



NORTH STATE TOGETHER

TRINITY COUNTY EDUCATIONAL ATTAINMENT ESTIMATES

BACKGROUND

North State Together recognizes the need for accessible regional data in order for our county collaboratives to make data informed decisions. [North State Together](#) provides the backbone support for collective impact networks in Modoc, [Shasta](#), Siskiyou, [Tehama](#) and [Trinity](#) counties. The report will be used to inform North State Together collective impact teams on educational attainment data that may affect [North State Together's Broad Success Indicators](#) including college readiness, post-secondary enrollment, and post-secondary completion. By 2020, 65 percent of jobs will require at least some postsecondary education³. But while these jobs will require a certain level of educational attainment, in 2020 it is anticipated we will have a shortfall of 5 million of the educated workers needed³. By increasing our region's education levels, our community members are more likely to be employed and stay out of poverty. Educational attainment data can be used as a tool for organizing and accelerating our county collective impact efforts to improve outcomes in the North State.

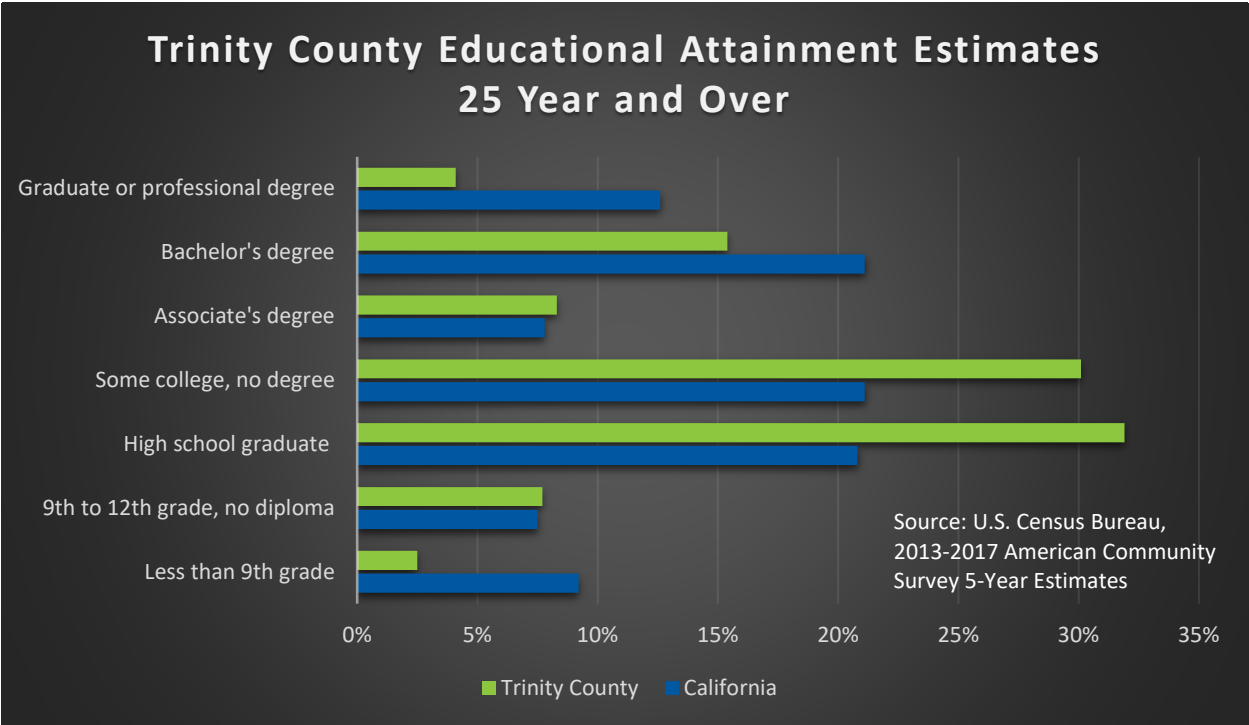
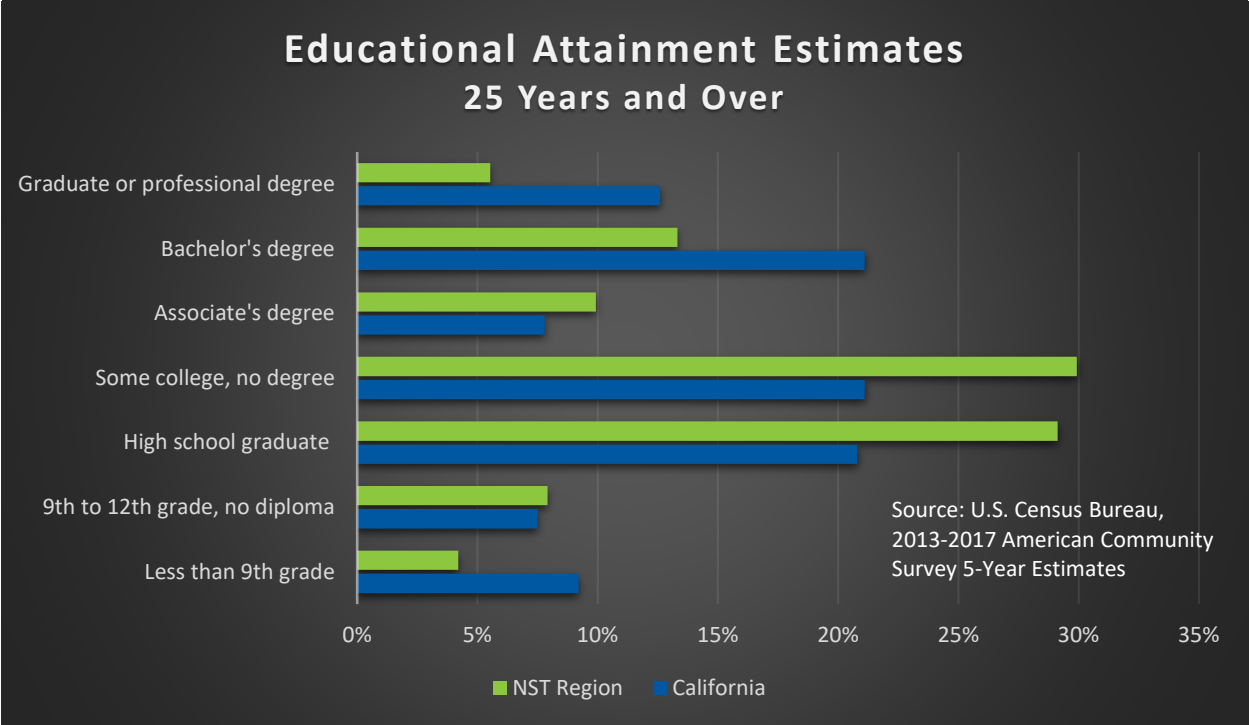
Data Notes:

