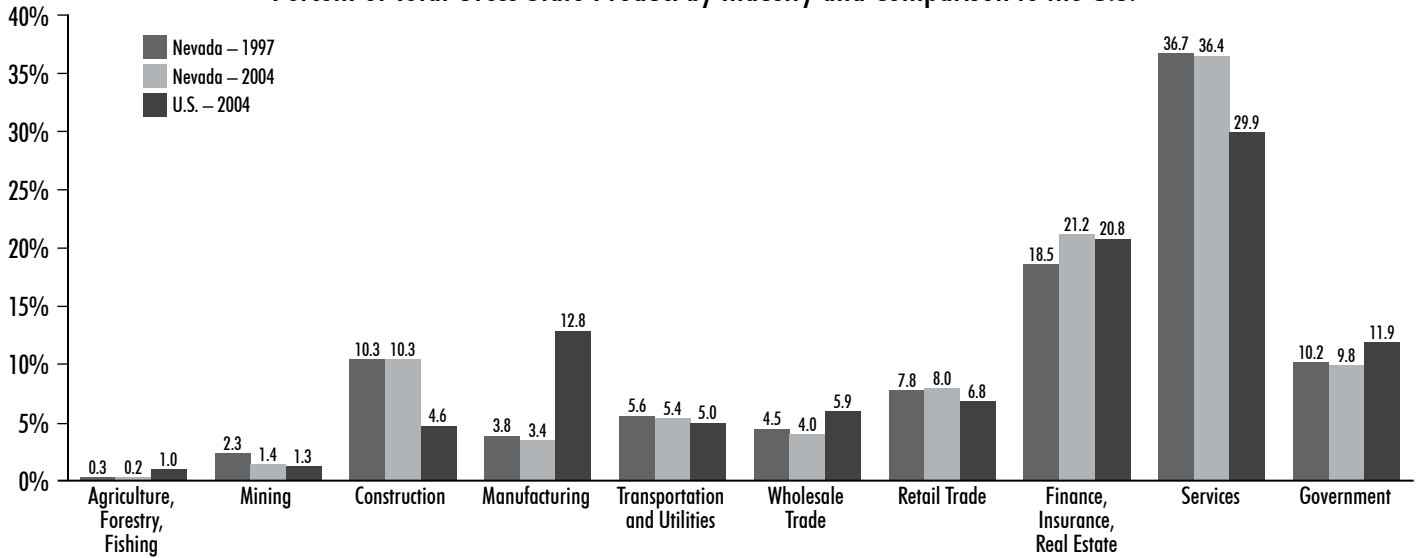
Percent of Nevada Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



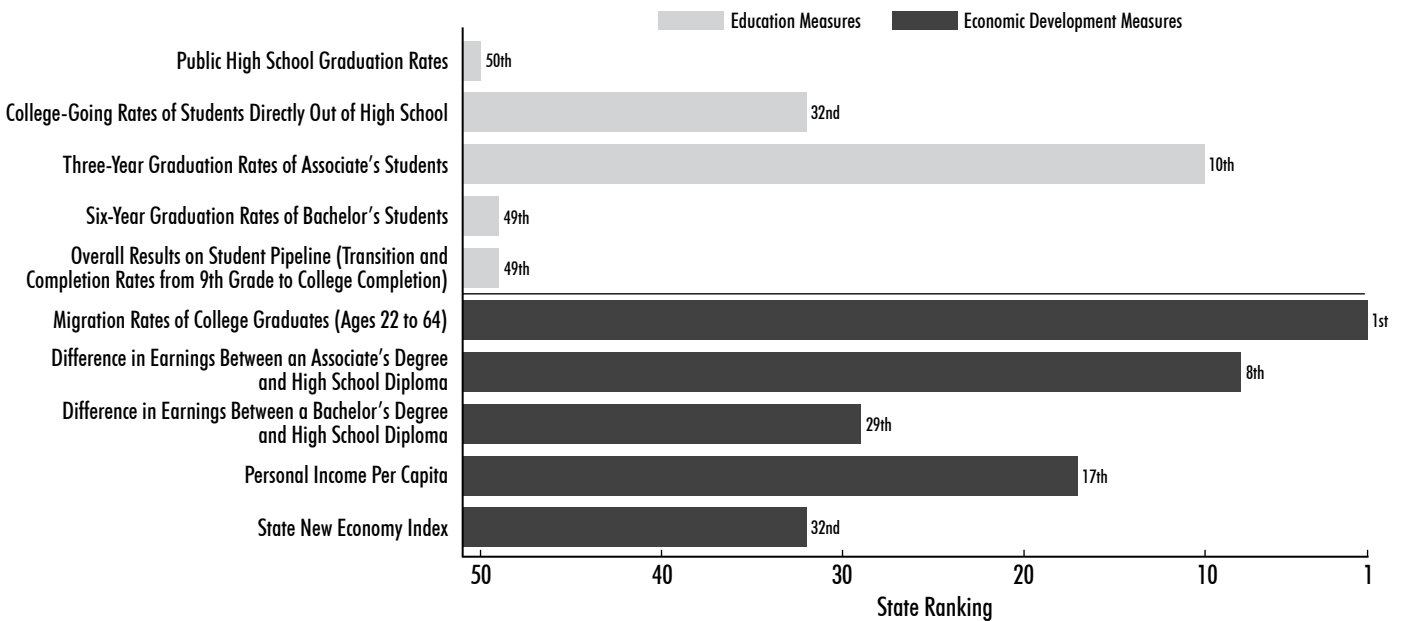
Nevada Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



Percent of Total Gross State Product by Industry and Comparison to the U.S.

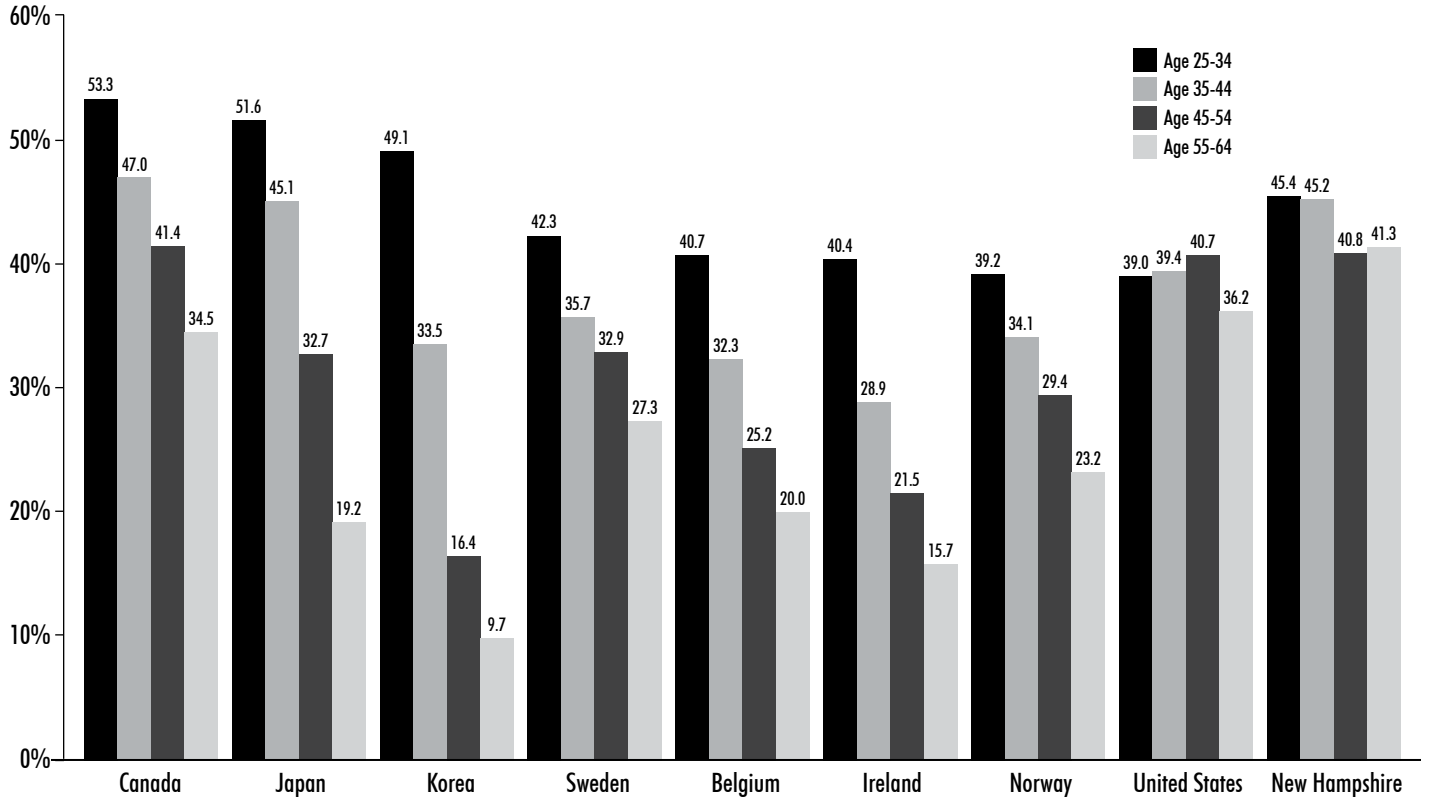


How Nevada Ranks Among Other States on Selected Measures for Education and Economic Development

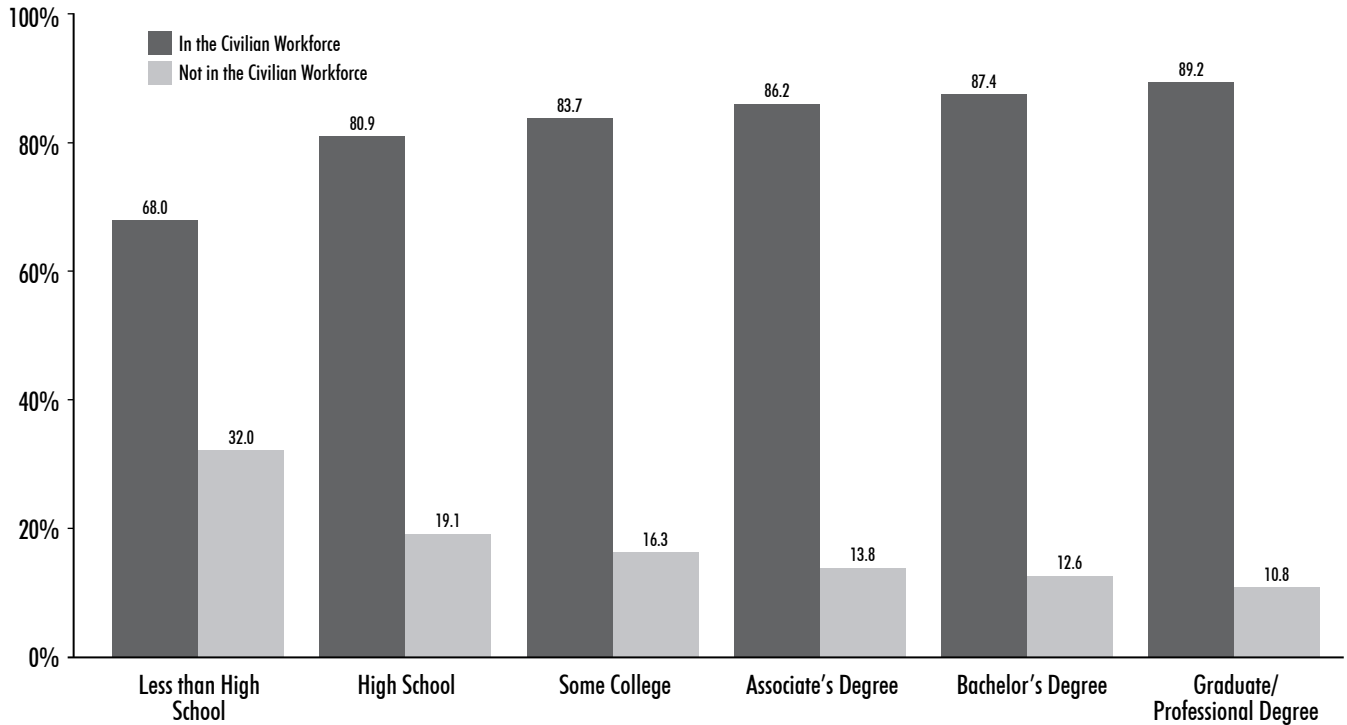


NEW HAMPSHIRE

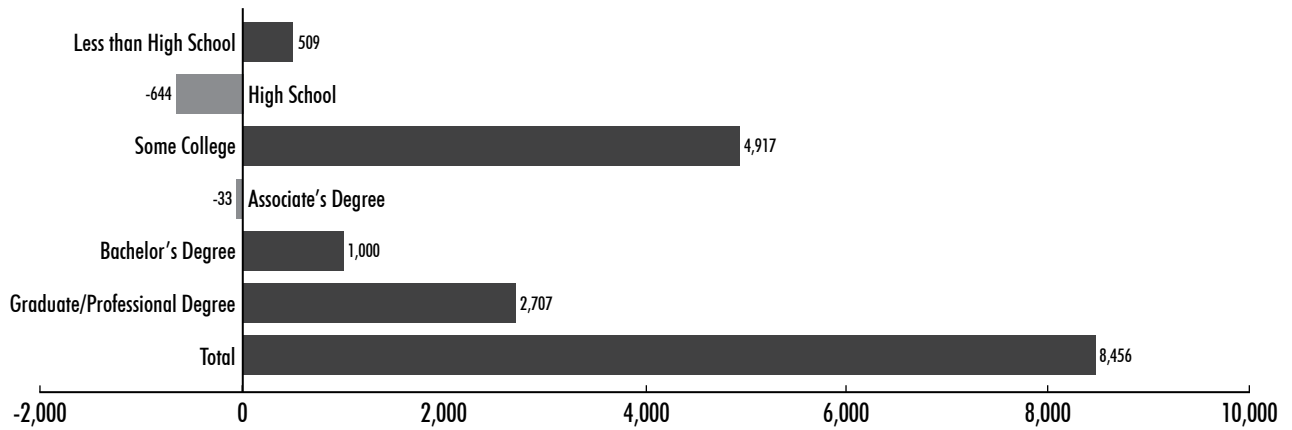
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and New Hampshire



Percent of New Hampshire Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



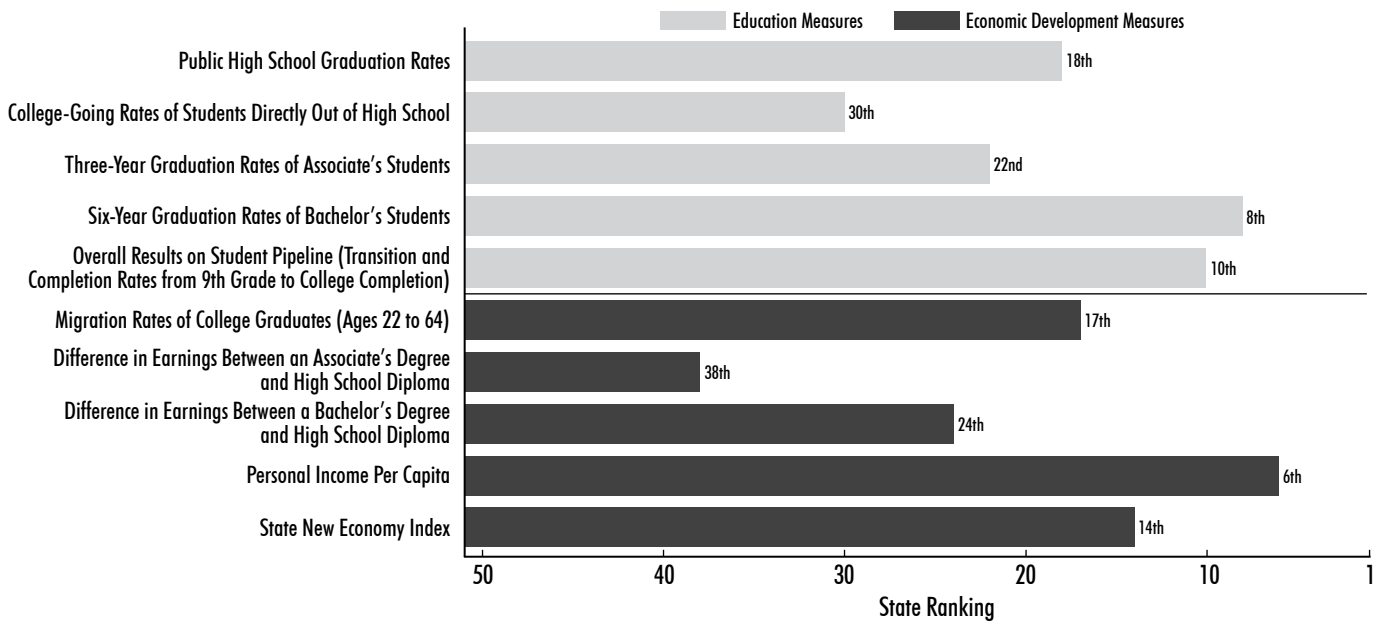
New Hampshire Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



Percent of Total Gross State Product by Industry and Comparison to the U.S.

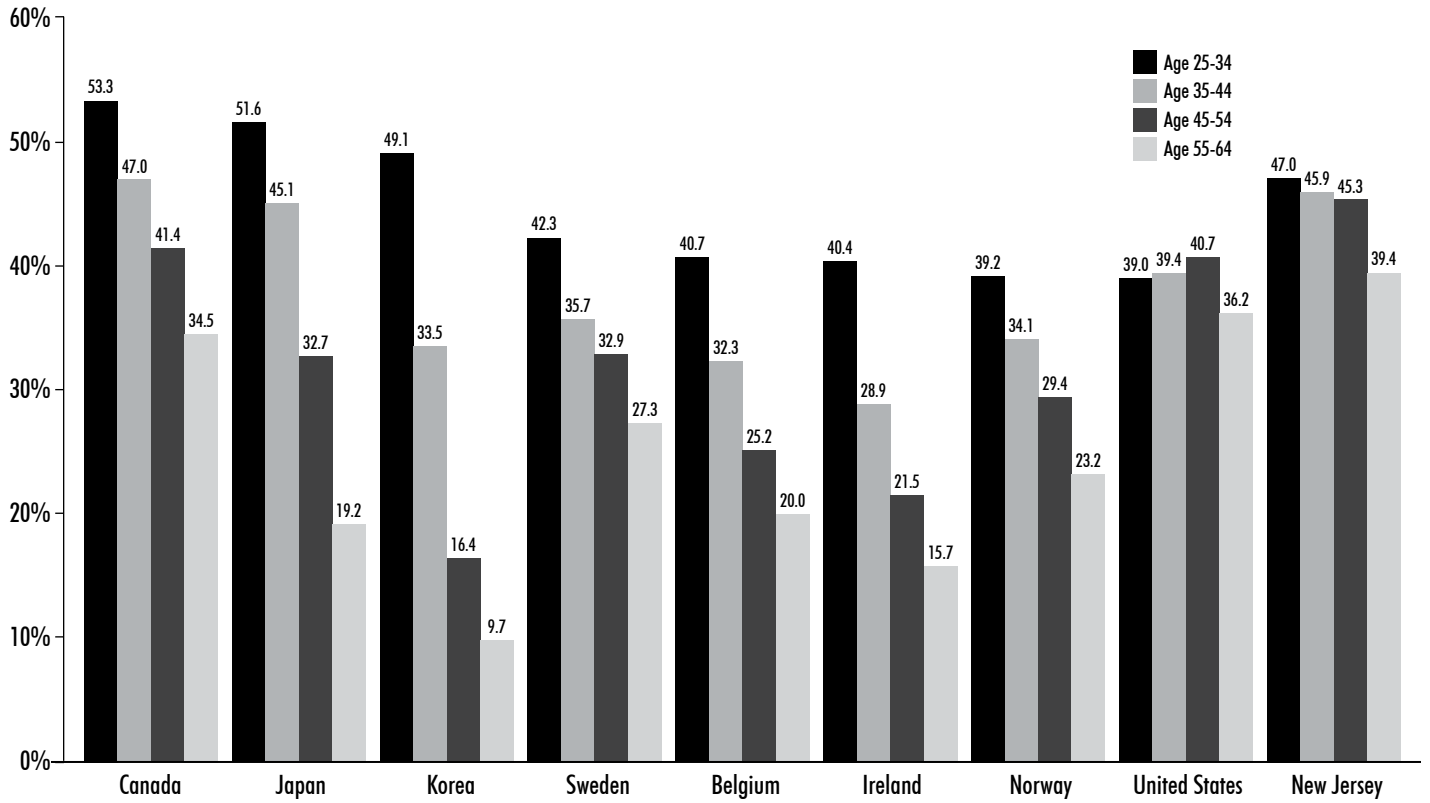


How New Hampshire Ranks Among Other States on Selected Measures for Education and Economic Development

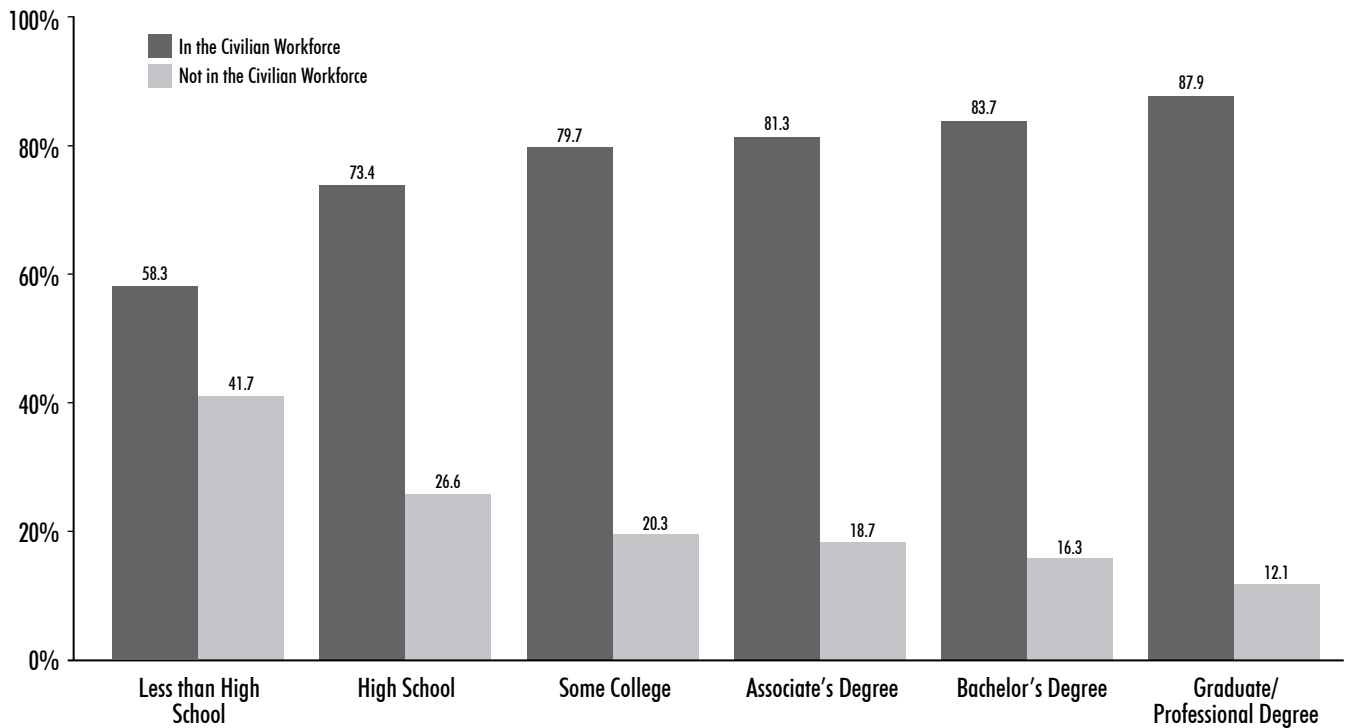


NEW JERSEY

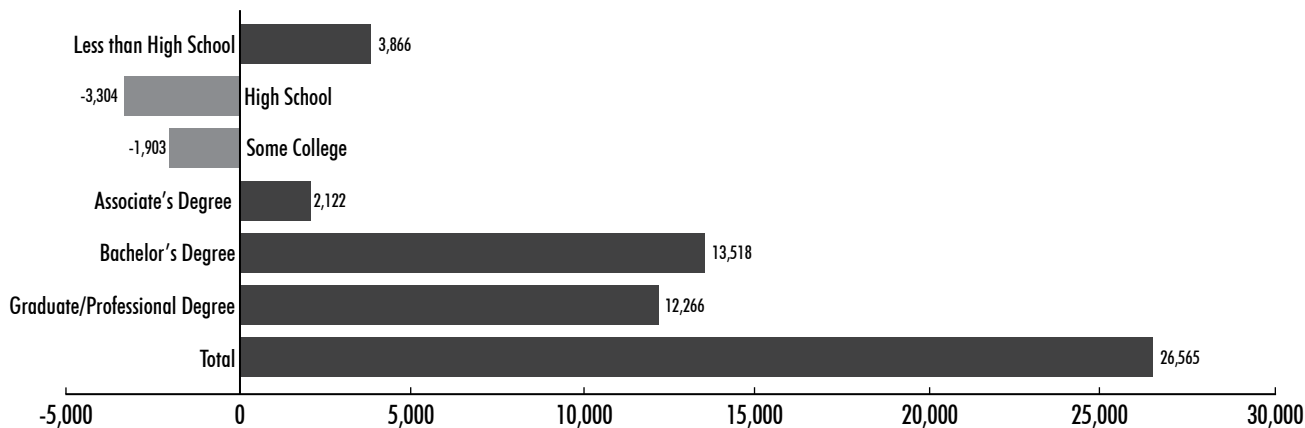
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and New Jersey



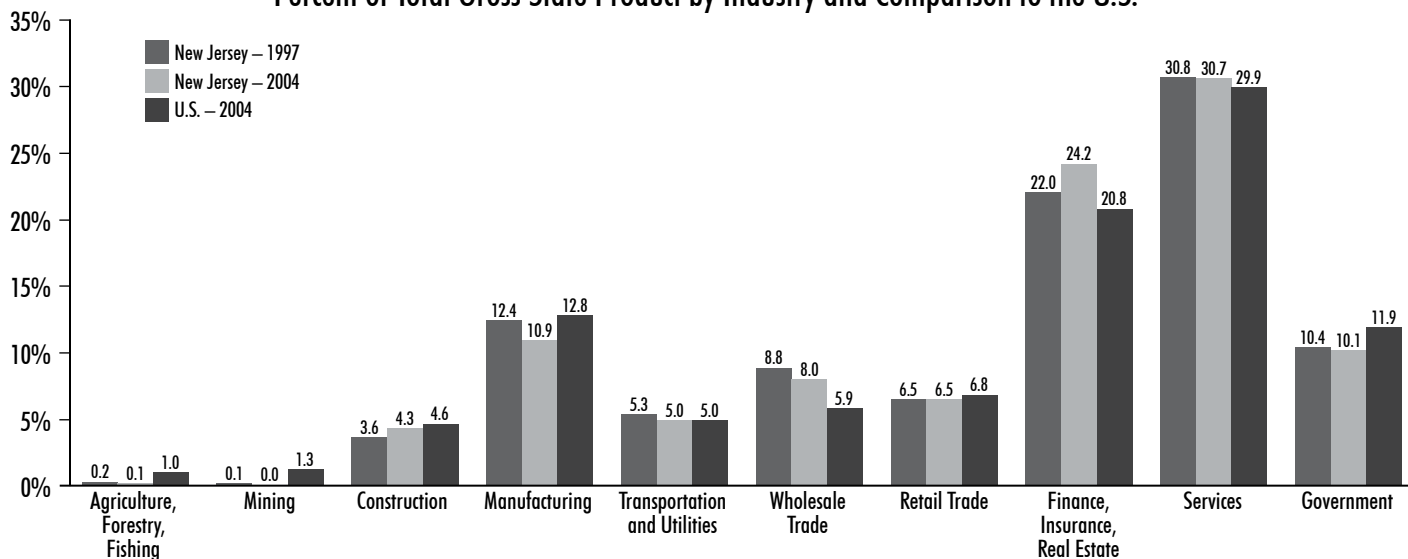
Percent of New Jersey Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



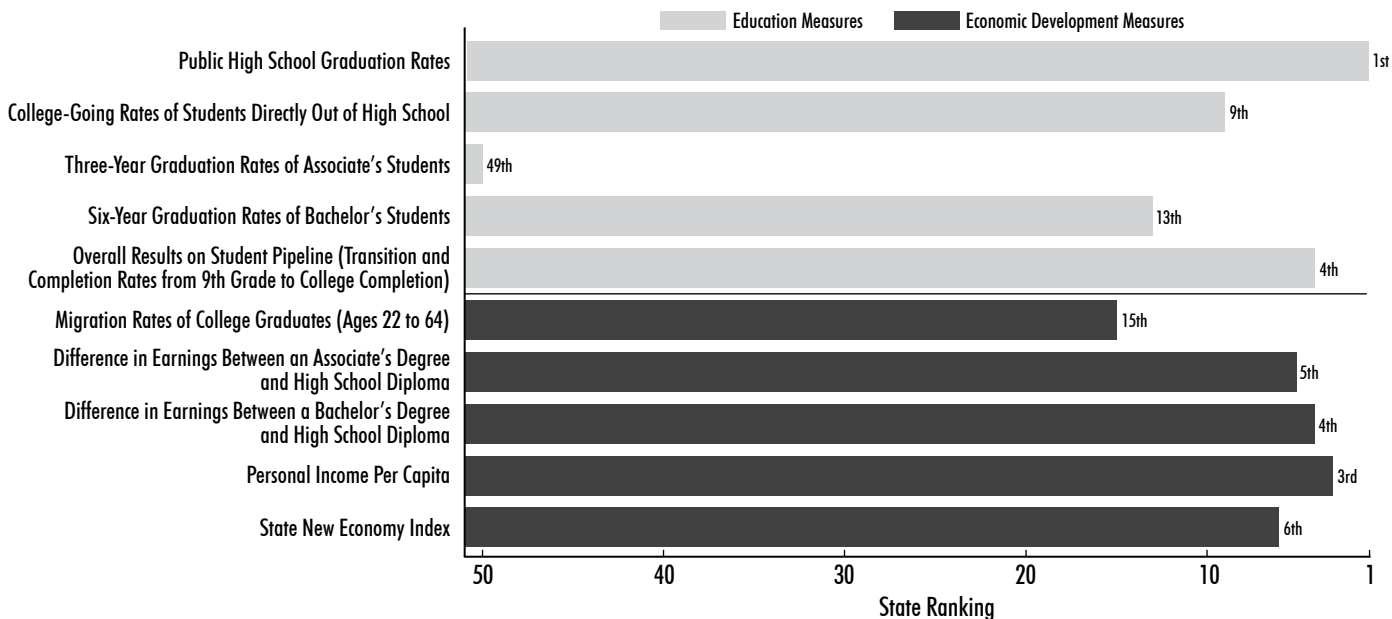
New Jersey Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



Percent of Total Gross State Product by Industry and Comparison to the U.S.

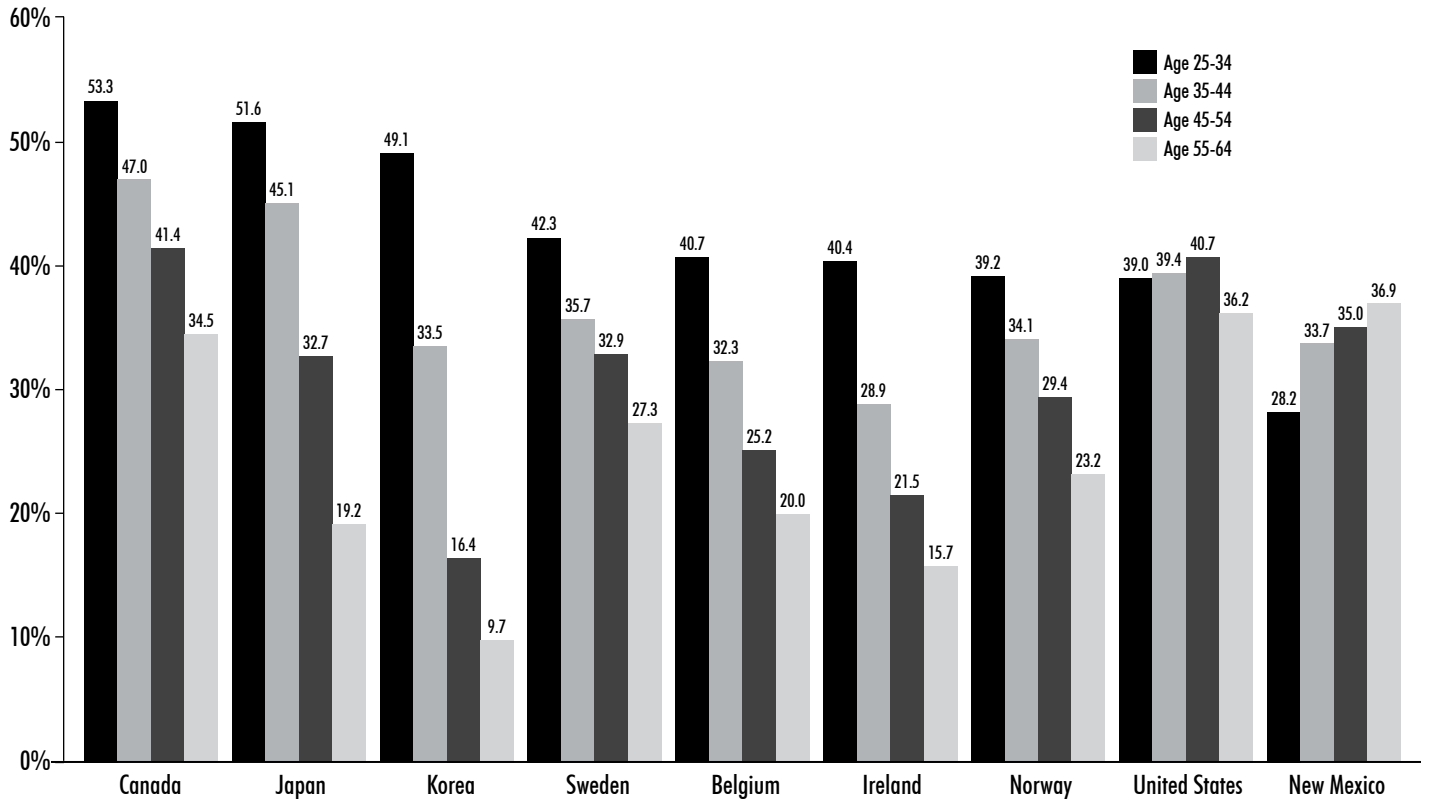


How New Jersey Ranks Among Other States on Selected Measures for Education and Economic Development

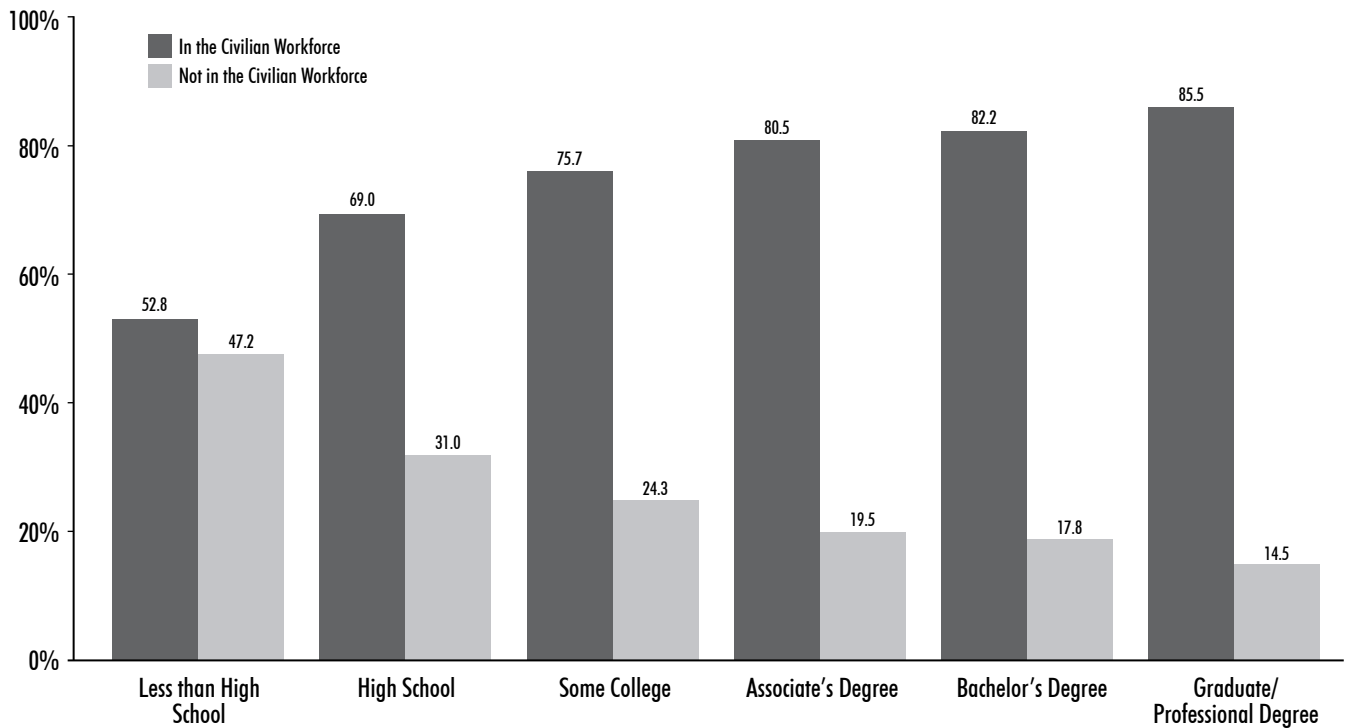


NEW MEXICO

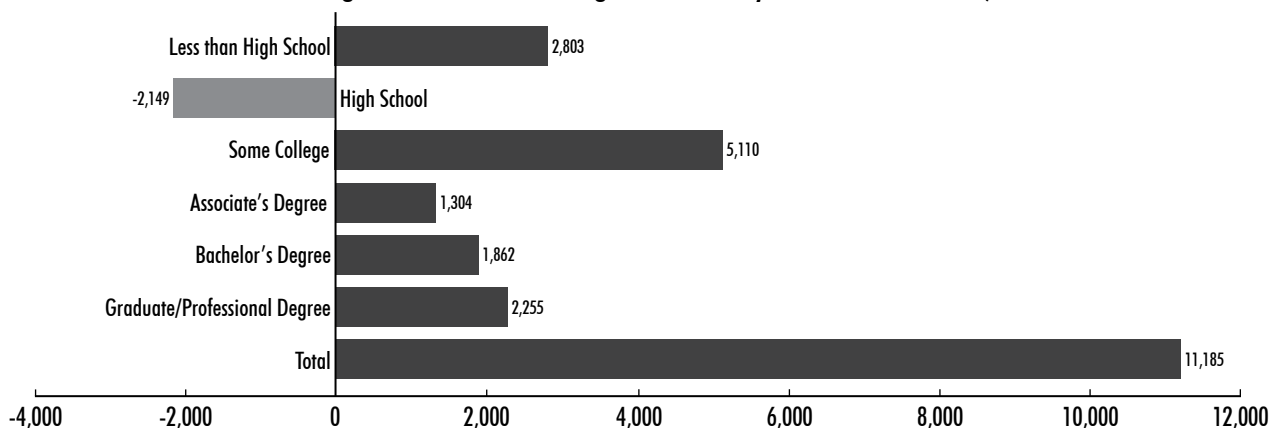
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and New Mexico



