

# ALABAMA

**31<sup>st</sup>**

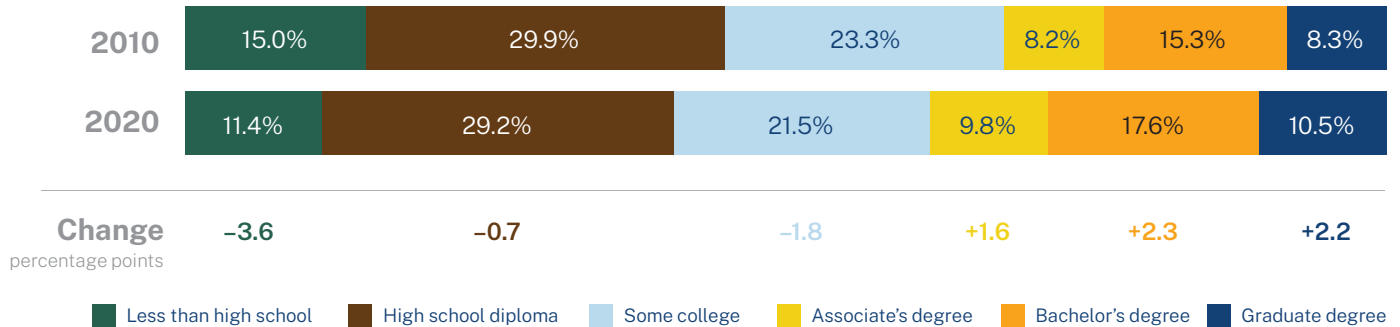
In growth of **associate's degree** or higher attainment, 2010–20

**40<sup>th</sup>**

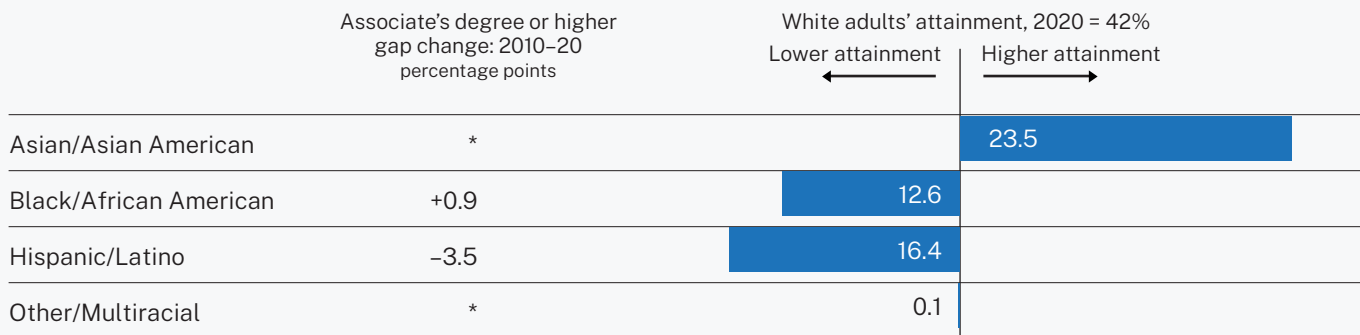
In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in Alabama increased by 6.1 percentage points**.
- Due to this increased attainment, the state will experience **\$158 billion in net lifetime earnings gains**.
- But little changed with attainment equity: **Black/African American adults' gap with white adults widened (by 0.9 percentage points), and Hispanic/Latino adults' gap with white adults narrowed (by 3.5 percentage points)**.
- The lack of parity with white adults' attainment leaves potential net lifetime earnings gains on the table:
  - ◊ **\$89 billion** for Black/African American adults
  - ◊ **\$12 billion** for Hispanic/Latino adults

## Attainment



## Associate's degree or higher attainment gaps with white adults



+: gap widened    -: gap narrowed

\* The value has been suppressed due to insufficient sample size.

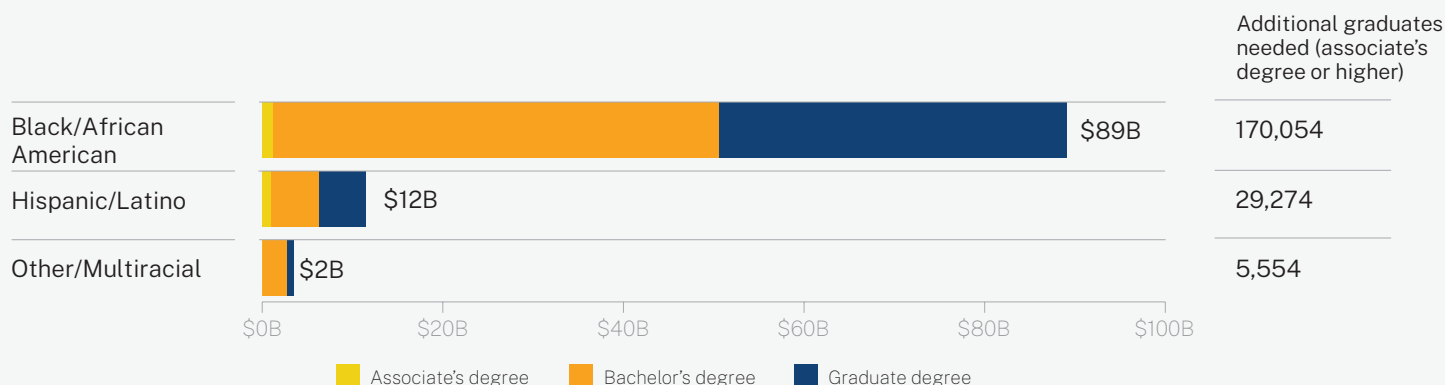
Percentage-point gap with white adults

## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
Asian/Asian American	*	*	<\$1B	\$2B
Black/African American	\$35B	\$4B	\$12B	\$19B
Hispanic/Latino	\$7B	\$1B	\$2B	\$3B
Other/Multiracial	*	\$1B	\$2B	*
White	\$106B	\$14B	\$44B	\$48B
Men	\$71B	\$10B	\$24B	\$37B
Women	\$107B	\$15B	\$39B	\$53B

\* The value has been suppressed due to insufficient sample size.

## Potential net lifetime earnings gains if attainment parity with white adults were achieved



Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009–11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: “B” indicates billions. These numbers control for changes in the number of adults (ages 25–64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group's attainment distribution matched that of white adults in 2020. The following groups are not included in this analysis due to insufficient sample sizes: American Indian/Alaska Native and Native Hawaiian/Pacific Islander adults. Asian/Asian American adults are excluded from the potential benefits of reaching attainment parity analysis due to having higher associate's degree or higher attainment than white adults. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.

# ALASKA

**50<sup>th</sup>**

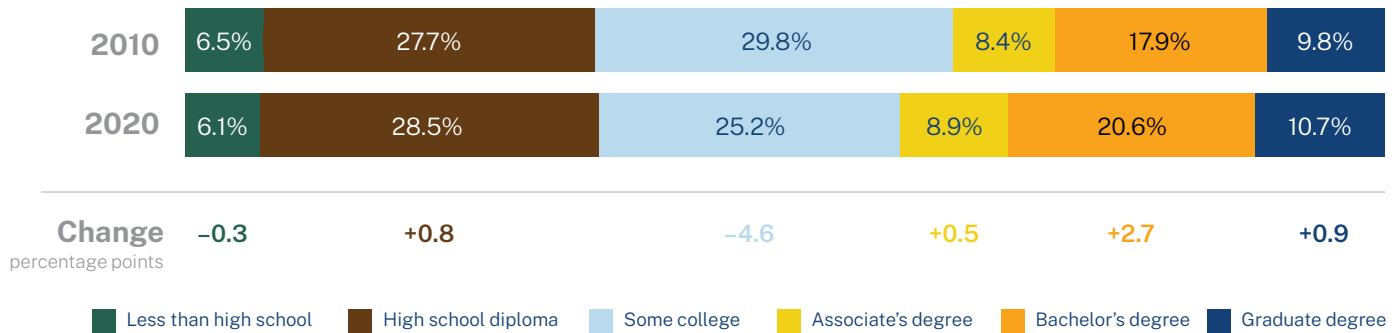
In growth of **associate's degree** or higher attainment, 2010–20

**45<sup>th</sup>**

In growth of **bachelor's degree** or higher attainment, 2010–20

- Due to this increased attainment, the state will experience **\$18 billion in net lifetime earnings gains**.
- Between 2010 and 2020, **associate's degree or higher attainment in Alaska increased by 4.1 percentage points**.

## Attainment



## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
American Indian/ Alaska Native	*	<\$1B	<\$1B	*
Asian/Asian American	*	*	<\$1B	*
White	\$17B	\$1B	\$6B	\$9B
Men	\$7B	\$3B	\$4B	<\$1B
Women	\$14B	<\$1B	\$8B	\$7B

\* The value has been suppressed due to insufficient sample size.

Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009–11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: “B” indicates billions. These numbers control for changes in the number of adults (ages 25–64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group's attainment distribution matched that of white adults in 2020. The following groups are not included in this analysis due to insufficient sample sizes: Black/African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, and other/multiracial adults. The attainment gaps with white adults and the potential net lifetime earnings gains charts are missing due to insufficient sample sizes for all groups other than white adults at one or more degree levels. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.

# ARIZONA

**33<sup>rd</sup>**

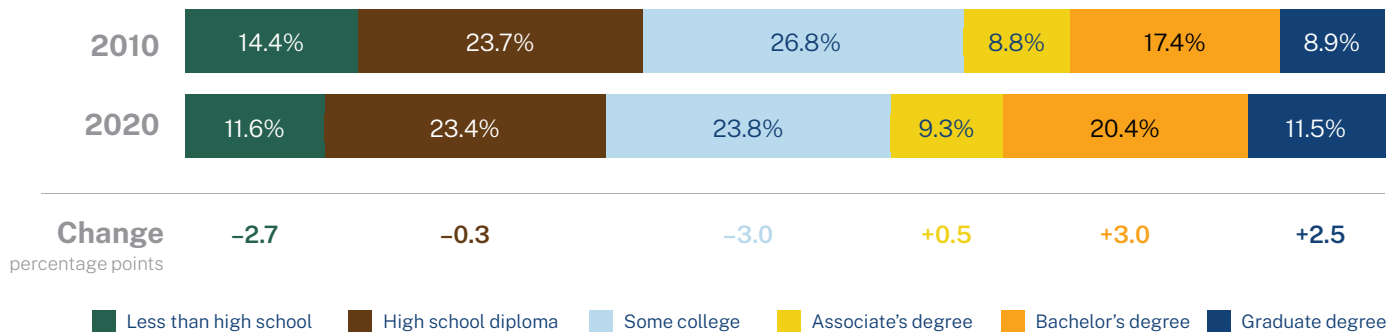
In growth of **associate's degree** or higher attainment, 2010–20

**29<sup>th</sup>**

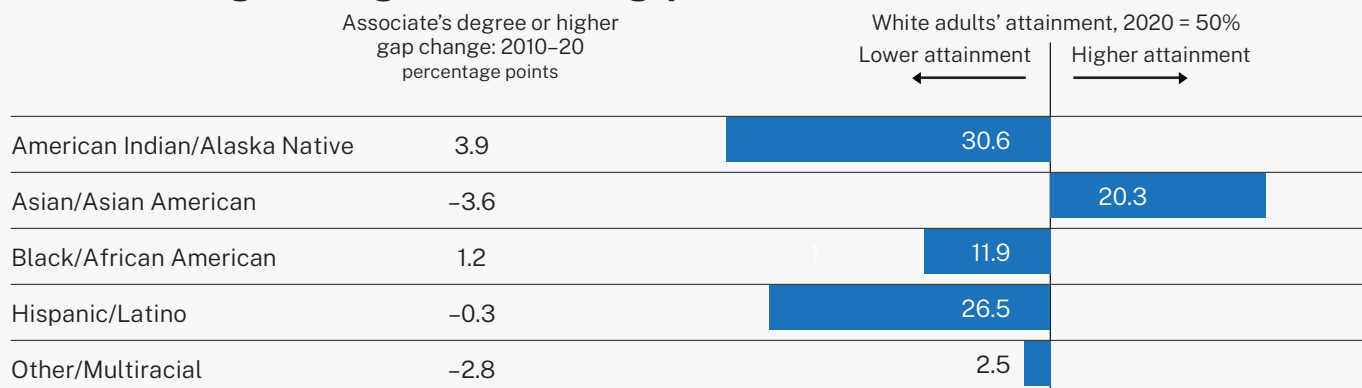
In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in Arizona increased by 6 percentage points.**
- Due to increased attainment, the state will experience **\$249 billion in net lifetime earnings gains.**
- But little changed with attainment equity: **Hispanic/Latino adults' gap with white adults narrowed (by 0.3 percentage points), and Black/African American adults' gap with white adults widened (by 1.2 percentage points).**
- The lack of parity with white adults' attainment leaves potential net lifetime earnings gains on the table:
  - ◊ **\$256 billion** for Hispanic/Latino adults
  - ◊ **\$23 billion** for Black/African American adults

## Attainment



## Associate's degree or higher attainment gaps with white adults



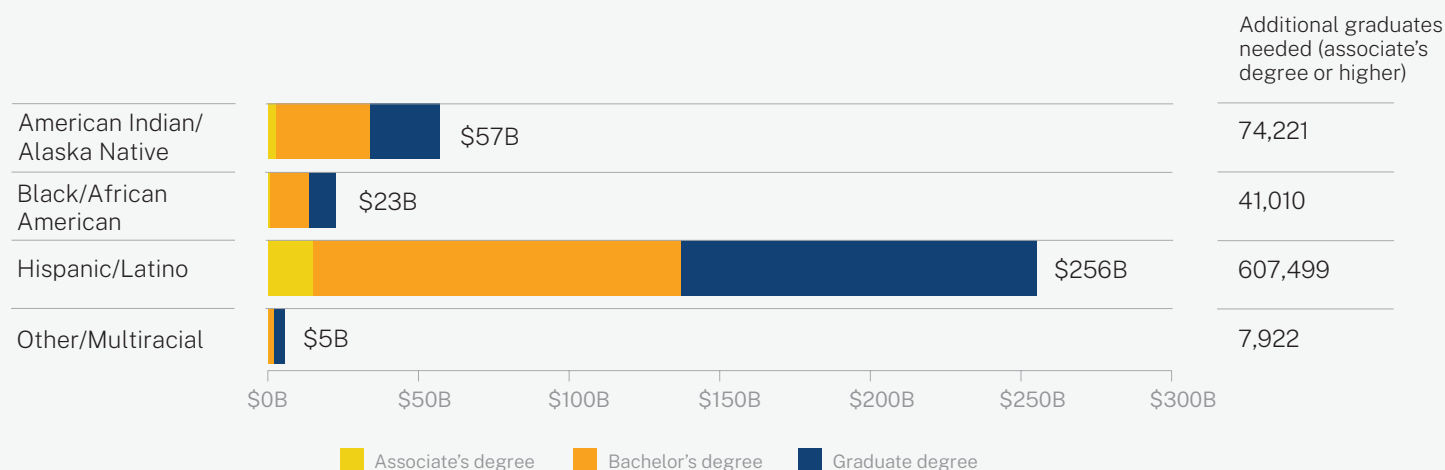
+: gap widened   -: gap narrowed

Percentage-point gap with white adults

## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
American Indian/ Alaska Native	\$5B	\$1B	\$4B	\$1B
Asian/Asian American	\$27B	<\$1B	\$4B	\$24B
Black/African American	\$12B	-\$1B	\$8B	\$5B
Hispanic/Latino	\$66B	\$8B	\$31B	\$28B
Other/Multiracial	\$14B	\$1B	\$8B	\$5B
White	\$160B	\$4B	\$71B	\$84B
Men	\$124B	\$6B	\$53B	\$65B
Women	\$147B	\$5B	\$63B	\$80B

## Potential net lifetime earnings gains if attainment parity with white adults were achieved



Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009–11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: “B” indicates billions. These numbers control for changes in the number of adults (ages 25–64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group's attainment distribution matched that of white adults in 2020. The following group is not included in this analysis due to insufficient sample sizes: Native Hawaiian/Pacific Islander adults. Asian/Asian American adults are excluded from the potential benefits of reaching attainment parity analysis due to having higher associate's degree or higher attainment than white adults. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.

# ARKANSAS

**30<sup>th</sup>**

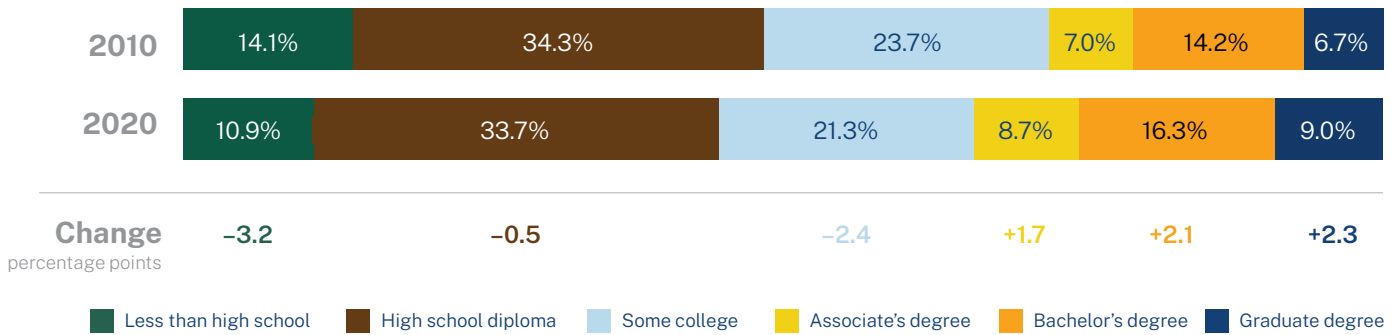
In growth of **associate's degree** or higher attainment, 2010–20

**41<sup>st</sup>**

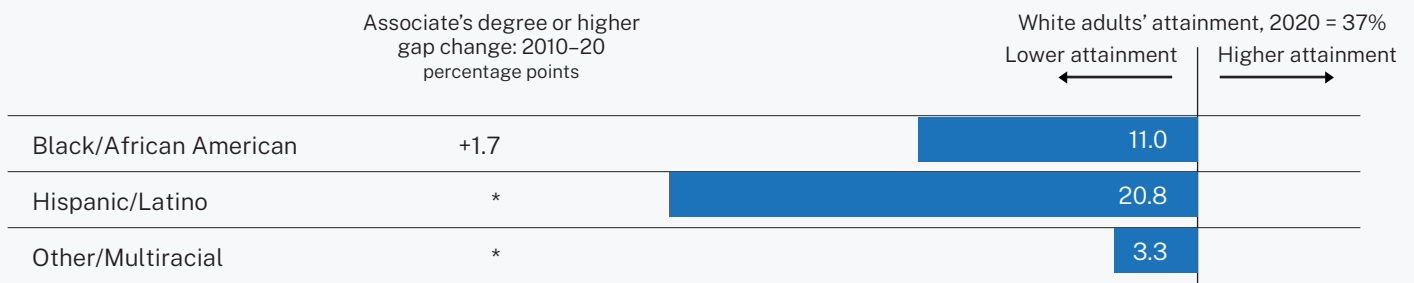
In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in Arkansas increased by 6.1 percentage points.**
- Due to increased attainment, the state will experience **\$90 billion in net lifetime earnings gains.**
- The state saw a decline in attainment equity: **Black/African American adults' gap with white adults widened (by 1.7 percentage points).**
- The lack of parity with white adults' attainment leaves potential net lifetime earnings gains on the table:
  - ◊ **\$26 billion** for Black/African American adults
  - ◊ **\$9 billion** for Hispanic/Latino adults

## Attainment



## Associate's degree or higher attainment gaps with white adults



+: gap widened    -: gap narrowed

\* The value has been suppressed due to insufficient sample size.

Percentage-point gap with white adults

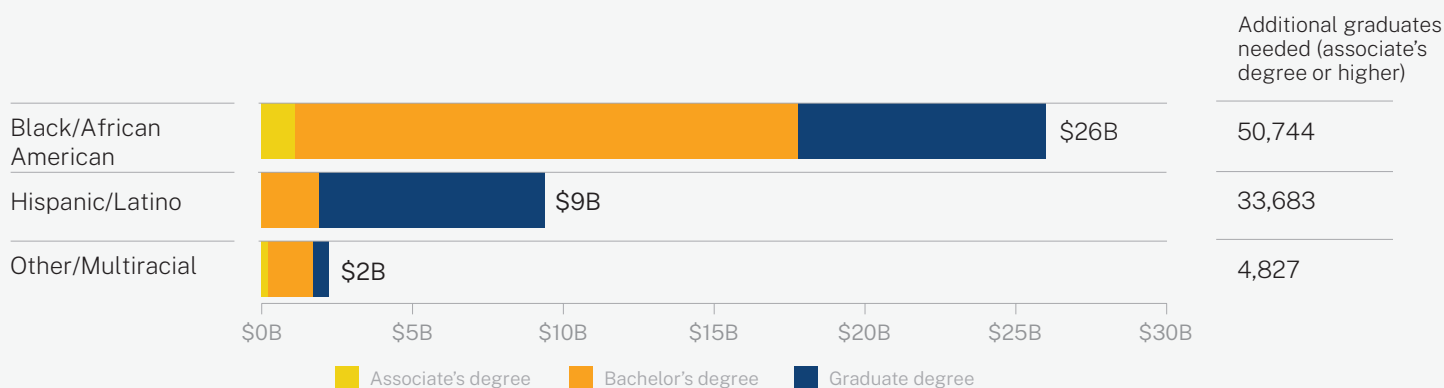
# ARKANSAS

## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
Asian/Asian American	*	*	<\$1B	\$6B
Black/African American	\$13B	\$2B	\$2B	\$9B
Hispanic/Latino	*	*	\$1B	*
White	\$70B	\$10B	\$28B	\$32B
Men	\$36B	\$5B	\$8B	\$22B
Women	\$62B	\$8B	\$23B	\$31B

\* The value has been suppressed due to insufficient sample size.

## Potential net lifetime earnings gains if attainment parity with white adults were achieved



Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009–11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: “B” indicates billions. These numbers control for changes in the number of adults (ages 25–64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group's attainment distribution matched that of white adults in 2020. The following groups are not included in this analysis due to insufficient sample sizes: American Indian/Alaska Native and Native Hawaiian/Pacific Islander adults. Asian/Asian American adults are excluded from the attainment gaps with white adults and the potential benefits of reaching attainment parity analyses due to insufficient sample sizes at one or more degree levels. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.

# CALIFORNIA

36<sup>th</sup>

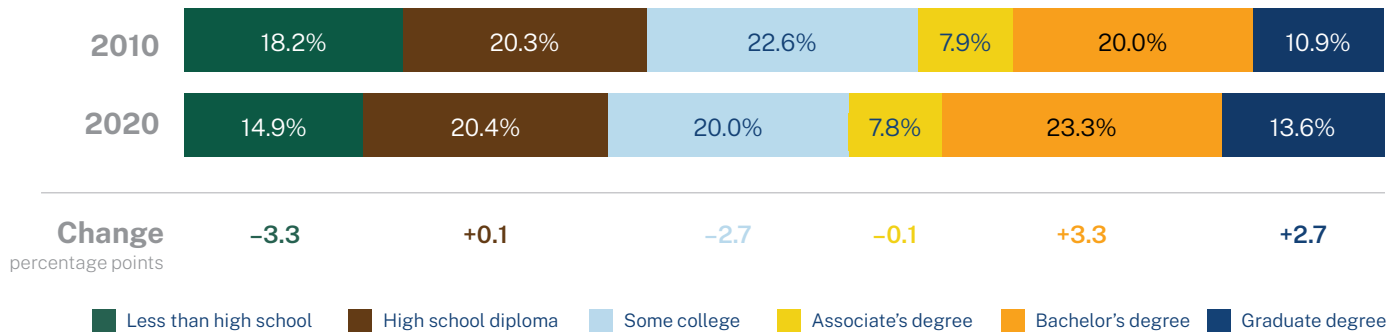
In growth of **associate's degree** or higher attainment, 2010–20

20<sup>th</sup>

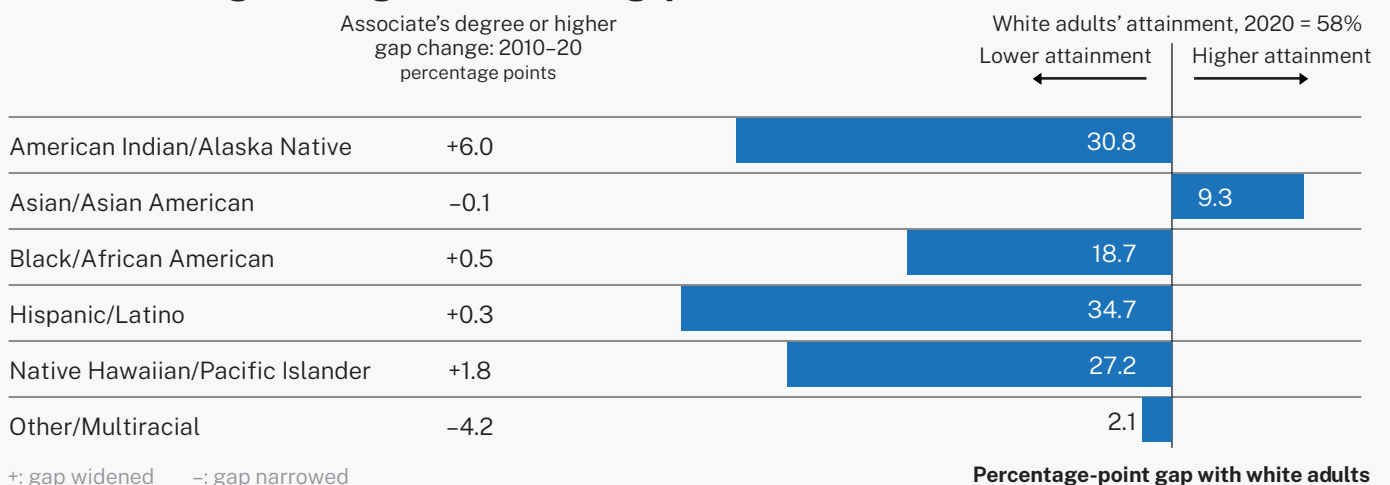
In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in California increased by 5.9 percentage points.**
- Due to this increased attainment, the state will experience **\$2.1 trillion in net lifetime earnings gains.**
- But little changed with attainment equity: **Hispanic/Latino adults' gap with white adults widened (by 0.3 percentage points), and Black/African American adults' gap with white adults widened (by 0.5 percentage points).**
- The lack of parity with white adults' attainment leaves potential net lifetime earnings gains on the table:
  - ◊ **\$3.1 trillion** for Hispanic/Latino adults
  - ◊ **\$438 billion** for Black/African American adults

## Attainment



## Associate's degree or higher attainment gaps with white adults

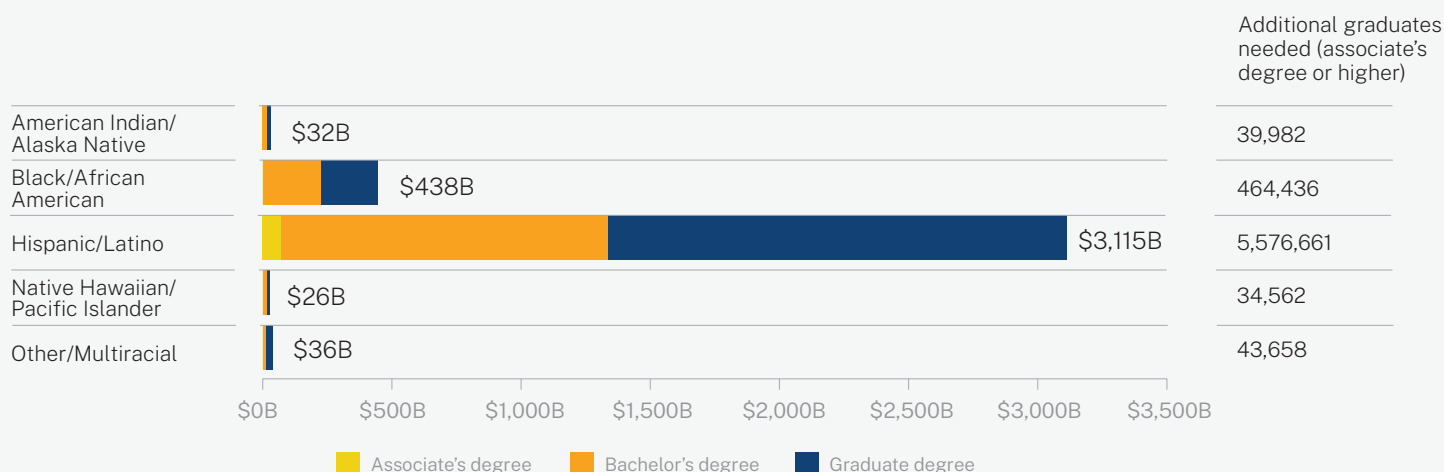




## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
American Indian/ Alaska Native	\$1B	<\$1B	\$1B	<\$1B
Asian/Asian American	\$635B	-\$17B	\$82B	\$570B
Black/African American	\$160B	-\$4B	\$73B	\$91B
Hispanic/Latino	\$518B	\$41B	\$269B	\$209B
Native Hawaiian/ Pacific Islander	\$5B	<\$1B	\$2B	\$3B
Other/Multiracial	\$145B	-\$2B	\$70B	\$77B
White	\$1,046B	-\$29B	\$517B	\$559B
Men	\$1,035B	-\$3B	\$488B	\$550B
Women	\$1,147B	-\$8B	\$443B	\$712B

## Potential net lifetime earnings gains if attainment parity with white adults were achieved



Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009–11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: “B” indicates billions. These numbers control for changes in the number of adults (ages 25–64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group's attainment distribution matched that of white adults in 2020. Asian/Asian American adults are excluded from the potential benefits of reaching attainment parity analysis due to having higher associate's degree or higher attainment than white adults. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.

# COLORADO

12<sup>th</sup>

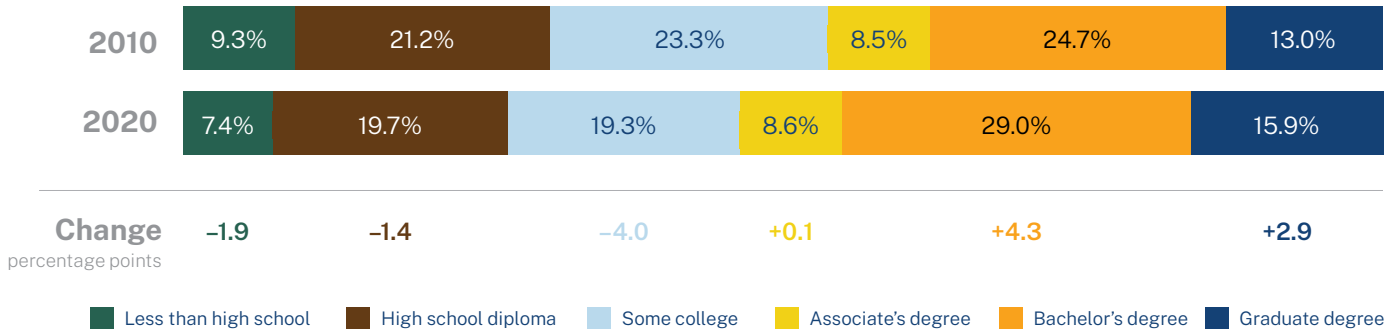
In growth of **associate's degree** or higher attainment, 2010–20

4<sup>th</sup>

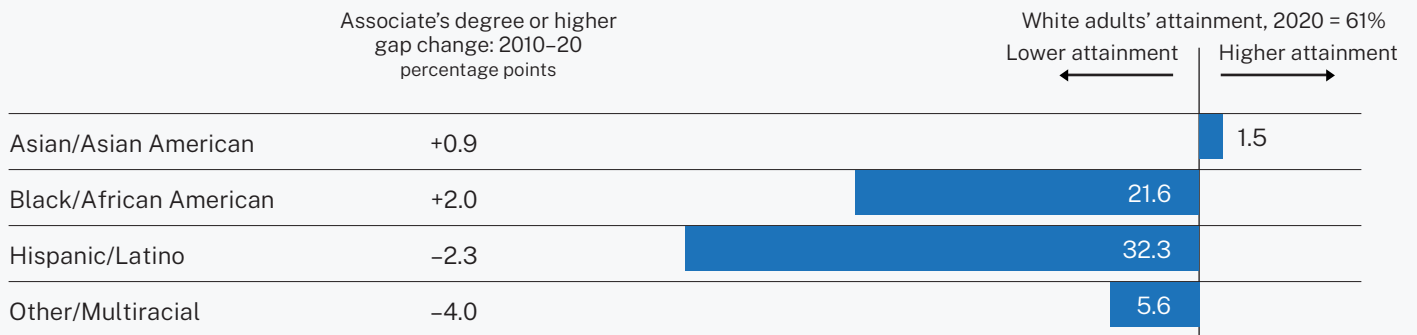
In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in Colorado increased by 7.3 percentage points.**
- Due to this increased attainment, the state will experience **\$246 billion in net lifetime earnings gains.**
- But little changed with attainment equity: **Hispanic/Latino adults' gap with white adults narrowed (by 2.3 percentage points), and Black/African American adults' gap with white adults widened (by 2 percentage points).**
- The lack of parity with white adults' attainment leaves potential net lifetime earnings gains on the table:
  - ◊ **\$188 billion** for Hispanic/Latino adults
  - ◊ **\$31 billion** for Black/African American adults

## Attainment



## Associate's degree or higher attainment gaps with white adults



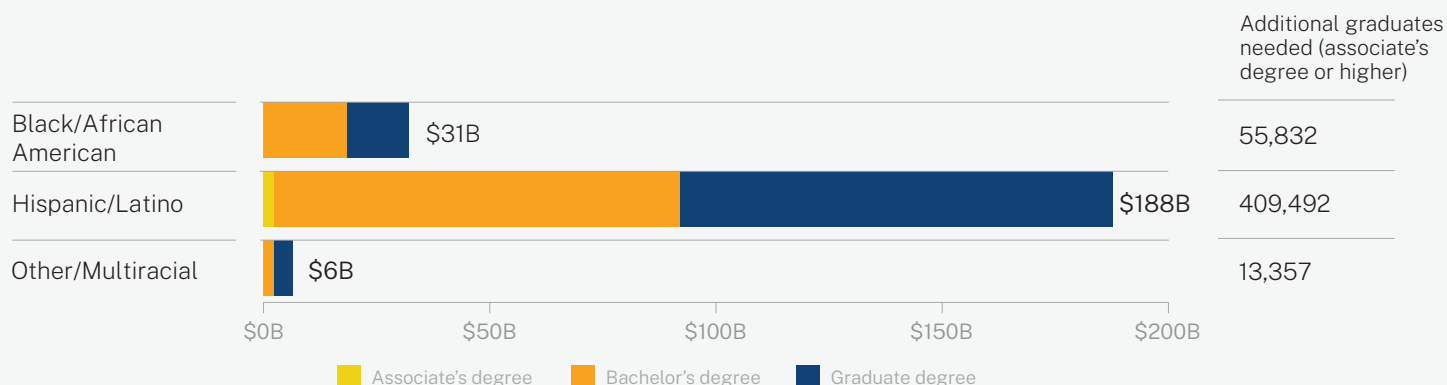
+: gap widened    -: gap narrowed

Percentage-point gap with white adults

## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
Asian/Asian American	\$13B	<\$1B	\$3B	\$10B
Black/African American	\$10B	-\$1B	\$4B	\$7B
Hispanic/Latino	\$51B	\$4B	\$24B	\$23B
Other/Multiracial	\$13B	<\$1B	\$7B	\$6B
White	\$176B	-\$2B	\$91B	\$86B
Men	\$115B	<\$1B	\$69B	\$45B
Women	\$150B	\$1B	\$62B	\$87B

## Potential net lifetime earnings gains if attainment parity with white adults were achieved



Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009–11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

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# CONNECTICUT

**45<sup>th</sup>**

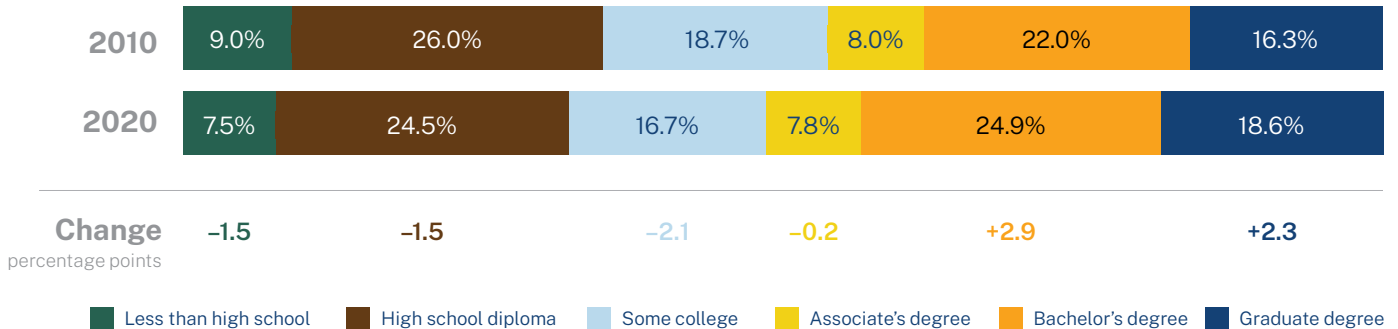
In growth of **associate's degree** or higher attainment, 2010–20

**33<sup>rd</sup>**

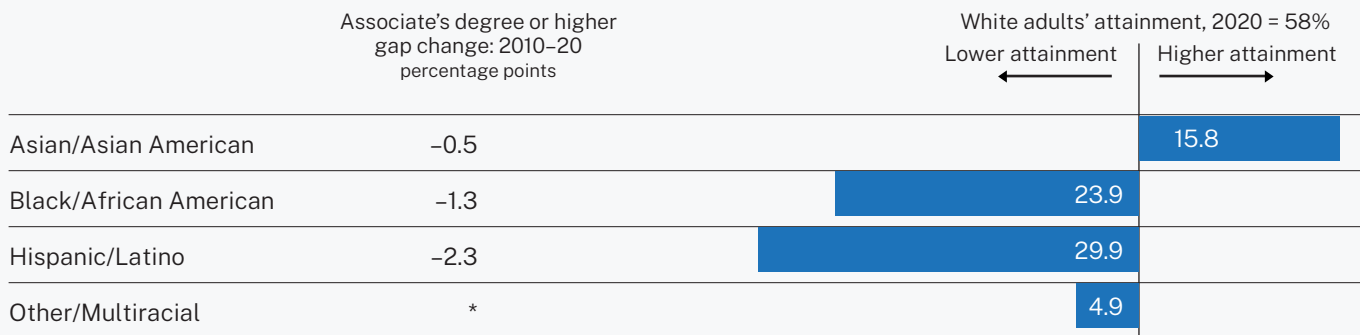
In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in Connecticut increased by 5 percentage points.**
- Due to this increased attainment, the state will experience **\$142 billion in net lifetime earnings gains.**
- But improvements to attainment equity were small: **Hispanic/Latino adults' gap with white adults narrowed (by 2.3 percentage points), and Black/African American adults' gap with white adults narrowed (by 1.3 percentage points).**
- The lack of parity with white adults' attainment leaves potential net lifetime earnings gains on the table:
  - ◊ **\$104 billion** for Hispanic/Latino adults
  - ◊ **\$59 billion** for Black/African American adults

## Attainment



## Associate's degree or higher attainment gaps with white adults



+: gap widened    -: gap narrowed

\* The value has been suppressed due to insufficient sample size.

