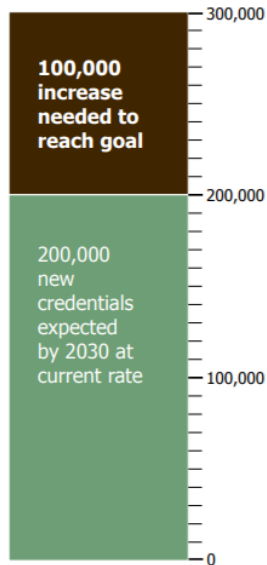


Progress toward reaching Oregon's adult attainment goal is beginning, but much work remains

OREGON AIMS FOR 300,000 CREDENTIALS BY 2030



The Goal

Oregon has [two educational attainment goals](#). The first goal, referred to as 40-40-20, focuses on youth. It aims for 40 percent of the high school class of 2025 to complete a four-year degree, 40 percent to complete a two-year degree or short-term certificate, and 20 percent to earn a high school diploma or equivalency. Oregon's second educational attainment goal, referred to as the adult attainment goal, aims for at least 300,000 adults (ages 25 and older) to earn a new postsecondary degree, certificate, or credential of value by 2030. Due to the disparity in educational attainment in Oregon, the adult attainment goal has additional equity goals embedded to ensure that meeting Oregon's educational attainment will reduce disparities rather than perpetuate them. This research brief is a progress report on Oregon's adult attainment goal.

Oregon anticipates 300,000 jobs will require a postsecondary credential between 2020 and 2030. This is an expansion of almost 100,000 additional jobs requiring postsecondary training or education beyond current labor market needs. To fill these jobs, almost 100,000 additional adult Oregonians will need

to earn a degree, certificate, or other credential valued in the workforce above the roughly 200,000 adult Oregonians who are expected to earn a credential at the current pace.

What progress have we made?

Oregon has made some progress toward the adult attainment goal over the last two years despite a decline in enrollment and completions resulting from the COVID19 pandemic. If the number of new adult completers the goal calls for were equally distributed across each year of the goal (2020-2030), we would expect 30,000 adults to earn credentials each year. In 2020-21, 22,290 adult learners earned credentials, and in 2021-22, 22,736 adult learners earned credentials.¹ (See Technical Appendix Table A.1.) In both years, the number of adult credential earners was more than 7,000 adults short of the 30,000 adults earning credentials in each of the first two years of the adult attainment goal, leaving a 14,974 deficit from the first two years.

¹ We revised slightly upward the number of adult credential students from the first progress report published in 2022. In the current report, we added the number of nonresident students who earn credentials from Oregon postsecondary institutions and who are predicted to become Oregonians within five years after earning a credential. (See Technical Appendix Table A.2 for calculations.)

The 2020 Oregon Adult Attainment Progress Report — Continued

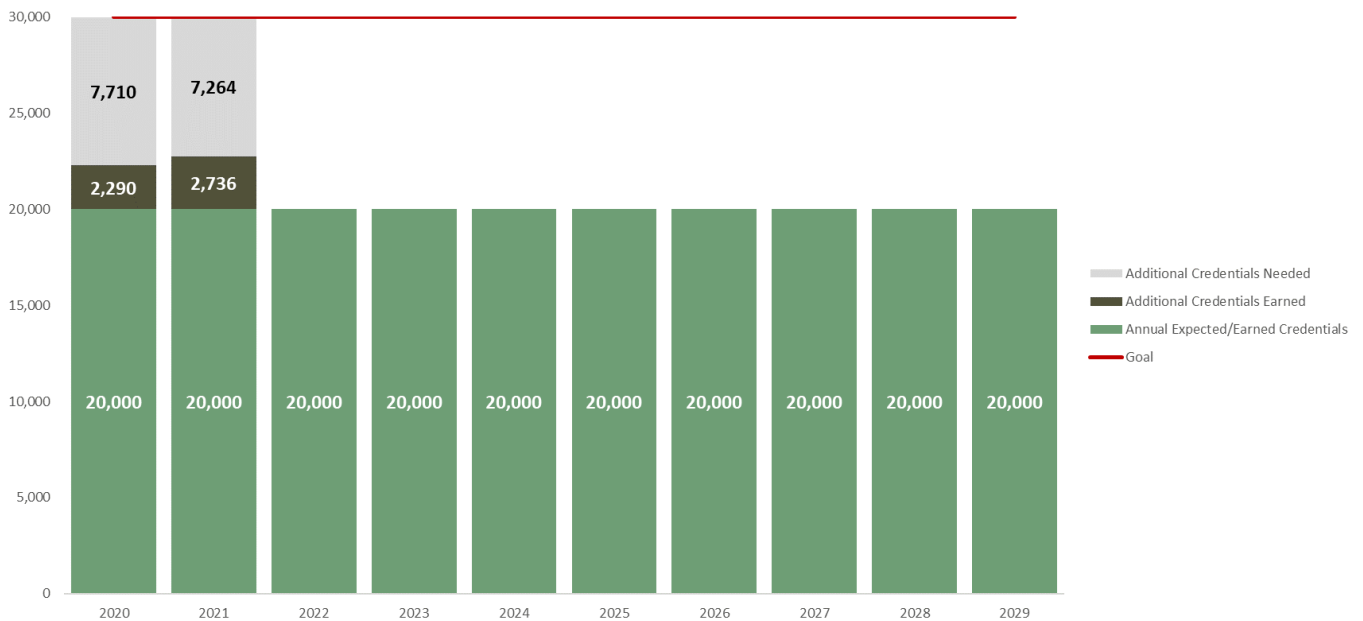


Figure 1. Number of Credentials Earned and Needed, 2020 – 2030

While the number of adults who earned credentials in these first two years was about the same, it may decline in coming years because enrollment among those ages 25 and older has fallen significantly over the past ten years. (See Figure 2 below and Technical Appendix Table A.3.) The number of Oregon learners ages 25 and older enrolled in