For the [U.S. Census Bureau American Community Survey](#) educational attainment estimates, an individual can only belong to one category. In other words, individuals are not duplicated across educational attainment levels. For example, if a person is a high school graduate and has both an Associate's and Bachelor's degree, they will be placed in the Bachelor's degree category which is their highest category of educational attainment. It also should be noted that all rates are estimates with associated margin of errors. For further information, please visit the [U.S. Census Bureau American Community Survey webpage](#).

The [U.S. Census Bureau American Community Survey](#) educational attainment rates are estimates with associated margin of errors. This data brief does not provide the associated data margin of error rates and is meant to provide a general overview of educational attainment rates in the North State. Please visit <https://factfinder.census.gov> for detailed margin of error rates on specific data points outlined in this data brief.

EDUCATIONAL ATTAINMENT

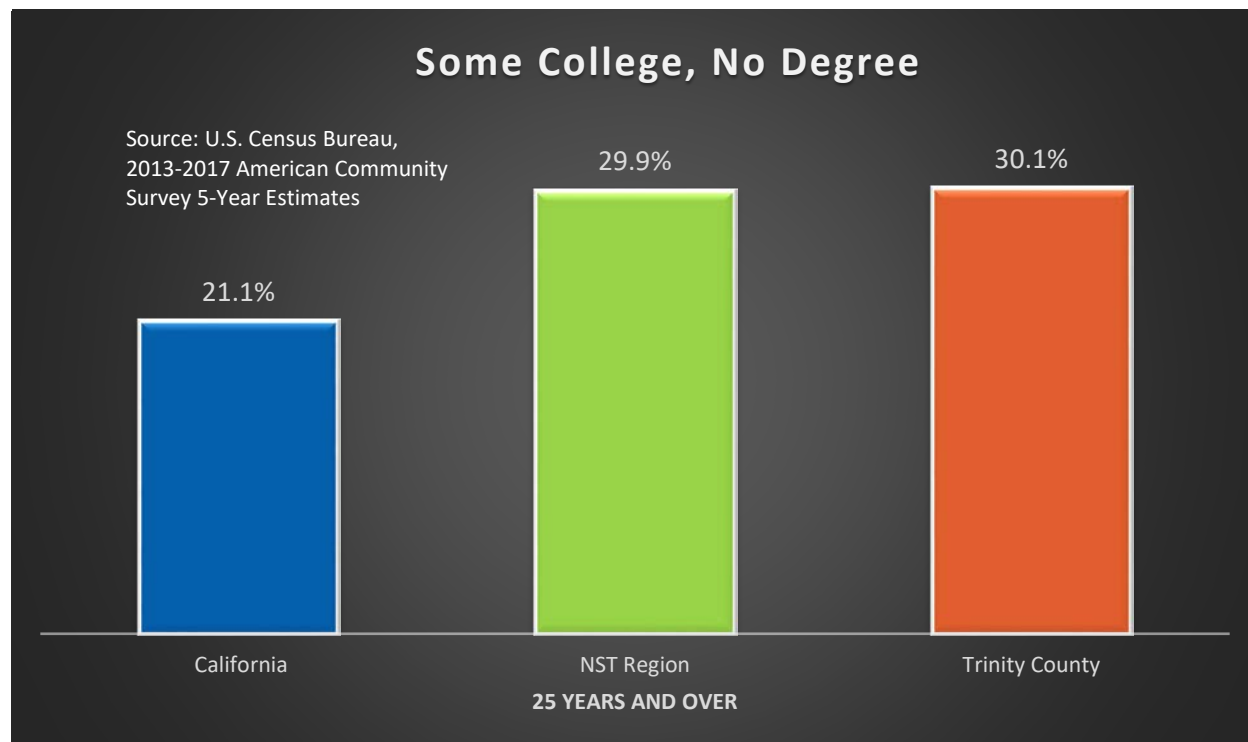
Educational attainment refers to the highest level of education completed. The North State Together region, covering Modoc, [Shasta](#), Siskiyou, [Tehama](#) and [Trinity](#) counties, is larger than the states of Maryland and Vermont combined encompassing over 20,000 square miles. The area does not have a public 4-year university within its borders. Although experiencing higher rates of Associate degree completions, **Trinity County** and the North State lags behind California in bachelor and graduate degree educational attainment rates:

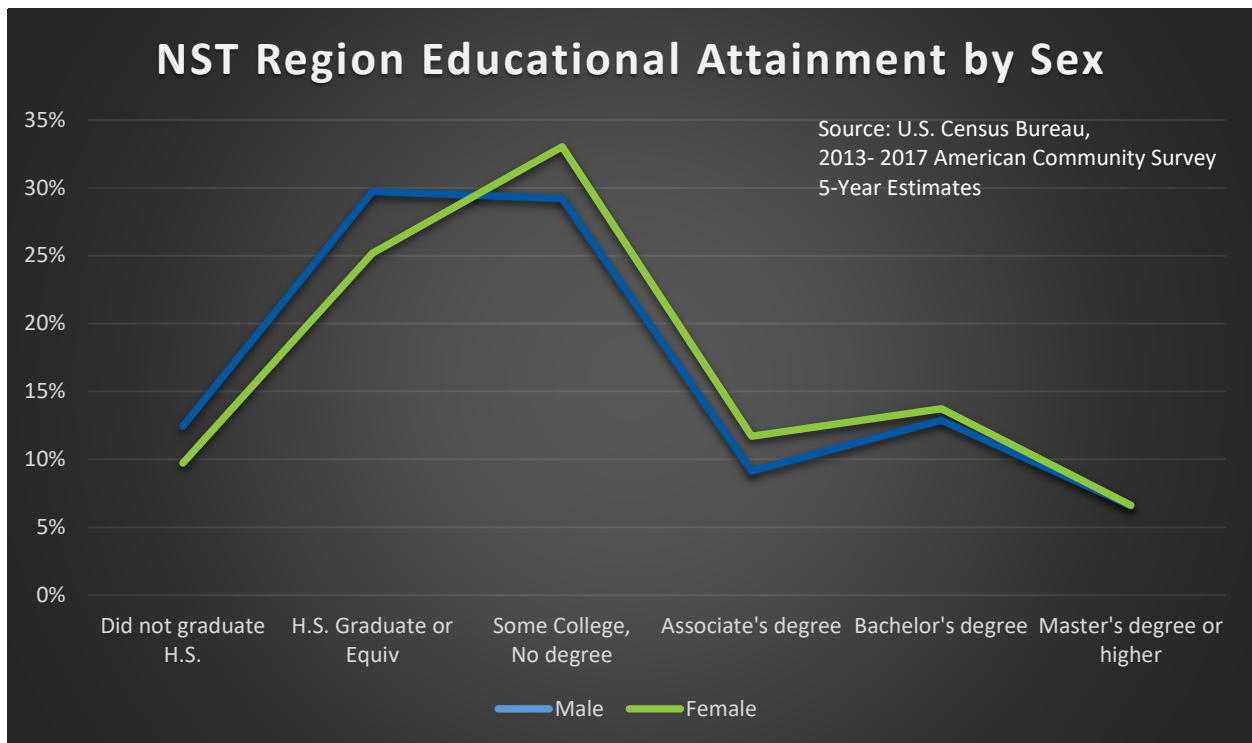


EDUCATIONAL ATTAINMENT - SOME COLLEGE, NO DEGREE

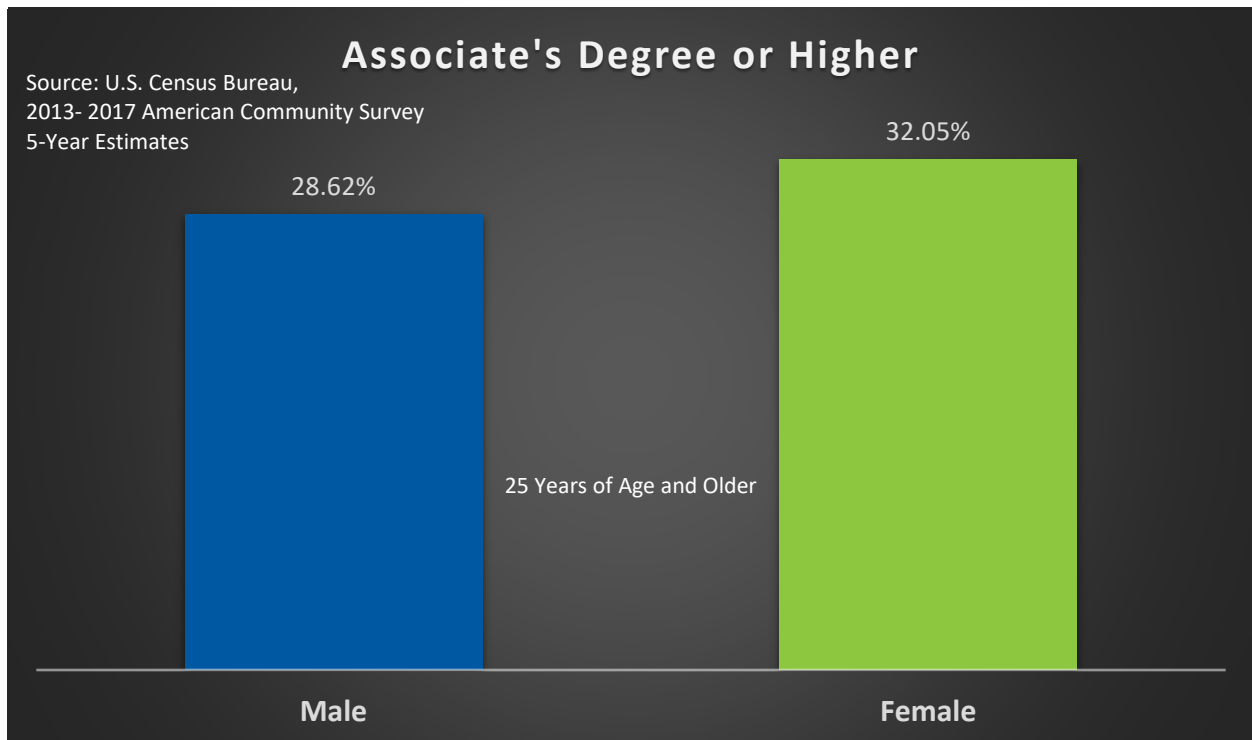
At nearly thirty percent, our region is experiencing high rates of community members obtaining some college but never receiving a degree. According to the [Bureau of Labor Statistics](#), nationwide in 2017 having an associate's degree versus some college but no degree meant an increase in earnings by 20.93%⁵. While there are a variety of reasons that factor into why students do not complete college, inadequate preparation and difficulty navigating college are often cited⁴. [North State Together](#), through its alliance with [Complete College America](#) and partnerships with [Shasta College](#) and [Siskiyou College](#) have already begun initiating strategies to increase graduation rates including increasing guided pathway efforts.