Percentage-point gap with white adults

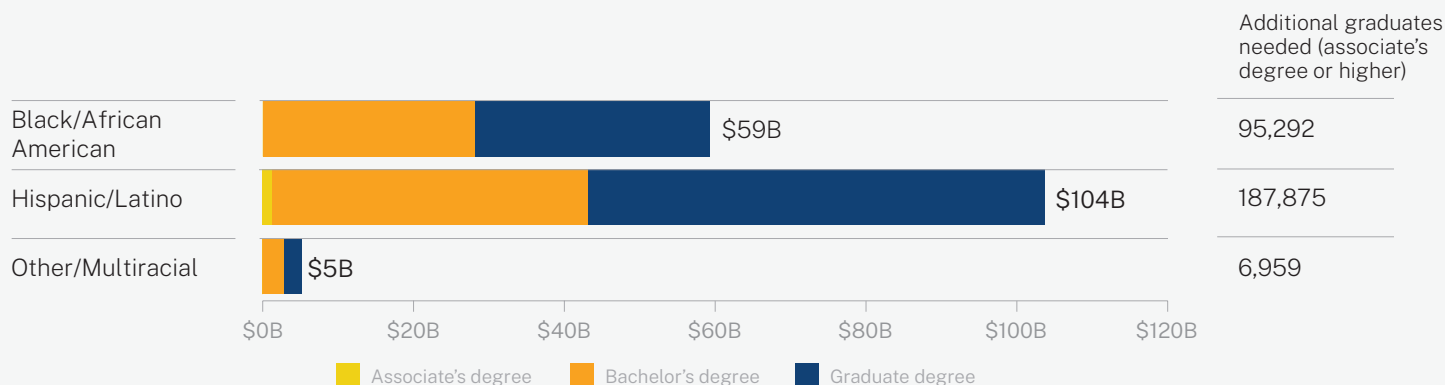
# CONNECTICUT

## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
Asian/Asian American	\$12B	<\$1B	\$3B	\$9B
Black/African American	\$20B	<\$1B	\$6B	\$14B
Hispanic/Latino	\$26B	\$2B	\$9B	\$14B
Other/Multiracial	*	*	\$4B	\$7B
White	\$105B	-\$3B	\$54B	\$54B
Men	\$51B	\$2B	\$34B	\$15B
Women	\$90B	-\$3B	\$31B	\$62B

\* The value has been suppressed due to insufficient sample size.

## Potential net lifetime earnings gains if attainment parity with white adults were achieved



Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009–11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: “B” indicates billions. These numbers control for changes in the number of adults (ages 25–64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group's attainment distribution matched that of white adults in 2020. The following groups are not included in this analysis due to insufficient sample sizes: American Indian/Alaska Native and Native Hawaiian/Pacific Islander adults. Asian/Asian American adults are excluded from the potential benefits of reaching attainment parity analysis due to having higher associate's degree or higher attainment than white adults. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.

# DELAWARE

**32<sup>nd</sup>**

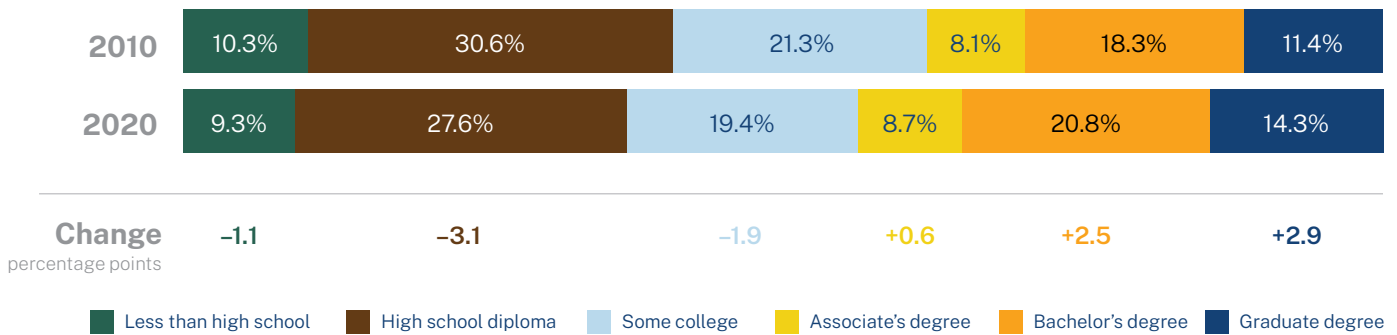
In growth of **associate's degree** or higher attainment, 2010–20

**30<sup>th</sup>**

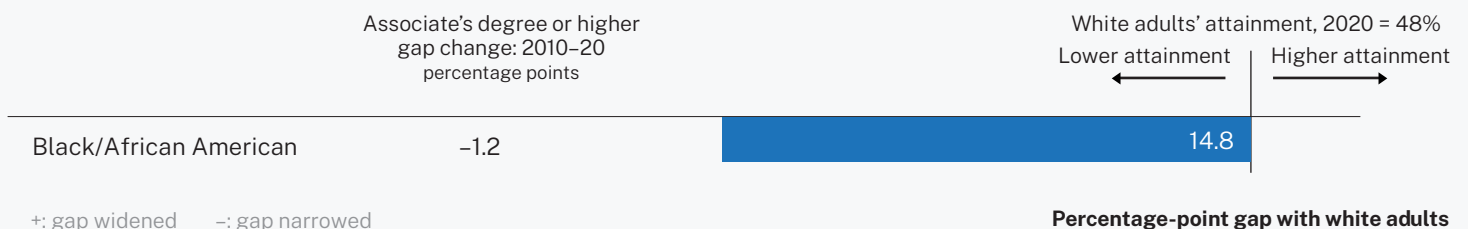
In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in Delaware increased by 6 percentage points.**
- Due to this increased attainment, the state will experience **\$39 billion in net lifetime earnings gains.**
- But the improvement to attainment equity was small: **Black/African American adults' gap with white adults narrowed (by 1.2 percentage points).**
- The lack of parity with white adults' attainment leaves potential net lifetime earnings gains on the table:
  - ◊ **\$16 billion** for Black/African American adults

## Attainment



## Associate's degree or higher attainment gaps with white adults

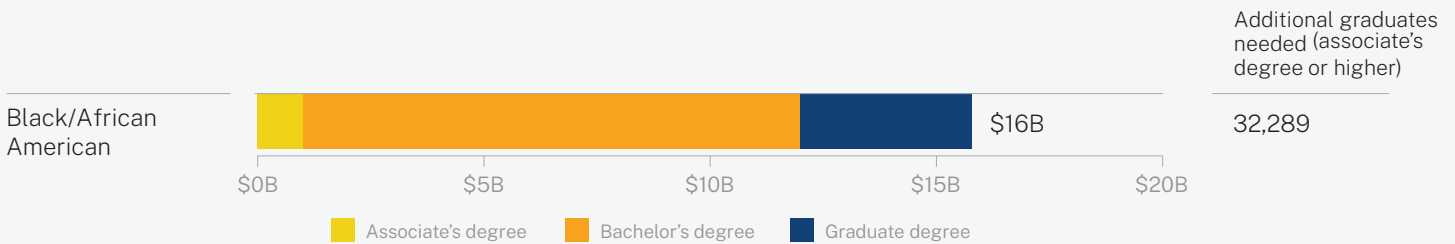


## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
Asian/Asian American	*	*	-\$1B	\$1B
Black/African American	\$10B	<\$1B	\$2B	\$7B
White	\$23B	\$1B	\$10B	\$12B
Men	\$14B	\$1B	\$5B	\$8B
Women	\$26B	\$1B	\$9B	\$16B

\* The value has been suppressed due to insufficient sample size.

## Potential net lifetime earnings gains if attainment parity with white adults were achieved



Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009–11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: “B” indicates billions. These numbers control for changes in the number of adults (ages 25–64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group's attainment distribution matched that of white adults in 2020. The following groups are not included in this analysis due to insufficient sample sizes: Hispanic/Latino, American Indian/Alaska Native, Native Hawaiian/Pacific Islander, and other/multiracial adults. Asian/Asian American adults are excluded from the attainment gaps and potential benefits of reaching attainment parity analyses due to insufficient sample sizes at one or more degree levels. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.

# DISTRICT OF COLUMBIA

1<sup>st</sup>

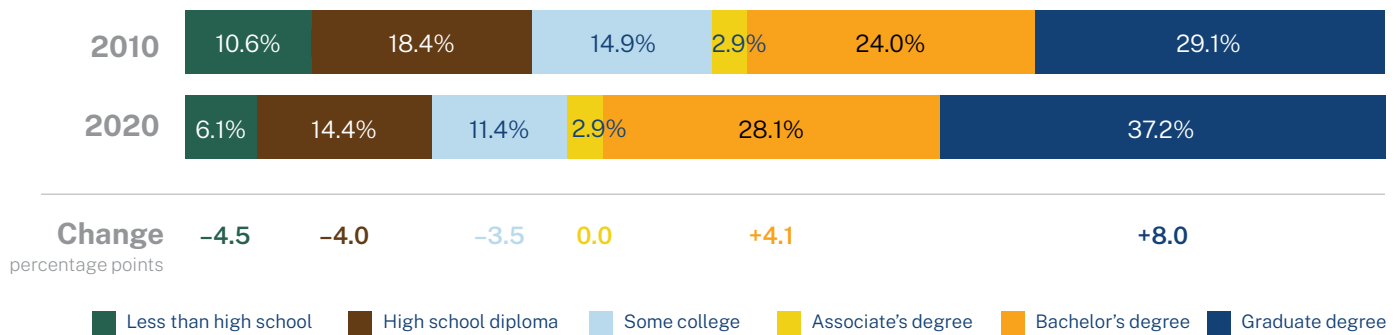
In growth of **associate's degree** or higher attainment, 2010–20

1<sup>st</sup>

In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in the District of Columbia increased by 12.1 percentage points.**
- Due to this increased attainment, the district will experience **\$146 billion in net lifetime earnings gains.**

## Attainment





# DISTRICT OF COLUMBIA

## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
Asian/Asian American	*	*	-\$2B	\$6B
Black/African American	\$39B	\$1B	\$14B	\$24B
Hispanic/Latino	*	*	\$4B	\$14B
Other/Multiracial	*	*	*	<\$1B
White	*	*	\$1B	\$19B
Men	\$74B	<\$1B	\$16B	\$57B
Women	\$72B	-\$1B	\$20B	\$53B

\* The value has been suppressed due to insufficient sample size.

Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009–11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: “B” indicates billions. These numbers control for changes in the number of adults (ages 25–64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group's attainment distribution matched that of white adults in 2020. The following groups are not included in this analysis due to insufficient sample sizes: American Indian/Alaska Native and Native Hawaiian/Pacific Islander adults. The attainment gaps with white adults and the potential net lifetime earnings gains charts are missing due to insufficient sample sizes for white adults at one or more degree levels. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.

# FLORIDA

8<sup>th</sup>

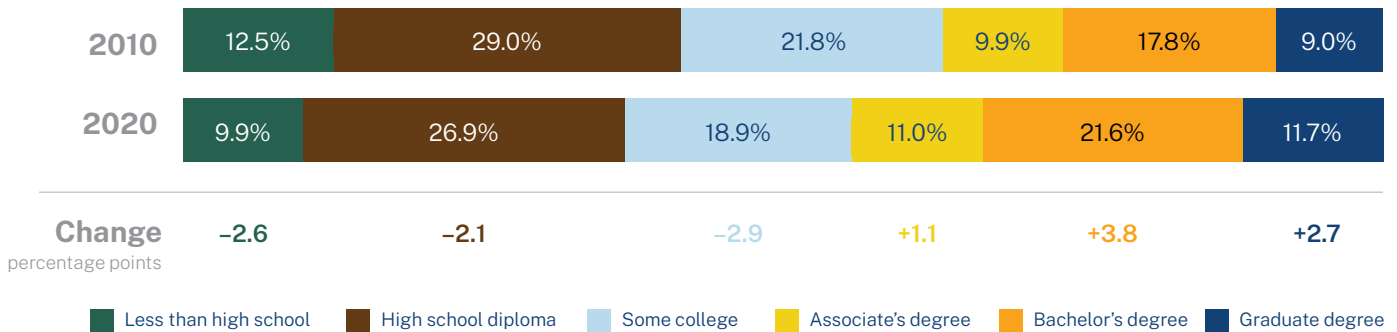
In growth of **associate's degree** or higher attainment, 2010–20

10<sup>th</sup>

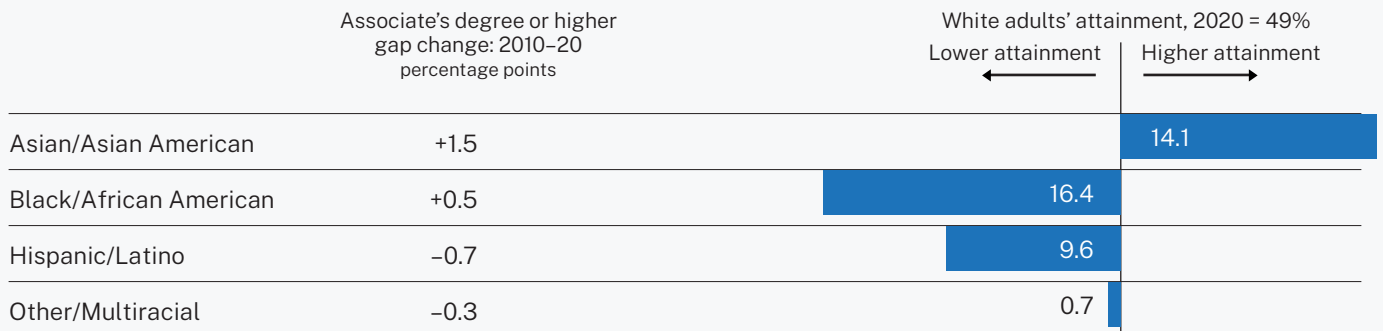
In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in Florida increased by 7.6 percentage points.**
- Due to this increased attainment, the state will experience **\$781 billion in net lifetime earnings gains.**
- But little changed with attainment equity: **Hispanic/Latino adults' gap with white adults narrowed (by 0.7 percentage points), and Black/African American adults' gap with white adults widened (by 0.5 percentage points).**
- The lack of parity with white adults' attainment leaves potential net lifetime earnings gains on the table:
  - ◊ **\$206 billion** for Hispanic/Latino adults
  - ◊ **\$254 billion** for Black/African American adults

## Attainment



## Associate's degree or higher attainment gaps with white adults



+: gap widened    -: gap narrowed

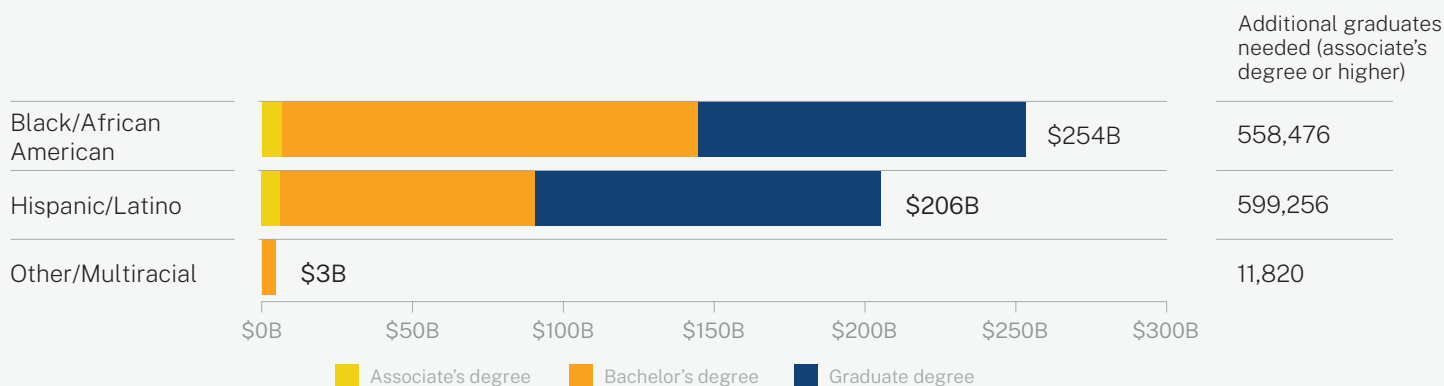
Percentage-point gap with white adults

## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
American Indian/ Alaska Native	*	*	\$1B	*
Asian/Asian American	\$32B	<\$1B	\$4B	\$28B
Black/African American	\$110B	\$13B	\$46B	\$51B
Hispanic/Latino	\$176B	\$18B	\$68B	\$90B
Other/Multiracial	\$30B	<\$1B	\$14B	\$16B
White	\$467B	\$23B	\$223B	\$222B
Men	\$339B	\$21B	\$155B	\$164B
Women	\$493B	\$40B	\$204B	\$250B

\* The value has been suppressed due to insufficient sample size.

## Potential net lifetime earnings gains if attainment parity with white adults were achieved



Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009–11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: "B" indicates billions. These numbers control for changes in the number of adults (ages 25–64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group's attainment distribution matched that of white adults in 2020. The following group is not included in this analysis due to insufficient sample size: Native Hawaiian/Pacific Islander adults. American Indian/Alaska Native adults are excluded from the attainment gaps with white adults and the potential net lifetime earnings gains analyses due to insufficient sample sizes at one or more degree levels. Asian/Asian American adults are excluded from the potential benefits of reaching attainment parity analysis due to having higher associate's degree or higher attainment than white adults. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.

# GEORGIA

**7<sup>th</sup>**

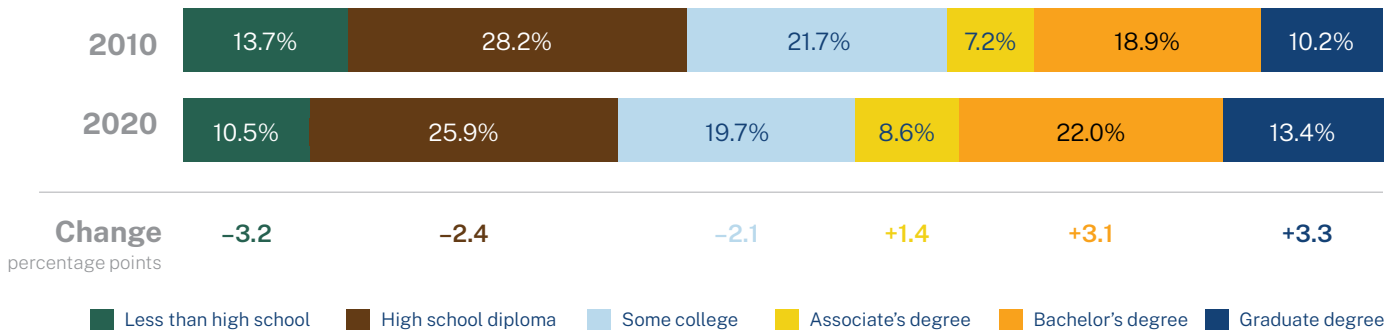
In growth of **associate's degree** or higher attainment, 2010–20

**16<sup>th</sup>**

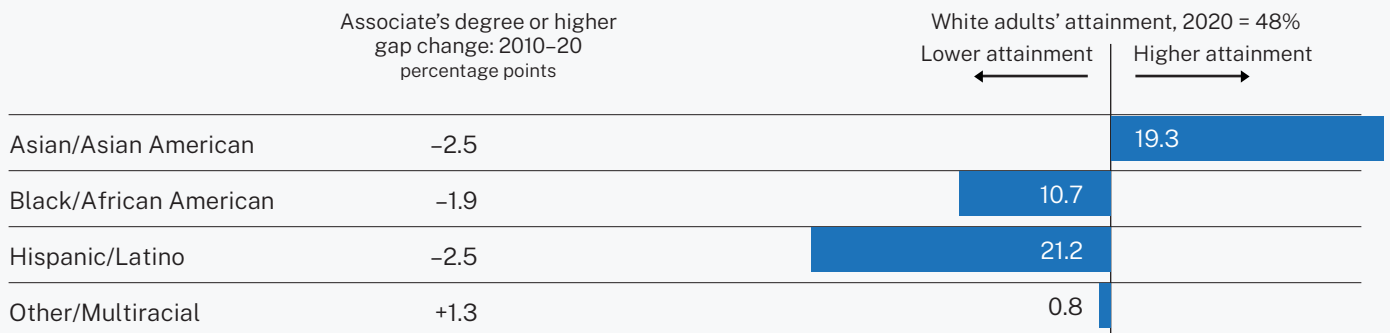
In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in Georgia increased by 7.7 percentage points.**
- Due to this increased attainment, the state will experience **\$506 billion in net lifetime earnings gains.**
- But improvements to attainment equity were small: **Black/African American adults' gap with white adults narrowed (by 1.9 percentage points), and Hispanic/Latino adults' gap with white adults narrowed (by 2.5 percentage points).**
- The lack of parity with white adults' attainment leaves potential net lifetime earnings gains on the table:
  - ◊ **\$231 billion** for Black/African American adults
  - ◊ **\$86 billion** for Hispanic/Latino adults

## Attainment



## Associate's degree or higher attainment gaps with white adults



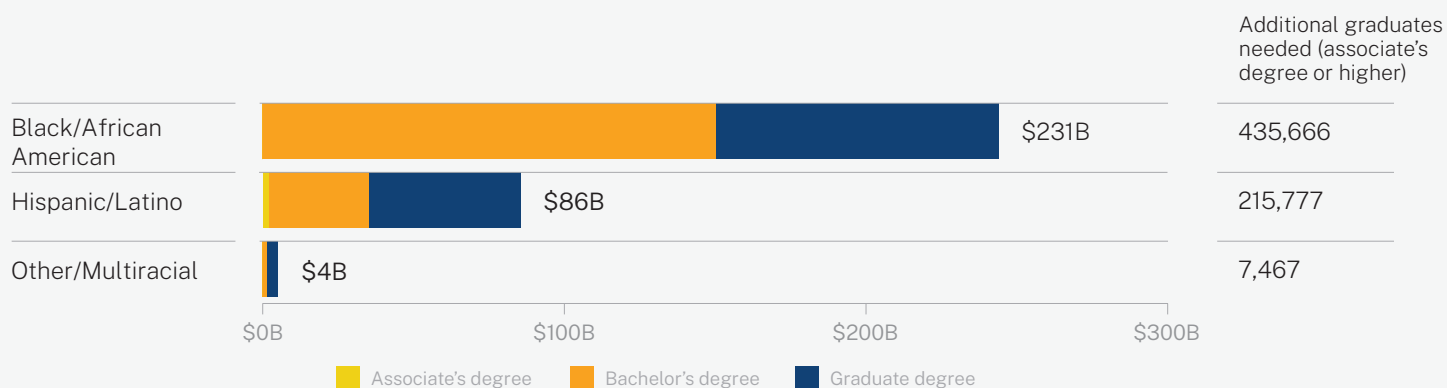
+: gap widened    -: gap narrowed

Percentage-point gap with white adults

## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
Asian/Asian American	\$46B	<\$1B	\$2B	\$44B
Black/African American	\$171B	\$19B	\$53B	\$99B
Hispanic/Latino	\$32B	\$2B	\$15B	\$15B
Other/Multiracial	\$13B	<\$1B	\$8B	\$5B
White	\$245B	\$15B	\$114B	\$116B
Men	\$229B	\$21B	\$92B	\$116B
Women	\$312B	\$22B	\$104B	\$186B

## Potential net lifetime earnings gains if attainment parity with white adults were achieved



Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009–11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: “B” indicates billions. These numbers control for changes in the number of adults (ages 25–64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group's attainment distribution matched that of white adults in 2020. The following groups are not included in this analysis due to insufficient sample sizes: American Indian/Alaska Native and Native Hawaiian/Pacific Islander adults. Asian/Asian American adults are excluded from the potential benefits of reaching attainment parity analysis due to having higher associate's degree or higher attainment than white adults. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.

# HAWAII

**49<sup>th</sup>**

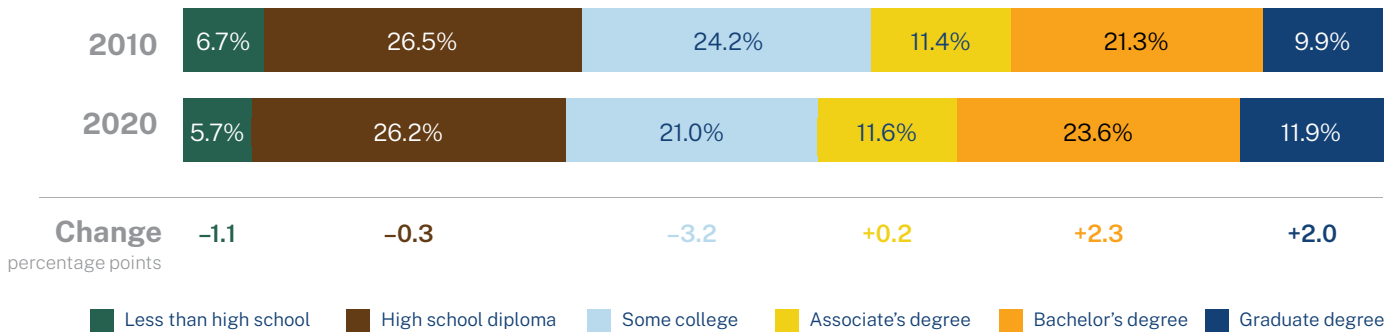
In growth of **associate's degree** or higher attainment, 2010–20

**42<sup>nd</sup>**

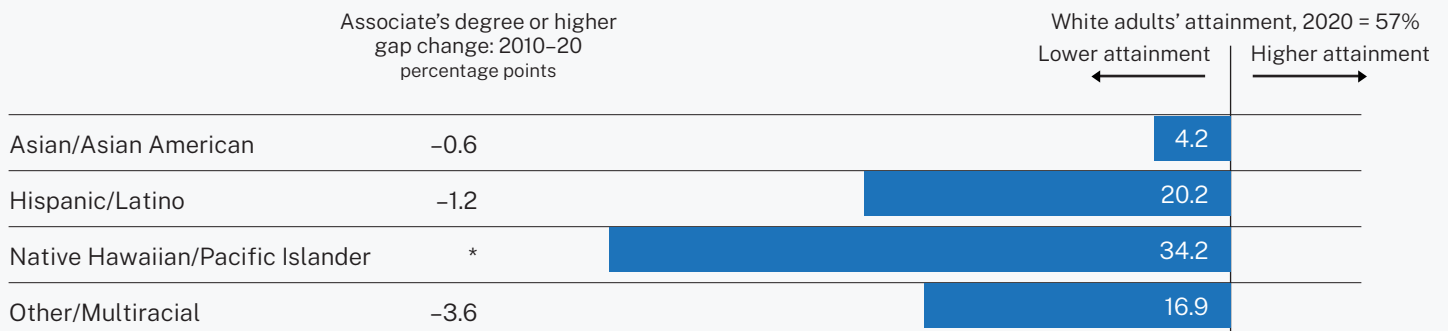
In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in Hawaii increased by 4.5 percentage points.**
- Due to this increased attainment, the state will experience **\$31 billion in net lifetime earnings gains.**
- But improvements to attainment equity were small: **Asian/Asian American adults' gap with white adults narrowed (by 0.6 percentage points), and other/multiracial adults' gap with white adults narrowed (by 3.6 percentage points).**
- The lack of parity with white adults' attainment leaves potential net lifetime earnings gains on the table:
  - ◇ **\$22 billion** for Asian/Asian American adults
  - ◇ **\$24 billion** for other/multiracial adults

## Attainment



## Associate's degree or higher attainment gaps with white adults



+: gap widened    -: gap narrowed

\* The value has been suppressed due to insufficient sample size.

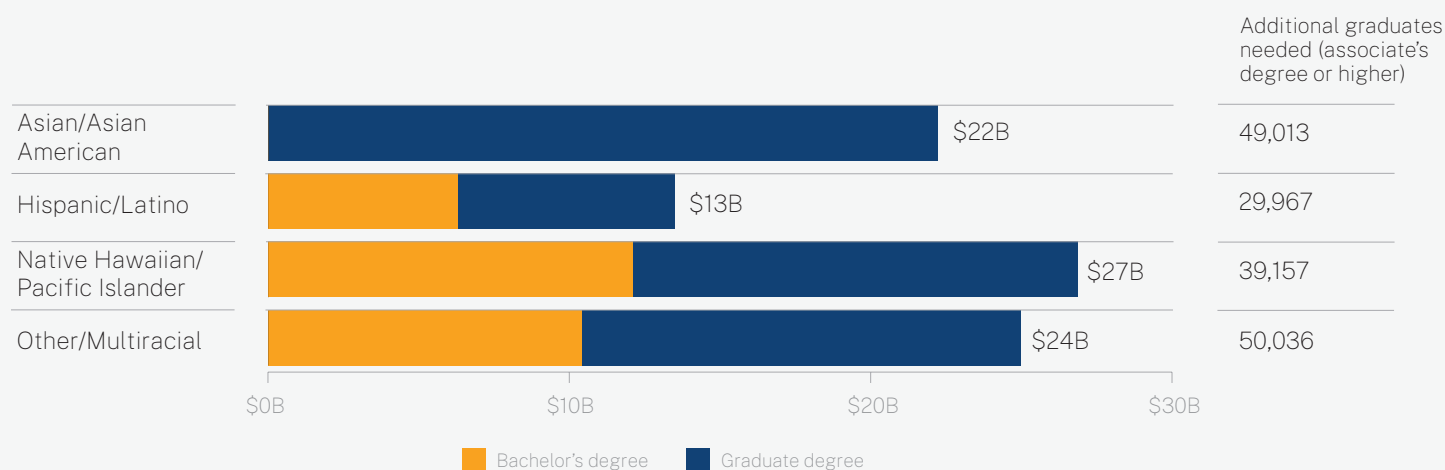
**Percentage-point gap with white adults**

## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
Asian/Asian American	\$12B	\$2B	\$6B	\$4B
Hispanic/Latino	\$5B	<\$1B	\$1B	\$4B
Native Hawaiian/Pacific Islander	*	<\$1B	<\$1B	*
Other/Multiracial	\$12B	<\$1B	\$6B	\$6B
White	\$11B	-\$1B	\$3B	\$8B
Men	\$13B	\$2B	\$4B	\$7B
Women	\$21B	-\$1B	\$9B	\$13B

\* The value has been suppressed due to insufficient sample size.

## Potential net lifetime earnings gains if attainment parity with white adults were achieved



Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009-11 (pooled), 2019-21 (pooled), 2009-21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: "B" indicates billions. These numbers control for changes in the number of adults (ages 25-64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group's attainment distribution matched that of white adults in 2020. The following groups are not included in this analysis due to insufficient sample sizes: Black/African American and American Indian/Alaska Native adults. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.