community colleges and public universities (the vast majority of postsecondary learners) fell 47 percent between 2013-14 and 2021-22. For comparison, enrollment among students younger than 25 declined 28% over the same time period.

Enrollment began to stabilize in 2021-22, after steep declines during the pandemic.

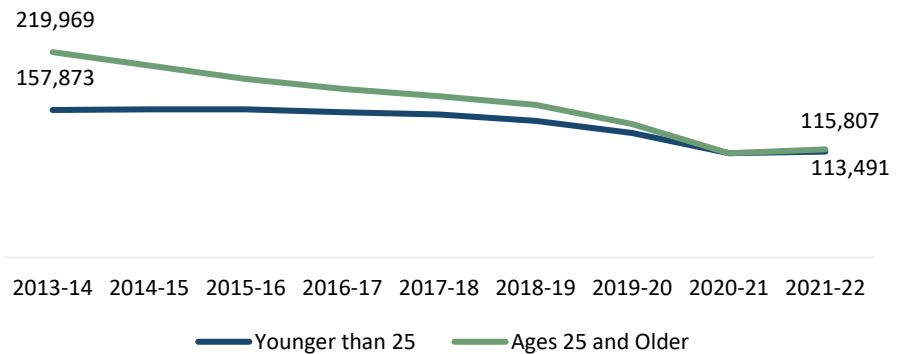


Figure 2. Total Enrollment at Oregon Community Colleges and Public Universities

The declining enrollment among adult Oregonians, combined with the relatively unchanged number of those who earned credentials, suggests that the number of adult Oregonians who earn a postsecondary credential may fall in the coming years. Changes in practices around recruitment, enrollment, and support of adult Oregonians will likely be necessary to achieve the goal by 2030.

Are we closing the equity gaps?

The adult attainment goal also addresses inequity in education. The goal aims to cut the gaps in educational attainment in half between three systemically nondominant groups—communities of color, low-income

The 2020 Oregon Adult Attainment Progress Report — Continued

communities, and rural areas—and their systemically dominant counterparts, i.e., White, not low-income, and urban or mixed areas. To reduce equity gaps, communities of color and low-income and rural communities will need to experience rising attainment at faster rates than their systemically dominant counterparts. We note that many Oregonians span multiple groups and strategies designed to serve adult learners in one group often need to take into account other groups as well to be effective. Figures A.1 and A.2 in the Technical Appendix show the shares of adult learners in multiple groups.

We measure equity gaps in educational attainment with the percentage of adults who have earned a postsecondary credential. For example, 55 percent of all Oregonians ages 25 to 64 had a postsecondary credential in 2021. We use data from the U.S. Census Bureau's American Community Survey for these estimates, and we use a three-year rolling average to reduce year-to-year variations resulting from survey sampling.² Assessing progress in these population-based rates is best done with many years of data in order to confirm clear trends. Because the goal is still new, we have only two years of data. Nonetheless, this can suggest where progress is beginning.

Educational attainment has risen at roughly the same pace across many groups, keeping the gaps consistent over time.

By Race/Ethnicity

Significant disparities in educational attainment exist between many communities of color and White Oregonians. Over the past five years, educational attainment has gradually increased for all racial/ethnic groups. However, racial/ethnic gaps in educational attainment have remained about as wide as they were before the goal because the increases in education have generally been at the same pace across groups. These proportional increases will maintain current gaps but will not reduce them. (See Appendix, Table A.4.)

	Asian American/Asian	Black/African American	Latino/a/x/Hispanic	Native American/Alaska Native	Native Hawaiian/Pacific Islander	White
Est. percentage of population age 25+ with postsecondary credential, 2020	65%	40%	32%	38%	39%	46%
Gap compared to White (percentage points)	N/A	6	14	8	7	--
Half of gap (goal)	N/A	3	7	4	3.5	--
Est. percentage of population age 25+ with postsecondary credential, 2021	65%	41%	33%	37%	37%	46%
Progress made toward goal	N/A	1	1	0	0	N/A

Table 1 shows the baseline percentage of each racial/ethnic group with a postsecondary credential (2020). The table also shows the gap in educational attainment between each community of color and Whites, among those age 25 and up. The goal is to cut this gap in half (shown in dark red).

Table 1. Educational Attainment of Adult Oregonians by Racial/Ethnic Identity and Year

² Data come from the U.S. Census American Community Survey, Tables B15002B-I for 2019, 2021 and C15002B-I for 2020. We use a three-year rolling average to reduce variations in the estimate related to survey data.