In addition, new California legislation that took effect on January 1, 2018 requires community colleges to maximize that students will enter and complete transfer-level coursework in English and math within a one year timeframe and use, in the placement of students into English and math courses, one or more of the following: high school coursework, high school grades, and high school grade point average². Research suggests that when used as the primary criterion for placement, assessment tests tend to under-place students; a student's high school performance is a much stronger predictor of success in transfer-level courses rather than standardized placement tests². One of the byproducts of this new legislation may be faster and higher college graduation rates.





The gender gap for males in the region widens after high school. Females in the North State have higher rates of some college, but no degree than their male counterparts, and 3.43% more females than males hold an associate’s degree or higher.



EDUCATIONAL ATTAINMENT – BY RACE/ETHNICITY

The [U.S. Census Bureau](#) considers race and ethnicity to be two separate and distinct concepts. **Ethnicity** determines whether a person is of Hispanic origin or not. For this reason, ethnicity is broken out in two categories, Hispanic or Latino and Not Hispanic or Latino. Hispanics may report as any race. The Census Bureau defines **race** as a person’s self-identification with one or more social groups. An individual can report as White, Black or African American, Asian, American Indian and Alaska Native, Native Hawaiian and Other Pacific Islander, or some other race. Survey respondents may report multiple races⁷.

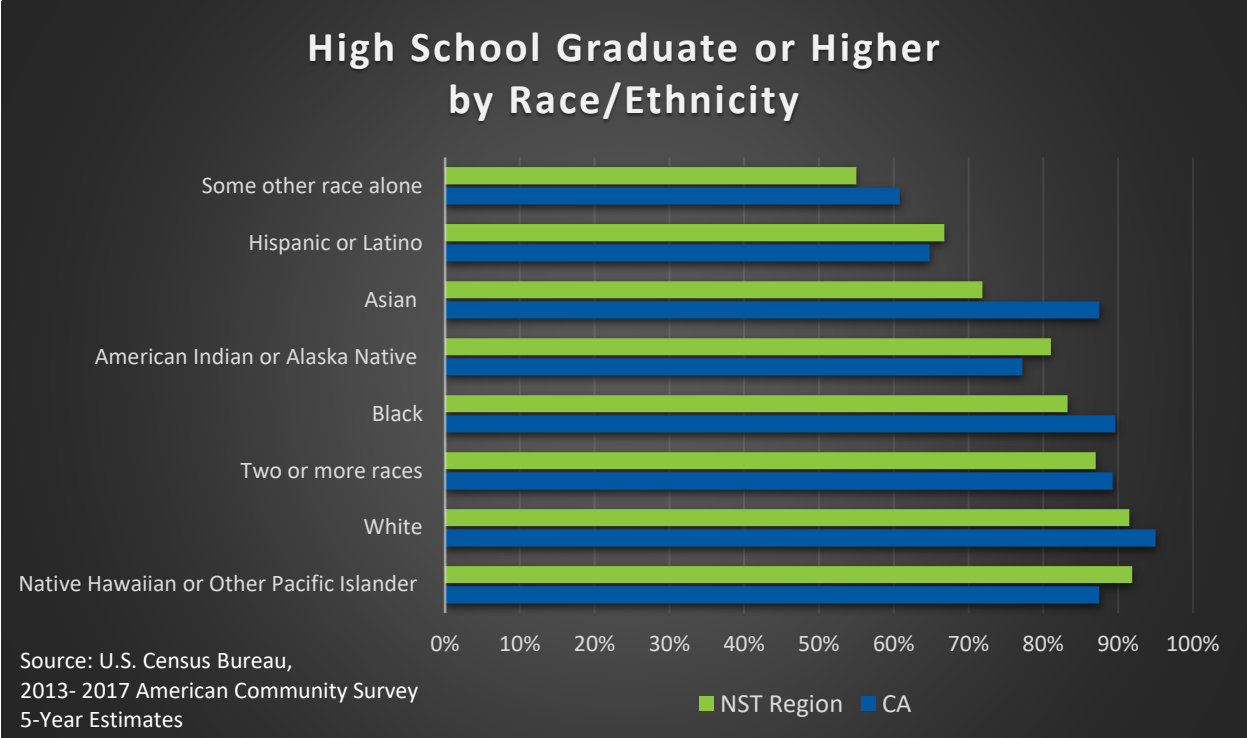
HIGH SCHOOL GRADUATE OR HIGHER - BY RACE/ETHNICITY

It is important to disaggregate educational attainment rates into smaller subpopulations. At the aggregate level, the data can mask achievement gaps. For example, while the overall North State region high school graduation rate hovers around 87%, when disaggregated by student population the rates vary widely from the average as shown in the charts below.

