



## Talent Dividend Benchmark Reports

To assist Talent Dividend Prize participants in understanding the current standing of their metropolitan areas, and in devising strategies to seek the Talent Dividend, CEOs for Cities has prepared three customized Talent Dividend Benchmark reports. These reports, compiled from Census Bureau and Department of Education data, show the current levels of educational attainment in your metropolitan area, the number of students enrolled in, and progressing through the K-12 educational system, and the names of each of the institutions of higher education and the number of post-secondary degrees they awarded in 2009.

### Benchmark Attainment Report

The Benchmark Attainment Report is a snapshot of several key measures of the educational attainment of your metropolitan area's population. The Attainment Report is compiled from Census data from the 2007-2009 American Community Survey (ACS). It is based on a sample of the population surveyed over that three-year period in your metropolitan area. The ACS surveys Americans based on their place of residence at the time the survey is taken, and as a result, the data are influenced by migration in previous years. As a result, ACS data don't just reflect the impacts of local educational institutions—like the graduation rate of local high schools or colleges—but also reflect the net effect of migration. Because Americans, especially young adults, are highly mobile, migration plays an important role in influencing educational attainment levels recorded in population surveys.

Data from the American Community Survey are based on a statistical sampling of Americans, and like all survey data have a margin of error. For information about the confidence interval of ACS estimates, and how to interpret ACS data, and make statistically valid comparisons across different regions and different time periods, please see the CEOs for Cities Talent Dividend paper: [Understanding the American Community Survey](#).

**High school completion:** The percentage of persons aged 19 years of age in the survey year who reported having received at least a high school diploma. This measure reflects overall high school completion among young adults residing in the community, and does not reflect the performance of particular

educational institutions. It is also net of migration, so it can be influenced if 19 year-olds with high school diplomas move out of the region (to attend college, for example), or move into the region. Among the 51 largest U.S. metropolitan areas, the median level of high school completion reported by 19 year olds was 84 percent.

**College continuation:** The percentage of persons aged 18 to 24 years old who reported attending post-secondary classes in the survey year. Again, this data reflects the overall share of the local young adult population attending classes. These data reflect all post-secondary education, including 2-year and 4-year programs, and graduate education. Keep in mind that these are self-reported attendance data, and don't necessarily correspond to administrative data that record the count of students enrolled in institutions. Among the 51 largest U.S. metropolitan areas, the median level of post-secondary attendance reported by 18 to 24 year olds was 46 percent.

**College completion:** The percentage of persons aged 24 years of age in the survey year who reported having received at least a four-year bachelor's degree. Among the 51 largest U.S. metropolitan areas, the median level of four-year degree attainment reported by 24 year olds was 29 percent. College completion is a rough indicator of how well your region has done in the aggregate, in providing its residents a post-secondary degree by the time they are 24. Like other measures, this is influenced by the migration of young adults in and out of the region, and doesn't directly reflect the performance of individual educational institutions.

**Adult attendance:** The percentages of persons aged 25 to 44 and 25 to 54 who report attending post-secondary classes in the survey year. The adult attendance rate is an indication of continuing adult education among a group that is usually in its prime working years. Separate measures are provided for the 25 to 44 and 25 to 54 year age groups to reflect different possible definitions of the target age group for adult education. Adults 55 and older have very low rates of post-secondary attendance. For the 51 largest metropolitan areas, about 7.7 percent of 25 to 44 year olds and 5.8 percent of 25 to 54 year olds report having attended post-secondary classes.

Benchmark Attainment Reports show the actual value recorded for each metropolitan area as estimated from the three-year American Community Survey data for the years 2007 through 2009. Three-year data were selected to provide more precise estimates for these relatively small demographic groups (such as 19 and 24 year olds) in each metropolitan area. Tabulations in the report show how the values for each metropolitan area compare to those for the 51 largest U.S. metropolitan areas (all those with a population of one million or more).

## High School Completion Report

The High School Completion Report is compiled from the Common Core of Data collected by the National Center for Education Statistics, and shows the number of students enrolled in the K-12 education system, by grade level, in each metropolitan area. These data are based on reports filed by schools with the NCES.

For each metropolitan area, we have computed the Cumulative Promotion Index (CPI). The CPI is a surrogate measure for the overall graduation rate. The CPI is computed by estimating the likelihood that any 9<sup>th</sup> grader will receive a college degree. The CPI is the product of the one-year ratios of class sizes, so for example: the number of 10<sup>th</sup> graders divided by the number of 9<sup>th</sup> graders, multiplied by the number of 11<sup>th</sup> graders divided by the number of 10<sup>th</sup> graders, multiplied by the number of 12<sup>th</sup> graders divided by the number of 11<sup>th</sup> graders, multiplied by the number of students receiving diplomas divided by the number of 12<sup>th</sup> graders.

The cumulative promotion index was developed by the Urban Institute to provide a valid nationally usable means of aggregating and comparing graduation rates across different geographies. For more information, see: Swanson, C. B., (2004). *Who Graduates? Who Doesn't?: A Statistical Portrait of Public High School Graduation, Class of 2001*. The Urban Institute. Available at: [http://www.urban.org/UploadedPDF/410934\\_WhoGraduates.pdf](http://www.urban.org/UploadedPDF/410934_WhoGraduates.pdf).

The CPI differs from graduation rates computed for individual educational institutions for a number of reasons. Rather than following individual students at specific institutions, the cumulative promotion index looks at the aggregate numbers of students across all institutions in an entire metropolitan area. Graduation rates for individual institutions are often complicated by student transfers among institutions during high school.

Our high school completion report shows, for the entire metropolitan area, the number of students enrolled, by grade level, in K-12 schools, and also the number of regular diplomas granted, for the school years 2005-06 through 2009-10. (For 2009-10, final data on diplomas granted were not available; we will update these tables when the data becomes available to us).

For 2008-09, among the 51 largest U.S. metropolitan areas, the median value of the cumulative promotion index was 73 percent. The CPI ranged from a high of more than 80 percent in six metro areas, to lows of less than 50 percent in two metropolitan areas.

## Degree Award Report

The Degree Award report identifies the post-secondary degree-granting institutions in each metropolitan area, and the count of the number of Associates, Bachelors, Professional, Masters and Doctoral degrees awarded by each

institution in the most recent academic year. The degree award report is compiled from the Integrated Post-Secondary Education Data System (IPEDS) maintained by the National Center for Education Statistics. Our tabulation of this data follows IPEDS conventions in assigning educational institutions to metropolitan areas, and in attributing the award of degrees to particular geographic locations. For more information about the IPEDS data, definitions and reports, see <http://nces.ed.gov/ipeds/resource/>.

The Degree Award report is made available so that Talent Dividend Prize participants know which institutions are included in the base level calculations of the talent dividend prize. A region's score for the Talent Dividend Prize will be determined based on the increase in the number of degrees issued by these institutions, adjusted for population, as explained in the program rules. Since these institutions are effectively partners in the prize competition, we urge all participating metros to work with all these institutions. If you believe there are errors or omissions in the degree award report, please contact us.

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