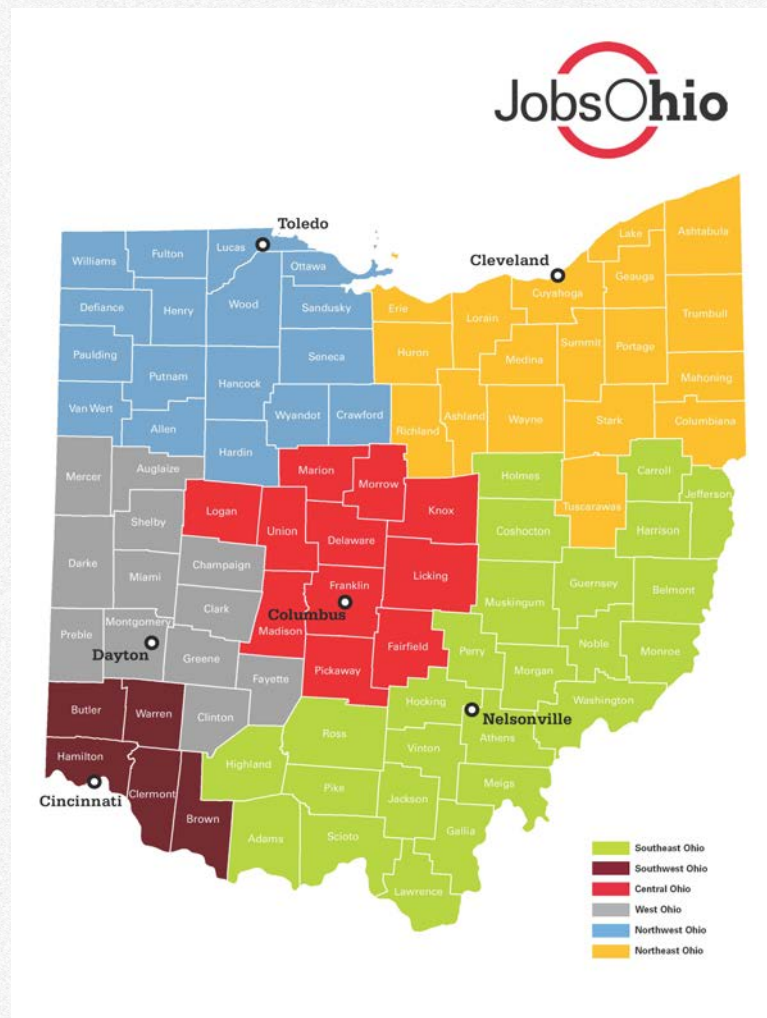


PHILANTHROPY OHIO

*Attainment Goal
Research
Detailed Findings*

October 11, 2018

Methodology



Balanced sample of 1,210 Ohioans

Region, gender, and age mix

Respondents were recruited by Critical Mix. Fahlgren Mortine developed the survey instrument, managed data collection and analysis.

A self-administered online survey was used, averaging 10 minutes per interaction.

Screening criteria and quotas resulted in 1,000+ disqualifications.

95% Confidence

Tests for statistical significance were conducted across a variety of data points

Data was analyzed by region, age, gender, parenthood, education, and attitudes toward a variety of issues.

Values are unweighted.

Topics

Some key demographics were also assessed.

Relevant Values

Respondents were asked to comment on the economy, jobs, schools, education options, obstacles and enhancements to education.

Many of these topics were presented before concept stimuli.

Concept Reactions

Respondents were asked to react to Ohio's current and desired attainment measures, several names for the initiative, and messaging designed to stimulate engagement with the Ohio Attainment Goal.

Many respondents commented on their choices, providing some qualitative insight to an otherwise quantitative study.

Key Findings

The reference "modestly educated respondents" refers to those who have completed some high school, are a high school graduate, or have had some education after high school.

There is widespread acceptance of educational attainment being an important issue in Ohio.

The modestly educated, particularly those with "some education after high school," may be the most important audience for this initiative.

The word "attainment" has little traction.

Ohioans' naming preferences veer toward language that reflects the individual's perspective, not the language of the state or coordinating organizations.

Education after high school is desired, but affordability is of utmost concern.

There is widespread expectation that this initiative will help to mitigate cost concerns.

Key Findings

The presence of parenthood and educational status are important attitudinal drivers.

More so than age, gender, or region.

Ohioans believe that education, employment, and economic prosperity are interconnected.

But importance varies across the sample.

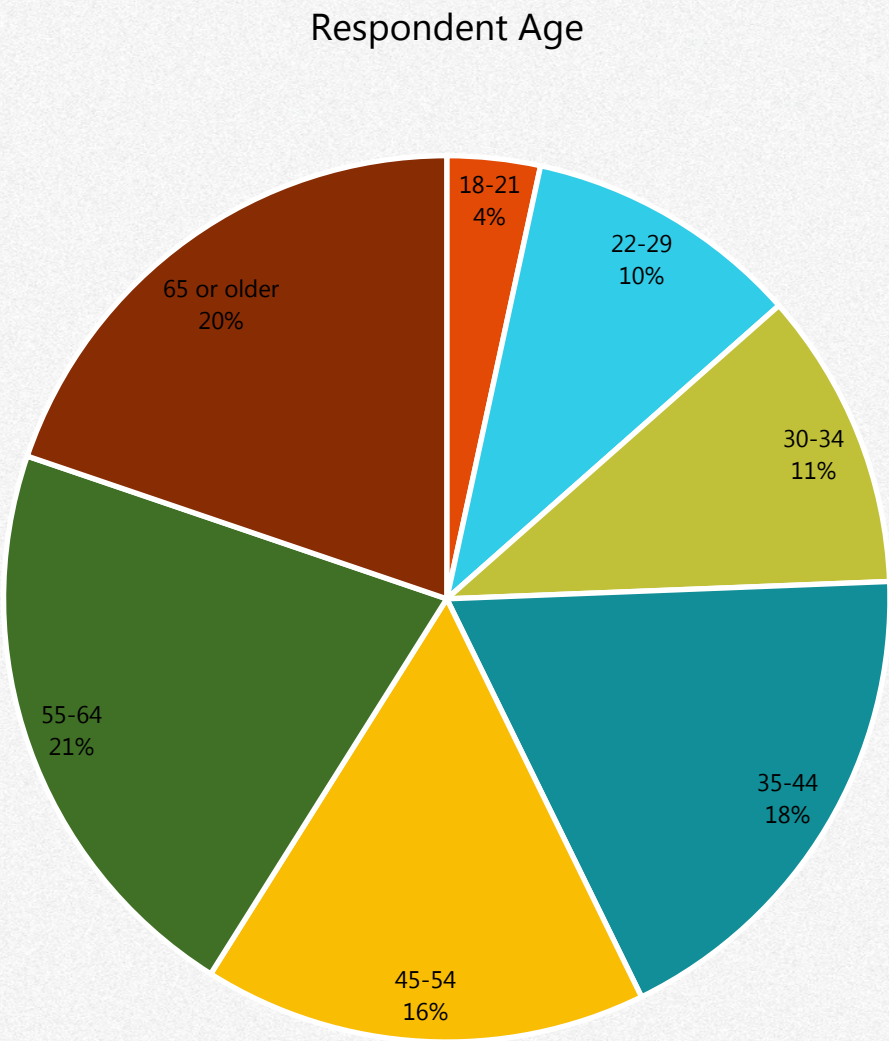
Respondents are supportive and hopeful of the state's education goal.

But they do anticipate a formal program will be tied to the initiative.

Age

*A diverse age mix was requested
through the screening process.*

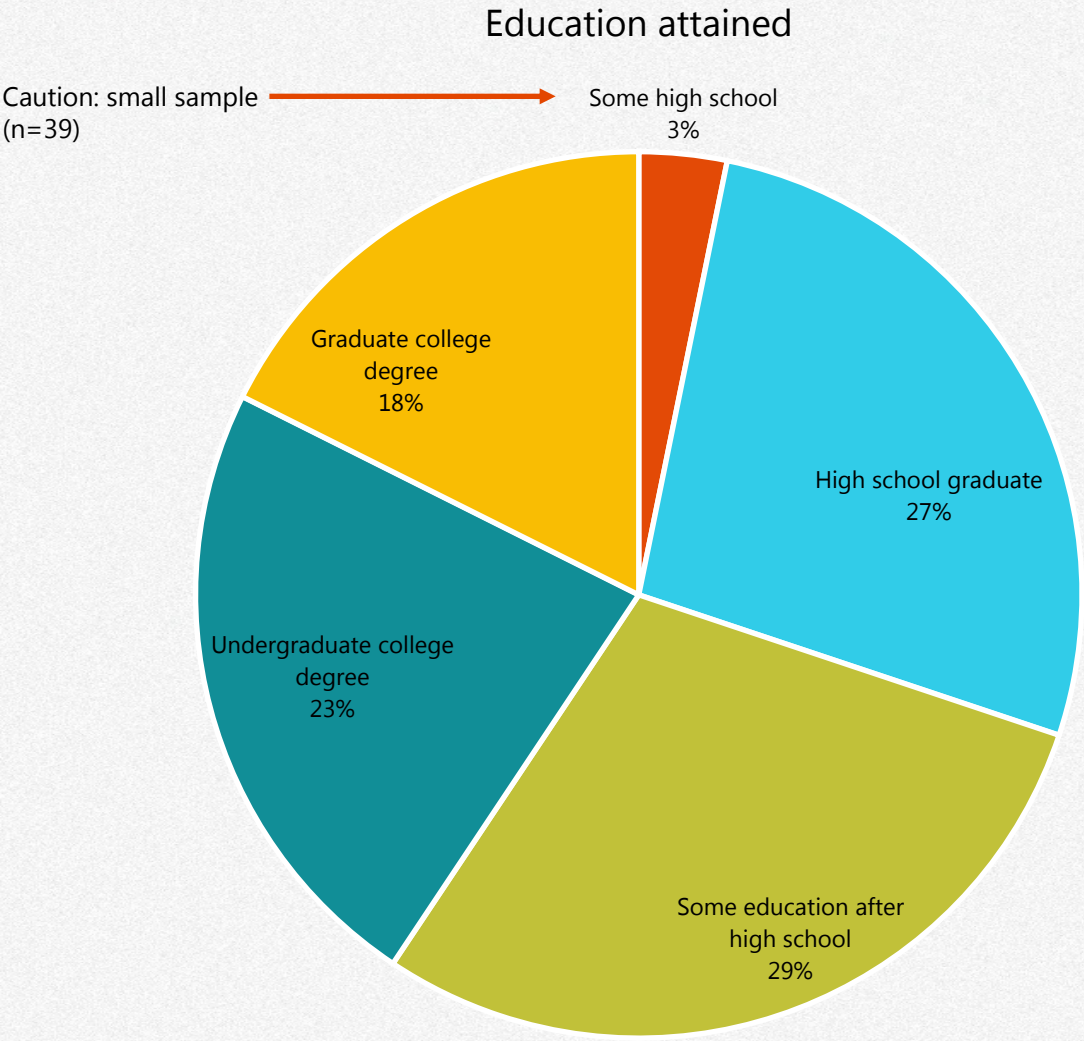
The average age is 44.4 years.



Education

The sample reflects a good mix of educational attainment.

The majority of respondents are modestly educated, which is an important observation in light of the findings.