# IDAHO

**40<sup>th</sup>**

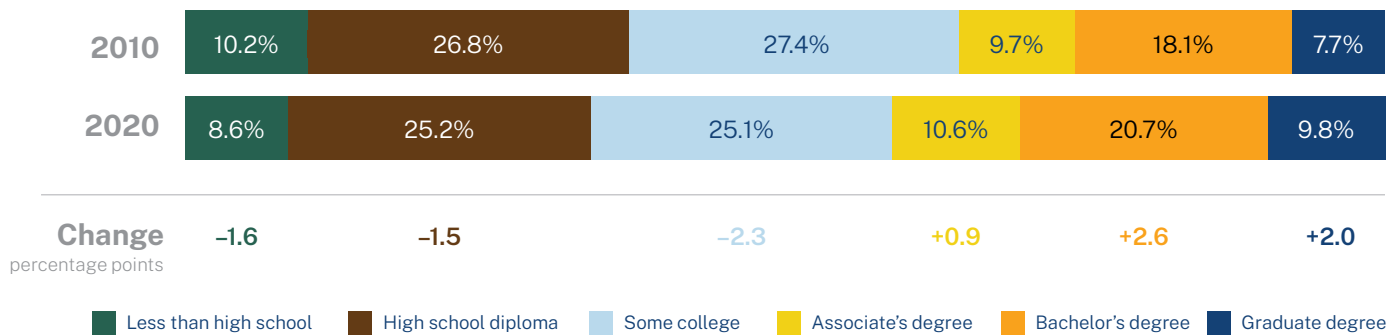
In growth of **associate's degree** or higher attainment, 2010–20

**38<sup>th</sup>**

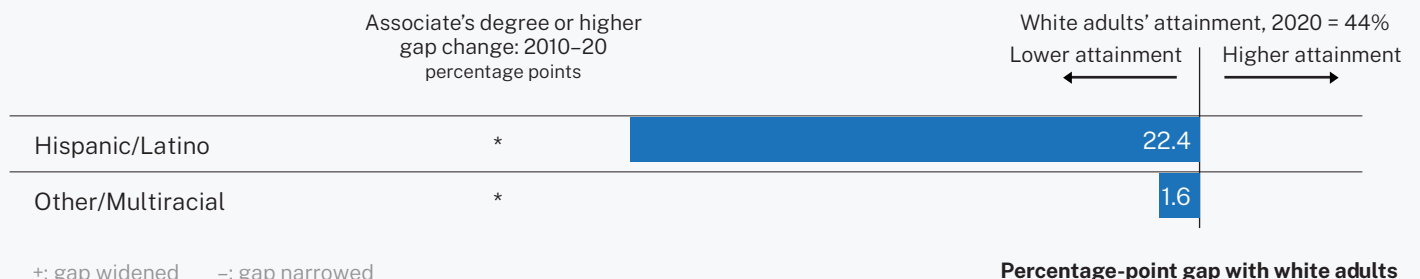
In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in Idaho increased by 5.5 percentage points.**
- Due to this increased attainment, the state will experience **\$42 billion in net lifetime earnings gains.**
- The lack of parity with white adults' attainment leaves potential net lifetime earnings gains on the table:
  - ◊ **\$13 billion** for Hispanic/Latino adults
  - ◊ **\$1 billion** for other/multiracial adults

## Attainment



## Associate's degree or higher attainment gaps with white adults



Percentage-point gap with white adults

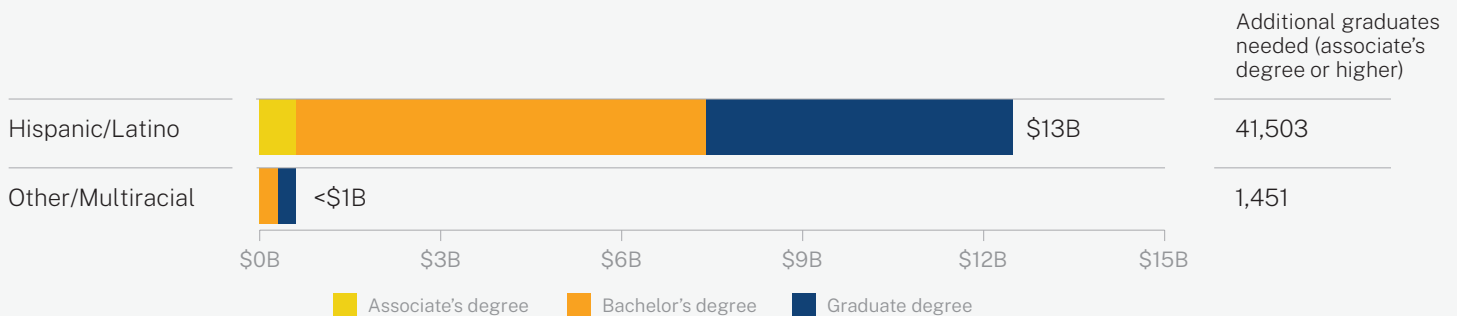


## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
Asian/Asian American	*	*	<\$1B	*
Hispanic/Latino	*	\$1B	\$2B	*
White	\$37B	\$1B	\$15B	\$20B
Men	\$12B	<\$1B	\$6B	\$6B
Women	\$31B	\$2B	\$11B	\$18B

\* The value has been suppressed due to insufficient sample size.

## Potential net lifetime earnings gains if attainment parity with white adults were achieved



Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009–11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: “B” indicates billions. These numbers control for changes in the number of adults (ages 25–64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group's attainment distribution matched that of white adults in 2020. The following groups are not included in this analysis due to insufficient sample sizes: Black/African American, American Indian/Alaska Native, and Native Hawaiian/Pacific Islander adults. Other/multiracial adults are excluded from the net lifetime earnings gains due to insufficient sample sizes in 2010. Asian/Asian American adults are excluded from the attainment gaps and potential benefits of reaching attainment parity analyses due to insufficient sample sizes at one or more degree levels. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.

# ILLINOIS

20<sup>th</sup>

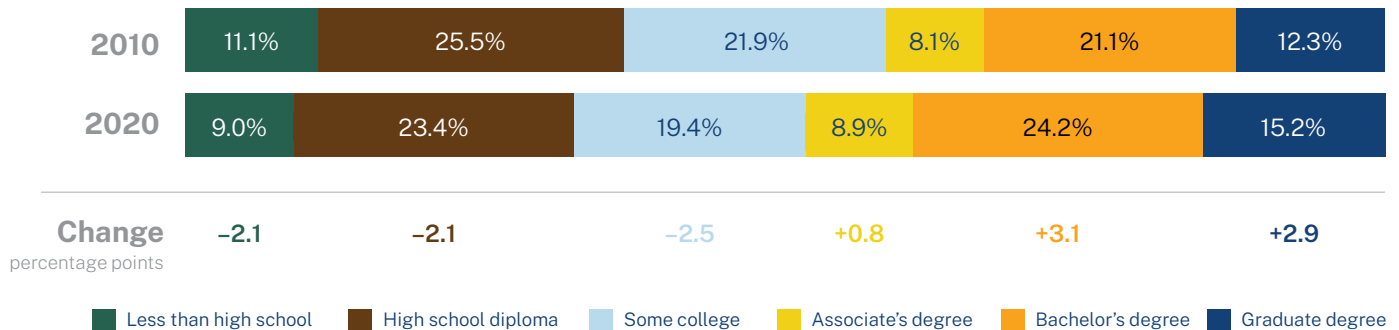
In growth of **associate's degree** or higher attainment, 2010–20

19<sup>th</sup>

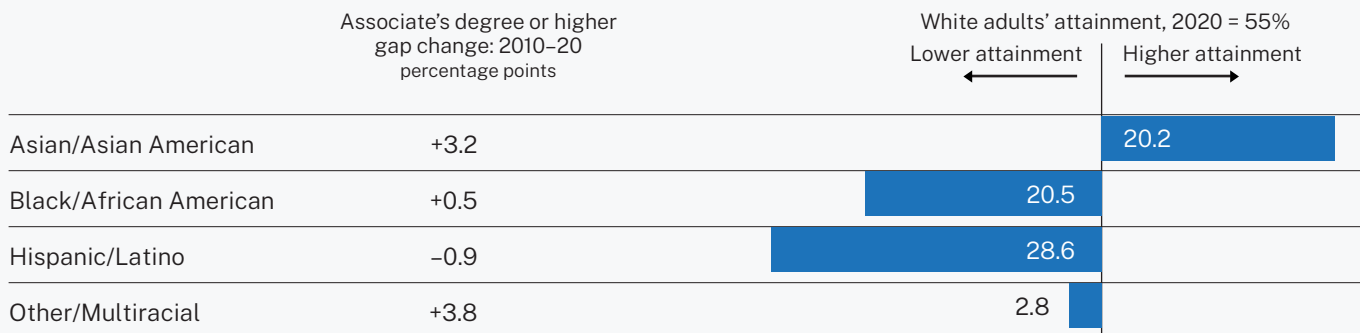
In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in Illinois increased by 6.8 percentage points.**
- Due to this increased attainment, the state will experience **\$593 billion in net lifetime earnings gains.**
- But little changed with attainment equity: **Hispanic/Latino adults' gap with white adults narrowed (by 0.9 percentage points), and Black/African American adults' gap with white adults widened (by 0.5 percentage points).**
- The lack of parity with white adults' attainment leaves potential net lifetime earnings gains on the table:
  - ◇ **\$291 billion** for Hispanic/Latino adults
  - ◇ **\$283 billion** for Black/African American adults

## Attainment



## Associate's degree or higher attainment gaps with white adults



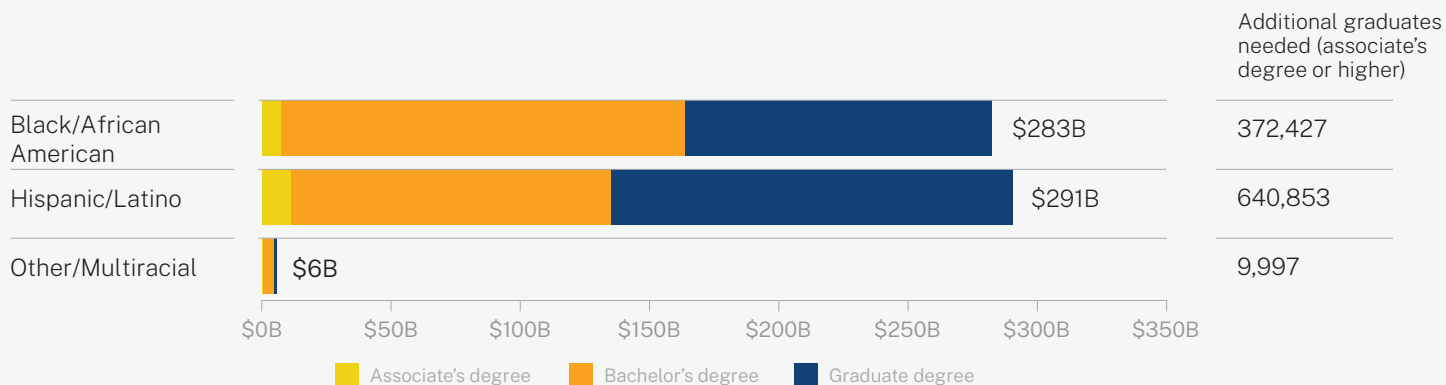
+: gap widened    -: gap narrowed

Percentage-point gap with white adults

## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
Asian/Asian American	\$44B	-\$1B	-\$5B	\$49B
Black/African American	\$93B	\$9B	\$37B	\$47B
Hispanic/Latino	\$75B	\$8B	\$33B	\$34B
Other/Multiracial	\$7B	\$1B	\$4B	\$3B
White	\$380B	\$13B	\$171B	\$197B
Men	\$256B	\$18B	\$129B	\$109B
Women	\$364B	\$13B	\$120B	\$231B

## Potential net lifetime earnings gains if attainment parity with white adults were achieved



Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009–11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: “B” indicates billions. These numbers control for changes in the number of adults (ages 25–64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group’s attainment distribution matched that of white adults in 2020. The following groups are not included in this analysis due to insufficient sample sizes: American Indian/Alaska Native and Native Hawaiian/Pacific Islander adults. Asian/Asian American adults are excluded from the potential benefits of reaching attainment parity analysis due to having higher associate’s degree or higher attainment than white adults. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.

# INDIANA

19<sup>th</sup>

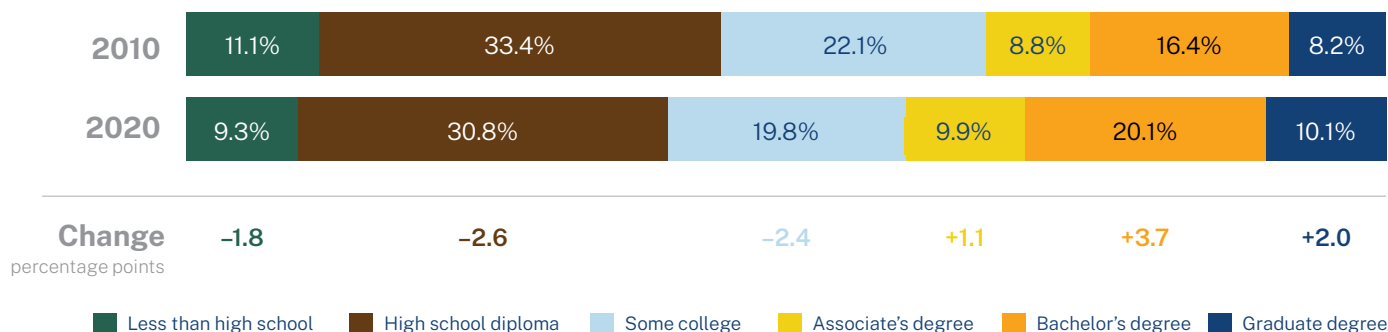
In growth of **associate's degree** or higher attainment, 2010–20

28<sup>th</sup>

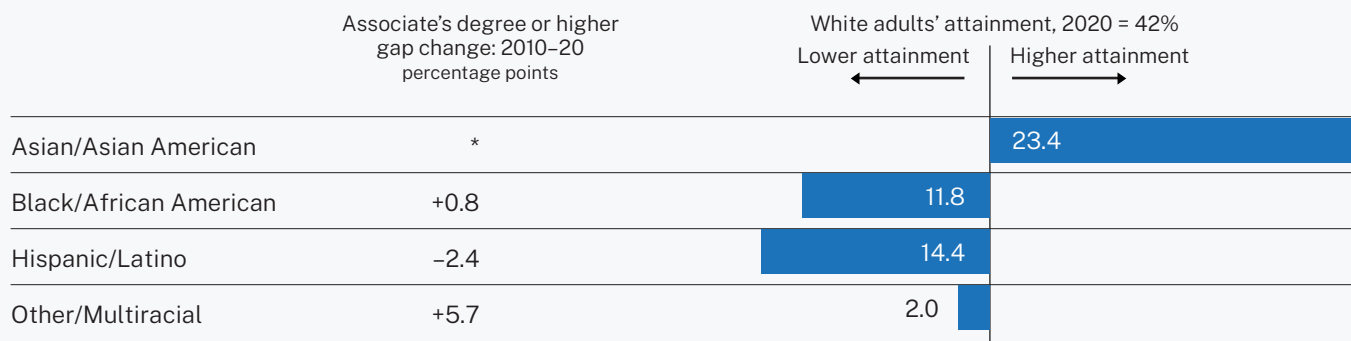
In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in Indiana increased by 6.8 percentage points.**
- Due to this increased attainment, the state will experience **\$215 billion in net lifetime earnings gains.**
- But little changed with attainment equity: **Black/African American adults' gap with white adults widened (by 0.8 percentage points), and Hispanic/Latino adults' gap with white adults narrowed (by 2.4 percentage points).**
- The lack of parity with white adults' attainment leaves potential net lifetime earnings gains on the table:
  - ◊ **\$39 billion** for Black/African American adults
  - ◊ **\$21 billion** for Hispanic/Latino adults

## Attainment



## Associate's degree or higher attainment gaps with white adults



+: gap widened    -: gap narrowed

\* The value has been suppressed due to insufficient sample size.

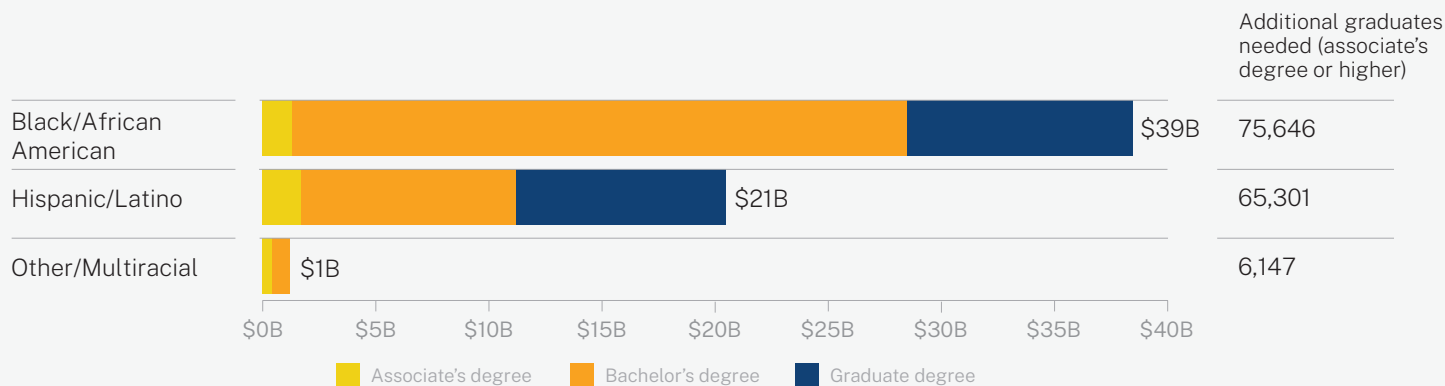
Percentage-point gap with white adults

## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
Asian/Asian American	*	*	\$1B	-\$2B
Black/African American	\$22B	\$1B	\$7B	\$14B
Hispanic/Latino	\$14B	\$2B	\$5B	\$7B
Other/Multiracial	\$2B	-\$1B	\$1B	\$1B
White	\$166B	\$15B	\$95B	\$56B
Men	\$79B	\$7B	\$44B	\$29B
Women	\$155B	\$14B	\$77B	\$64B

\* The value has been suppressed due to insufficient sample size.

## Potential net lifetime earnings gains if attainment parity with white adults were achieved



Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009–11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: “B” indicates billions. These numbers control for changes in the number of adults (ages 25–64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group's attainment distribution matched that of white adults in 2020. The following groups are not included in this analysis due to insufficient sample sizes: American Indian/Alaska Native and Native Hawaiian/Pacific Islander adults. Asian/Asian American adults are excluded from the potential benefits of reaching attainment parity analysis due to having higher associate's degree or higher attainment than white adults. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.

# IOWA

**43<sup>rd</sup>**

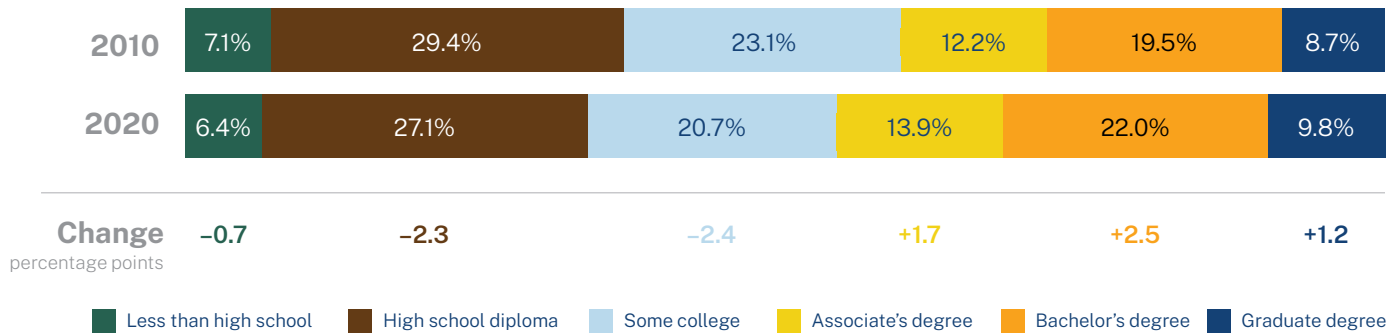
In growth of **associate's degree** or higher attainment, 2010–20

**44<sup>th</sup>**

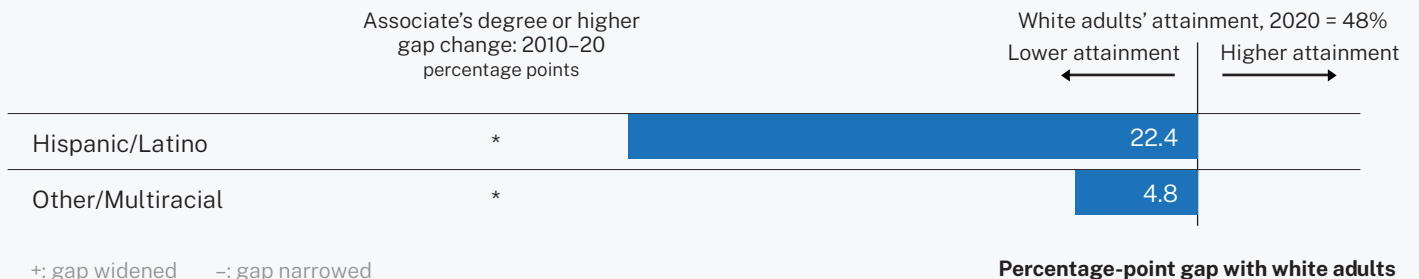
In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in Iowa increased by 5.3 percentage points.**
- Due to this increased attainment, the state will experience **\$64 billion in net lifetime earnings gains.**
- The lack of parity with white adults' attainment leaves potential net lifetime earnings gains on the table:
  - ◊ **\$8 billion** for Hispanic/Latino adults
  - ◊ **\$1 billion** for other/multiracial adults

## Attainment



## Associate's degree or higher attainment gaps with white adults

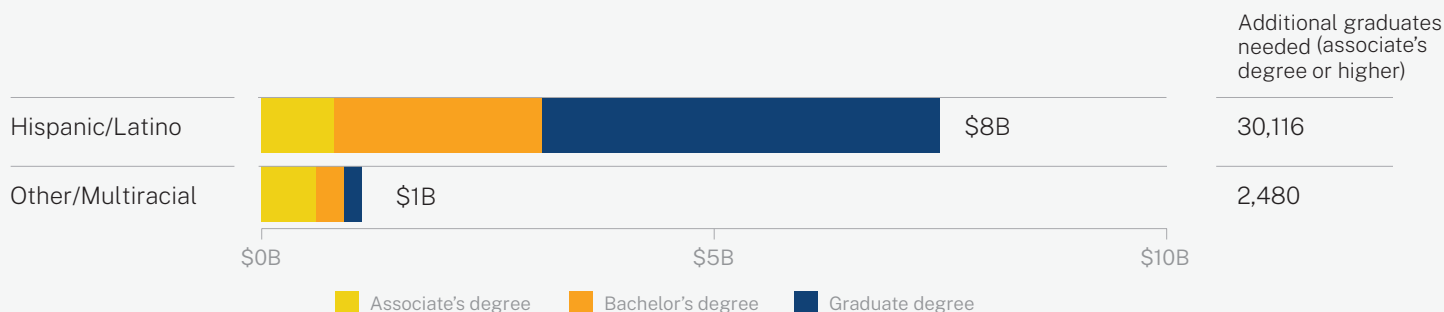


## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
Asian/Asian American	*	*	<\$1B	-\$2B
Black/African American	*	*	-\$1B	*
Hispanic/Latino	*	<\$1B	\$1B	*
White	\$65B	\$11B	\$30B	\$23B
Men	\$20B	\$5B	\$13B	\$2B
Women	\$51B	\$8B	\$20B	\$23B

\* The value has been suppressed due to insufficient sample size.

## Potential net lifetime earnings gains if attainment parity with white adults were achieved



Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009–11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: "B" indicates billions. These numbers control for changes in the number of adults (ages 25–64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group's attainment distribution matched that of white adults in 2020. The following groups are not included in this analysis due to insufficient sample sizes: American Indian/Alaska Native and Native Hawaiian/Pacific Islander adults. Black/African American adults are excluded from the attainment gaps with white adults and the potential net lifetime earnings analyses due to insufficient sample sizes at one or more degree levels. Asian/Asian American adults are excluded from the attainment gaps and potential benefits of reaching attainment parity analyses due to having higher associate's degree or higher attainment than white adults. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.

# KANSAS

**44<sup>th</sup>**

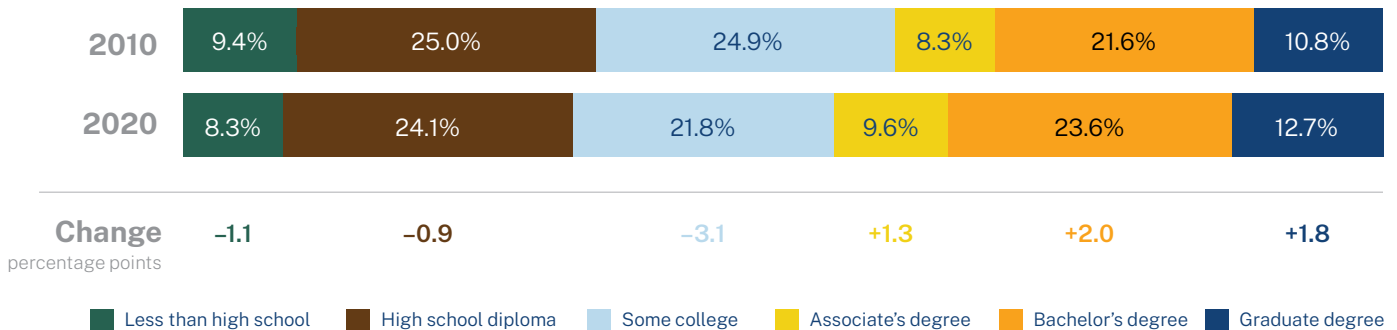
In growth of **associate's degree** or higher attainment, 2010–20

**43<sup>rd</sup>**

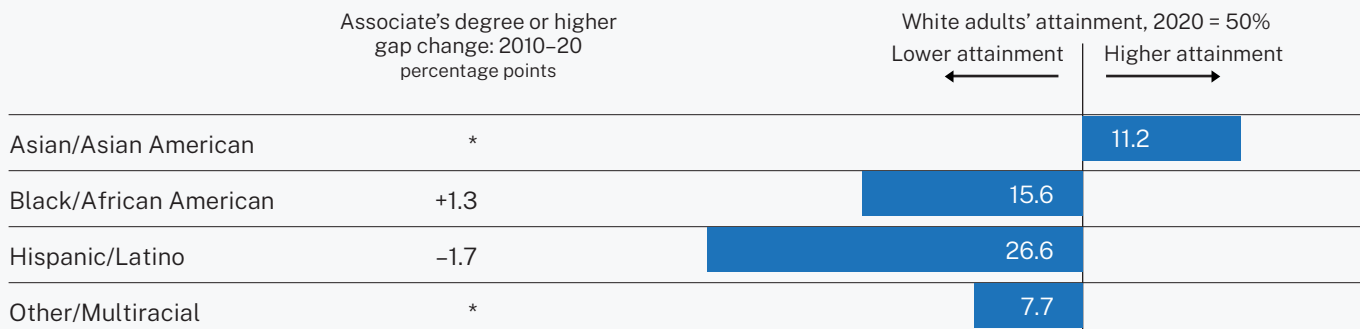
In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in Kansas increased by 5.2 percentage points.**
- Due to this increased attainment, the state will experience **\$67 billion in net lifetime earnings gains.**
- But little changed with attainment equity: **Hispanic/Latino adults' gap with white adults narrowed (by 1.7 percentage points), and Black/African American adults' gap with white adults widened (by 1.3 percentage points).**
- The lack of parity with white adults' attainment leaves potential net lifetime earnings gains on the table:
  - ◊ **\$33 billion** for Hispanic/Latino adults
  - ◊ **\$13 billion** for Black/African American adults

## Attainment



## Associate's degree or higher attainment gaps with white adults



+: gap widened    -: gap narrowed

\* The value has been suppressed due to insufficient sample size.

Percentage-point gap with white adults

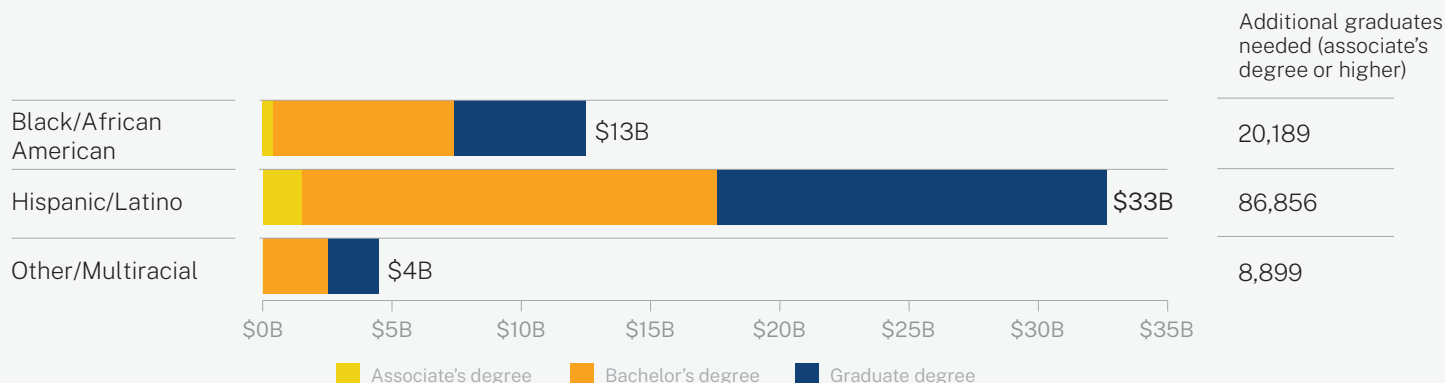


## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
Asian/Asian American	*	*	\$1B	\$2B
Black/African American	\$4B	<\$1B	\$3B	\$1B
Hispanic/Latino	\$8B	\$1B	\$4B	\$3B
Other/Multiracial	*	*	\$3B	*
White	\$55B	\$7B	\$21B	\$27B
Men	\$29B	\$5B	\$11B	\$13B
Women	\$43B	\$4B	\$16B	\$23B

\* The value has been suppressed due to insufficient sample size.

## Potential net lifetime earnings gains if attainment parity with white adults were achieved



Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009–11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: “B” indicates billions. These numbers control for changes in the number of adults (ages 25–64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group's attainment distribution matched that of white adults in 2020. The following groups are not included in this analysis due to insufficient sample sizes: American Indian/Alaska Native and Native Hawaiian/Pacific Islander adults. Asian/Asian American adults are excluded from the potential benefits of reaching attainment parity analysis due to having higher associate's degree or higher attainment than white adults. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.

# KENTUCKY

**5<sup>th</sup>**

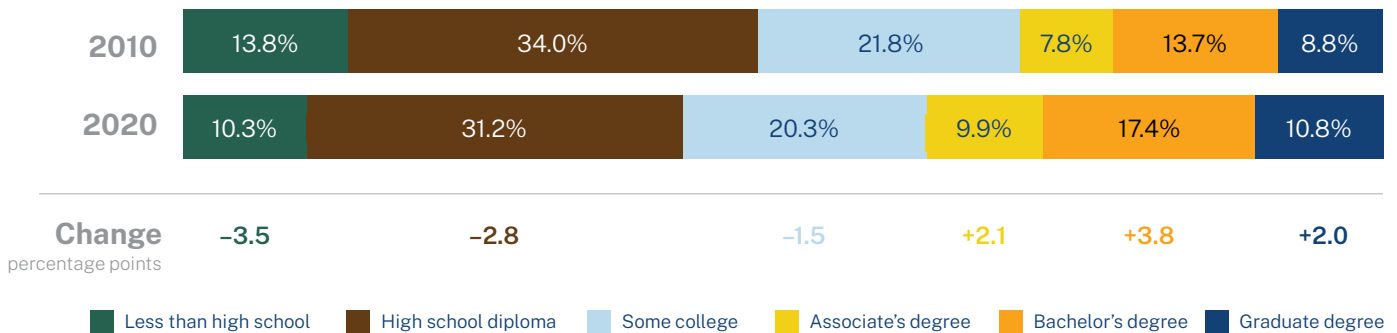
In growth of **associate's degree** or higher attainment, 2010–20

**23<sup>rd</sup>**

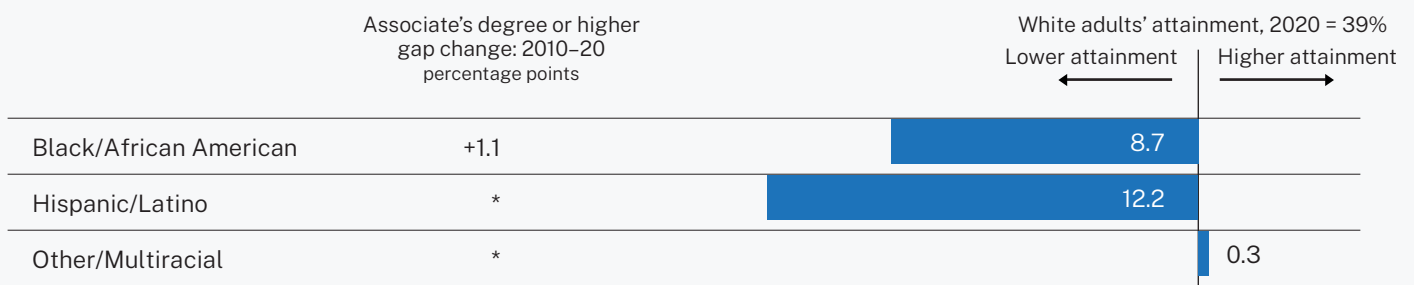
In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in Kentucky increased by 7.9 percentage points.**
- Due to this increased attainment, the state will experience **\$173 billion in net lifetime earnings gains.**
- But attainment equity worsened slightly: **Black/African American adults' gap with white adults widened (by 1.1 percentage points).**
- The lack of parity with white adults' attainment leaves potential net lifetime earnings gains on the table:
  - ◊ **\$4 billion** for Hispanic/Latino adults
  - ◊ **\$16 billion** for Black/African American adults

## Attainment



## Associate's degree or higher attainment gaps with white adults



+: gap widened    -: gap narrowed

\* The value has been suppressed due to insufficient sample size.

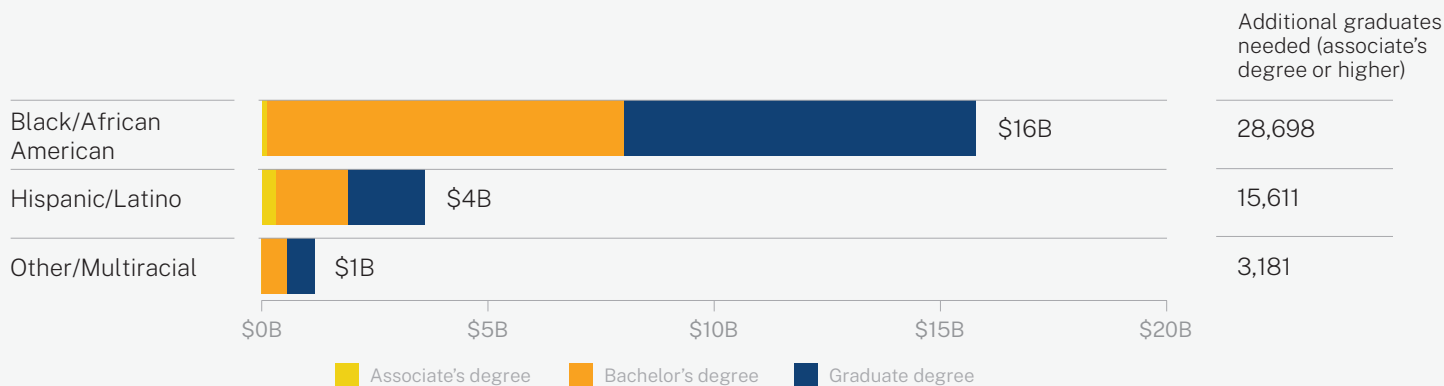
Percentage-point gap with white adults

## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
Asian/Asian American	*	*	<\$1B	-\$1B
Black/African American	\$10B	\$2B	\$5B	\$4B
Hispanic/Latino	*	*	\$1B	\$1B
Other/Multiracial	*	*	\$1B	*
White	\$153B	\$22B	\$84B	\$47B
Men	\$71B	\$15B	\$39B	\$16B
Women	\$119B	\$15B	\$57B	\$46B

\* The value has been suppressed due to insufficient sample size.

## Potential net lifetime earnings gains if attainment parity with white adults were achieved



Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009–11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: "B" indicates billions. These numbers control for changes in the number of adults (ages 25–64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group's attainment distribution matched that of white adults in 2020. The following groups are not included in this analysis due to insufficient sample sizes: American Indian/Alaska Native and Native Hawaiian/Pacific Islander adults. Asian/Asian American adults are excluded from the attainment gaps and potential benefits of reaching attainment parity analyses due to insufficient sample sizes at one or more degree levels. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.