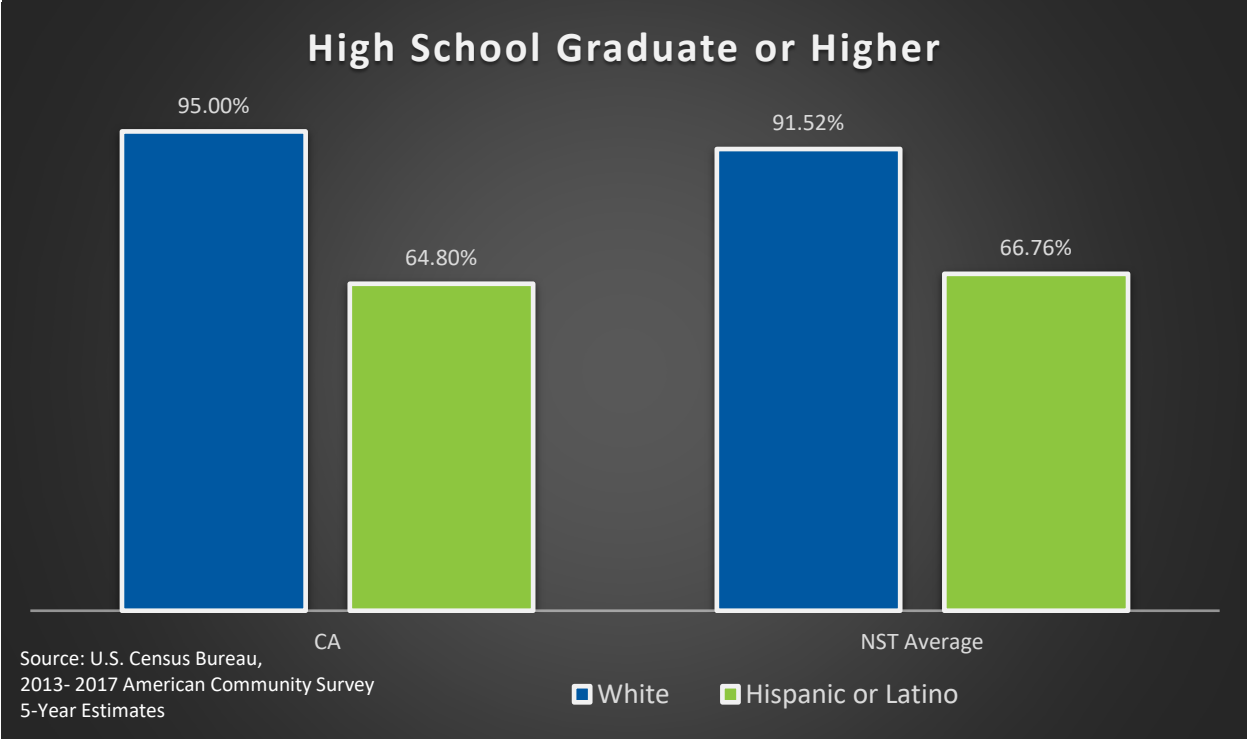
High School Graduate or Higher	CA	NST Average	Modoc County	Shasta County	Siskiyou County	Tehama County	Trinity County
White	95%	92%	91%	92%	93%	91%	91%
Hispanic or Latino	65%	67%	48%	81%	69%	58%	78%
Black	90%	83%	93%	79%	77%	85%	82%
American Indian or Alaska Native	77%	81%	91%	84%	75%	70%	84%
Asian	88%	72%	70%	84%	69%	76%	61%
Native Hawaiian/ Other Pacific Islander	88%	92%	**	94%	74%	100%	100%
Some other race alone	61%	55%	10%	79%	62%	55%	71%
Two or more races	89%	87%	100%	89%	86%	75%	85%

Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates

An ** indicates either no sample observations or too few sample observations were available.



While high school graduation rates are on the rise in the United States, gaps still persist among minority groups¹. As displayed below, disaggregating by ethnicity shows that Hispanic and Latino students experience much lower high school graduation rates (66.76%) compared to white students in the North State (91.52%).



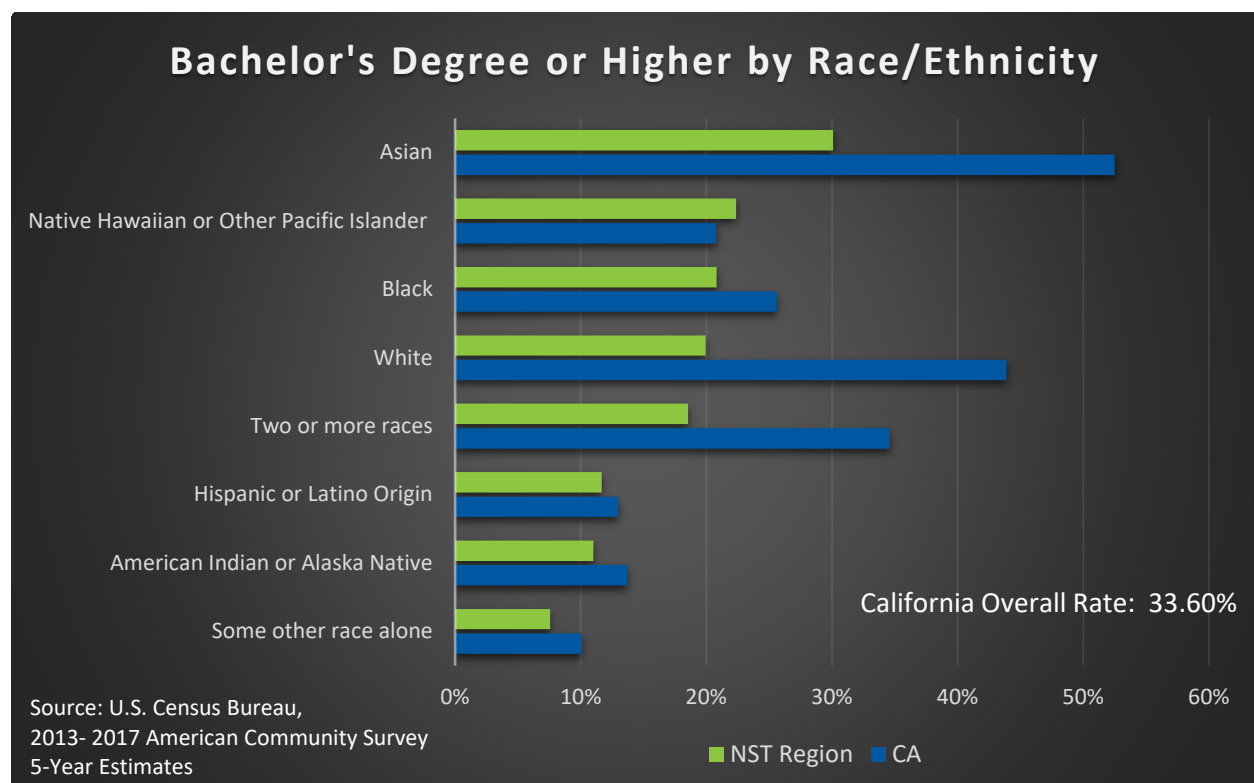
BACHELOR'S DEGREE OR HIGHER - BY RACE/ETHNICITY

As indicated in the table and chart below, when disaggregated by race and ethnicity, the North State region experiences varying bachelor degree attainment rates.