The 2020 Oregon Adult Attainment Progress Report — Continued

By 2021, the gap had shrunk for Black/African American and Latino/a/x/Hispanic Oregonians, but not for Native American/Alaska Native and Native Hawaiian/Pacific Islander Oregonians.

By linking these percentage point gaps to the number of adult Oregonians in each group, we can also estimate the number who would need to earn a credential to reduce the attainment gap by half. This analysis indicates the initial annual benchmarks were not met in 2020-21 and 2021-22. The Technical Appendix describes this analysis in detail; see Tables A.4 through A.6.

By Income Status

Educational attainment gaps by income status are large. Whereas 37 percent of adults with low incomes (defined as living below the federal poverty threshold) have a postsecondary credential, 55 percent of adults with middle and higher incomes have a postsecondary credential. The adult attainment goal aims to halve this gap, such that by 2030, nine percentage points will separate the two groups, rather than 18 percentage points.

Over the last five years, educational attainment among Oregonians has slowly increased both for the lowest income adults and for other adults ages 25 and up. However, the gap between

the two groups has not narrowed in these first two years of the goal. (See Table 2 below and Technical Appendix Tables A.7 and A.8.) However, we also linked these attainment rates to the underlying populations

	Low-income	Not low income
Est. percentage of population age 25+ with postsecondary credential, 2020	37%	55%
Gap (percentage points)	18	N/A
Half of gap (goal)	9	N/A
Est. percentage of population age 25+ with postsecondary credential, 2021	38%	59%
Progress made toward goal	0	N/A

Table 2. Educational Attainment of Adult Oregonians by Income and Year

	Rural	Urban and Mixed
Est. percentage of population age 25+ with postsecondary credential, 2020	42%	56%
Gap (percentage points)	14	N/A
Half of gap (goal)	7	N/A
Est. percentage of population age 25+ with postsecondary credential, 2021	42%	56%
Progress made toward goal	0	N/A

Table 3. Educational Attainment of Adult Oregonians by Geography and Year

to estimate how many low-income adults would need to earn credentials to narrow the gap. We found that the number who earned a credential in both 2020-21 and 2021-22 was sufficient to meet the initial annual benchmarks.

By Rural/Urban

Large educational attainment gaps also exist by geography. Whereas 56 percent of Oregonians living in urban or mixed counties have a postsecondary credential, only 42 percent of Oregonians living in rural counties have one. The adult

The 2020 Oregon Adult Attainment Progress Report — Continued

attainment goal aims to halve this gap from 14 percentage points to seven percentage points by 2030.

Educational attainment in both rural and urban/mixed areas has gradually increased over the past five years, a similar trend as by race/ethnicity and income status. Because attainment increased the same amount for both groups, the gap between the groups did not substantially change, and it did not change at all between 2020 and 2021 (Table 3). We also translated these rates to estimate the number of rural Oregonians who would need to earn a credential for the gap to narrow and found that these initial annual benchmarks were not met in 2020-21 and 2021-22. (See Technical Appendix Tables A.9 and A.10.)

Conclusion

Summary

Progress toward Oregon’s adult attainment goal within these first two years has been slow. In 2020-21, 22,290 Oregonians 25 and older earned credentials, and in 2021-22, the number was 22,736. If the adult attainment goal was equally distributed across each of its ten years (2020-2030), we would expect about 30,000 additional adult learners to earn credentials each year, or 60,000 in the first two years. The actual number who earned credentials in the first two years was about 45,000, almost 15,000 short. This deficit will transfer to the upcoming eight years of the goal as further credentials needed. Put another way, the coming eight years will need to serve 15,000 adults above and beyond each year’s annual subgoal of 30,000 adults. The slow progress is likely the result of many factors: the early timeframe for both the goal and the strategies implemented to support it, the pandemic-related decline in enrollment, and pandemic’s economic effects that likely keep many Oregonians prioritizing current employment over a return to school.

The second component of the adult attainment goal is to reduce racial/ethnic, income, and geographic attainment gaps by half. Overall, educational attainment is increasing, but because the increases have been similar across groups, little to no narrowing of the equity gaps in educational attainment has occurred. However, more years of data are needed to fully assess these population-based trends.

A Call to Action

To prepare Oregon for the workforce of 2030, more adult Oregonians will need a postsecondary credential. Oregon must train and educate more adults, particularly from underserved populations, to earn the 300,000 postsecondary credentials by 2030—almost 100,000 more credentials than are earned at the current rate. This is an ambitious goal, but it is an essential one for the State to serve adult learners and to meet economic demand. Ongoing work of many state partners has set the stage to advance adult attainment, and additional action is needed to translate these foundations into more Oregonians earning postsecondary credentials, particularly from communities of color, low-income communities, and rural communities.

One such foundation was the Adult Learner Advisory Committee convened shortly after the goal was adopted by the Higher Education Coordinating Commission (HECC) and the Workforce and Talent Development Board. The group was charged with identifying strategies for increasing adult educational attainment and culminated in the [Adult Learner Advisory Committee Report](#) (summer 2021), which lays out numerous actions to improve adult educational attainment, including:

The 2020 Oregon Adult Attainment Progress Report — Continued

- Develop estimates of the cost of overcoming common barriers to educational attainment.
- Seize the moment, early in an economic recovery, to accelerate progress in adult learning.
- Develop outreach and enrollment plans for Oregonians with some college but no credential and who have low earnings.
- Ensure adult learners fully leverage existing federal resources and tools.
- Refine and implement the credentials-of-value identification and measurement infrastructure piloted by the HECC.
- Engage employers and organize future credentials-of-value efforts by industries and regions.
- Fund the Credit for Prior Learning initiative.
- Find opportunities to link funding to outcome payments.