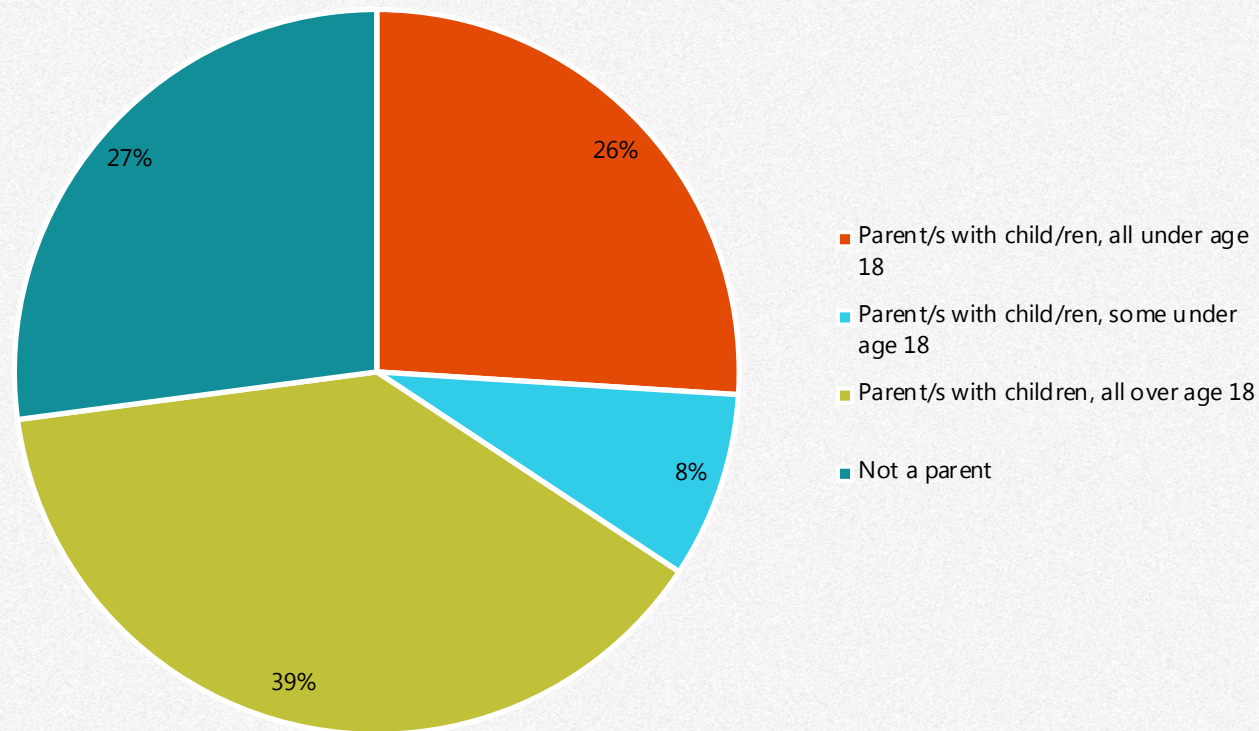


Parenthood

Presence of Parenthood Among Respondents

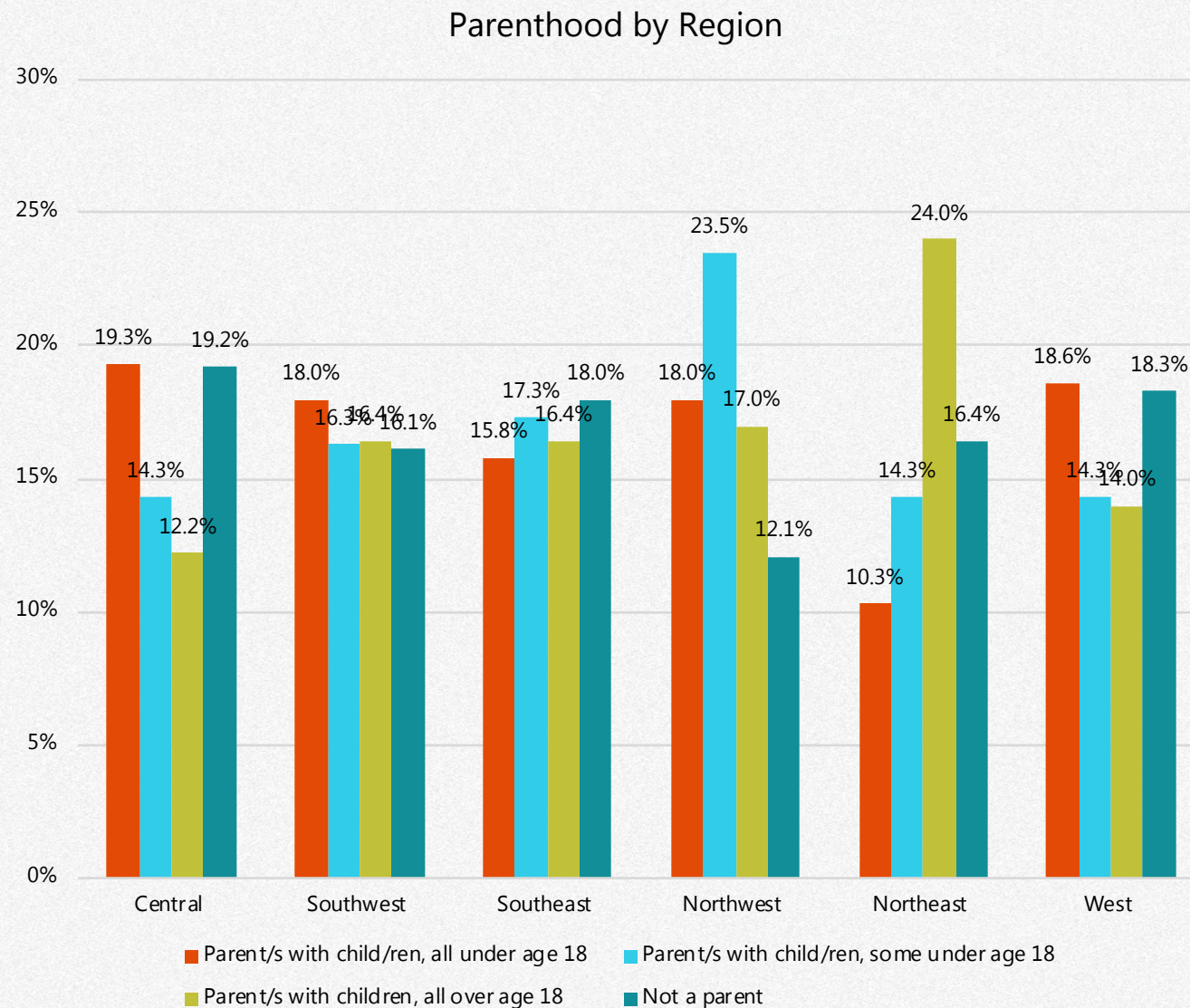
The sample reflects a good mix of parents of both younger and older children.

This status became an important part of the research analysis.



Parenthood By Region

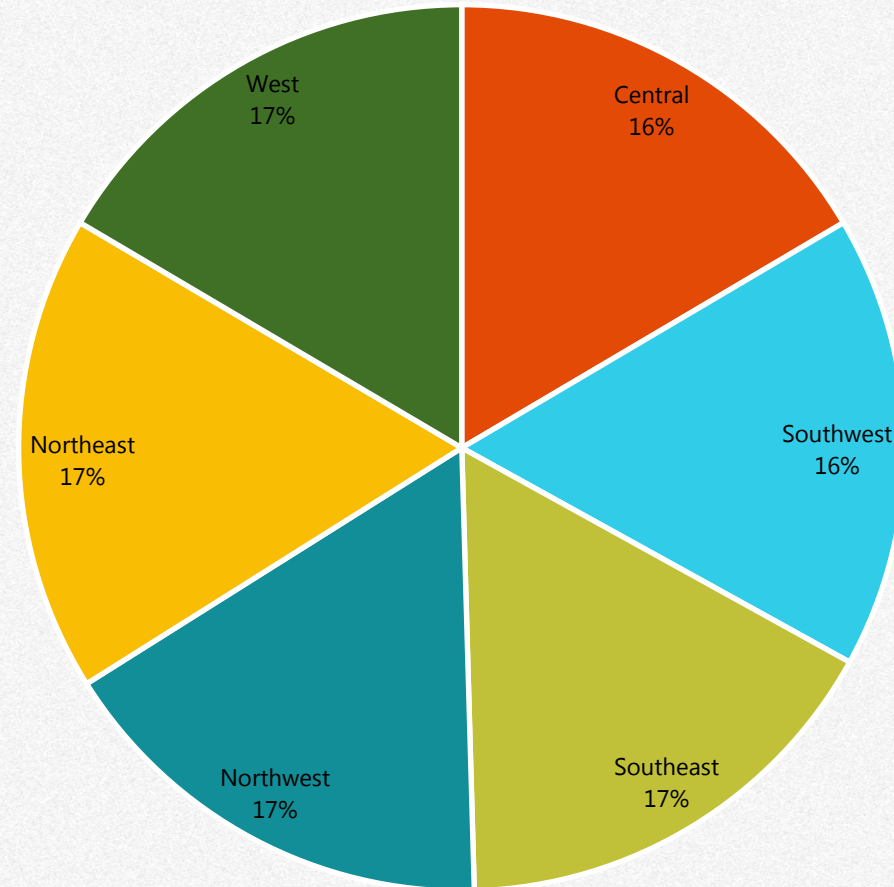
Parents of older children are more likely to be represented by respondents from Northwest and Northeast Ohio.



Region

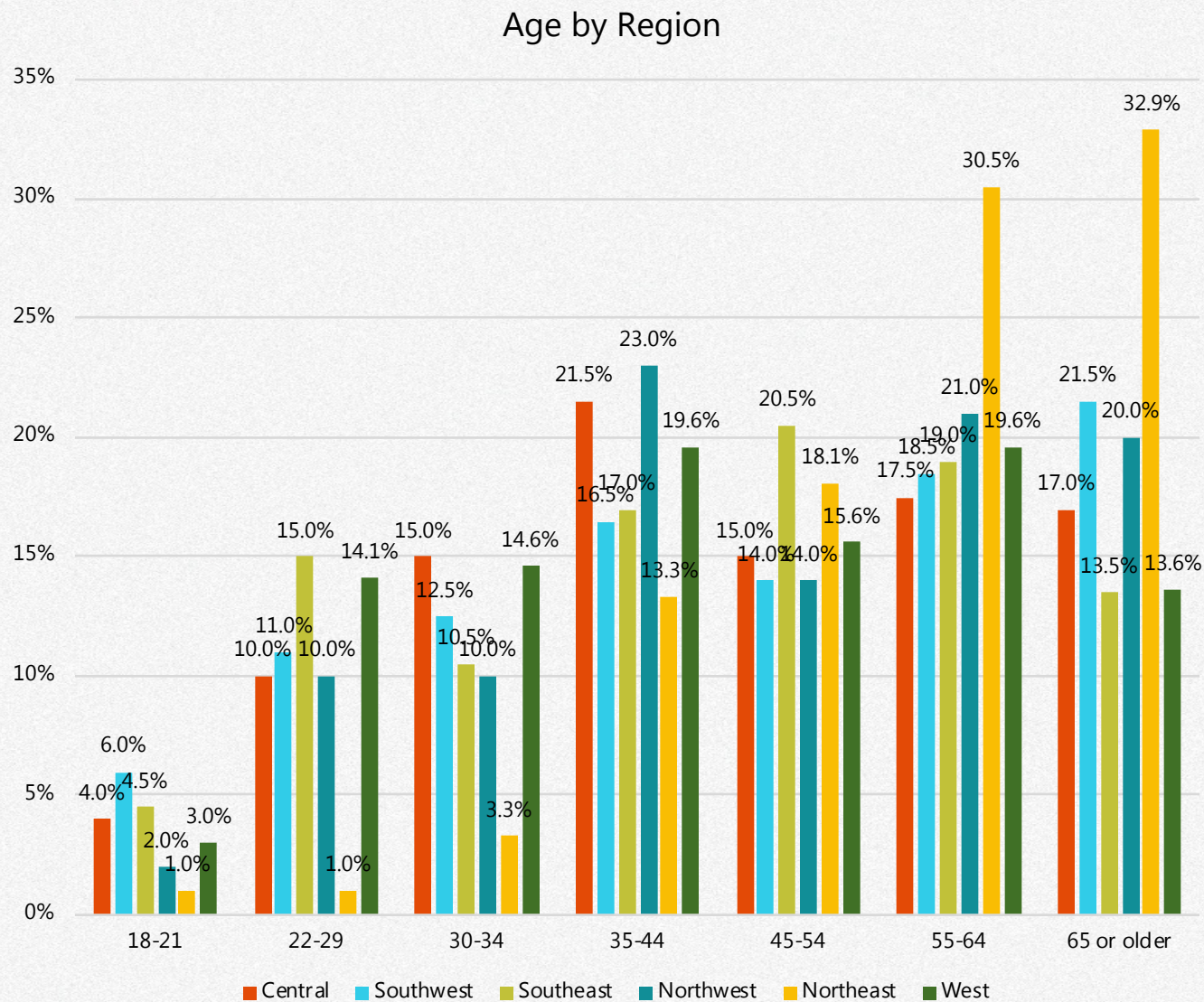
A regional mix was requested through the screening process, and completion quotas were imposed during data collection.