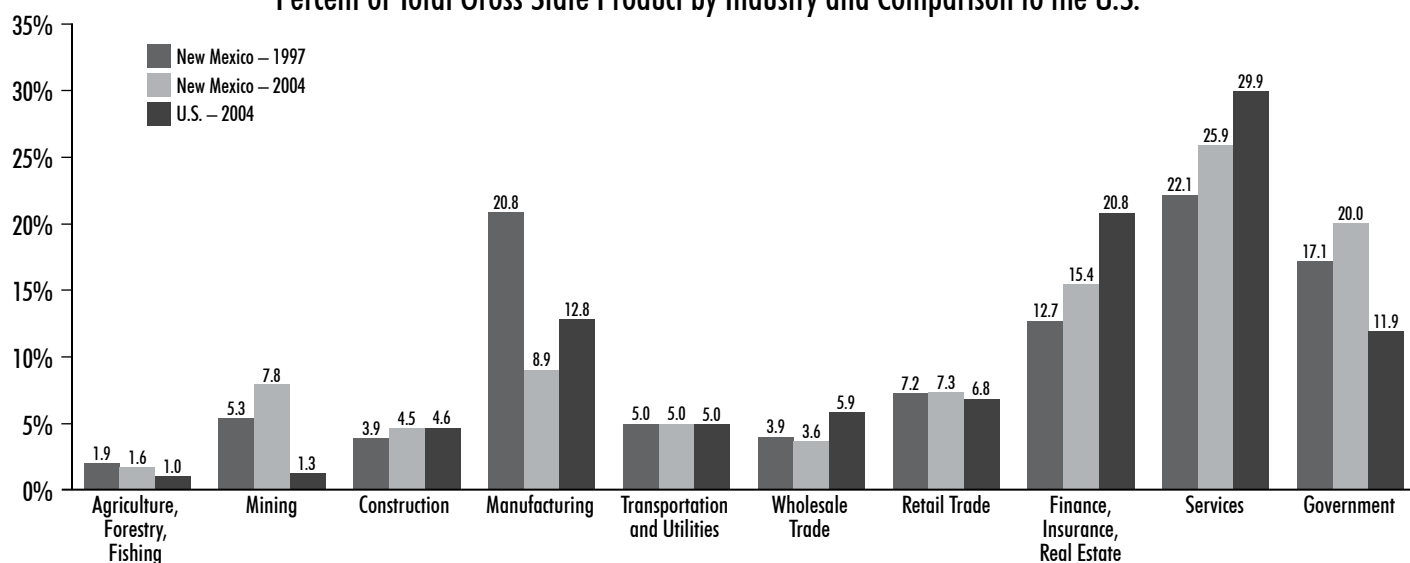
Percent of New Mexico Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



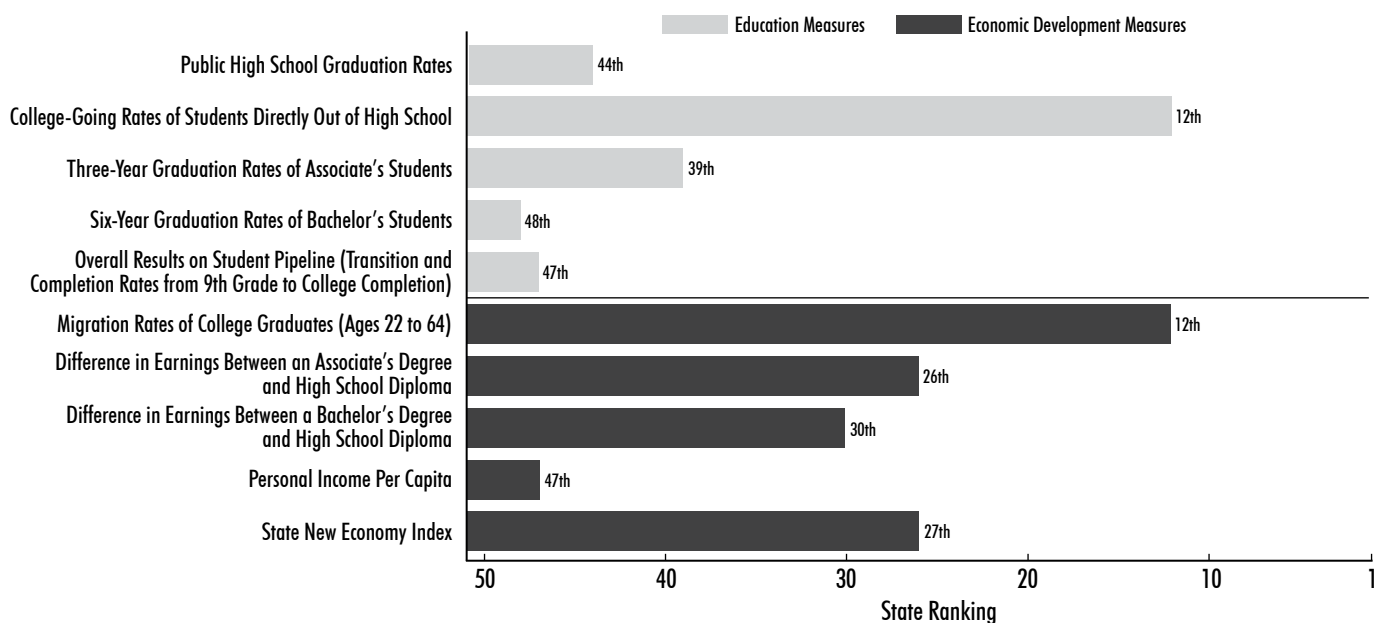
New Mexico Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



Percent of Total Gross State Product by Industry and Comparison to the U.S.

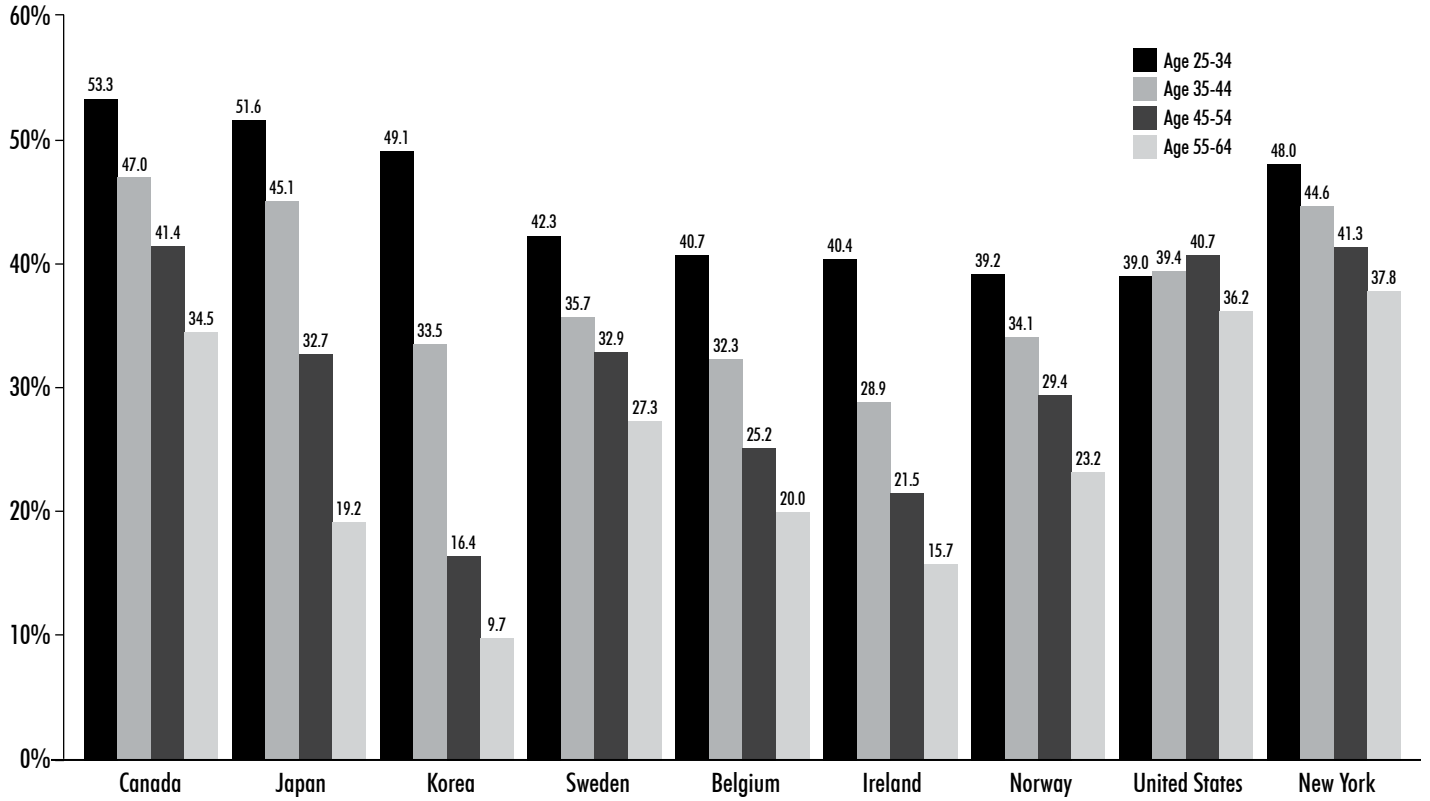


How New Mexico Ranks Among Other States on Selected Measures for Education and Economic Development

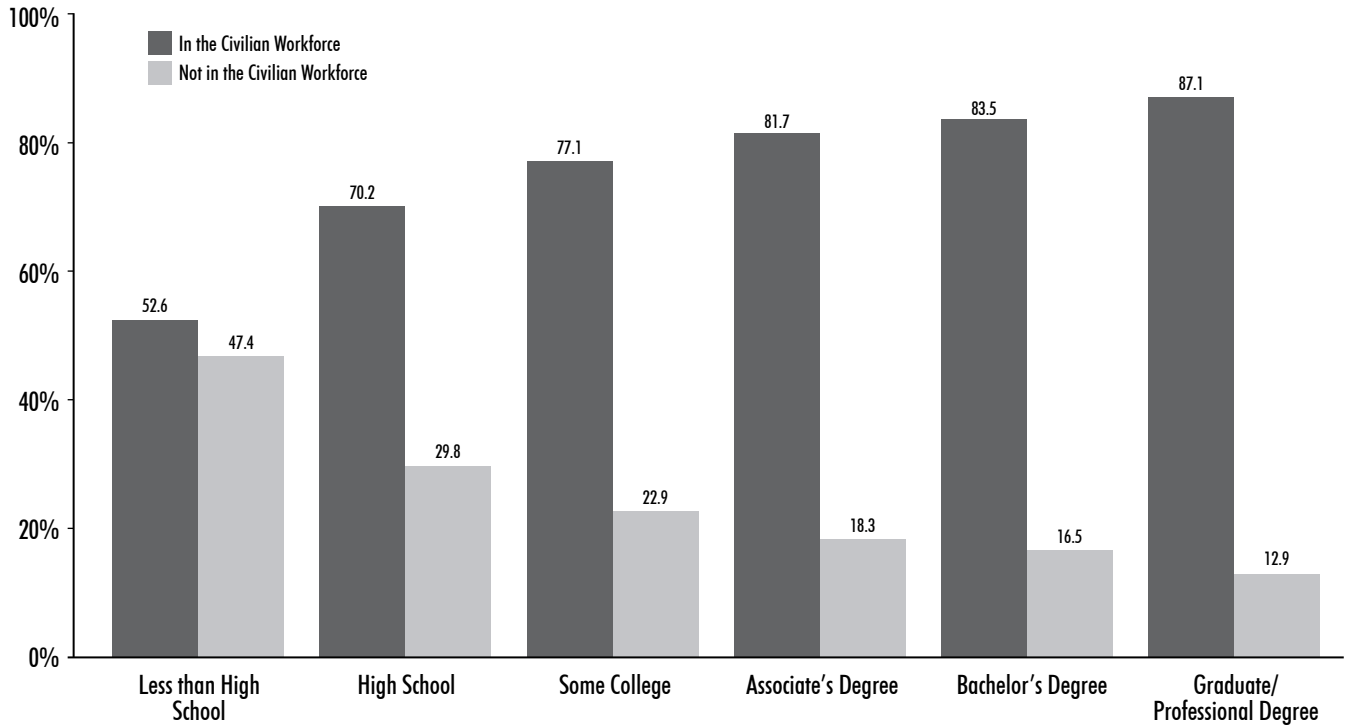


NEW YORK

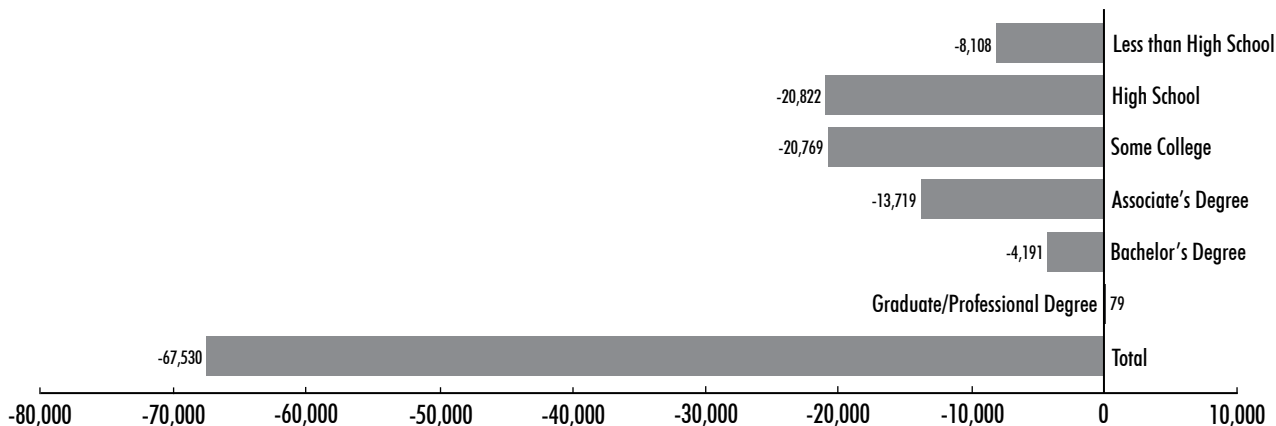
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and New York



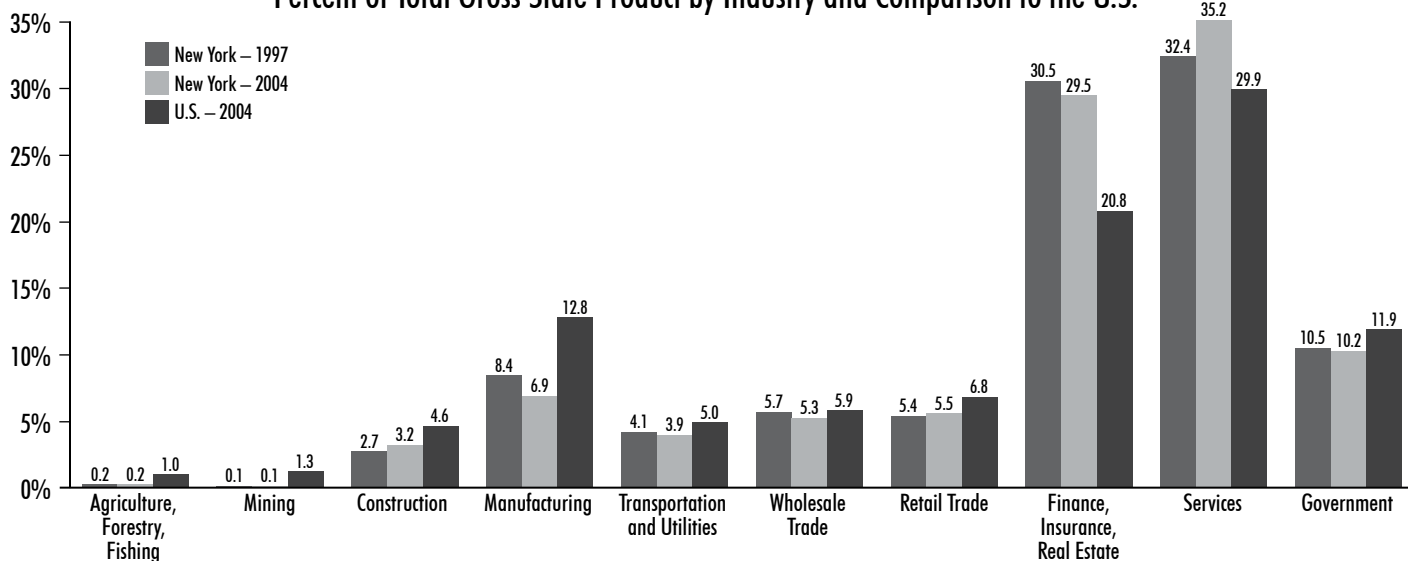
Percent of New York Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



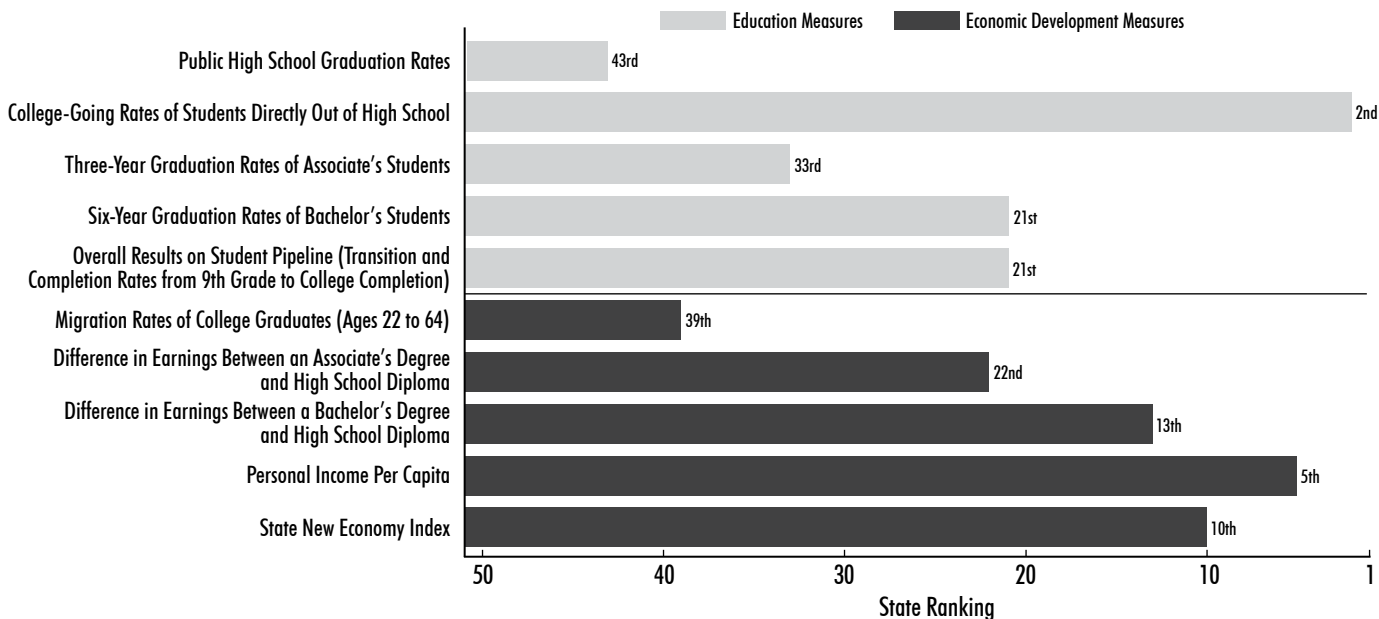
New York Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



Percent of Total Gross State Product by Industry and Comparison to the U.S.

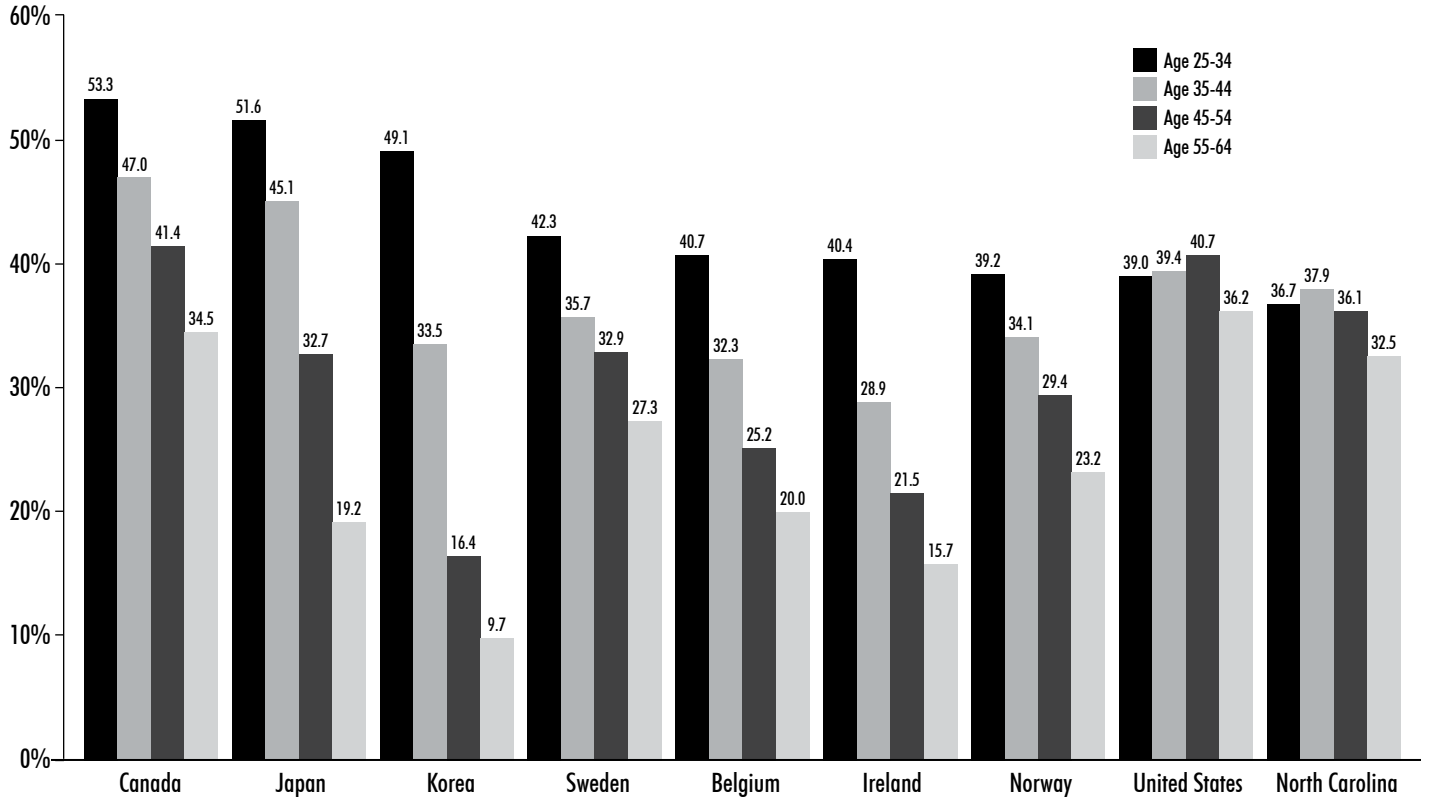


How New York Ranks Among Other States on Selected Measures for Education and Economic Development

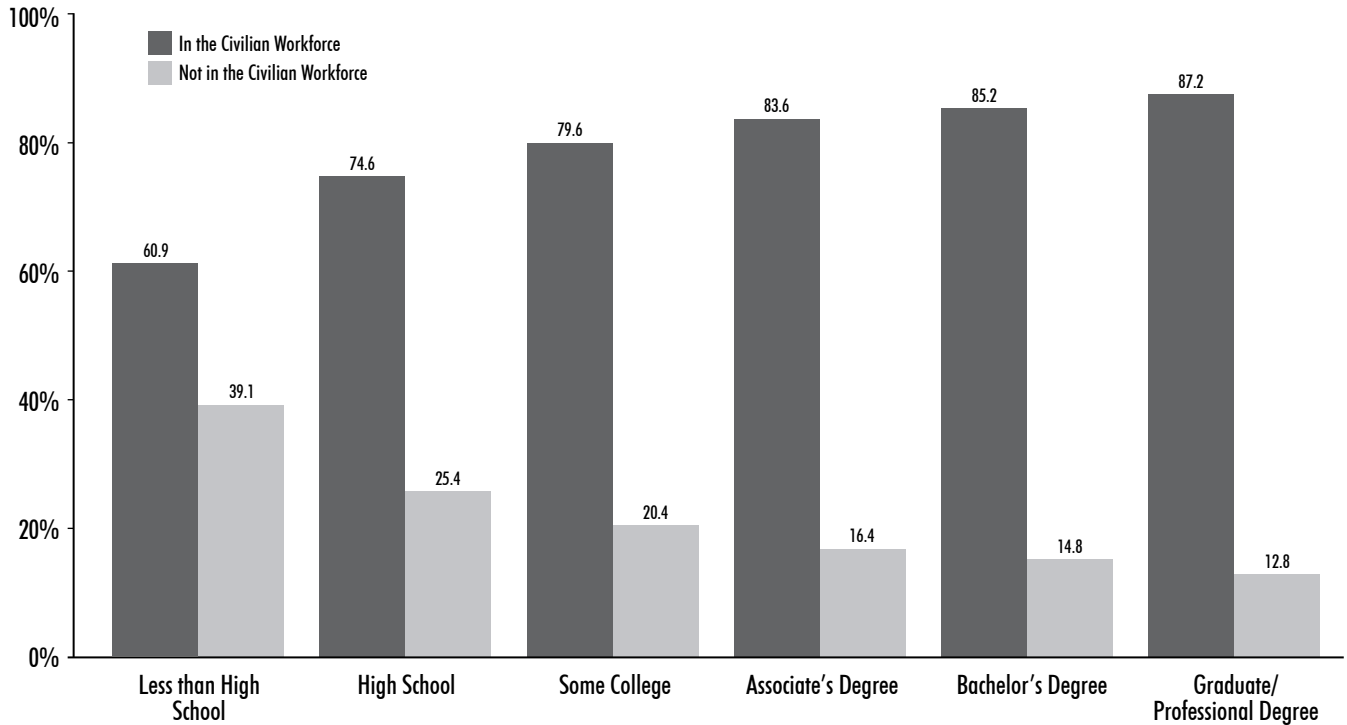


NORTH CAROLINA

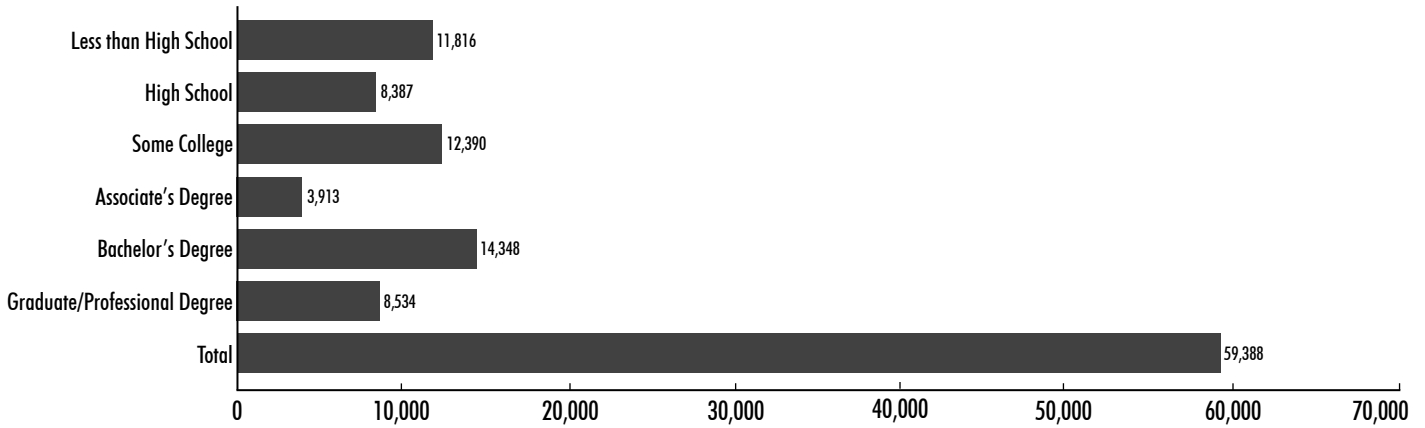
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and North Carolina



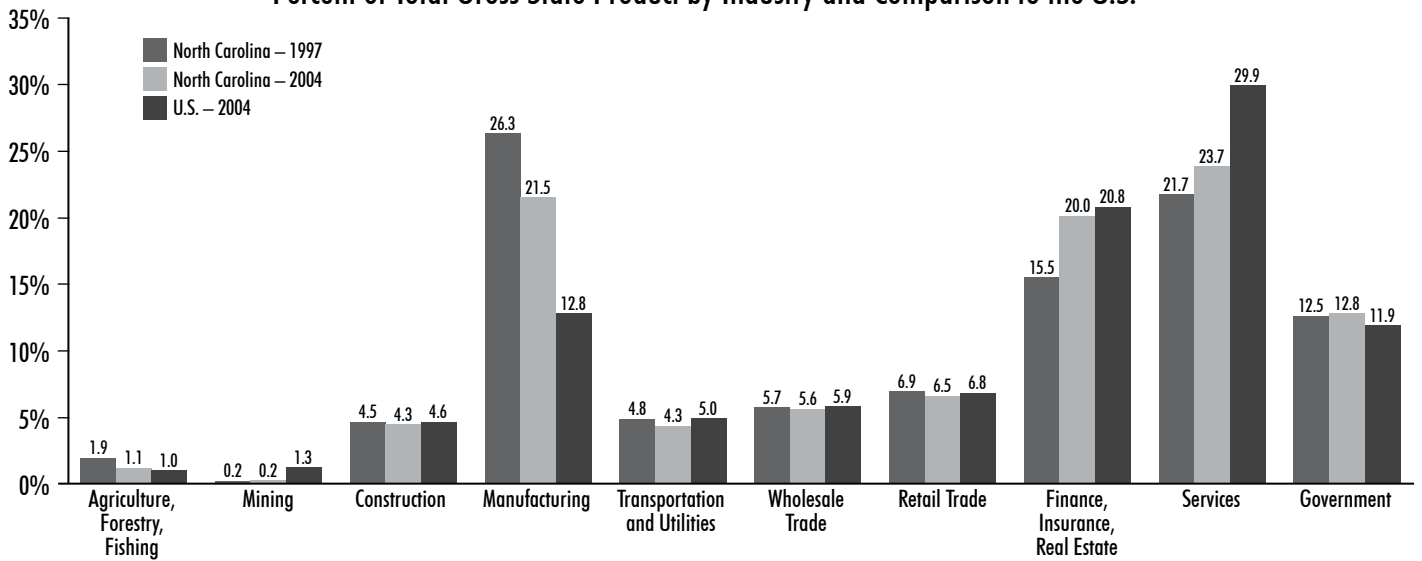
Percent of North Carolina Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



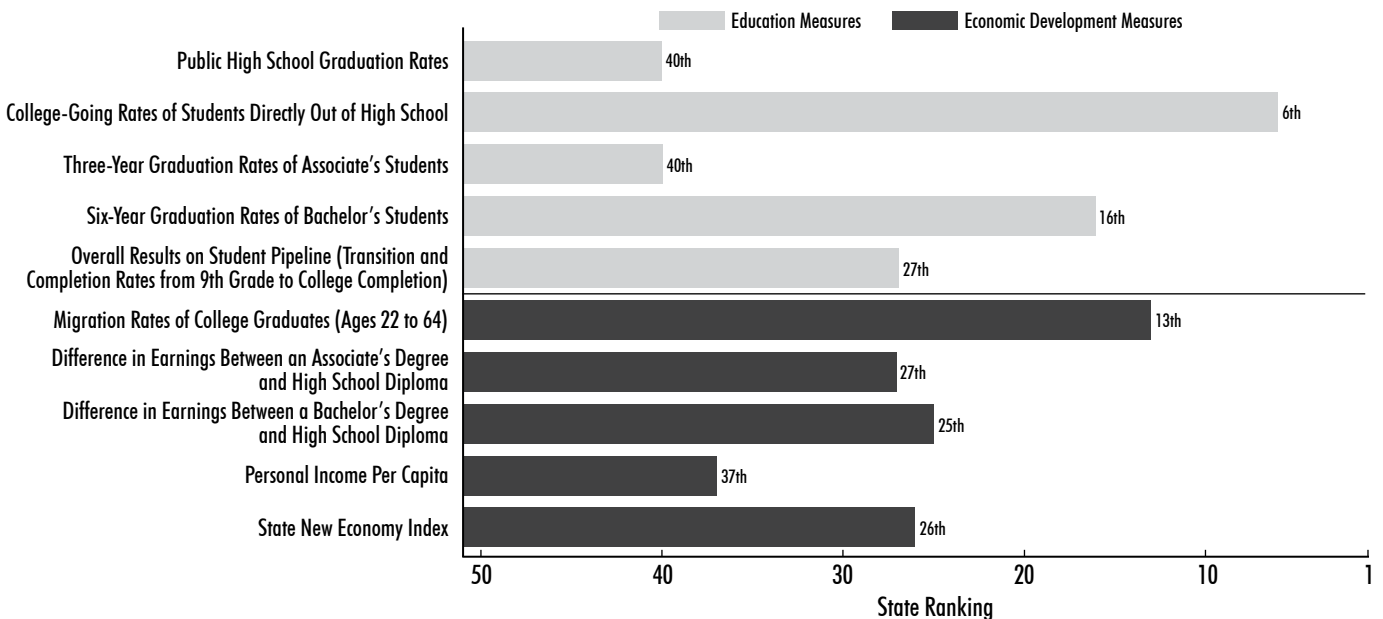
North Carolina Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



Percent of Total Gross State Product by Industry and Comparison to the U.S.

