



Knocking at the College Door

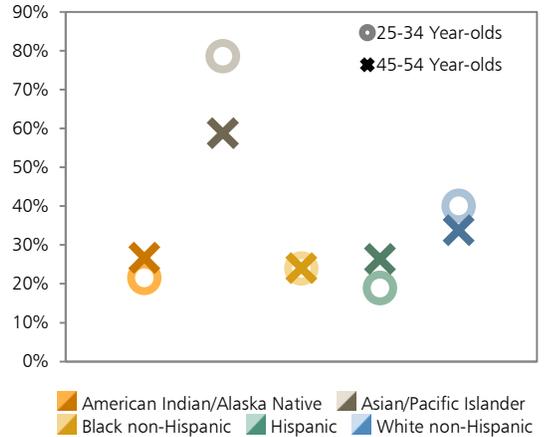
Projections of High School Graduates

OHIO

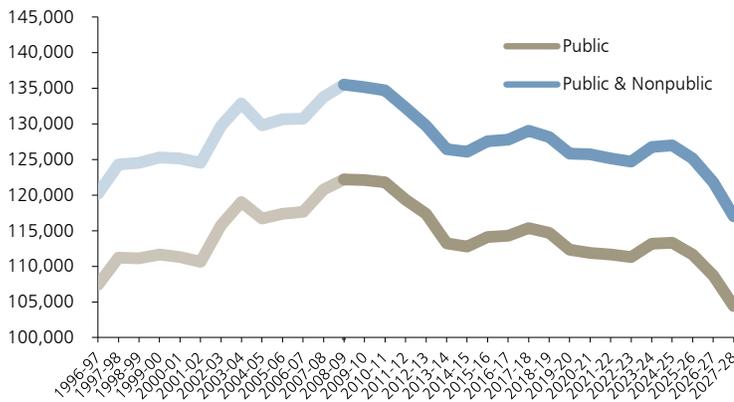
National and regional trends mask important variation among states in the supply of high school graduates. This profile provides brief indicators for Ohio related to: current levels of educational attainment, our projections of high school graduates into the future, and two common barriers to student access and success – insufficient academic preparation and inadequate finances.

Educational Attainment by Race/Ethnicity¹

Workforce projections suggest a growing demand for well-educated labor, which means that younger adults need to be as well as or more educated than older adults given how much longer they will need to be employed. In Ohio between 2008 and 2010, substantially more younger adults (aged 25-34) had earned postsecondary degrees than older adults (aged 45-54), 38% and 32.9%, respectively. This is good news for the state's economy, but large gaps in educational attainment exist among racial/ethnic groups, especially for younger adults other than White non-Hispanics and Asians/Pacific Islanders. The rate was 79% for younger Asians/Pacific Islanders, compared to 40% for younger White non-Hispanics, 24% for younger Black non-Hispanics, and 19% for younger Hispanics. Older Hispanics are more likely to have earned a degree than younger Hispanics. (No differences can be statistically determined between the younger and older cohorts for American Indians/Alaska Natives or Black non-Hispanics, or between American Indians/Alaska Natives and Black non-Hispanics or Hispanics.)



Production of High School Graduates



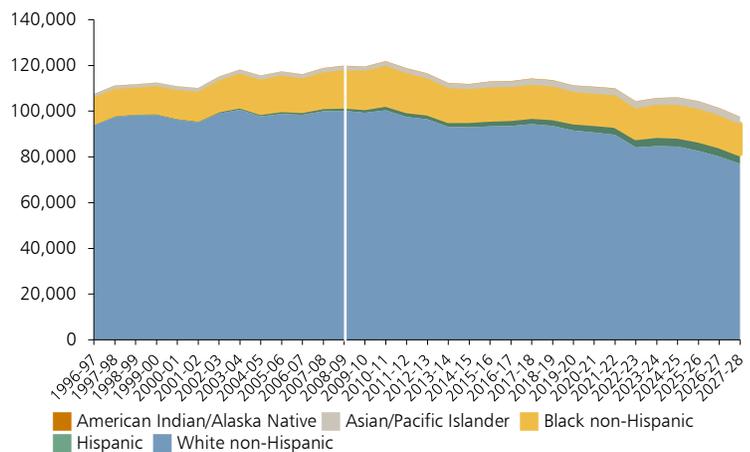
Projections indicate that after peaking at 135,506 in 2008-09, Ohio has begun a fairly significant decline in high school graduate production.

