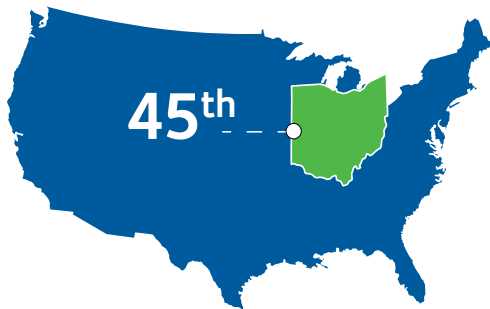


Investing in Ohio's Future. Now.

A Postsecondary Education Access and Affordability Agenda for Ohio

FIGURE 1

Ohio ranks 45th out of 50 states in college affordability.



Ohio's investment in higher education generally, and need-based aid specifically, is not keeping pace with our peer states. If this issue is not recognized immediately and addressed head on, Ohio will continue to face a significant talent gap and an uncertain economic future.

PHILANTHROPY OHIO'S ROLE

Philanthropy Ohio and our members have prioritized state-level education policy since 2005 and have no plans to abandon it. Today, Ohio funders invest over \$300 million annually in education to ensure that all Ohioans have access to high-quality education opportunities. Although our philanthropic community is a critical piece of the state's education policy landscape, it represents just a fraction of the investment when compared to the state's \$11 billion investment in P-20 education. And, in addition to providing financial support, funders are leaders and conveners in their communities around critical education topics.

Through several comprehensive reports and briefing papers, Philanthropy Ohio has continued its commitment to play an active role in helping improve public education in Ohio. Through research and by listening, funders have learned a great deal about Ohio's education assets and challenges. While much has been accomplished in the state, critical challenges and opportunities must be addressed to improve outcomes for our children and families.

By now, the refrain is loud and reverberating: *the future of Ohio depends on the education of its citizenry.* This is true for individuals, communities and the state as a whole.

The link between educational attainment and economic opportunity and prosperity is undeniable. Postsecondary education develops the talent that attracts investment and job creation. Where there is an abundance of skilled workers, companies grow, wages rise and the ability to attract and retain the "best and brightest" is enhanced.¹

A full array of additional economic and non-economic benefits of postsecondary education are well-documented: higher lifetime earnings; greater protection against unemployment and reliance on public assistance; greater likelihood of voting and volunteering; and a healthier, longer life.

Unfortunately, the current talent development forecast for Ohio is ominous.

We live in a world of *rapid, disruptive technological change.* Many of today's jobs were not even imagined 20 years ago. Almost half of all jobs in the U.S. could be phased out in coming years due to technological advances.² And, it's predicted that 65 percent of today's grade-school students will work in jobs that do not yet exist.³

Amid this unrest, Ohio has a *workforce demand-and-supply problem.* We face a potentially crippling "talent gap," a substantial

shortage of working-age adults with the postsecondary education credentials needed to fill and succeed in a growing majority of current and future jobs. For displaced workers, in particular, the knowledge and skills they possess often do not match employer expectations and job requirements.

Ohio policymakers have begun to realize the dangers of falling behind other states in the race to close the talent gap and have taken a number of actions accordingly. For example, the state has worked with higher education stakeholders to establish and adopt a statewide attainment goal; collaborated with colleges and universities to adopt performance-based funding and identify efficiencies and cost-cutting measures; and taken action to put a lid on spiraling tuition costs.

The state also has worked closely with the K-12 community to develop and launch numerous initiatives that collectively represent an important foundational component of Ohio's related focus on ensuring that all students graduate high school ready for college and career.