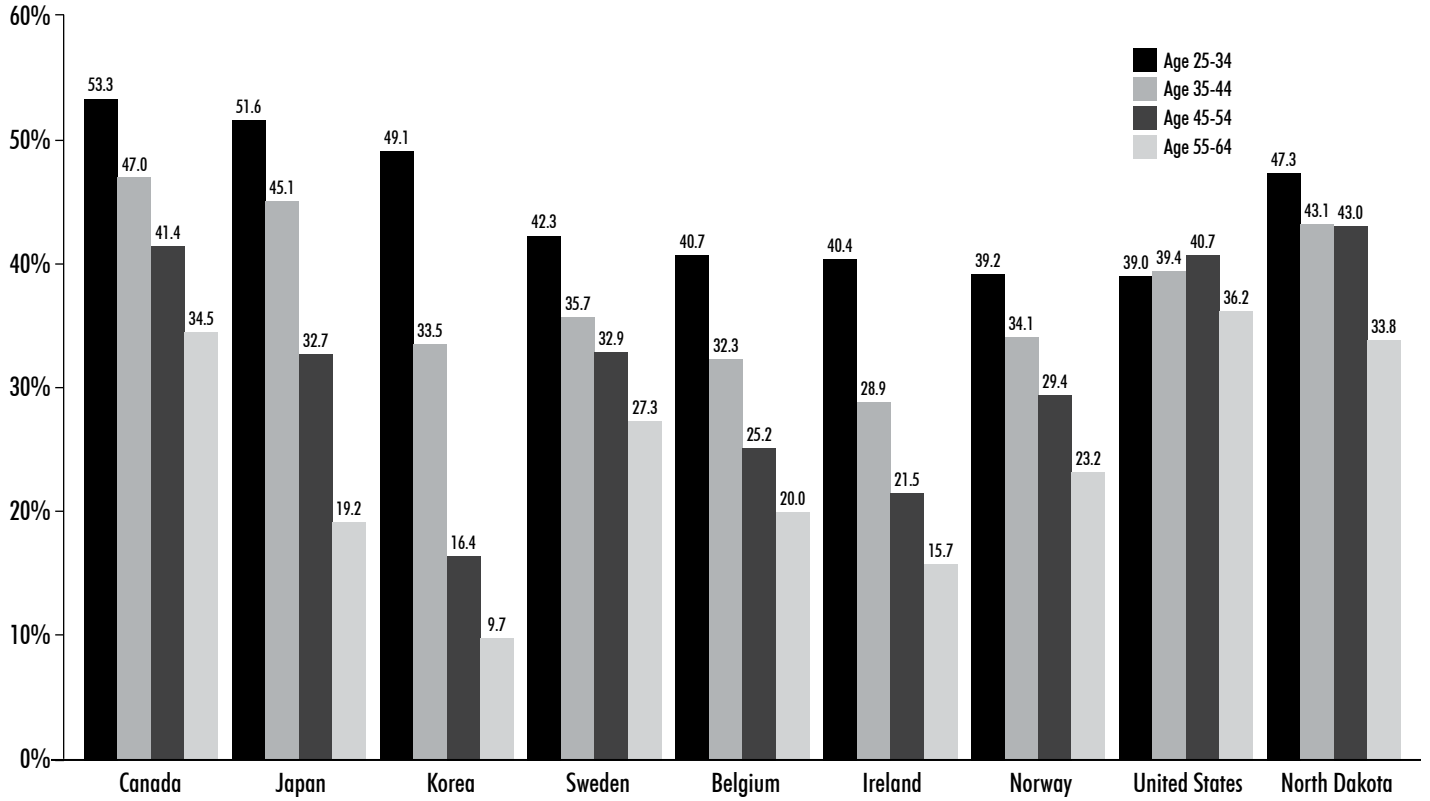


How North Carolina Ranks Among Other States on Selected Measures for Education and Economic Development

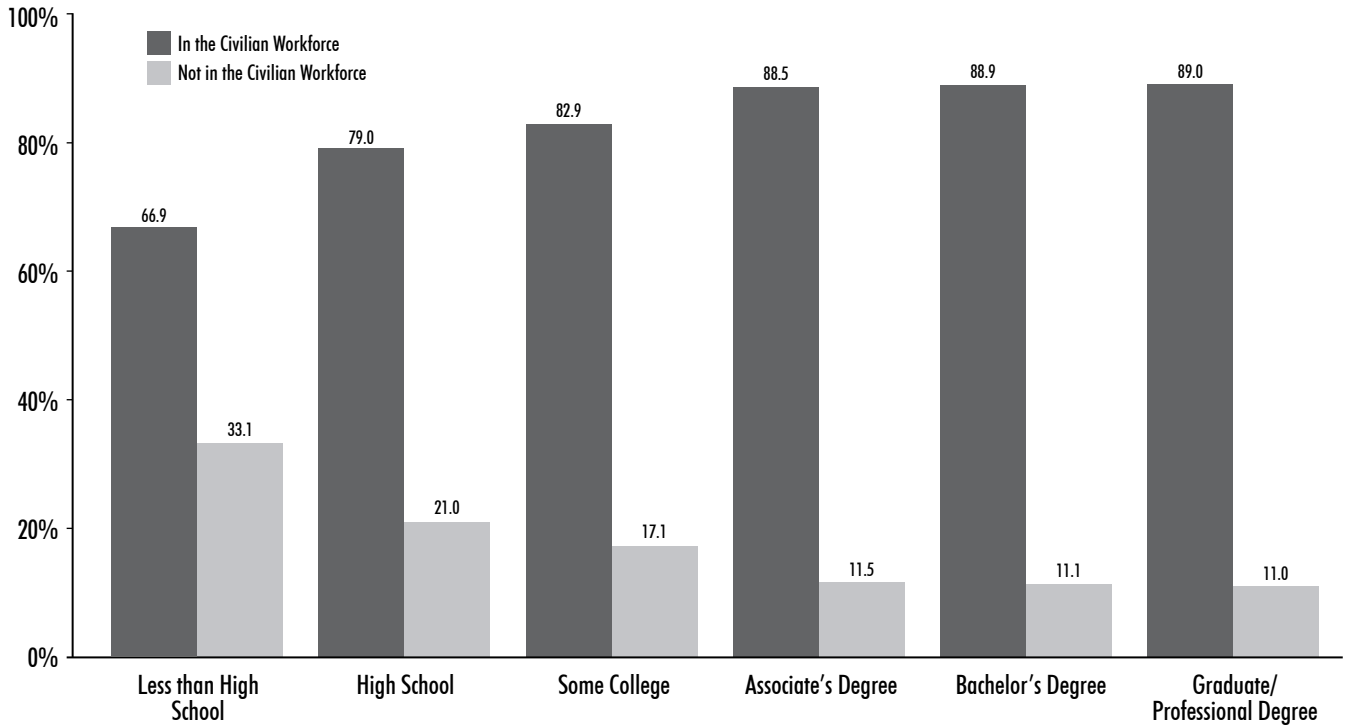


NORTH DAKOTA

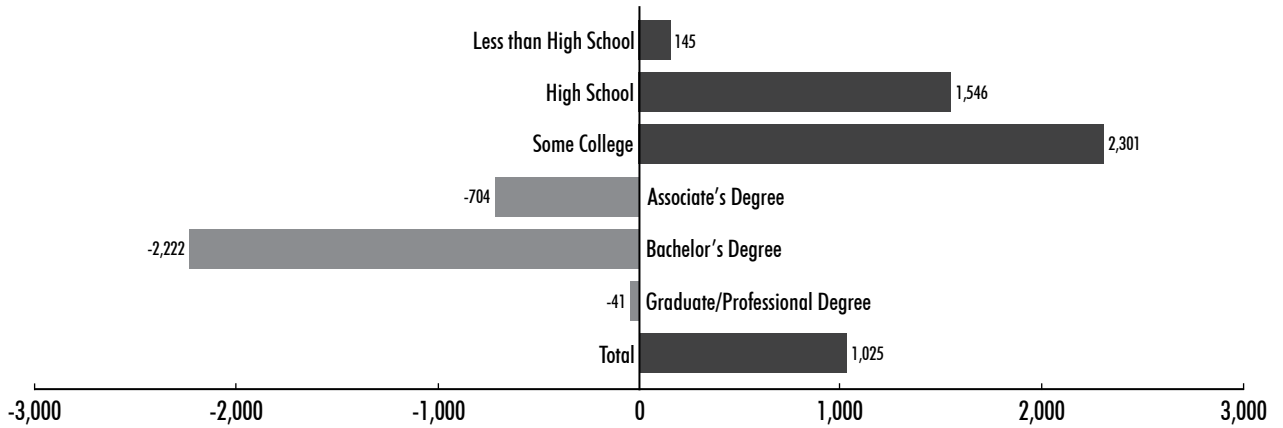
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and North Dakota



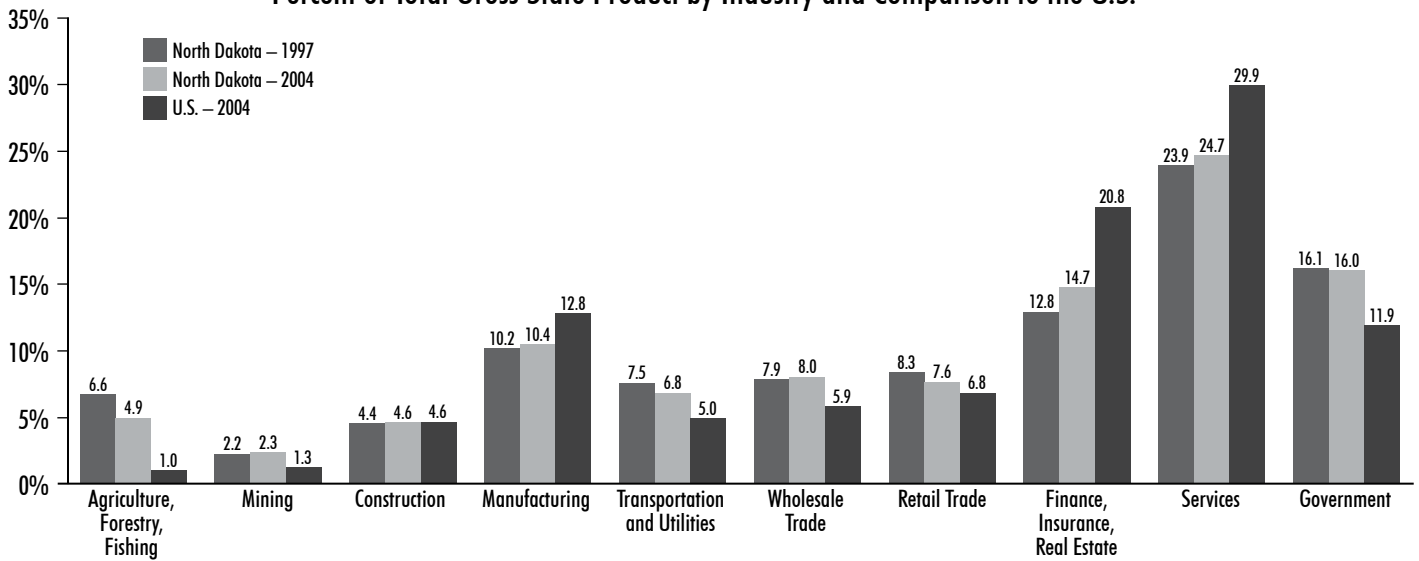
Percent of North Dakota Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



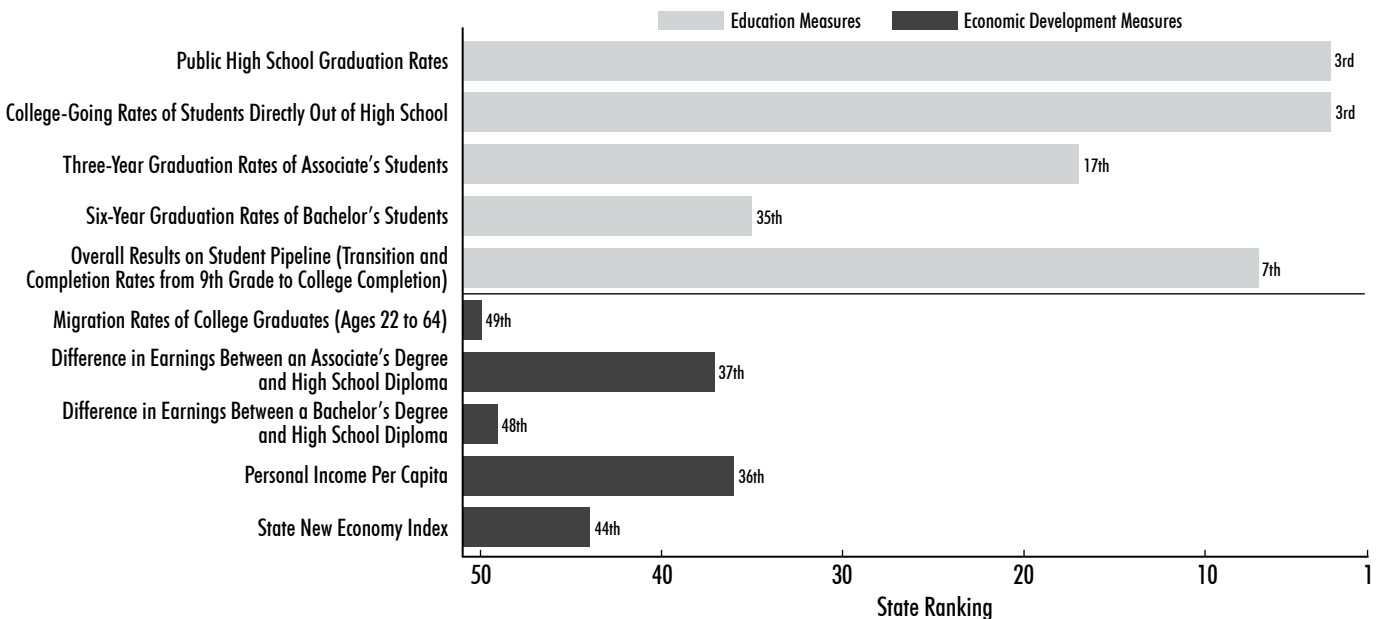
North Dakota Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



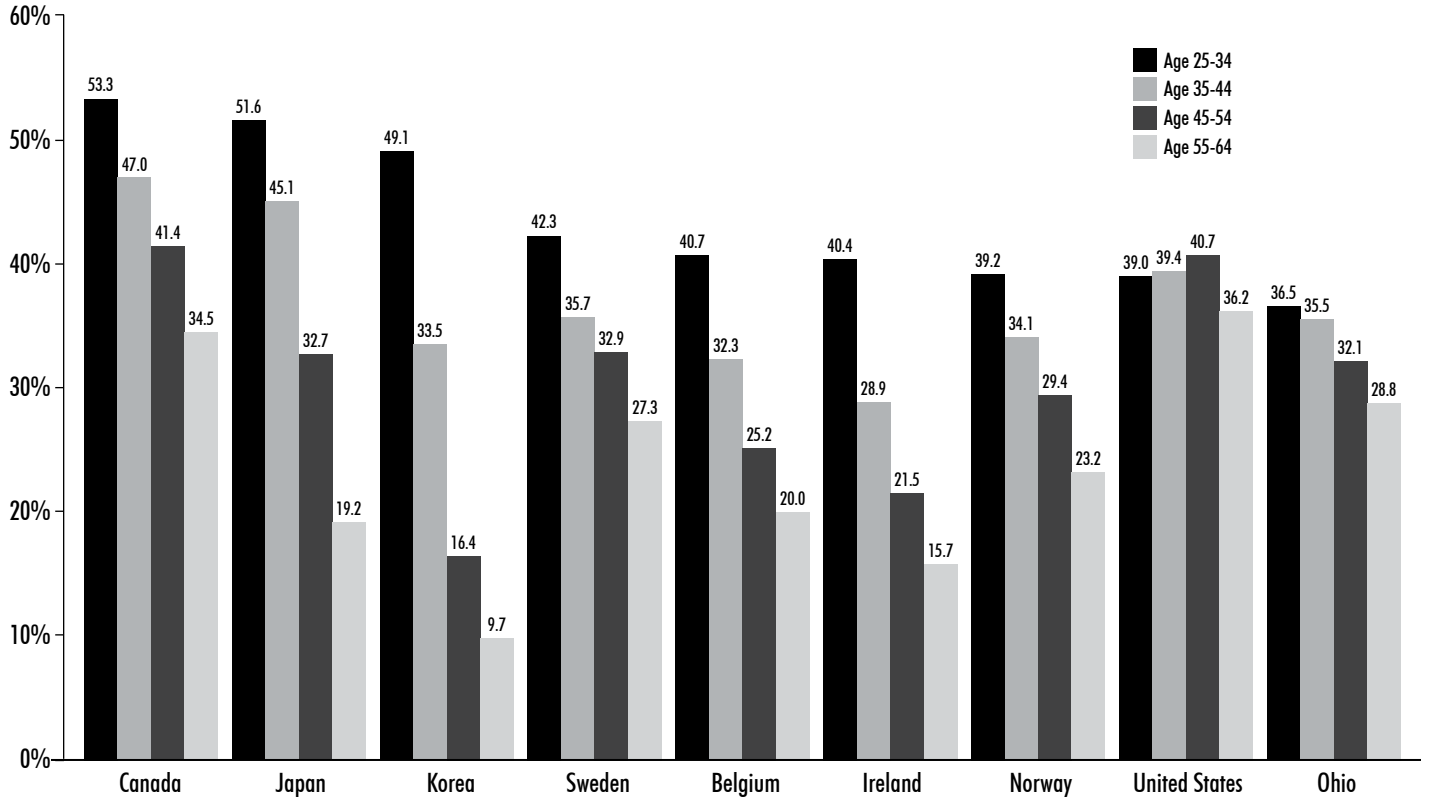
Percent of Total Gross State Product by Industry and Comparison to the U.S.



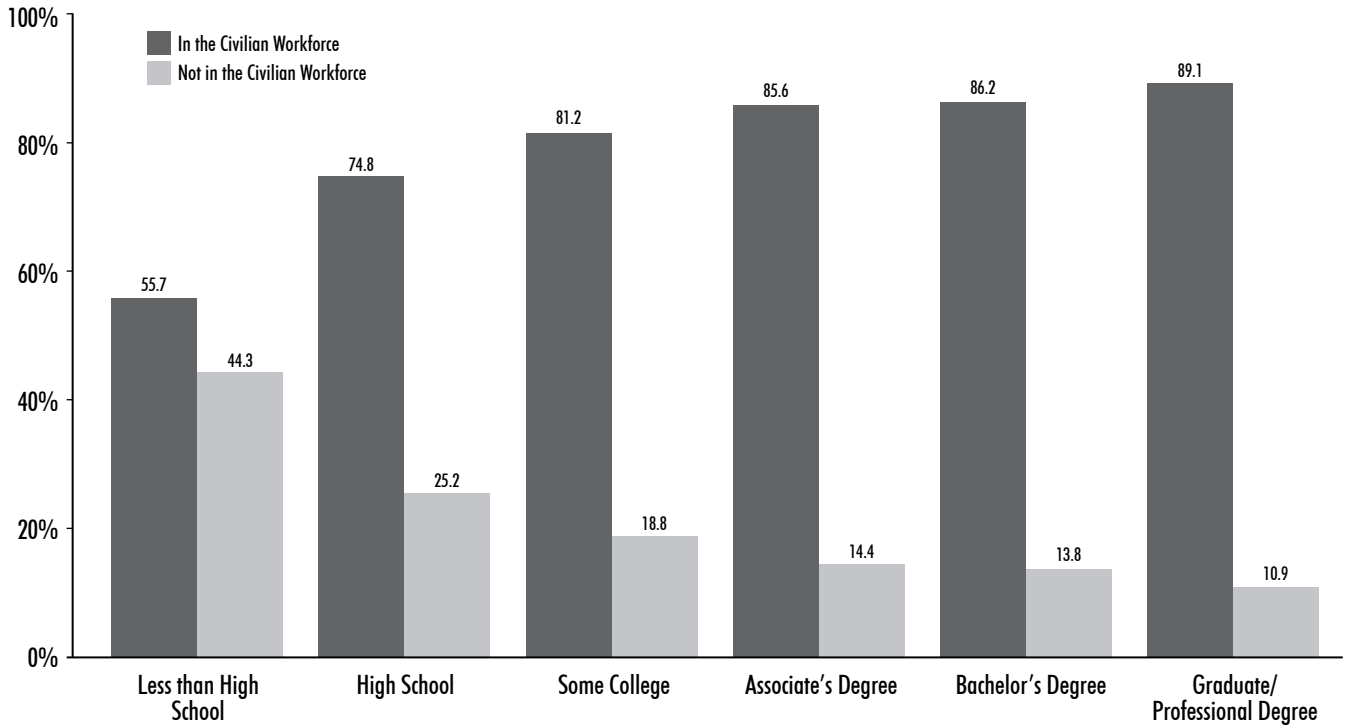
How North Dakota Ranks Among Other States on Selected Measures for Education and Economic Development



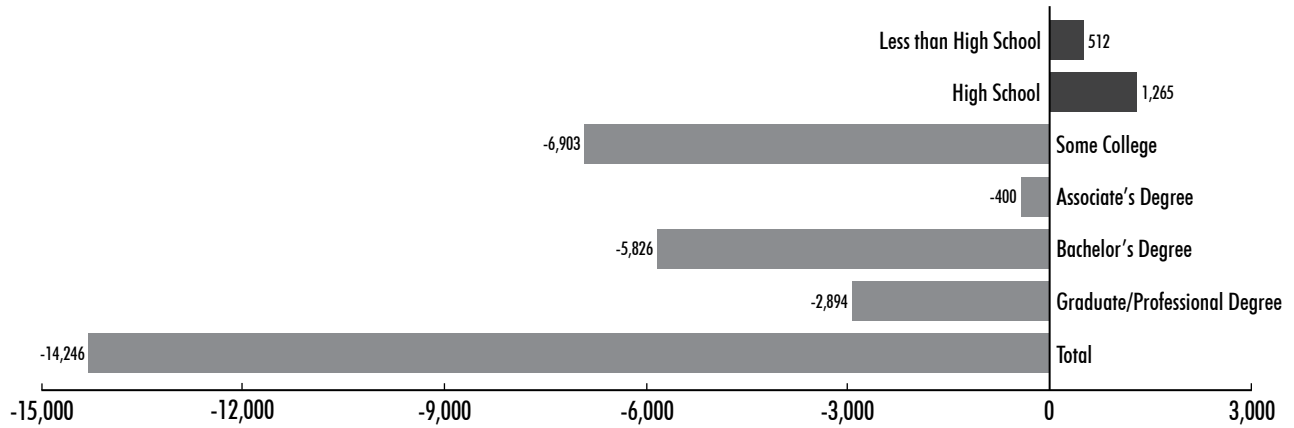
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and Ohio



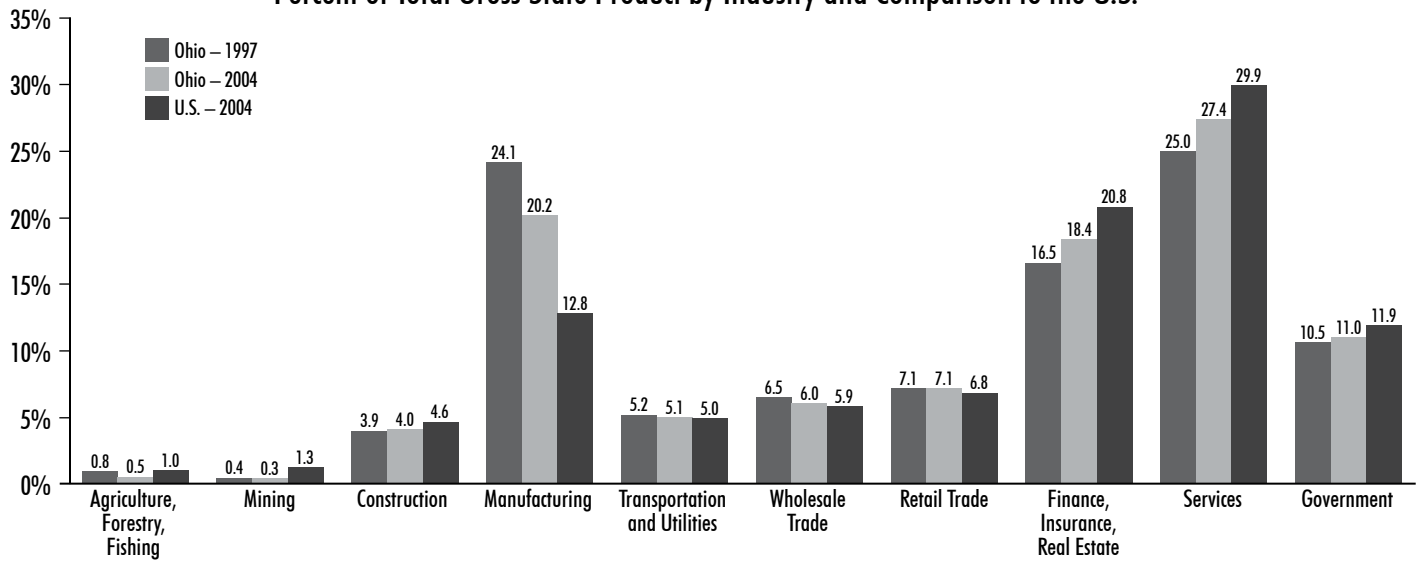
Percent of Ohio Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



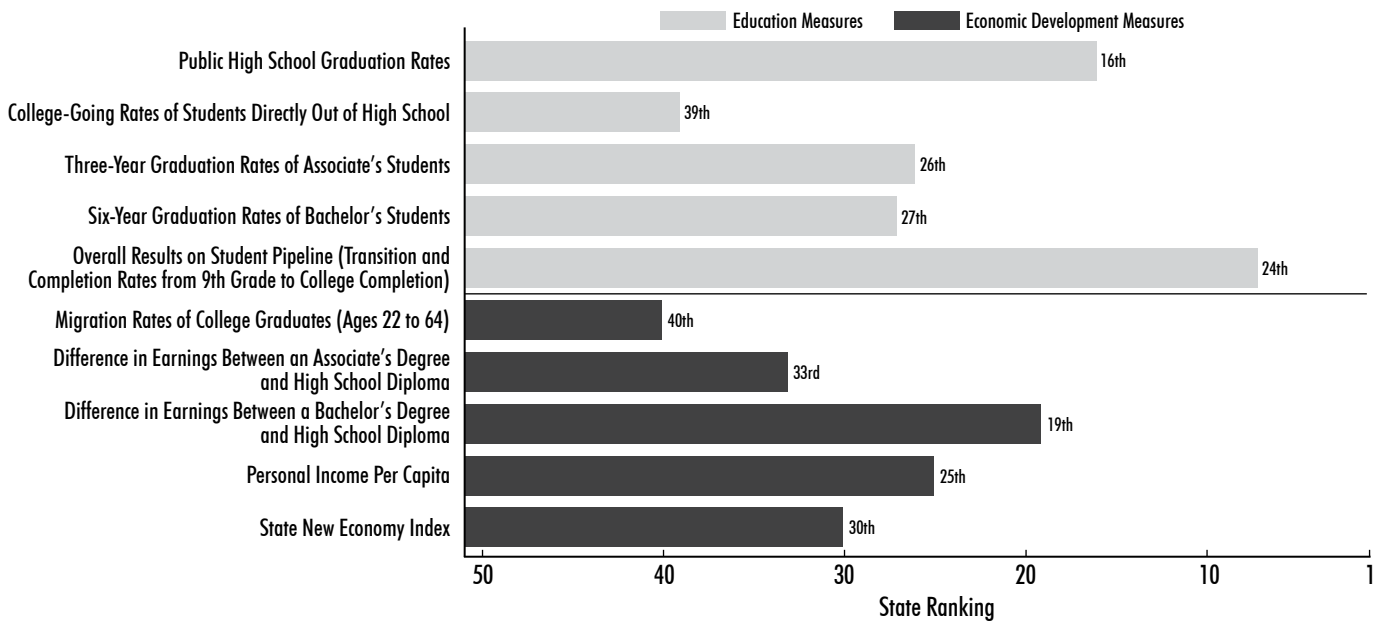
Ohio Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



Percent of Total Gross State Product by Industry and Comparison to the U.S.

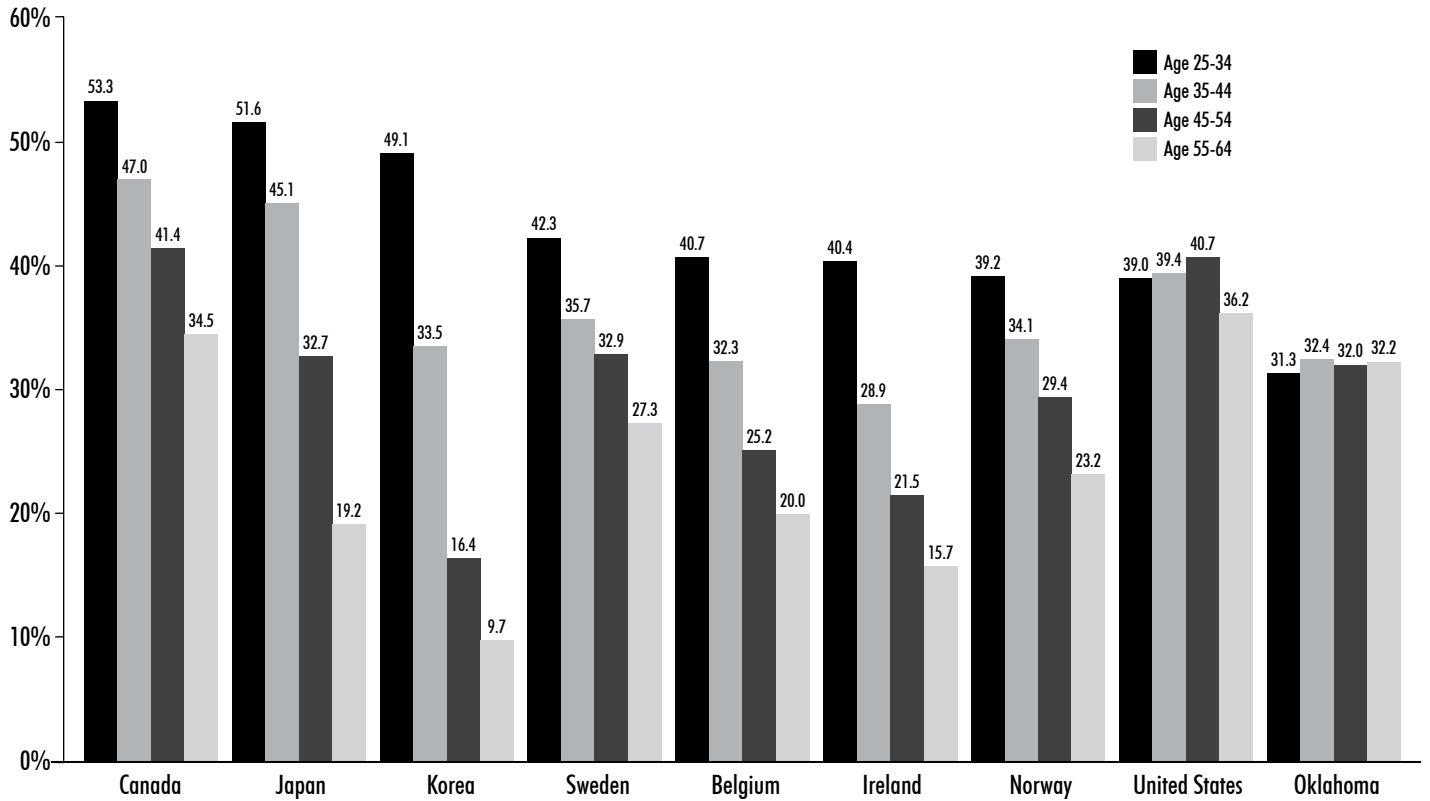


How Ohio Ranks Among Other States on Selected Measures for Education and Economic Development

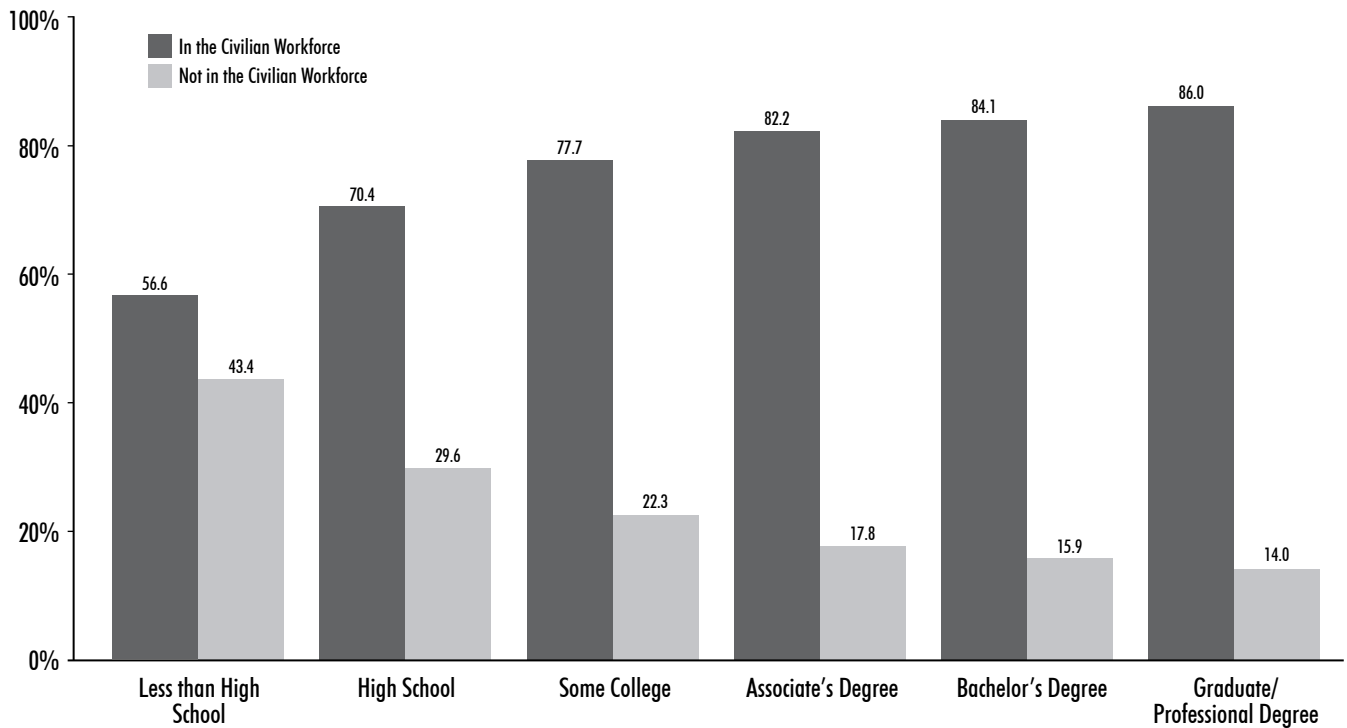


OKLAHOMA

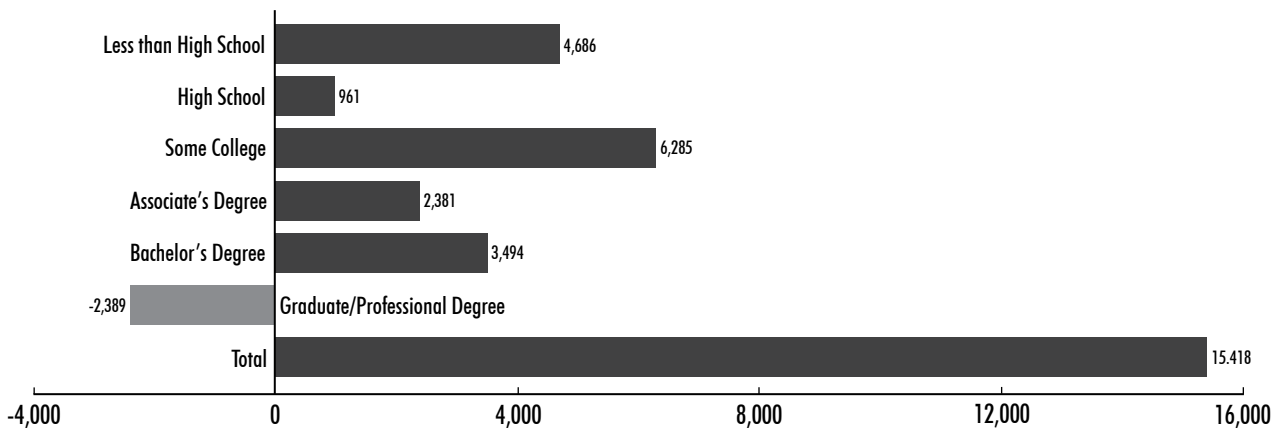
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and Oklahoma



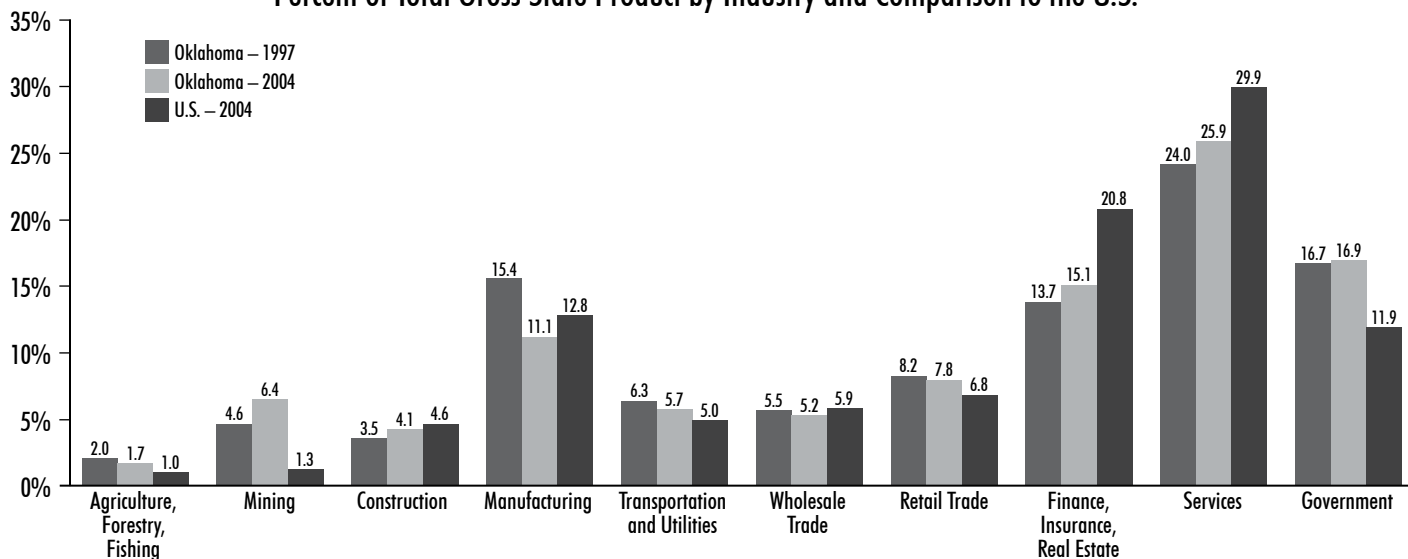
Percent of Oklahoma Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



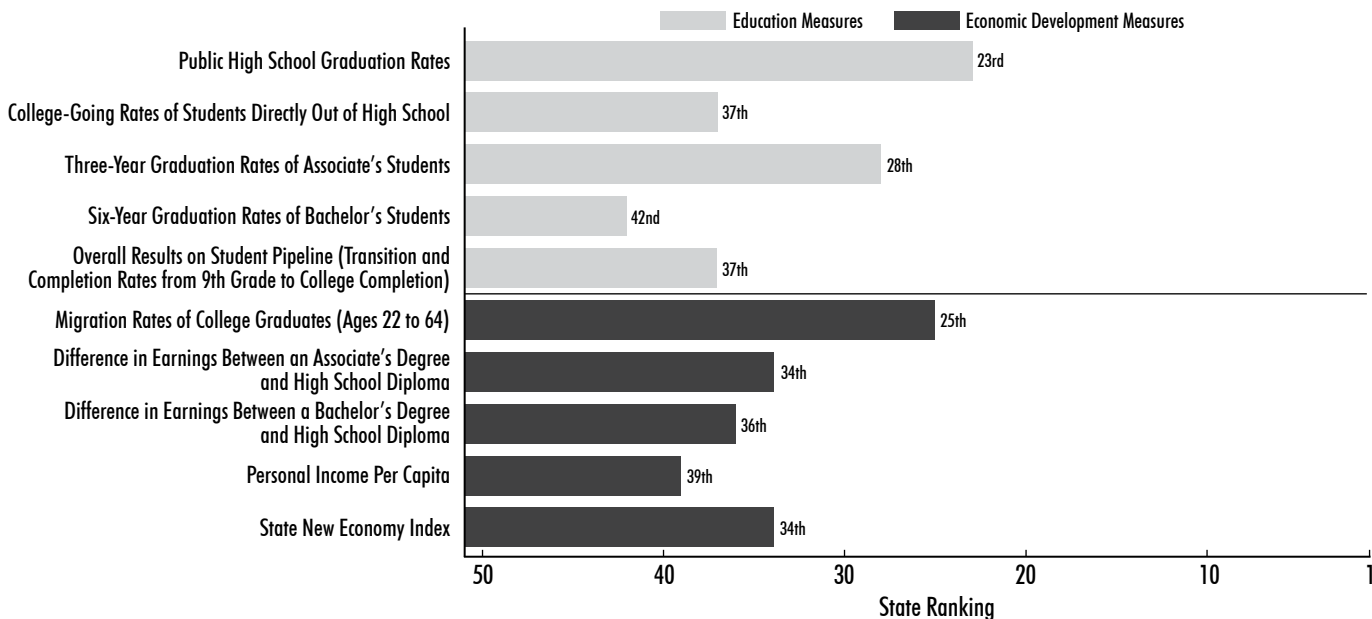
Oklahoma Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



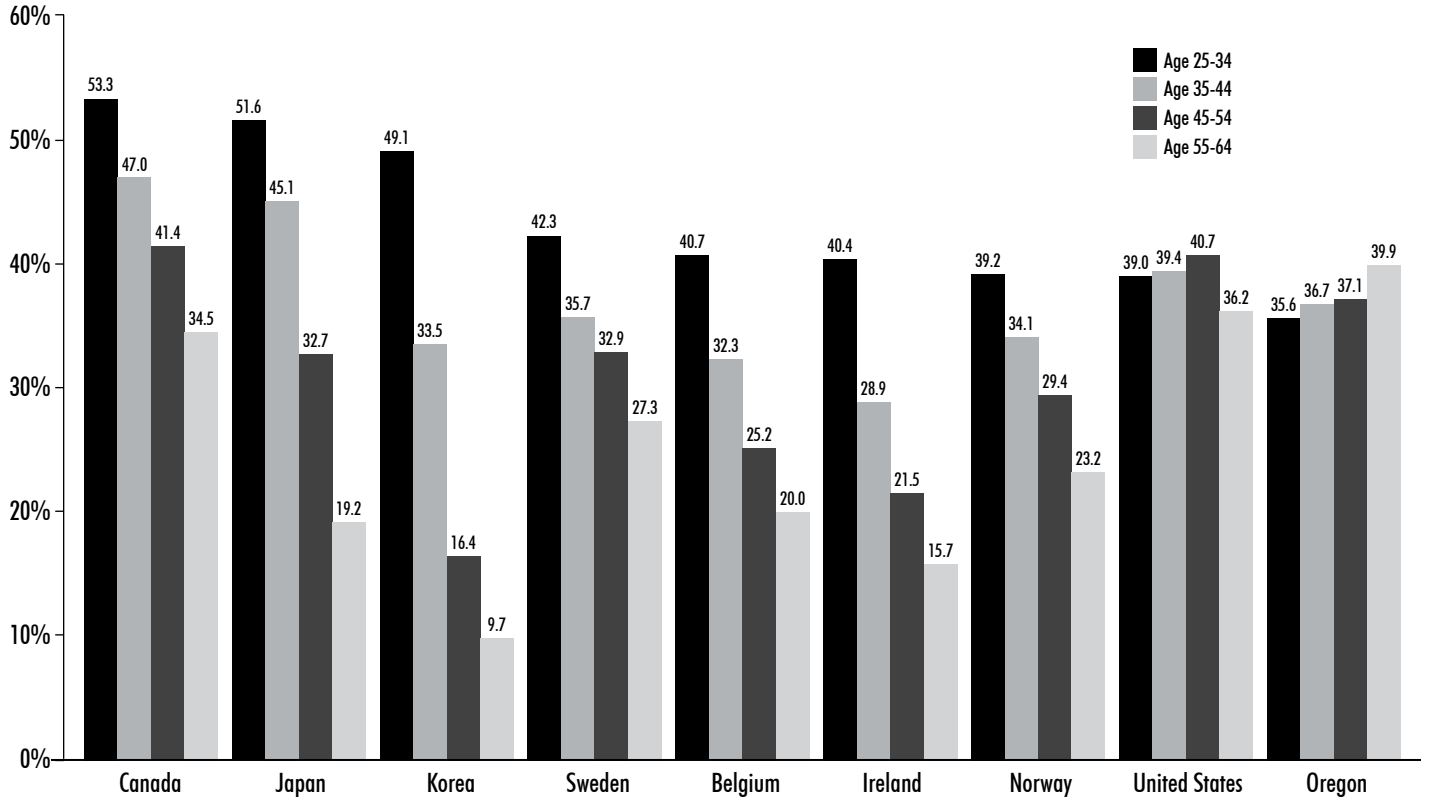
Percent of Total Gross State Product by Industry and Comparison to the U.S.