Region of Residence



Age by Region

Note the high presence of older respondents from Northeast Ohio.



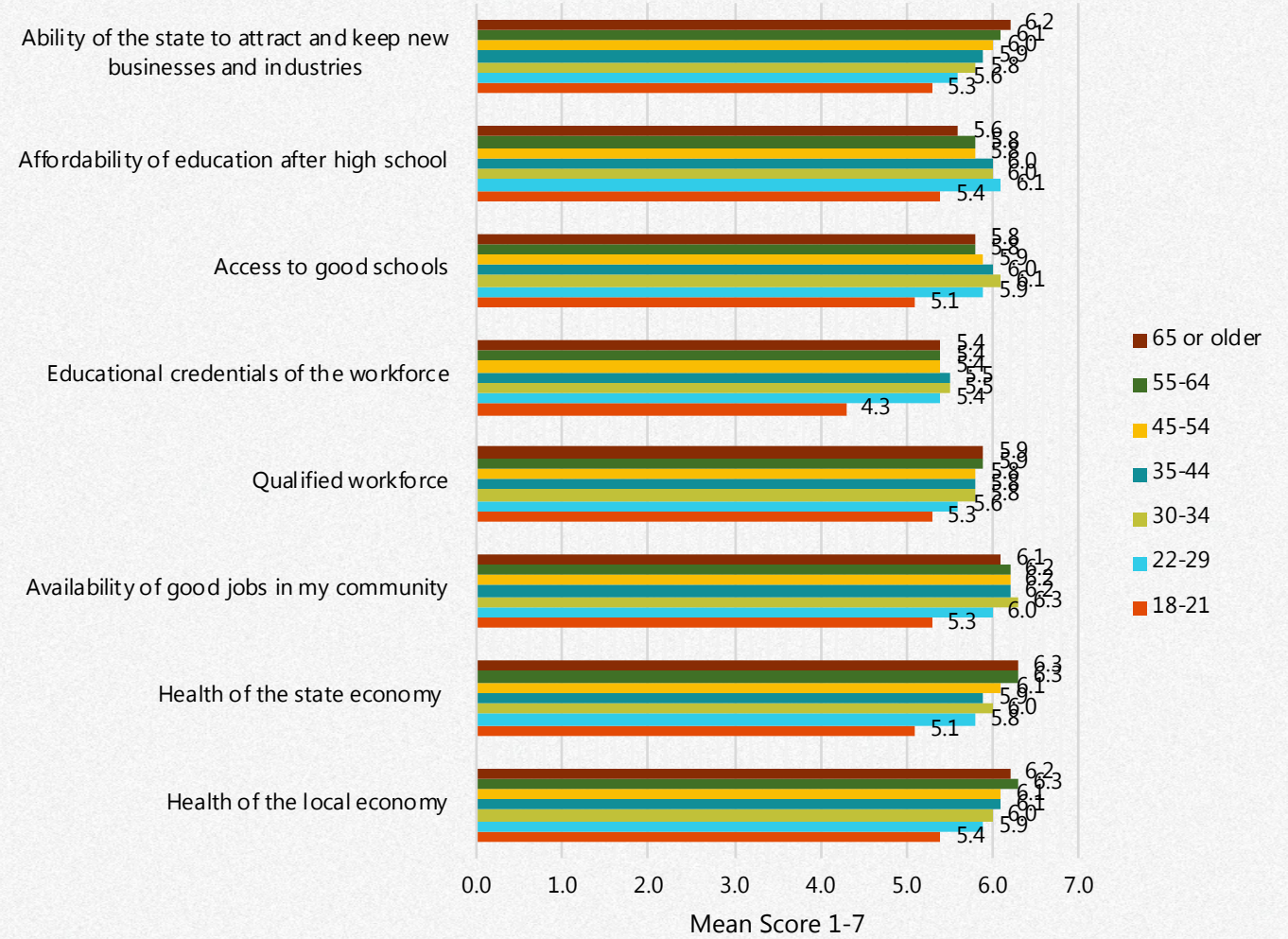
Source: Fahlgren Mortine, Statewide survey of Ohio residents, September 2018, n=1210.

Issues Importance/Age

Mean Score

While each issue seems relatively important to all age groups...

How personally important are each of the following issues? Scale 1-7.

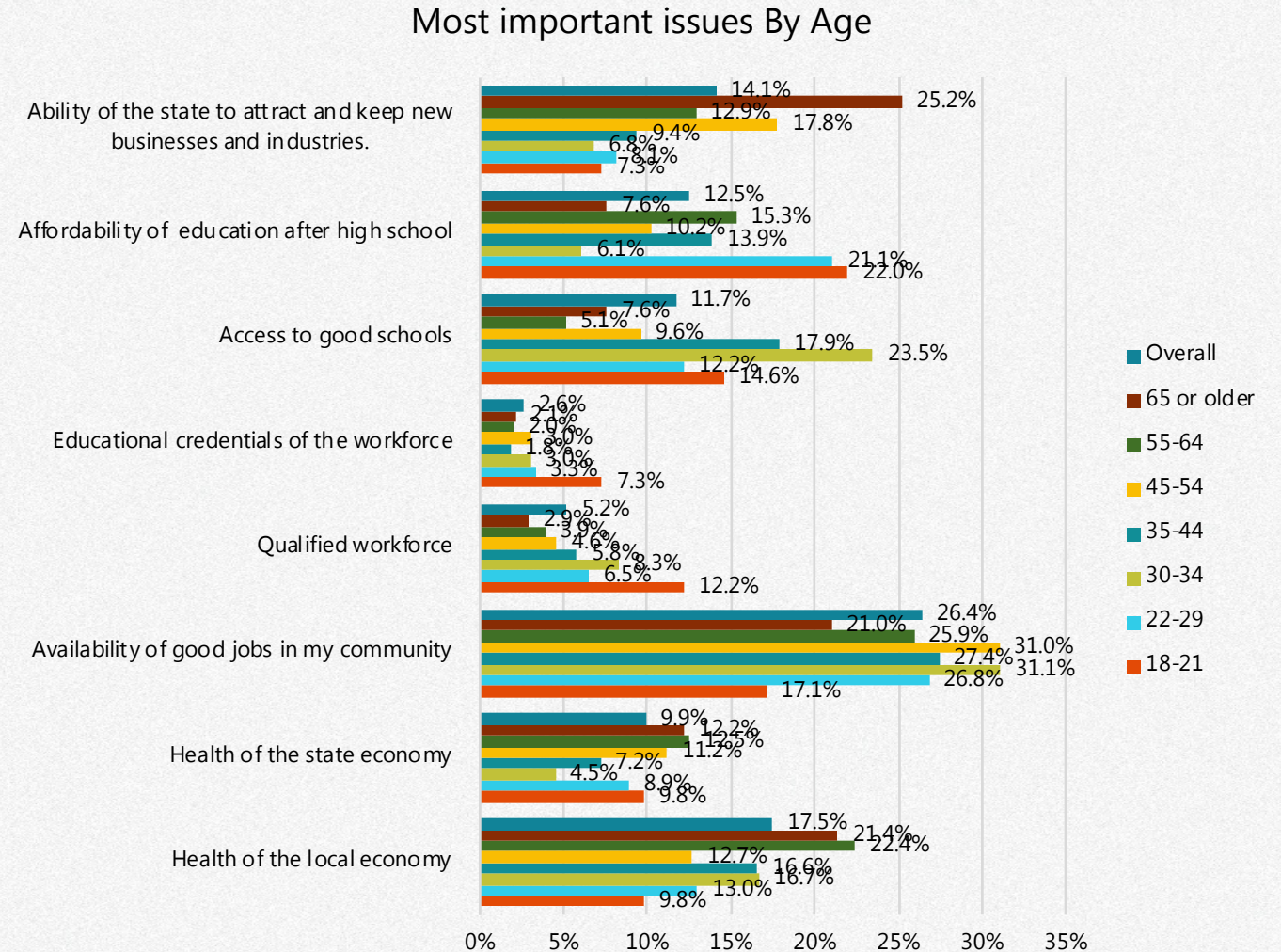


Most important issue

By Age

...Respondents' most important issue varies by age.

Which is personally most important to you?



Most important issue

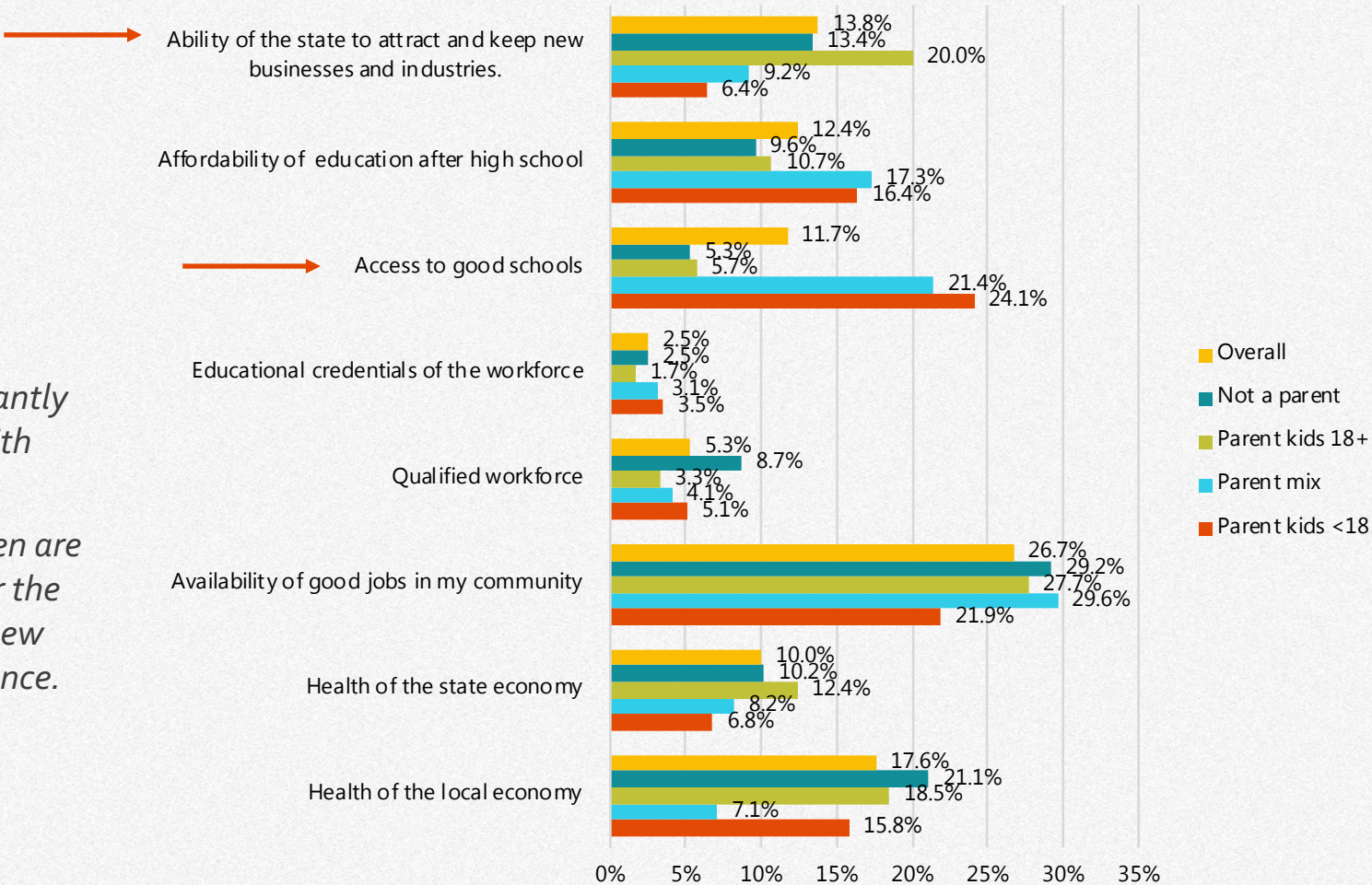
By Parenthood

Access to good schools is a significantly more important issue to parents with younger children.