Ohio is moving in the right direction but these efforts are neither bold enough nor far-reaching enough to produce the large-scale outcomes our state needs to continue to grow and thrive. The fact of the matter is that **Ohio ranks 45th out of 50 states in college affordability, making higher education out of reach for a large proportion of our state's population.**

UNDERSTANDING THE SCOPE OF THE CHALLENGE

Today, Ohio faces a clear imperative to significantly increase the number and percentage of Ohioans who pursue postsecondary education and earn a bachelor's degree, associate degree or some other postsecondary education credential of value in the marketplace. *Our state's ability to attract and retain jobs is the key to our economic future and hinges on the educational attainment levels of our citizenry.* To be globally, nationally and regionally competitive, Ohio must be among the leaders in producing individuals with the knowledge, skills and postsecondary credentials that meet the needs of employers.

This is much more than a workforce issue: it's an economic development issue and a quality-of-life issue.

Unfortunately, Ohio has a substantial shortage of working-age adults (ages 25-64) with the postsecondary-level credentials required to succeed in current, evolving and future jobs. According to the Georgetown Center on Education and the Workforce, 64 percent of Ohio jobs in 2020 will require postsecondary education credentials.⁴ A subsequent Lumina Foundation report shows that just 43.2 percent of working-age adults in Ohio have a postsecondary degree or certificate.⁵

Ohio lags the nation on key educational attainment indicators. For example, just 37 percent of Ohioans have an associate, bachelor's, advanced or professional degree. That total includes 9 percent with an associate degree, 18 percent with a bachelor's degree and 10 percent with an advanced or professional degree. These figures put Ohio in the bottom third of all states (36th out of 50) for overall educational attainment.⁶ An estimated additional 5 percent of Ohioans have a high-quality, highly marketable, sub-baccalaureate credential.⁷ And, 23 percent of adults have some college but no degree, similar to national averages.⁸

Of perhaps greater concern, Ohio lags its Midwestern peers, undermining our economic competitiveness with those states. For example, Ohio ranks 6th out of seven Midwestern states⁹ for associate degree attainment and higher for adults ages 25-64, and 5th for associate degree and higher for adults ages 25-34.¹⁰ This is a serious competitiveness issue with the potential to undermine state and local economic development efforts.

To reinforce the importance of higher levels of attainment, the State of Ohio and other key stakeholders have formally adopted and endorsed a statewide Ohio Attainment Goal for 2025:

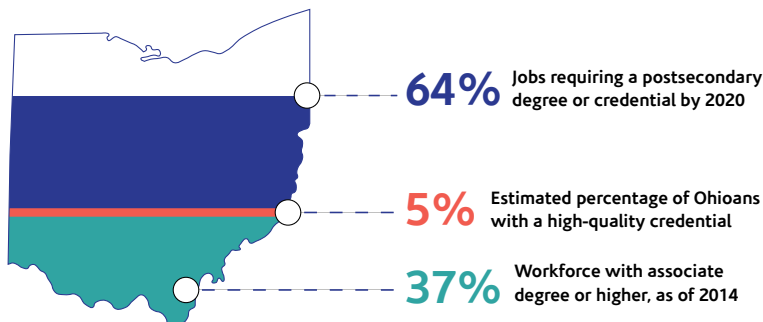
65 percent of Ohioans, ages 25-64, will have a degree, certificate or other postsecondary workforce credential of value in the workplace by 2025.

To meet this goal, Ohio will need to produce an estimated 1.7 million more recent high school graduates and working-age adults with high-quality postsecondary certificates or degrees, a large number of whom will come from low- and modest-income families, populations that historically have not widely accessed or benefitted from higher education opportunities.

Given these financial and demographic realities, Ohio must ensure that access to high-quality, low-cost pathways to earning

FIGURE 2

On average, 37 percent of working-age Ohio residents (ages 25-64) have an associate degree or higher. By 2020 64 percent of jobs will require a postsecondary degree or credential.



Adapted from the College Affordability Diagnosis: Ohio, p 1. (2016). Institute for Research on Higher Education.



college certificates or degrees remains open for every Ohio family, regardless of income. Consider that nationwide, 54 percent of individuals from families from the top income level obtained a bachelor's degree by age 24, compared to just 10 percent of individuals from families from the lowest income level. That gap has remained consistent over the past 45 years.¹¹

Boosting enrollment on the scale of Ohio Attainment Goal 2025 will require casting a wide net that targets:

- All graduating high school seniors;
- Students already in college and needing support to finish;
- Adults with some college but no completion credential; and
- Adults with no postsecondary education at all.