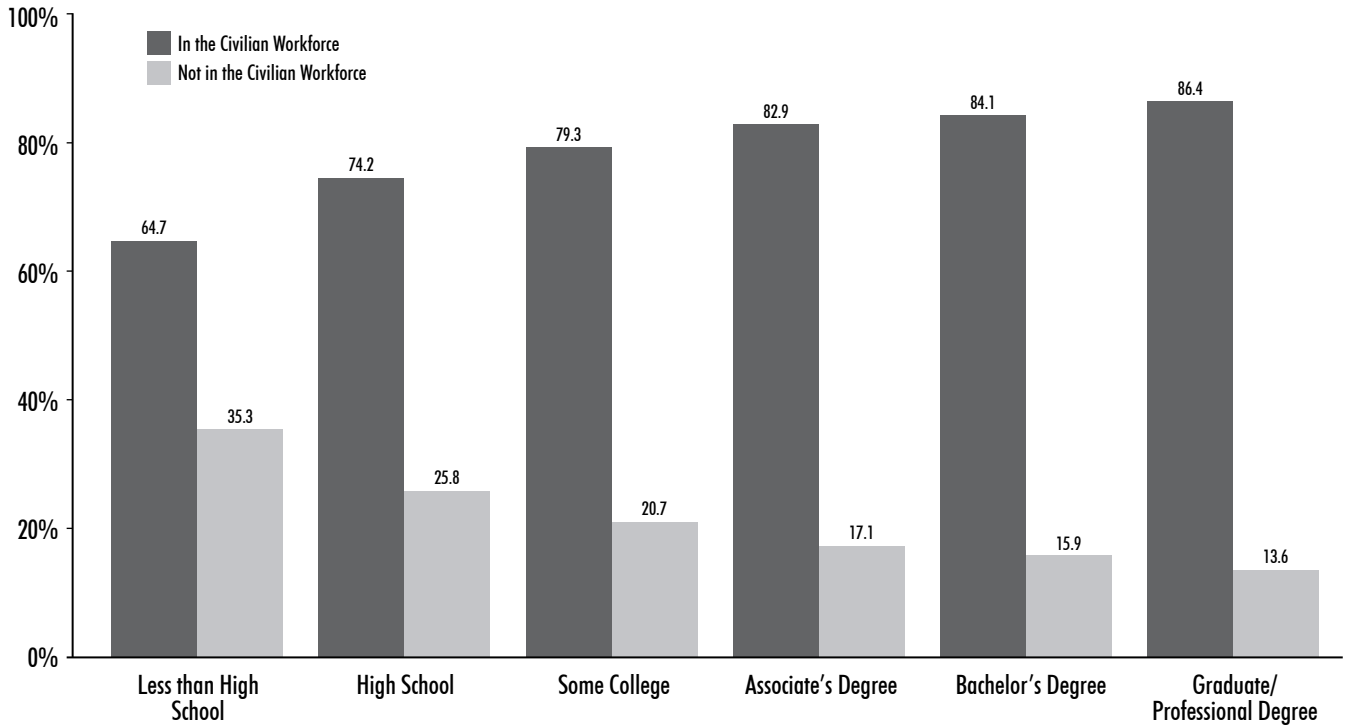
How Oklahoma Ranks Among Other States on Selected Measures for Education and Economic Development



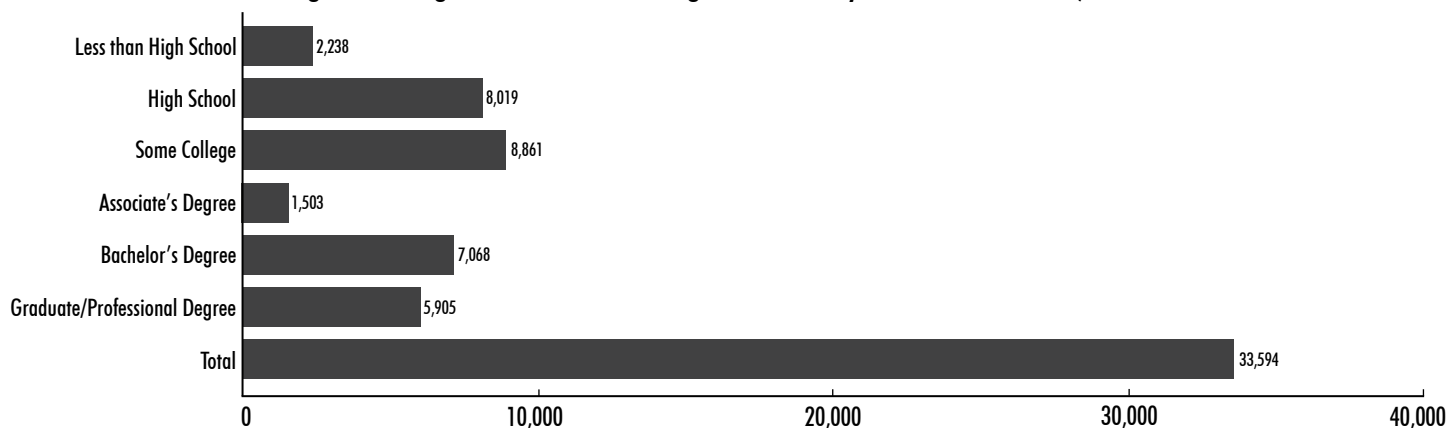
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and Oregon



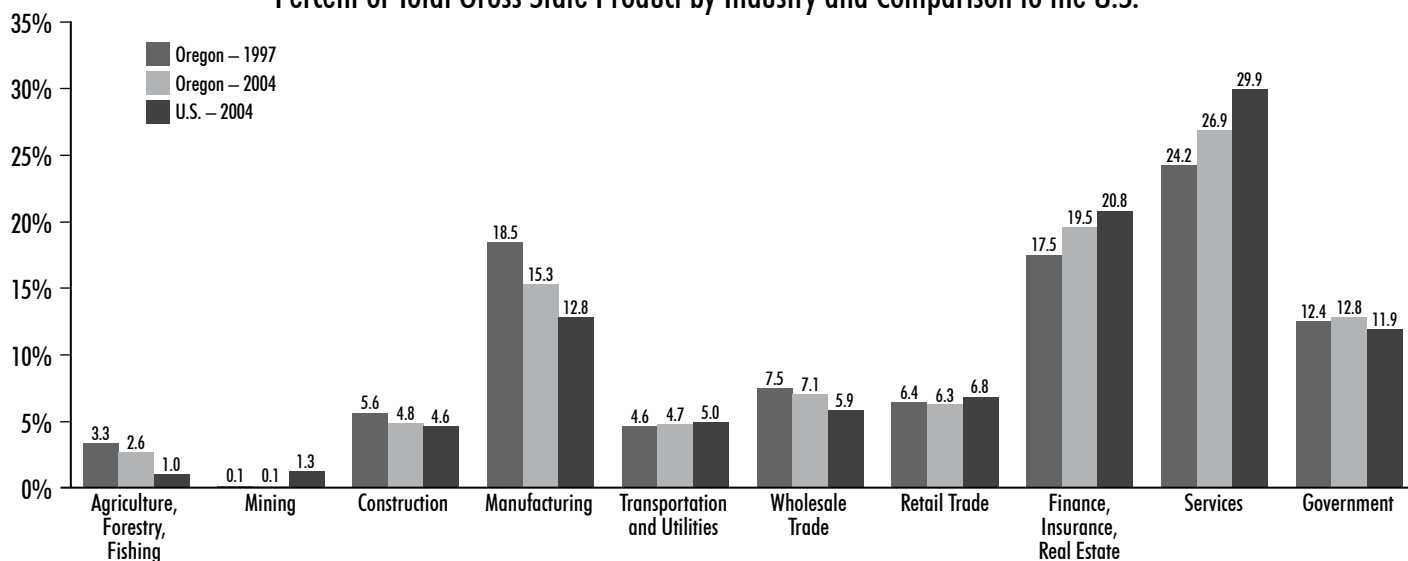
Percent of Oregon Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



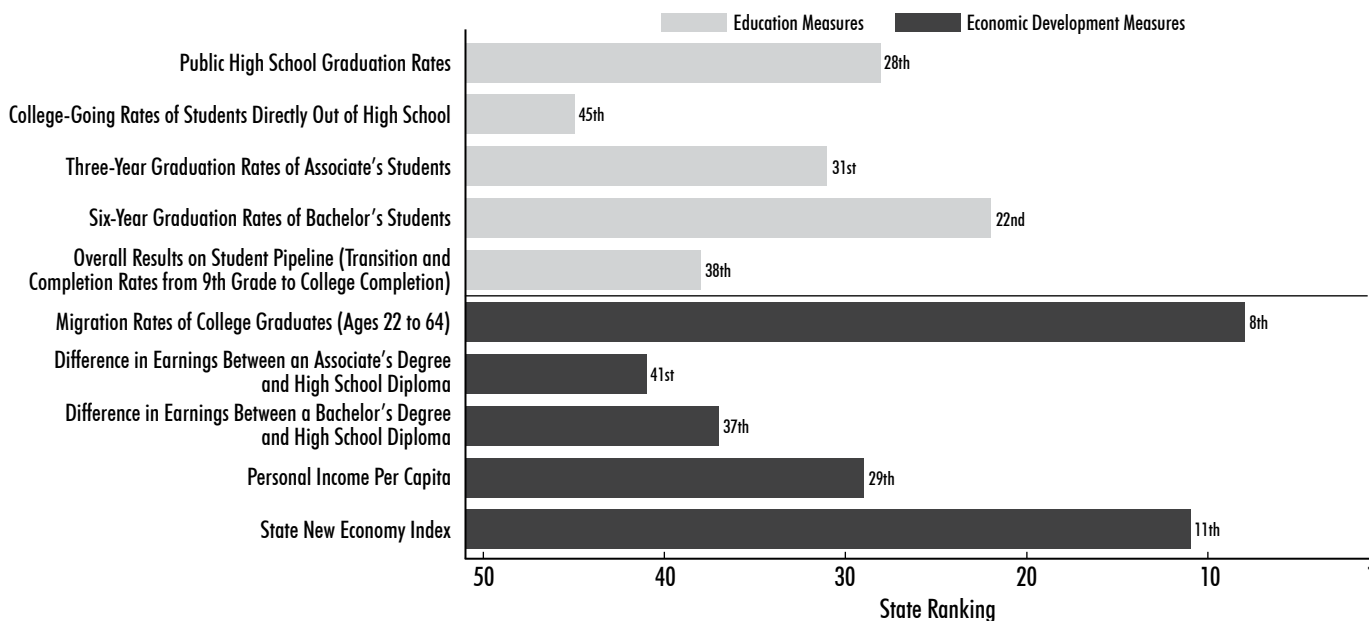
Oregon Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



Percent of Total Gross State Product by Industry and Comparison to the U.S.

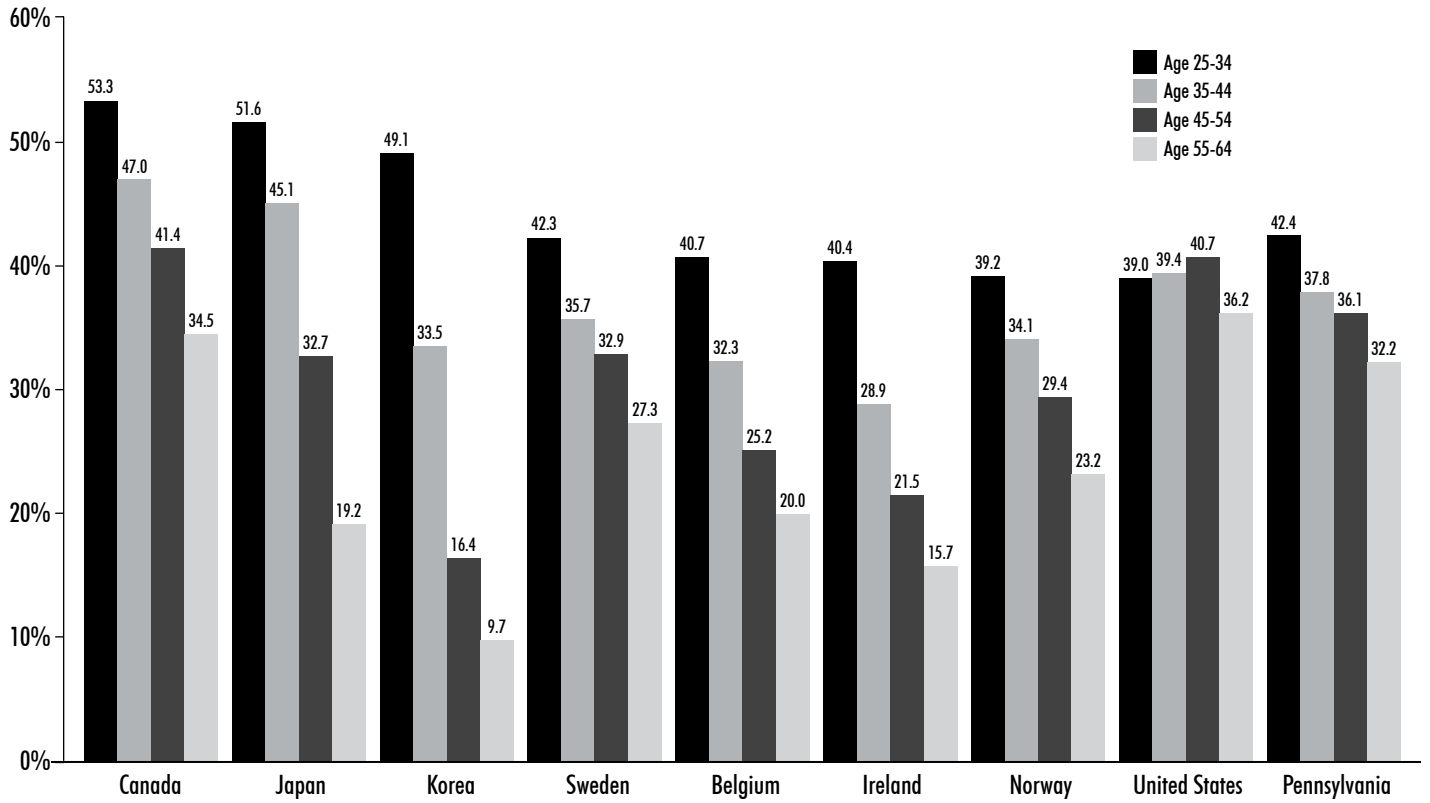


How Oregon Ranks Among Other States on Selected Measures for Education and Economic Development

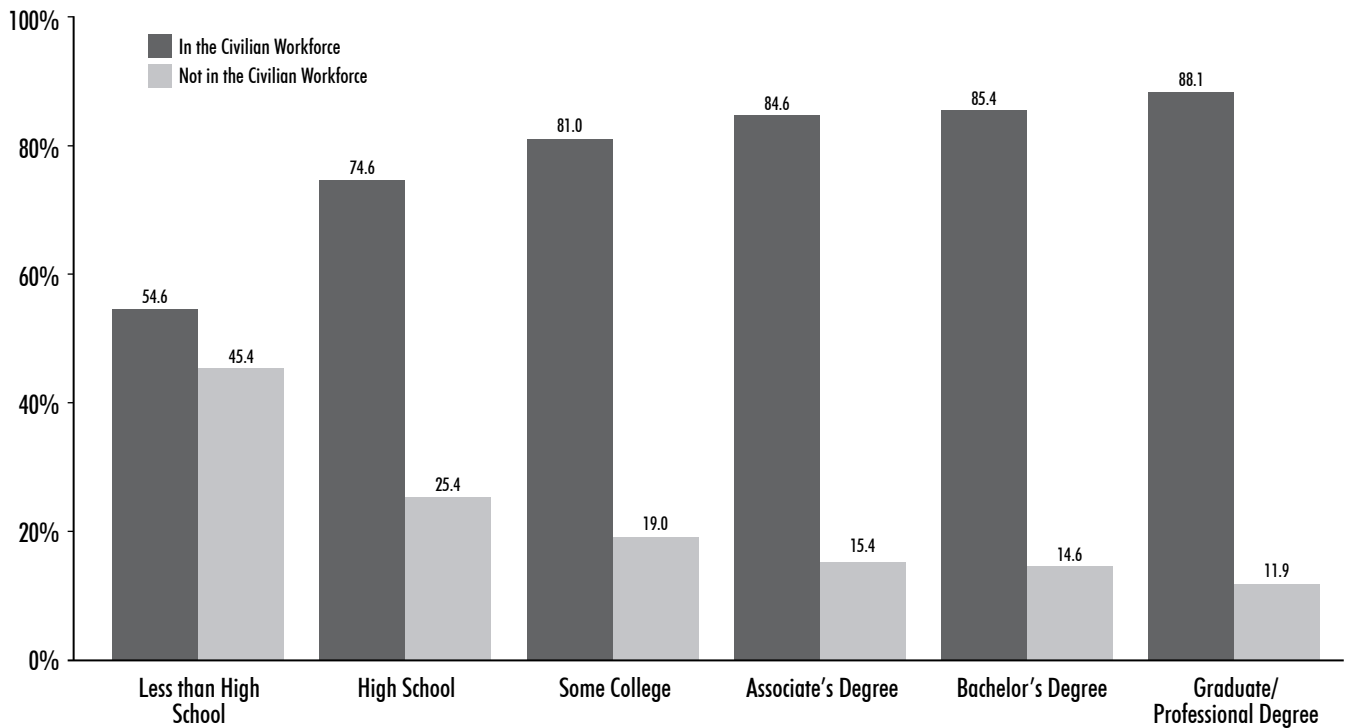


PENNSYLVANIA

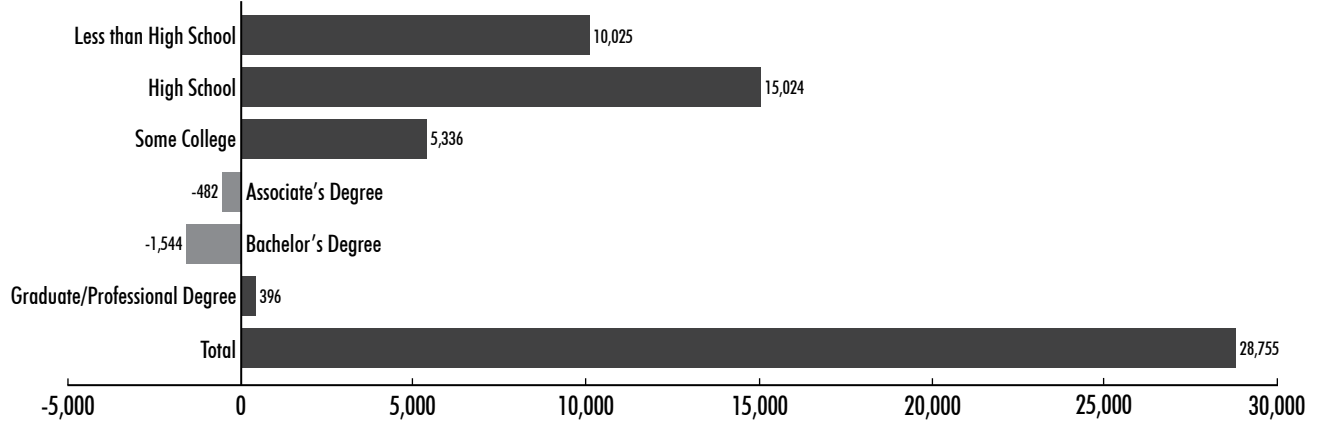
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and Pennsylvania



Percent of Pennsylvania Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



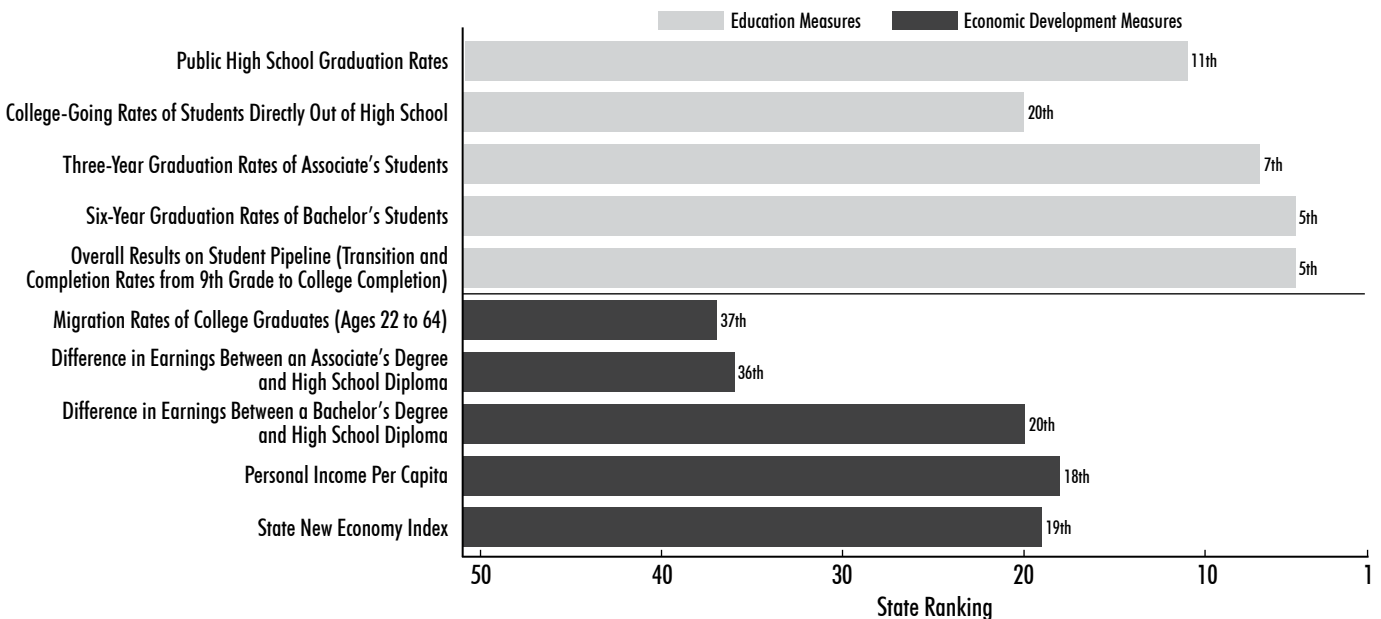
Pennsylvania Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



Percent of Total Gross State Product by Industry and Comparison to the U.S.

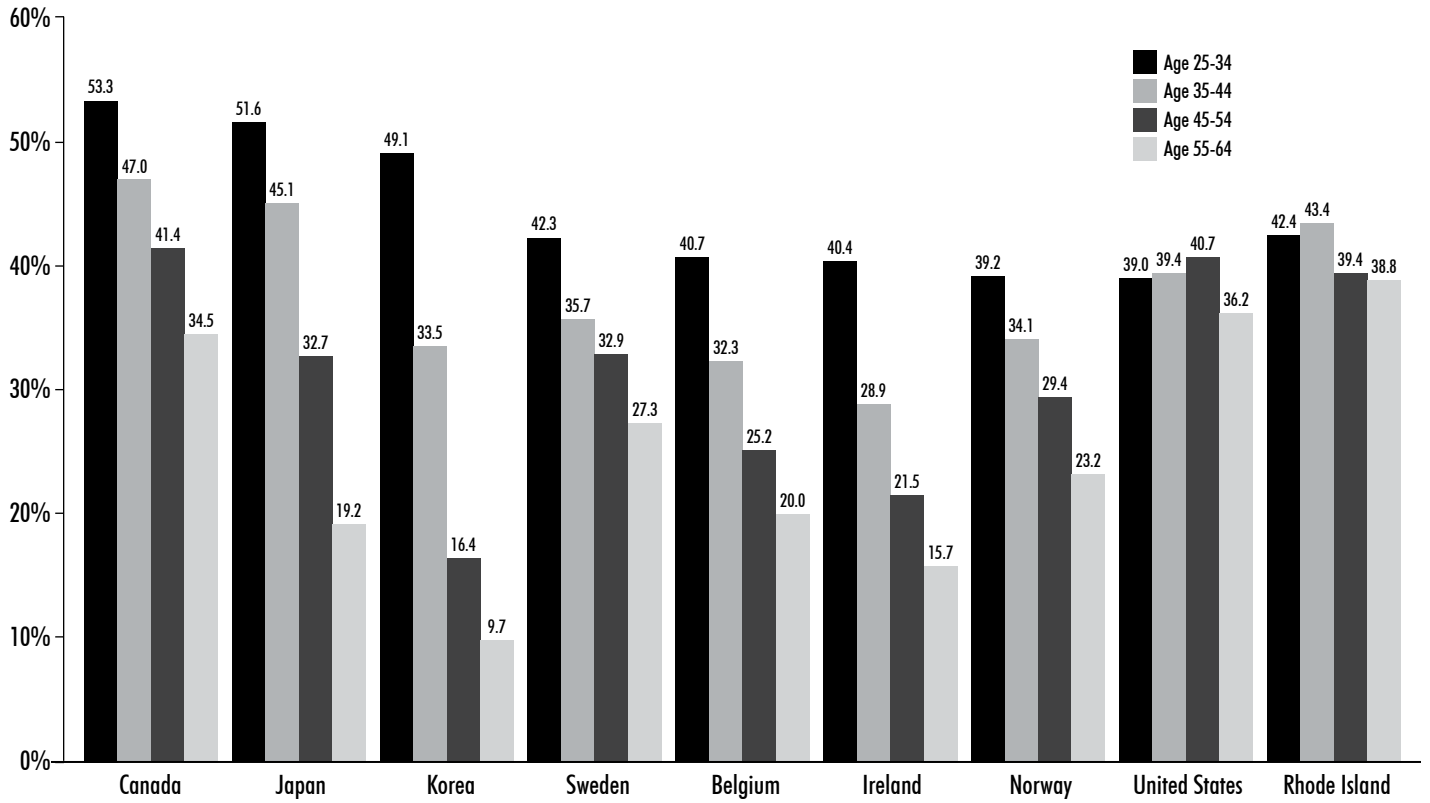


How Pennsylvania Ranks Among Other States on Selected Measures for Education and Economic Development

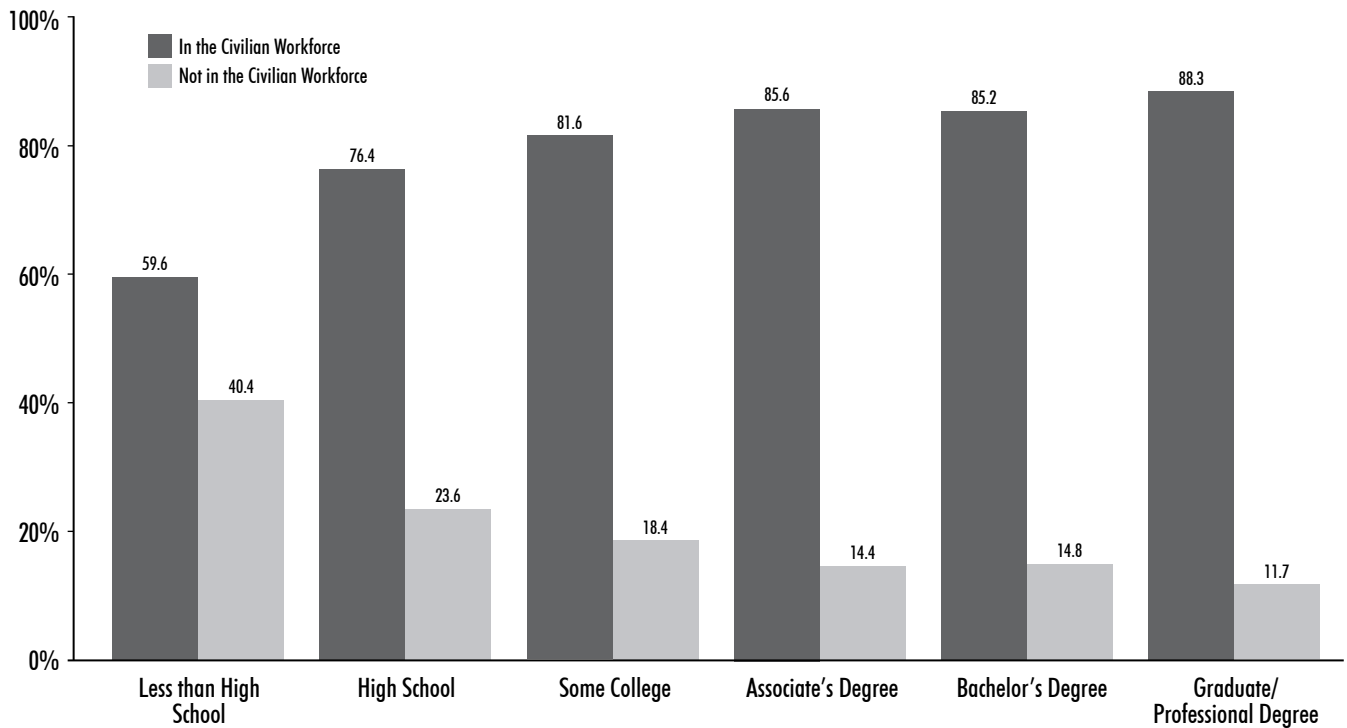


RHODE ISLAND

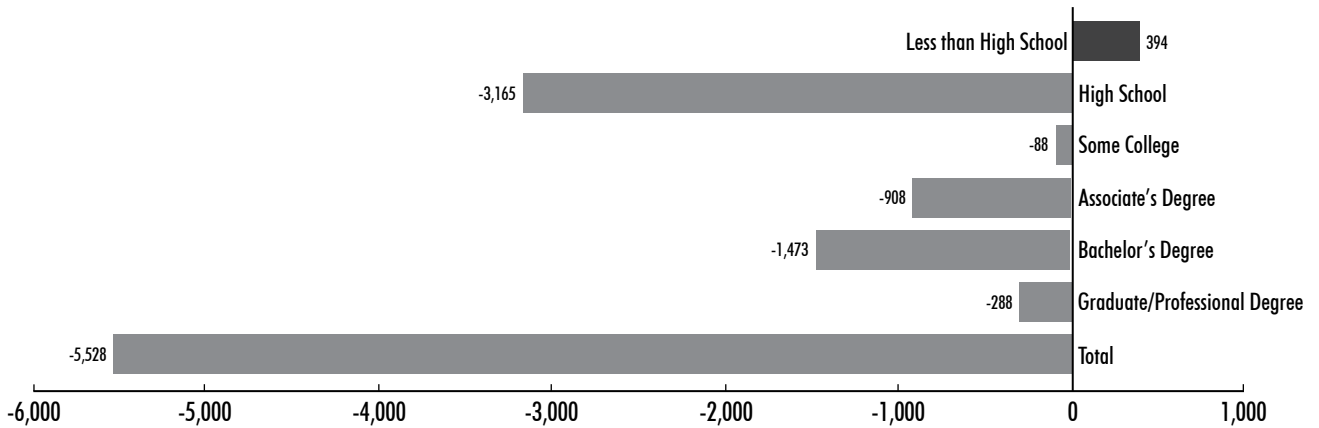
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and Rhode Island



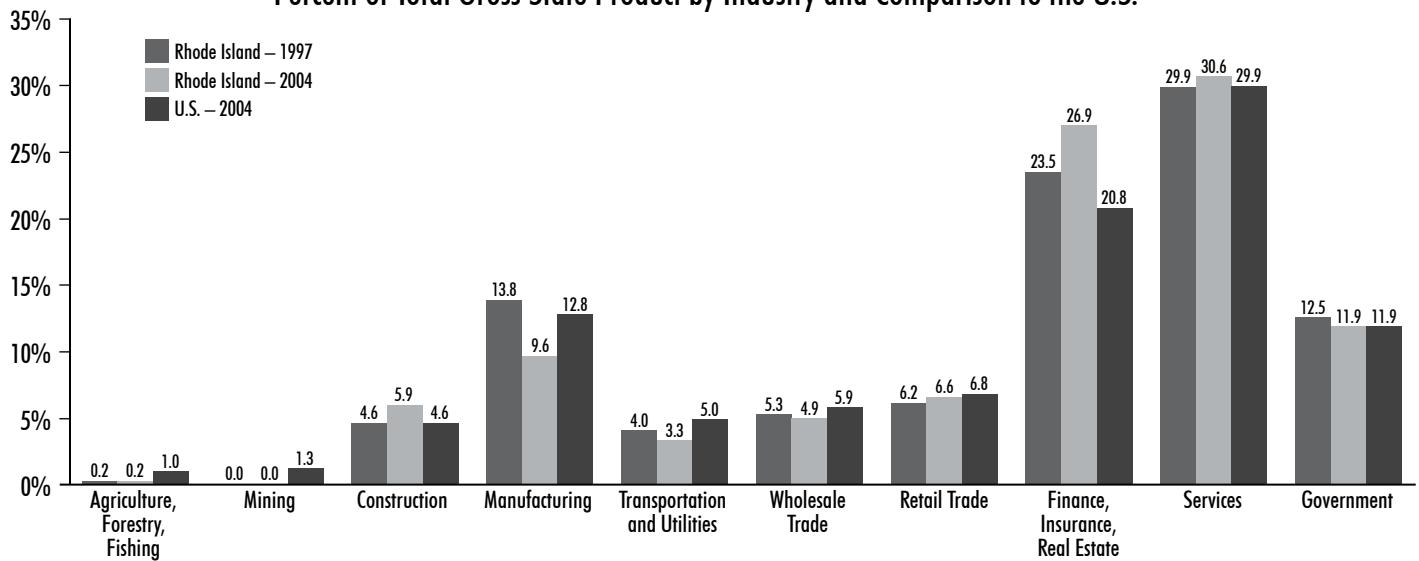
Percent of Rhode Island Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



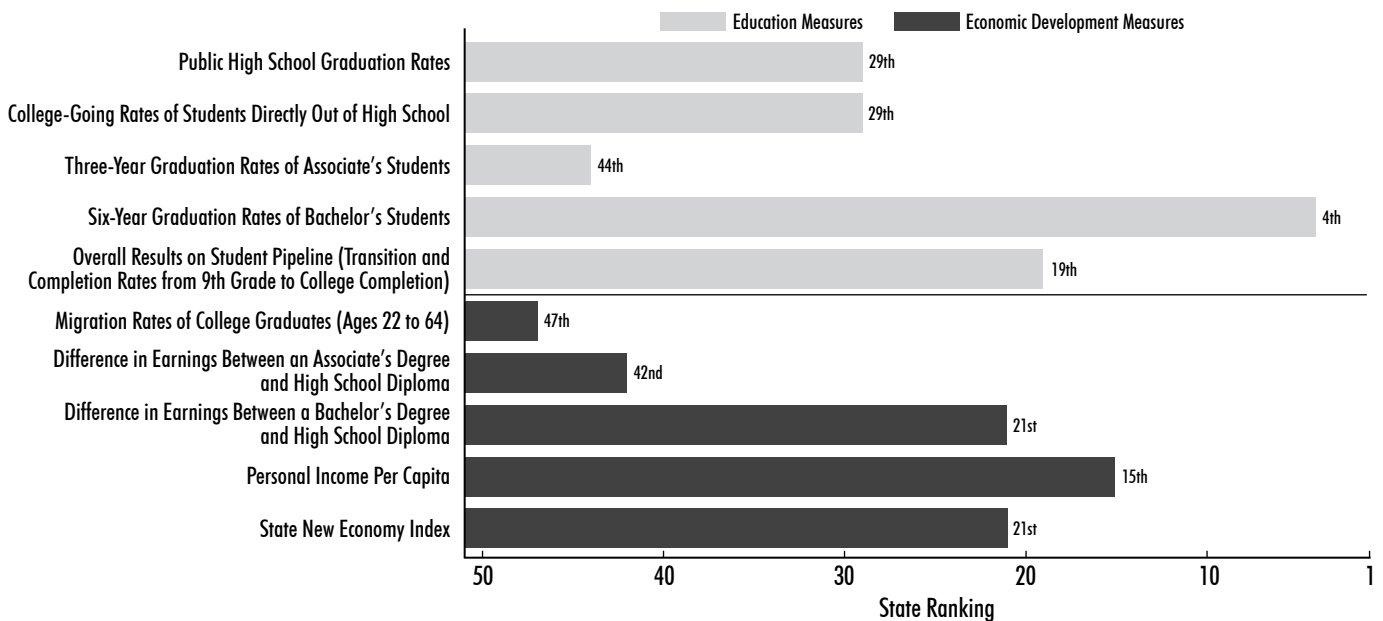
Rhode Island Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



Percent of Total Gross State Product by Industry and Comparison to the U.S.