Conversely, parents of adult children are significantly more likely to consider the state’s ability to attract and keep new businesses to be of utmost importance.

Which is personally most important to you?

Most Important Issue By Parenthood



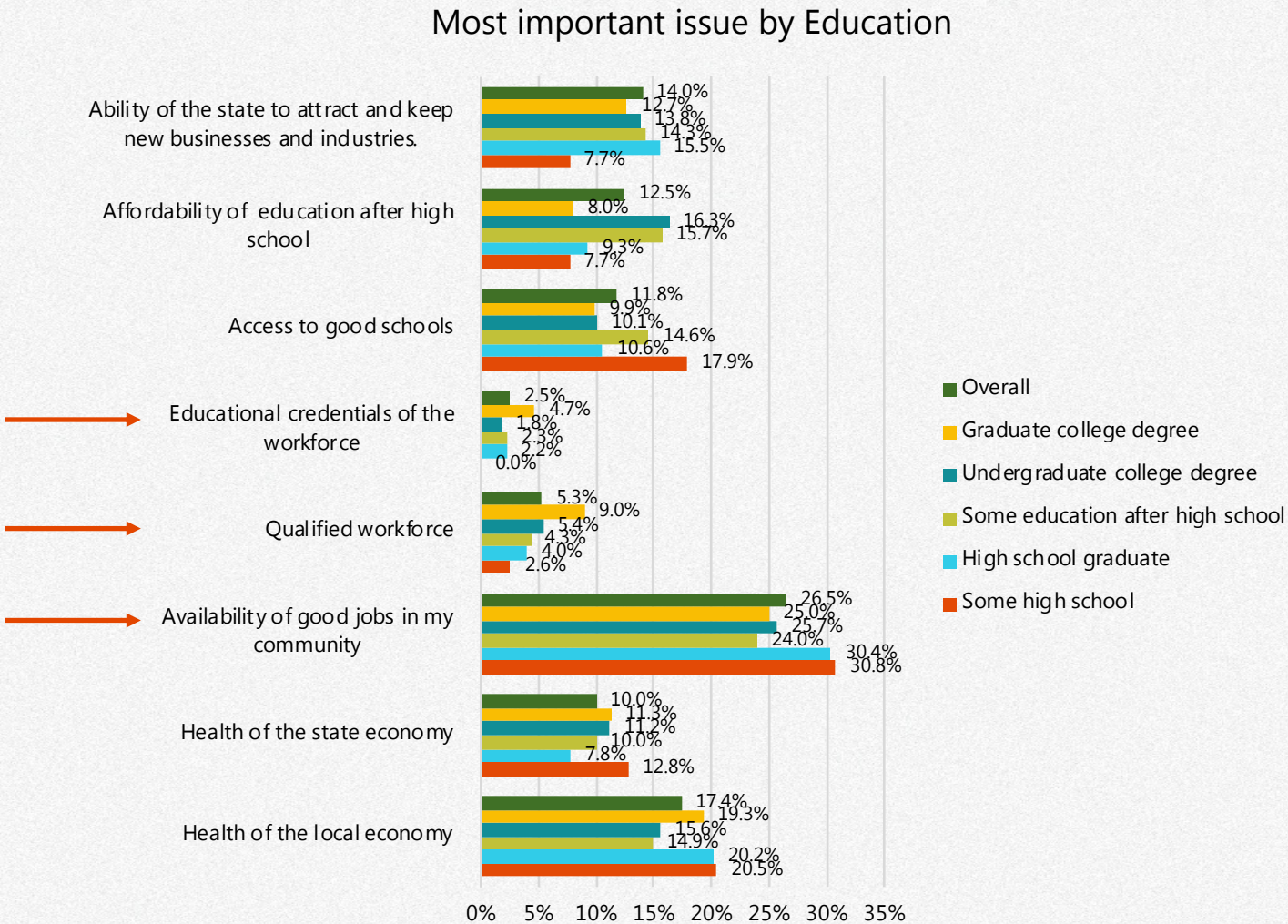
Most important issue

By Education

Modestly educated respondents are significantly more likely to cite the availability of good jobs vs. other respondent groups.

The educational credentials of the workforce and the presence of a qualified workforce are significantly more likely to be cited by respondents with a graduate degree vs. others.

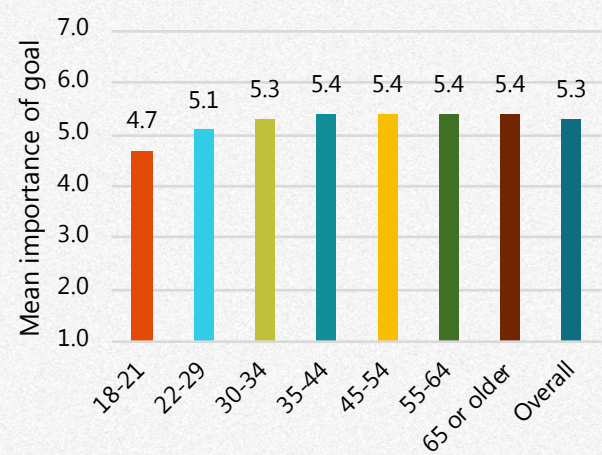
Which is personally most important to you?



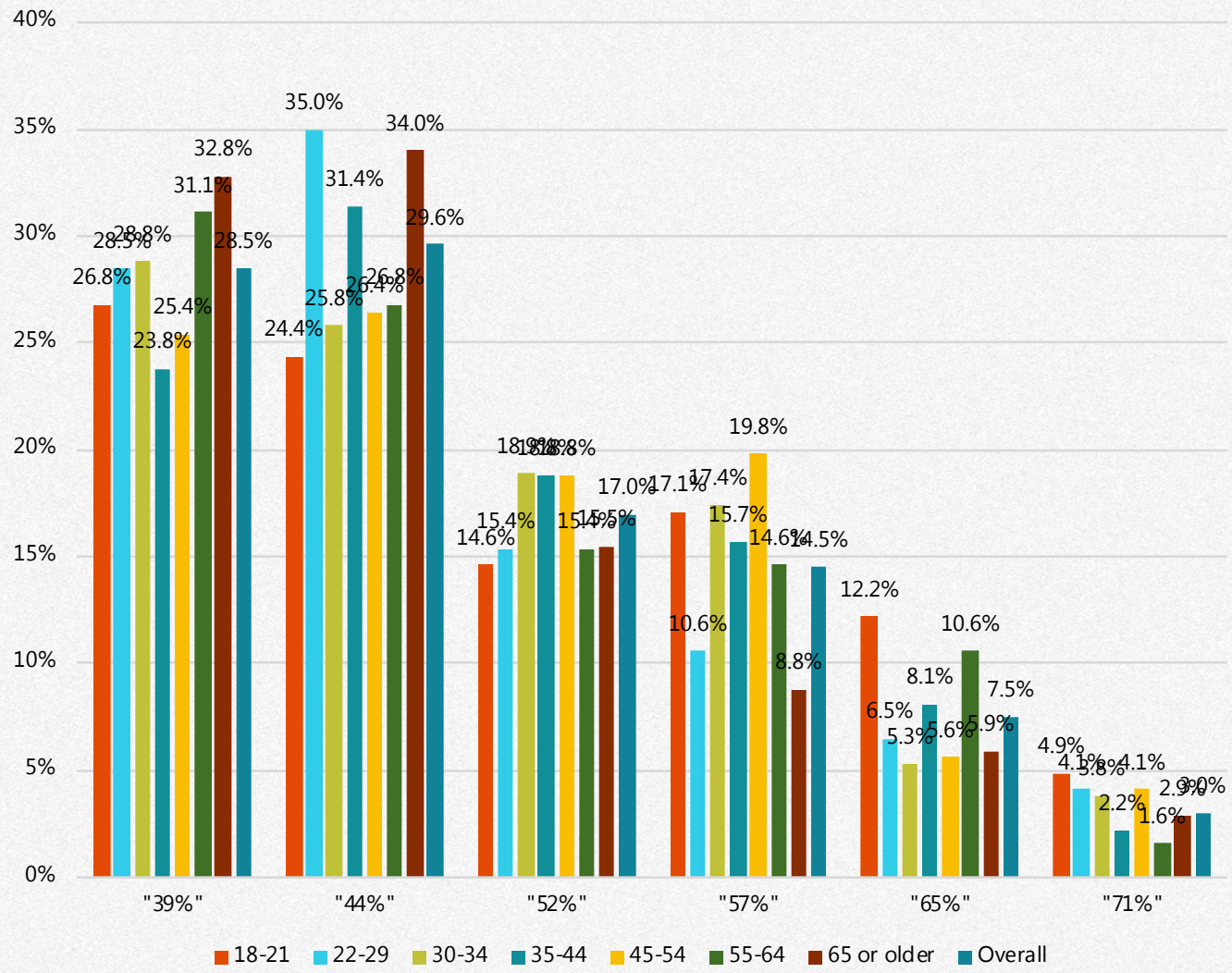
Current Perceptions of Statewide Attainment By Age

[right] Use your best guess for this one. What percent of Ohio's adults have earned a degree, certificate, or some other credential after high school? Select one statistic from the list below.

[below] How important is it to you that this percentage of Ohio's adults with a degree, certificate, or some other credential after high school increases?