Increasing college readiness rates and raising postsecondary attainment rates, especially among low-income and minority groups, will be key to creating economic opportunity and prosperity for individuals and our state. Success will not be



possible, however, without an aligned, comprehensive approach that engages students and their families, public officials, education and workforce leaders, local and regional P-20 collaborations and other stakeholders.

TAKING MEASURE OF EFFORTS TO DATE

Much work is underway in response to the talent gap crisis. Stakeholders are broadening efforts to increase enrollment and support student success, evidenced not just by quantity but also by quality and successful outcomes (i.e., completion plus jobs that pay a living wage).

The State of Ohio has:

- Collaborated with K-12 education to develop and implement strategies that will ensure all students graduate from high school college- and career-ready;
- Collaborated with Ohio's public colleges and universities to develop and implement a performance-based state funding formula linked directly to course and degree completion;
- Launched a Complete College Ohio initiative to prioritize and accelerate degree attainment;
- Developed Ohio's College Credit Plus program, which enables students to earn high school and college credits at the same time, to reduce the cost of earning a postsecondary degree; and
- Established a new state policy to establish 2+2 guaranteed transfer pathways, allowing students to complete an associate degree at a community college and have it count toward a bachelor's degree at a university, a pathway with the potential to significantly reduce the cost of obtaining a degree for low- and middle-income families.

Ohio's colleges and universities also are developing policies and programs to support enrollment and completion growth. Additionally, these institutions are expanding the use of distance learning and other technologies that increase access; incentivizing "on-time" completion, which keeps student

costs down; and improving transfer and articulation among institutions so students can move more easily and cost-effectively through the system.

Across Ohio, many local P-20 initiatives have organized stakeholders focused on common college access and completion goals. These partnerships typically engage and align local K-12 school districts, higher education institutions, community partners and local funders.

These efforts at the state and local levels are beginning to have an impact. Between 2010 and 2015, for example, the number of degrees awarded by Ohio's four-year public universities increased by 20.1 percent and the number of degrees and certificates awarded by the state's public community colleges increased by 38.8 percent. Another example of positive impact is that more than 52,000 individuals participating in the Ohio College Credit Plus program during the 2015-2016 academic year saved more than \$111 million in tuition costs.¹²

At the same time, however, college enrollment in Ohio is dropping. Overall, the number of college-going Ohioans declined by 1.3 percent in 2016. Over the preceding five-year period from FY 2010 through 2015, public higher education FTE dropped by 15.3 percent, *ranking Ohio dead last in enrollment growth*.¹³ Ohio also is projected to experience an 11 percent decline in the number of students who graduate high school by 2031, based on projected decline in births, resulting in an even smaller pool of prospective college enrollees.¹⁴

These are clear warning signs that Ohio faces daunting obstacles and stiff competition in our quest to address the talent gap and raise attainment levels.

SIZING UP THE AFFORDABILITY GAP

A big factor underlying Ohio’s current less-than-desired postsecondary enrollment and attainment rates is affordability. According to the 2016 College Affordability Diagnosis, college in all 50 states is less affordable today than it was in 2008. According to the Penn Graduate School of Education and Vanderbilt University’s Peabody College, *Ohio is the 45th least affordable state to attend college.*¹⁵ Here are several reasons why:

- Over the past decade, the State of Ohio in effect has *underinvested in higher education, relative to many other states.* Ohio allocates just 7 percent of state and federal expenditures toward higher education,¹⁶ compared to an average of 10 percent in other states.¹⁷
- The decline in state support has been slow and gradual. Expenditures for higher education have dropped from a peak of 15 percent of the state budget in 1979 to 7 percent of the total state budget in 2017.¹⁸ It should be noted here that to some degree, Medicaid expansion and overall Medicaid cost pressure have resulted in a reduction of resources available for other priorities in the state budget, such as K-12 and higher education.¹⁹
- While state funding for public higher education in Ohio has increased 7.1 percent since 2014, state appropriations per student are still 27 percent, or about \$1,900, below the national average.²⁰
- In 2014, Ohio allocated \$196 per capita for higher education, compared to the national average of \$272 per capita. This ranks Ohio 43rd nationally.²¹

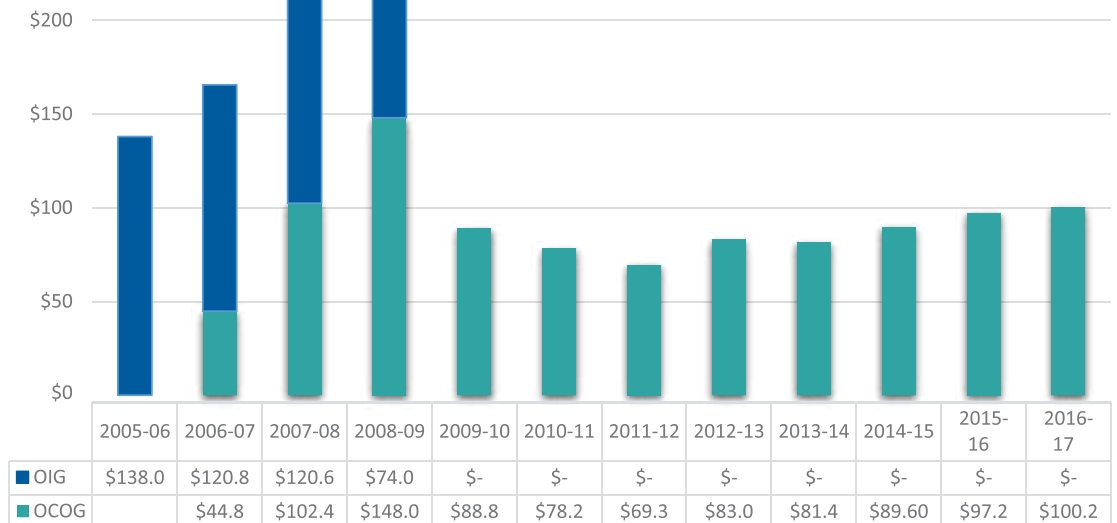
This lack of investment by Ohio in higher education impacts both sides of the college affordability equation, tuition and financial aid.

First, the cost of college in Ohio is relatively higher today. For many years, Ohio’s public colleges and universities compensated for low state support by increasing tuition. From 1996 to 2006, tuition at Ohio’s public universities rose an average of 9 percent per year.²² In 2006, tuition at Ohio’s four-year institutions was 47 percent higher than the national average. Such increases have a negative impact: each annual increase of \$1,000 in the price of higher education results in a 3 percent decline in enrollment.²³

Over the past six years, Ohio’s Governor, General Assembly and higher education institutions began addressing these skyrocketing costs through a series of tuition caps, tuition freezes and other cost-cutting measures. These efforts have had a real impact. *Today, Ohio is a national leader in controlling college costs,* with a 5-year tuition growth rate of just 2 percent, well below the national average of 9 percent and tied for 4th lowest in the nation. At the same time, tuition costs in Ohio remain higher than the national average, 11.5 percent higher at four-year public institutions and 14.5 percent higher at community colleges.²⁴

Second, while state policy has stabilized tuition costs, the other half of the equation – need-based financial aid – has not caught up. Ohio’s only current need-based aid program, the Ohio College Opportunity Grant (OCOG), was established in 2006 when the Ohio Instructional Grant and part-time aid programs were phased out. Once considered a gold standard for need-based aid, OCOG was drastically reduced from \$223 million in 2007–08 to \$69 million in 2011–12.²⁵ While funding has slowly increased since 2009, current appropriations remain more than \$123 million below the recession era levels.