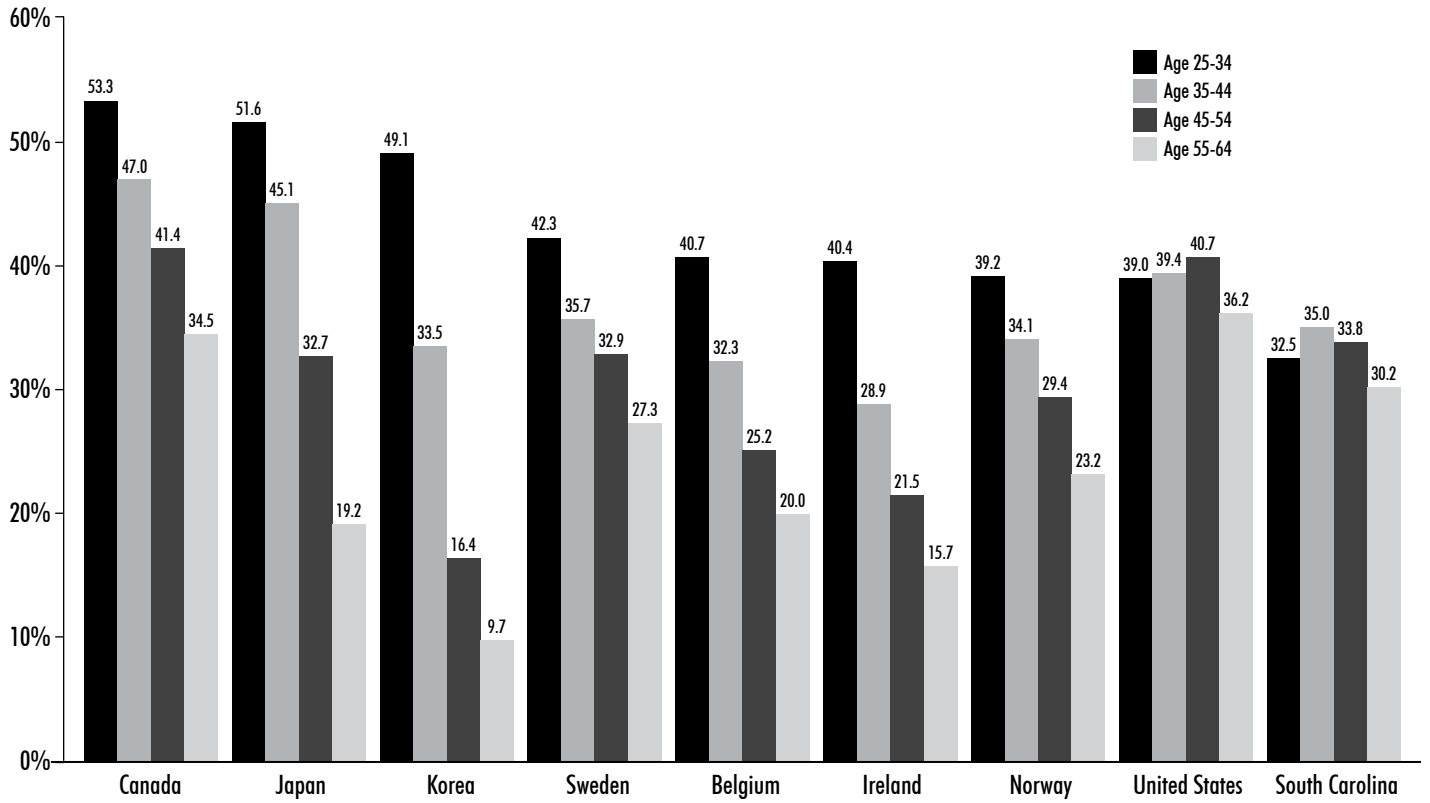


How Rhode Island Ranks Among Other States on Selected Measures for Education and Economic Development

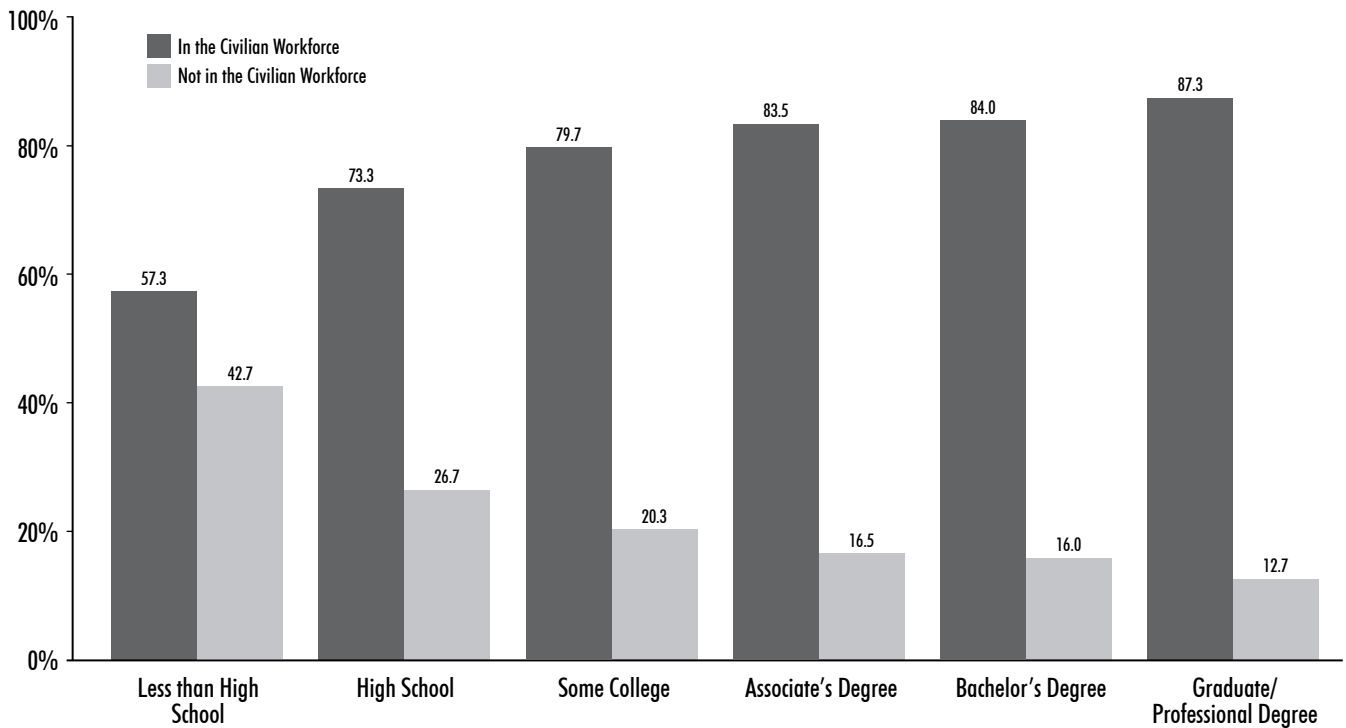


SOUTH CAROLINA

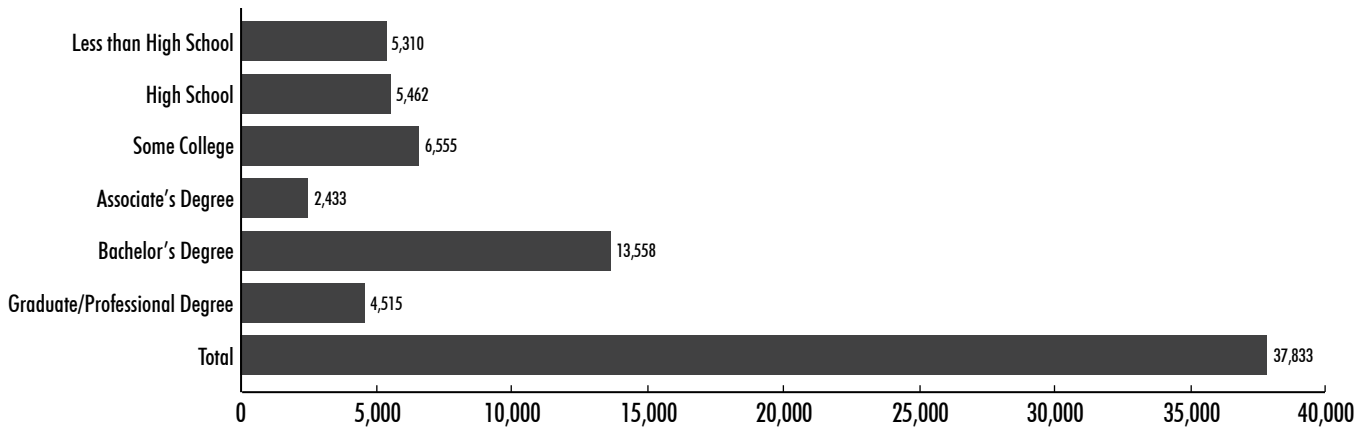
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and South Carolina



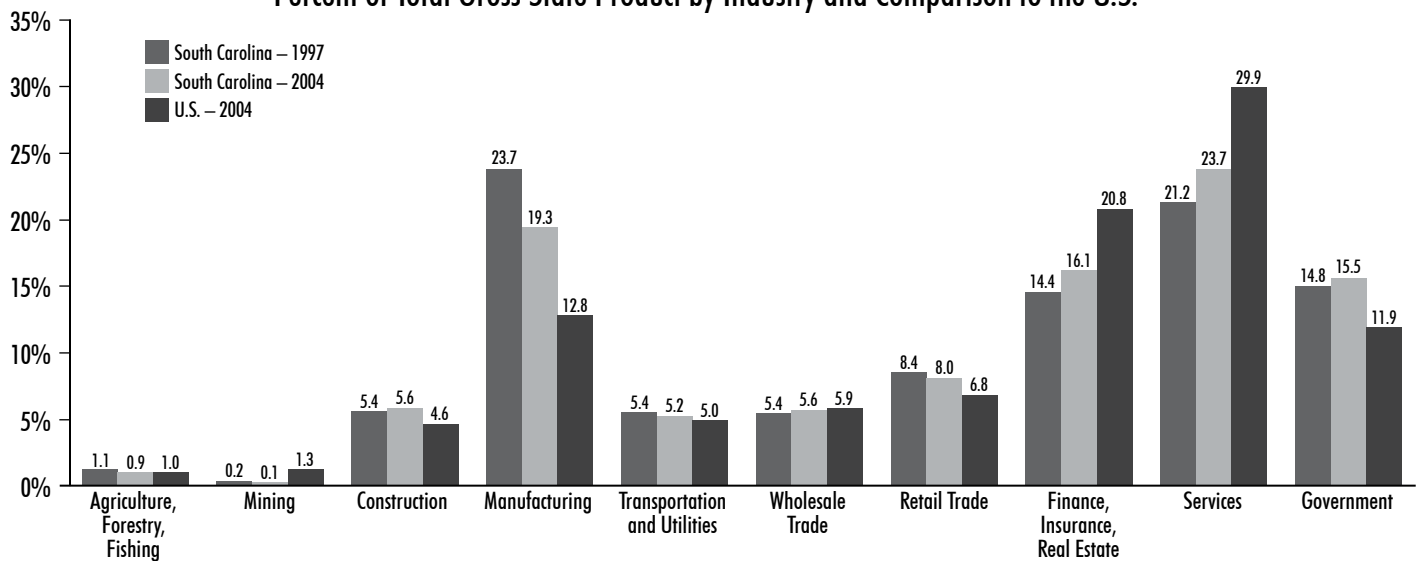
Percent of South Carolina Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



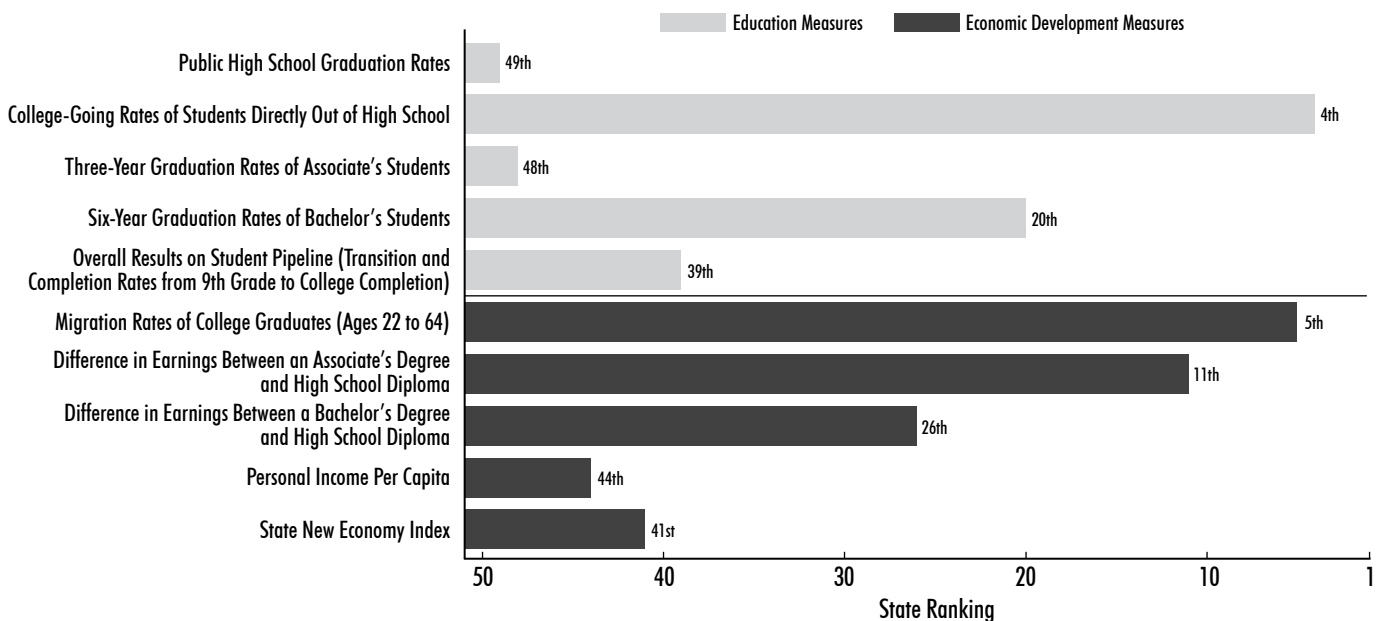
South Carolina Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



Percent of Total Gross State Product by Industry and Comparison to the U.S.

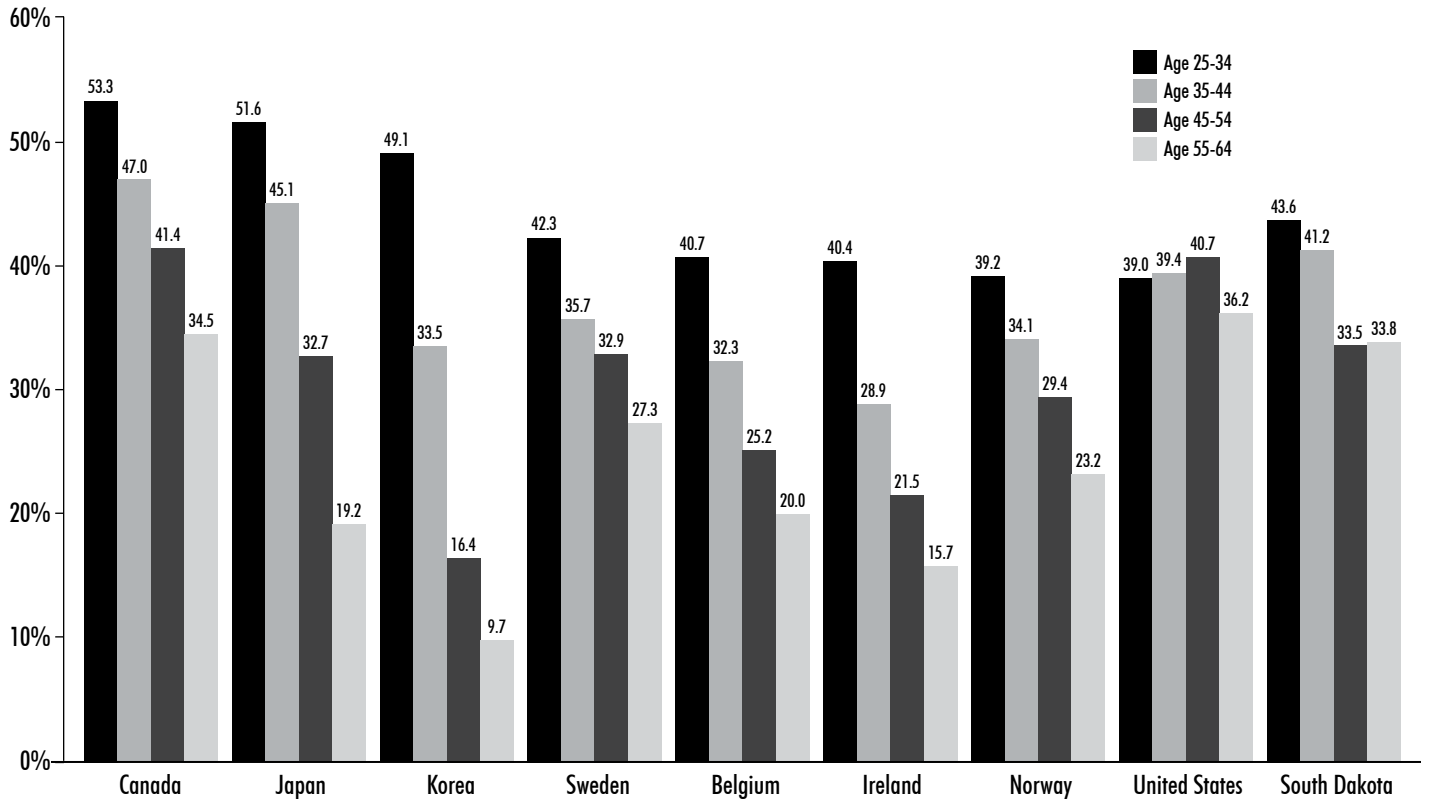


How South Carolina Ranks Among Other States on Selected Measures for Education and Economic Development

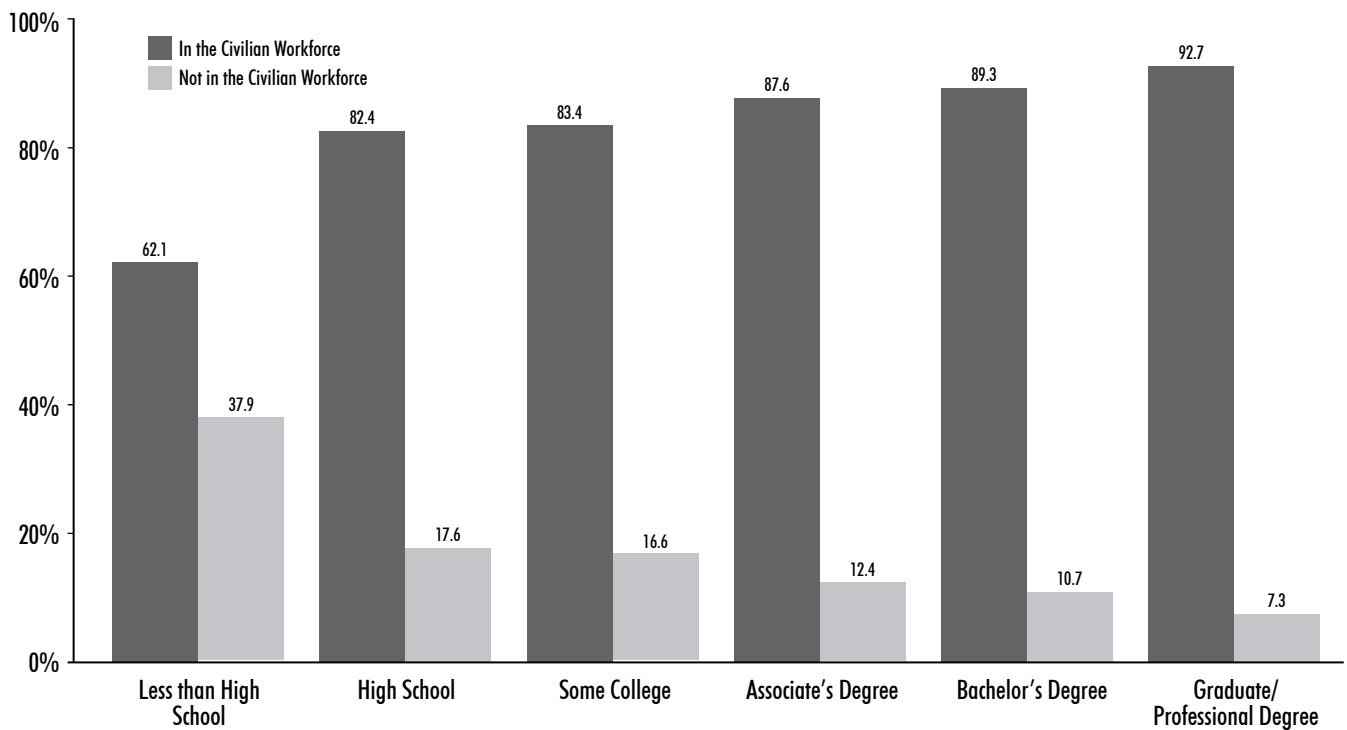


SOUTH DAKOTA

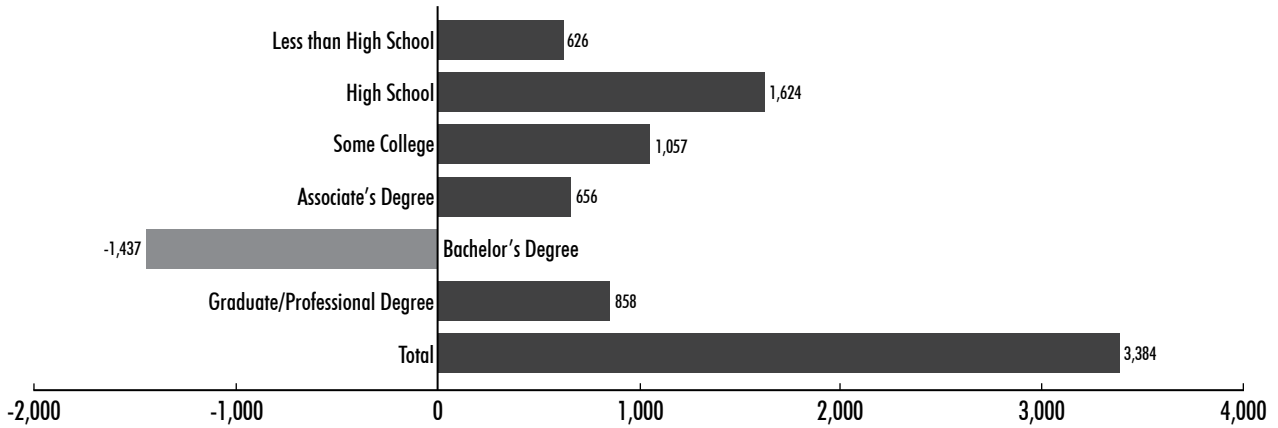
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and South Dakota



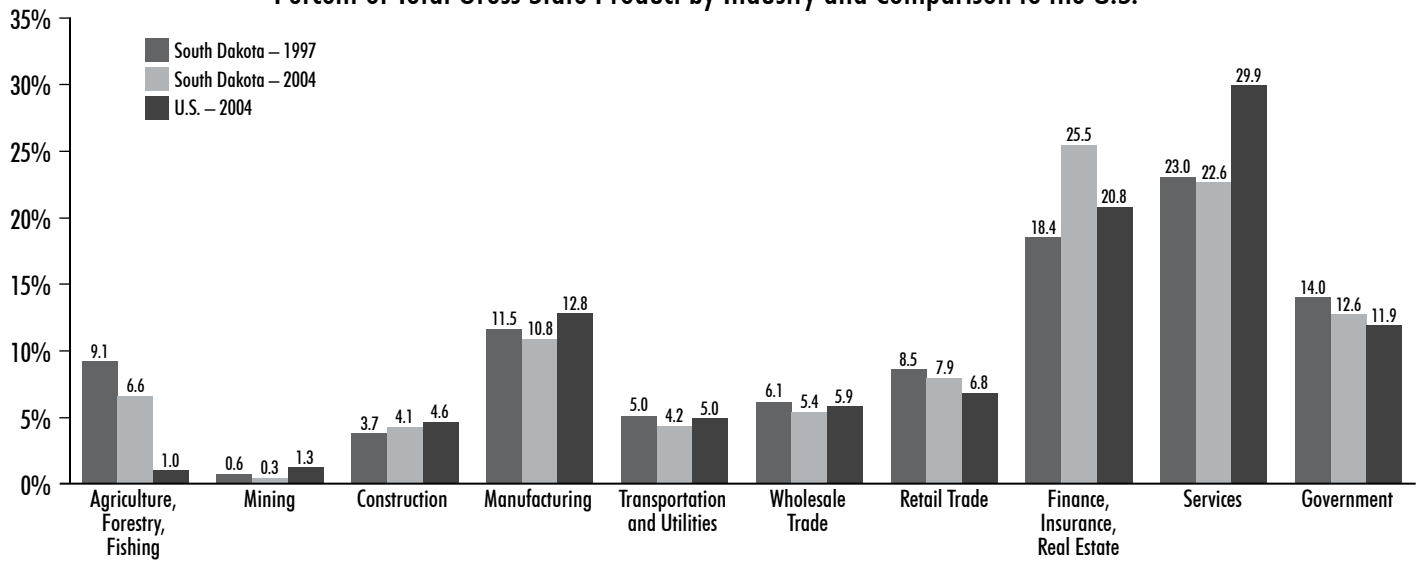
Percent of South Dakota Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



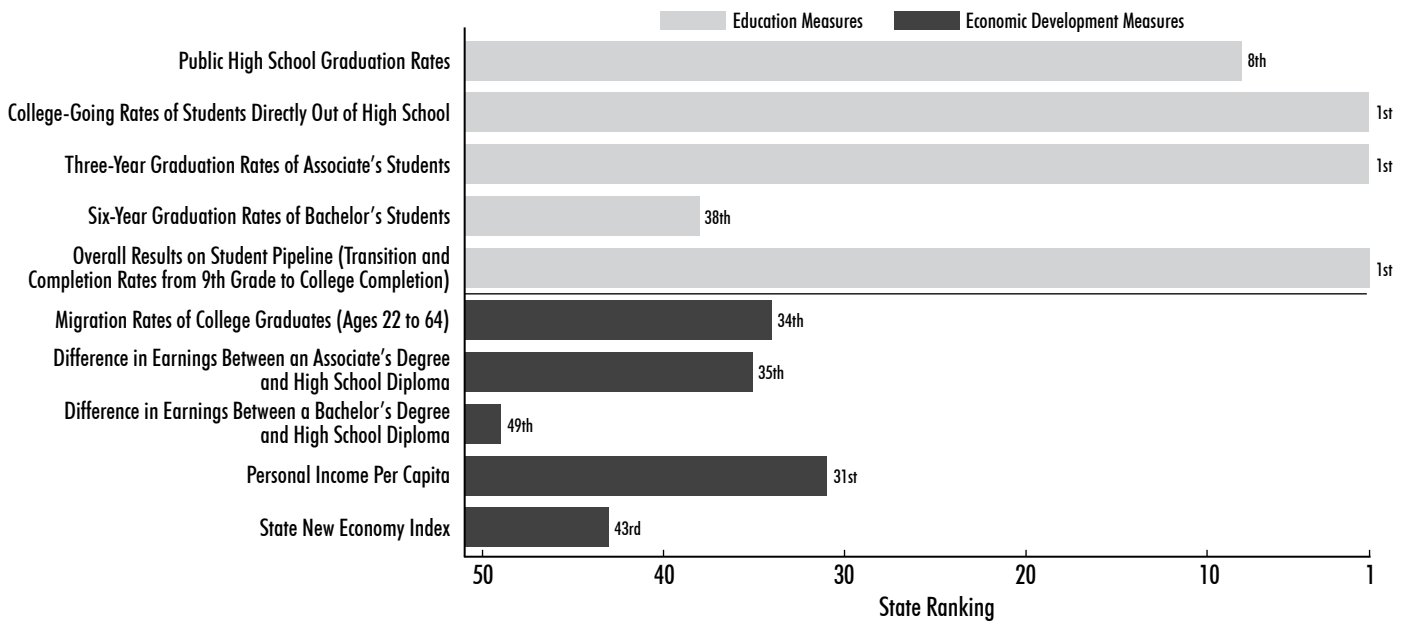
South Dakota Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



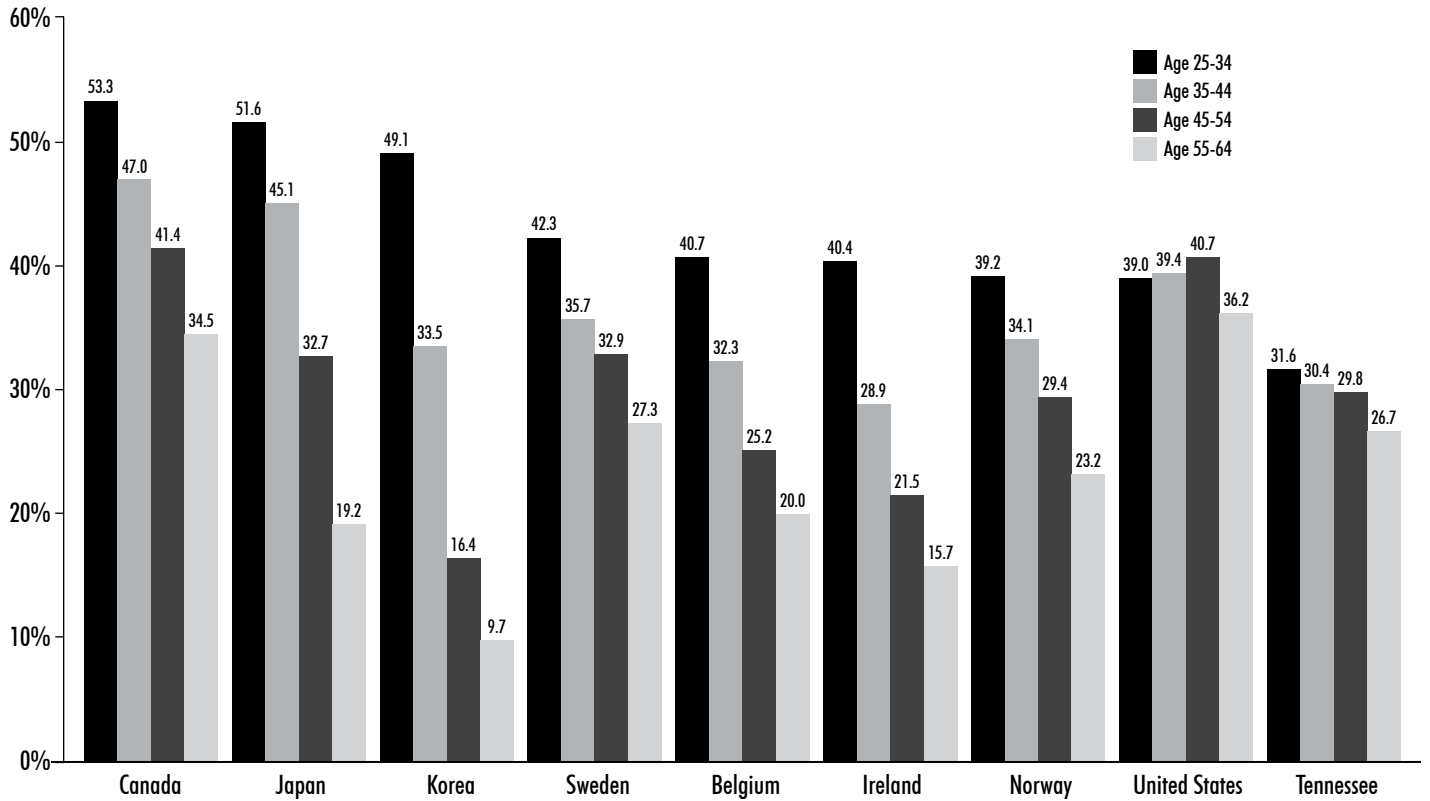
Percent of Total Gross State Product by Industry and Comparison to the U.S.



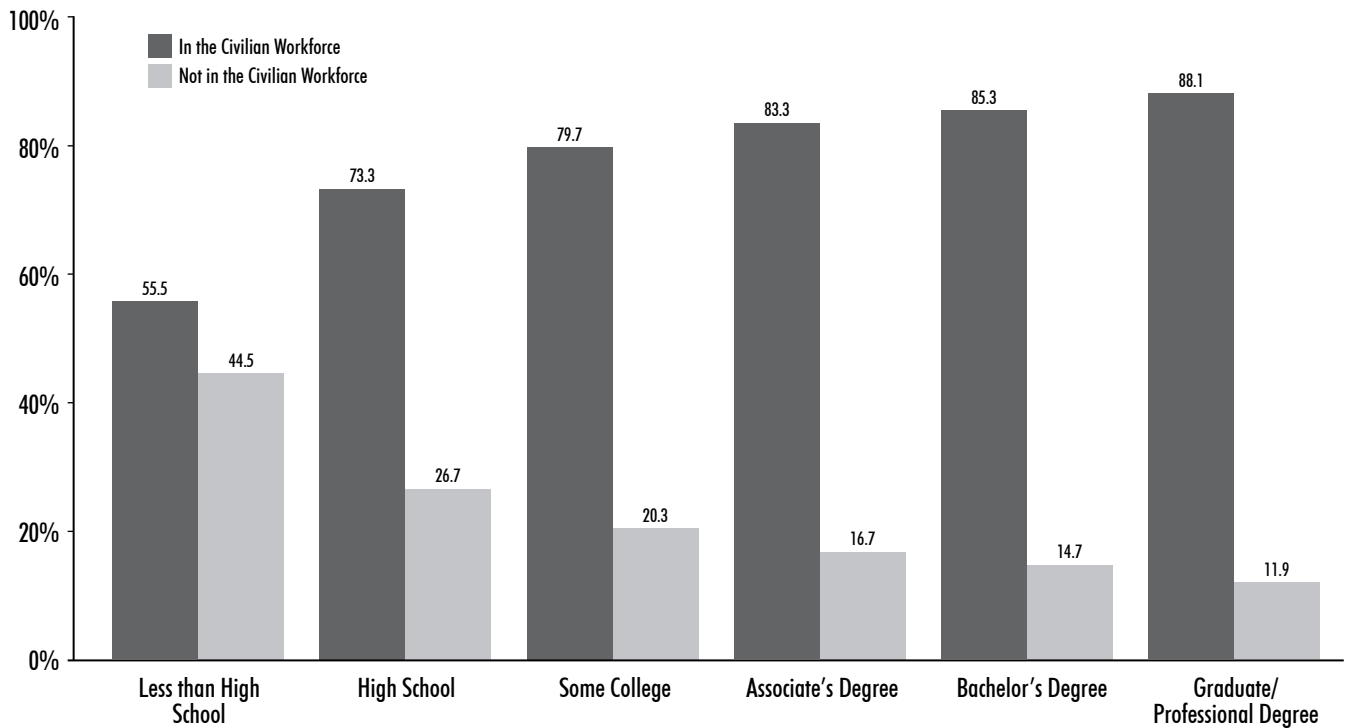
How South Dakota Ranks Among Other States on Selected Measures for Education and Economic Development



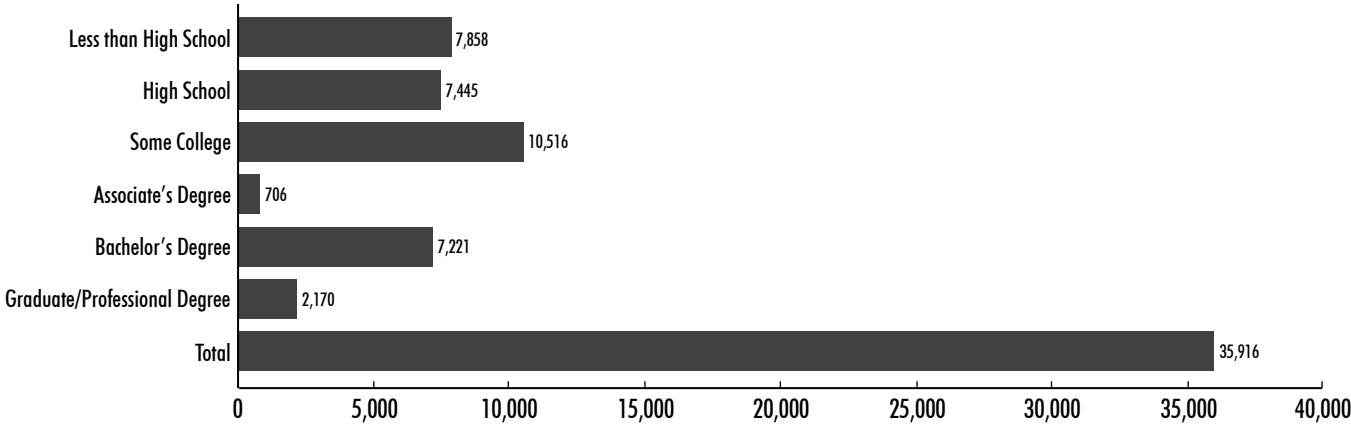
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and Tennessee



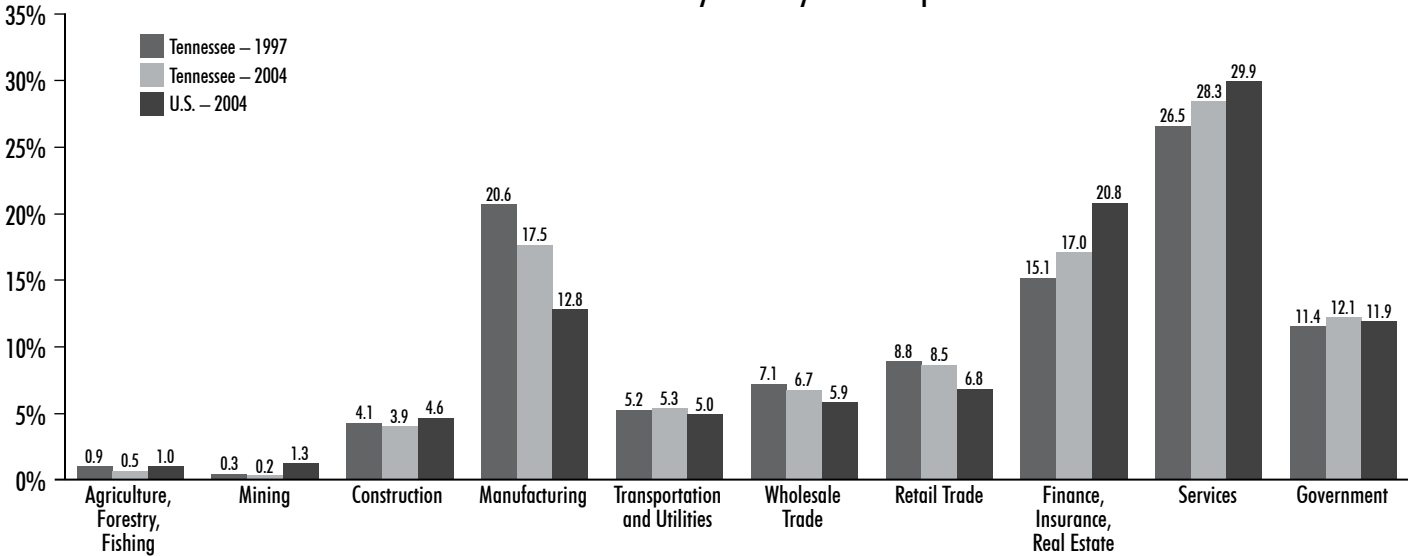
Percent of Tennessee Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