Since that time, other major work and investments have developed that support adult attainment. [Future Ready Oregon](#), a \$200 million investment to expand workforce development in Oregon is perhaps most directly related. With priorities on equity and labor market needs, it is composed of eight programs to build capacity, increase equity, create innovation, and broaden workforce training opportunities for Oregonians, especially Oregonians who are ages 40 and older, people of color, and Oregonians from rural areas. Within its suite of investments, Future Ready Oregon is actively implementing three of the recommendations of the Adult Learner Advisory Committee Report: ensure adult learners fully leverage existing federal resources and tools, engage employers and organize future credentials-of-value efforts by industries and regions, and fund a credit for prior learning initiative.

There are also new opportunities to expand what credentials we include when tracking progress in adult attainment. Drawing on the work of the Adult Learner Advisory Committee, Future Ready Oregon, and other workforce training programs, the HECC is investigating additional postsecondary credentials offered by local workforce boards, employers, community-based organizations, and other organizations that offer training in workforce skills that employers need. The National Skills Coalition (NSC) identified four criteria of “high-value designation” for such credentials³: occupational demand; credentials that are considered competitive education; competency-based completions tied to mastery of skills, knowledge, and abilities; and stack-ability with other credentials. The HECC will use this or a similar framework to look at the feasibility and merit of including new kinds of credentials in the coming year.

Finally, the HECC and postsecondary institutions across Oregon are striving to increase educational attainment among all groups and with special and deliberate attention to students from systemically nondominant communities. New investment in financial aid, institutional funding that prioritizes adult learners, eLearning programs, open educational resources, and work toward career-connected learning opportunities are only a few examples of strategies that have been implemented and can be directed toward adult learners. The more that government, educational institutions and training providers, the business sector, and community groups collaborate to build on these and other strategies in service of adult learners, the more likely Oregon will be to meet its adult attainment goal.

³ <https://nationalskillscoalition.org/blog/higher-education/defining-quality-non-degree-credentials-is-crucial-to-putting-students-on-a-path-to-success/>

Technical Appendix

This appendix provides additional data and detail related to the report findings. Tables in this appendix that show the number and percentage of students earning credentials come from the following sources: Data from 2018-19 through 2021-22 include all Oregon students who earned credentials from public universities and community colleges, private career schools, and non-exempt degree-granting institutions. Data from 2018-2019 through 2020-2021 also include Oregon resident students who filed a complete FAFSA/ORSA and earned credentials at private colleges and universities that are exempt from state authorization; and data from 2019-20 and 2021-2022 also include all students earning credentials from exempt institutions: Bushnell University, Corban University, George Fox University, Lewis and Clark College, Linfield University, Multnomah University, Pacific University, Reed College, University of Portland, Western States University, and Willamette University.

We want to recognize and thank the postsecondary institutions in Oregon for their service to students, for sharing their data with the HECC, and for the integrity of the data they share. This includes our ongoing partnerships with public universities and community colleges, which submit data every quarter to the state, with private colleges, universities, and technical career schools, which submit data every year, and with many independent colleges and universities that shared supplemental data expressly for this report.⁴

⁴ This includes Bushnell University, Corban University, George Fox University, Lewis and Clark College, Linfield University, Multnomah University, Pacific University, Reed College, University of Portland, Western States University, and Willamette University.

The 2020 Oregon Adult Attainment Progress Report — Continued

Overarching Goal of 300,000

Table A.1. Number of Oregon Adult Learners Who Earned Credential(s), 2018-19 through 2021-22.

Year	Earned by Adult Learners Earned Credential(s)
2018-19	22,414
2019-20	23,114
2020-21	22,920
2021-22	22,736

Data Source: HECC analysis of student data.

The 2020 Oregon Adult Attainment Progress Report — Continued

Table A.2. Number of Oregon Resident Adult Learners, Plus Students from Outside of Oregon Predicted to Remain in Oregon after Graduation

Year and Institution Type	Total Oregon Resident Adult Completers	Total Nonresident Adult Completers	Three-Year Mean Percentage of Nonresidents who Remained in Oregon ⁵	Estimated Number of Nonresident Completers Who Will Remain in Oregon ⁶	Total Number of Adult Completers ⁷
Community Colleges					
2021-22	5,672	923	31%	283	5,955
2020-21	5,950	1,015	31%	310	6,260
2019-20	6,038	1,150	32%	371	6,409
2018-19	6,799	1,336	32%	426	7,225
Public Universities					
2021-22	7,181	4,167	20%	840	8,021
2020-21	7,426	4,236	21%	892	8,318
2019-20	7,406	3,947	22%	849	8,255
2018-19	7,531	3,967	21%	816	8,347
Private Career Schools					
2021-22	7092				7,092
2020-21	6516				6,516
2019-20	6464				6,464
2018-19	5930				5,930
Oregon Independent Colleges and Universities					
2021-22	1483				1,483
2020-21	1614				1,614
2019-20	1757				1,757
2018-19	672				672

⁵ Using Oregon Employment Department's wage data, we matched nonresident completers who ended up residing in Oregon within five years. The data used calculate this percent was the rolling average of the last three years, e.g., the 31% applied to 2021-22 nonresident adult completers was the average of 2013-2015.