# LOUISIANA

27<sup>th</sup>

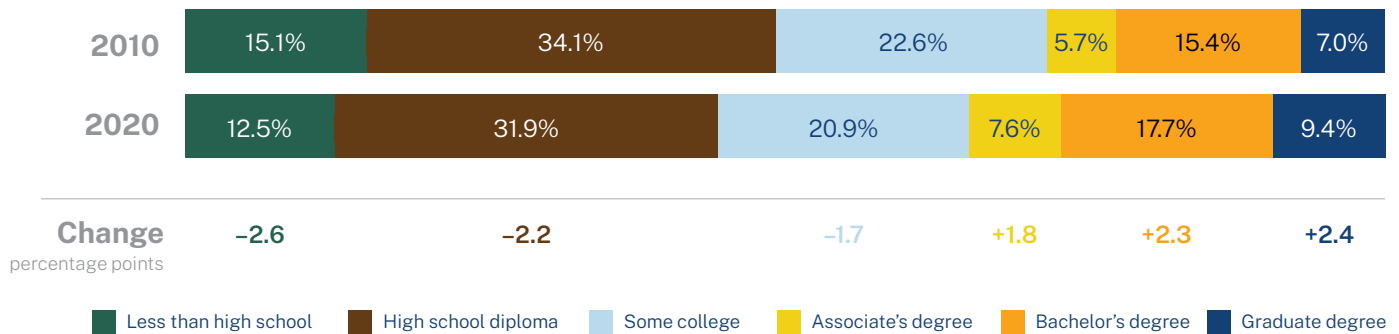
In growth of **associate's degree** or higher attainment, 2010–20

38<sup>th</sup>

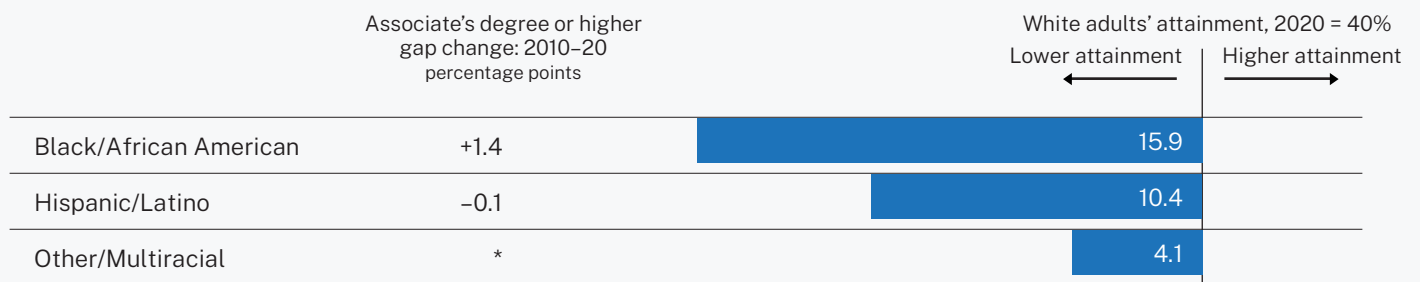
In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in Louisiana increased by 6.5 percentage points.**
- Due to this increased attainment, the state will experience **\$155 billion in net lifetime earnings gains.**
- But little changed with attainment equity: **Black/African American adults' gap with white adults widened (by 1.4 percentage points), and Hispanic/Latino adults' gap with white adults narrowed (by 0.1 percentage points).**
- The lack of parity with white adults' attainment leaves potential net lifetime earnings gains on the table:
  - ◇ **\$120 billion** for Black/African American adults
  - ◇ **\$10 billion** for Hispanic/Latino adults

## Attainment



## Associate's degree or higher attainment gaps with white adults



+: gap widened    -: gap narrowed

\* The value has been suppressed due to insufficient sample size.

Percentage-point gap with white adults

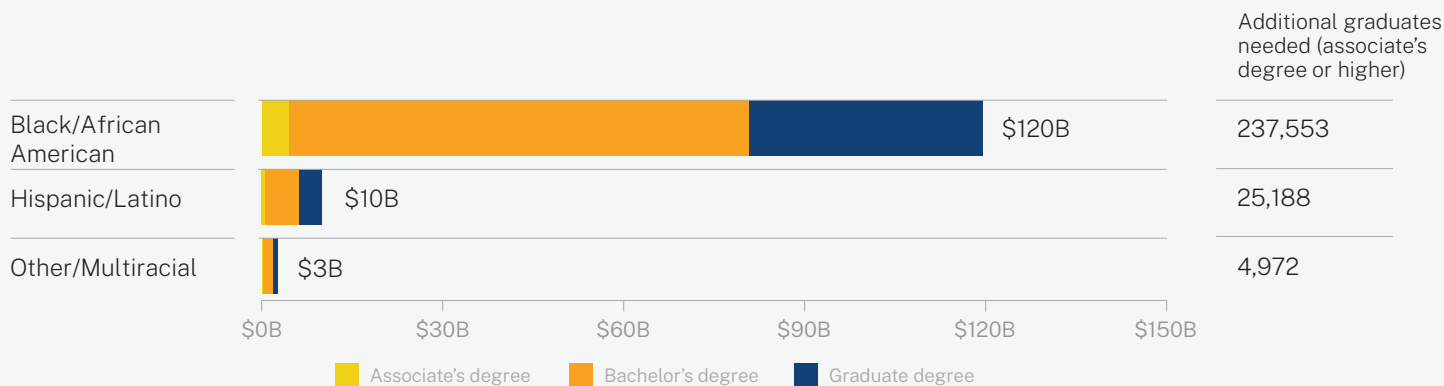
# LOUISIANA

## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
Asian/Asian American	*	*	\$1B	-\$1B
Black/African American	\$42B	\$6B	\$10B	\$25B
Hispanic/Latino	\$7B	\$1B	\$3B	\$3B
Other/Multiracial	*	*	\$3B	*
White	\$91B	\$13B	\$36B	\$42B
Men	\$57B	\$12B	\$18B	\$27B
Women	\$108B	\$13B	\$39B	\$56B

\* The value has been suppressed due to insufficient sample size.

## Potential net lifetime earnings gains if attainment parity with white adults were achieved



Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009–11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: "B" indicates billions. These numbers control for changes in the number of adults (ages 25–64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group's attainment distribution matched that of white adults in 2020. The following groups are not included in this analysis due to insufficient sample sizes: American Indian/Alaska Native and Native Hawaiian/Pacific Islander adults. Asian/Asian American adults are excluded from the attainment gaps with white adults and the potential benefits of reaching attainment parity analyses due to insufficient sample sizes at one or more degree levels. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.

# MAINE

**28<sup>th</sup>**

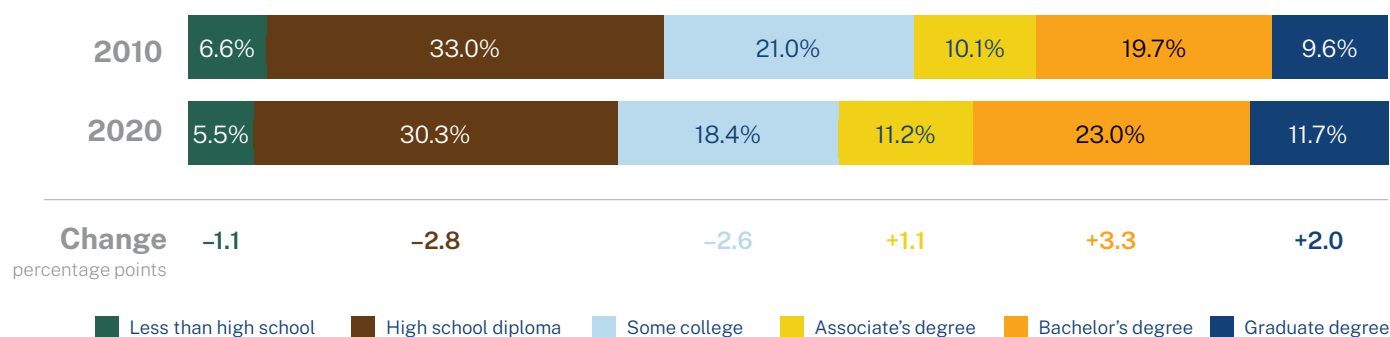
In growth of **associate's degree** or higher attainment, 2010–20

**32<sup>nd</sup>**

In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in Maine increased by 6.4 percentage points.**
- Due to this increased attainment, the state will experience **\$42 billion in net lifetime earnings gains.**

## Attainment



## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
White	\$36B	\$4B	\$17B	\$15B
Men	\$13B	\$3B	\$9B	\$1B
Women	\$31B	\$2B	\$12B	\$17B

Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009–11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: "B" indicates billions. These numbers control for changes in the number of adults (ages 25–64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group's attainment distribution matched that of white adults in 2020. The following groups are not included in this analysis due to insufficient sample sizes: American Indian/Alaska Native, Asian/Asian American, Black/African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, and other/multiracial adults. The attainment gaps with white adults and the potential net lifetime earnings gains charts are missing due to insufficient sample sizes for all groups other than white adults at one or more degree levels. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.

# MARYLAND

**35<sup>th</sup>**

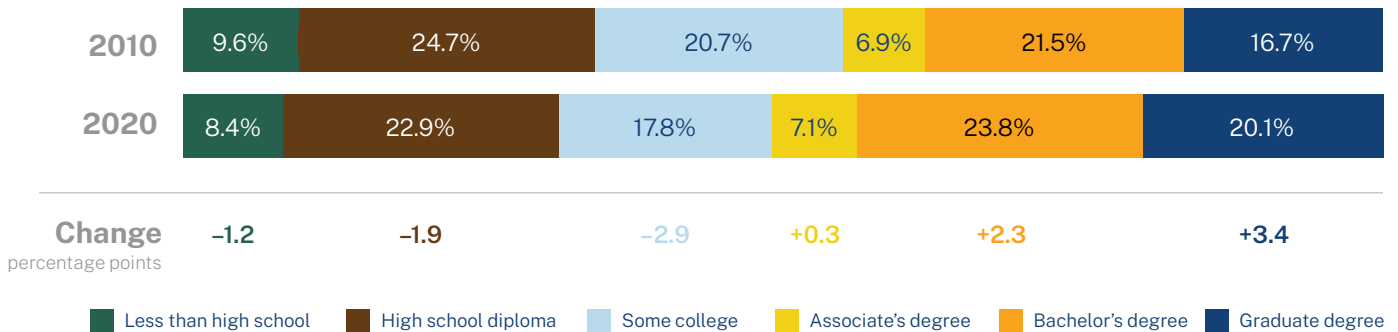
In growth of **associate's degree** or higher attainment, 2010–20

**26<sup>th</sup>**

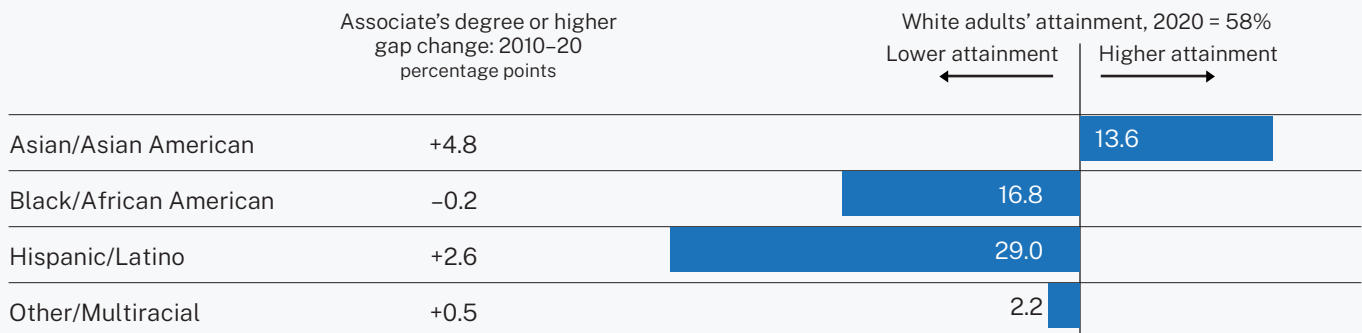
In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in Maryland increased by 6 percentage points.**
- Due to this increased attainment, the state will experience **\$330 billion in net lifetime earnings gains.**
- But little changed with attainment equity: **Black/African American adults' gap with white adults narrowed (by 0.2 percentage points), and Hispanic/Latino adults' gap with white adults widened (by 2.6 percentage points).**
- The lack of parity with white adults' attainment leaves potential net lifetime earnings gains on the table:
  - ◊ **\$273 billion** for Black/African American adults
  - ◊ **\$110 billion** for Hispanic/Latino adults

## Attainment



## Associate's degree or higher attainment gaps with white adults



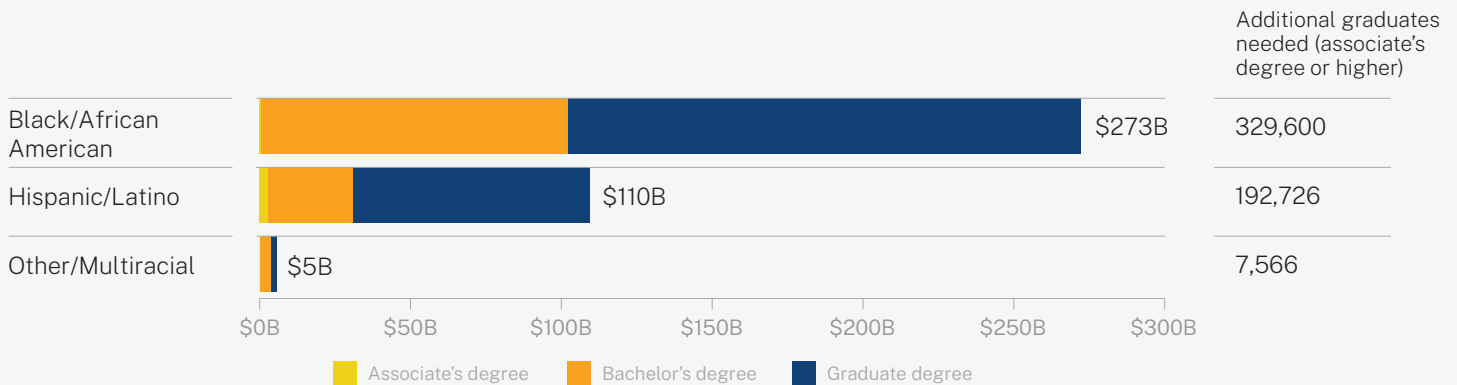
+: gap widened    -: gap narrowed

Percentage-point gap with white adults

## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
Asian/Asian American	\$15B	<\$1B	\$1B	\$15B
Black/African American	\$118B	\$4B	\$37B	\$78B
Hispanic/Latino	\$19B	<\$1B	\$4B	\$15B
Other/Multiracial	\$12B	\$1B	\$3B	\$8B
White	\$196B	\$2B	\$66B	\$128B
Men	\$132B	\$6B	\$51B	\$76B
Women	\$207B	<\$1B	\$51B	\$155B

## Potential net lifetime earnings gains if attainment parity with white adults were achieved



Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009–11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: "B" indicates billions. These numbers control for changes in the number of adults (ages 25–64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group's attainment distribution matched that of white adults in 2020. The following groups are not included in this analysis due to insufficient sample sizes: American Indian/Alaska Native and Native Hawaiian/Pacific Islander adults. Asian/Asian American adults are excluded from the potential benefits of reaching attainment parity analysis due to having higher associate's degree or higher attainment than white adults. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.



# MASSACHUSETTS

29<sup>th</sup>

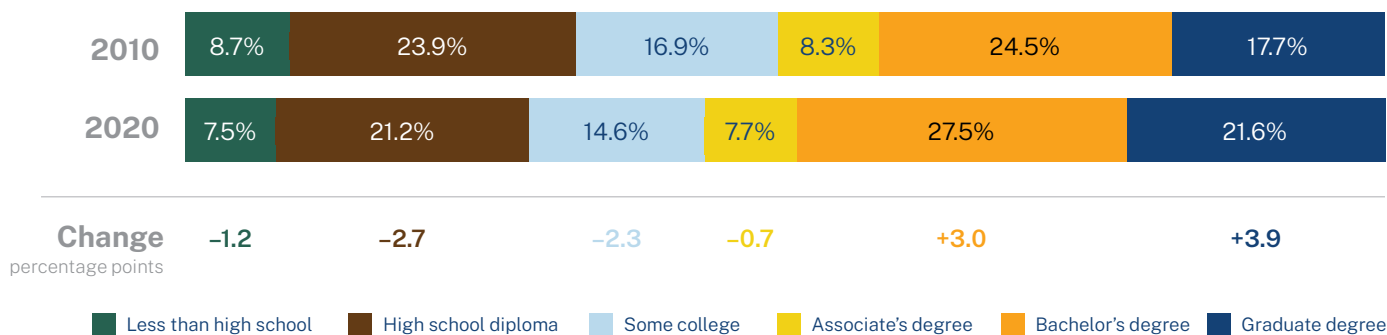
In growth of **associate's degree** or higher attainment, 2010–20

6<sup>th</sup>

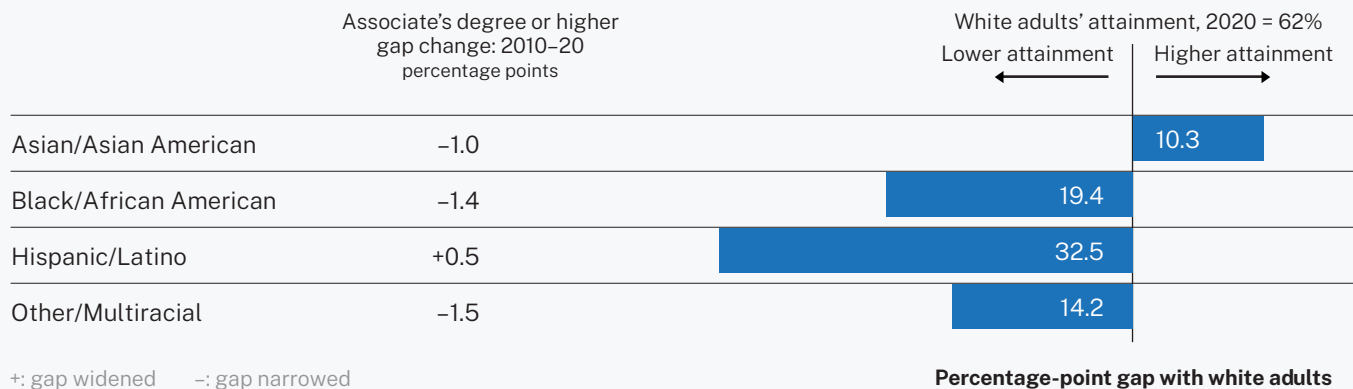
In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in Massachusetts increased by 6.2 percentage points.**
- Due to this increased attainment, the state will experience **\$391 billion in net lifetime earnings gains.**
- But little changed with attainment equity: **Hispanic/Latino adults' gap with white adults widened (by 0.5 percentage points), and Black/African American adults' gap with white adults narrowed (by 1.4 percentage points).**
- The lack of parity with white adults' attainment leaves potential net lifetime earnings gains on the table:
  - ◊ **\$162 billion** for Hispanic/Latino adults
  - ◊ **\$62 billion** for Black/African American adults

## Attainment



## Associate's degree or higher attainment gaps with white adults

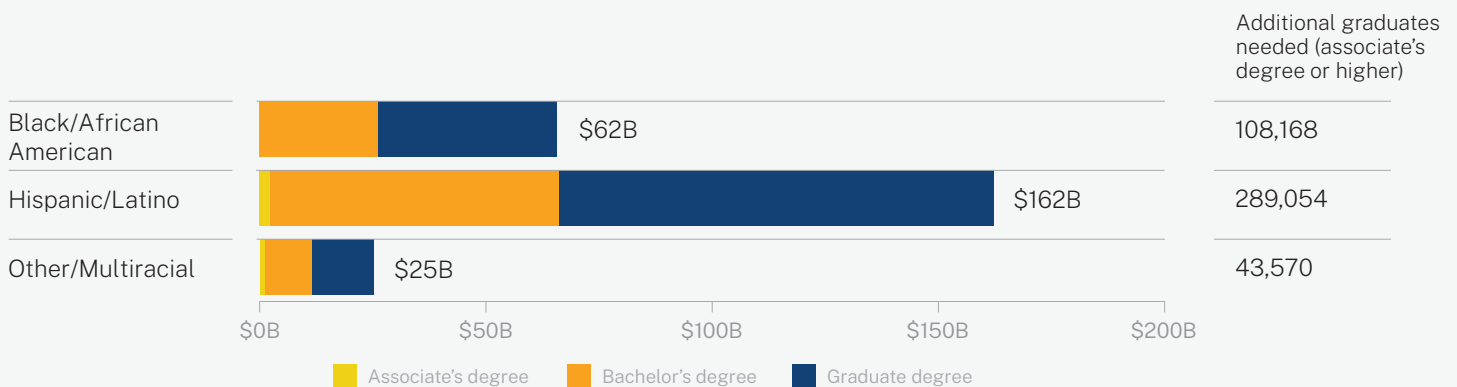


# MASSACHUSETTS

## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
Asian/Asian American	\$60B	<\$1B	\$2B	\$59B
Black/African American	\$25B	\$2B	\$10B	\$13B
Hispanic/Latino	\$33B	\$3B	\$9B	\$21B
Other/Multiracial	\$18B	<\$1B	\$7B	\$11B
White	\$312B	-\$12B	\$142B	\$182B
Men	\$192B	-\$4B	\$86B	\$111B
Women	\$221B	-\$12B	\$63B	\$169B

## Potential net lifetime earnings gains if attainment parity with white adults were achieved



Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009–11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: "B" indicates billions. These numbers control for changes in the number of adults (ages 25–64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group's attainment distribution matched that of white adults in 2020. The following groups are not included in this analysis due to insufficient sample sizes: American Indian/Alaska Native and Native Hawaiian/Pacific Islander adults. Asian/Asian American adults are excluded from the potential benefits of reaching attainment parity analysis due to having higher associate's degree or higher attainment than white adults. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.

# MICHIGAN

**22<sup>nd</sup>**

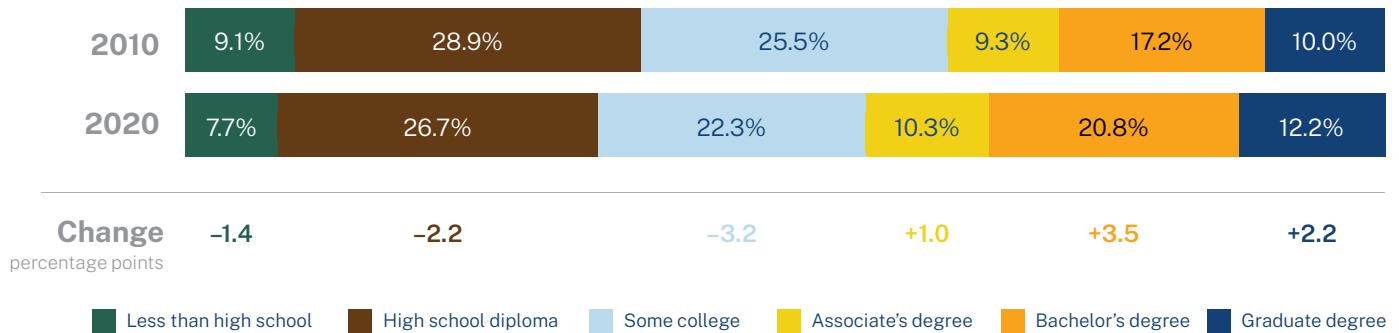
In growth of **associate's degree** or higher attainment, 2010–20

**23<sup>rd</sup>**

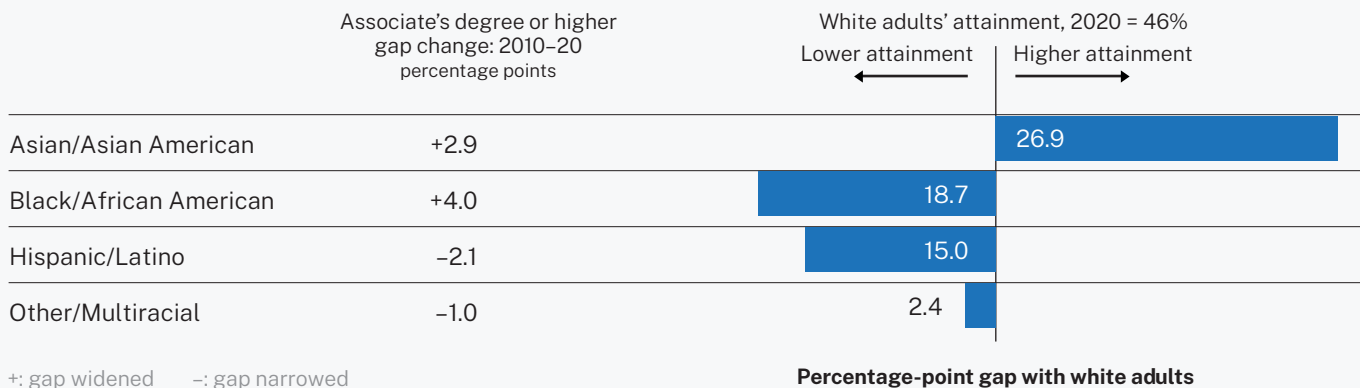
In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in Michigan increased by 6.7 percentage points.**
- Due to this increased attainment, the state will experience **\$436 billion in net lifetime earnings gains.**
- Attainment equity worsened for some groups and improved for others: **Black/African American adults' gap with white adults widened (by 4 percentage points), and Hispanic/Latino adults' gap with white adults narrowed (by 2.1 percentage points).**
- The lack of parity with white adults' attainment leaves potential net lifetime earnings gains on the table:
  - ◊ **\$176 billion** for Black/African American adults
  - ◊ **\$27 billion** for Hispanic/Latino adults

## Attainment



## Associate's degree or higher attainment gaps with white adults

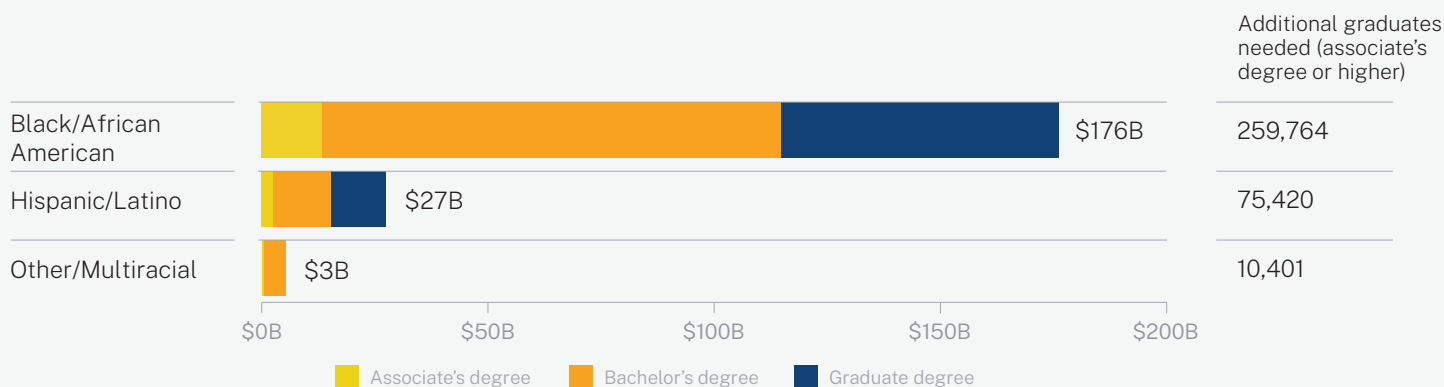


## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
American Indian/ Alaska Native	*	<\$1B	*	*
Asian/Asian American	\$14B	<\$1B	\$2B	\$12B
Black/African American	\$29B	\$4B	\$10B	\$16B
Hispanic/Latino	\$19B	\$1B	\$6B	\$12B
Other/Multiracial	\$17B	<\$1B	\$8B	\$9B
White	\$324B	\$23B	\$174B	\$127B
Men	\$190B	\$17B	\$104B	\$70B
Women	\$255B	\$15B	\$109B	\$131B

\* The value has been suppressed due to insufficient sample size.

## Potential net lifetime earnings gains if attainment parity with white adults were achieved



Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009–11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: "B" indicates billions. These numbers control for changes in the number of adults (ages 25–64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group's attainment distribution matched that of white adults in 2020. The following group is not included in this analysis due to insufficient sample sizes: Native Hawaiian/Pacific Islander adults. American Indian/Alaska Native adults are excluded from the attainment gaps with white adults and the potential net lifetime earnings analyses due to insufficient sample sizes at one or more degree levels. Asian/Asian American adults are excluded from the potential benefits of reaching attainment parity analysis due to having higher associate's degree or higher attainment than white adults. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.

# MINNESOTA

11<sup>th</sup>

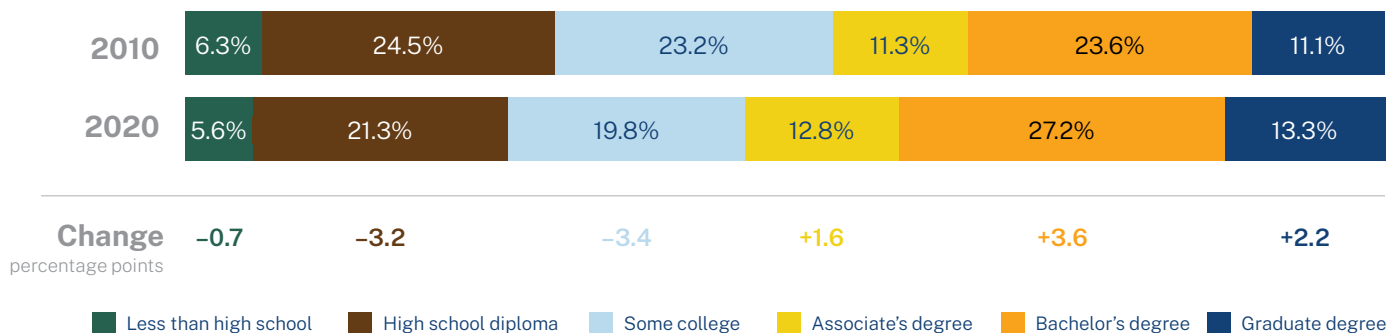
In growth of **associate's degree** or higher attainment, 2010–20

23<sup>rd</sup>

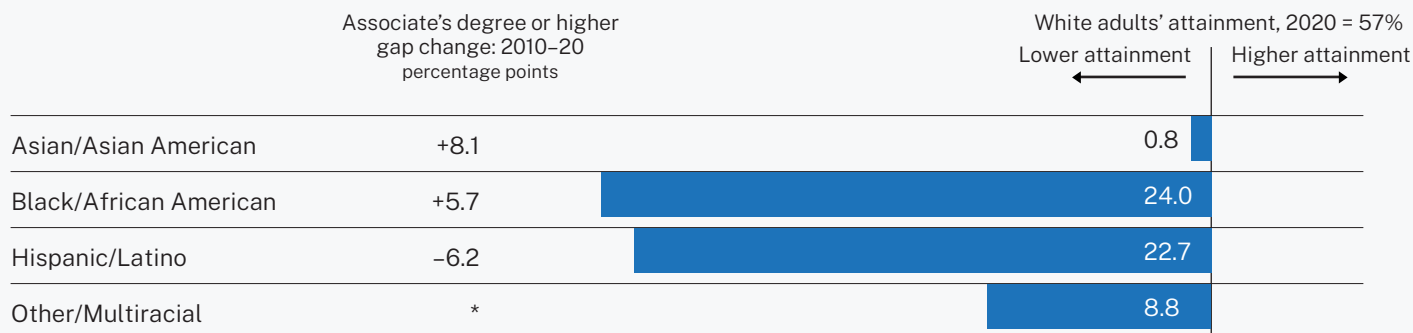
In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in Minnesota increased by 7.3 percentage points.**
- Due to this increased attainment, the state will experience **\$222 billion in net lifetime earnings gains.**
- Attainment equity worsened for some groups and improved for others: **Black/African American adults' gap with white adults widened (by 5.7 percentage points), while Hispanic/Latino adults' gap with white adults narrowed (by 6.2 percentage points).**
- The lack of parity with white adults' attainment leaves potential net lifetime earnings gains on the table:
  - ◇ **\$49 billion** for Black/African American adults
  - ◇ **\$24 billion** for Hispanic/Latino adults

## Attainment



## Associate's degree or higher attainment gaps with white adults



+: gap widened -: gap narrowed

\* The value has been suppressed due to insufficient sample size.

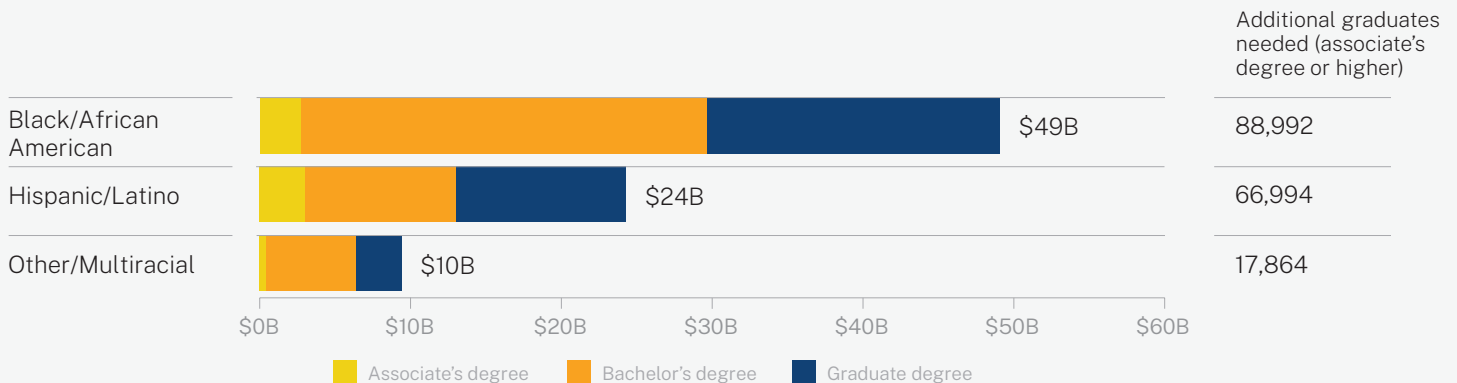
Percentage-point gap with white adults

## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
Asian/Asian American	-\$3B	<\$1B	<\$1B	-\$4B
Black/African American	\$4B	\$1B	\$4B	-\$2B
Hispanic/Latino	\$15B	\$2B	\$8B	\$6B
Other/Multiracial	*	*	\$3B	-\$1B
White	\$200B	\$20B	\$95B	\$85B
Men	\$90B	\$13B	\$51B	\$26B
Women	\$141B	\$13B	\$57B	\$71B

\* The value has been suppressed due to insufficient sample size.

## Potential net lifetime earnings gains if attainment parity with white adults were achieved



Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009-11 (pooled), 2019-21 (pooled), 2009-21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: "B" indicates billions. These numbers control for changes in the number of adults (ages 25-64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group's attainment distribution matched that of white adults in 2020. The following groups are not included in this analysis due to insufficient sample sizes: American Indian/Alaska Native and Native Hawaiian/Pacific Islander adults. Asian/Asian American adults are excluded from the potential benefits of reaching attainment parity analysis due to having higher graduate degree attainment than white adults. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.

# MISSISSIPPI

34<sup>th</sup>

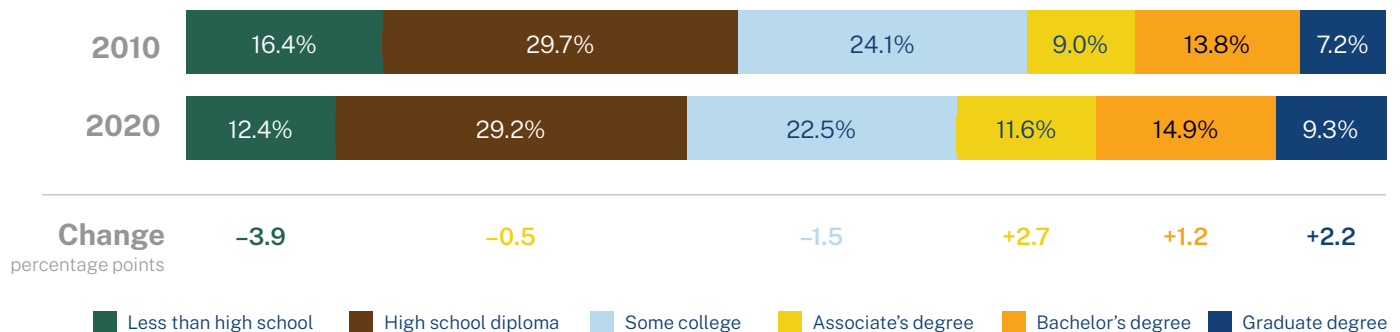
In growth of **associate's degree** or higher attainment, 2010–20

47<sup>th</sup>

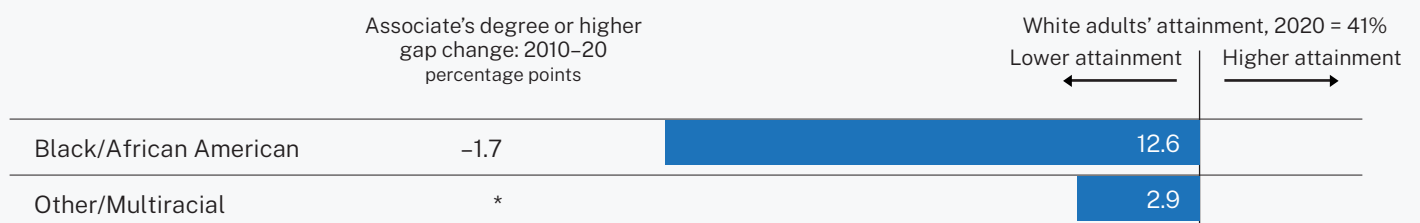
In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in Mississippi increased by 6 percentage points.**
- Due to increased attainment, the state will experience **\$77 billion in net lifetime earnings gains.**
- But the improvement to attainment equity was small: **Black/African American adults' gap with white adults narrowed only slightly (by 1.7 percentage points).**
- The lack of parity with white adults' attainment leaves potential net lifetime earnings gains on the table:
  - ◊ **\$59 billion** for Black/African American adults

## Attainment



## Associate's degree or higher attainment gaps with white adults



+: gap widened    -: gap narrowed

\* The value has been suppressed due to insufficient sample size.