Attainment Estimate by Age

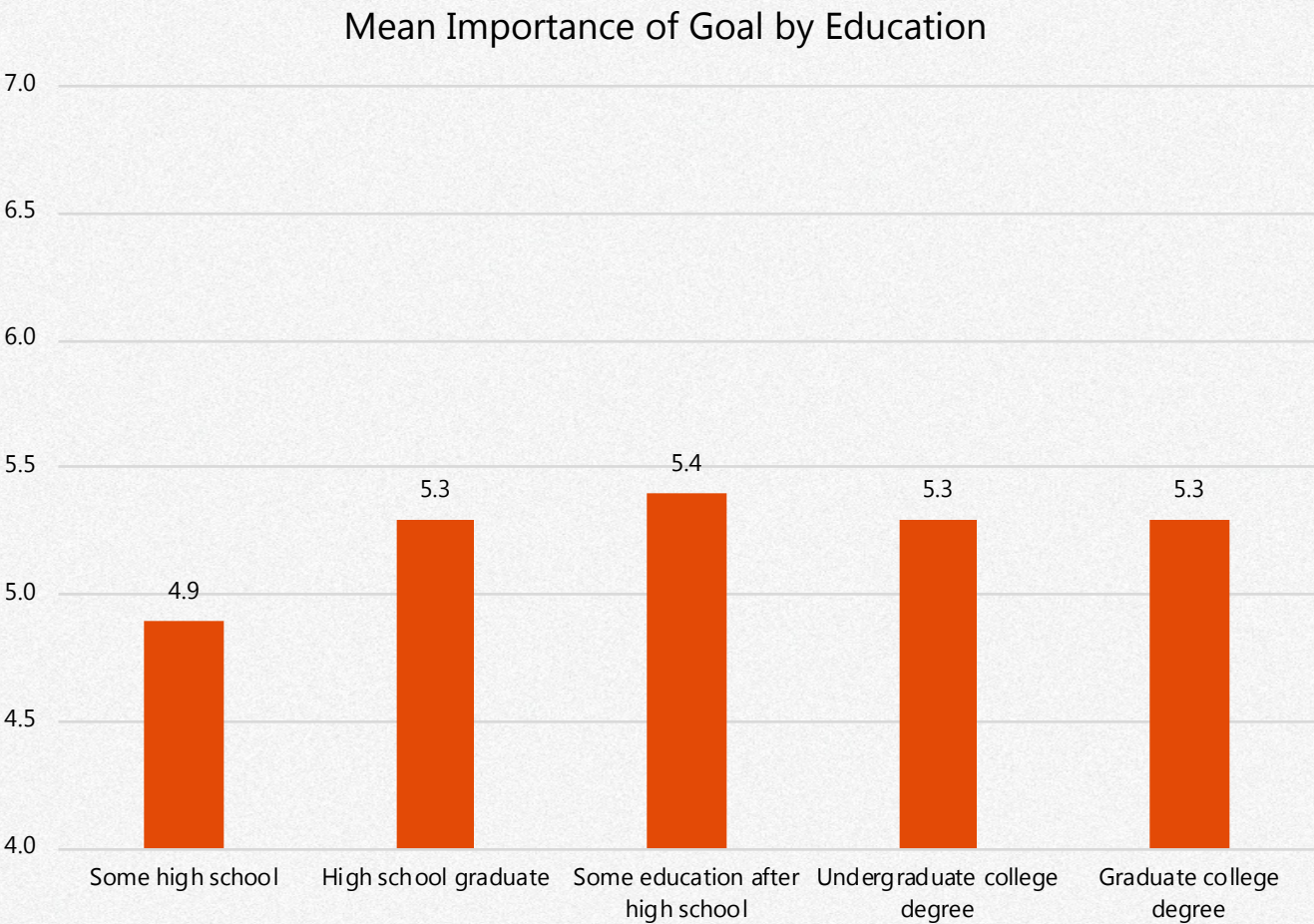


Goal importance

By Education

How important is it to you that this percentage of Ohio's adults with a degree, certificate, or some other credential after high school increases?

Surprisingly, respondents' level of education is not correlated to the perceived importance of the statewide goal.

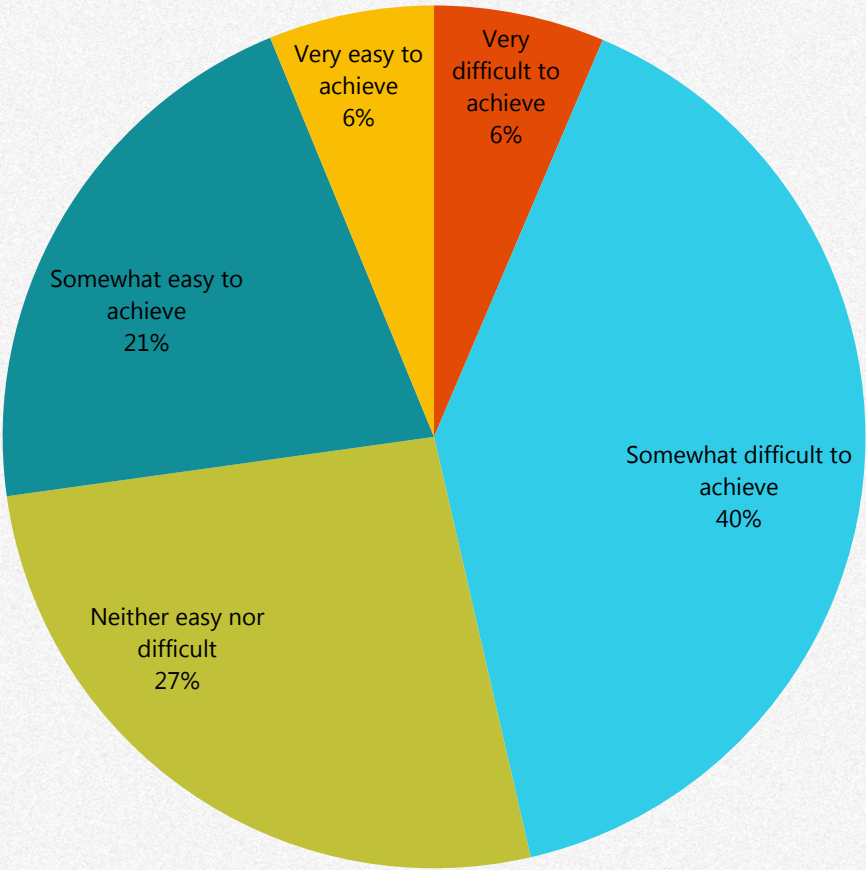


Achievability of Goal

Overall

How achievable do you believe this goal to be?

Respondents seem to understand the gravity of the state's goal attainment, with only 27% saying it will be "very easy" or "somewhat easy" to achieve the 65% goal.

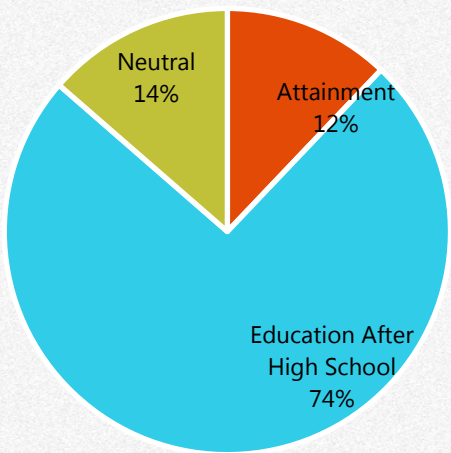
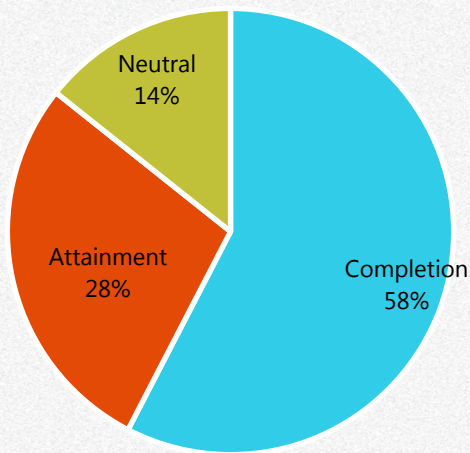
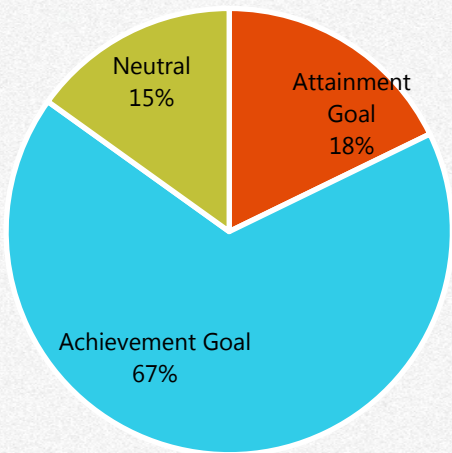


“Attainment” semantics

The word “attainment” has little traction regardless of context.

Surprisingly, sentiment does not vary by respondent education.

Next, please provide your preferences toward potential messages communicating the goal of increasing the percentage of adults with post-high school education. Imagine the messages will be either spoken by a community leader, written about in the newspaper, or posted in the library or schools. Alternatives are shown in pairs. Which of the phrases within each pair is easier to understand when thinking about the goal? Click on the button that most clearly reflects your preference. The closer the button is to a phrase, the stronger your preference is for that phrase.

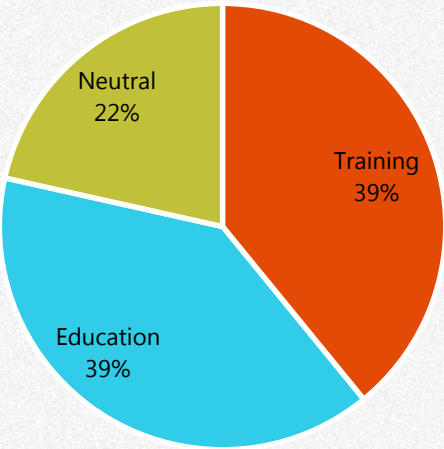
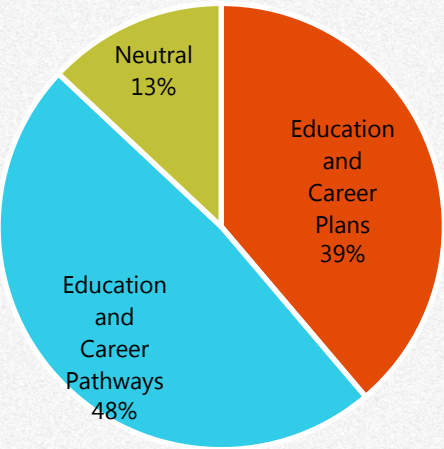


Education-related semantics and stat citation*

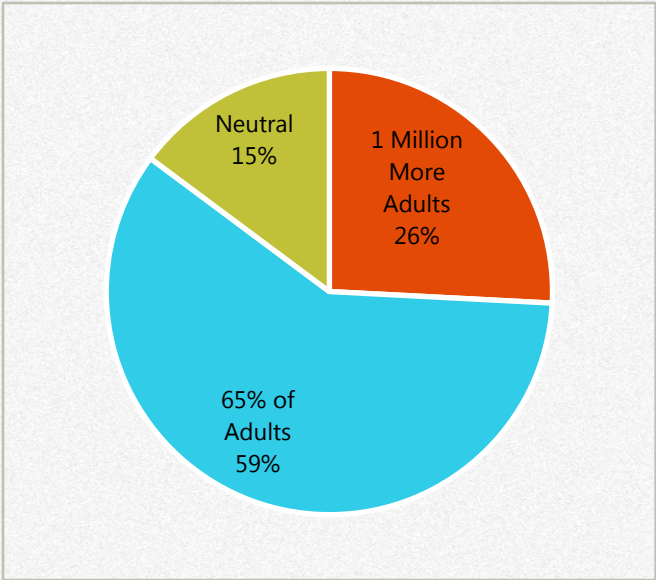
Sentiment does not vary by gender, age, parenthood, or education.

Surprisingly, sentiment does not vary by respondent education.

Next, please provide your preferences toward potential messages communicating the goal of increasing the percentage of adults with post-high school education. Imagine the messages will be either spoken by a community leader, written about in the newspaper, or posted in the library or schools. Alternatives are shown in pairs. Which of the phrases within each pair is easier to understand when thinking about the goal? Click on the button that most clearly reflects your preference. The closer the button is to a phrase, the stronger your preference is for that phrase.