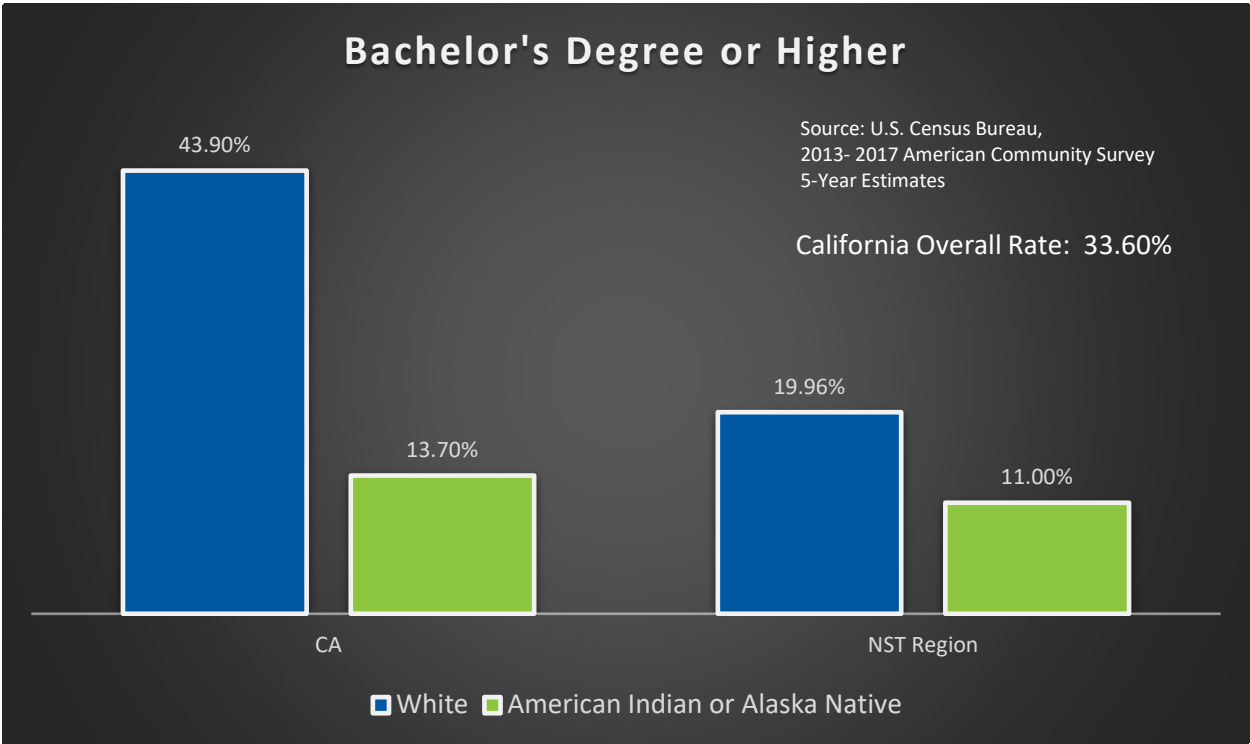
Bachelor's degree or higher	CA	Modoc	Shasta	Siskiyou	Tehama	Trinity	NST Region
White	44%	18%	22%	25%	15%	21%	20%
Hispanic or Latino	13%	8%	14%	14%	8%	15%	12%
Black	26%	0%	25%	14%	29%	36%	21%
American Indian or Alaska Native	14%	1%	11%	8%	19%	16%	11%
Asian	53%	51%	37%	22%	41%	0%	30%
Native Hawaiian/Other Pacific Islander	21%	**	0%	0%	90%	0%	22%
Some other race alone	10%	10%	10%	6%	7%	6%	8%
Two or more races	35%	30%	18%	17%	17%	11%	19%

Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates

An ** indicates either no sample observations or too few sample observations were available.



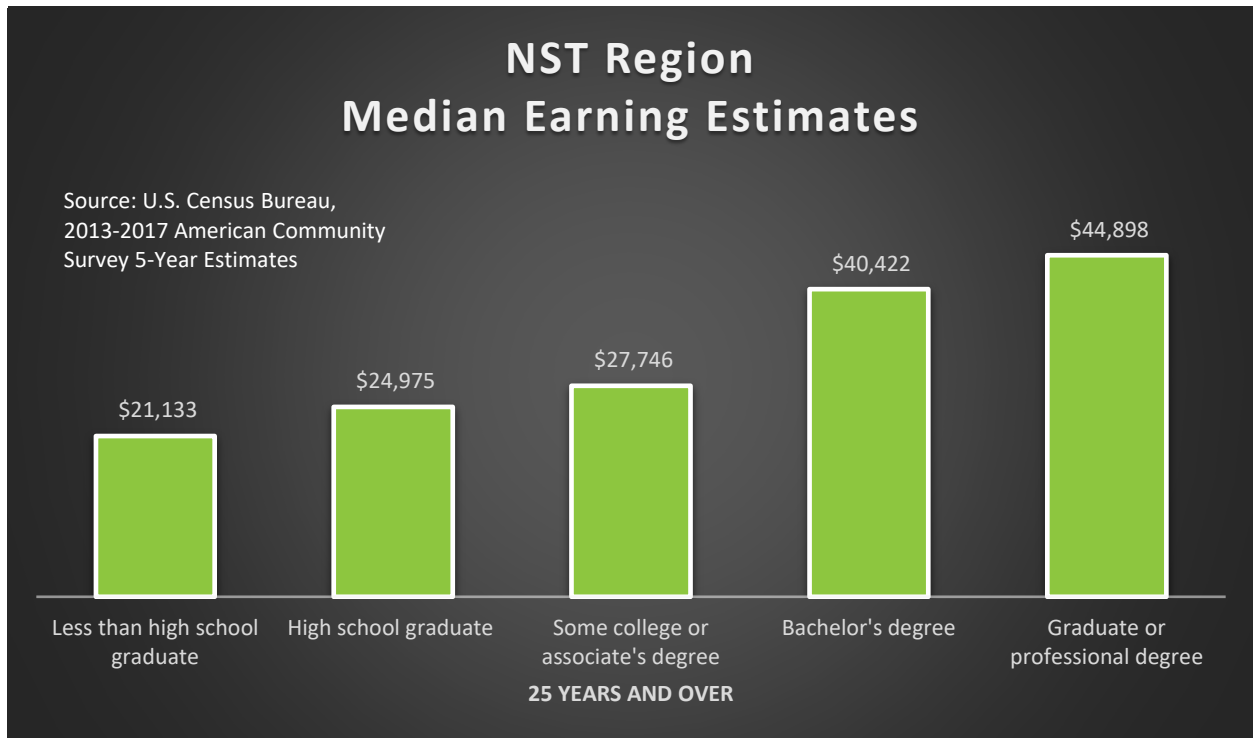
While California's overall Bachelor degree or higher rate is estimated to be around 33.60%, only 13.7% of the American Indian/Alaskan Native population holds a 4 year degree or higher. For the North State region, the difference isn't as widespread between these two subgroups.



