Who’s Knocking at the College Door?

Projections of High School Graduates in the CACG States

Presented by:
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The Fiscal Context is Bleak

- Recession has left most states in budget crisis mode
  - Constitutionally required to balance budget
  - Not much appetite for solutions involving new revenue; hence, more budget cuts (which would be worse without the federal stimulus package)
  - Likely need to get used to a lower level of state support

- The federal government’s deficit-spending ability makes it the only likely governmental source of new investment.
Note: Deficits include those closed when states adopted their FY 2010 budgets and any that have opened since.
Source: Center on Budget and Policy Priorities, Dec. 2009
Short-Term Reality Check: The Fiscal Predicament is Likely to Get Worse

Total state budget shortfall in each fiscal year, in billions

Source: Center on Budget and Policy Priorities, Dec. 2009
Short-Term Reality Check: Federal Stimulus Has Helped, But Only Delays the Inevitable

"High-Gap" Scenario:
State General Revenue Minus Expenditures With and Without Federal Stimulus

Source: Don Boyd (Rockefeller Institute of Government), 2009
Long-Term Reality Check: All 50 States Face a Structural Budget Deficit by 2016

Source: NCHEMS; Don Boyd (Rockefeller Institute of Government), 2009
Background on *Knocking*

- 7th Edition of WICHE’s projections
- Projections of high school graduates by state and race/ethnicity
- Only publication to include nonpublic school graduates in projections
- Actual data from 1991-92 to 2004-05 and projections out to 2021-22
Caveat Emptor

- Assumes existing patterns continue indefinitely
- Policy changes not explicitly modeled
  - NCLB and other accountability measures
 - New state policy objectives
 - Variations in funding levels that affect progression
- Focus is on the traditional education pipeline only
Adult enrollment is projected to grow by 19.6 percent between 2007-08 and 2018-19.

Two Central Themes

- Changes in total production
- Escalating diversification
First Central Theme: Total Production

- Overall production of high school graduates/demand for postsecondary education
  - National peak in 2007-08 concludes period of rapid expansion
  - Subsequent moderate decline
- The change in production among regions and states varies greatly
U.S. Public and Nonpublic High School Graduates, 1996-97 to 2004-05 (Estimated), 2005-06 to 2021-22 (Projected)
Public and Nonpublic High School Graduates by Region, 1996-97 to 2004-05 (Estimated), 2005-06 to 2021-22 (Projected)

-10% or less
-5% to -9.99%
-4.99% to 5%
5.01% to 10%
10.01% to 20%
Greater than 20%

States colored:
- Orange: -10% or less
- Yellow: -5% to -9.99%
- Green: -4.99% to 5%
- Light blue: 5.01% to 10%
- Medium blue: 10.01% to 20%
- Dark blue: Greater than 20%

States without color:不变
Second Central Theme: Diversification

- Escalating diversification – traditionally underrepresented populations are fastest-growing
  - By 2014-15, non-Whites project to account for 42.1% of public graduates nationally, an increase of 7.5 percentage points
  - Non-Whites’ projected share of high school enrollments in 2014-15 = 47.9%
- Driven by steep declines in White non-Hispanics and by rapid growth in minority populations, especially Hispanics
Composition of Public High School Graduates in the U.S. by Race/Ethnicity, 2004-05 (Actual); 2009-10 and 2014-15 (Projected)
Proportion of Minority Public High School Graduates
In 2014-15 (Projected)
Alaska Public High School Graduates by Race/Ethnicity, 1991-92 to 2004-05 (Actual); 2005-06 to 2021-22 (Projected)
Nevada Public High School Graduates by Race/Ethnicity, 1991-92 to 2004-05 (Actual); 2005-06 to 2021-22 (Projected)
North Dakota Public High School Graduates by Race/Ethnicity, 1991-92 to 2004-05 (Actual); 2005-06 to 2021-22 (Projected)
Factors Influencing Shifts

- **Births**
  - White births minus non-White births = 1.25M in 1990; 514K in 2004
  - The fertility rate (2004) among Hispanic women = 1.67 times the rate among White, non-Hispanic women

- **Domestic migration**
  - Movement from Midwest and Northeast to West and South

- **Schooling options**
  - Nonpublic and homeschools have higher proportions of White non-Hispanic students

- **Immigration**
  - 7.6M new residents immigrated between 2000 and 2006
  - Most from Latin America, especially Mexico

Knocking at the College Door - 2008
Why Should We Care?

- Globalized knowledge economy
- Jobs increasingly require higher levels of education
- America’s competitive advantage
- The recession isn’t likely to change these conditions.

Knocking at the College Door - 2008
Education Requirements for Workforce Participation

<table>
<thead>
<tr>
<th>Level of Education Required</th>
<th>1973</th>
<th>1992</th>
<th>2007</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate/Professional</td>
<td>40</td>
<td>19</td>
<td>21</td>
<td>23</td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>32</td>
<td>10</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>Associate’s</td>
<td>9</td>
<td>8</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>Some College</td>
<td>10</td>
<td>17</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>High School</td>
<td>10</td>
<td>28</td>
<td>30</td>
<td>28</td>
</tr>
<tr>
<td>Less than High School</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Note: In 1973, some college and associate degrees were in the same category. Source: Georgetown University Center on Education and the Workforce.
Differences in College Attainment (Associate & Higher) Between Younger & Older Adults—U.S. & OECD Countries, 2006

Differences in College Attainment (Associate & Higher) Between Younger & Older Adults—U.S., 2006