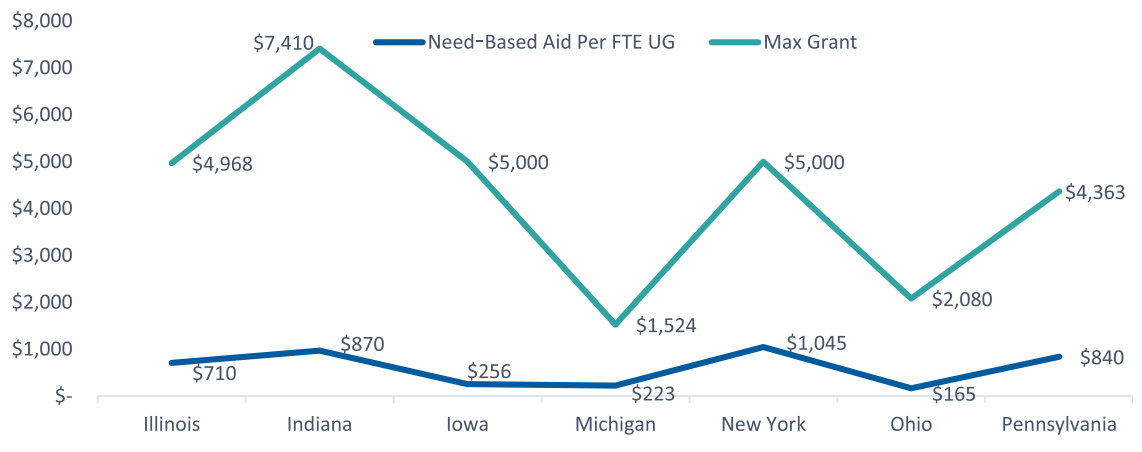
FIGURE 3
Ohio Need-Based Aid
(in millions)



OIG includes Ohio Instructional Grant and the Part-time Student Instructional Grant, which were phased out beginning in 2005-06. OCOG refers to the Ohio College Opportunity Grant.

Note. Adapted from Catalog of Budget Line Items. (2010, 2013, 2015). Ohio Legislative Services Commission. Not adjusted for inflation.

FIGURE 4
Need-Based Aid
2013-2014



Note. Adapted from NASSGAP Survey Report 13-14, p 23, p 19. (2014). National Association of State Student Grant and Aid Programs.

In 2013-14, Ohio ranked last in the Midwest on the availability of need-based student financial aid (\$165 per student).²⁶

This combination of relatively high tuition costs and low levels of state need-based financial aid means that Ohioans pay, on average, a comparatively larger percentage of family income for college than paid by students and families in most other states. For example, Ohioans with average annual family incomes of \$48,000 or less would have to dedicate somewhere between 18 and 38 percent of their family’s entire income to send a family member to a two-year community college or between 39 and 81 percent of their annual income to attend a four-year public university.²⁷

In such an environment, it is easy to understand why students elect to take out loans for college. For the class of 2015, Ohio currently ranks 8th highest in the nation for

percentage of graduates of public and nonprofit colleges taking out a loan (66 percent). Ohioans who do borrow, graduate with the 10th largest average debt load (\$30,239).²⁸

This is a losing strategy.

If Ohio is to raise postsecondary attainment rates statewide, we need to *reinvest in higher education funding and financial aid*. If we don’t invest significantly in improving access and quality, boosting enrollment and supporting completion, our state will continue to fall behind.

The availability of adequate financial aid resources is a vital factor in increasing the number of Ohioans – particularly low- and moderate-income Ohioans – with college degrees or other postsecondary education credentials. When funds are unavailable, students are forced to work more hours, take out loans and/or leave school. These outcomes undermine Ohio’s efforts to achieve its attainment goal.

RESPONDING WITH A SENSE OF URGENCY

To reach the 2025 Attainment Goal, *there must be a renewed state investment in higher education*, particularly in areas of access, quality, affordability and incentivizing completion. At the current rate Ohioans are earning degrees and certificates, the state will fall well short of closing the talent gap. In fact, if we stand back and do nothing, we actually will lose ground, resulting in an even larger gap.