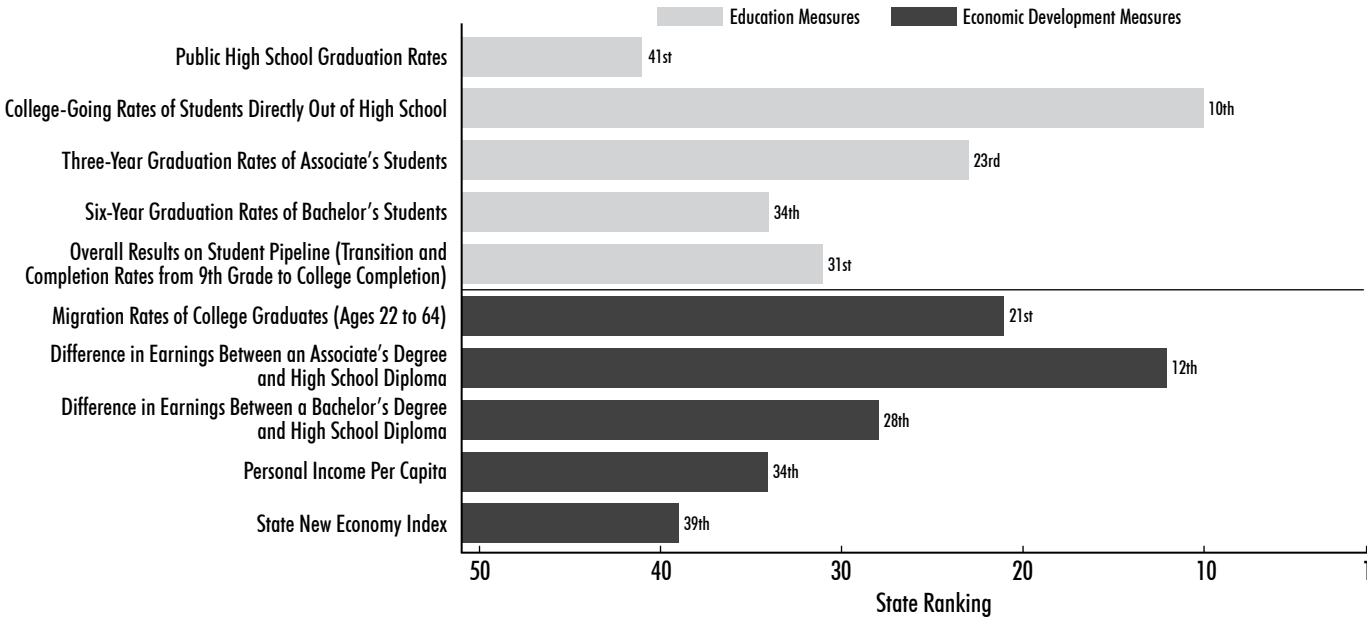
Tennessee Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



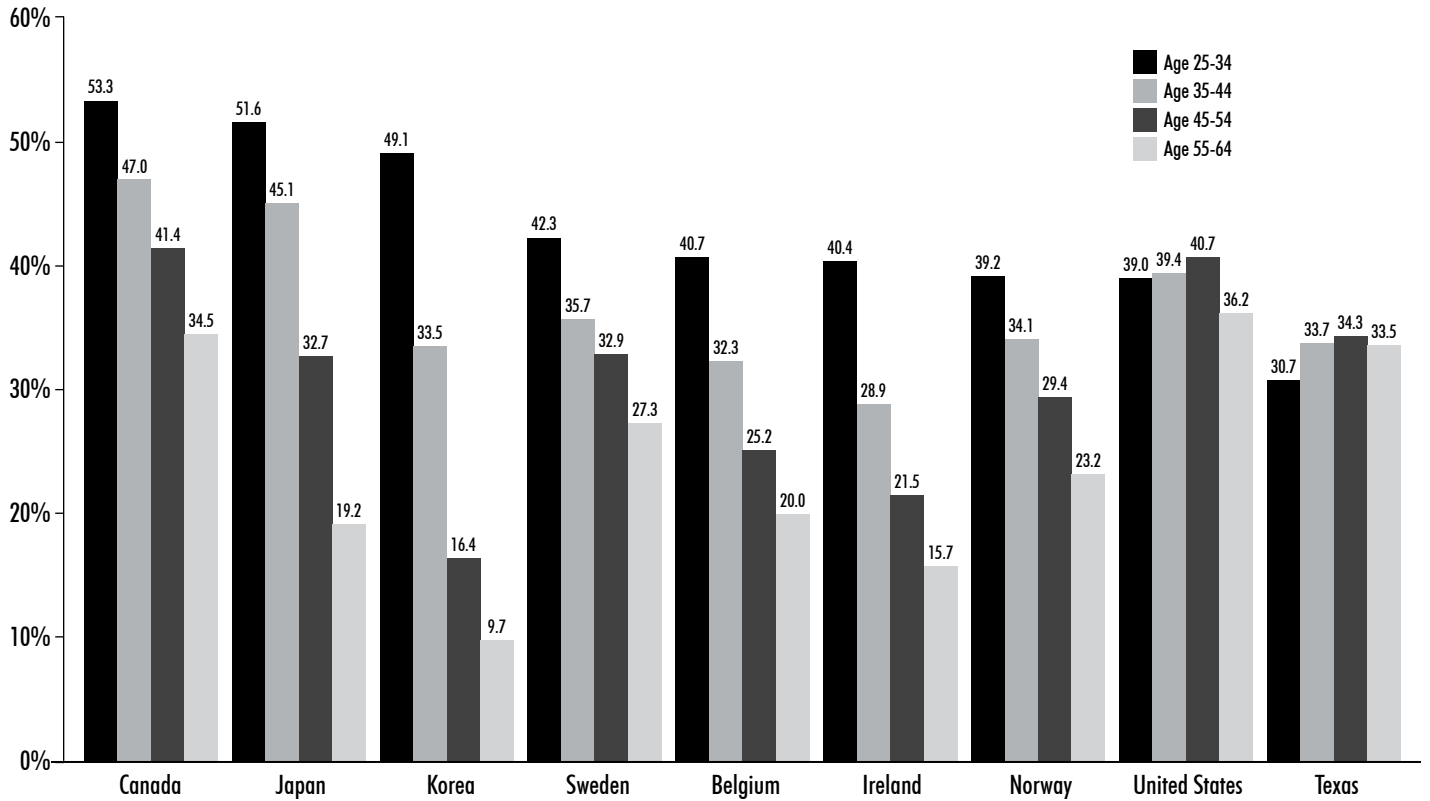
Percent of Total Gross State Product by Industry and Comparison to the U.S.



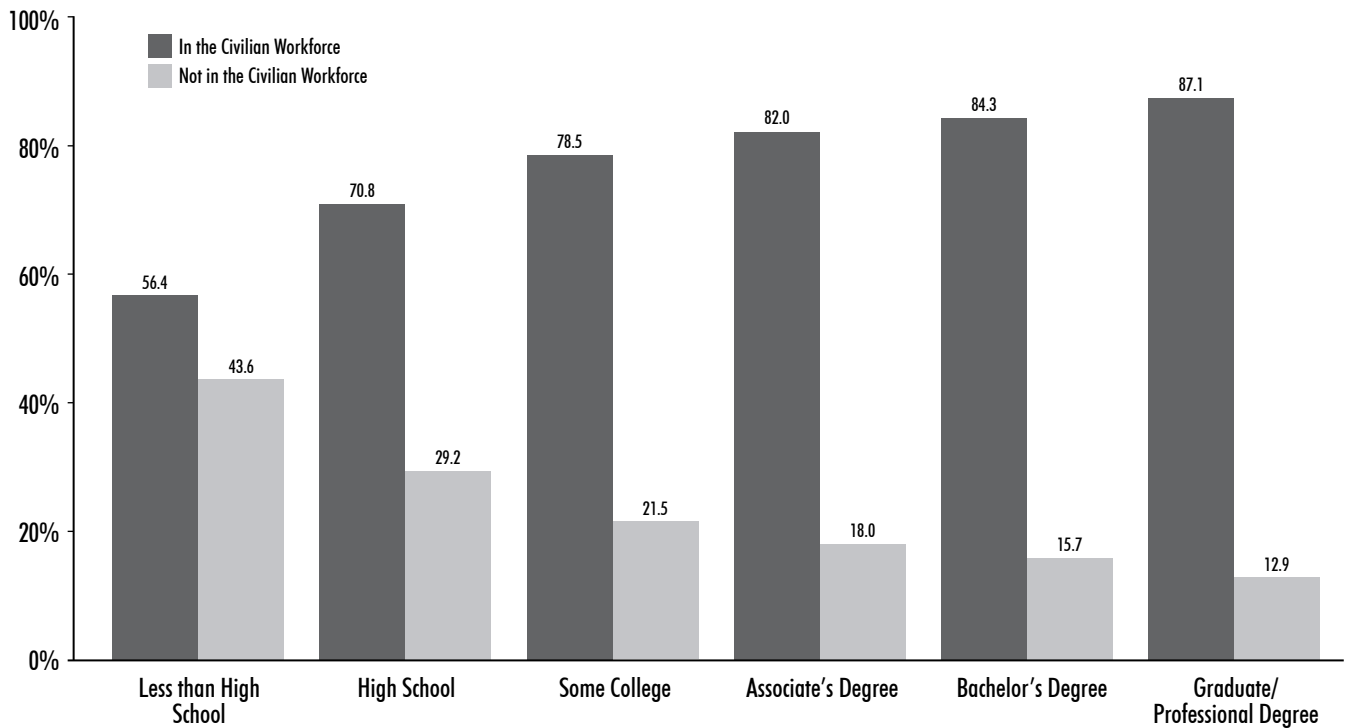
How Tennessee Ranks Among Other States on Selected Measures for Education and Economic Development



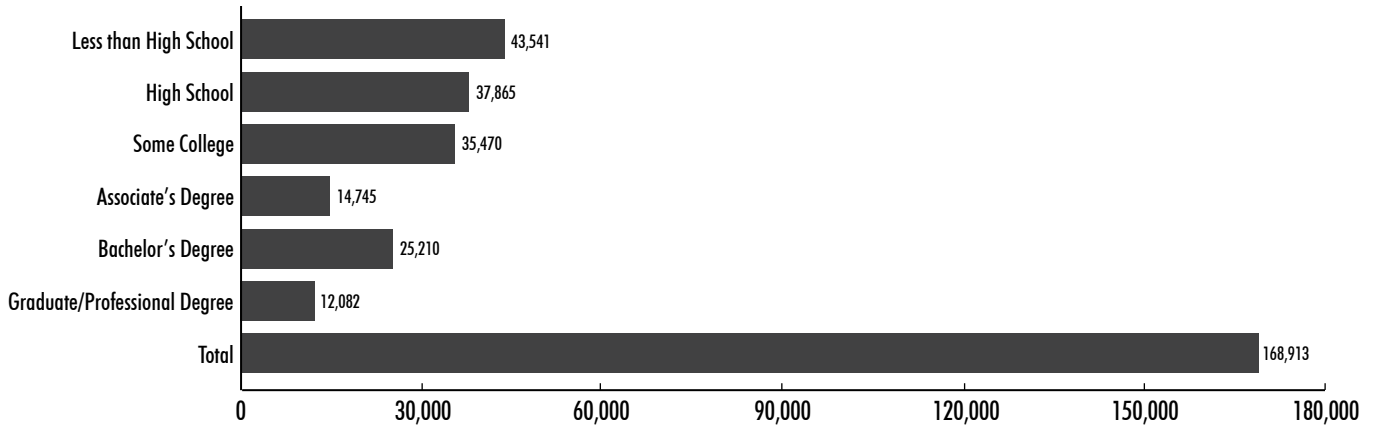
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and Texas



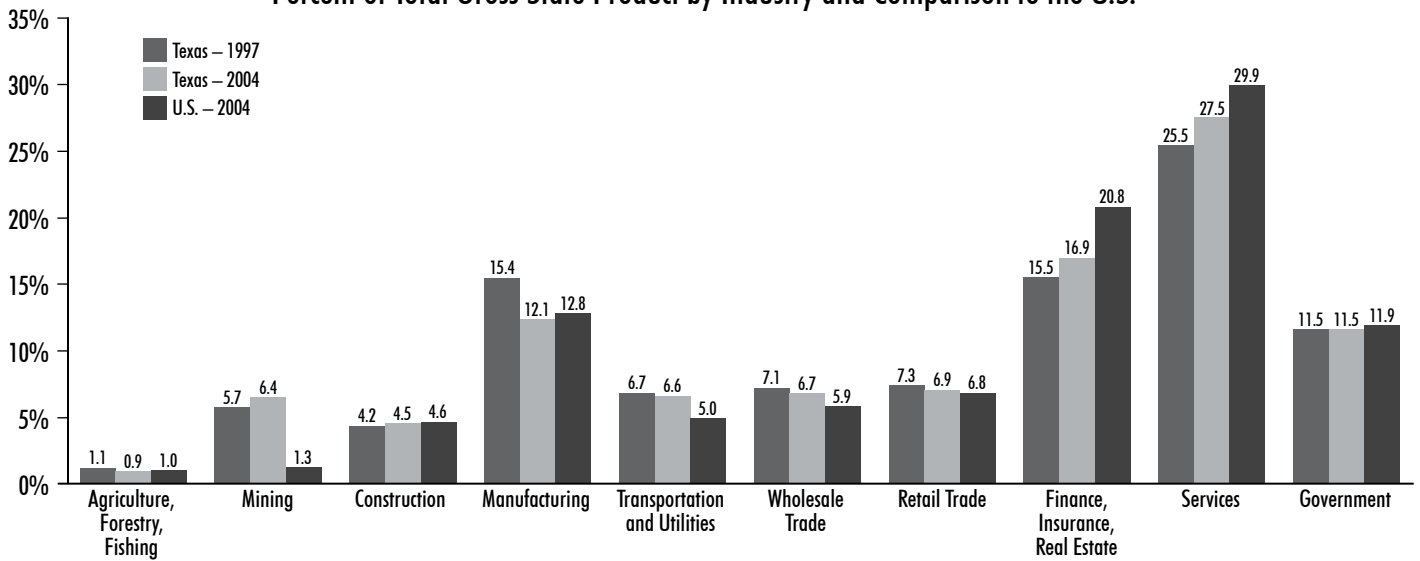
Percent of Texas Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



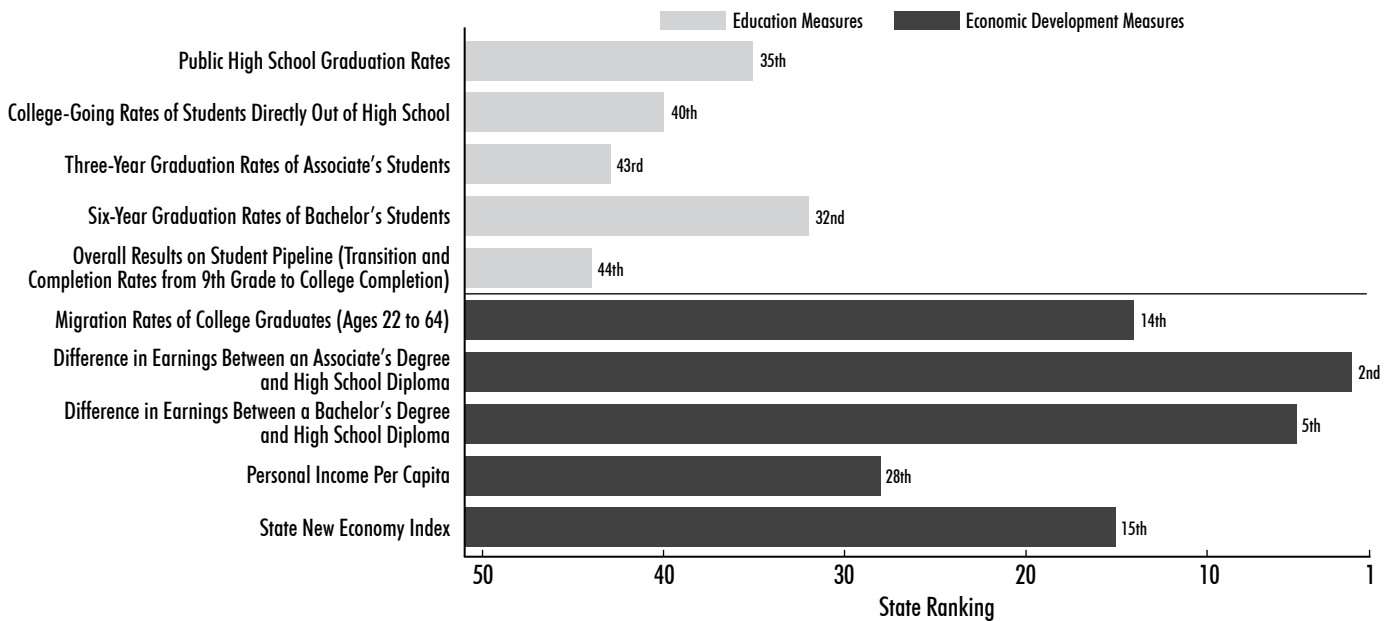
Texas Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



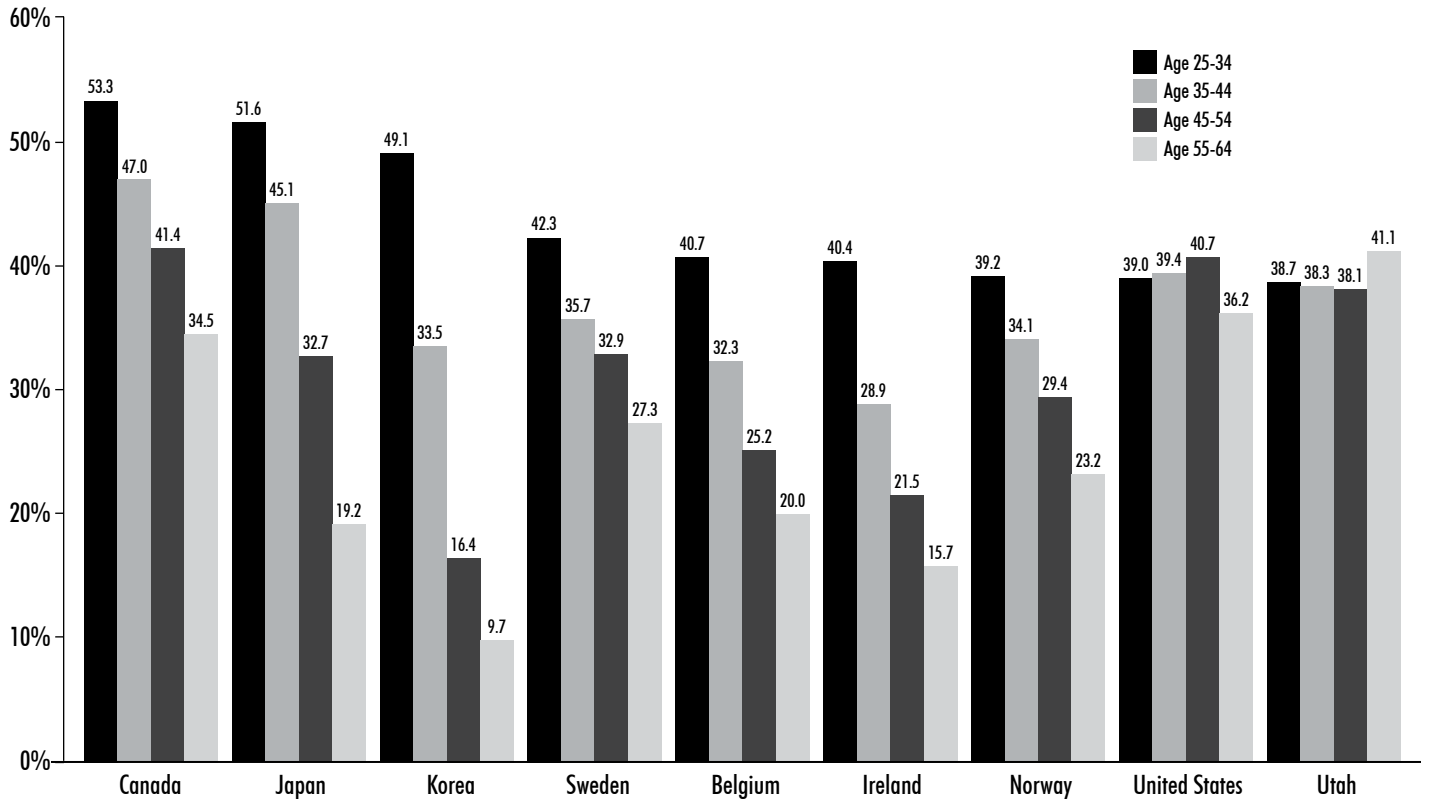
Percent of Total Gross State Product by Industry and Comparison to the U.S.



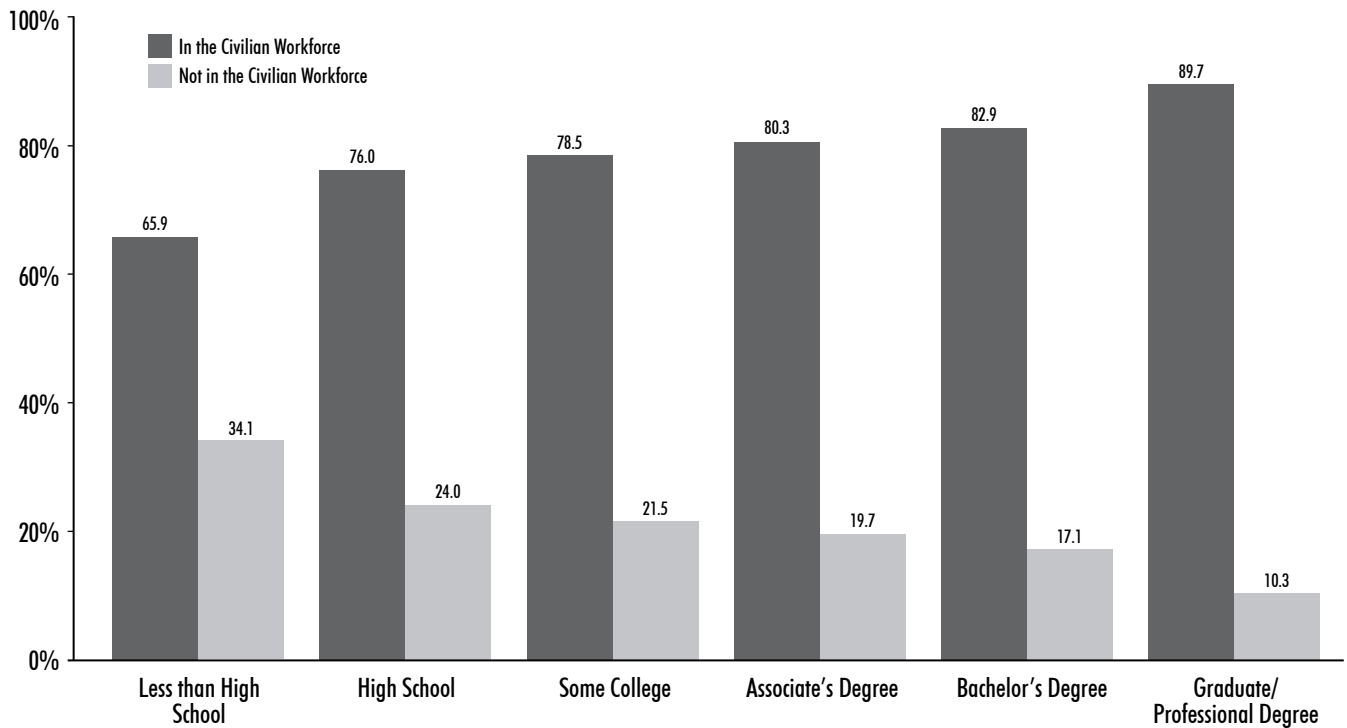
How Texas Ranks Among Other States on Selected Measures for Education and Economic Development



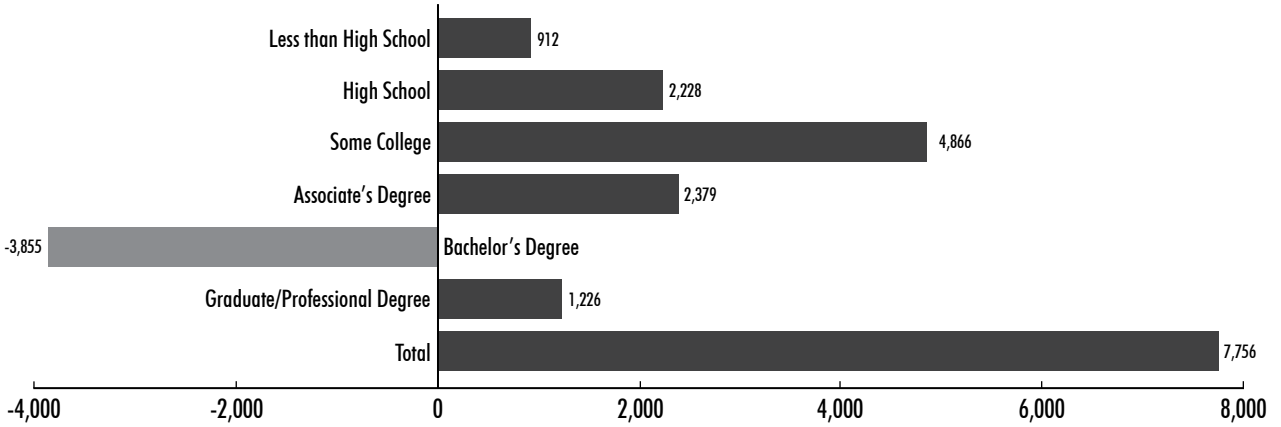
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and Utah



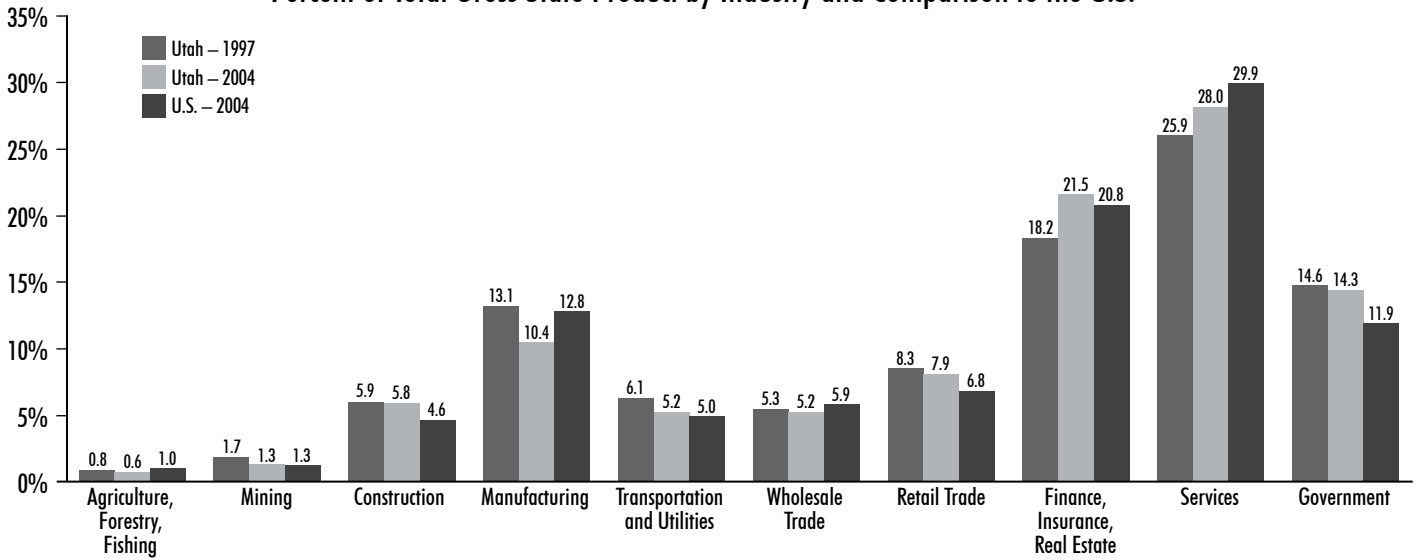
Percent of Utah Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



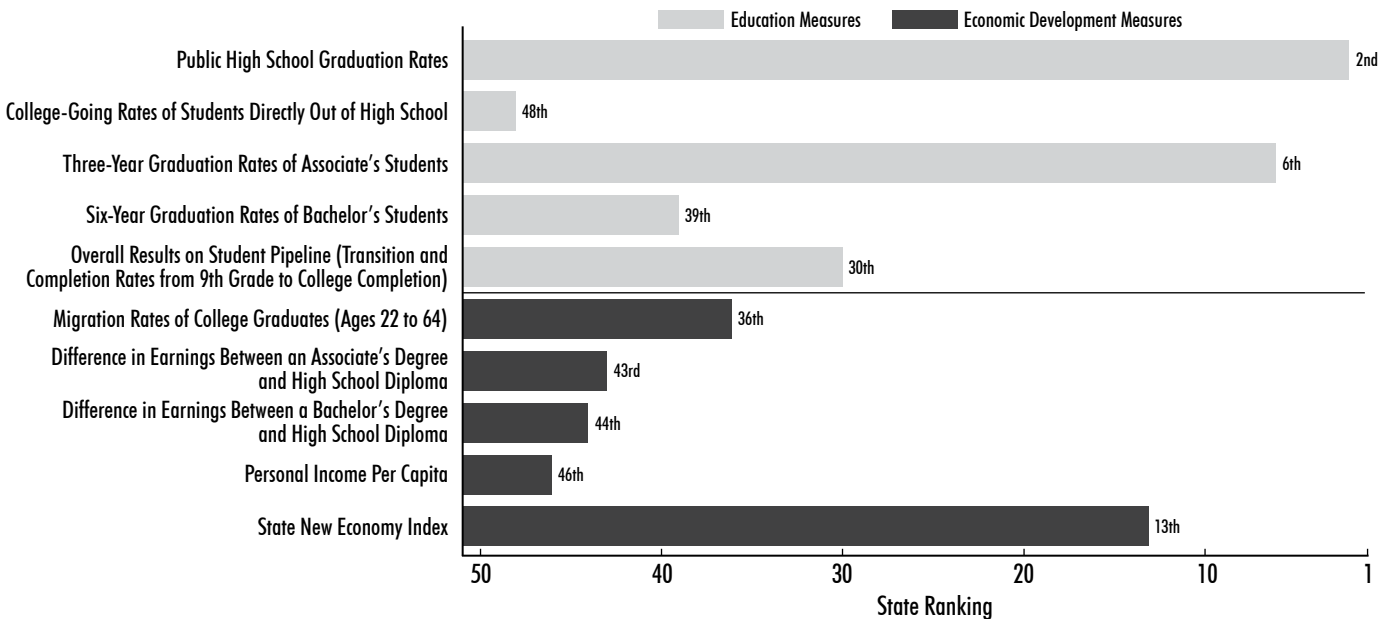
Utah Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



Percent of Total Gross State Product by Industry and Comparison to the U.S.

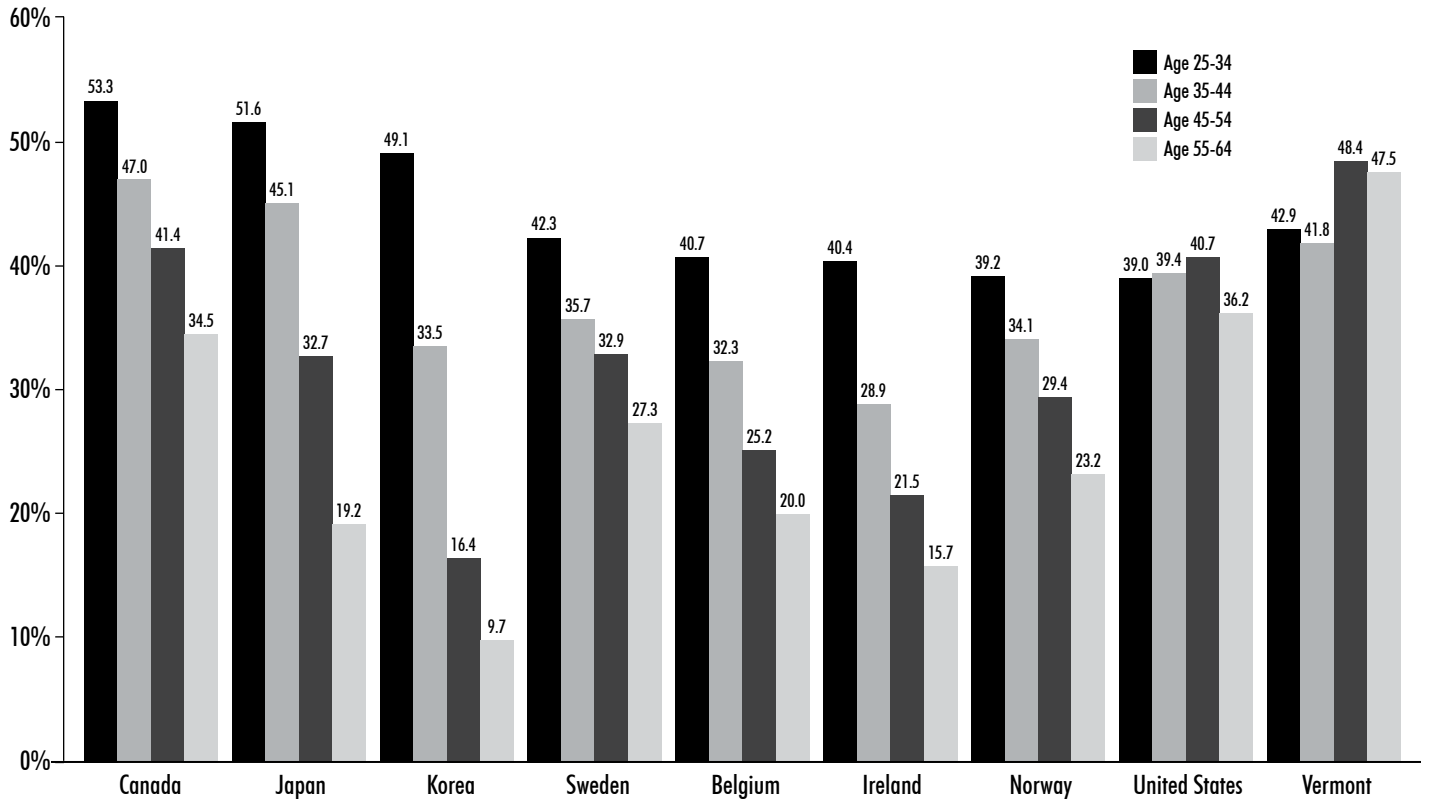


How Utah Ranks Among Other States on Selected Measures for Education and Economic Development

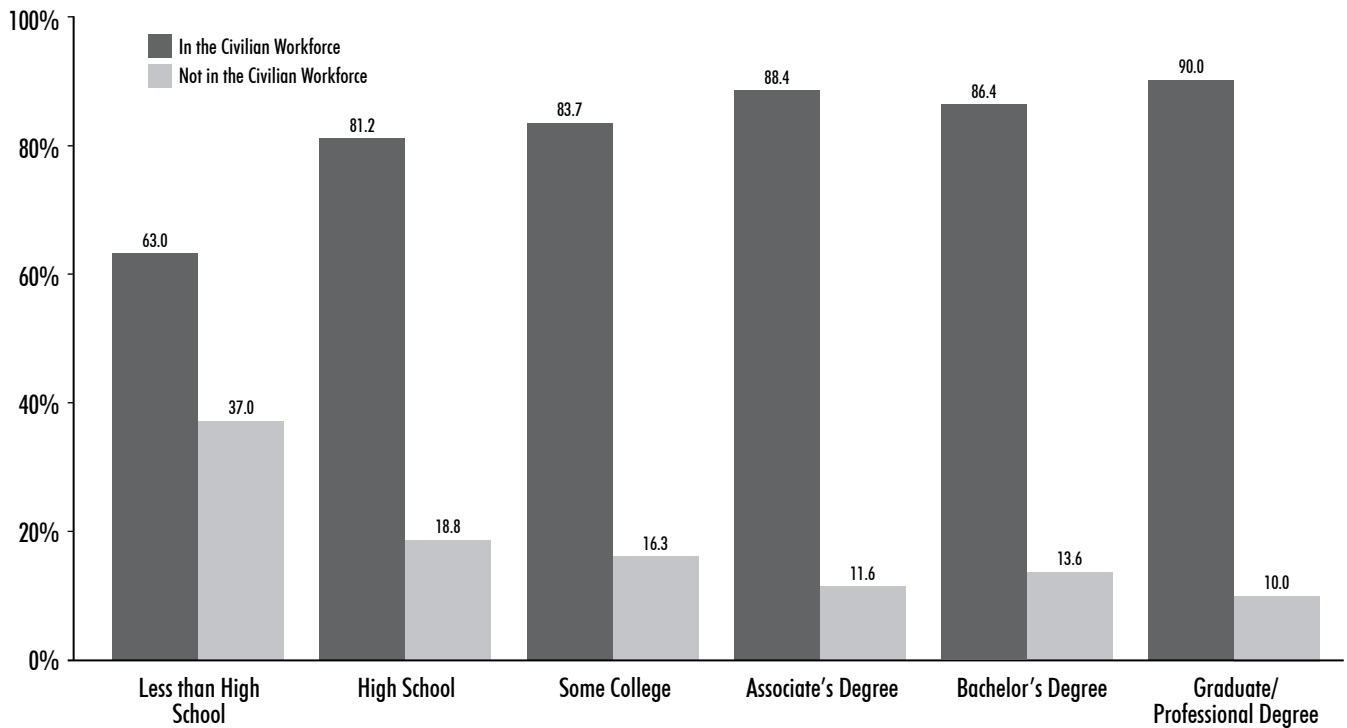


VERMONT

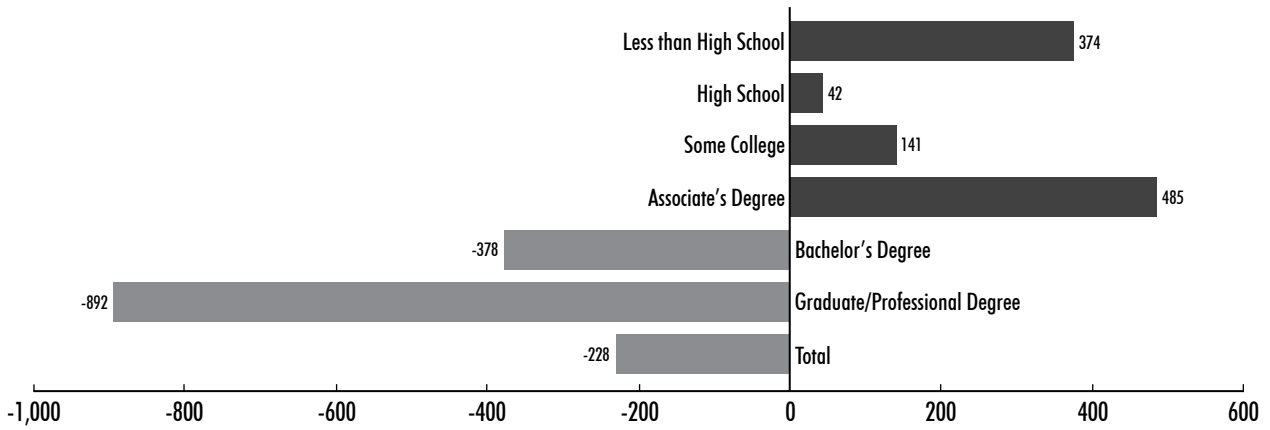
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and Vermont