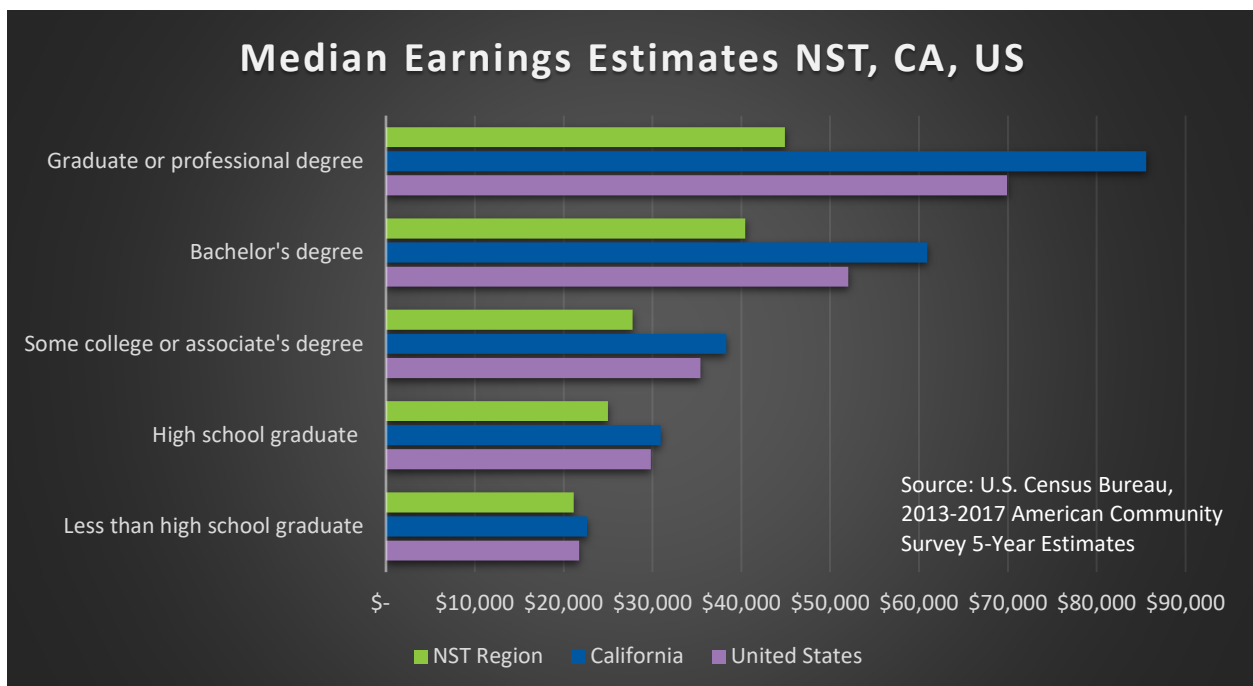
THE VALUE OF EDUCATION

EARNINGS

In terms of dollars, education pays. As indicated in the chart below, the more you learn, the more you earn. Earnings are highest for those with the highest levels of educational attainment.



For California as a whole, the difference education makes on earnings is even more significant. For example, as demonstrated in the chart below, the average Californian with a bachelor's degree earns \$60,940 but the average earnings for a bachelor's degree recipient in the North State is only \$40,422.