Source: U.S. Census Bureau, 2006 American Community Survey (ACS)
Percent of Civilians Age 25 to 64 Participating in the Workforce by Level of Education Completed (2005-06)

- Less than High School: 67.0%
- High School Graduate: 75.7%
- Some College, No Degree: 78.1%
- Associates Degree: 80.6%
- Bachelors Degree: 82.9%
- Graduate or Professional Degree: 85.9%

Source: NCHEMS (from U.S. Census Bureau, American Community Survey, 2006 and 2006 PUMS)
First-Time Undergraduate Enrollment of Racial/Ethnic Groups by Sector, 2007-08

Source: NCES IPEDS
Undergraduate Credentials and Degrees Awarded per 1,000 18 to 44 Year Olds with No College Degree by Race/Ethnicity – WICHE States (2005)

Source: NCHEMS (from NCES IPEDS, U.S. Census Bureau)
Difference (in Percentage Points) in College Attainment Between Whites and Minorities,* 2006

* Minorities include Black non-Hispanics, Hispanics, and American Indians/Alaska Natives
Source: NCHEMS (from U.S. Census Bureau, 2006 ACS (PUMS))
Percent of Working-Age Adults (18 to 64) Employed in Each Occupational Category by Race/Ethnicity – U.S. (2005-06)

Source: NCHEMS (from U.S. Census Bureau, 2005 and 2006 American Community Survey PUMS)
1. Financial barriers
2. Inadequate preparation
3. Other stuff
Household Income Distribution for Whites & Hispanics, 2005

Source: U.S. Census Bureau, American Community Survey, (ipums.org).
Median Income by Race/Ethnicity and Sector, 2007-08

Notes: Data represent students at all Title IV-eligible institutions who were U.S. citizens or resident aliens. Source: National Postsecondary Student Aid Study 2004, 2008
Borrowing Behavior by Race/Ethnicity, 2004 and 2008

**Notes:** Data represent dependent, in-state students at all Title IV-eligible institutions who were U.S. citizens or resident aliens. Loans included are from all sources except Parent PLUS loans. Average loans are calculated only for that proportion of each group who took out loans.

Source: National Postsecondary Student Aid Study 2004, 2008
Institutional Grants by Race/Ethnicity, 2004 and 2008

Notes: Data represent dependent students at all Title IV-eligible institutions who were U.S. citizens or resident aliens. Average grants are calculated only for that proportion of each group who received them.

Source: National Postsecondary Student Aid Study 2004, 2008
Math and Science Coursetaking by High School Graduates by Race/Ethnicity, 2005

Source: NAEP High School Transcript Study, nces.ed.gov/nationsreportcard/hsts.
Notes: High school transcript data was collected from 640 public schools and 80 private schools constituting a nationally representative sample of 26,000 high school graduates, representing approximately 2.7 million 2005 high school graduates.
Percent of Students Enrolled During 2007-08 Who Took At Least One Remedial Course Since High School by Race/Ethnicity, 2007-08

Source: NPSAS
The graph shows the ACT scores by race/ethnicity for the year 2009. The scores range from 16.9 to 23.2. The highest scores are for Asian students, followed by White, Hispanic, Black, and American Indian/Alaska Native students. The source of this data is ACT, The Condition of College Readiness 2009.
AP Examination Statistics by Race/Ethnicity, 2009

Source: College Board, AP Report to the Nation, 2009; WICHE
Notes: The AP examinee population data represents 94% of the population and excludes students who categorized as "other" for race/ethnicity. The percentage of successful AP exam population is based the total number of students who earned a 3 or higher on exams.
### Other Characteristics of Enrolled Students by Race/Ethnicity

#### First Generation Status

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Without Dependents</td>
<td>21.6</td>
<td>21.1</td>
<td>21.3</td>
</tr>
<tr>
<td>independents With Dependents</td>
<td>22.0</td>
<td>40.0</td>
<td>28.4</td>
</tr>
<tr>
<td>Work Full-Time</td>
<td>24.1</td>
<td>27.7</td>
<td>26.1</td>
</tr>
<tr>
<td>Work Part-Time</td>
<td>51.9</td>
<td>47.1</td>
<td>49.3</td>
</tr>
<tr>
<td>English as Primary Language</td>
<td>96.8</td>
<td>93.1</td>
<td>57.5</td>
</tr>
</tbody>
</table>

**Notes:** Data represent students at all Title IV-eligible institutions who were U.S. citizens or resident aliens. Source: National Postsecondary Student Aid Study 2004, 2008
The “social justice” argument for equity in education has not been adequate to the need.

Closing educational attainment gaps is an economic imperative. Failure to do so will increasingly impact the financial well-being of every one of us and our society as a whole.

The current fiscal climate demands solutions proven to be not only effective, but cost effective, too.
Average Math Scores of 12th-Graders on the National Assessment of Educational Progress (NAEP) by Race/Ethnicity

Source: NCES, Status and Trends in the Education of Racial and Ethnic Minorities, 2007; NAEP.
Percent of 18-24-Year-Olds Enrolled in Postsecondary Institutions by Race/Ethnicity

Questions to Consider

- What do these converging challenges mean for your programs’ ability to “move the needle” on the access and success of students, especially those from underrepresented populations?
- What evidence do you have that your programs are effective?
  - To what extent do you define effectiveness the same way policymakers in your state do?
  - What is being done to ensure that programmatic activities are subject to continuous reflection and assessment, including evaluations of cost and cost/benefit?
  - Are resources being deployed to have the greatest impact on your goals? How do you know?
- How does your program tie in with and complement other institutional or state programs?
- How can we take interventions that have proven successful and bring them to scale?
For More Information

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