Percentage-point gap with white adults

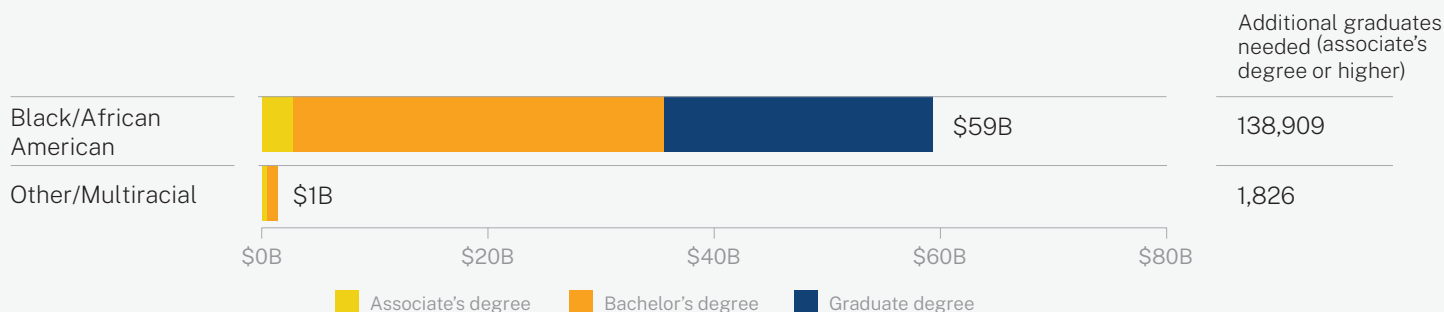
# MISSISSIPPI

## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
Asian/Asian American	*	*	<\$1B	\$2B
Black/African American	\$29B	\$9B	\$4B	\$16B
White	\$40B	\$10B	\$10B	\$20B
Men	\$22B	\$11B	\$5B	\$7B
Women	\$64B	\$15B	\$12B	\$38B

\* The value has been suppressed due to insufficient sample size.

## Potential net lifetime earnings gains if attainment parity with white adults were achieved



Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009–11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: “B” indicates billions. These numbers control for changes in the number of adults (ages 25–64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group's attainment distribution matched that of white adults in 2020. The following groups are not included in this analysis due to insufficient sample sizes: Hispanic/Latino, American Indian/Alaska Native, and Native Hawaiian/Pacific Islander adults. Asian/Asian American adults are excluded from the attainment gaps with white adults and the potential benefits of reaching attainment parity analyses due to insufficient sample sizes at one or more degree levels. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.



# MISSOURI

26<sup>th</sup>

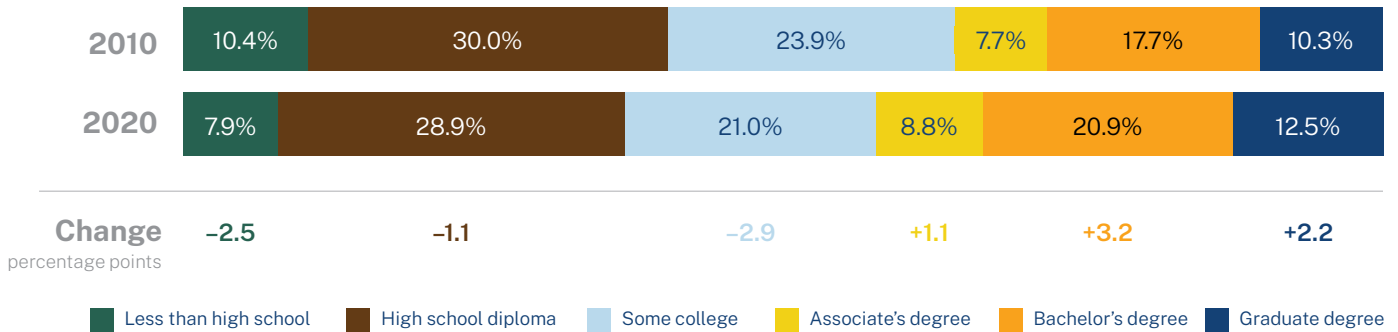
In growth of **associate's degree** or higher attainment, 2010–20

31<sup>st</sup>

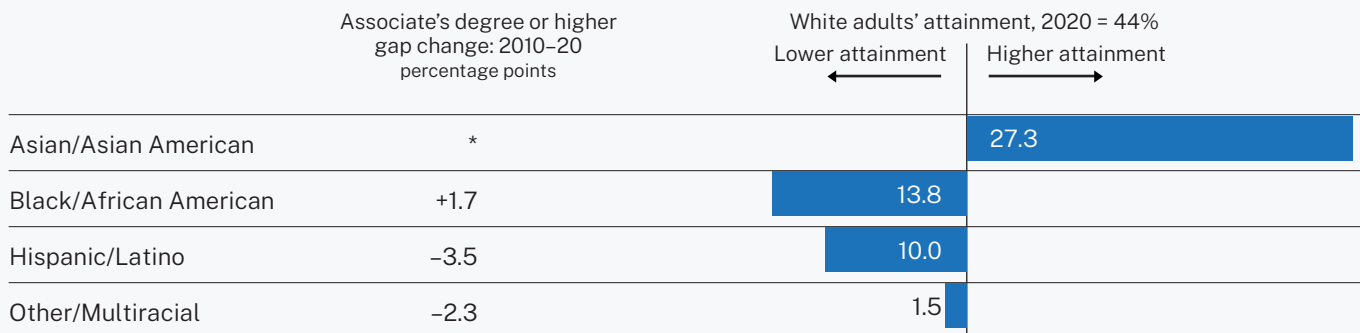
In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in Missouri increased by 6.5 percentage points.**
- Due to this increased attainment, the state will experience **\$196 billion in net lifetime earnings gains.**
- But little changed with attainment equity: **Black/African American adults' gap with white adults widened (by 1.7 percentage points), and Hispanic/Latino adults' gap with white adults narrowed (by 3.5 percentage points).**
- The lack of parity with white adults' attainment leaves potential net lifetime earnings gains on the table:
  - ◊ **\$58 billion** for Black/African American adults
  - ◊ **\$10 billion** for Hispanic/Latino adults

## Attainment



## Associate's degree or higher attainment gaps with white adults



+: gap widened    -: gap narrowed

\* The value has been suppressed due to insufficient sample size.

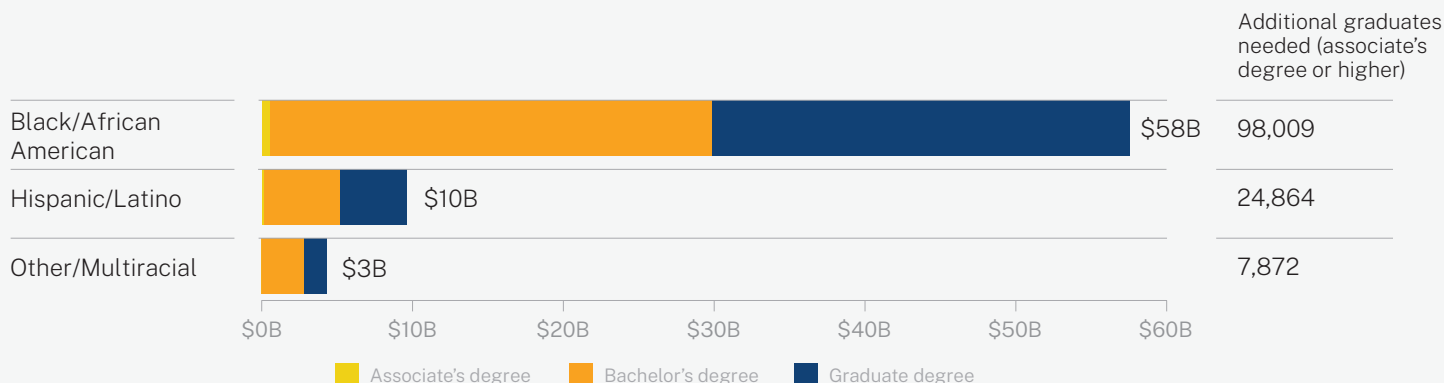
Percentage-point gap with white adults

## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
Asian/Asian American	*	*	\$1B	\$2B
Black/African American	\$17B	\$3B	\$12B	\$2B
Hispanic/Latino	\$8B	\$1B	\$4B	\$3B
Other/Multiracial	\$14B	<\$1B	\$5B	\$10B
White	\$154B	\$12B	\$71B	\$71B
Men	\$79B	\$9B	\$46B	\$24B
Women	\$134B	\$10B	\$53B	\$71B

\* The value has been suppressed due to insufficient sample size.

## Potential net lifetime earnings gains if attainment parity with white adults were achieved



Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009–11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: "B" indicates billions. These numbers control for changes in the number of adults (ages 25–64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group's attainment distribution matched that of white adults in 2020. The following groups are not included in this analysis due to insufficient sample sizes: American Indian/Alaska Native and Native Hawaiian/Pacific Islander adults. Asian/Asian American adults are excluded from the potential benefits of reaching attainment parity analysis due to having higher associate's degree or higher attainment than white adults. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.

# MONTANA

**42<sup>nd</sup>**

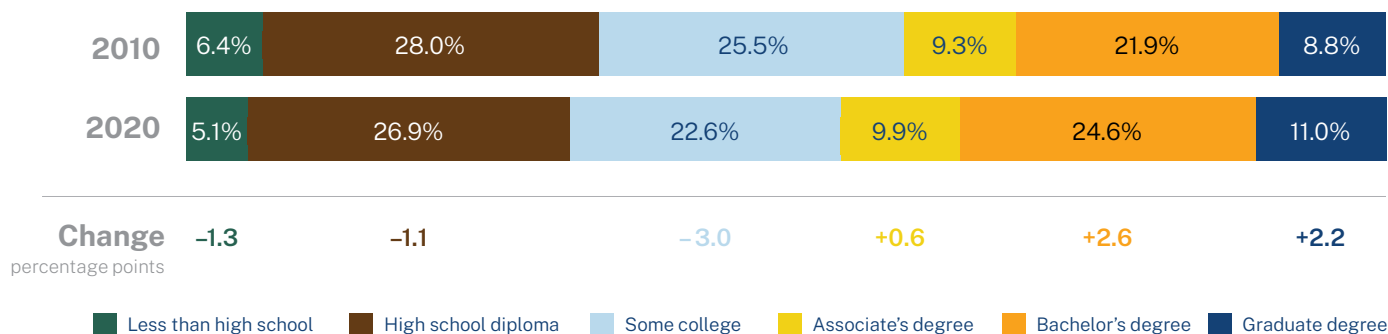
In growth of **associate's degree** or higher attainment, 2010–20

**35<sup>th</sup>**

In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in Montana increased by 5.4 percentage points.**
- Due to this increased attainment, the state will experience **\$23 billion in net lifetime earnings gains.**

## Attainment



## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
American Indian/ Alaska Native	*	<\$1B	-\$1B	*
White	\$19B	\$1B	\$8B	\$11B
Men	\$9B	<\$1B	\$5B	\$3B
Women	\$16B	\$1B	\$4B	\$11B

\* The value has been suppressed due to insufficient sample size.

Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009–11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: "B" indicates billions. These numbers control for changes in the number of adults (ages 25–64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group's attainment distribution matched that of white adults in 2020. The following groups are not included in this analysis due to insufficient sample sizes: Asian/Asian American, Black/African American, Hispanic/Latino, Native Hawaiian/ Pacific Islander, and other/multiracial adults. The attainment gaps with white adults and the potential net lifetime earnings gains charts are missing due to insufficient sample sizes for all groups other than white adults at one or more degree levels. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.

# NEBRASKA

18<sup>th</sup>

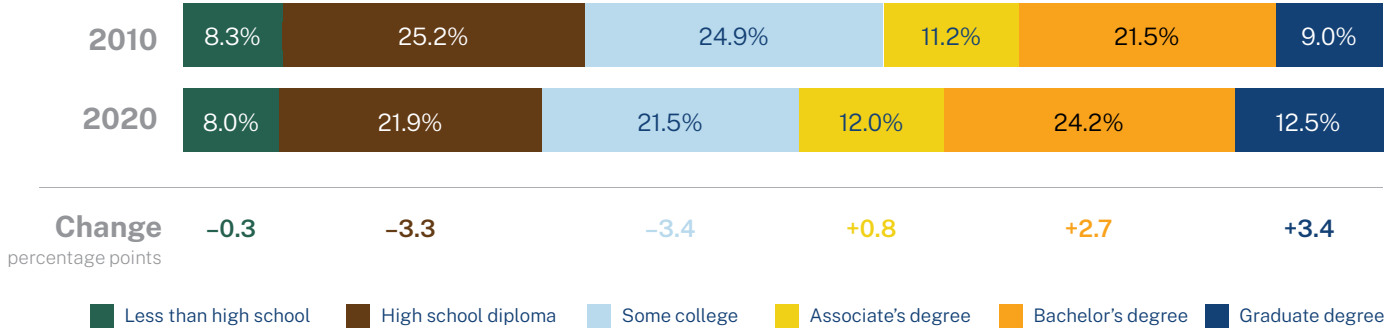
In growth of **associate's degree** or higher attainment, 2010–20

17<sup>th</sup>

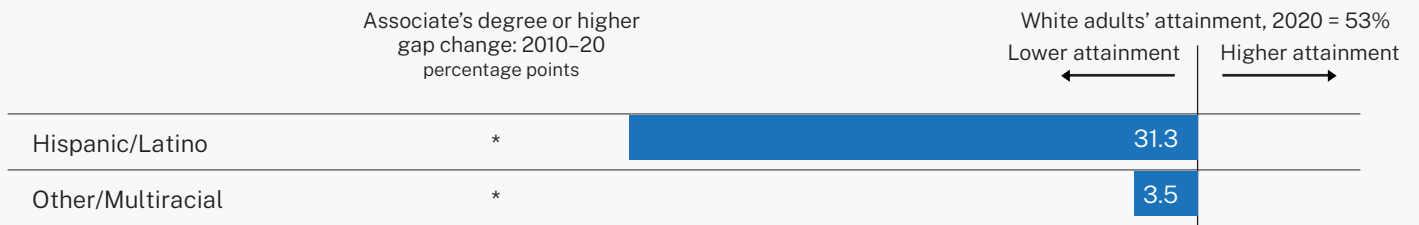
In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in Nebraska increased by 7 percentage points.**
- Due to this increased attainment, the state will experience **\$63 billion in net lifetime earnings gains.**
- The lack of parity with white adults' attainment leaves potential net lifetime earnings gains on the table:
  - ◊ **\$16 billion** for Hispanic/Latino adults
  - ◊ **\$1 billion** for other/multiracial adults

## Attainment



## Associate's degree or higher attainment gaps with white adults



+: gap widened    -: gap narrowed

\* The value has been suppressed due to insufficient sample size.

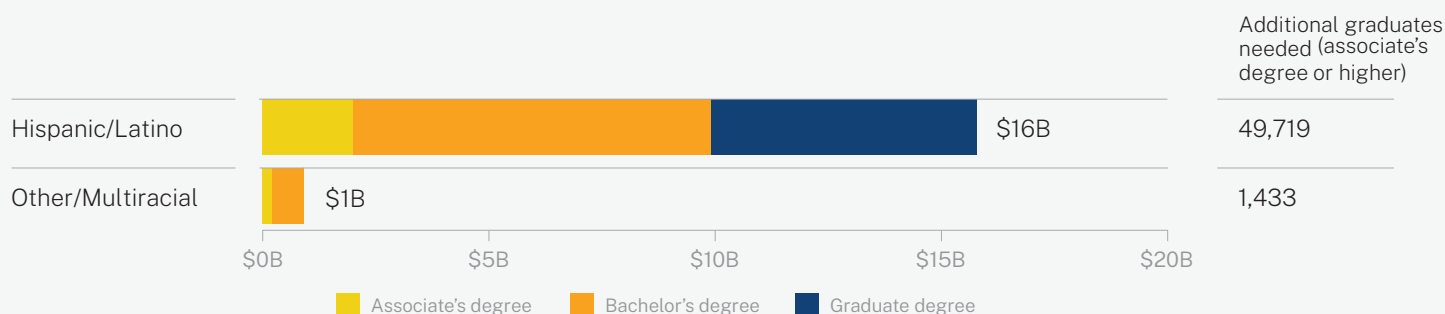
Percentage-point gap with white adults

## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
Asian/Asian American	*	*	<\$1B	*
Black/African American	*	*	\$1B	*
Hispanic/Latino	*	*	\$2B	*
White	\$57B	\$3B	\$20B	\$34B
Men	\$25B	\$2B	\$8B	\$15B
Women	\$46B	\$2B	\$14B	\$30B

\* The value has been suppressed due to insufficient sample size.

## Potential net lifetime earnings gains if attainment parity with white adults were achieved



Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009–11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: "B" indicates billions. These numbers control for changes in the number of adults (ages 25–64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group's attainment distribution matched that of white adults in 2020. The following groups are not included in this analysis due to insufficient sample sizes: American Indian/Alaska Native and Native Hawaiian/Pacific Islander adults. Asian/Asian American and Black/African American adults are excluded from the attainment gaps with white adults and the potential benefits of reaching attainment parity analyses due to insufficient sample sizes at one or more degree levels. Values may not sum to totals due to rounding and adjustments. For more detail, see Appendix A in *Learning and Earning by Degrees*.

# NEVADA

**38<sup>th</sup>**

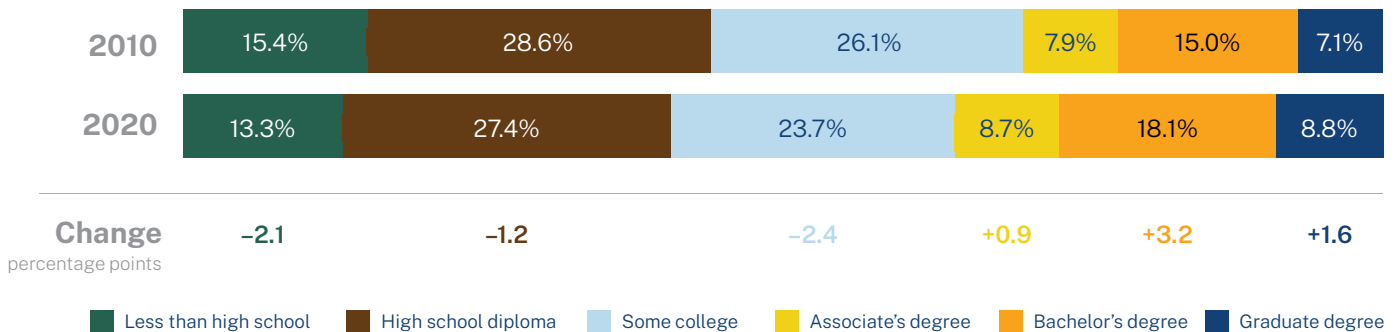
In growth of **associate's degree** or higher attainment, 2010–20

**36<sup>th</sup>**

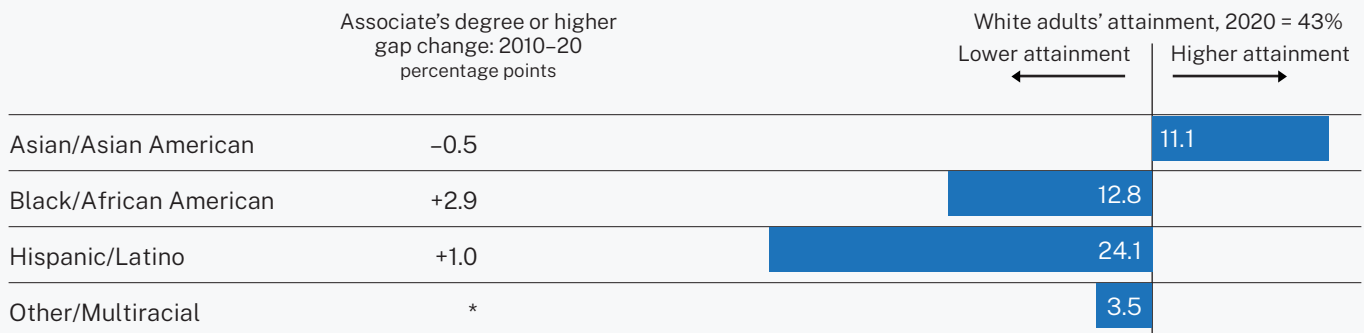
In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in Nevada increased by 5.7 percentage points.**
- Due to this increased attainment, the state will experience **\$71 billion in net lifetime earnings gains.**
- But attainment equity worsened slightly: **Hispanic/Latino adults' gap with white adults widened (by 1 percentage point), and Black/African American adults' gap with white adults widened (by 2.9 percentage points).**
- The lack of parity with white adults' attainment leaves potential net lifetime earnings gains on the table:
  - ◊ **\$49 billion** for Hispanic/Latino adults
  - ◊ **\$20 billion** for Black/African American adults

## Attainment



## Associate's degree or higher attainment gaps with white adults



+: gap widened    -: gap narrowed

\* The value has been suppressed due to insufficient sample size.

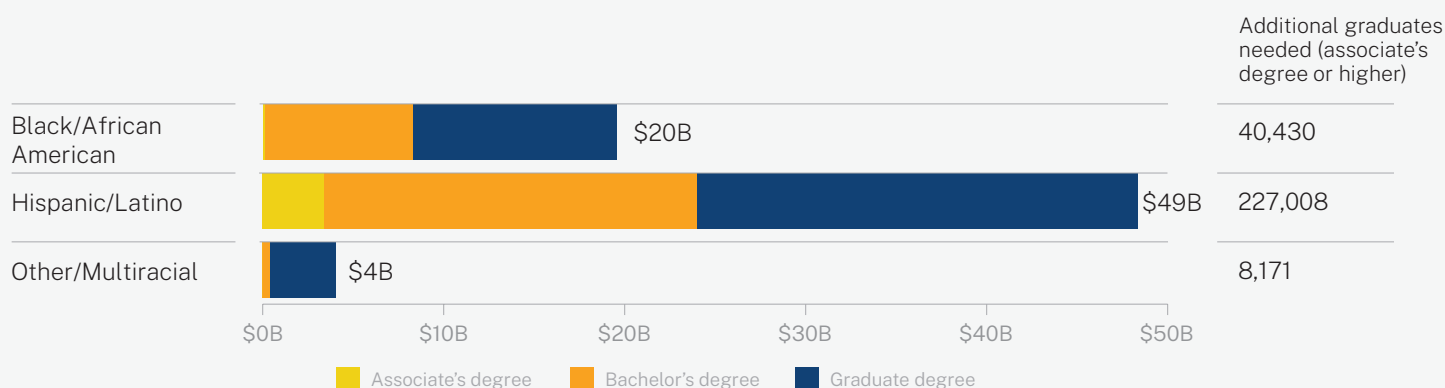
Percentage-point gap with white adults

## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
Asian/Asian American	\$10B	<\$1B	\$1B	\$9B
Black/African American	\$5B	<\$1B	\$4B	\$1B
Hispanic/Latino	\$11B	\$2B	\$5B	\$4B
Other/Multiracial	*	<\$1B	\$1B	*
White	\$54B	\$3B	\$26B	\$25B
Men	\$29B	\$1B	\$17B	\$11B
Women	\$50B	\$4B	\$20B	\$25B

\* The value has been suppressed due to insufficient sample size.

## Potential net lifetime earnings gains if attainment parity with white adults were achieved



Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009–11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: "B" indicates billions. These numbers control for changes in the number of adults (ages 25–64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group's attainment distribution matched that of white adults in 2020. The following groups are not included in this analysis due to insufficient sample sizes: American Indian/Alaska Native and Native Hawaiian/Pacific Islander adults. Asian/Asian American adults are excluded from the potential benefits of reaching attainment parity analysis due to having higher associate's degree or higher attainment than white adults. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.

# NEW HAMPSHIRE

37<sup>th</sup>

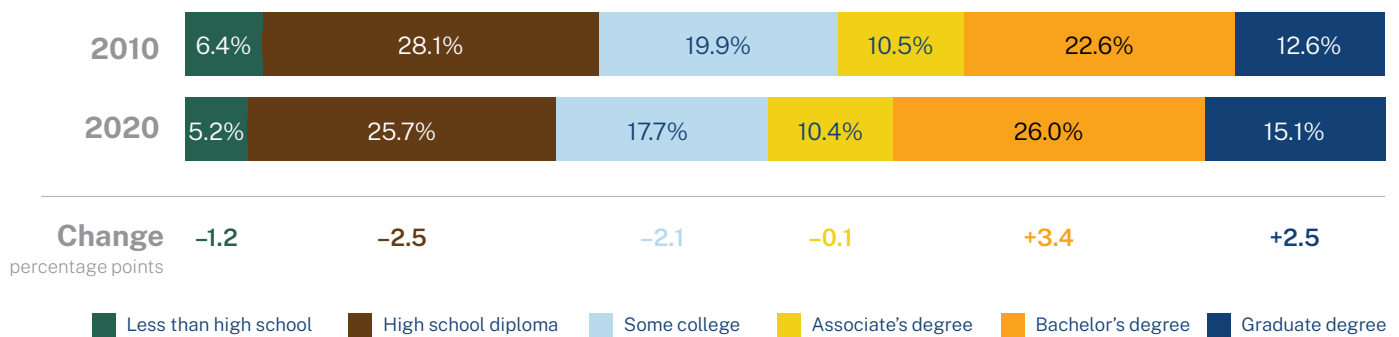
In growth of **associate's degree** or higher attainment, 2010–20

21<sup>st</sup>

In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in New Hampshire increased by 5.7 percentage points.**
- Due to this increased attainment, the state will experience **\$44 billion in net lifetime earnings gains.**

## Attainment



## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
Asian/Asian American	*	*	\$1B	<\$1B
White	\$38B	<\$1B	\$19B	\$19B
Men	\$21B	<\$1B	\$14B	\$7B
Women	\$26B	<\$1B	\$9B	\$17B

\* The value has been suppressed due to insufficient sample size.

Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009–11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: “B” indicates billions. These numbers control for changes in the number of adults (ages 25–64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group's attainment distribution matched that of white adults in 2020. The following groups are not included in this analysis due to insufficient sample sizes: Black/African American, American Indian/Alaska Native, Hispanic/Latino, Native Hawaiian/ Pacific Islander, and other/multiracial adults. The attainment gaps with white adults and the potential net lifetime earnings gains charts are missing due to insufficient sample sizes for all groups other than white adults at one or more degree levels. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.



# NEW JERSEY

9<sup>th</sup>

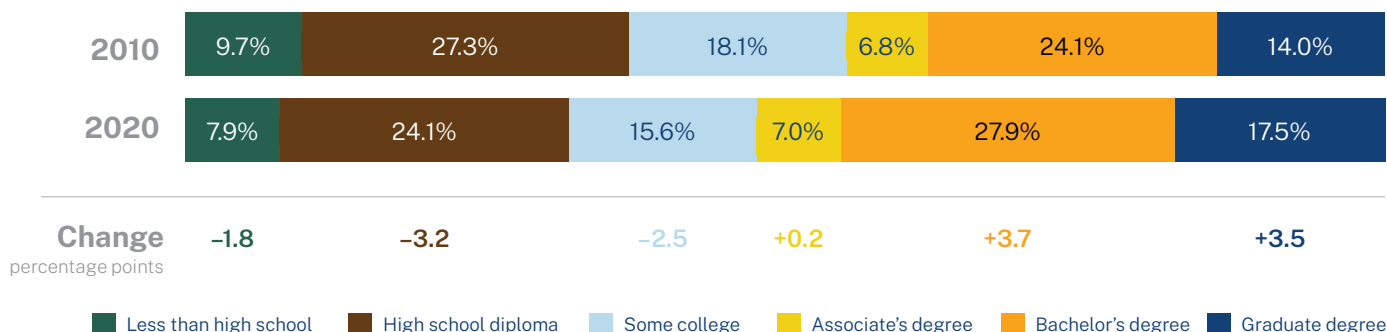
In growth of **associate's degree** or higher attainment, 2010–20

3<sup>rd</sup>

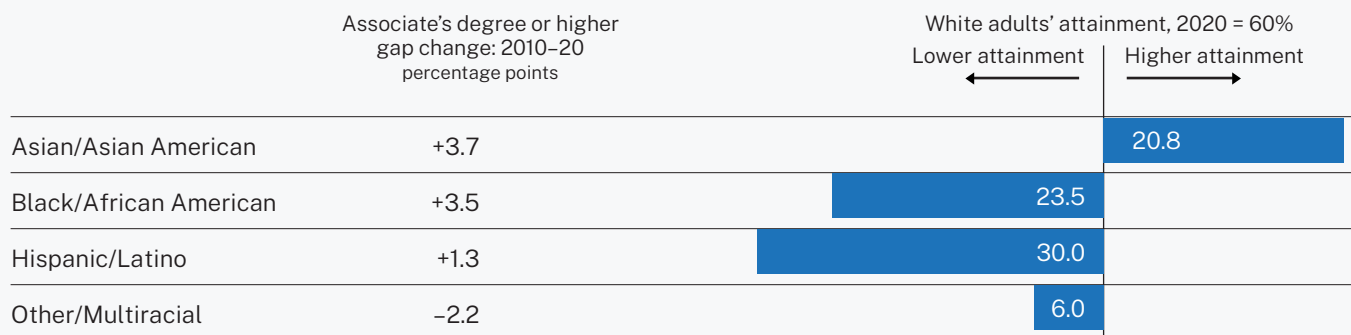
In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in New Jersey increased by 7.5 percentage points.**
- Due to this increased attainment, the state will experience **\$596 billion in net lifetime earnings gains.**
- But attainment equity worsened: **Hispanic/Latino adults' gap with white adults widened (by 1.3 percentage points), and Black/African American adults' gap with white adults widened (by 3.5 percentage points).**
- The lack of parity with white adults' attainment leaves potential net lifetime earnings gains on the table:
  - ◊ **\$373 billion** for Hispanic/Latino adults
  - ◊ **\$218 billion** for Black/African American adults

## Attainment



## Associate's degree or higher attainment gaps with white adults



+: gap widened    -: gap narrowed

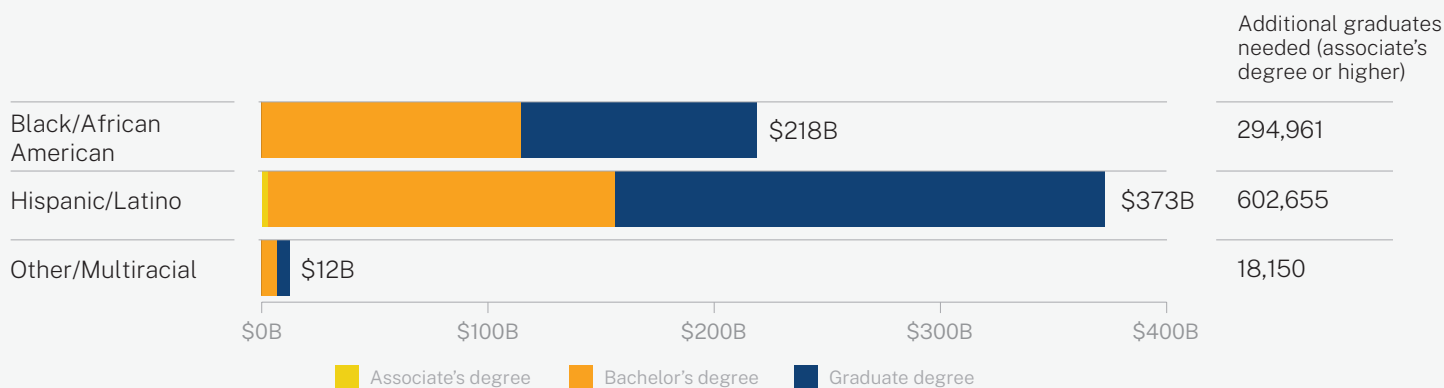
Percentage-point gap with white adults

# NEW JERSEY

## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
Asian/Asian American	\$91B	<\$1B	-\$8B	\$99B
Black/African American	\$58B	<\$1B	\$21B	\$37B
Hispanic/Latino	\$85B	\$7B	\$40B	\$38B
Other/Multiracial	\$20B	\$1B	\$9B	\$10B
White	\$365B	<\$1B	\$181B	\$184B
Men	\$276B	\$7B	\$125B	\$143B
Women	\$329B	<\$1B	\$119B	\$209B

## Potential net lifetime earnings gains if attainment parity with white adults were achieved



Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009–11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: "B" indicates billions. These numbers control for changes in the number of adults (ages 25–64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group's attainment distribution matched that of white adults in 2020. The following groups are not included in this analysis due to insufficient sample sizes: American Indian/Alaska Native and Native Hawaiian/Pacific Islander adults. Asian/Asian American adults are excluded from the potential benefits of reaching attainment parity analysis due to having higher associate's degree or higher attainment than white adults. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.