*Built-in bias possible due to survey design

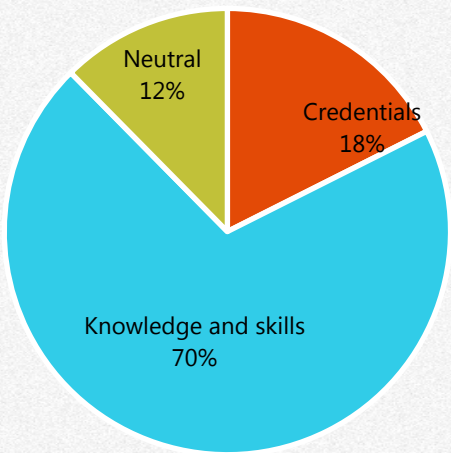
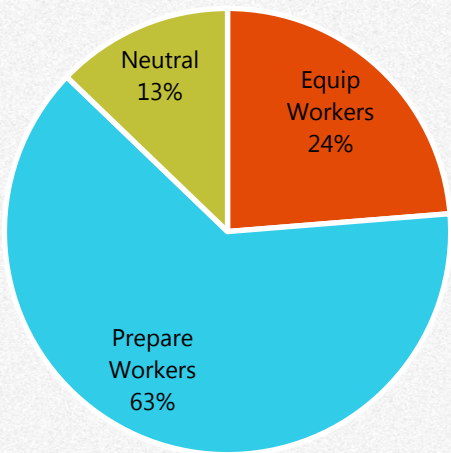
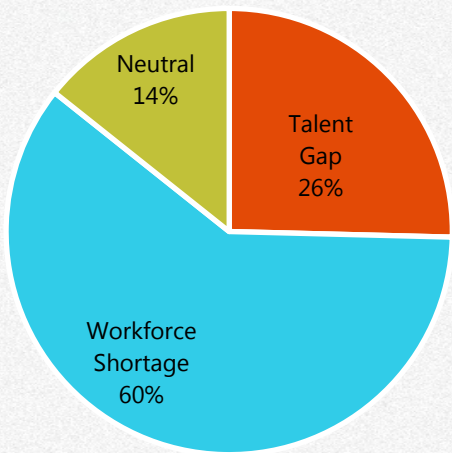


Source: Fahlgren Mortine, Statewide survey of Ohio residents, September 2018, n=1210.

Workforce-related semantics

Ohioans prefer language that reflects their individual perspective vs. that of the state or other coordinating organizations.

Next, please provide your preferences toward potential messages communicating the goal of increasing the percentage of adults with post-high school education. Imagine the messages will be either spoken by a community leader, written about in the newspaper, or posted in the library or schools. Alternatives are shown in pairs. Which of the phrases within each pair is easier to understand when thinking about the goal? Click on the button that most clearly reflects your preference. The closer the button is to a phrase, the stronger your preference is for that phrase.



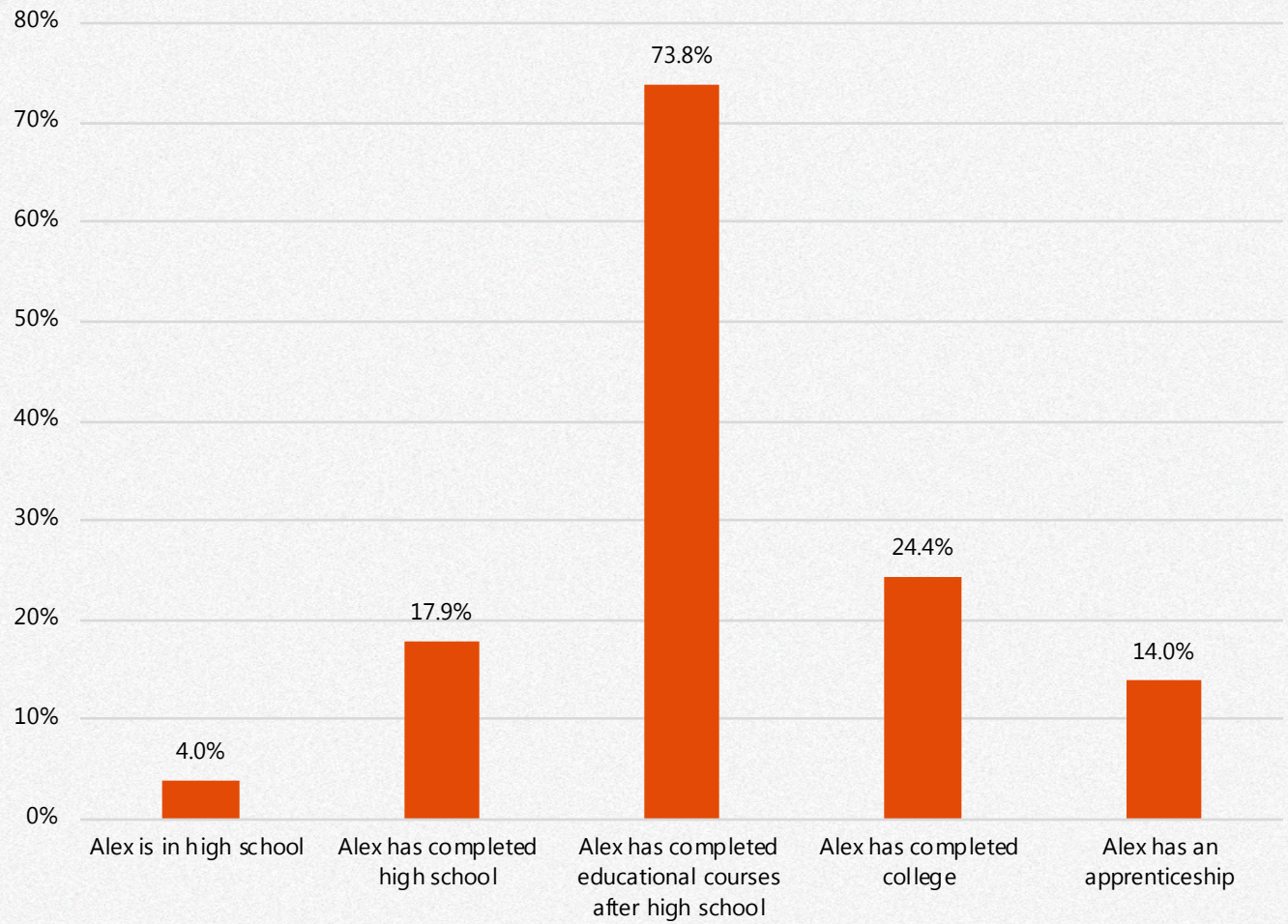
Source: Fahlgren Mortine, Statewide survey of Ohio residents, September 2018, n=1210.

Comprehension of postsecondary

Ohioans indicate they understand the meaning of the word "postsecondary."

Multiple responses permitted.

Consider this sentence: "Alex has a postsecondary credential." What does this sentence mean? Check all that apply.

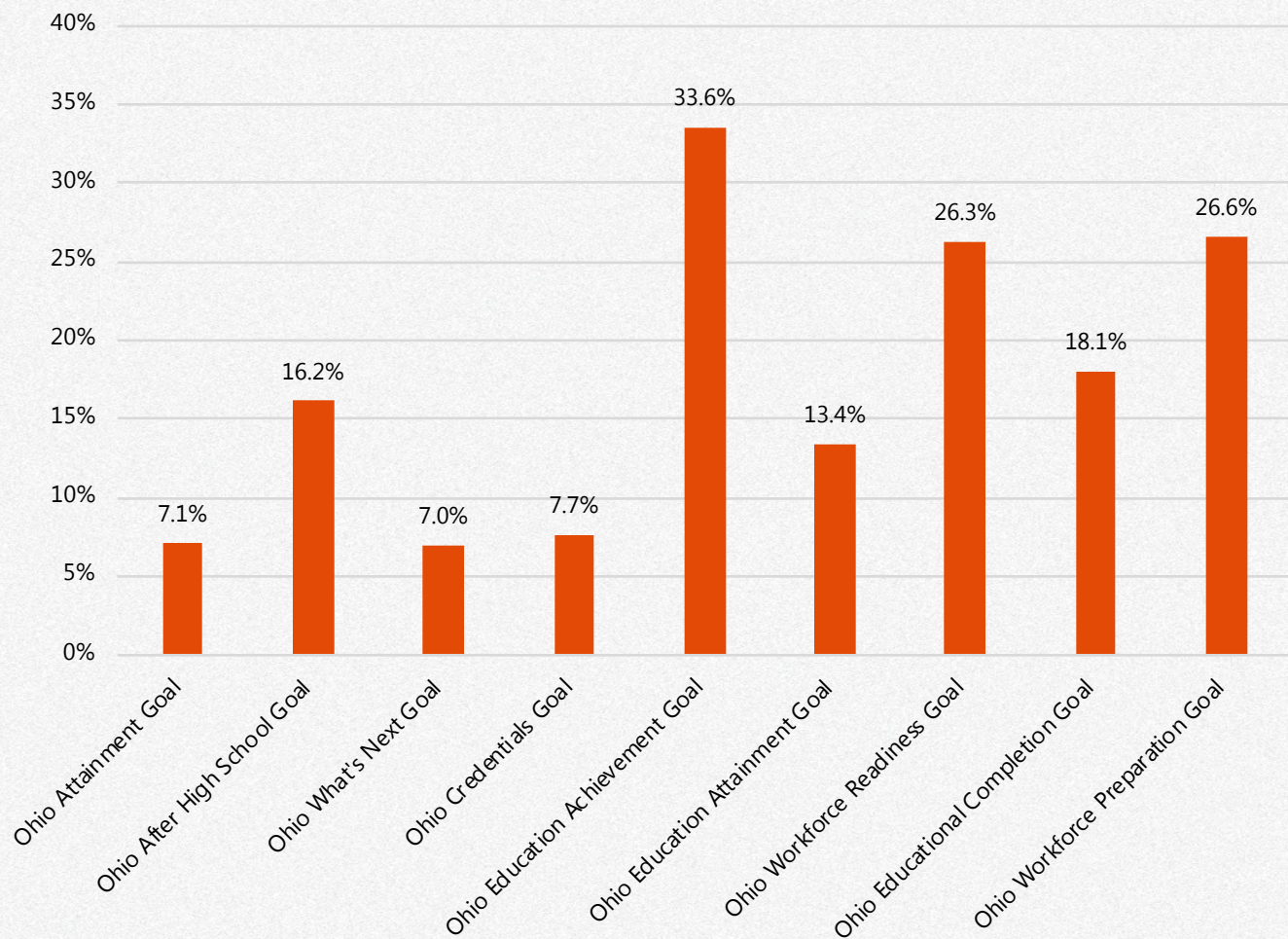


Source: Fahlgren Mortine, Statewide survey of Ohio residents, September 2018, n=1210.

Naming preferences

The research suggests there are a variety of suitable alternatives.

The formal goal for the state of Ohio is: "By 2025, 65 percent of Ohioans age 25-64 will have a degree, certificate, or other postsecondary workforce credential of value in the workplace." Which of the following phrases most clearly communicate this goal? Select up to two.