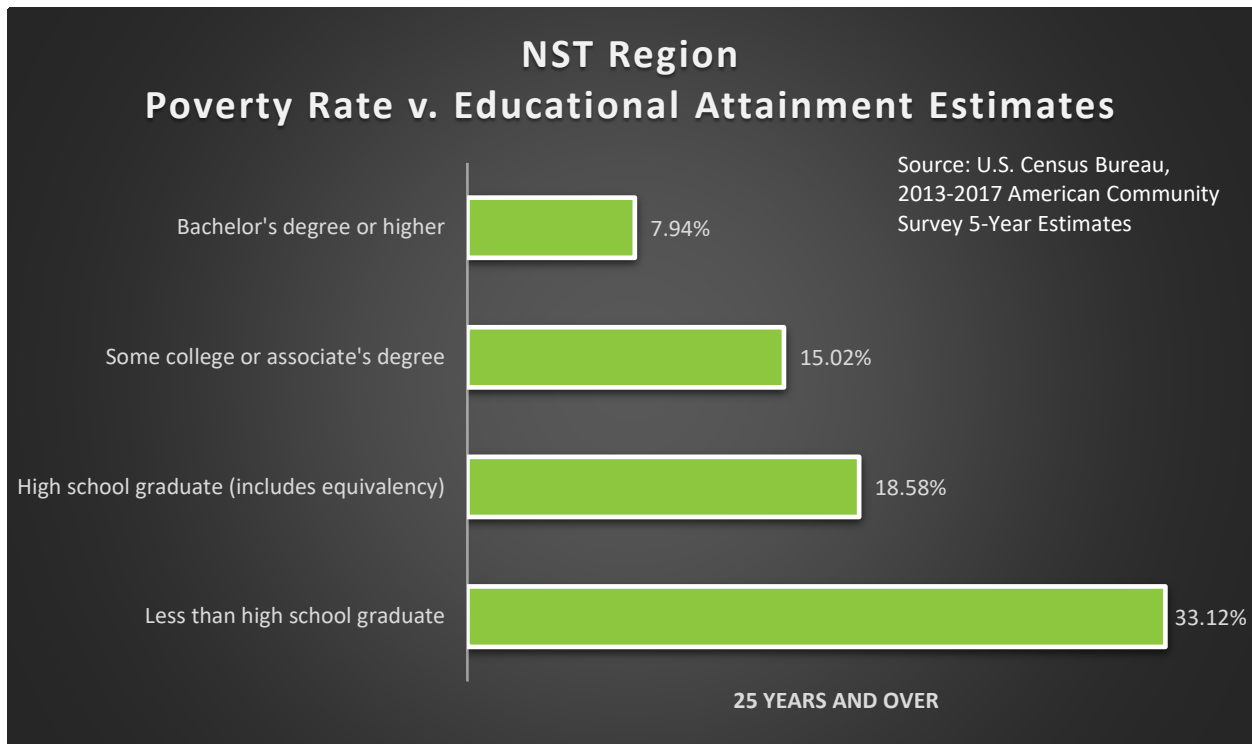


The table below provides the earnings estimates for the North State Together counties and region.

Median Earnings In The Past 12 Months (In 2017 Inflation-Adjusted Dollars)	CA	NST Region	Modoc County	Shasta County	Siskiyou County	Tehama County	Trinity County
Less than high school graduate	\$22,648	\$21,133	\$28,404	\$18,426	\$18,273	\$24,254	\$16,306
High school graduate	\$30,918	\$24,975	\$20,938	\$30,208	\$26,070	\$27,309	\$20,351
Some college or associate's degree	\$38,296	\$27,746	\$28,016	\$30,845	\$26,096	\$27,858	\$25,917
Bachelor's degree	\$60,940	\$40,422	\$45,496	\$45,237	\$33,043	\$47,734	\$30,601
Graduate or professional degree	\$85,555	\$44,898	\$40,125	\$61,516	\$41,479	\$56,563	\$24,808
Population 25 years and over with earnings	\$41,122	\$27,959	\$27,915	\$32,314	\$26,846	\$29,543	\$23,176
Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates							

POVERTY

As indicated in the chart below, in the North State the higher your education level the lower your poverty rate.



The table below displays the poverty rate estimates for the population 25 years and over and for whom poverty is determined by educational attainment level.

Poverty Rate by Educational Attainment	CA	NST Region	Modoc County	Shasta County	Siskiyou County	Tehama County	Trinity County
Less than high school graduate	22%	33%	35%	29%	36%	26%	39%
H.S. graduate (includes equivalency)	14%	19%	19%	17%	21%	18%	18%
Some college or associate's degree	10%	15%	11%	13%	17%	16%	18%
Bachelor's degree or higher	5%	8%	15%	7%	9%	4%	5%

Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates

CONCLUSION

Collective impact partnerships, such as the five county collaboratives supported by North State Together, are comprised of multiple stakeholders. These partnerships have the opportunity to play a critical role in raising educational attainment rates. A person's educational attainment influences employment opportunities and income. It is also a good general indicator of the skill level of the region's workforce. By collectively increasing our region's educational attainment levels, we will better prepare our communities for economic success.

HOW CAN I USE THE DATA IN THIS REPORT?

You may copy the tables and charts in this report and insert them in your own documents. Adobe Acrobat allows you to copy images and paste them into your own documents. If you are using Acrobat Reader version 10, go to the edit menu and select "Take a Snapshot." Click and drag to create a box around the graphic you wish to copy. Reader will copy the image in the box automatically. Simply paste the graphic in your word processor or graphic design software. If you want to improve the quality of the image, zoom in to the document in Acrobat at a level of at least 100 percent. If you copy and paste images from this document, please be sure to include or cite the source of the data as indicated in the data tables and charts. We also request that you credit North State Together for providing the research and formatting.

REFERENCES

- ¹ Balingit, M. (2017, December 4). *U.S. high school graduation rates rise to new high*. The Washington Post. Retrieved from https://www.washingtonpost.com/news/education/wp/2017/12/04/u-s-high-school-graduation-rates-rise-to-new-high/?utm_term=.5b89590e3951.
- ² California Community Colleges Assessment and Placement. *What is AB705?* Retrieved from <https://assessment.cccco.edu/ab-705-implementation>.
- ³ Carnevele, A., & Smith, N., & Strohl, J. (2013, June). Georgetown University Center on Education and the Workforce. *Recovery: Job Growth and Education Requirements through 2020*. Retrieved from <https://cew.georgetown.edu/cew-reports/recovery-job-growth-and-education-requirements-through-2020/>.
- ⁴ Collins, M.L. & Vargas, J. (2017, February 27). *Why Millions of Americans Never Finish College*. City Lab. <https://www.citylab.com/life/2017/02/why-millions-of-americans-never-finish-college/517713/>
- ⁵ Torpey, E. (2018, April). *Data on Display: Measuring the Value of education*. Bureau of Labor Statistics. Retrieved from https://www.bls.gov/careeroutlook/2018/data-on-display/education-pays.htm?view_full.
- ⁶ U.S. Census Bureau. *2013-2017 American Community Survey 5-Year Estimates*. Retrieved from <https://factfinder.census.gov/>
- ⁷ U.S. Census Bureau. (2017, January). *Race & Ethnicity* Retrieved from <https://www.census.gov/mso/www/training/pdf/race-ethnicity-onepager.pdf>.