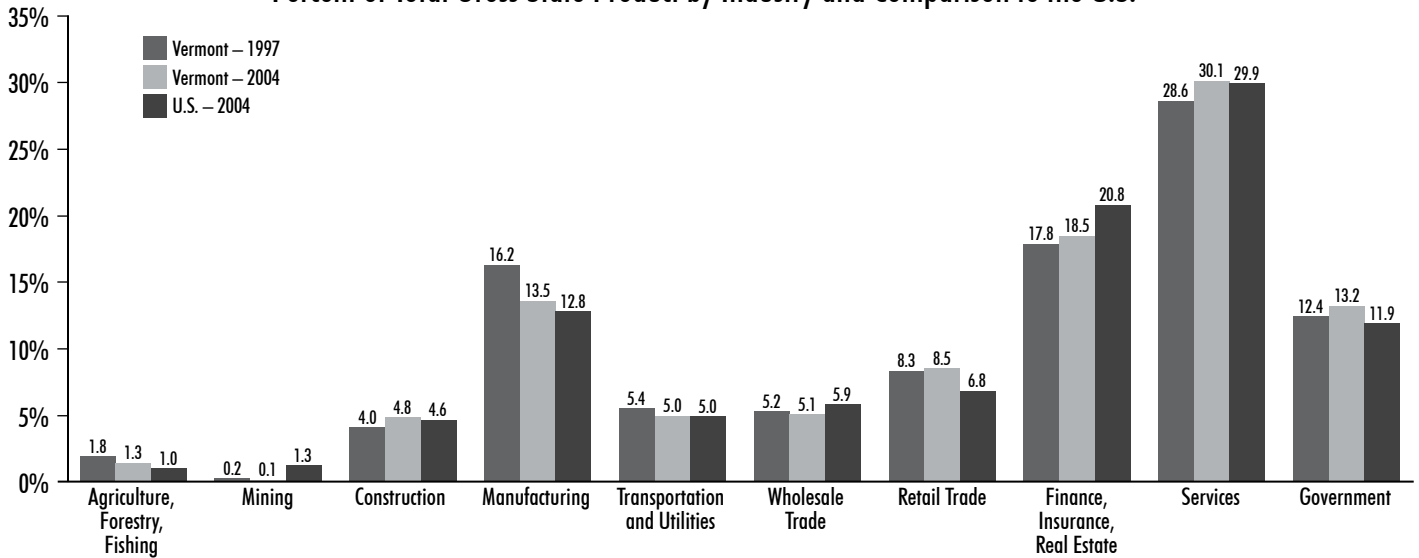
Percent of Vermont Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



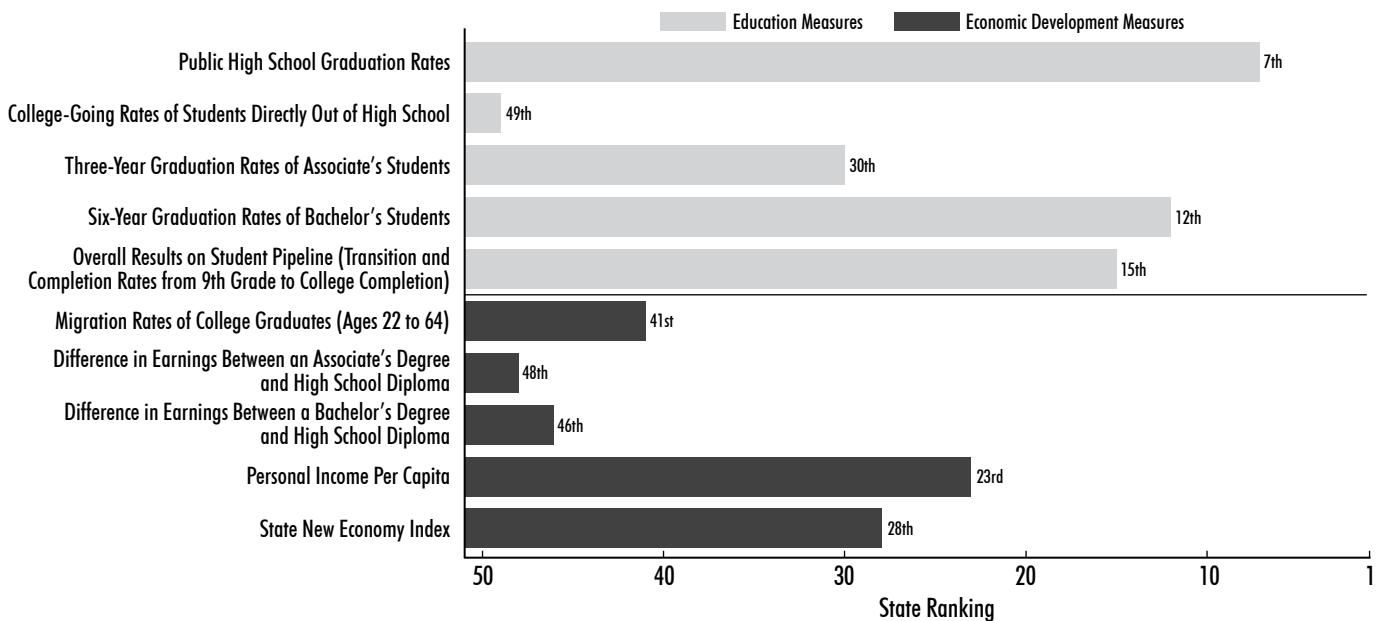
Vermont Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



Percent of Total Gross State Product by Industry and Comparison to the U.S.

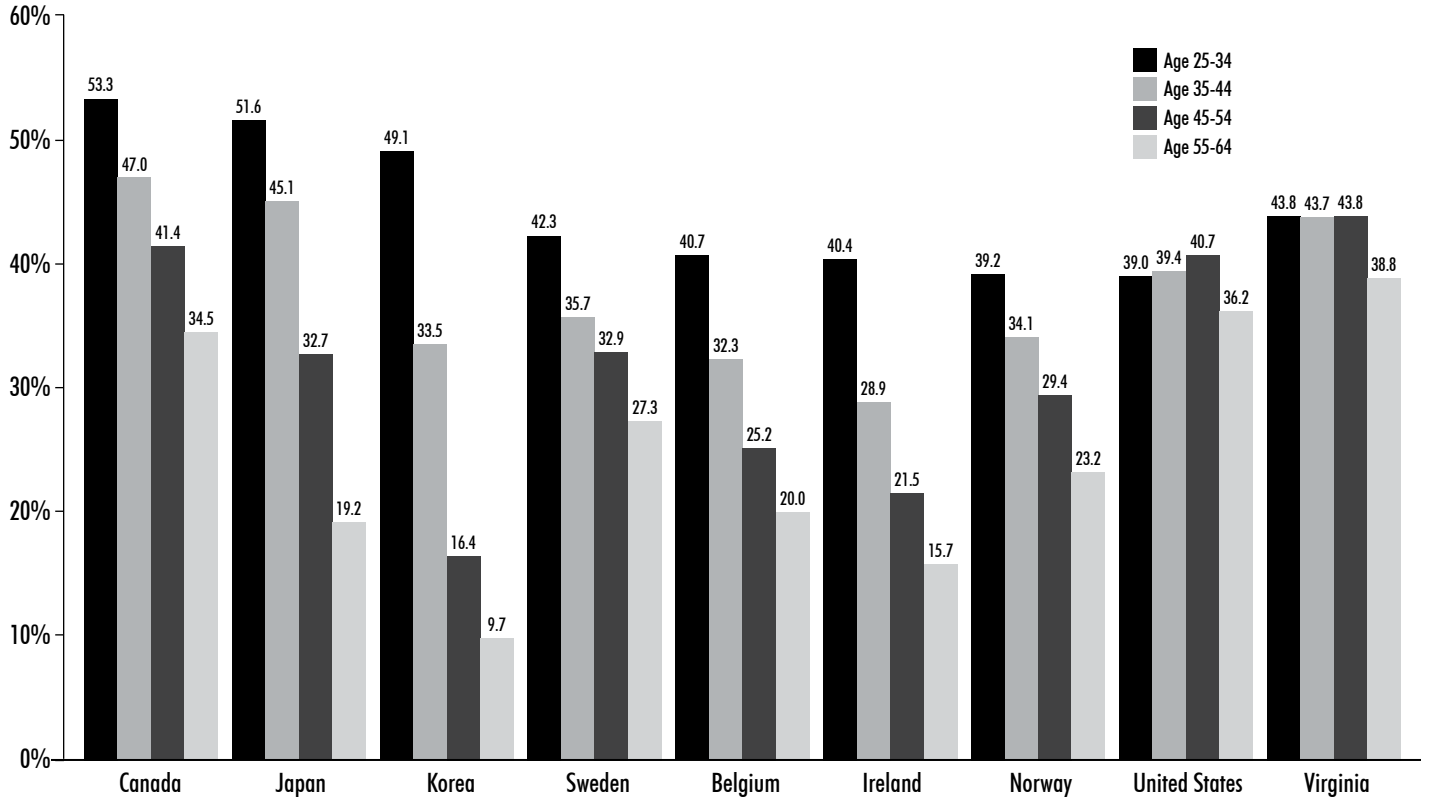


How Vermont Ranks Among Other States on Selected Measures for Education and Economic Development

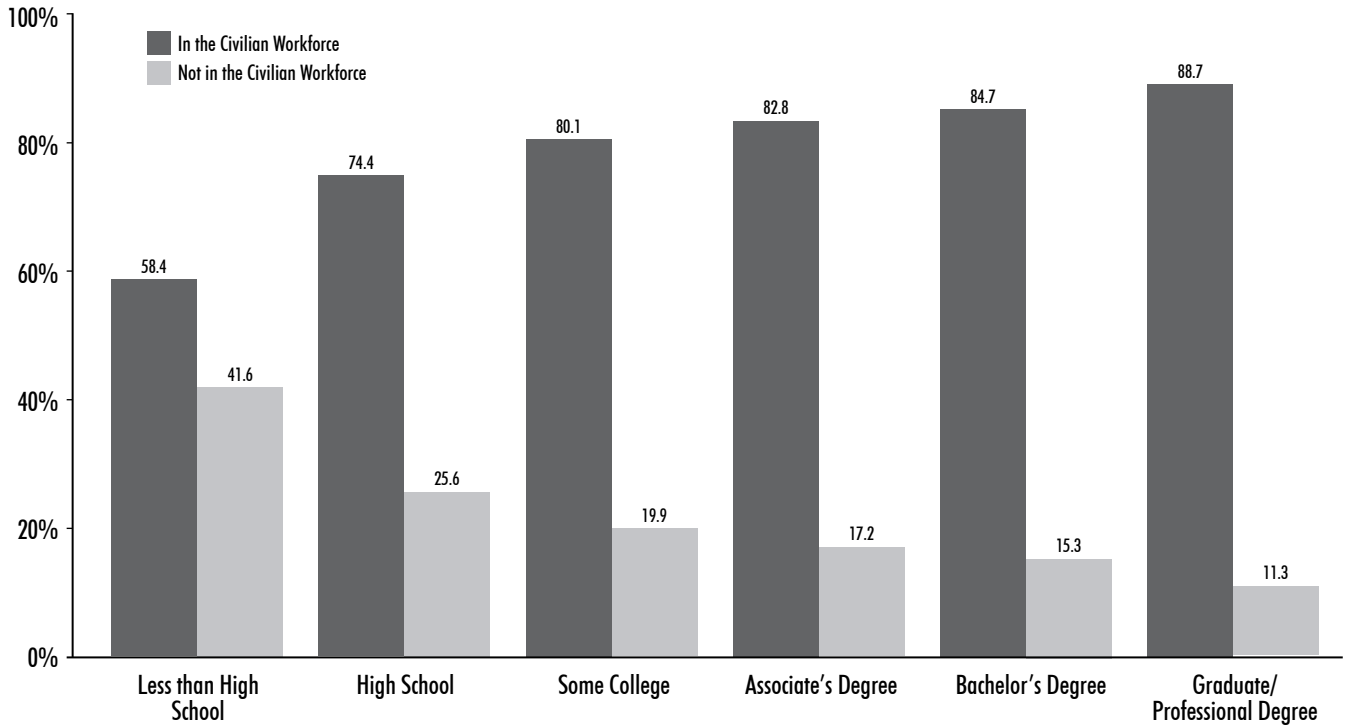


VIRGINIA

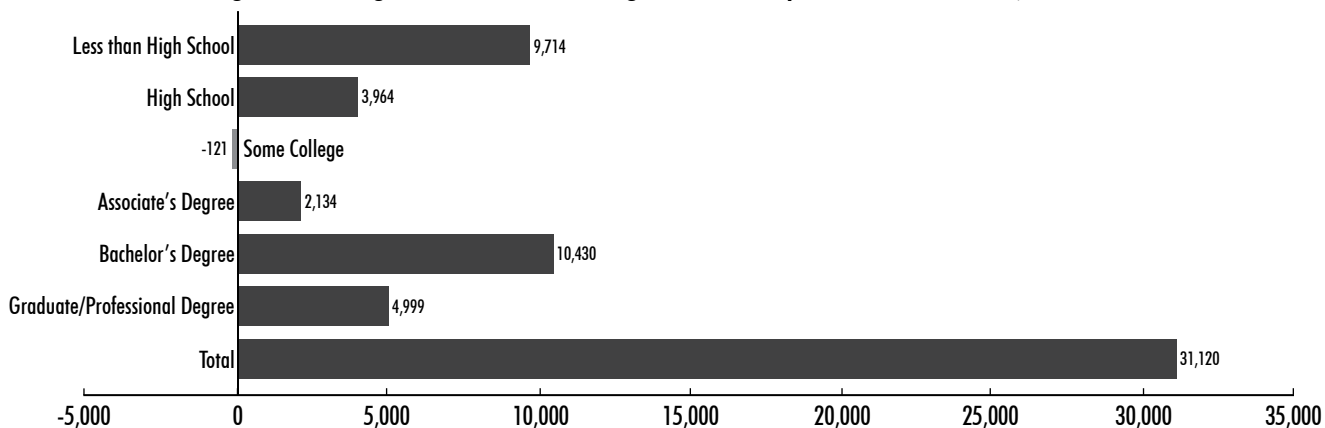
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and Virginia



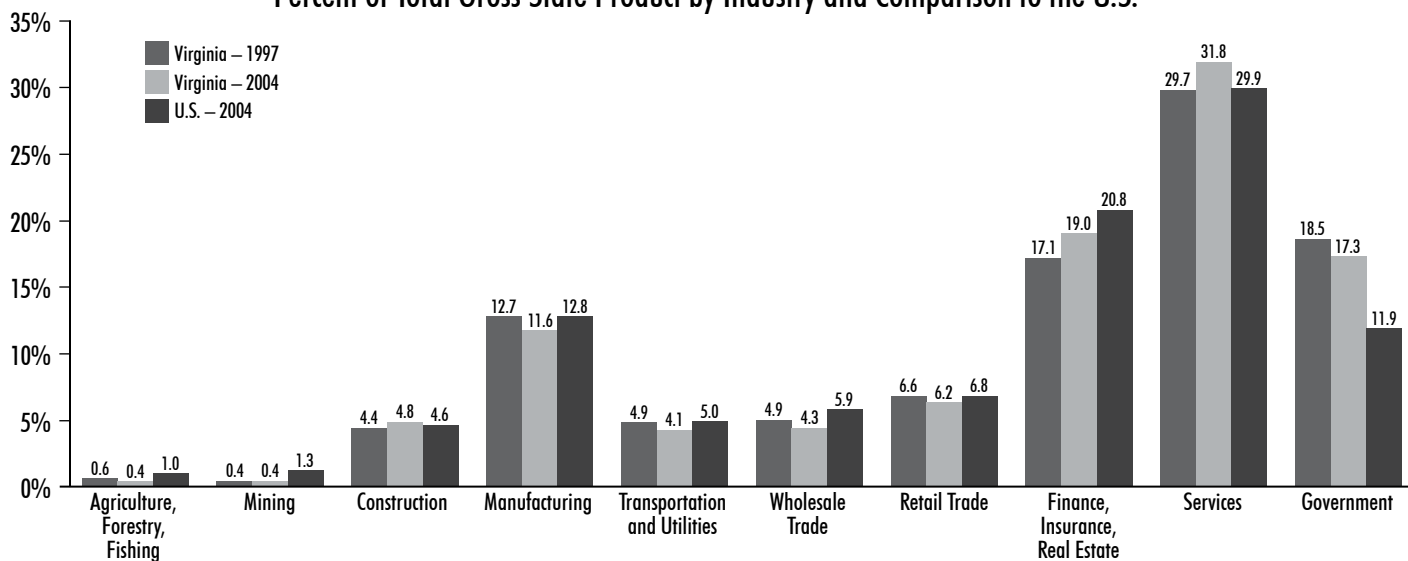
Percent of Virginia Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



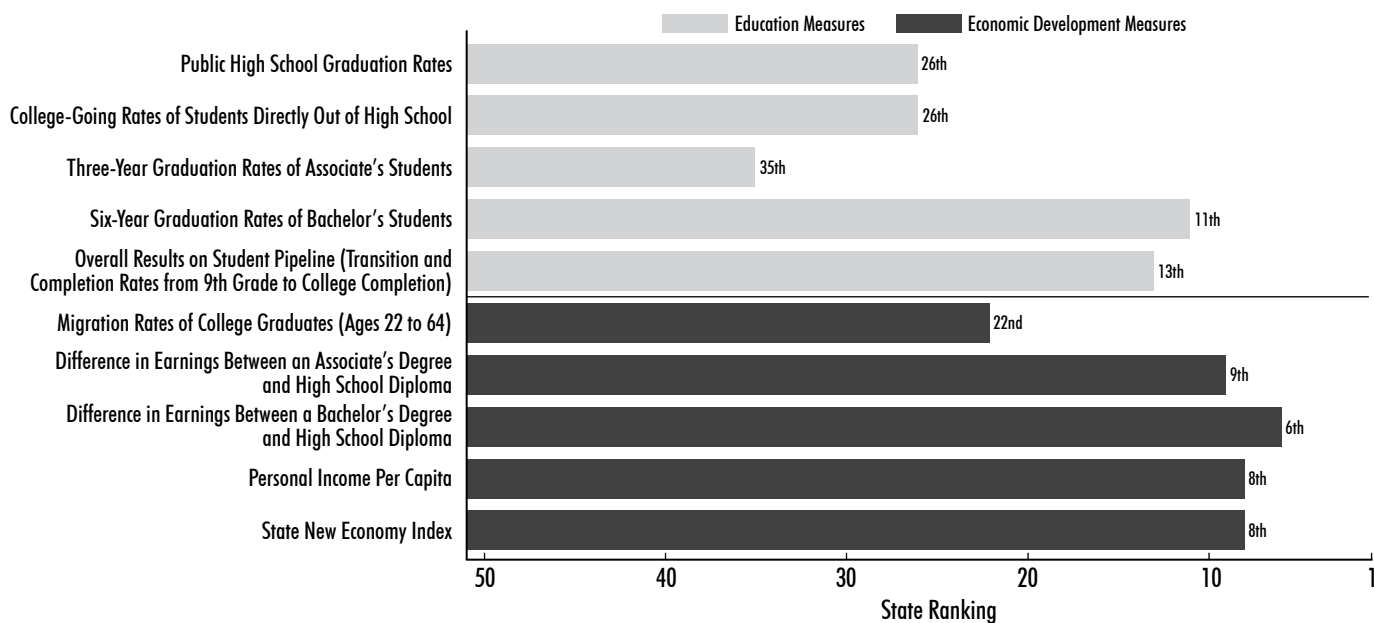
Virginia Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



Percent of Total Gross State Product by Industry and Comparison to the U.S.

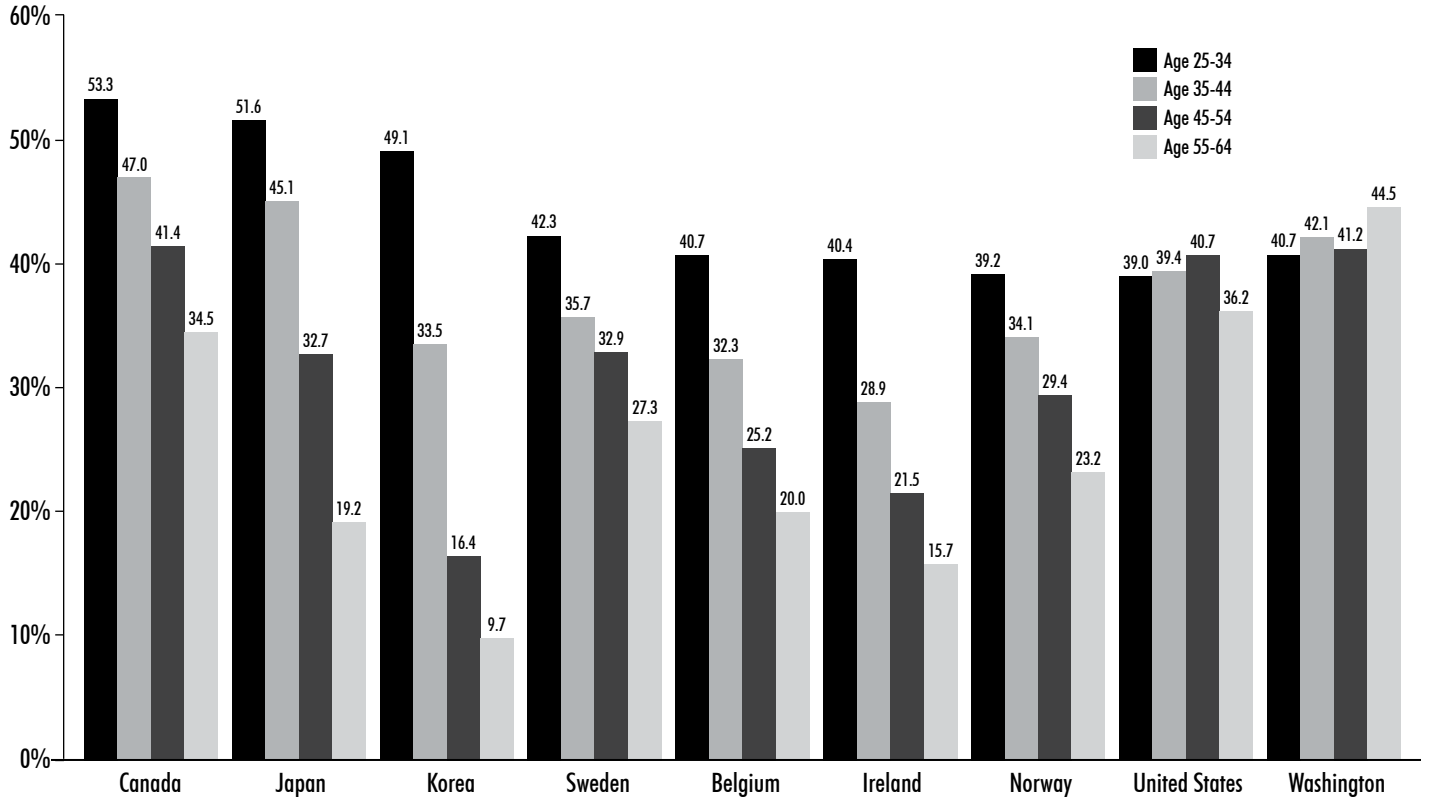


How Virginia Ranks Among Other States on Selected Measures for Education and Economic Development

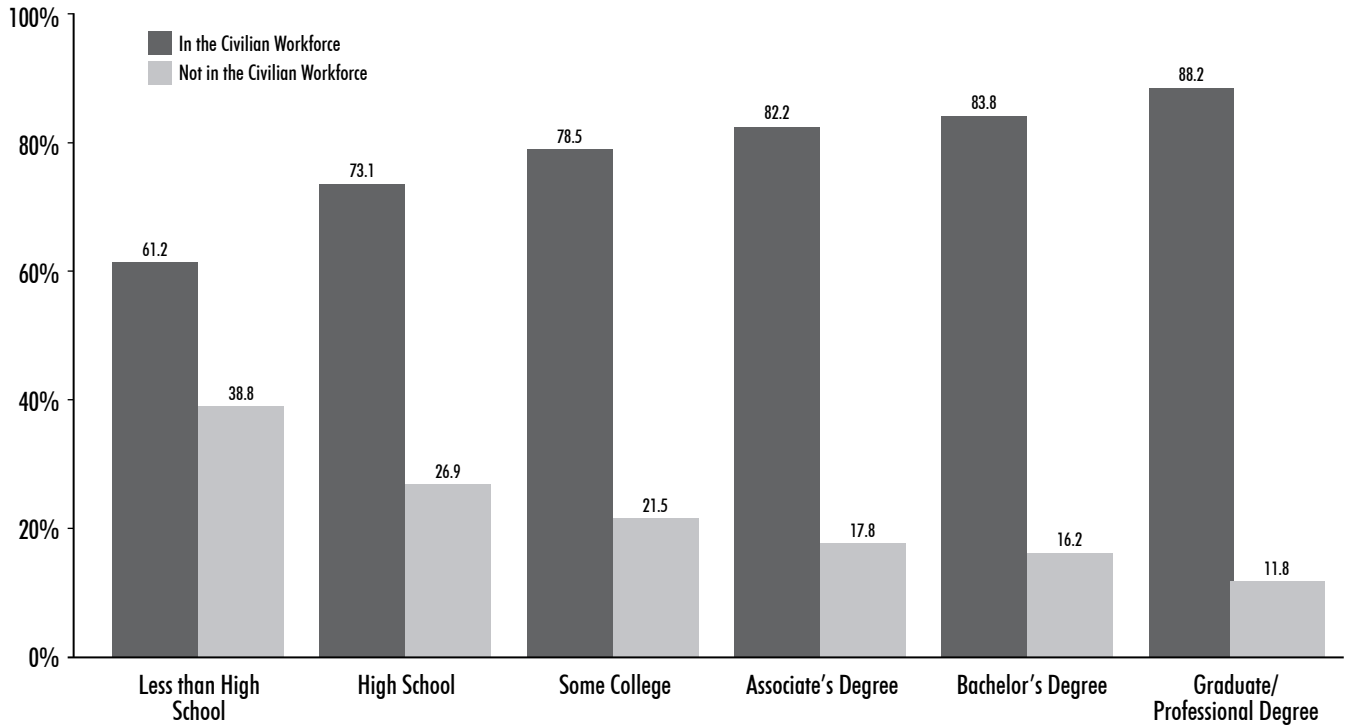


WASHINGTON

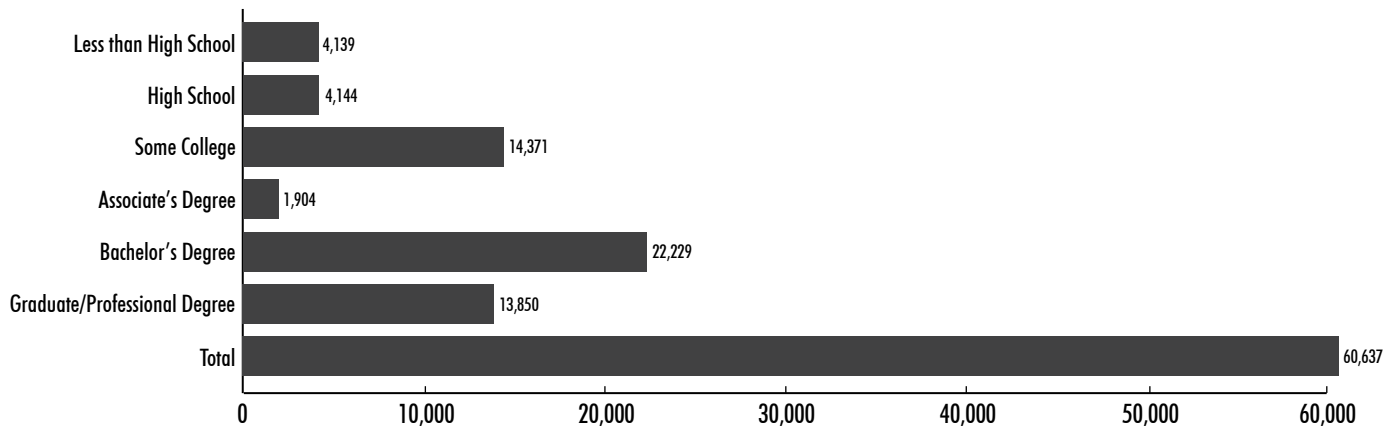
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and Washington



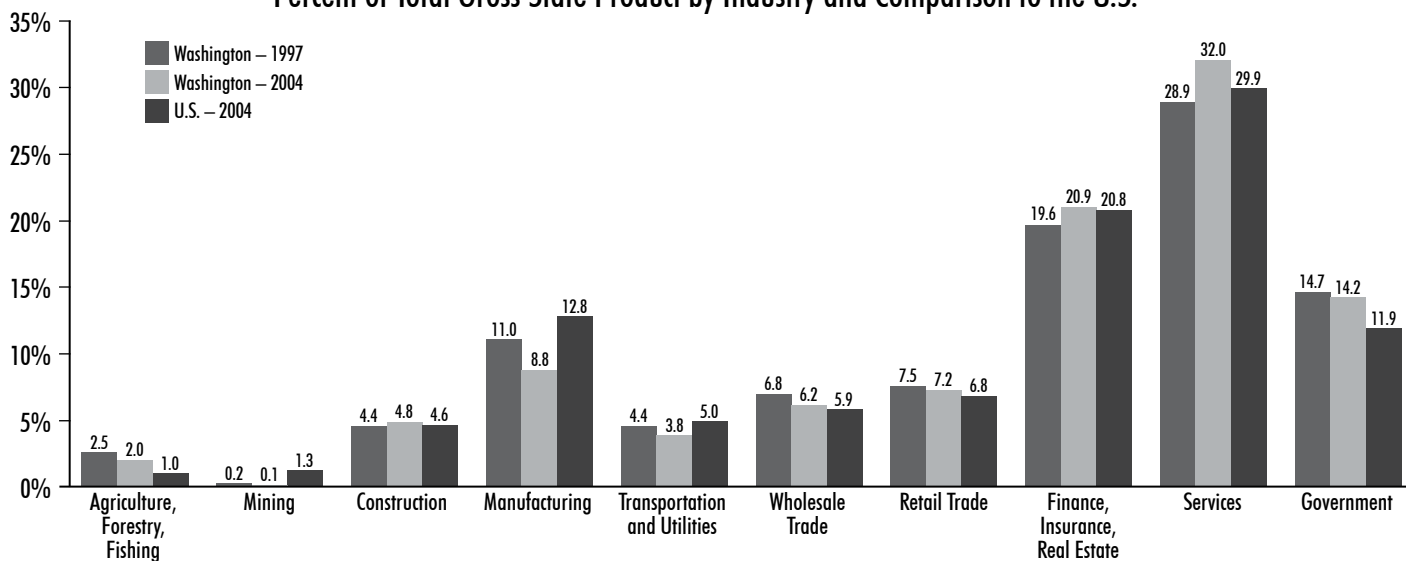
Percent of Washington Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



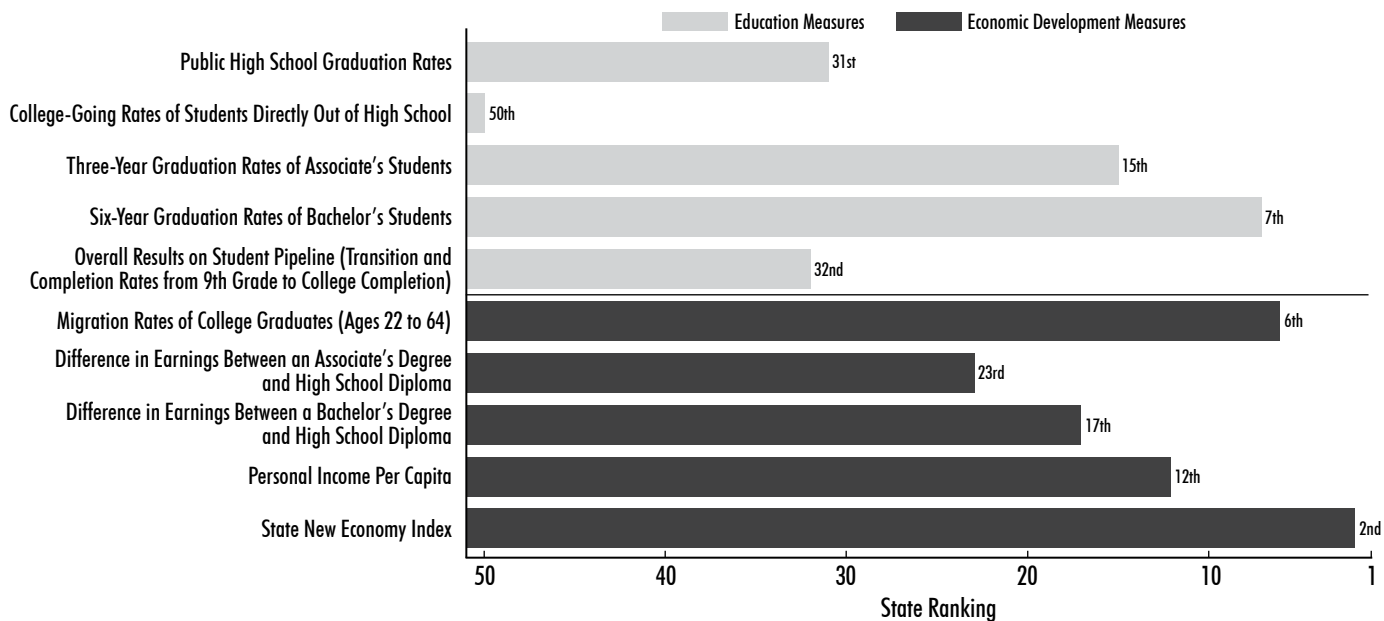
Washington Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



Percent of Total Gross State Product by Industry and Comparison to the U.S.