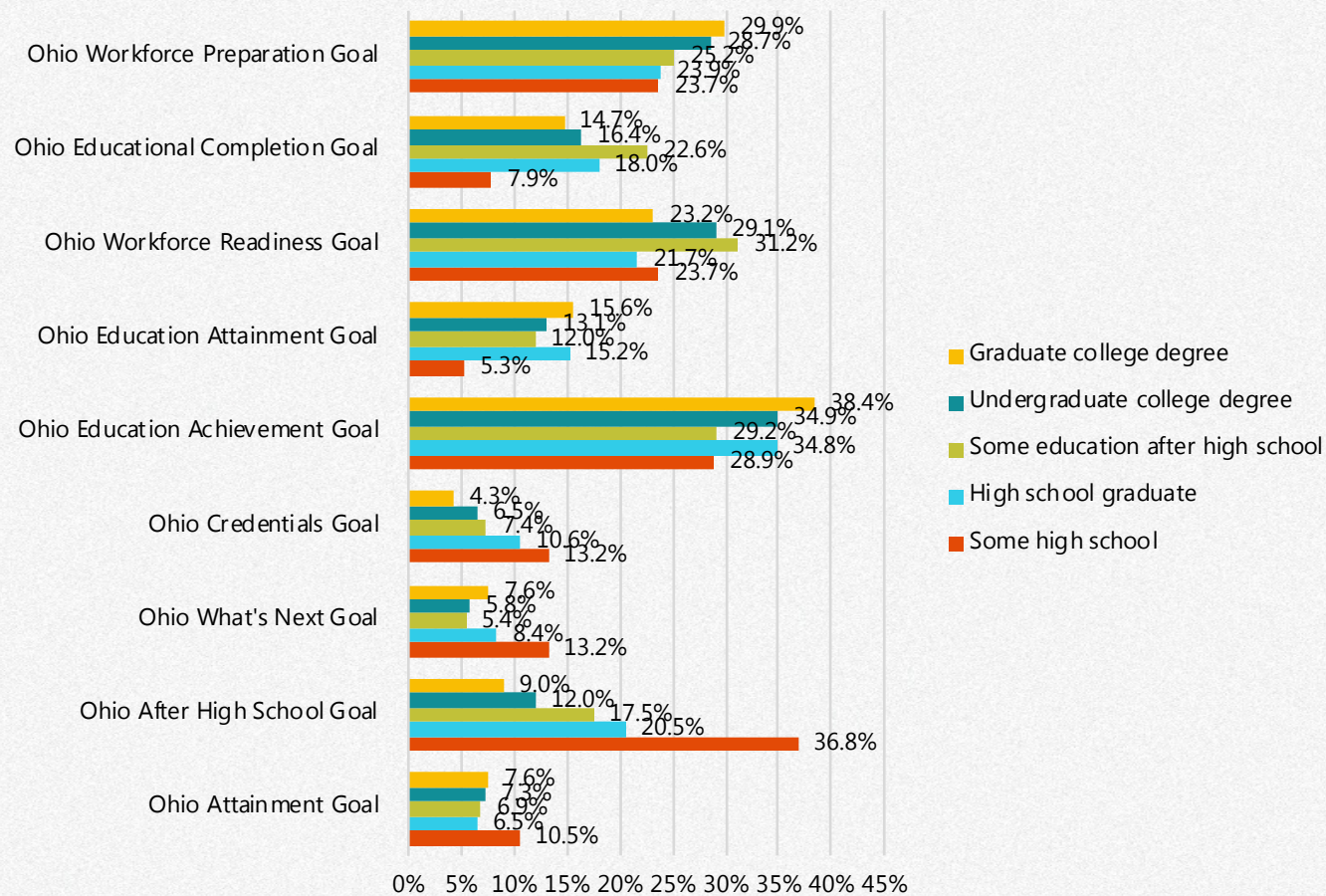
Naming preferences

By Education

Preferences vary by education but are inconclusive.

The formal goal for the state of Ohio is: "By 2025, 65 percent of Ohioans age 25-64 will have a degree, certificate, or other postsecondary workforce credential of value in the workplace." Which of the following phrases most clearly communicate this goal? Select up to two.

Naming preferences by Education



Verbatims

By Education

Ohioans envision the initiative to be a state sponsored assistance program, with clear milestones and comprehensive resources.

Modestly educated

"Provide financial support for education. Provide encouragement through the process. Make it easy to get started and make it easy to get job placement when finished."

"Ohio Workforce Readiness Goal...my expectations would be having **everyone** prepared to enter the workforce, not just students graduating from high school. We need to be able to find the funds to educate both our young newly graduated adults, as well as all adults..."

"Government/employers willing to help people with their education monetarily and the people actually be willing to accept the help and put some effort into bettering themselves."

"Ohio Education Attainment Goal will give you a leg up to improve your life goals."

"This should be a program that helps encourage and support individuals to seek and complete higher education and/or training courses."

"Assist in counseling and support in choosing a career and plan for education, assist in financing, necessary training...Assist in barriers such as child care, transportation, disability, etc."

Undergraduate or graduate

"I would want the program to achieve the 65% goal as soon as possible with help from all sources possible."

"Collaboration between public and private sectors and a clearly defined process to help people receiving and training and people seeking to achieve the goal have success."

"The program needs to prepare people to know what is expected of them in the workforce."

"They'll help with discovering interests and, then, steering them in the direction to obtain it."

"The State of Ohio will provide all students with the means to achieve their educational goals."

"I would expect it to include financial aid and tutoring to help people attain their workforce goals."

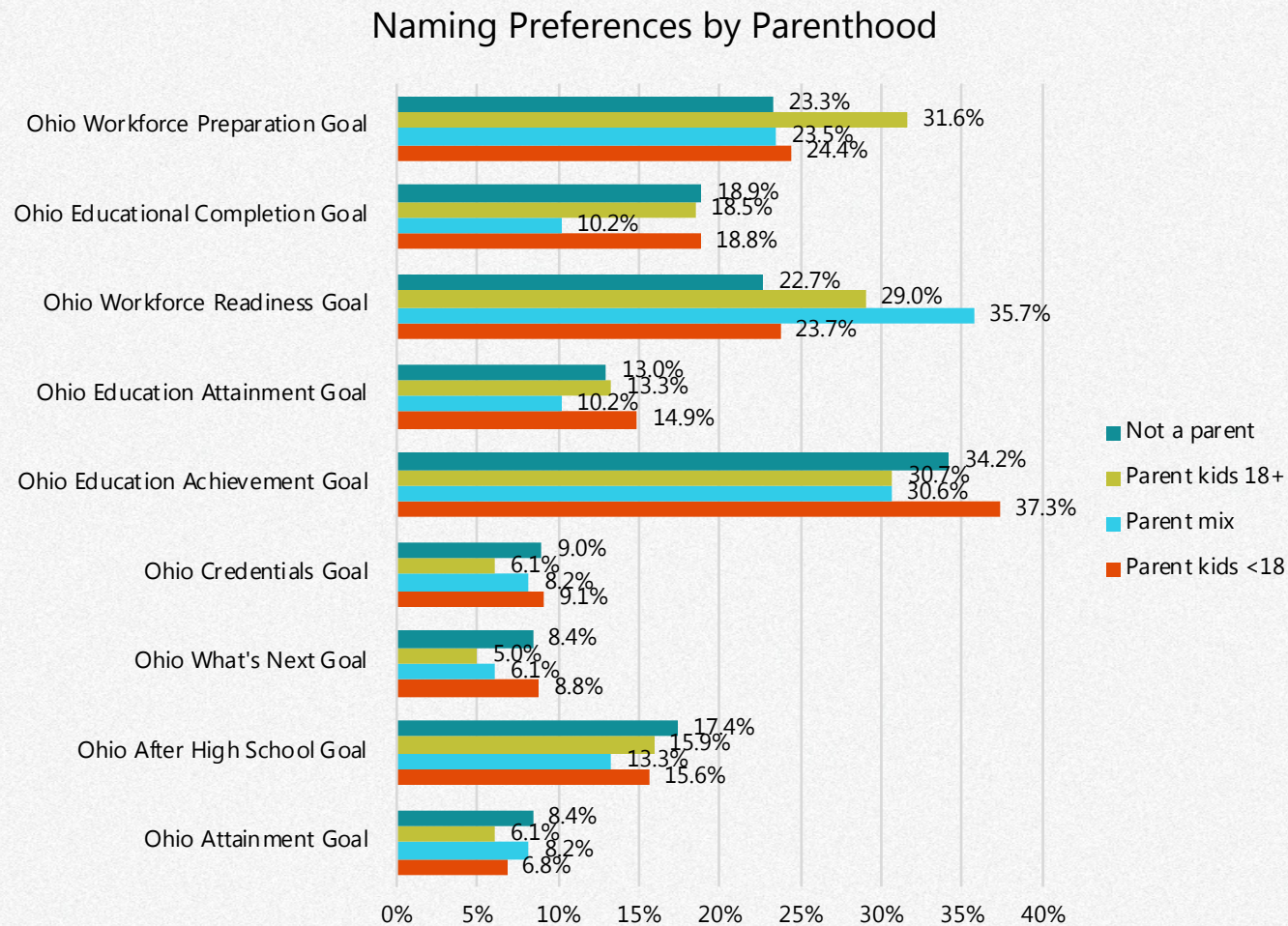
"Prepare adults to enter the workforce with a working knowledge of the jobs they intend to pursue. Give these people the confidence to enter into these positions knowing they would do their jobs well."

Naming preferences

By Parenthood

Preferences by parenthood are inconclusive.

The formal goal for the state of Ohio is: "By 2025, 65 percent of Ohioans age 25-64 will have a degree, certificate, or other postsecondary workforce credential of value in the workplace." Which of the following phrases most clearly communicate this goal? Select up to two.



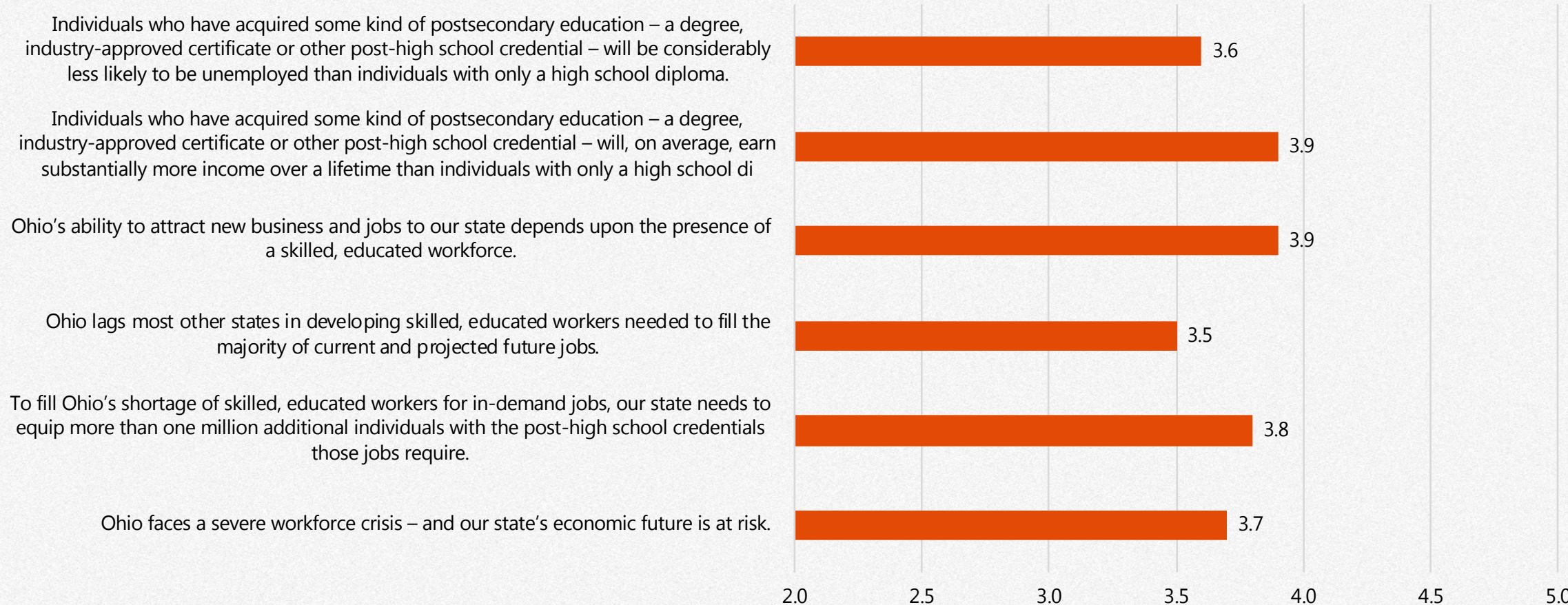
Source: Fahlgren Mortine, Statewide survey of Ohio residents, September 2018, n=1210.

Messaging

Average score

Now, please react to each of the following potential messages supporting the education initiative. How might each of these messages compel you to discuss the initiative with others, or inspire you to action? Scale 1-5.