# NEW MEXICO

**46<sup>th</sup>**

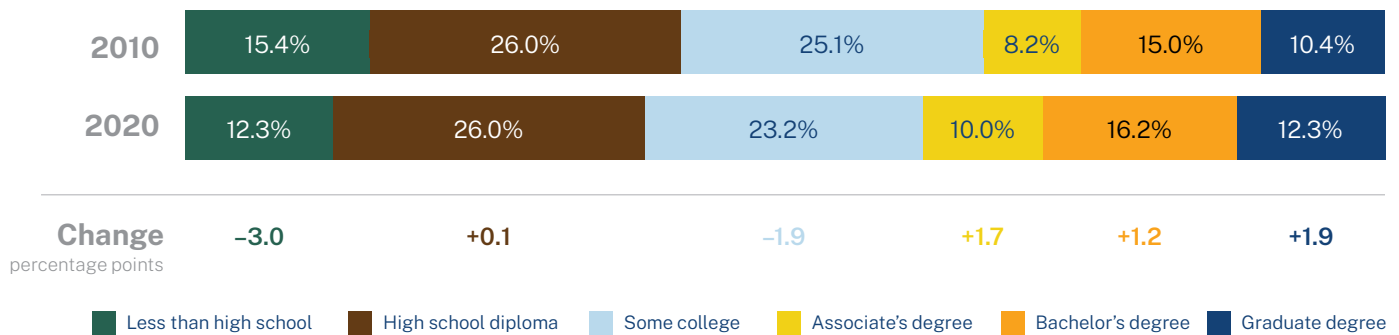
In growth of **associate's degree** or higher attainment, 2010–20

**49<sup>th</sup>**

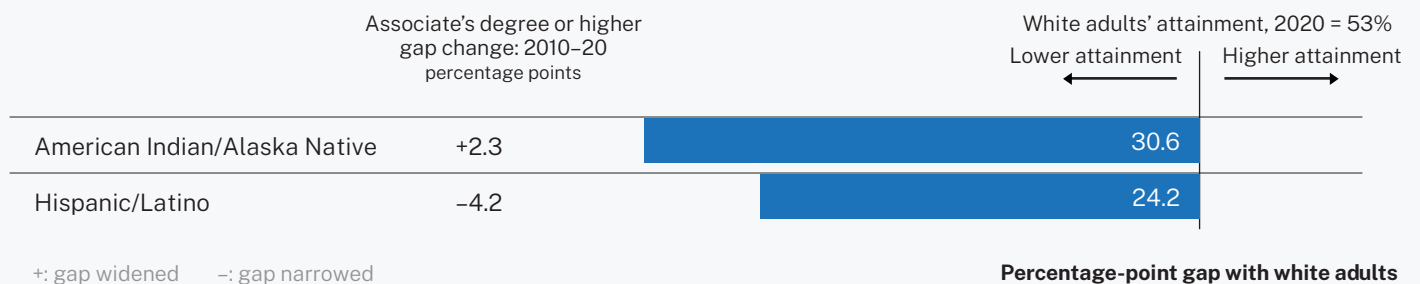
In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in New Mexico increased by 4.8 percentage points.**
- Due to this increased attainment, the state will experience **\$49 billion in net lifetime earnings gains.**
- Attainment equity improved for some groups and worsened for others: **Hispanic/Latino adults' gap with white adults narrowed (by 4.2 percentage points), and American Indian/Alaska Native adults' gap with white adults widened (by 2.3 percentage points).**
- The lack of parity with white adults' attainment leaves potential net lifetime earnings gains on the table:
  - ◊ **\$135 billion** for Hispanic/Latino adults
  - ◊ **\$38 billion** for American Indian/Alaska Native adults

## Attainment



## Associate's degree or higher attainment gaps with white adults



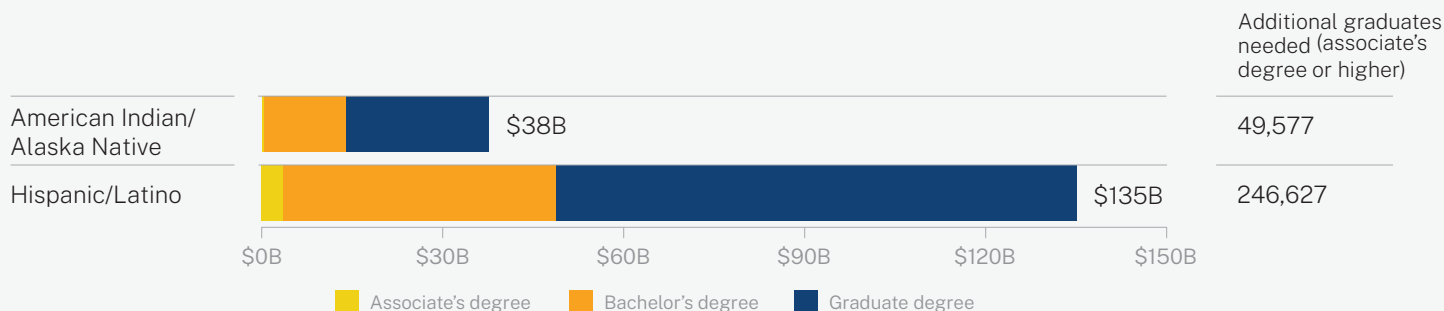
# NEW MEXICO

## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
American Indian/ Alaska Native	\$2B	<\$1B	\$2B	\$1B
Asian/Asian American	*	*	<\$1B	\$3B
Hispanic/Latino	\$39B	\$6B	\$17B	\$16B
White	\$19B	\$3B	<\$1B	\$17B
Men	\$15B	\$5B	\$1B	\$9B
Women	\$38B	\$5B	\$11B	\$22B

\* The value has been suppressed due to insufficient sample size.

## Potential net lifetime earnings gains if attainment parity with white adults were achieved



Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009–11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: "B" indicates billions. These numbers control for changes in the number of adults (ages 25–64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group's attainment distribution matched that of white adults in 2020. The following groups are not included in this analysis due to insufficient sample sizes: Black/African American, Native Hawaiian/Pacific Islander, and other/multiracial adults. Asian/Asian American adults are excluded from the attainment gaps with white adults and the potential benefits of reaching attainment parity analyses due to insufficient sample sizes at one or more degree levels. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.

# NEW YORK

24<sup>th</sup>

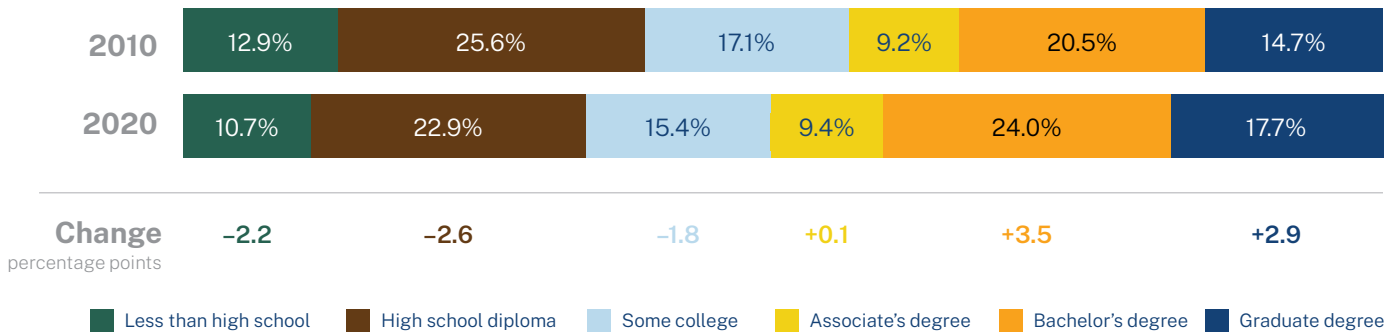
In growth of **associate's degree** or higher attainment, 2010–20

12<sup>th</sup>

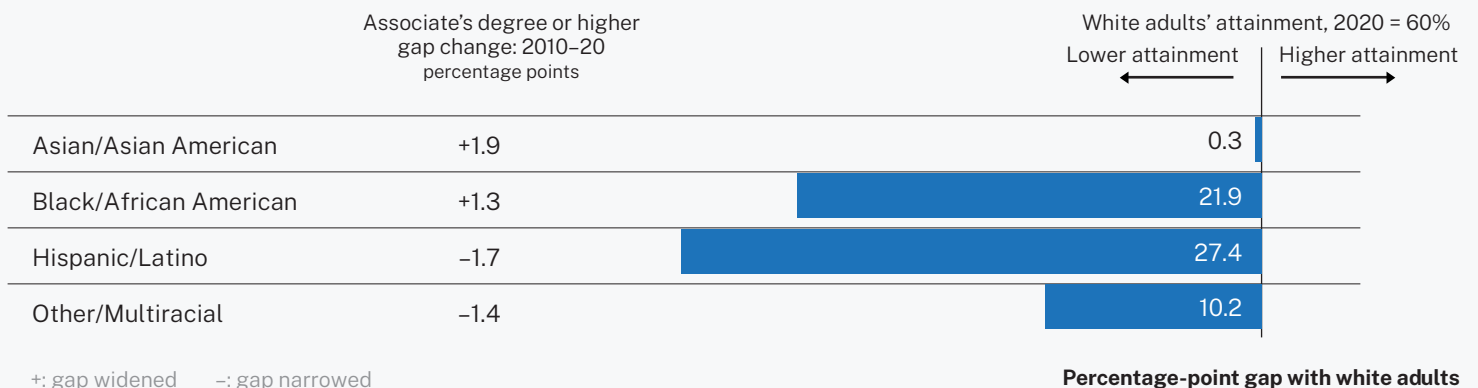
In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in New York increased by 6.6 percentage points.**
- Due to this increased attainment, the state will experience **\$1 trillion in net lifetime earnings gains.**
- But little changed with attainment equity: **Hispanic/Latino adults' gap with white adults narrowed (by 1.7 percentage points), and Black/African American adults' gap with white adults widened (by 1.3 percentage points).**
- The lack of parity with white adults' attainment leaves potential net lifetime earnings gains on the table:
  - ◇ **\$678 billion** for Hispanic/Latino adults
  - ◇ **\$477 billion** for Black/African American adults

## Attainment



## Associate's degree or higher attainment gaps with white adults

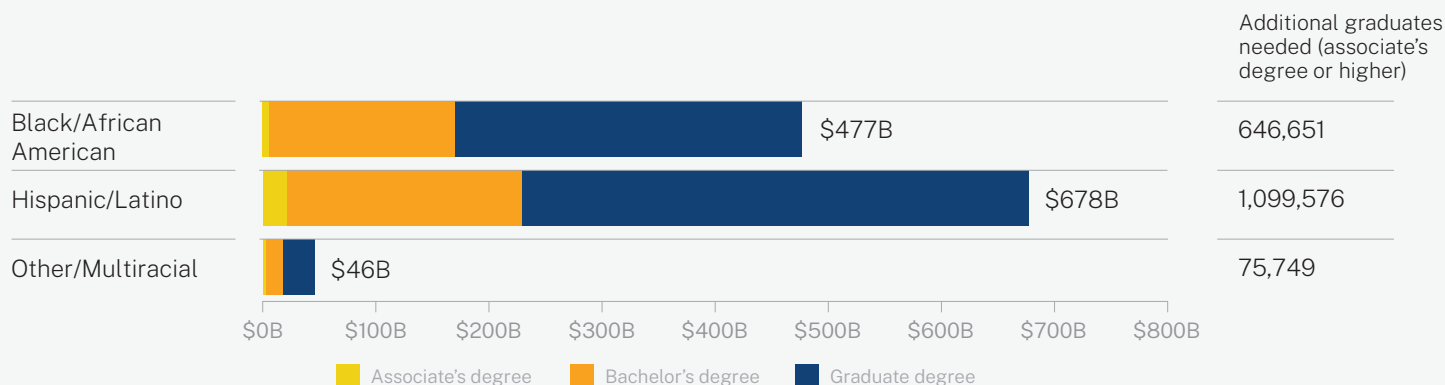


## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
American Indian/ Alaska Native	*	<\$1B	\$1B	*
Asian/Asian American	\$99B	<\$1B	\$20B	\$78B
Black/African American	\$131B	\$3B	\$50B	\$78B
Hispanic/Latino	\$198B	\$16B	\$79B	\$103B
Other/Multiracial	\$41B	\$3B	\$11B	\$27B
White	\$611B	-\$3B	\$291B	\$323B
Men	\$400B	\$10B	\$226B	\$165B
Women	\$652B	<\$1B	\$232B	\$420B

\* The value has been suppressed due to insufficient sample size.

## Potential net lifetime earnings gains if attainment parity with white adults were achieved



Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009–11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: “B” indicates billions. These numbers control for changes in the number of adults (ages 25–64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group's attainment distribution matched that of white adults in 2020. The following group is not included in this analysis due to insufficient sample sizes: Native Hawaiian/Pacific Islander adults. American Indian/Alaska Native adults are excluded from the attainment gaps with white adults and the potential benefits of reaching attainment parity analyses due to insufficient sample sizes at one or more degree levels. Asian/Asian American adults are excluded from the potential benefits of reaching attainment parity analysis due to having higher bachelor's and graduate degree attainment than white adults. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.

# NORTH CAROLINA

2<sup>nd</sup>

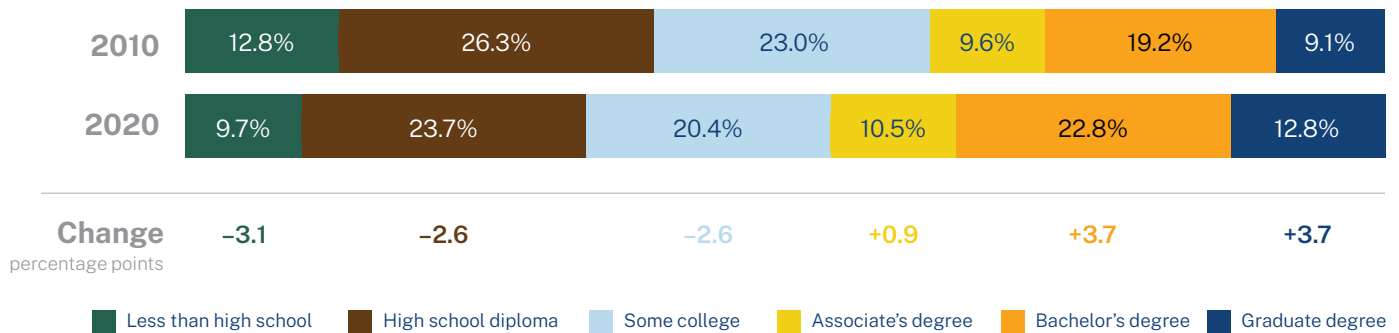
In growth of **associate's degree** or higher attainment, 2010–20

2<sup>nd</sup>

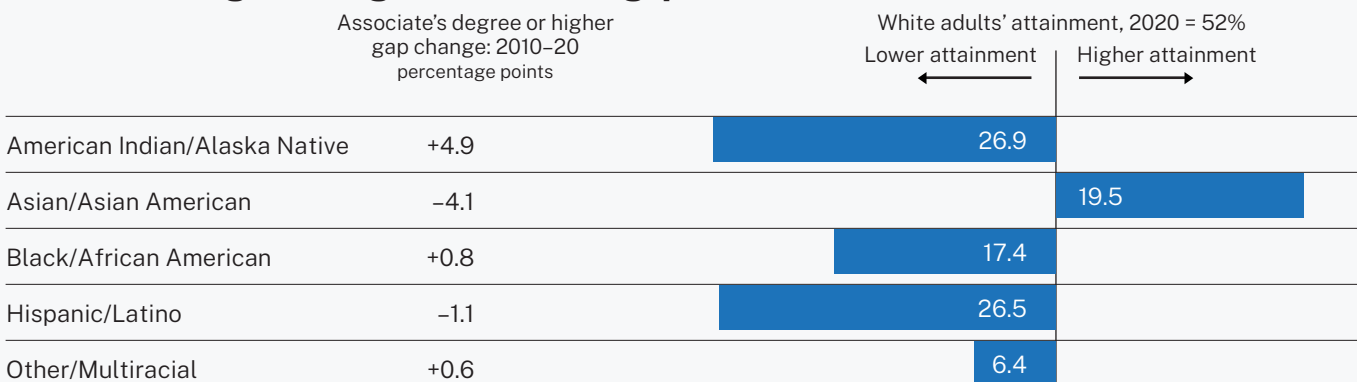
In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in North Carolina increased by 8.3 percentage points.**
- Due to this increased attainment, the state will experience **\$490 billion in net lifetime earnings gains.**
- But little changed with attainment equity: **Black/African American adults' gap with white adults widened (by 0.8 percentage points), and Hispanic/Latino adults' gap with white adults narrowed (by 1.1 percentage points).**
- The lack of parity with white adults' attainment leaves potential net lifetime earnings gains on the table:
  - ◇ **\$196 billion** for Black/African American adults
  - ◇ **\$72 billion** for Hispanic/Latino adults

## Attainment



## Associate's degree or higher attainment gaps with white adults



+: gap widened -: gap narrowed

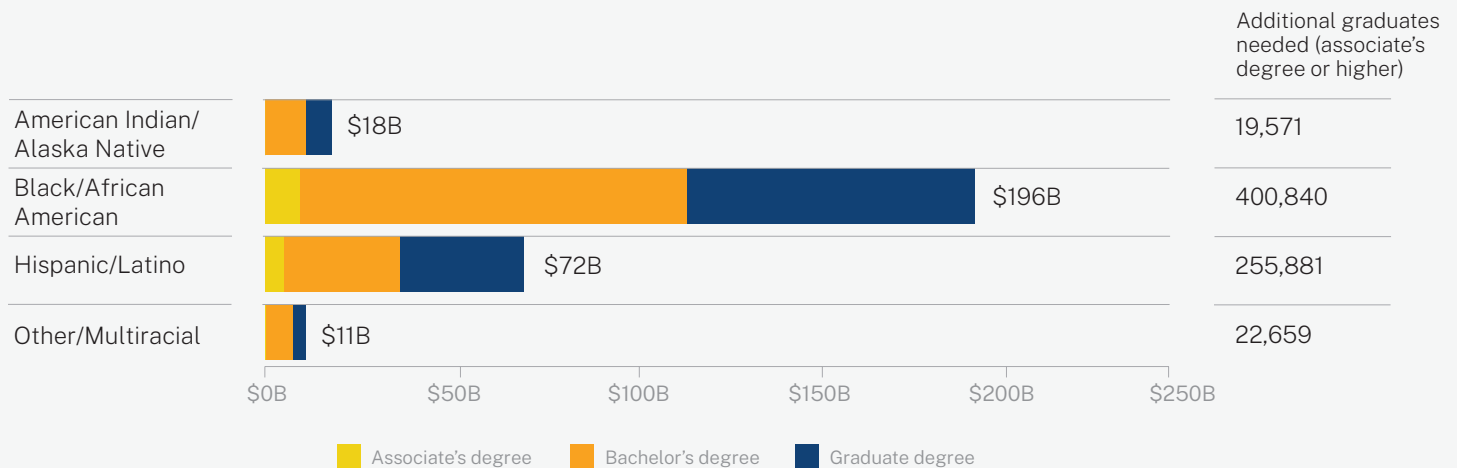
Percentage-point gap with white adults

# NORTH CAROLINA

## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
American Indian/ Alaska Native	\$1B	\$1B	<\$1B	<\$1B
Asian/Asian American	\$42B	<\$1B	\$5B	\$37B
Black/African American	\$91B	\$7B	\$32B	\$52B
Hispanic/Latino	\$26B	\$2B	\$11B	\$14B
Other/Multiracial	\$14B	\$1B	\$7B	\$7B
White	\$308B	\$14B	\$133B	\$161B
Men	\$256B	\$15B	\$107B	\$134B
Women	\$297B	\$13B	\$104B	\$181B

## Potential net lifetime earnings gains if attainment parity with white adults were achieved



Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009–11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: “B” indicates billions. These numbers control for changes in the number of adults (ages 25–64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group's attainment distribution matched that of white adults in 2020. The following group is not included in this analysis due to insufficient sample sizes: Native Hawaiian/Pacific Islander adults. Asian/Asian American adults are excluded from the potential benefits of reaching attainment parity analysis due to having higher associate's degree or higher attainment than white adults. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.



# NORTH DAKOTA

48<sup>th</sup>

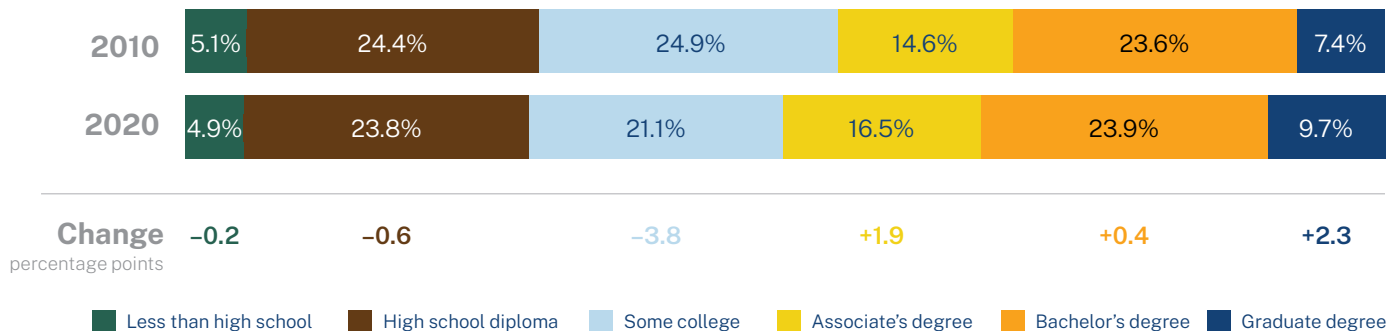
In growth of **associate's degree** or higher attainment, 2010–20

51<sup>st</sup>

In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in North Dakota increased by 4.6 percentage points.**
- Due to this increased attainment, the state will experience **\$13 billion in net lifetime earnings gains.**

## Attainment



## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
White	\$14B	\$2B	\$3B	\$9B
Men	\$4B	<\$1B	-\$1B	\$5B
Women	\$11B	\$3B	\$2B	\$6B

Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009–11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: “B” indicates billions. These numbers control for changes in the number of adults (ages 25–64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group's attainment distribution matched that of white adults in 2020. The following groups are not included in this analysis due to insufficient sample sizes: Asian/Asian American, American Indian/Alaska Native, Black/African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, and other/multiracial adults. The attainment gaps with white adults and the potential net lifetime earnings gains charts are missing due to insufficient sample sizes for all groups other than white adults at one or more degree levels. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.

# OHIO

**25<sup>th</sup>**

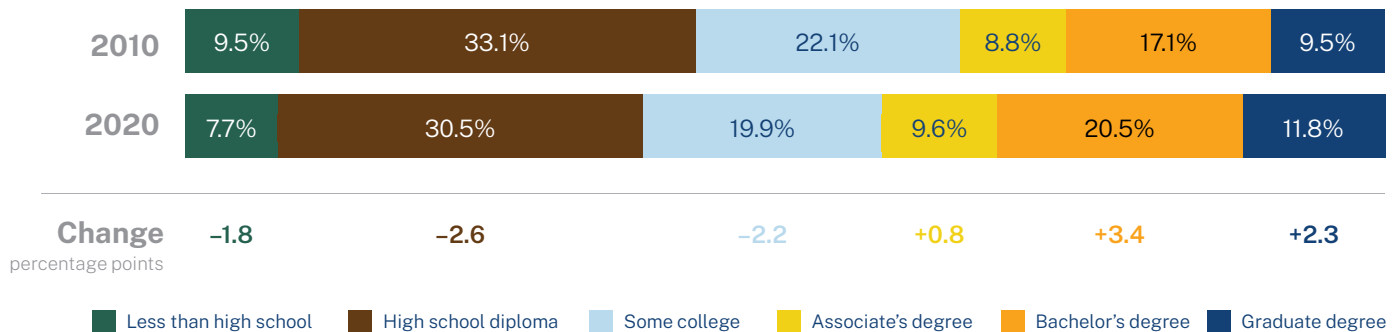
In growth of **associate's degree** or higher attainment, 2010–20

**22<sup>nd</sup>**

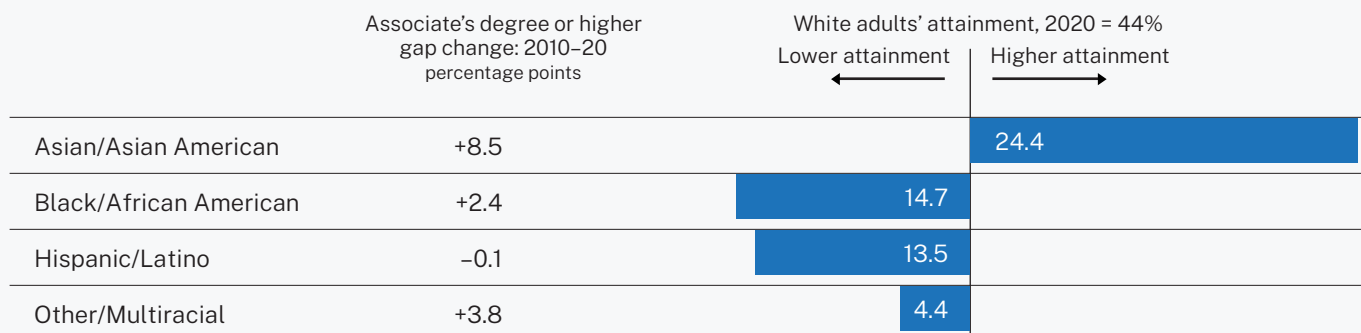
In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in Ohio increased by 6.6 percentage points.**
- Due to this increased attainment, the state will experience **\$451 billion in net lifetime earnings gains.**
- But little changed with attainment equity: **Black/African American adults' gap with white adults widened (by 2.4 percentage points), and Hispanic/Latino adults' gap with white adults narrowed (by 0.1 percentage points).**
- The lack of parity with white adults' attainment leaves potential net lifetime earnings gains on the table:
  - ◊ **\$132 billion** for Black/African American adults
  - ◊ **\$27 billion** for Hispanic/Latino adults

## Attainment



## Associate's degree or higher attainment gaps with white adults



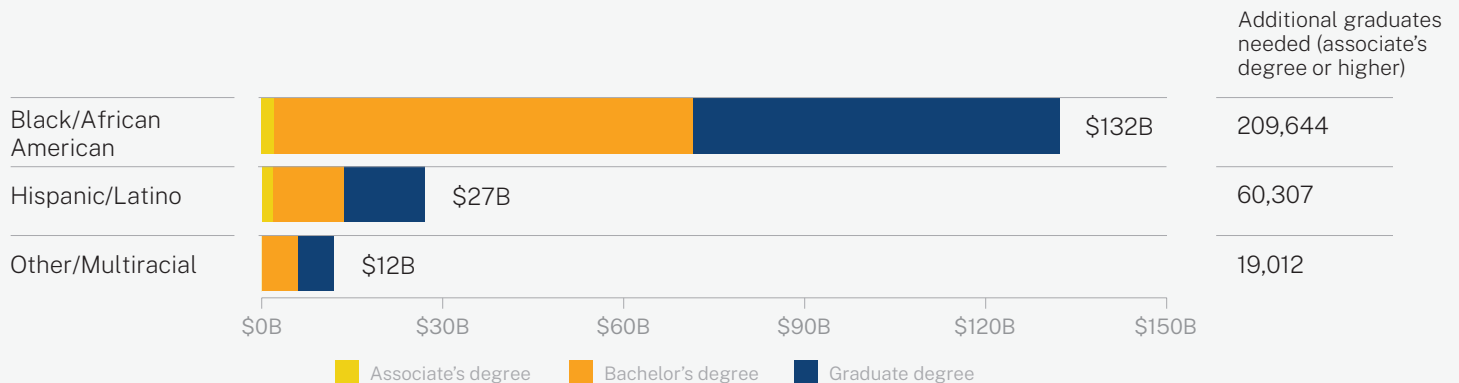
+: gap widened    -: gap narrowed

Percentage-point gap with white adults

## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
Asian/Asian American	\$3B	<\$1B	-\$4B	\$7B
Black/African American	\$39B	\$4B	\$17B	\$19B
Hispanic/Latino	\$14B	\$1B	\$8B	\$5B
Other/Multiracial	\$6B	\$1B	\$7B	-\$2B
White	\$369B	\$20B	\$181B	\$168B
Men	\$163B	\$10B	\$87B	\$66B
Women	\$303B	\$17B	\$125B	\$160B

## Potential net lifetime earnings gains if attainment parity with white adults were achieved



Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009–11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: “B” indicates billions. These numbers control for changes in the number of adults (ages 25–64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group's attainment distribution matched that of white adults in 2020. The following groups are not included in this analysis due to insufficient sample sizes: American Indian/Alaska Native and Native Hawaiian/Pacific Islander adults. Asian/Asian American adults are excluded from the potential benefits of reaching attainment parity analysis due to having higher associate's degree or higher attainment than white adults. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.

# OKLAHOMA

**51<sup>st</sup>**

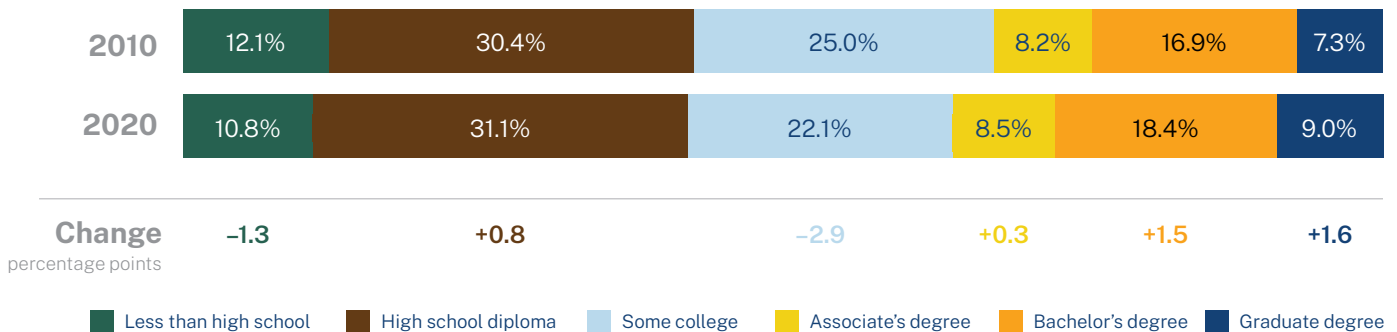
In growth of **associate's degree** or higher attainment, 2010–20

**48<sup>th</sup>**

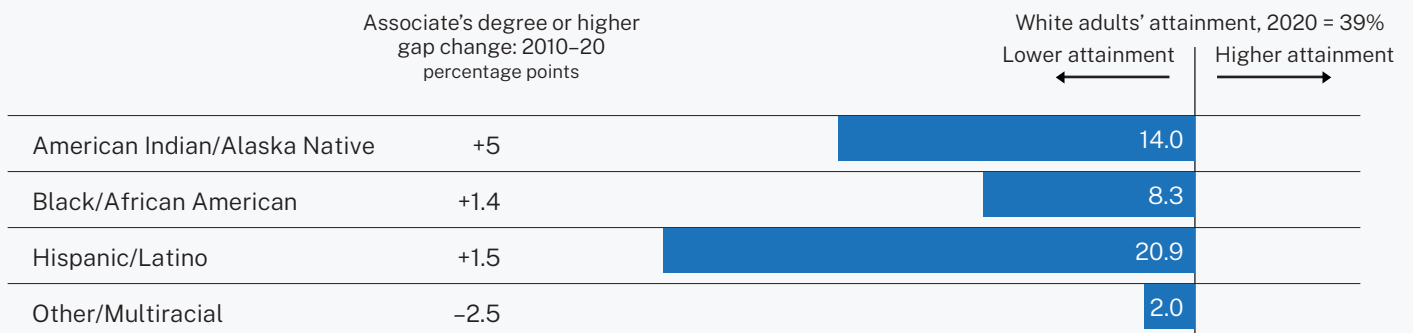
In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in Oklahoma increased by 3.4 percentage points.**
- Due to this increased attainment, the state will experience **\$69 billion in net lifetime earnings gains.**
- But attainment equity worsened slightly: **Hispanic/Latino adults' gap with white adults widened (by 1.5 percentage points), and Black/African American adults' gap with white adults widened (by 1.4 percentage points).**
- The lack of parity with white adults' attainment leaves potential net lifetime earnings gains on the table:
  - ◊ **\$26 billion** for Hispanic/Latino adults
  - ◊ **\$12 billion** for Black/African American adults

## Attainment



## Associate's degree or higher attainment gaps with white adults



+: gap widened   -: gap narrowed

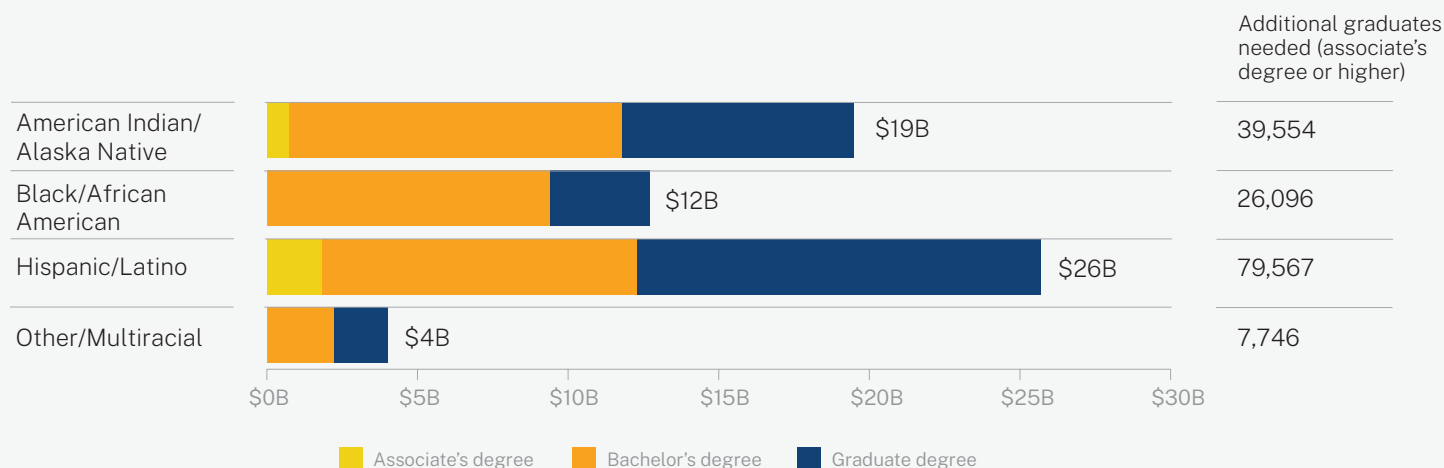
Percentage-point gap with white adults

## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
American Indian/ Alaska Native	<\$1B	<\$1B	<\$1B	<\$1B
Asian/Asian American	*	*	-\$1B	\$3B
Black/African American	\$5B	\$1B	-\$1B	\$5B
Hispanic/Latino	\$5B	<\$1B	\$2B	\$3B
Other/Multiracial	\$11B	<\$1B	\$6B	\$5B
White	\$57B	\$4B	\$27B	\$27B
Men	\$25B	\$1B	\$9B	\$14B
Women	\$53B	\$2B	\$20B	\$30B

\* The value has been suppressed due to insufficient sample size.

## Potential net lifetime earnings gains if attainment parity with white adults were achieved



Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009–11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: “B” indicates billions. These numbers control for changes in the number of adults (ages 25–64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group’s attainment distribution matched that of white adults in 2020. The following group is not included in this analysis due to insufficient sample sizes: Native Hawaiian/Pacific Islander adults. Asian/Asian American adults are excluded from the attainment gaps with white adults and the potential benefits of reaching attainment parity analyses due to insufficient sample sizes at one or more degree levels. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.

# OREGON

16<sup>th</sup>

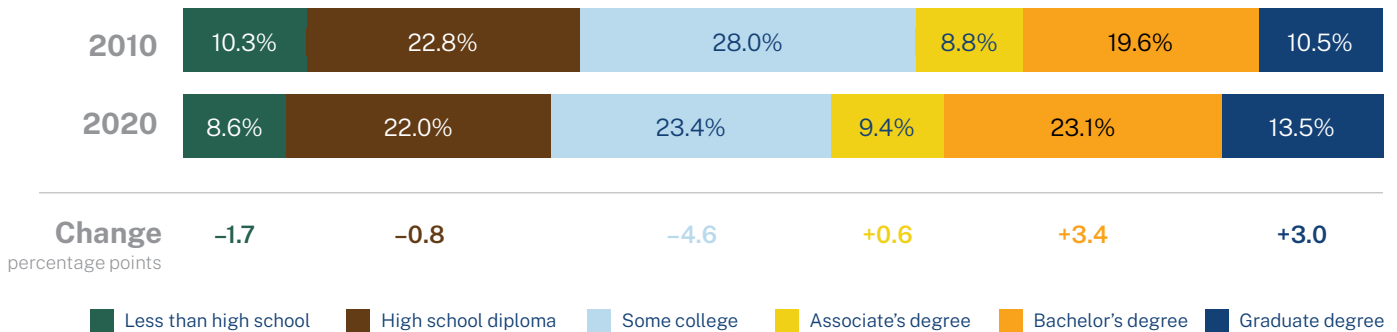
In growth of **associate's degree** or higher attainment, 2010–20

12<sup>th</sup>

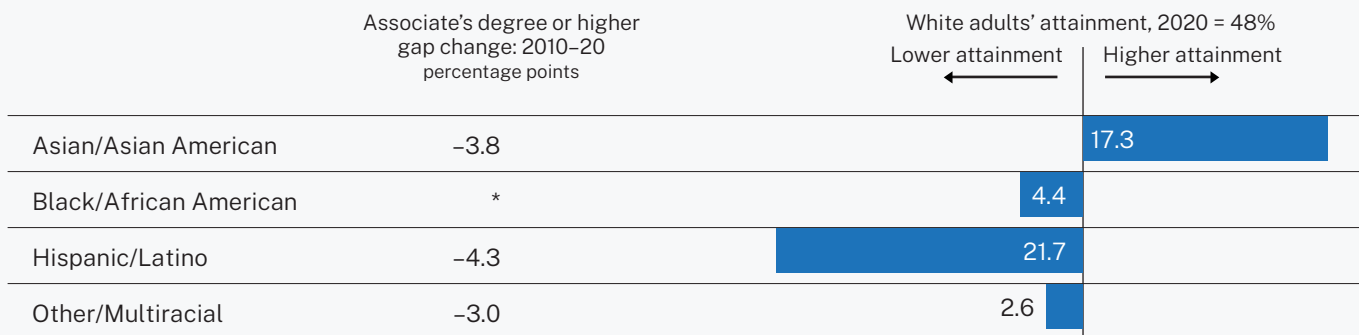
In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in Oregon increased by 7 percentage points.**
- Due to this increased attainment, the state will experience **\$170 billion in net lifetime earnings gains.**
- Attainment equity also improved: **Hispanic/Latino adults' gap with white adults narrowed (by 4.3 percentage points), and other/multiracial adults' gap with white adults narrowed (by 3 percentage points).**
- The lack of parity with white adults' attainment leaves potential net lifetime earnings gains on the table:
  - ◊ **\$40 billion** for Hispanic/Latino adults
  - ◊ **\$4 billion** for other/multiracial adults

## Attainment



## Associate's degree or higher attainment gaps with white adults



+: gap widened    -: gap narrowed

\* The value has been suppressed due to insufficient sample size.