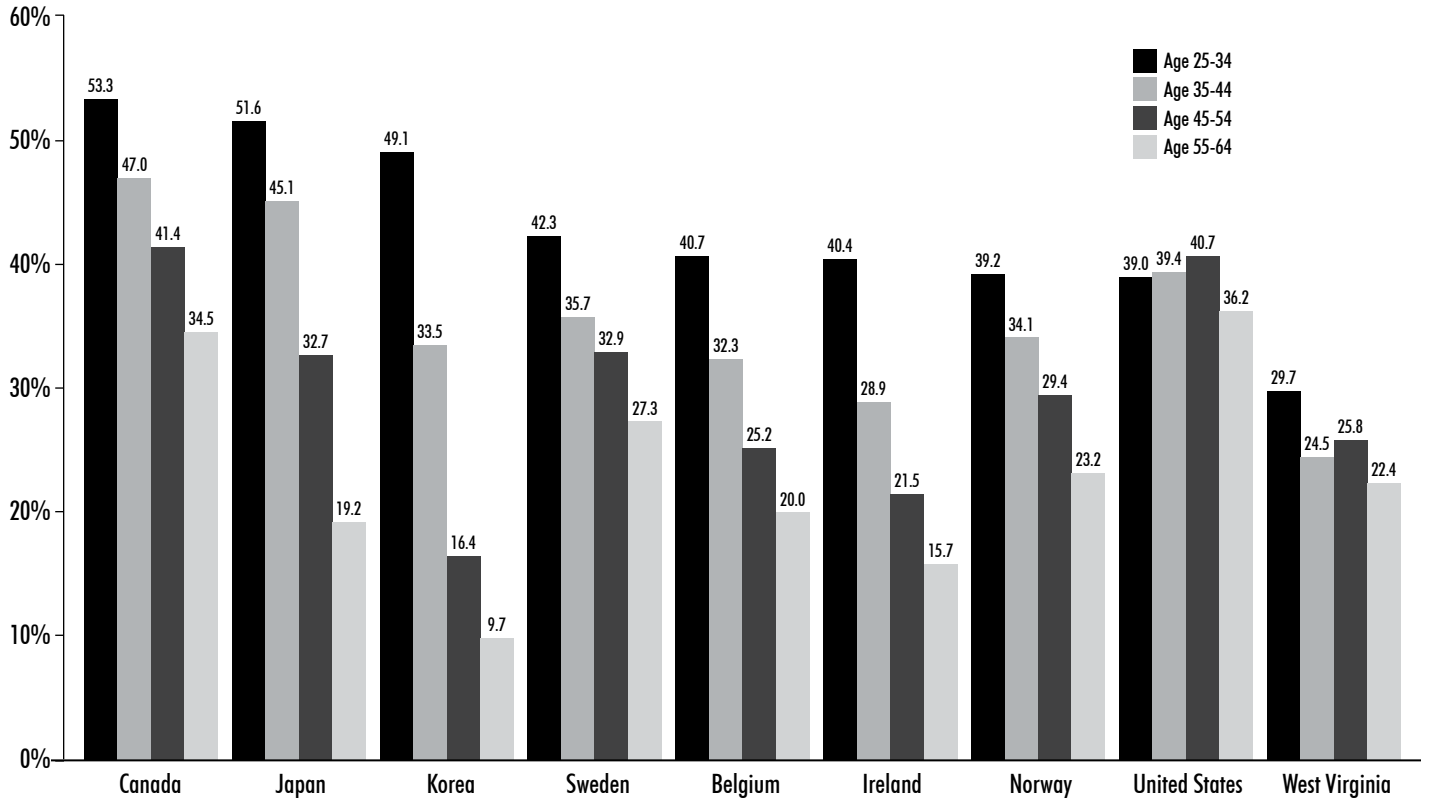


How Washington Ranks Among Other States on Selected Measures for Education and Economic Development

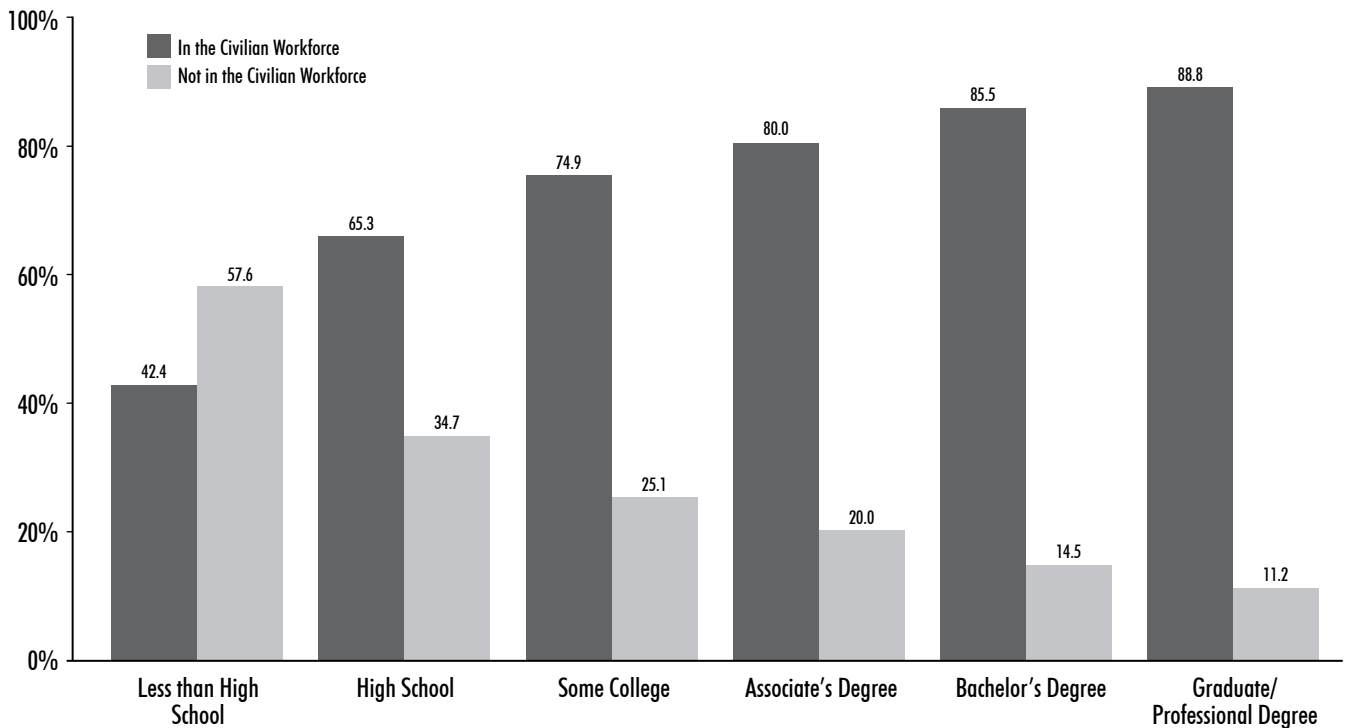


WEST VIRGINIA

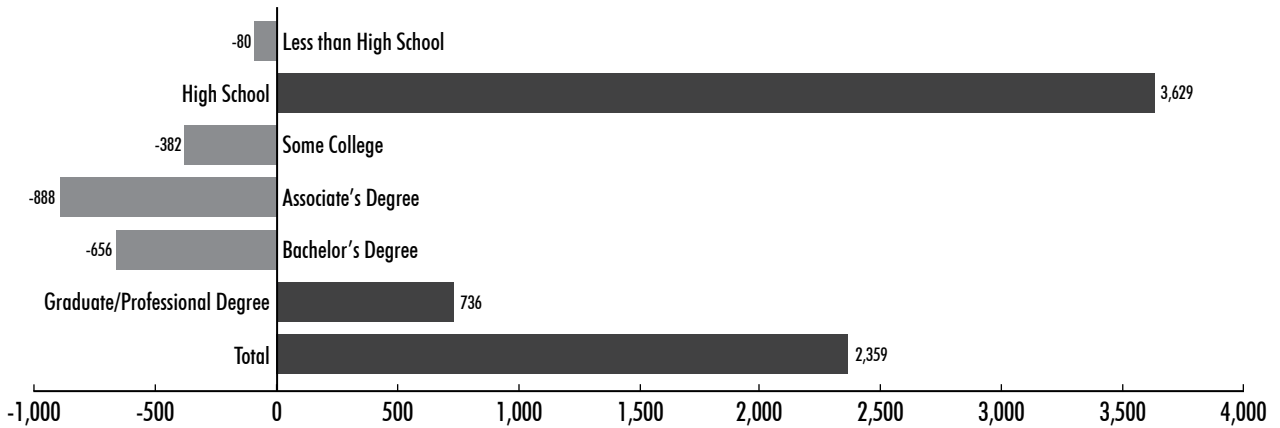
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and West Virginia



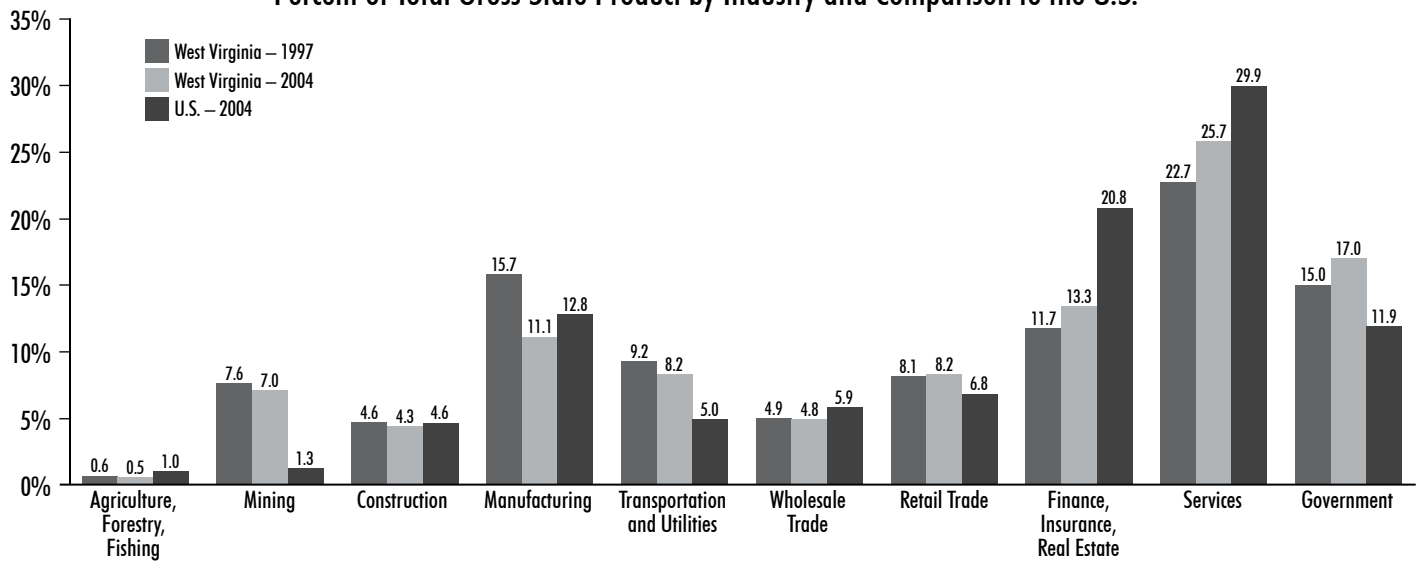
Percent of West Virginia Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



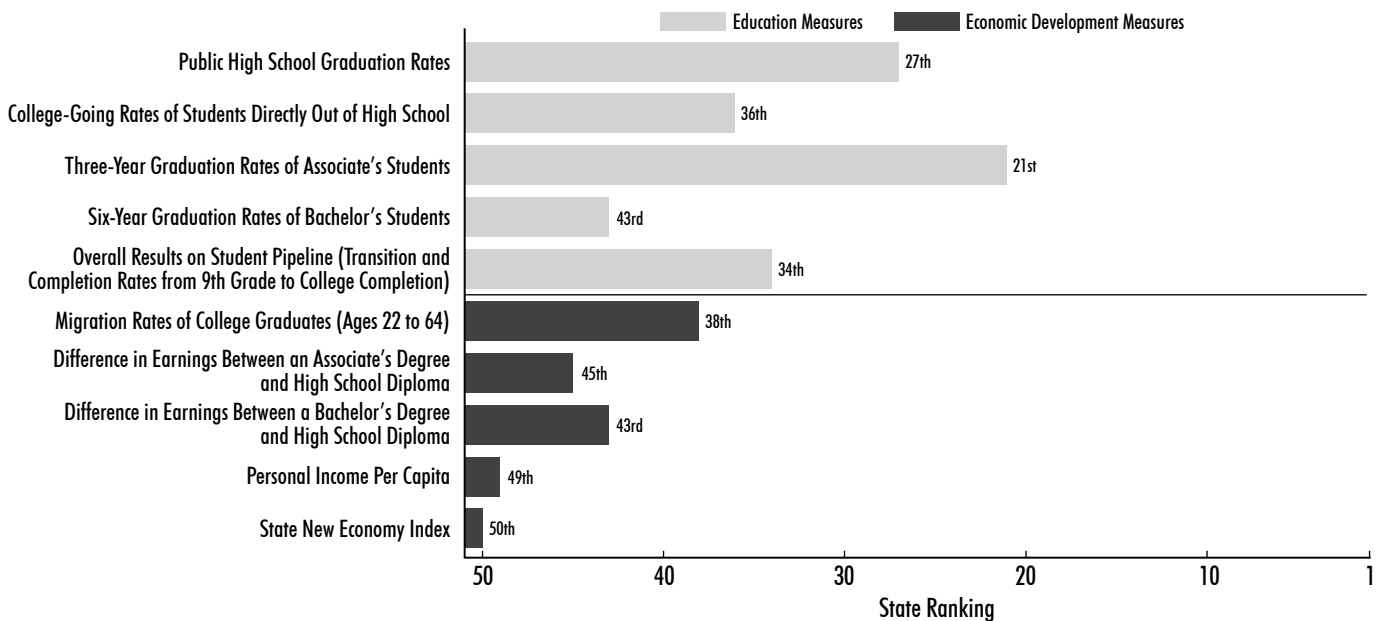
West Virginia Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



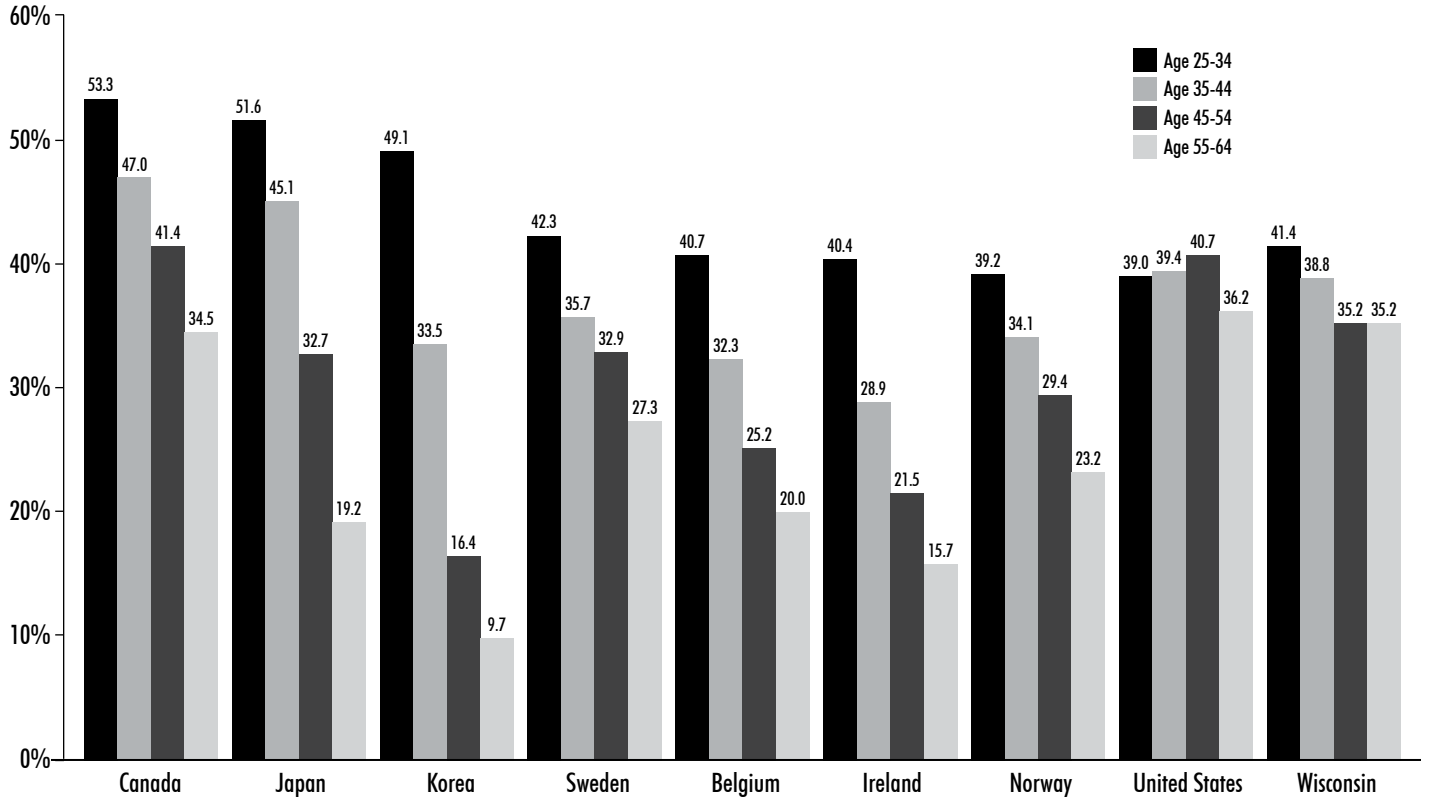
Percent of Total Gross State Product by Industry and Comparison to the U.S.



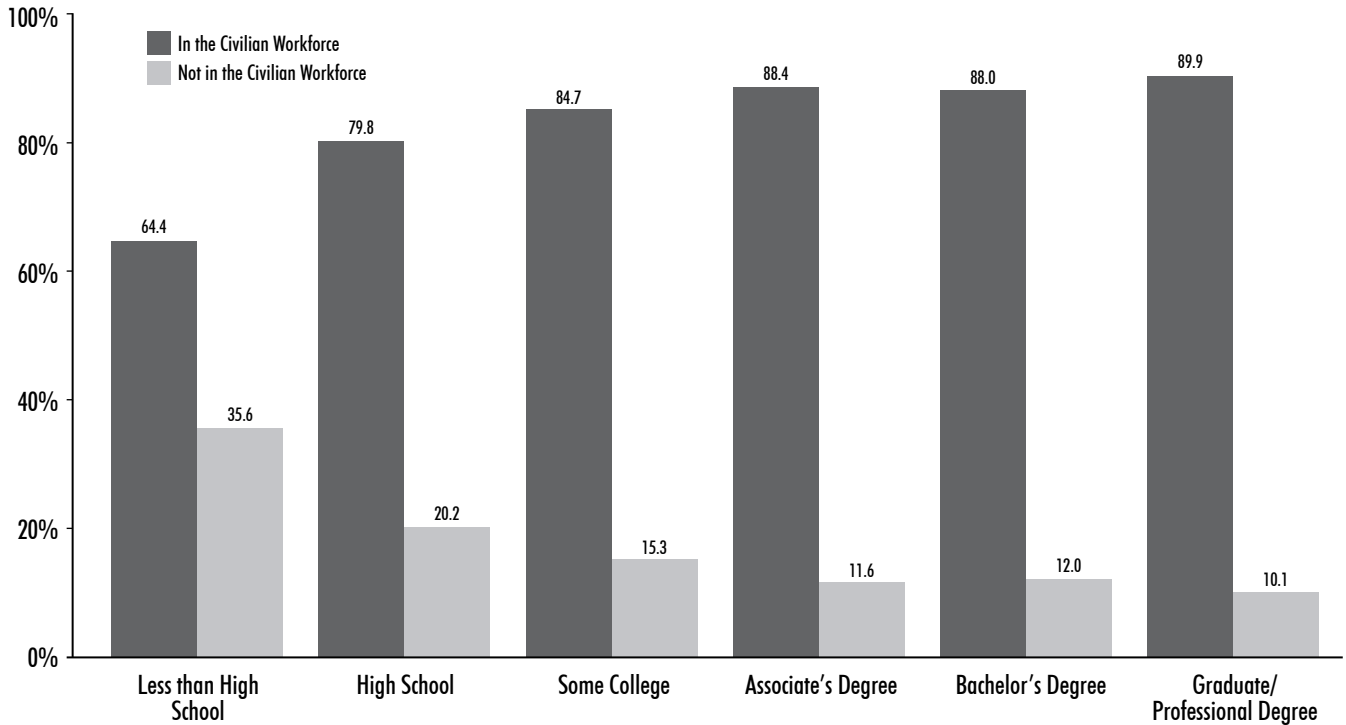
How West Virginia Ranks Among Other States on Selected Measures for Education and Economic Development



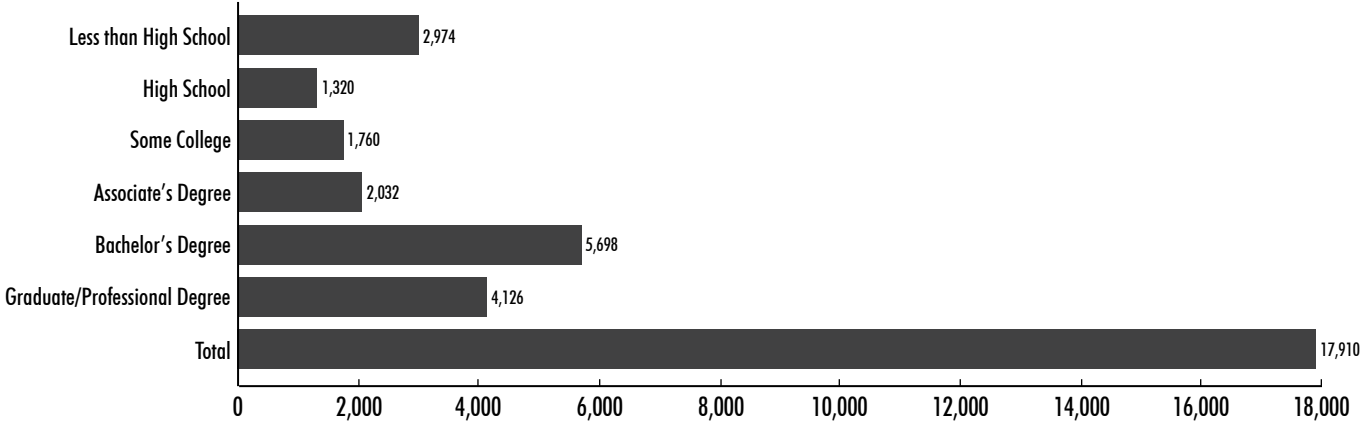
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and Wisconsin



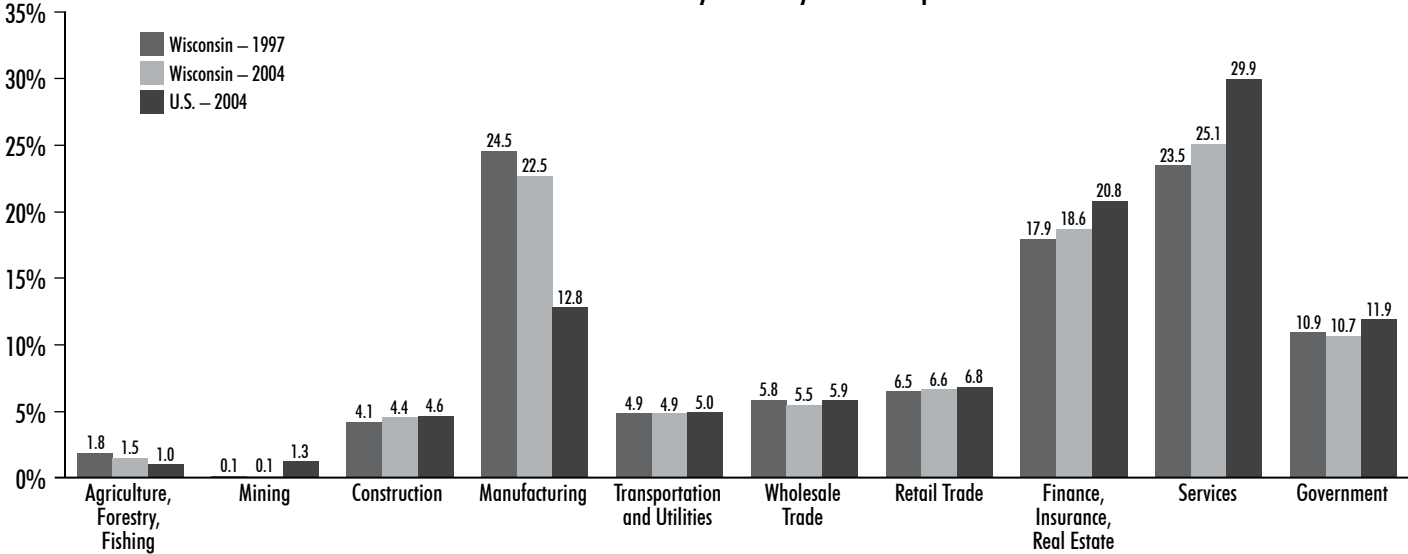
Percent of Wisconsin Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



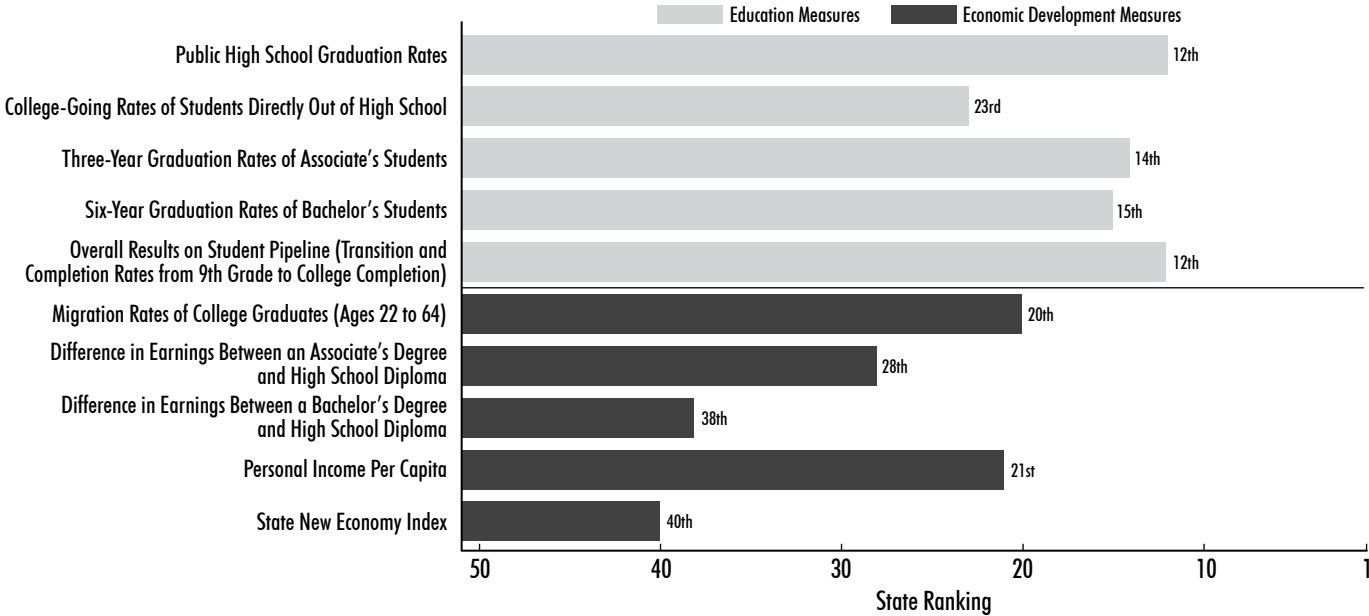
Wisconsin Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



Percent of Total Gross State Product by Industry and Comparison to the U.S.

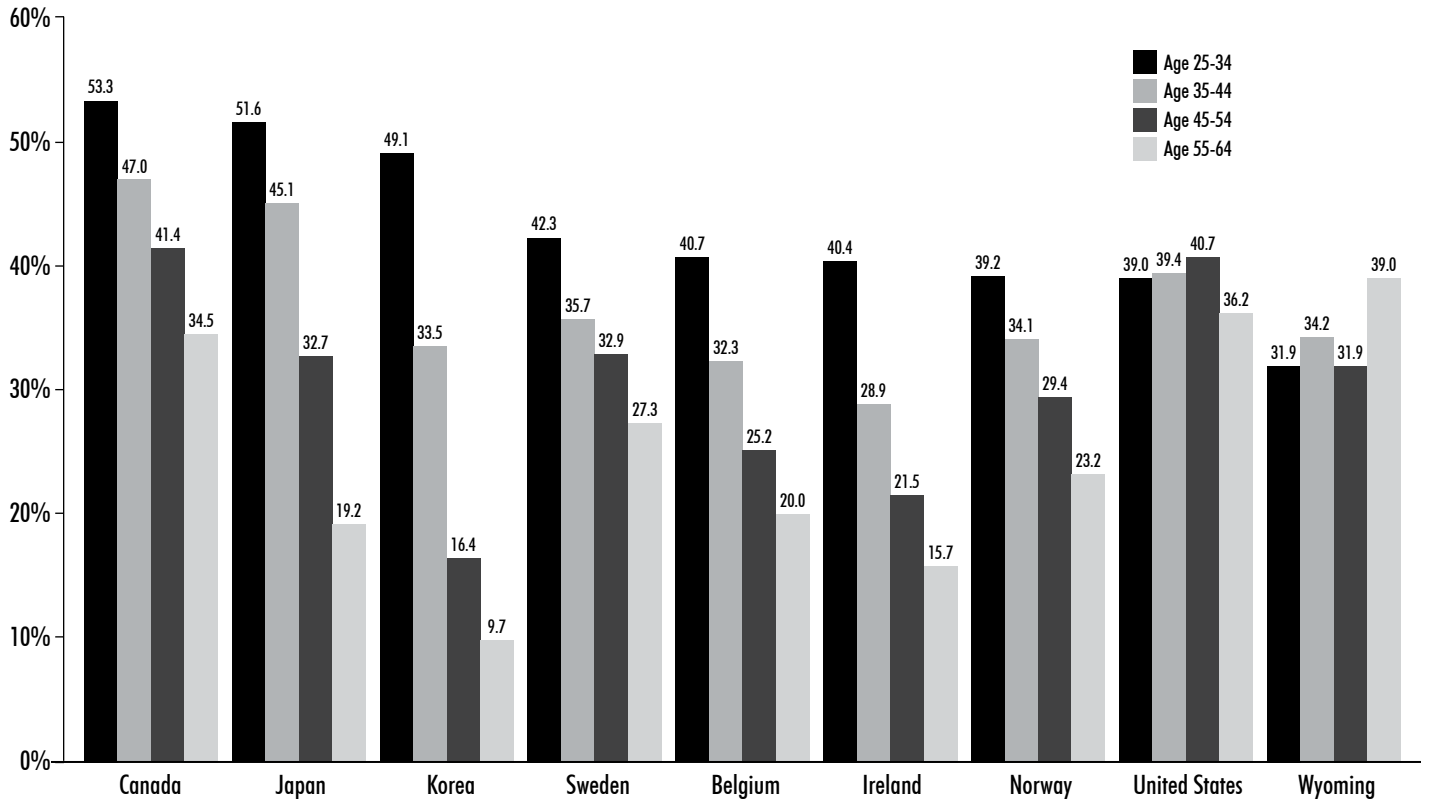


How Wisconsin Ranks Among Other States on Selected Measures for Education and Economic Development

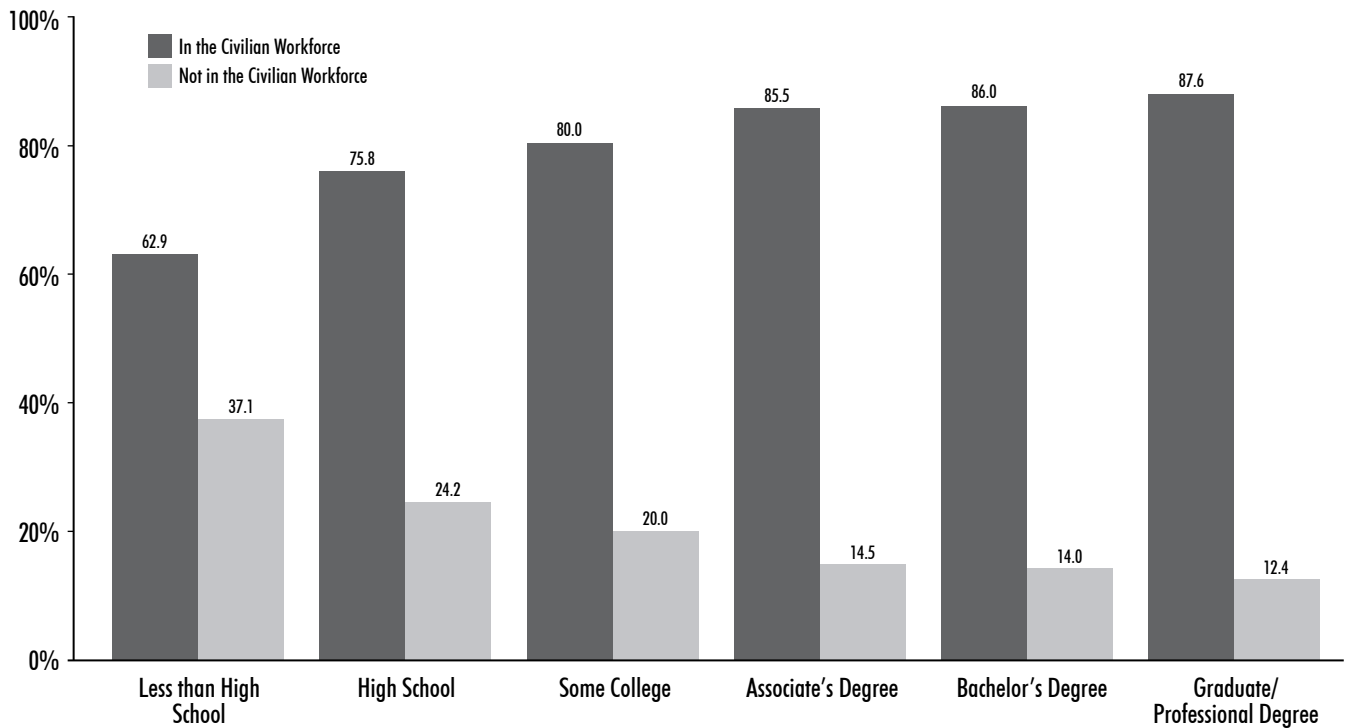


WYOMING

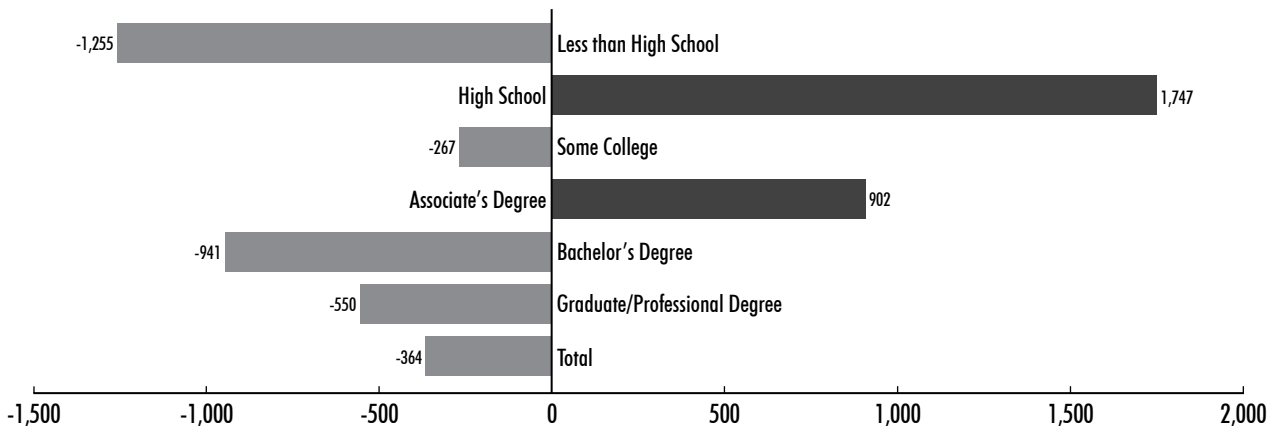
Percent of Adults with Associate's Degrees and Higher by Age-Group: Top Countries, the U.S., and Wyoming



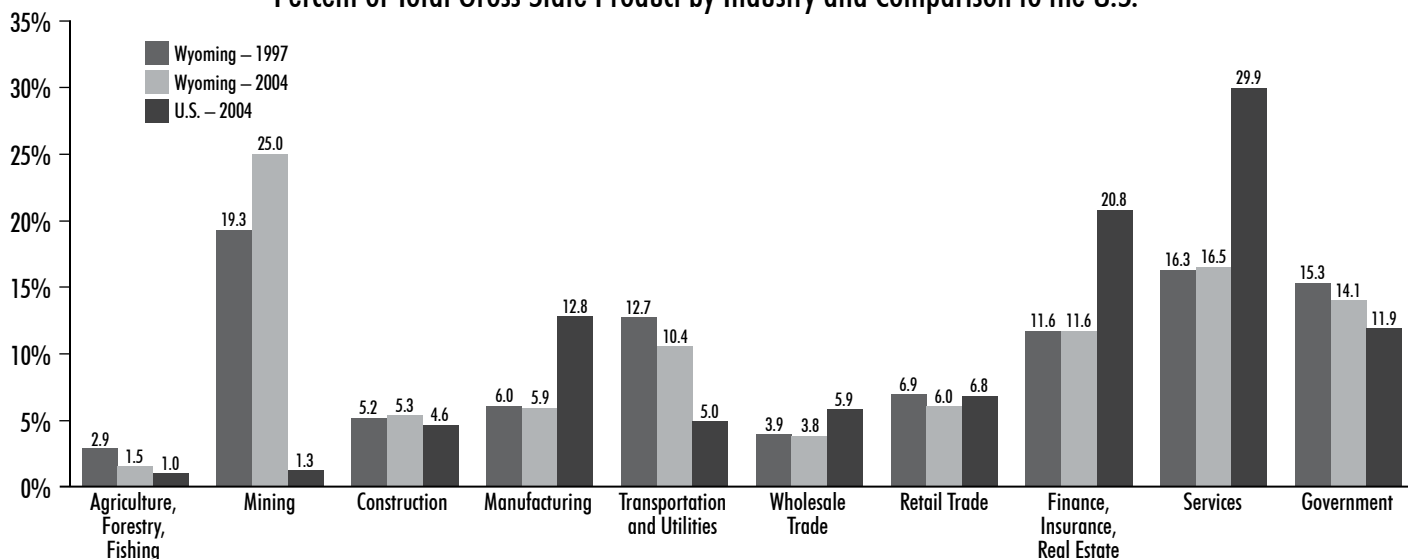
Percent of Wyoming Civilians Ages 25 to 64 Participating in the Workforce by Level of Education, 2000



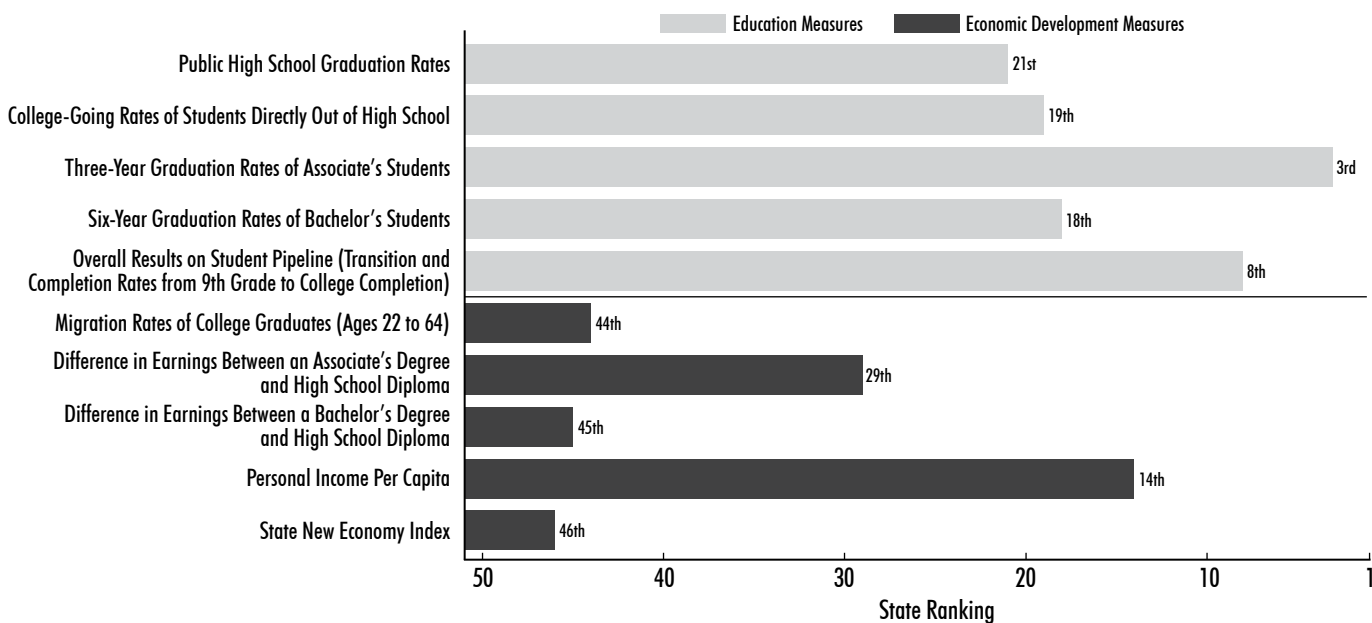
Wyoming Net Migration of Residents Ages 22 to 64 by Level of Education, 2004-05



Percent of Total Gross State Product by Industry and Comparison to the U.S.



How Wyoming Ranks Among Other States on Selected Measures for Education and Economic Development



Source notes:

Figure 1. OECD, Education at a Glance; U.S. Census Bureau, American Community Survey, 2005.

Figure 2. Integrated Public Use Microdata Series 5% Sample, Minnesota Population Center, 2005, www.ipums.org

Figure 3. 2005 American Community Survey, Public Use Microdata Samples.

Figure 4. Bureau of Labor Statistics.

Figure 5. NCES: Common Core Data (2003-04), IPEDS Fall Enrollment (2004) and Graduation Rate Surveys (2005); US Census Bureau, American Community Survey Public Use Microdata Samples (2005); Progressive Policy Institute.



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