⁶ Calculated by multiplying the total nonresident adult completers by the three-year rolling average of Nonresident completers who are predicted become Oregonians within 5 five years.

⁷ Calculated by adding the numbers of Oregon adult completers and nonresident completers predicted to become residents by 2030.

The 2020 Oregon Adult Attainment Progress Report — Continued

Table A.3. Oregon Enrollment in Community Colleges and Public Universities by Age Group.

Year	Number of Students Ages 25 and Older	Number of Students Ages 24 and Younger
2011-12	248,969	157,418
2012-13	233,708	150,664
2013-14	219,630	145,169
2014-15	204,772	139,550
2015-16	190,773	135,688
2016-17	179,920	135,929
2017-18	172,020	133,681
2018-19	163,364	130,380
2019-20	142,838	123,167
2020-21	112,014	109,553
2021-22	116,540	104,988

Data Source: HECC analysis of student data.

Data Note: Data do not include students without an age or birthdate in their student record. Data exclude high school students enrolled in accelerated learning programs.

Equity Goals

Oregon’s adult attainment goal calls for gaps in educational attainment by race/ethnicity, income level, and rural/urban geography to be cut in half by 2030. Educational attainment detail for these groups is shown below. In addition, we can use these gaps—measured with the percentage of adults with postsecondary attainment—to estimate the number of Oregonians in each group who need to earn a credential to close the equity gap and to achieve the overall 300,000 goal. This information may be of particular use to educational institutions and training providers in setting individual goals. The approach applies the goal of half the gap in attainment to the underlying population of adults in each group to determine the number of adults who would need to earn a credential to narrow the gap.

Racial/Ethnic Gaps in Attainment

The racial/ethnic gaps in educational attainment are shown in Table A.4 below. They are defined as the difference between the percentage of adults of color in one racial category with postsecondary education and the percentage of White adults with postsecondary education. For example, the gap between Black/African American and White educational attainment is six percentage points. Half of this gap is three percentage points. Compared to the size of the Black/African American population in Oregon, an additional 2,192 Black/African Americans adults would need to earn postsecondary credentials beyond the current rate for Oregon to meet this equity goal. Tables A.4 through A.6 below provide this information for each racial/ethnic group. Using these estimates, the state did not meet the relevant annual adult attainment

The 2020 Oregon Adult Attainment Progress Report — Continued

goals for any racial/ethnic group that are needed to cut attainment gaps in half and have 30,000 adults earn credentials in both 2020-21 and 2021-22.

Table A.4. Oregon Educational Attainment Among Adults Ages 25 and Up by Race/Ethnicity, 2016-2021, Using a Three-Year Rolling Average.

	Asian American/ Asian	Black/ African American	Latino/a/x/ Hispanic	Native American/ Alaskan Native	Native Hawaiian/ Pacific Islander	Two or More Races	White	"Some Other Race"
2016	64%	45%	28%	34%	40%	47%	53%	23%
2017	65%	46%	30%	34%	40%	47%	54%	25%
2018	65%	46%	30%	34%	40%	48%	54%	26%
2019	66%	49%	32%	37%	38%	50%	55%	26%
2020	65%	50%	32%	39%	37%	50%	56%	26%
2021	65%	50%	32%	37%	37%	50%	56%	26%

Data Source: U.S. Census, American Community Survey, Tables B15002B-I for 2016-2019, 2021 and Tables C15002B-I for 2020.

Data Note: A three-year rolling average was used because this data comes from the US Census's American Community Survey and due to smaller sample sizes, changes in smaller populations may be due to sampling error.

The 2020 Oregon Adult Attainment Progress Report — Continued

Table A.5: Achieving Oregon’s Adult Attainment Model by Race/Ethnicity

		Asian American/ Asian	Black/ African American	Latino/a/x/ Hispanic	Native American/ Alaska Native	Native Hawaiian/ Pacific Islander	Two or More	White	Not Reported or Another	Total
1	Rate of Adult Population ⁸ with Any Postsecondary Credential ⁹	65%	50%	32%	37%	37%	50%	56%	26%	
2	All Adults in Projected 2023 Population 2030 ¹⁰	211,536	73,054	432,132	37,606	17,262	98,217	2,516,912	73,659	3,460,378
3	Estimated Number of Adults with Postsecondary Credentials by 2030 ¹¹	137,498	36,527	138,282	13,914	6,387	49,109	1,409,471	19,151	1,810,339
4	Additional Credentials Needed by 2030 to Halve Gap in Equity ¹²	--	2,192	51,856	3,573	1,640	2,947	--	11,049	73,255
5	Additional Credentials Needed Earned by 2023 to achieve 300,000 at the Current Rate ¹³	13,861	4,787	28,316	2,464	1,131	6,436	164,923	4,827	226,745
6	Total Number Credentials Needed to meet goal¹⁴	13,861	6,979	80,172	6,037	2,771	9,382	164,923	15,875	300,000

⁸ Ages 25 and Older

⁹ Rolling three-year average educational attainment rate among those ages 25 and older in Oregon State in 2019-2021. Data come from the U.S. Census American Community Survey, Tables B15002B-I for 2019, 2021 and C15002B-I for 2020.