States around the country, such as Indiana, Tennessee and Oregon, are making substantial investments to support their aggressive efforts to raise educational attainment levels, by making college more accessible and affordable, thus

enhancing their appeal as states favored for investment and job creation. Ohio simply cannot let other states take the lead in responding to the challenge of raising education attainment levels dramatically in their states. Too much economic opportunity and potential economic prosperity are at stake.

Even if we improve our performance to the same level as leading states, we still will have a shortfall of hundreds of thousands of credentialed workers with the knowledge and skills needed to fill projected workforce needs in Ohio in 2025.

Urgent and significant action is needed in Ohio.

OHIO COLLEGE OPPORTUNITY GRANTS

Currently, Ohio's only need-based student financial aid program is the Ohio College Opportunity Grant (OCOG). The grant provides financial aid to Ohio residents with the highest levels of financial need who enroll at Ohio public university main campuses or at Ohio private, nonprofit or for-profit colleges and universities.

Qualifying students attending public community colleges or regional branch campuses are subject to Ohio's "Pell First" policy that prioritizes tuition and fees reimbursement over non-academic costs of attending college. These students typically have their tuition and fees covered by Pell Grants (see related sidebar) but generally are not eligible for OCOG awards except in cases in which the students are attending school year-round.

OCOG award amounts are based on an "expected family contribution," determined by information provided in Free Application for Federal Student Aid (FAFSA) form. To be eligible, individuals must have a maximum annual family income of less than \$75,000. Funds can be used only for credit-bearing courses.

In general, the amount of OCOG awards varies by type of institution. For FY 2016-17, OCOG grants per student are as follows:

Private, nonprofit, four-year institutions	\$2,832
Public, four-year institutions	\$1,416
Public, four-year, regional branch institutions	\$0
Public, two-year community colleges	\$0

OCOG was established in 2006 and gradually phased out Ohio Instructional Grant programs and other part-time aid programs. In response to recession-era economic pressures, OCOG appropriations shrunk dramatically from a peak of \$223 million in FY 2008 to \$69 million in FY 2012.

The trend over the past five years has been positive. Still, in the FY 2017 biennial state budget, the state appropriated \$100 million for OCOG, which is about 45 percent of OCOG's peak state appropriation in FY 2008.

Sources:

Ohio Department of Higher Education
Community Research Partners, *Need-Based Financial Aid*, 2013
Higher Education Compact of Greater Cleveland, *College Affordability in Ohio*, 2016



POLICY RECOMMENDATIONS

1 We direct this first set of recommendations to the state. To support and advance Ohio's robust college completion agenda, the following recommendations are offered as steps to increase the affordability of postsecondary education, which in turn will increase access and completion. Specifically, the State of Ohio should:

- Over the next two biennia, more aggressively phase in an increase in new, need-based OCOG dollars to the level of the State's FY 2008 (recession era) appropriation of \$233 million. Current FY 2017 OCOG appropriation is \$100 million;
- Tie any new increase in OCOG dollars to completion-based incentives that encourage students to earn at least 30 credit hours of coursework each year to ensure on-time graduation;
- Create and fund a new financial aid program that includes incentives for community college students who take at least 15 credit hours per semester, to be used by students for "cost of attendance" expenses such as tuition and fees; room and board; books and supplies; transportation; and miscellaneous personal expenses;
- Work with higher education institutions to continue to advocate for federal financial aid assistance programs and tax incentives to be available for students pursuing any credential with workplace value offered by an accredited institution of higher education, including and especially short-term certificates. Institutions also should work to create embedded short-term and one-year certificates within associate and bachelor's degrees to help accomplish this goal;
- Work with the Governor's Executive Workforce Board to design and implement an employer-incentive pilot program to incentivize employers to assist their employees financially in earning postsecondary credentials; and
- Explore state-based tax credits that mirror successful federal programs (e.g., the federal Lifetime Learning Tax Credit or the federal HOPE Scholarship Tax Credit Project).