- Beginning in 2009-10, the total number of graduates is expected to slip by about 9,500 by 2014-15. After a brief period of modest growth of about 3,000 graduates through 2017-18, production is projected to resume falling, reaching about 124,700 by 2022-23.
- All of the decline is projected to occur in the public sector. Throughout the thirty-year timeframe captured in this edition, nonpublic schools either did, or are projected to, produce between 12,500 and 14,000 graduates and between 9.5 and 10.8% of all graduates.

Public High School Graduates by Race/Ethnicity

As is typical in other declining states, White non-Hispanics in Ohio are chiefly responsible for shrinking production, and increases in other groups of graduates are not large enough to fully offset those drops.

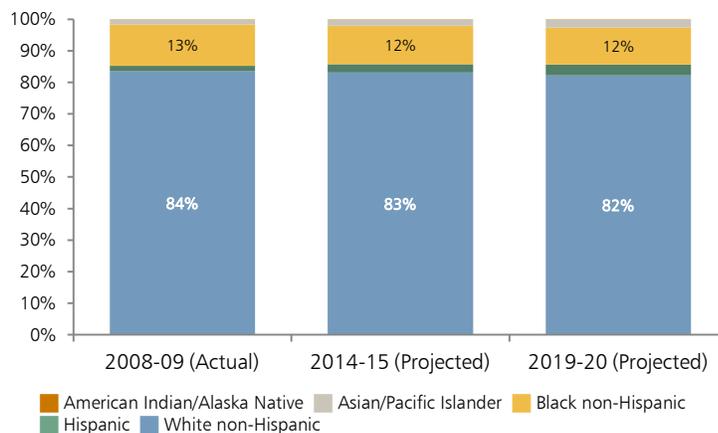
- White non-Hispanic public high school graduates peaked in 2003-04 at 100,613, and are projected to hover near that number through 2010-11, after which they will drop by about 9% by the class of 2020.
- The largest minority group among graduates, Black non-Hispanics, will also decrease in the years ahead, losing about 22% over that same timeframe.
- Asian/Pacific Islander and Hispanic graduates are both on a rapid rise, though their increases of about 900 and 1,700 in additional graduates between 2008-09 and 2019-20 is dwarfed by the declines in Black non-Hispanics and White non-Hispanics.



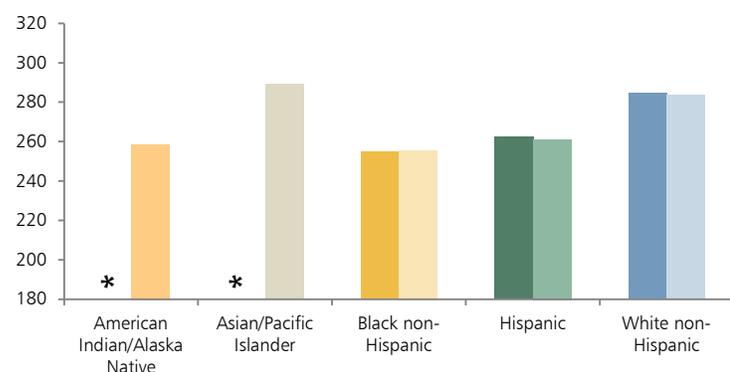
Composition of Public High School Graduates by Race/Ethnicity

White non-Hispanics have such a dominant share of the public high school graduating class in Ohio that even their projected swift erosion in numbers, together with the rapid growth rates of Hispanic and Asian/Pacific Islander graduates, are not expected to alter the racial/ethnic composition of their graduating classes as dramatically as in many other states.

- White non-Hispanics can expect to remain the dominant racial/ethnic group among public high school graduates throughout the projected period.
- The Black non-Hispanic share will drift lower, to 12% by 2019-20.
- The Hispanic share is projected to nearly double, though still remain a small fraction of the total.