¹⁰ 2030 projected population. These numbers represent crude projections using the 2030 projected population of people ages 25 and older provided by Portland State University (PSU) Population Research Center’s population projections and applied the percent increase between 2010 to 2020 for each group to the 2030 projected population. These numbers conservatively estimate the 2030 population by race.

¹¹ Current Rate of Population with any Postsecondary Credential applied to estimated 2030 population. (Multiply Row 1 by Row 3.)

¹² Calculated by multiplying the 2030 projected population by ½ the equity gap. The “half of the equity gap” is calculated by subtracting the educational attainment rate of the adults in the racial category from the rate of white adults. (Subtract Race category percent from White Race in Row and halve it. Then multiple that percent by data in Row 3.)

¹³ Calculated by multiplying the 2030 projected population by race group with the difference between the goal (i.e., 226,745 found in last column, row 5) and total needed to half equity gaps (i.e., 73,255 found in last column in Row 4) which equals 226,745 divided by total projected population (i.e., 3,460,378, last column in Row 2).

¹⁴ Calculated by adding the number of credentials needed to half the gap by race and additional credentials needed to meet labor market needs. (Sum of Row 4 and 5.)

The 2020 Oregon Adult Attainment Progress Report — Continued

Table A.6: Progress toward Achieving Racial/Ethnic Equity Component of Adult Educational Attainment Goal

		Asian American/Asian	Black/African American	Latino/a/x / Hispanic	Native American/Alaska Native	Native Hawaiian/Pacific Islander	Two or More	White	Not Reported or Another	Total
1	Total Number of Credentials Needed by 2030 to Half the Gap and Fill Labor market needs ^{15,16}	13,861	6,979	80,172	6,037	2,771	9,382	164,923	15,875	300,000
2	Total Number Needed per year ¹⁷	1,386	698	8,017	604	277	938	16,492	1,588	30,000
3	Total Postsecondary Credentials Earned 2020-21	1,092	541	2,360	251	159	914	13,812	2,947	22,076
4	Difference from Annual Goal 2020-21 ¹⁸	-294	-157	-5,657	-353	-118	-24	-2,680	1,359	
5	Total Postsecondary Credentials Earned 2021-22	1,103	618	2,617	243	93	830	13,520	2,987	22,011
6	Difference from Annual Goal 2021-22 ¹⁹	-283	-80	-5,400	-361	-184	-108	-2,972	1,399	
7	Percent of Goal Achieved for 2021-22²⁰	80%	89%	33%	40%	34%	88%	82%	188%	73%
8	Total Credentials Earned by Adults since 2020 ²¹	2,195	1,159	4,977	494	252	1,744	27,332	5,934	
9	Progress toward Adult Attainment Goal by 2030²²	16%	17%	6%	8%	9%	19%	17%	37%	

¹⁵ Calculated by adding the number of credentials needed to half the gap by race and additional credentials needed to meet labor market needs (sum of rows 4 and 5 in Table A.5.)

¹⁶ Calculated by adding the number of credentials needed to half the gap by race and additional credentials needed to meet labor market needs.

¹⁷ Calculated by dividing the total number of credentials needed by 2030 to half the gap and fill labor market needs divided by 10—the number of years of the adult attainment goal. This provides us with the number of credentials Oregon adults will need to earn by race category to fulfill the adult attainment goal. (Table 2, Row 1/10)

¹⁸ Calculated by subtracting Table 2, Row 2 from Row 3 by column.

¹⁹ Calculated by subtracting Table 2, Row 2 from Row 5 by column.

²⁰ Calculated by dividing Table 2, Row 5 into Row 2 by column.

²¹ Calculated by summing Table 2, Row 3 and Row 5 by column.

²² Calculated by dividing Table 2, Row 8 into Row 2 by column.

The 2020 Oregon Adult Attainment Progress Report — Continued

Income Gaps in Attainment

The income gaps in educational attainment are shown in Table A.7 below. This gap in attainment is defined as the difference between those with the lowest incomes (below the federal poverty threshold) and all other adults. In 2020, this gap was 18 percentage points, and half of the gap (i.e., the goal) was nine percentage points. Applying this to the underlying population of adults in the low-income group, the number of low-income adults who earned credentials was sufficient to meet the low-income adult attainment goal/benchmark in both 2020-21 and 2021-22. This detail is shown in Tables A.7 and A.8 below.

Table A.7. Oregon Educational Attainment Among Adults Ages 25 and Up by Income Status, 2016-2020.

Year	Lowest Income	All Other Adults
2016	35%	54%
2017	36%	55%
2018	36%	55%
2019	36%	55%
2020	37%	55%
2021	38%	59%

Data Source: U.S. Census, American Community Survey, C17003 2016-2019, 2021 and B17003 for 2020.