POLICY RECOMMENDATIONS

2 *This second set of recommendations is directed to Ohio's higher education institutions.*

Ohio colleges and universities should be encouraged to identify, customize, implement and share policy and program best practices, building on existing successful partnerships aimed at increasing college access, affordability and completion. Colleges and universities are encouraged to:

- Establish “transfer centers” (or some other equivalent service) on community college campuses to help ensure seamless transition to the university before graduation from the community college;
- Continue and expand their partnerships with community colleges to increase the number of students participating in 2+2 pathways and to create “academies” whereby students can enroll at a community college while simultaneously being co-admitted to a four-year institution;
- Identify selected beta site institutions to experiment with “free to finish” programs for students who are in good standing and have degree work appropriate for in-demand workforce areas;
- Establish college- or university-sponsored “emergency funds” that can be accessed by students to address financial barriers that mitigate completion rates; and
- Ensure students who transfer have access to the same types of financial aid opportunities as students who directly enroll at universities as freshmen.

Long term, Ohio must put in place predictive analytics and systems to determine what data and information are required to meet the 2025 Goal. This will help the state make wiser, more strategic investment decisions and achieve the best results and return on investment. **Bottom line: Ohio needs to make more significant levels of investment in higher education or we will fall behind other states.**

PELL GRANTS

Pell Grants are federal grants primarily for undergraduate students with demonstrated financial need. Since 1972, Pell Grants have been the primary source of federal need-based financial aid for students and still are today.

The amount of a Pell Grant can change every year. For the 2016-17 award year, the maximum award is \$5,815. The amount a student actually receives depends on factors such as financial need, cost of attendance, status (full-time or part-time) and plans to attend school for a full academic year or less.

Other changes to the Pell Grant in 2011 and 2012 reduced students' eligibility for the grants. For example, the income threshold to qualify for a maximum Pell Grant award was \$30,000 in 2011. Today, the threshold has dropped to \$24,000. Additionally, the length of time that a student can receive a Pell Grant was cut from nine years to six years.

Today, Pell Grants cover a much smaller portion of the cost of postsecondary education than when they were initiated. For example, in 1975-76, a Pell Grant covered 67 percent of tuition costs. By 2012-13, it covered just 27 percent of tuition costs, a decline of 40 percentage points.

Sources:

U.S. Department of Education
Community Research Partners, *Need-Based Financial Aid*, 2013
Higher Education Compact of Greater Cleveland, *College Affordability in Ohio*, 2016



Ohio ranks 45th out of 50 states in college affordability. Ohio's investment in higher education generally, and need-based aid specifically, is not keeping pace with our peer states. If this issue is not recognized immediately and addressed head on, Ohio will continue to face a significant talent gap and an uncertain economic future.

SUMMING IT UP

Ohio's short-term and long-term economic development efforts are rightfully focused on job retention and job creation. Our ability to grow jobs is the key to our state's economic future and hinges on the educational attainment levels of our citizenry. To compete globally, nationally and regionally, Ohio must be among the leaders in producing individuals with the knowledge and skills that meet Ohio employers' needs.

We applaud state leadership for adopting and promoting Attainment Goal 2025. We recognize the modest funding increases from the governor and state legislators over the past six years, noting however that OCOG dollars still fall well short of pre-recession levels. We praise the efforts of our public colleges and universities that have embraced performance-based funding and new efficiency measures designed to reduce the cost of college for students. And, we commend the many regional P-20 initiatives that are working everyday across Ohio to improve student readiness for college, increase college enrollment and retention and accelerate degree and certificate completion.

We believe continued collaboration that brings together education leaders at all stages of the education continuum with business, community and philanthropic partners is the key to our current and future success. For that reason, we urge stakeholders to activate a compelling collective voice to promote the importance of postsecondary education across the state.