Composite Math and Reading Scores by Race/Ethnicity²



Note: Ohio in darker shades; U.S. in lighter shades. *Reporting standards were not met and no score is available.

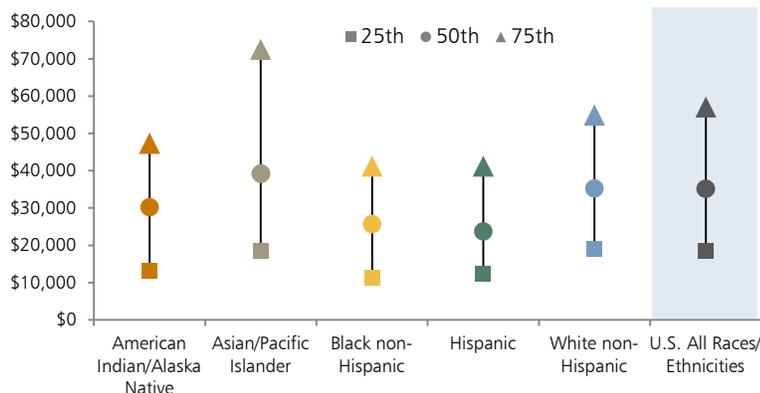
Academic preparation is a major factor in access to and success in college. One indicator of readiness comes from the National Assessment of Educational Progress (NAEP) math and reading scores for eighth graders in 2011.

- Ohio's Black non-Hispanics, with a composite score of 254.7, and Hispanics, at 262.5, performed poorer than White non-Hispanics. The former groups' scores were statistically indistinguishable.
- White non-Hispanics posted a composite score of 284.6.
- No state-level scores were available for American Indians/Alaska Natives or Asians/Pacific Islanders.
- Ohio's racial/ethnic groups performed equally well as they did nationwide, for the available scores.

Annual Income by Race/Ethnicity³

A second major barrier is access to the financial resources needed to pay for college. In Ohio from 2006 to 2010, the statewide median income for the working-age population (25-64) was \$33,146, compared with \$35,147 for the nation.

The median income of Asians/Pacific Islanders was \$39,217, highest among racial/ethnic groups in the states. White non-Hispanics took home about \$35,267. At just \$23,719, Hispanics earned the lowest amount of any group in the state. A quarter of them earned less than about \$13,000. The lowest quartile of Black non-Hispanics earned even less, no more than about \$11,500.



Projections of high school graduates are from WICHE, *Knocking at the College Door: Projections of High School Graduates*, 2012. 1996-97 to 2008-09 are actual reported graduates and 2009-10 to 2027-28 are projections. The National Center for Higher Education Management Systems supplied the data used in the first and last figures. State-level estimates for those figures are only reported for a racial/ethnic group when the coefficients of variation for all estimates do not exceed 25% and sample size is 50 or greater. Readers should understand that estimates for small samples can be imprecise due to large standard errors. WICHE provides relevant data tables at <http://wiche.edu/knocking-8th/technicalNotes>.

¹Source: U.S. Census Bureau, 2008-10 American Community Survey (ACS) Public Use Microdata Sample (PUMS) File. Average annual percent of population aged 25-34 and 45-54 with an Associate's degree or higher in 2008-10.

²Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 and 2011 Mathematics and Reading Assessments, generated using the NAEP Data Explorer. <http://nces.ed.gov/nationsreportcard/naepdata/>. Notes: Composite scores are the average of the Math and Reading scores for 8th graders tested in 2011, scale of 0 to 500; scores for 12th graders taking NAEP were not available for this state.

³Source: U.S. Census Bureau, 2006-10 American Community Survey Five-Year Public Use Microdata Sample File. Note: Percentiles for wage/salary income were calculated for persons age 25-64 with positive earnings; unemployed persons with \$0 income were also included. Figures are in 2010 dollars. Native Hawaiians are included in Asian/Pacific Islander.

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Visit <http://wiche.edu/knocking> to obtain the full publication and download these projections as [graphs](#) or [data files](#).