The 2020 Oregon Adult Attainment Progress Report — Continued

Table A.8. Progress toward Achieving Income Equity Component of Adult Educational Attainment Goal

		Low Income ²³	Not Low Income	Total	Unknown
1	Goal/Baseline: Percent with any Postsecondary Credential ²⁴	37%	56%	--	--
2	All adults in projected population 2030	346,038	3,114,340	3,460,378	
3	Estimated Number of People with Postsecondary Credentials by 2030, Current Rate of Population with any Postsecondary Credential ²⁵	128,034	1,744,030	1,872,064	--
4	Additional Credentials Needed by 2030 to Halve Gap ²⁶	32,874	--	32,874	--
5	Additional Needed Credentials Earned by 2023 to Fill Labor Market Needs ²⁷	26,886	241,971	267,126	--
6	Total Number of Credentials Earned Needed by 2023 to Half the Gap and Fill Labor Market Needs ²⁸	59,759	241,971	300,000	--
7	Total Number of Credentials Needed per year ²⁹	5,976	24,197	30,000	
8	Total Postsecondary Credentials Earned in 2020-21	6,704	12,356	19,060	3,648
9	Difference from Annual Goal ³⁰	728	-11,841	-10,940	
10	Total Postsecondary Credentials Earned in 2021-22	6,113	14,153	20,266	2,284
11	Difference from Annual Goal ³¹	137	-10,044	-9,734	
12	Percent of Goal Achieved for 2021-22³²	102%	58%		
13	Total Credentials Earned by Adults since 2020 ³³	12,817	26,509		
14	Progress toward Adult Attainment Goal by 2030³⁴	21%	11%		

²³ Low-income among credential earners are those who applied for federal student aid and were determined to be Pell Grant-eligible.

²⁴ Rolling three-year average educational attainment rate among those ages 25 and older in Oregon State in 2019-2021 by poverty status.

²⁵ Current Rate of Population with any Postsecondary Credential applied to estimated 2030 population. (Multiply Row 1 by Row 3.)

²⁶ Calculated by multiplying the 2030 projected population by ½ the equity gap. The “half of the equity gap” is calculated by subtracting the educational attainment rate of the adults not in low-income with percent of low-income in Row 1. (Subtract Low-income in Row 1 from non-low-income in Row 1 and halve it. Then multiple that percent by data in Row 3.)

²⁷ Calculated by multiplying the 2030 projected population with the difference between the goal (i.e., 267,126, row 5) and total needed to half equity gaps (i.e., 32,874 found in Row 4) and divided by total projected population (i.e., 3,460,378, last column in Row 2).

²⁸ Calculated by adding the number of credentials needed to half the gap by low-income and additional credentials needed to meet labor market needs. (Sum of Row 4 and 5.)

²⁹ Calculated by dividing the Row 6 by 10, for each year of the goal. Total subtracting Row 2 from Row 3 by column.

³⁰ Calculated by subtracting Row 8 from Row 7.

³¹ Calculated by subtracting Row 10 from Row 7.

³² Calculated by dividing Row 10 by Row 7.

³³ Calculated by summing Row 8 and Row 10.

³⁴ Calculated by dividing Row 13 by Row 6.

The 2020 Oregon Adult Attainment Progress Report — Continued

Geographic Gaps in Attainment

The geographic gaps in educational attainment are shown in Table A.7 below. This gap in attainment is defined as the difference between those living in rural counties and those living in urban or mixed urban/rural counties. In 2020, this gap was 14 percentage points, and half of the gap (i.e., the goal) was seven percentage points. We applied this to the underlying population of adults living in rural counties and found that the number of rural adults who earned credentials was not sufficient to meet the geographic adult attainment benchmark in both 2020-21 and 2021-22. In fact, rural adult completion results are furthest from meeting the benchmark in 2021-2022 than any other equity group (i.e., low-income and communities of color). This detail is shown in Tables A.9 and A.10 below.

Table A.9. Oregon Educational Attainment among Adults Ages 25 and Up by Rural/Urban Status of County of Residence, 2016-2020.

Year	Rural	Urban/ Mixed
2016	40%	53%
2017	40%	53%
2018	41%	54%
2019	41%	55%
2020	42%	56%
2021	42%	56%

Data Source: U.S. Census, Table S1501 for each year.

The 2020 Oregon Adult Attainment Progress Report — Continued

Table A.10. Progress toward Achieving Geography Equity Component of Adult Educational Attainment Goal

		Rural	Urban/ Mixed	Total	Unknown
1	Percent Oregonians with Any Postsecondary Credential ³⁵	42%	56%	--	--
2	All adults in projected population 2030	726,679	2,733,699	3,460,378	
3	Estimated Number of People with Postsecondary Credentials by 2030, Current Rate of Population with any Postsecondary Credential ³⁶	305,205	1,530,871	1,836,077	--
4	Additional Credentials Needed by 2030 to Halve Gap ³⁷	50,868	--	50,868	--
5	Additional Needed Credentials Earned by 2023 to Fill Labor Market Needs ³⁸	56,460	212,397	249,132	--
6	Total Number of Credentials Earned Needed by 2030 to Halve the Gap and Fill Labor Market Needs ³⁹	107,327	212,397	300,000	--
7	Total Number Needed per year ⁴⁰	10,733	21,240	30,000	
8	Total Postsecondary Credentials Earned in 2020-21	2,233	15,256	22,709	5,220
9	Difference from Annual Goal ⁴¹	-8,500	-5,984	-7,291	
10	Total Postsecondary Credentials Earned in 2021-22	2,183	15,641	22,551	4,727
11	Difference from Annual Goal ⁴²	-8,550	-5,599	-7,449	
12	Percent of Annual Goal Achieved for 2021-22⁴³	20%	74%		
13	Total Credentials Earned by Adults to Date from 2020-2030	4,416	30,897		
14	Percent Toward Total Adult Attainment Goal by 2030	4%	15%		

³⁵ Rolling three-year average educational attainment rate among those ages 25 and older in Oregon State in 2019-2021 by poverty status.