These all are valuable and essential investments in Ohio's future that must be expanded and accelerated. If we are serious as a state about providing economic opportunity and driving economic growth, we also must get serious about making college more affordable to a broader range of our citizenry and making that a policy priority in our state.

ABOUT PHILANTHROPY OHIO

Philanthropy Ohio is an association of foundations, corporate giving programs, individuals and organizations actively involved in philanthropy in Ohio. Its mission is to provide leadership for philanthropy in Ohio and to enhance the ability of members to fulfill their charitable goals. It provides the network, tools and knowledge to help people engaged in philanthropy become more effective, powerful change agents in their communities. Together, its more than 200 members hold nearly \$56 billion in assets and provide over \$4 billion in grants to nonprofit organizations that work to improve the lives of community residents.

ENDNOTES

- ¹ Lumina Foundation, *It's Not Just the Money: The Benefits of College Education to Individuals and to Society*, 2015.
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- ³ Cathy N. Davidson, co-director of the annual MacArthur Foundation Digital Media and Learning Competitions, quoted by Virginia Heffernan, "Education Needs a Digital-Age Upgrade," *The New York Times*, Aug 7, 2011.
- ⁴ Georgetown University Center on Education and Workforce, *Recovery: Job Growth and Education Requirements Through 2020*, June 2013. The 64 percent figure includes not only jobs requiring postsecondary certificates or higher, but also jobs requiring "some college."
- ⁵ Lumina Foundation, *A Stronger Nation*, 2016.
- ⁶ Higher Education Compact of Greater Cleveland, *College Affordability in Ohio*, August 2016.
- ⁷ Institute for Research on Higher Education, *College Affordability Diagnosis*, 2016.
- ⁸ Policy Matters Ohio, *Blocking the College Door: Cuts to Financial Aid Lock Ohio Students Out*, 2014.
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- ¹⁰ Higher Education Compact of Greater Cleveland, *College Affordability in Ohio*, August 2016.
- ¹¹ Higher Education Compact of Greater Cleveland, *College Affordability in Ohio*, August 2016.
- ¹² As of September 13, 2016.
- ¹³ State Higher Education Executive Officers Association, *State Higher Education Finance: FY 2015*.
- ¹⁴ Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High Schools Graduates*, December 2016.
- ¹⁵ Institute for Research on Higher Education, *College Affordability Diagnosis: Ohio*, 2016.
- ¹⁶ Ohio Legislative Services Commission, *Budget in Brief*, 2015.
- ¹⁷ The National Association of State Budget Officers, *State Expenditures Report*, 2015.
- ¹⁸ Ohio Legislative Service Commission, *Total State and Federal GRF Expenditures, FY 1975-FY 2017*.
- ¹⁹ For example, over the same time period (1979-2017), state expenditures for K-12 education also dropped from 37.2 percent of the state budget to 26.2 percent, while expenditures for health and human services increased from 36.5 percent of the state budget to 56.1 percent. Therefore, despite significant investment in K-12 and higher education over this time period, the growth in health and human service expenditures has outpaced available resources, thus resulting in a declining share of the overall budget allocated to K-12 and higher education.
- ²⁰ State Higher Education Executive Officers Association, *State Higher Education Finance: FY 2015*.
- ²¹ State Higher Education Executive Officers Association, *State Higher Education Finance: FY 2015*.
- ²² "Tuition caps at Ohio colleges rein in fee hikes," *The Columbus Dispatch*, 2012.
- ²³ Institute for Research on Higher Education, *College Affordability Diagnosis*, 2016.
- ²⁴ College Board, *Trends in College Pricing 2016*.
- ²⁵ National Association of State Student Grant and Aid Programs, *NASSGAP Survey Report 13-14*, p. 9, 2014.
- ²⁶ Institute for Research on Higher Education, *College Affordability Diagnosis: Ohio*, 2016.
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- ²⁸ The Institute for College Access & Success, *Student Debt and the Class of 2015*, October 2016.



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