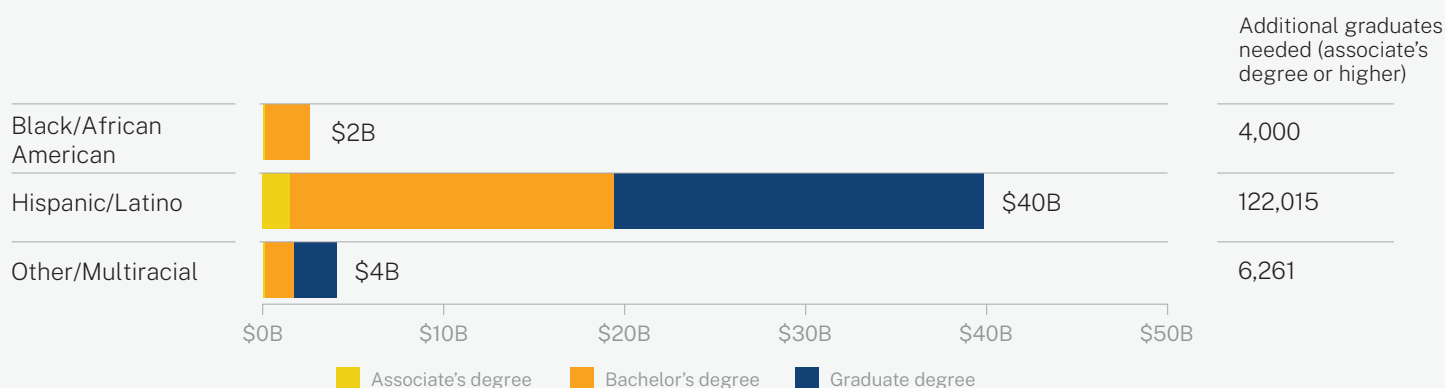
Percentage-point gap with white adults

## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
Asian/Asian American	\$18B	<\$1B	\$4B	\$14B
Black/African American	*	<\$1B	\$2B	*
Hispanic/Latino	\$20B	\$1B	\$9B	\$10B
Other/Multiracial	\$15B	<\$1B	\$10B	\$5B
White	\$124B	\$5B	\$51B	\$68B
Men	\$71B	\$3B	\$34B	\$33B
Women	\$109B	\$3B	\$38B	\$68B

\* The value has been suppressed due to insufficient sample size.

## Potential net lifetime earnings gains if attainment parity with white adults were achieved



Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009–11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: “B” indicates billions. These numbers control for changes in the number of adults (ages 25–64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group's attainment distribution matched that of white adults in 2020. The following groups are not included in this analysis due to insufficient sample sizes: American Indian/Alaska Native and Native Hawaiian/Pacific Islander adults. Asian/Asian American adults are excluded from the potential benefits of reaching attainment parity analysis due to having higher associate's degree or higher attainment than white adults. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.

# PENNSYLVANIA

**3<sup>rd</sup>**

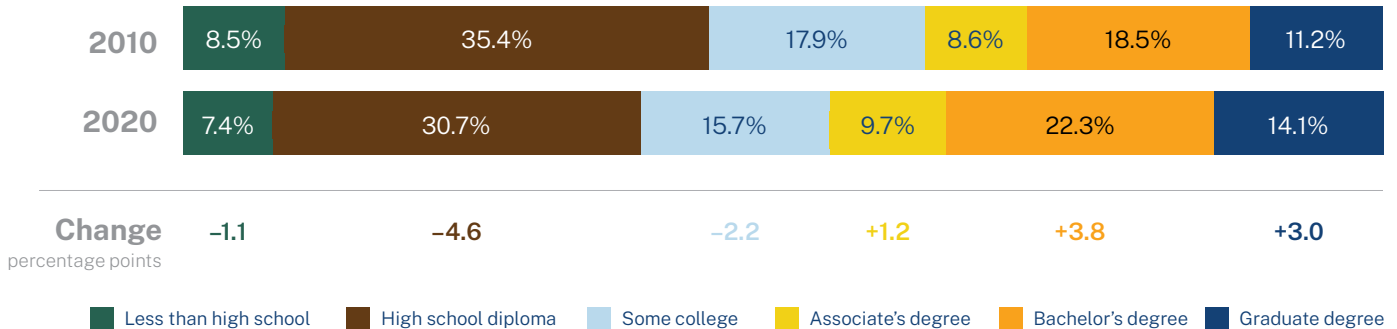
In growth of **associate's degree** or higher attainment, 2010–20

**9<sup>th</sup>**

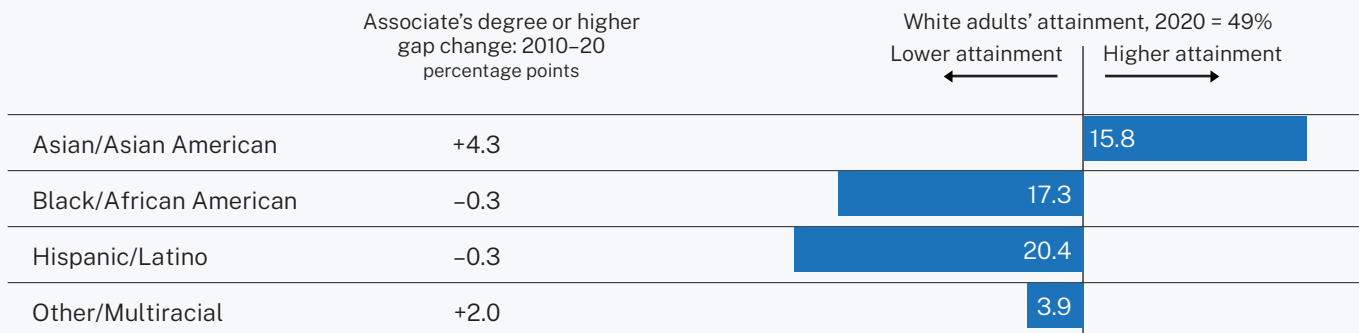
In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in Pennsylvania increased by 8 percentage points.**
- Due to this increased attainment, the state will experience **\$611 billion in net lifetime earnings gains.**
- But little changed with attainment equity: **Black/African American adults' gap with white adults narrowed (by 0.3 percentage points), and Hispanic/Latino adults' gap with white adults narrowed (by 0.3 percentage points).**
- The lack of parity with white adults' attainment leaves potential net lifetime earnings gains on the table:
  - ◊ **\$158 billion** for Black/African American adults
  - ◊ **\$93 billion** for Hispanic/Latino adults

## Attainment



## Associate's degree or higher attainment gaps with white adults



+: gap widened    -: gap narrowed

Percentage-point gap with white adults

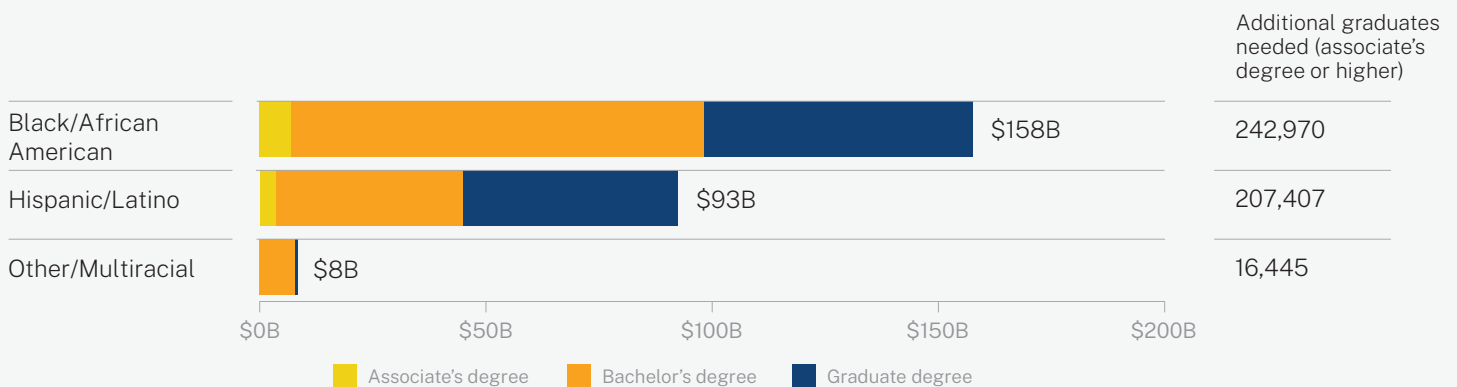


# PENNSYLVANIA

## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
Asian/Asian American	\$18B	<\$1B	\$2B	\$16B
Black/African American	\$81B	\$9B	\$27B	\$44B
Hispanic/Latino	\$36B	\$4B	\$14B	\$18B
Other/Multiracial	\$17B	\$1B	\$4B	\$12B
White	\$465B	\$27B	\$220B	\$219B
Men	\$247B	\$19B	\$138B	\$90B
Women	\$384B	\$23B	\$124B	\$238B

## Potential net lifetime earnings gains if attainment parity with white adults were achieved



Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009–11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: “B” indicates billions. These numbers control for changes in the number of adults (ages 25–64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group's attainment distribution matched that of white adults in 2020. The following groups are not included in this analysis due to insufficient sample sizes: American Indian/Alaska Native and Native Hawaiian/Pacific Islander adults. Asian/Asian American adults are excluded from the potential benefits of reaching attainment parity analysis due to having higher associate's degree or higher attainment than white adults. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.

# RHODE ISLAND

47<sup>th</sup>

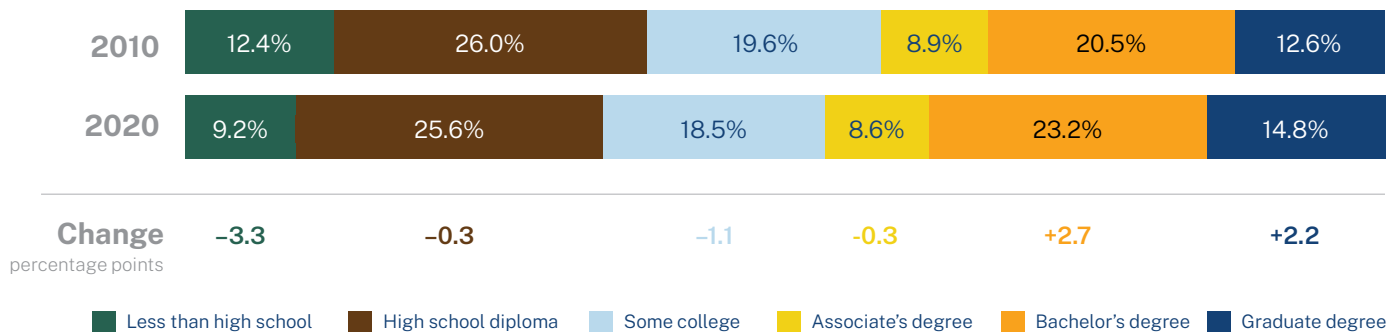
In growth of **associate's degree** or higher attainment, 2010–20

34<sup>th</sup>

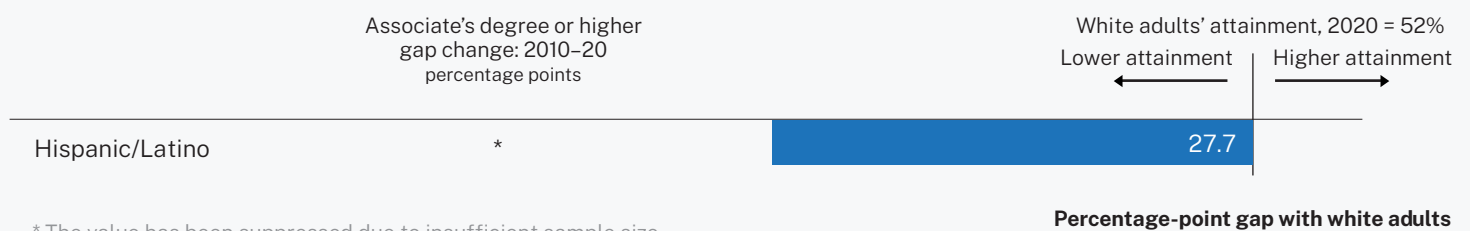
In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in Rhode Island increased by 4.6 percentage points.**
- Due to this increased attainment, the state will experience **\$36 billion in net lifetime earnings gains.**
- The lack of parity with white adults' attainment leaves potential net lifetime earnings gains on the table:
  - ◊ **\$23 billion** for Hispanic/Latino adults

## Attainment



## Associate's degree or higher attainment gaps with white adults



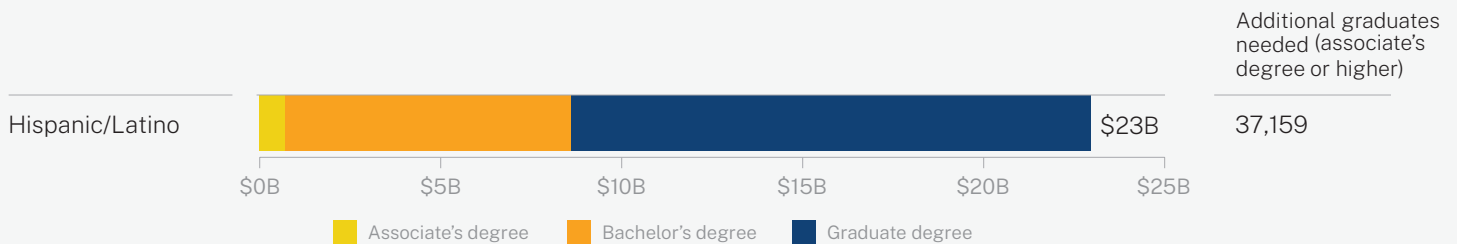
# RHODE ISLAND

## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
Asian/Asian American	*	*	<\$1B	\$4B
Black/African American	*	*	<\$1B	*
Hispanic/Latino	*	*	\$2B	*
White	\$29B	-\$1B	\$15B	\$14B
Men	\$12B	-\$1B	\$5B	\$8B
Women	\$25B	<\$1B	\$12B	\$14B

\* The value has been suppressed due to insufficient sample size.

## Potential net lifetime earnings gains if attainment parity with white adults were achieved



Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009–11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: "B" indicates billions. These numbers control for changes in the number of adults (ages 25–64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group's attainment distribution matched that of white adults in 2020. The following groups are not included in this analysis due to insufficient sample sizes: American Indian/Alaska Native, Native Hawaiian/Pacific Islander, and other/multiracial adults. Asian/Asian American and Black/African American adults are excluded from the attainment gaps with white adults and the potential benefits of reaching attainment parity analyses due to having insufficient sample sizes at one or more degree levels. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.

# SOUTH CAROLINA

6<sup>th</sup>

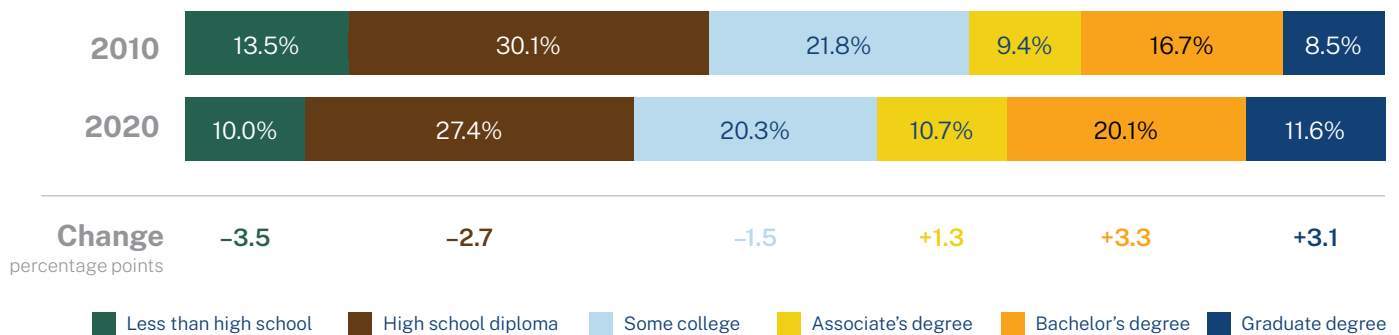
In growth of **associate's degree** or higher attainment, 2010–20

14<sup>th</sup>

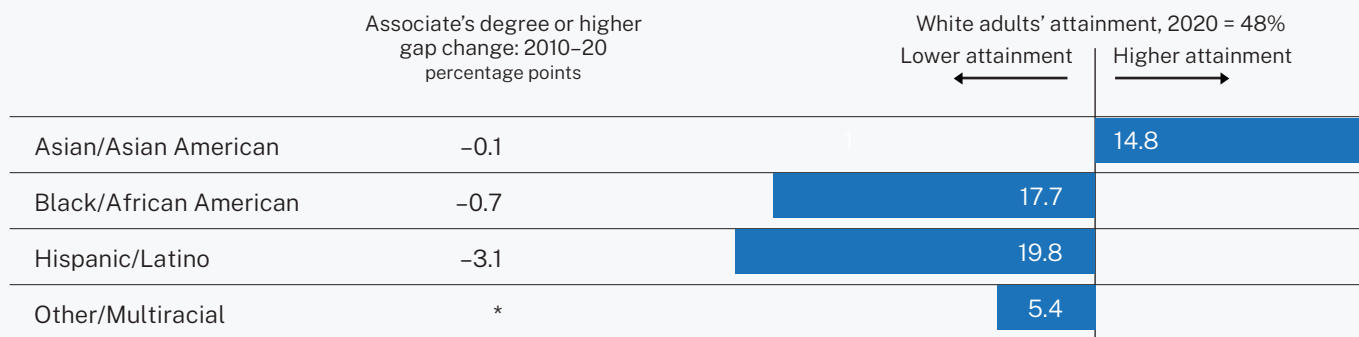
In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in South Carolina increased by 7.7 percentage points.**
- Due to this increased attainment, the state will experience **\$196 billion in net lifetime earnings gains.**
- But improvements to attainment equity were small: **Black/African American adults' gap with white adults narrowed (by 0.7 percentage points), and Hispanic/Latino adults' gap with white adults narrowed (by 3.1 percentage points).**
- The lack of parity with white adults' attainment leaves potential net lifetime earnings gains on the table:
  - ◇ **\$103 billion** for Black/African American adults
  - ◇ **\$16 billion** for Hispanic/Latino adults

## Attainment



## Associate's degree or higher attainment gaps with white adults



+: gap widened    -: gap narrowed

\* The value has been suppressed due to insufficient sample size.

Percentage-point gap with white adults

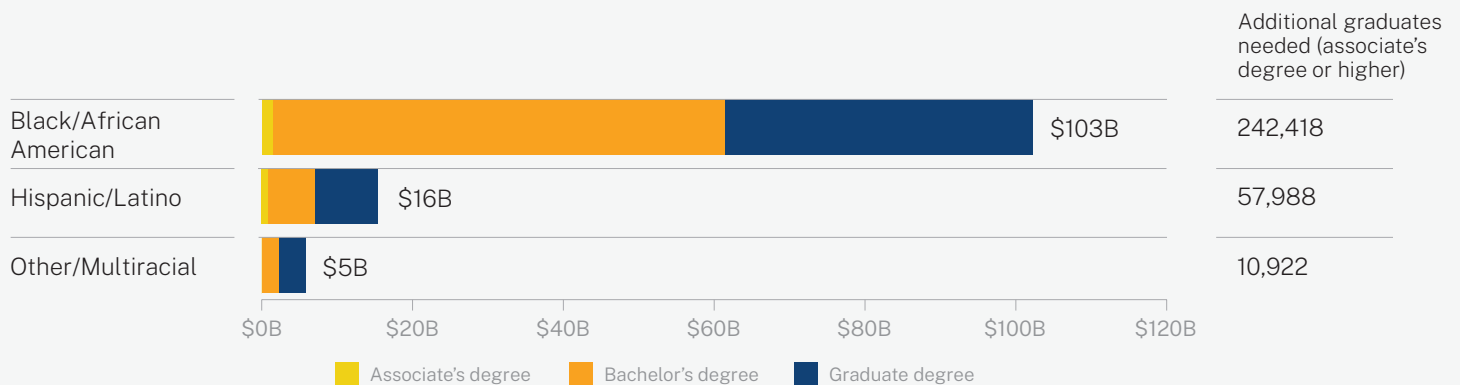
# SOUTH CAROLINA

## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
Asian/Asian American	\$4B	<\$1B	<\$1B	\$4B
Black/African American	\$42B	\$7B	\$14B	\$20B
Hispanic/Latino	\$7B	\$1B	\$4B	\$3B
Other/Multiracial	*	*	\$2B	*
White	\$122B	\$7B	\$52B	\$63B
Men	\$92B	\$7B	\$43B	\$42B
Women	\$127B	\$12B	\$45B	\$70B

\* The value has been suppressed due to insufficient sample size.

## Potential net lifetime earnings gains if attainment parity with white adults were achieved



Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009–11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: “B” indicates billions. These numbers control for changes in the number of adults (ages 25–64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group's attainment distribution matched that of white adults in 2020. The following groups are not included in this analysis due to insufficient sample sizes: American Indian/Alaska Native and Native Hawaiian/Pacific Islander adults. Asian/Asian American adults are excluded from the potential benefits of reaching attainment parity analysis due to having higher associate's degree or higher attainment than white adults. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.

# SOUTH DAKOTA

39<sup>th</sup>

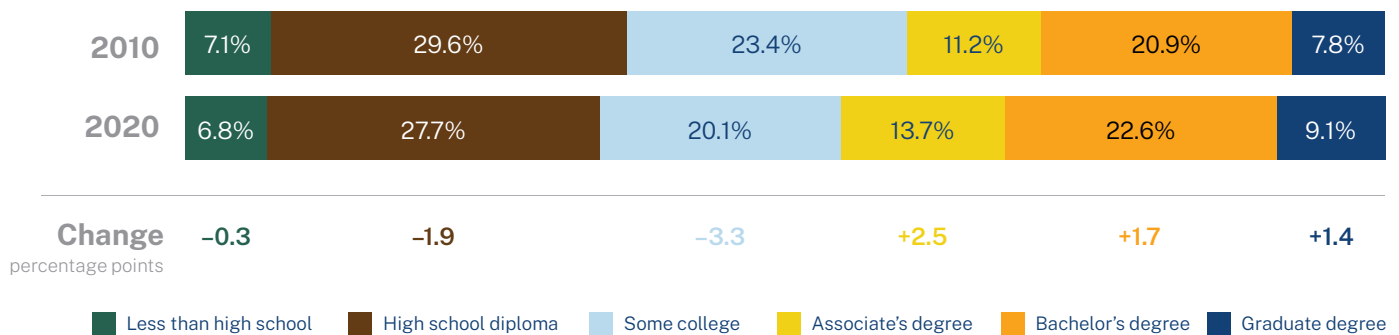
In growth of **associate's degree** or higher attainment, 2010–20

50<sup>th</sup>

In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in South Dakota increased by 5.5 percentage points.**
- Due to this increased attainment, the state will experience **\$15 billion in net lifetime earnings gains.**

## Attainment



## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
American Indian/ Alaska Native	*	<\$1B	*	*
White	\$15B	\$4B	\$6B	\$5B
Men	\$3B	\$2B	\$1B	-\$1B
Women	\$14B	\$3B	\$4B	\$7B

\* The value has been suppressed due to insufficient sample size.

Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009–11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: "B" indicates billions. These numbers control for changes in the number of adults (ages 25–64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group's attainment distribution matched that of white adults in 2020. The following groups are not included in this analysis due to insufficient sample sizes: Asian/Asian American, Black/African American, Hispanic/Latino, Native Hawaiian/ Pacific Islander, and other/multiracial adults. The attainment gaps with white adults and the potential net lifetime earnings gains charts are missing due to insufficient sample sizes for all groups other than white adults at one or more degree levels. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.

# TENNESSEE

4<sup>th</sup>

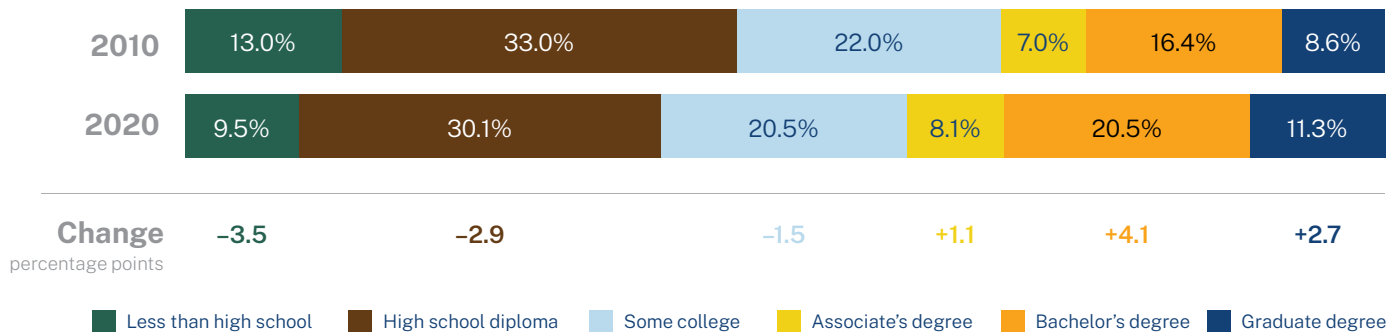
In growth of **associate's degree** or higher attainment, 2010–20

7<sup>th</sup>

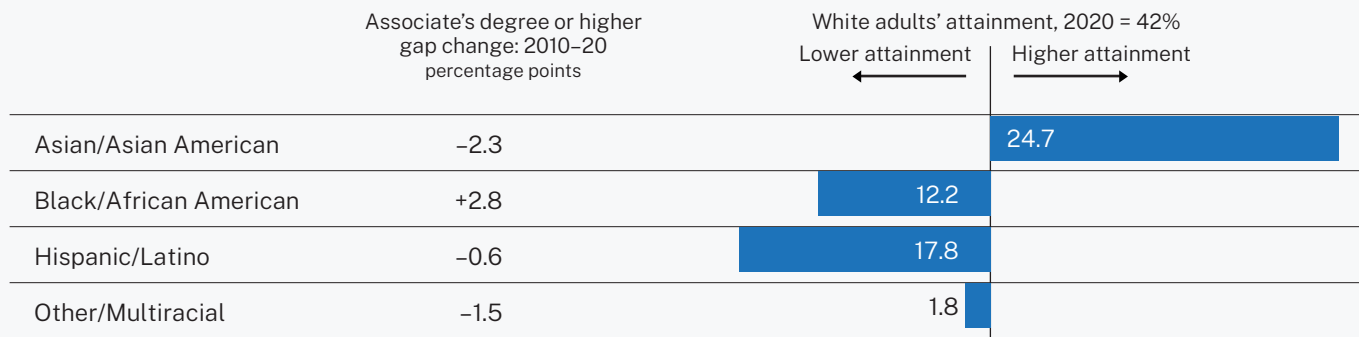
In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in Tennessee increased by 7.9 percentage points.**
- Due to this increased attainment, the state will experience **\$293 billion in net lifetime earnings gains.**
- But little changed with attainment equity: **Black/African American adults' gap with white adults widened (by 2.8 percentage points), and Hispanic/Latino adults' gap with white adults narrowed (by 0.6 percentage points).**
- The lack of parity with white adults' attainment leaves potential net lifetime earnings gains on the table:
  - ◊ **\$71 billion** for Black/African American adults
  - ◊ **\$21 billion** for Hispanic/Latino adults

## Attainment



## Associate's degree or higher attainment gaps with white adults



+: gap widened    -: gap narrowed

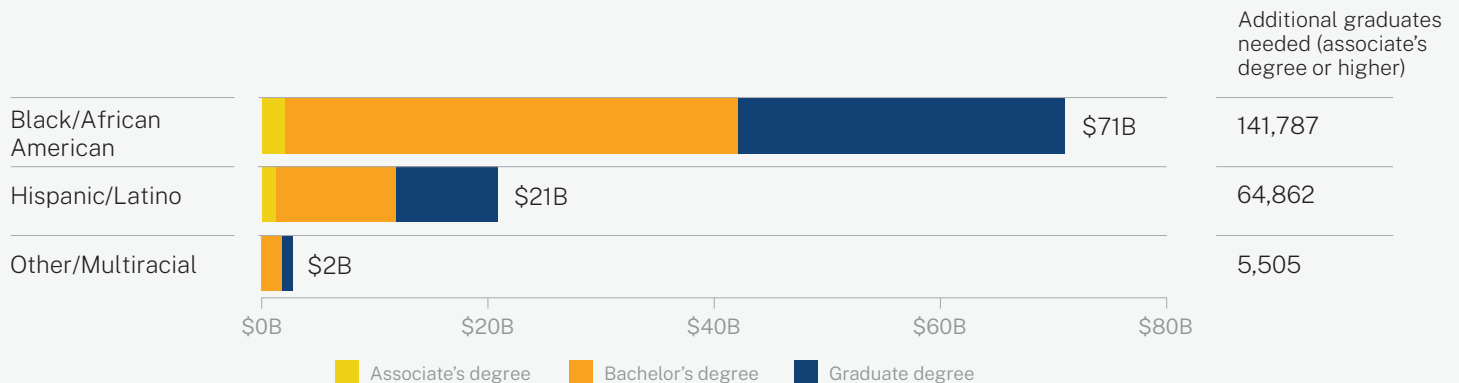
Percentage-point gap with white adults

# TENNESSEE

## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
Asian/Asian American	\$11B	<\$1B	\$1B	\$9B
Black/African American	\$32B	\$3B	\$14B	\$14B
Hispanic/Latino	\$11B	\$1B	\$4B	\$5B
Other/Multiracial	\$11B	\$2B	\$4B	\$5B
White	\$232B	\$16B	\$116B	\$100B
Men	\$122B	\$10B	\$59B	\$52B
Women	\$196B	\$14B	\$88B	\$94B

## Potential net lifetime earnings gains if attainment parity with white adults were achieved



Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009–11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: “B” indicates billions. These numbers control for changes in the number of adults (ages 25–64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group's attainment distribution matched that of white adults in 2020. The following groups are not included in this analysis due to insufficient sample sizes: American Indian/Alaska Native and Native Hawaiian/Pacific Islander adults. Asian/Asian American adults are excluded from the potential benefits of reaching attainment parity analysis due to having higher associate's degree or higher attainment than white adults. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.



# TEXAS

10<sup>th</sup>

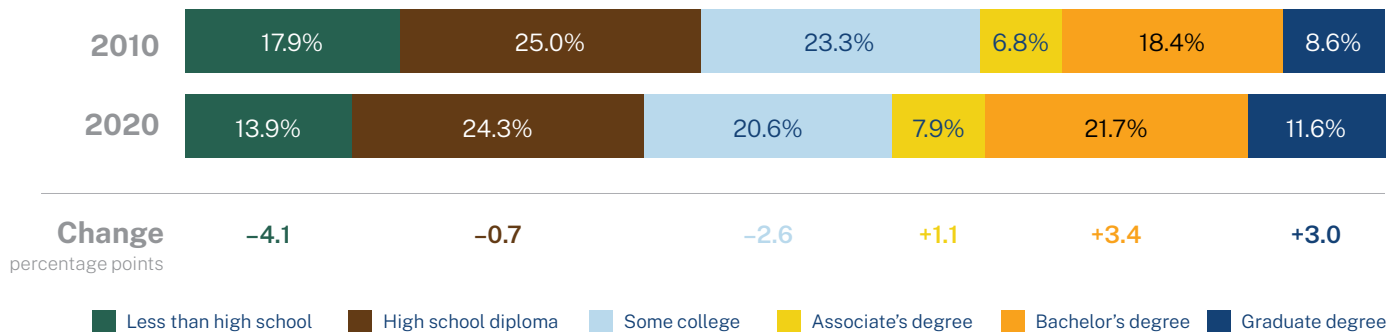
In growth of **associate's degree** or higher attainment, 2010–20

15<sup>th</sup>

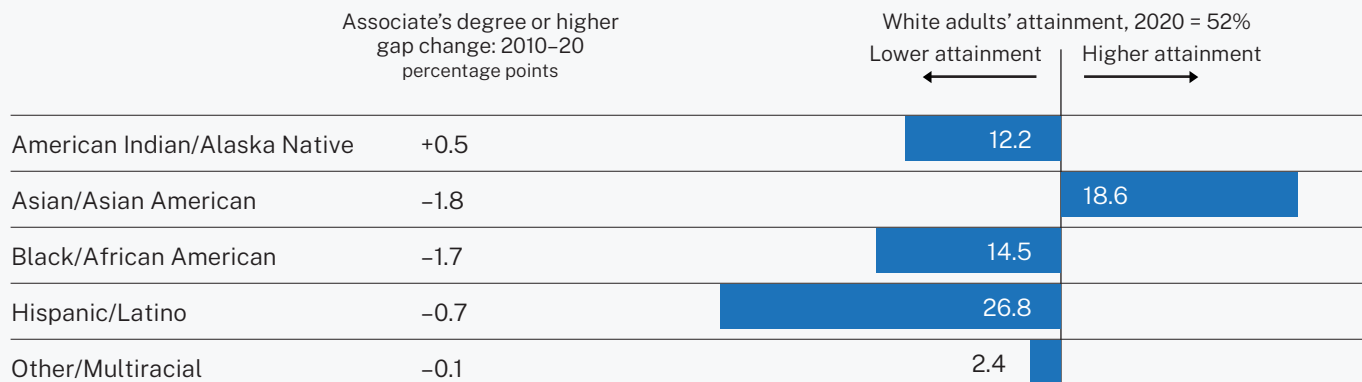
In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in Texas increased by 7.4 percentage points**.
- Due to this increased attainment, the state will experience **\$1.4 trillion in net lifetime earnings gains**.
- But attainment equity improved only slightly: **Hispanic/Latino adults' gap with white adults narrowed (by 0.7 percentage points), and Black/African American adults' gap with white adults narrowed (by 1.7 percentage points)**.
- The lack of parity with white adults' attainment leaves potential net lifetime earnings gains on the table:
  - ◊ **\$1.5 trillion** for Hispanic/Latino adults
  - ◊ **\$350 billion** for Black/African American adults

## Attainment



## Associate's degree or higher attainment gaps with white adults



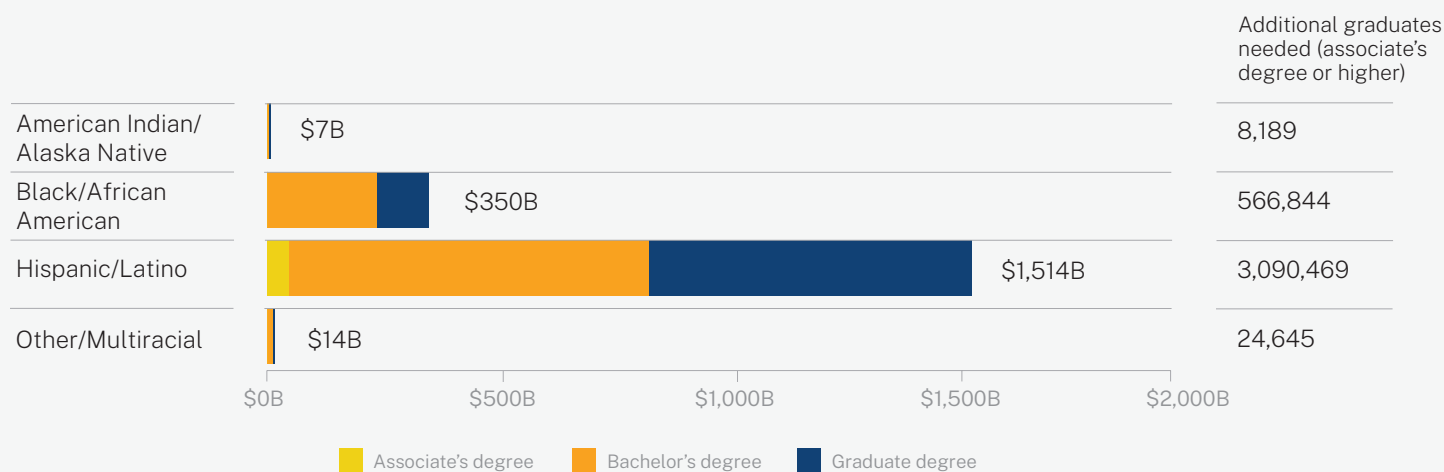
+: gap widened   -: gap narrowed

Percentage-point gap with white adults

## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
American Indian/ Alaska Native	\$2B	\$1B	\$2B	<\$1B
Asian/Asian American	\$173B	-\$1B	\$15B	\$159B
Black/African American	\$223B	\$18B	\$80B	\$125B
Hispanic/Latino	\$423B	\$44B	\$219B	\$160B
Other/Multiracial	\$37B	\$1B	\$23B	\$13B
White	\$615B	\$31B	\$291B	\$293B
Men	\$652B	\$46B	\$273B	\$333B
Women	\$839B	\$55B	\$339B	\$445B

## Potential net lifetime earnings gains if attainment parity with white adults were achieved



Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009–11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: “B” indicates billions. These numbers control for changes in the number of adults (ages 25–64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group's attainment distribution matched that of white adults in 2020. The following group is not included in this analysis due to insufficient sample sizes: Native Hawaiian/Pacific Islander adults. Asian/Asian American adults are excluded from the potential benefits of reaching attainment parity analysis due to having higher associate's degree or higher attainment than white adults. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.