³⁶ Current Rate of Population with any Postsecondary Credential applied to estimated 2030 population. (Multiply Row 1 by Row 3.)

³⁷ Number calculated by multiplying the 2030 projected population by ½ the equity gap. The “half of the equity gap” is calculated by subtracting the educational attainment rate of the rural adults from the percent of urban residing adults in Row 1. (Subtract rural Row 1 from urban in Row 1 and halve it. Then multiple that percent by data in Row 3.)

³⁸ Number calculated by multiplying the 2030 projected population with the difference between the goal (i.e., 249,132, row 5) and total needed to half equity gaps (i.e., 50,868 found in Row 4) and divided by total projected population (i.e., 3,460,378, last column in Row 2).

³⁹ Number calculated by adding the number of credentials needed to half the gap by low-income and additional credentials needed to meet labor market needs. (Sum of Row 4 and 5.)

⁴⁰ Calculated by subtracting Row 8 from Row 7.

⁴¹ Calculated by subtracting Row 11 from Row 7.

⁴² Calculated by subtracting Row 10 from Row 7.

⁴³ Calculated by summing Row 8 and Row 10.

The 2020 Oregon Adult Attainment Progress Report — Continued

Intersectionality

As organizations look for strategies to improve service to adult learners, it is important to note that adult learners are diverse, with multiple identities. Figures A.1 and A.2 below illustrate the percentages of Oregon adults in multiple groups related to the adult attainment goal. For example, thirty percent of Native American/Alaska Native live in rural counties and 27% are low-income. Thus, the new [Oregon Tribal Student Grant](#) program offered to members of federally recognized Oregon tribes, this program may not only help reduce disparities in educational attainment among Tribal members, it may also help reduce disparities by income and geography.

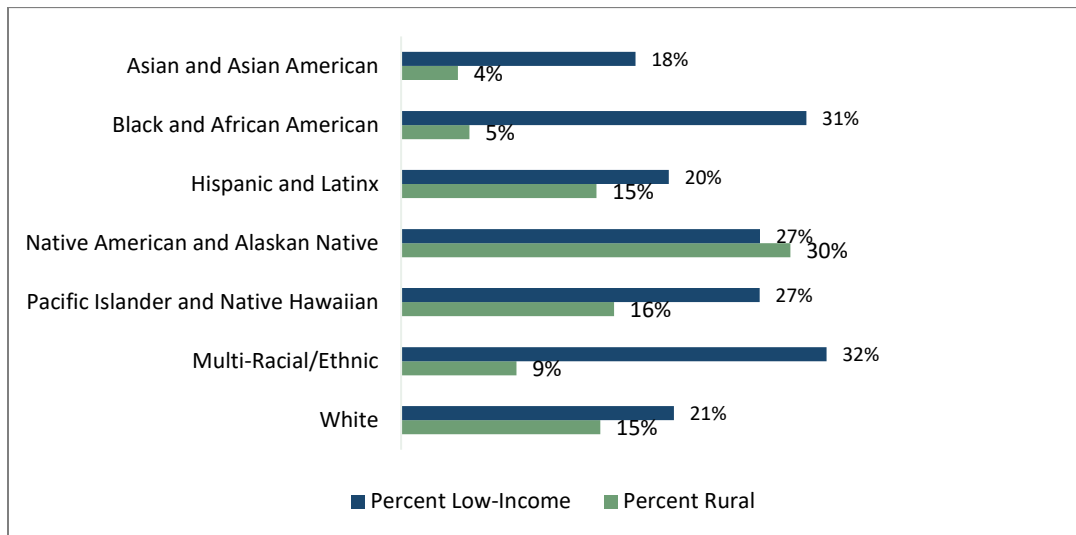


Figure 3: Percent of Adult Oregon Students by Racial/Ethnic Identity Who Are also from Low-Income and Rural Communities, 2021-22

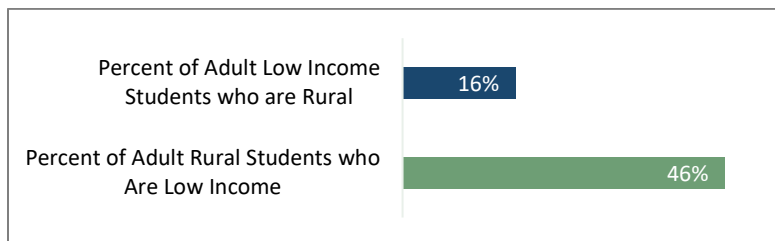


Figure 4: Percent of Adult Oregon Students who are from Low-Income and Rural Communities, 2021-22