# UTAH

15<sup>th</sup>

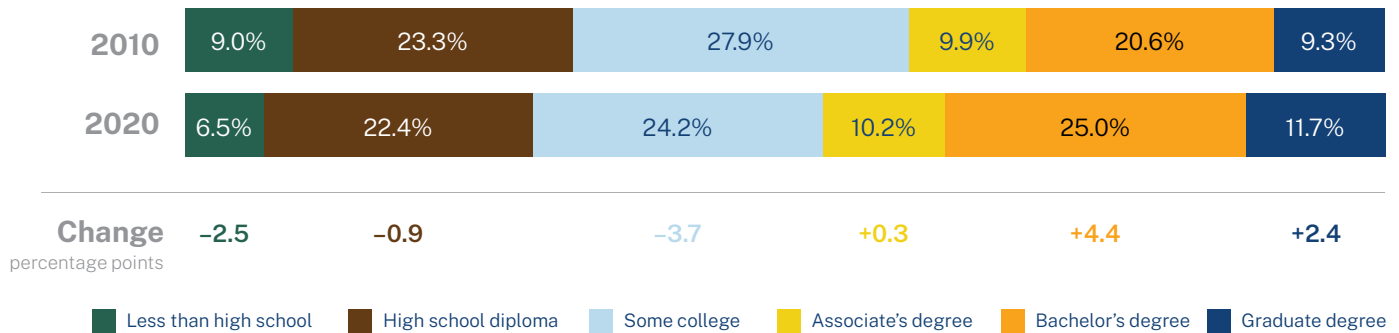
In growth of **associate's degree** or higher attainment, 2010–20

7<sup>th</sup>

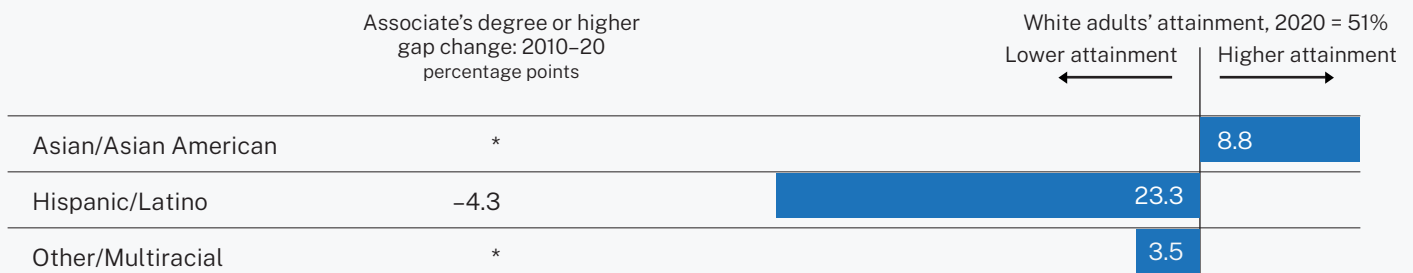
In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in Utah increased by 7.1 percentage points.**
- Due to this increased attainment, the state will experience **\$107 billion in net lifetime earnings gains.**
- Attainment equity improved slightly: **Hispanic/Latino adults' gap with white adults narrowed (by 4.3 percentage points).**
- The lack of parity with white adults' attainment leaves potential net lifetime earnings gains on the table:
  - ◊ **\$21 billion** for Hispanic/Latino adults
  - ◊ **\$1 billion** for other/multiracial adults

## Attainment



## Associate's degree or higher attainment gaps with white adults



+: gap widened    -: gap narrowed

\* The value has been suppressed due to insufficient sample size.

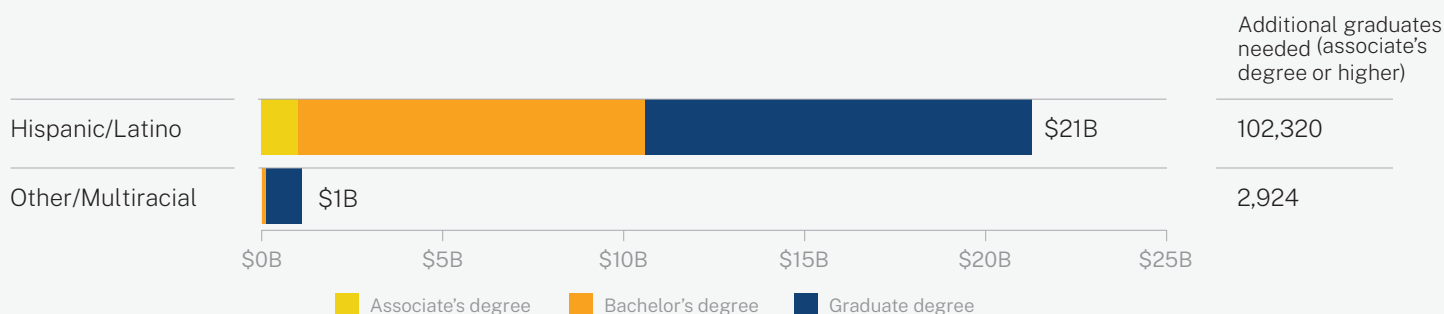
Percentage-point gap with white adults

## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
Asian/Asian American	*	*	<\$1B	\$4B
Hispanic/Latino	\$9B	\$1B	\$4B	\$4B
Other/Multiracial	*	*	\$1B	*
White	\$88B	<\$1B	\$39B	\$48B
Men	\$58B	<\$1B	\$31B	\$27B
Women	\$44B	\$1B	\$12B	\$32B

\* The value has been suppressed due to insufficient sample size.

## Potential net lifetime earnings gains if attainment parity with white adults were achieved



Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009–11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: "B" indicates billions. These numbers control for changes in the number of adults (ages 25–64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group's attainment distribution matched that of white adults in 2020. The following groups are not included in this analysis due to insufficient sample sizes: Black/African American, American Indian/Alaska Native, and Native Hawaiian/Pacific Islander adults. Asian/Asian American adults are excluded from the potential benefits of reaching attainment parity analysis due to having higher associate's degree or higher attainment than white adults. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.

# VERMONT

20<sup>th</sup>

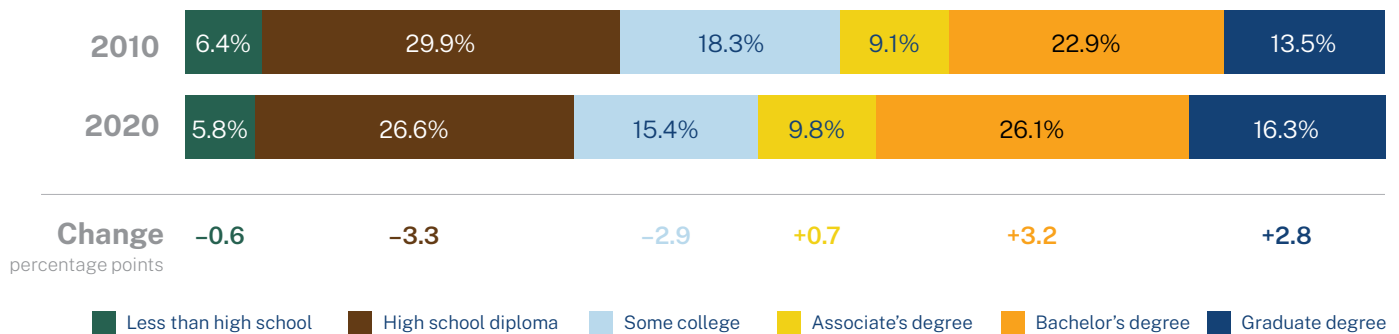
In growth of **associate's degree** or higher attainment, 2010–20

18<sup>th</sup>

In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in Vermont increased by 6.8 percentage points.**
- Due to this increased attainment, the state will experience **\$16 billion in net lifetime earnings gains.**

## Attainment



## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
White	\$14B	\$1B	\$4B	\$8B
Men	\$5B	\$2B	\$3B	<\$1B
Women	\$13B	-\$1B	\$3B	\$11B

Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009–11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: "B" indicates billions. These numbers control for changes in the number of adults (ages 25–64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group's attainment distribution matched that of white adults in 2020. The following groups are not included in this analysis due to insufficient sample sizes: Asian/Asian American, American Indian/Alaska Native, Black/African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, and other/multiracial adults. The attainment gaps with white adults and the potential net lifetime earnings gains charts are missing due to insufficient sample sizes for all groups other than white adults at one or more degree levels. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.

# VIRGINIA

13<sup>th</sup>

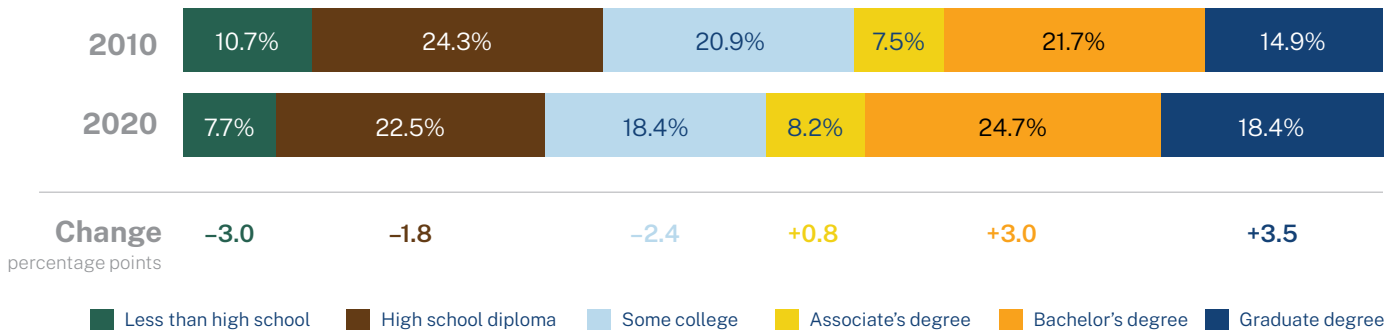
In growth of **associate's degree** or higher attainment, 2010–20

11<sup>th</sup>

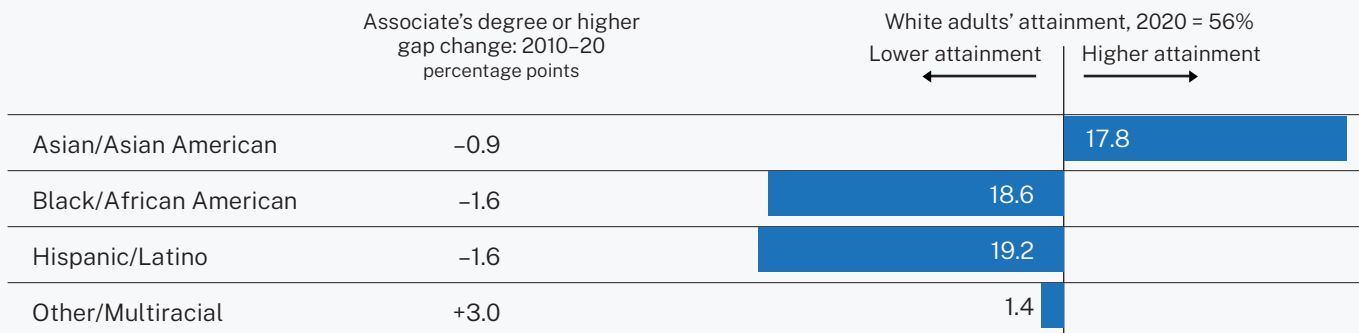
In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in Virginia increased by 7.2 percentage points.**
- Due to this increased attainment, the state will experience **\$511 billion in net lifetime earnings gains.**
- But attainment equity improved only slightly: **Black/African American adults' and Hispanic/Latino adults' gap with white adults both narrowed (by 1.6 percentage points for each group).**
- The lack of parity with white adults' attainment leaves potential net lifetime earnings gains on the table:
  - ◇ **\$231 billion** for Black/African American adults
  - ◇ **\$107 billion** for Hispanic/Latino adults

## Attainment



## Associate's degree or higher attainment gaps with white adults



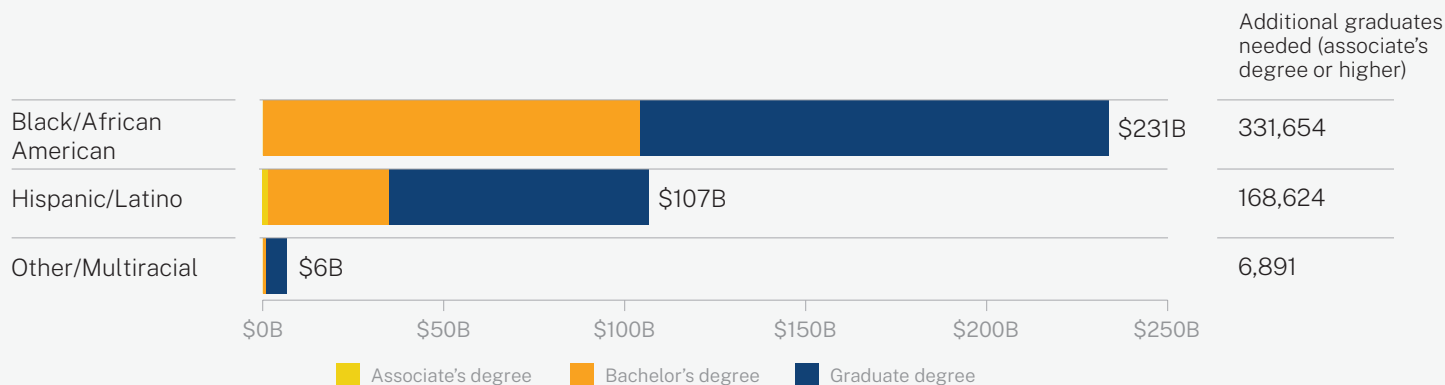
+: gap widened    -: gap narrowed

Percentage-point gap with white adults

## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
Asian/Asian American	\$64B	-\$1B	\$11B	\$54B
Black/African American	\$98B	\$6B	\$29B	\$63B
Hispanic/Latino	\$41B	\$3B	\$11B	\$27B
Other/Multiracial	\$9B	<\$1B	\$5B	\$3B
White	\$297B	\$8B	\$103B	\$185B
Men	\$246B	\$11B	\$105B	\$130B
Women	\$278B	\$9B	\$72B	\$197B

## Potential net lifetime earnings gains if attainment parity with white adults were achieved



Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009–11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: “B” indicates billions. These numbers control for changes in the number of adults (ages 25–64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group's attainment distribution matched that of white adults in 2020. The following groups are not included in this analysis due to insufficient sample sizes: American Indian/Alaska Native and Native Hawaiian/Pacific Islander adults. Asian/Asian American adults are excluded from the potential benefits of reaching attainment parity analysis due to having higher associate's degree or higher attainment than white adults. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.

# WASHINGTON

17<sup>th</sup>

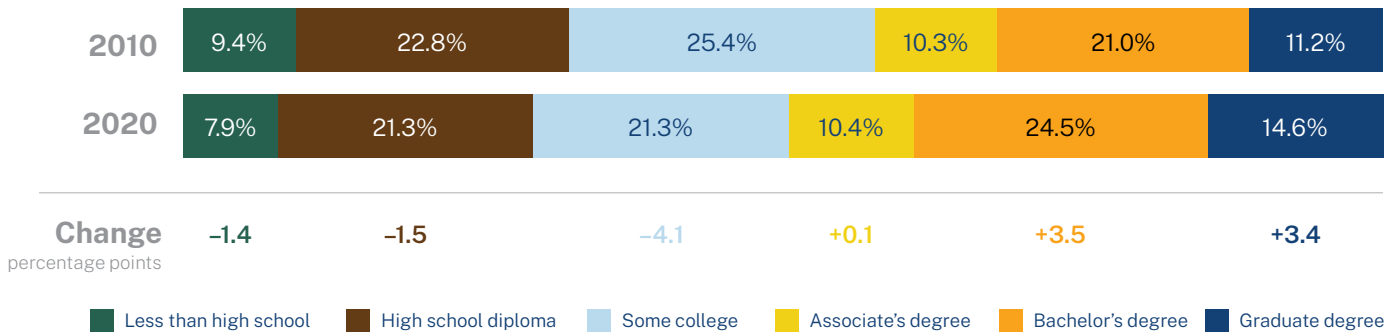
In growth of **associate's degree** or higher attainment, 2010–20

5<sup>th</sup>

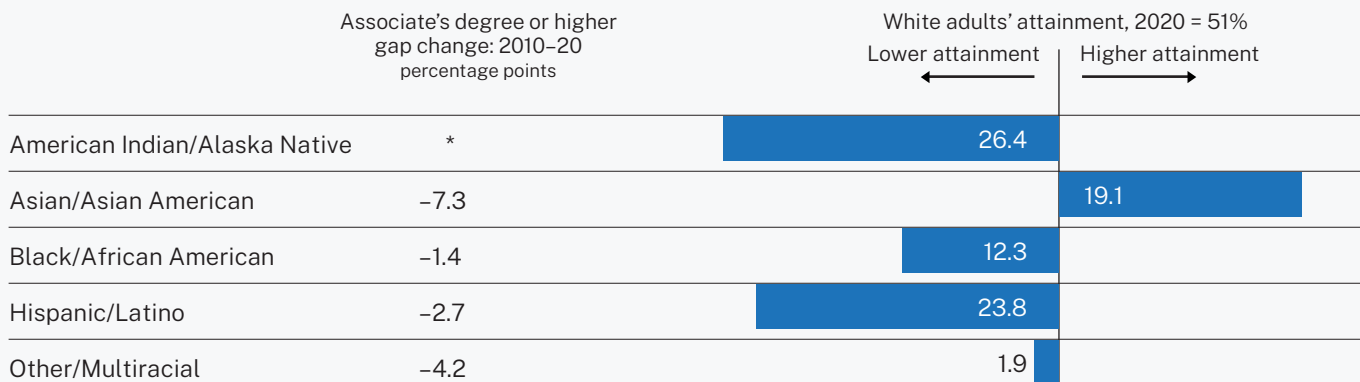
In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in Washington increased by 7 percentage points.**
- Due to this increased attainment, the state will experience **\$395 billion in net lifetime earnings gains.**
- But attainment equity improved only slightly: **Hispanic/Latino adults' gap with white adults narrowed (by 2.7 percentage points), and other/multiracial adults' gap with white adults narrowed (by 4.2 percentage points).**
- The lack of parity with white adults' attainment leaves potential net lifetime earnings gains on the table:
  - ◊ **\$104 billion** for Hispanic/Latino adults
  - ◊ **\$8 billion** for other/multiracial adults

## Attainment



## Associate's degree or higher attainment gaps with white adults



+: gap widened    -: gap narrowed

\* The value has been suppressed due to insufficient sample size.

Percentage-point gap with white adults

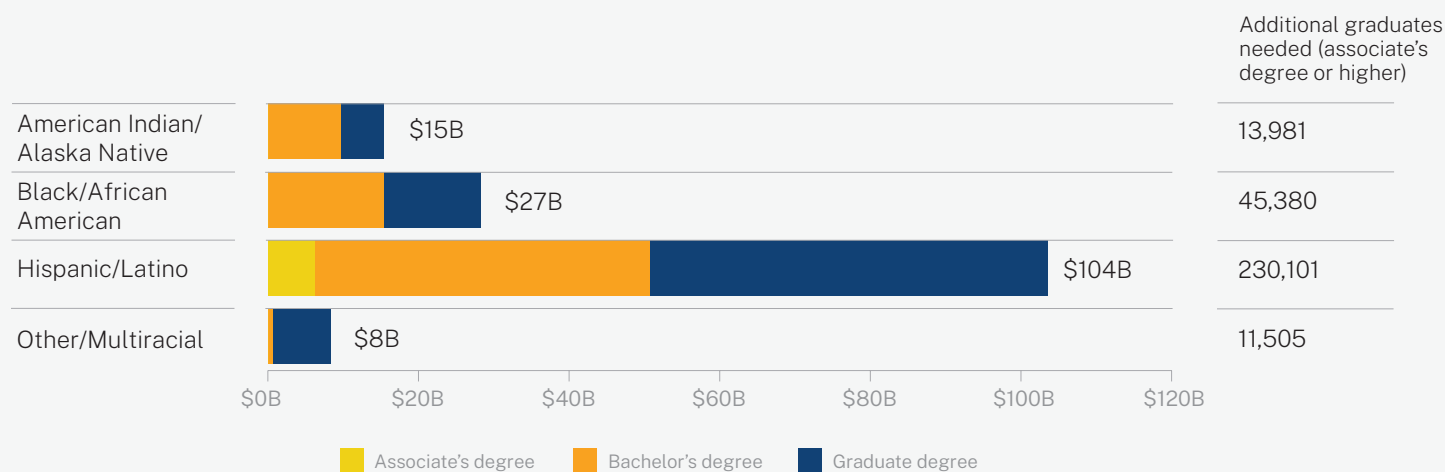


## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
American Indian/ Alaska Native	*	\$1B	<\$1B	*
Asian/Asian American	\$142B	-\$2B	\$11B	\$133B
Black/African American	\$14B	\$2B	\$5B	\$8B
Hispanic/Latino	\$38B	\$2B	\$19B	\$17B
Other/Multiracial	\$30B	\$1B	\$17B	\$13B
White	\$225B	\$2B	\$114B	\$109B
Men	\$202B	-\$1B	\$86B	\$118B
Women	\$222B	\$4B	\$78B	\$140B

\* The value has been suppressed due to insufficient sample size.

## Potential net lifetime earnings gains if attainment parity with white adults were achieved



Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009–11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: “B” indicates billions. These numbers control for changes in the number of adults (ages 25–64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earning). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group's attainment distribution matched that of white adults in 2020. The following group is not included in this analysis due to insufficient sample sizes: Native Hawaiian/Pacific Islander adults. Asian/Asian American adults are excluded from the potential benefits of reaching attainment parity analysis due to having higher associate's degree or higher attainment than white adults. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.

# WEST VIRGINIA

23<sup>rd</sup>

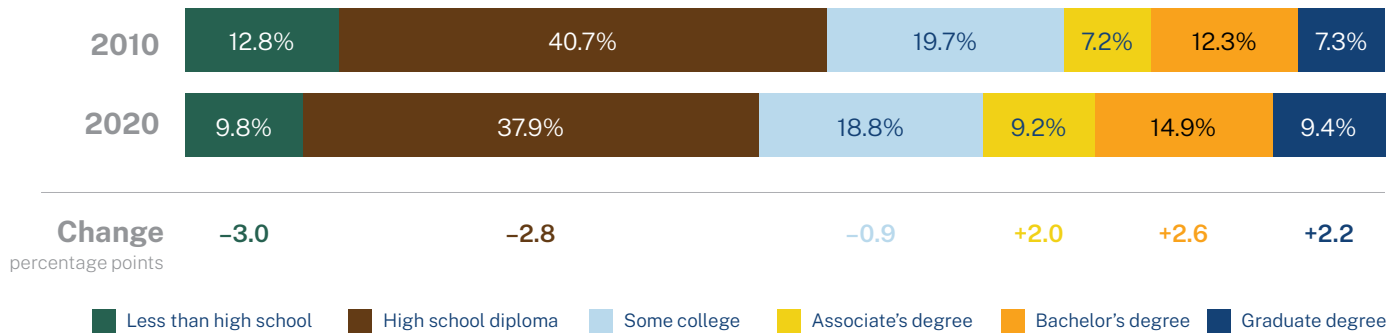
In growth of **associate's degree** or higher attainment, 2010–20

37<sup>th</sup>

In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in West Virginia increased by 6.7 percentage points.**
- Due to this increased attainment, the state will experience **\$56 billion in net lifetime earnings gains.**

## Attainment



## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
White	\$51B	\$8B	\$20B	\$23B
Men	\$18B	\$5B	\$5B	\$8B
Women	\$50B	\$8B	\$19B	\$23B

Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009–11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: "B" indicates billions. These numbers control for changes in the number of adults (ages 25–64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group's attainment distribution matched that of white adults in 2020. The following groups are not included in this analysis due to insufficient sample sizes: Asian/Asian American, American Indian/Alaska Native, Black/African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, and other/multiracial adults. The attainment gaps with white adults and the potential net lifetime earnings gains charts are missing due to insufficient sample sizes for all groups other than white adults at one or more degree levels. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.

# WISCONSIN

14<sup>th</sup>

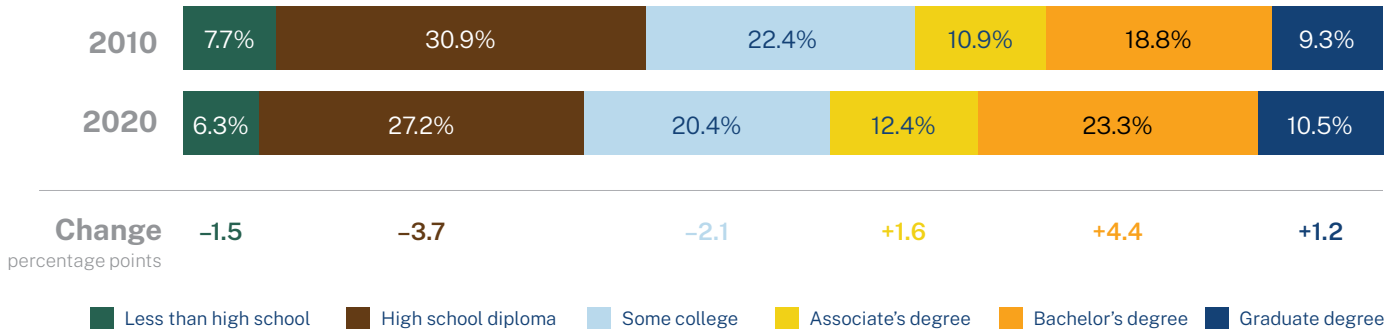
In growth of **associate's degree** or higher attainment, 2010–20

27<sup>th</sup>

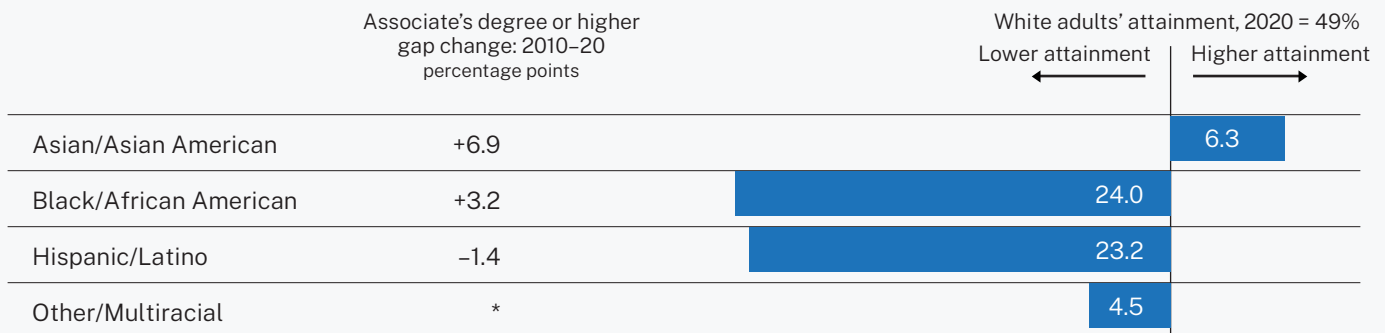
In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in Wisconsin increased by 7.2 percentage points.**
- Due to increased attainment, the state will experience **\$174 billion in net lifetime earnings gains.**
- Attainment equity improved for some groups and worsened for others: **Hispanic/Latino adults' gap with white adults narrowed (by 1.4 percentage points), and Black/African American adults' gap with white adults widened (by 3.2 percentage points).**
- The lack of parity with white adults' attainment leaves potential net lifetime earnings gains on the table:
  - ◇ **\$34 billion** for Hispanic/Latino adults
  - ◇ **\$49 billion** for Black/African American adults

## Attainment



## Associate's degree or higher attainment gaps with white adults



+: gap widened    -: gap narrowed

\* The value has been suppressed due to insufficient sample size.

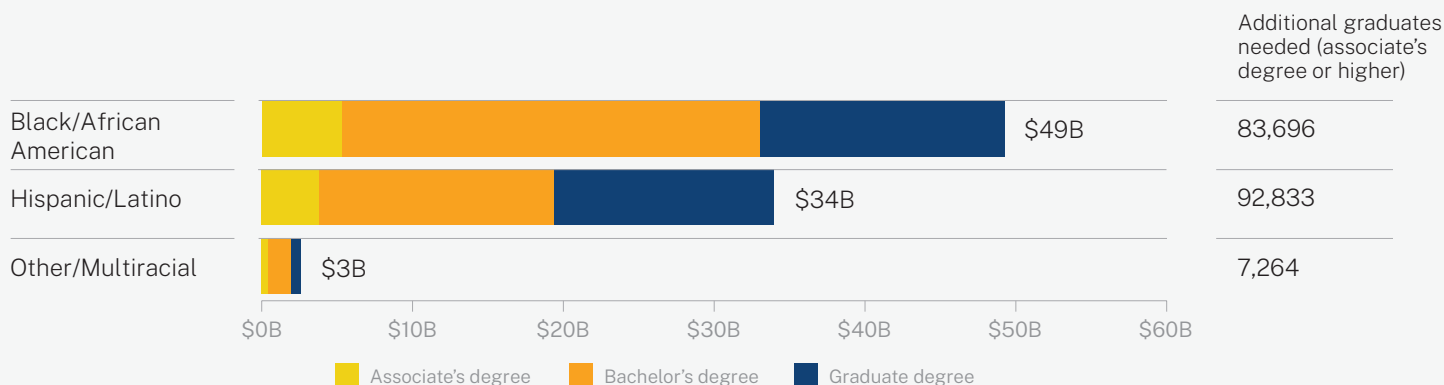
Percentage-point gap with white adults

## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
American Indian/ Alaska Native	*	<\$1B	*	*
Asian/Asian American	-\$1B	<\$1B	\$1B	-\$2B
Black/African American	\$9B	\$2B	\$4B	\$3B
Hispanic/Latino	\$13B	\$2B	\$6B	\$5B
Other/Multiracial	*	<\$1B	\$5B	*
White	\$151B	\$20B	\$96B	\$35B
Men	\$70B	\$13B	\$54B	\$3B
Women	\$122B	\$12B	\$66B	\$44B

\* The value has been suppressed due to insufficient sample size.

## Potential net lifetime earnings gains if attainment parity with white adults were achieved



Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009-11 (pooled), 2019-21 (pooled), 2009-21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: "B" indicates billions. These numbers control for changes in the number of adults (ages 25-64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group's attainment distribution matched that of white adults in 2020. The following group is not included in this analysis due to insufficient sample sizes: Native Hawaiian/Pacific Islander adults. American Indian/Alaska Native adults are excluded from the attainment gaps with white adults and the potential benefits of reaching attainment parity analyses due to insufficient sample sizes at one or more degree levels. Asian/Asian American adults are excluded from the potential benefits of reaching attainment parity analysis due to having higher associate's degree or higher attainment than white adults. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.

# WYOMING

**40<sup>th</sup>**

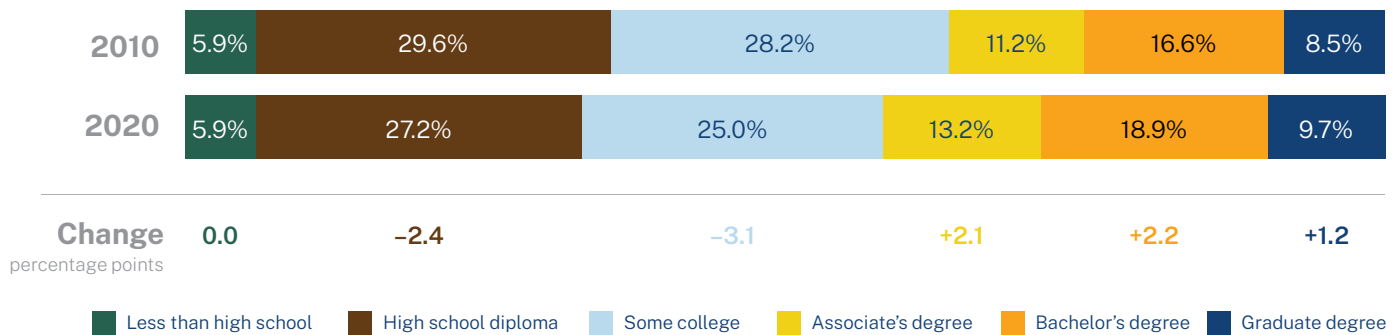
In growth of **associate's degree** or higher attainment, 2010–20

**46<sup>th</sup>**

In growth of **bachelor's degree** or higher attainment, 2010–20

- Between 2010 and 2020, **associate's degree or higher attainment in Wyoming increased by 5.5 percentage points.**
- Due to this increased attainment, the state will experience **\$9 billion in net lifetime earnings gains.**

## Attainment



## Net lifetime earnings gains

	Associate's degree or higher	Associate's degree	Bachelor's degree	Graduate degree
White	\$8B	\$1B	\$3B	\$4B
Men	\$3B	\$2B	\$1B	\$1B
Women	\$7B	\$1B	\$3B	\$3B

\* The value has been suppressed due to insufficient sample size.

Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009–11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.

Note: "B" indicates billions. These numbers control for changes in the number of adults (ages 25–64) at each attainment level due to changes in the population. Net lifetime earnings gains are the aggregate marginal gains relative to the expected lifetime earnings of high school graduates, adjusted for the costs of college education (net tuition and fees and forgone earnings). Potential net lifetime earnings are the additional net lifetime earnings gains that would be realized if the group's attainment distribution matched that of white adults in 2020. The following groups are not included in this analysis due to insufficient sample sizes: Asian/Asian American, American Indian/Alaska Native, Black/African American, Hispanic/Latino, Native Hawaiian/ Pacific Islander, and other/multiracial adults. The attainment gaps with white adults and the potential net lifetime earnings gains charts are missing due to insufficient sample sizes for all groups other than white adults at one or more degree levels. Values may not sum to totals due to rounding and adjustments. For more details, see Appendix A in *Learning and Earning by Degrees*.