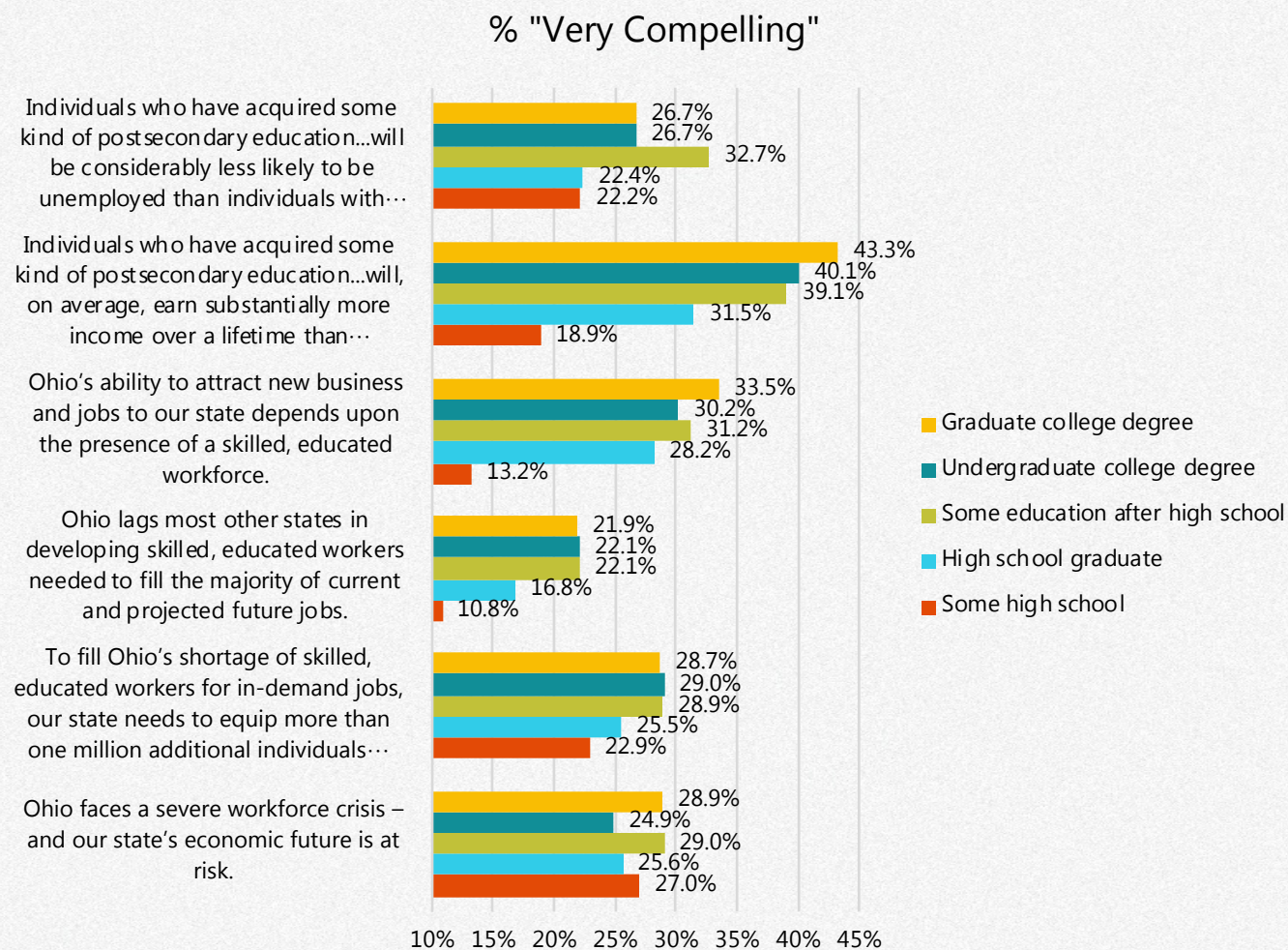
Average score



Messaging By Education

Note the reactions of respondents who have "some education after high school."

Now, please react to each of the following potential messages supporting the education initiative. How might each of these messages compel you to discuss the initiative with others, or inspire you to action? Scale 1-5.

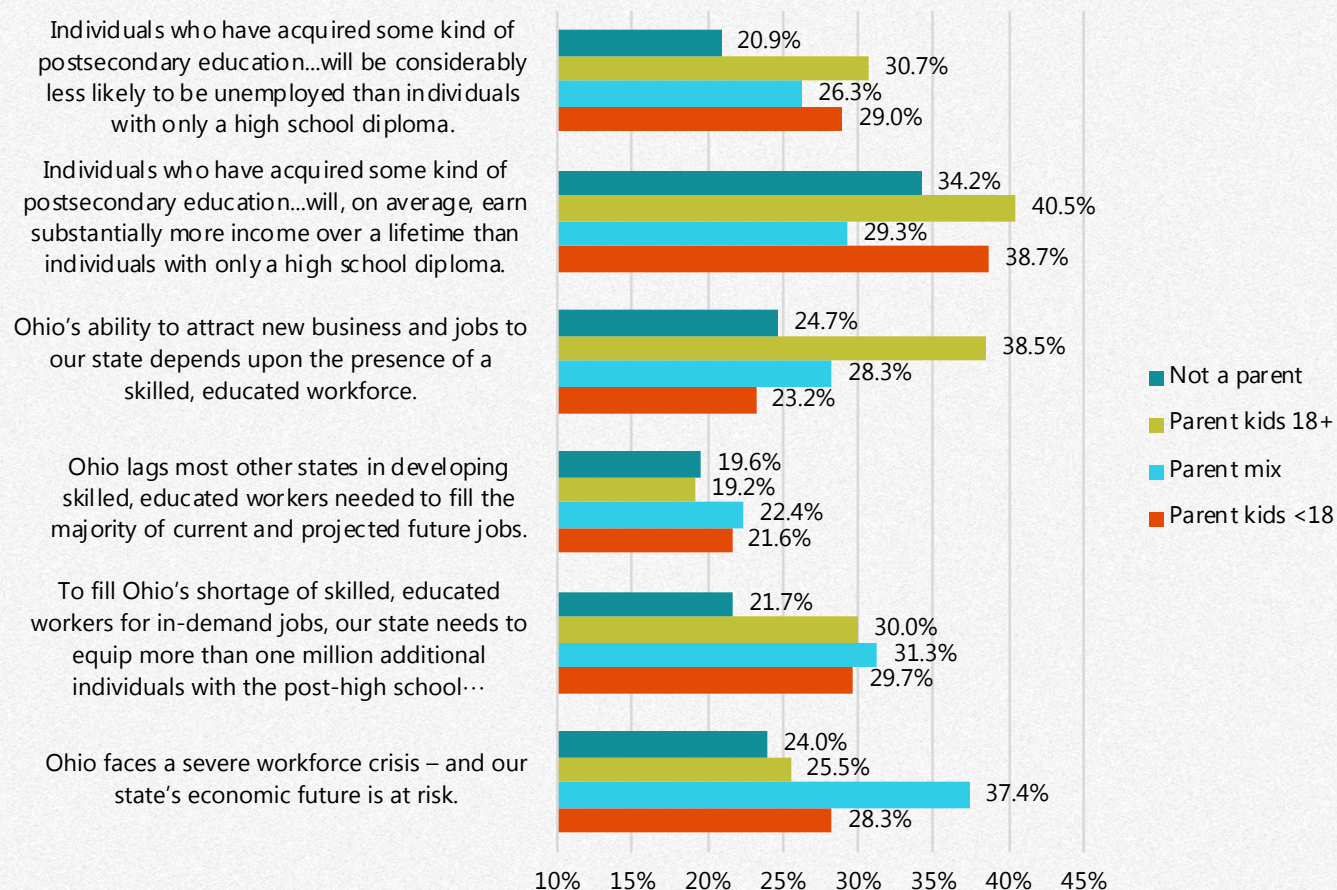


Messaging By Parenthood

Note the reactions of non-parents, who generally find the messages less compelling than parents.

Now, please react to each of the following potential messages supporting the education initiative. How might each of these messages compel you to discuss the initiative with others, or inspire you to action? Scale 1-5.

% "Very Compelling" by Parenthood



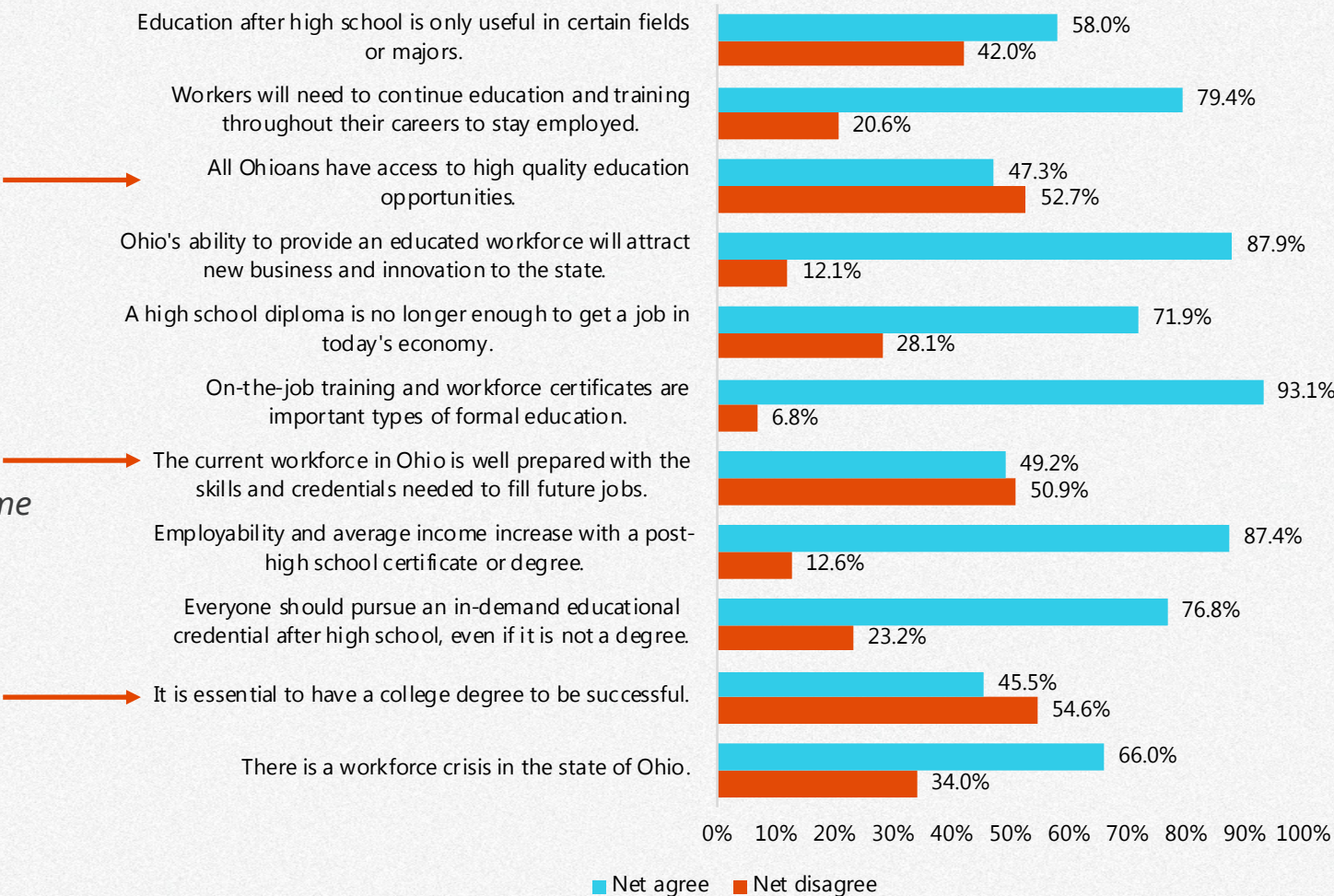
Attitudes and perceptions

Degree of agreement

Indicate your reaction to each of the following statements. Strongly disagree, somewhat disagree, somewhat agree, strongly agree

There is strong support for continuing education, "on-the-job training and workforce certificates," and the lifetime prosperity associated with postsecondary credentials.

Note the plurality of responses to "access to high quality education," "Ohio is well prepared," and "it is essential to have a college degree."



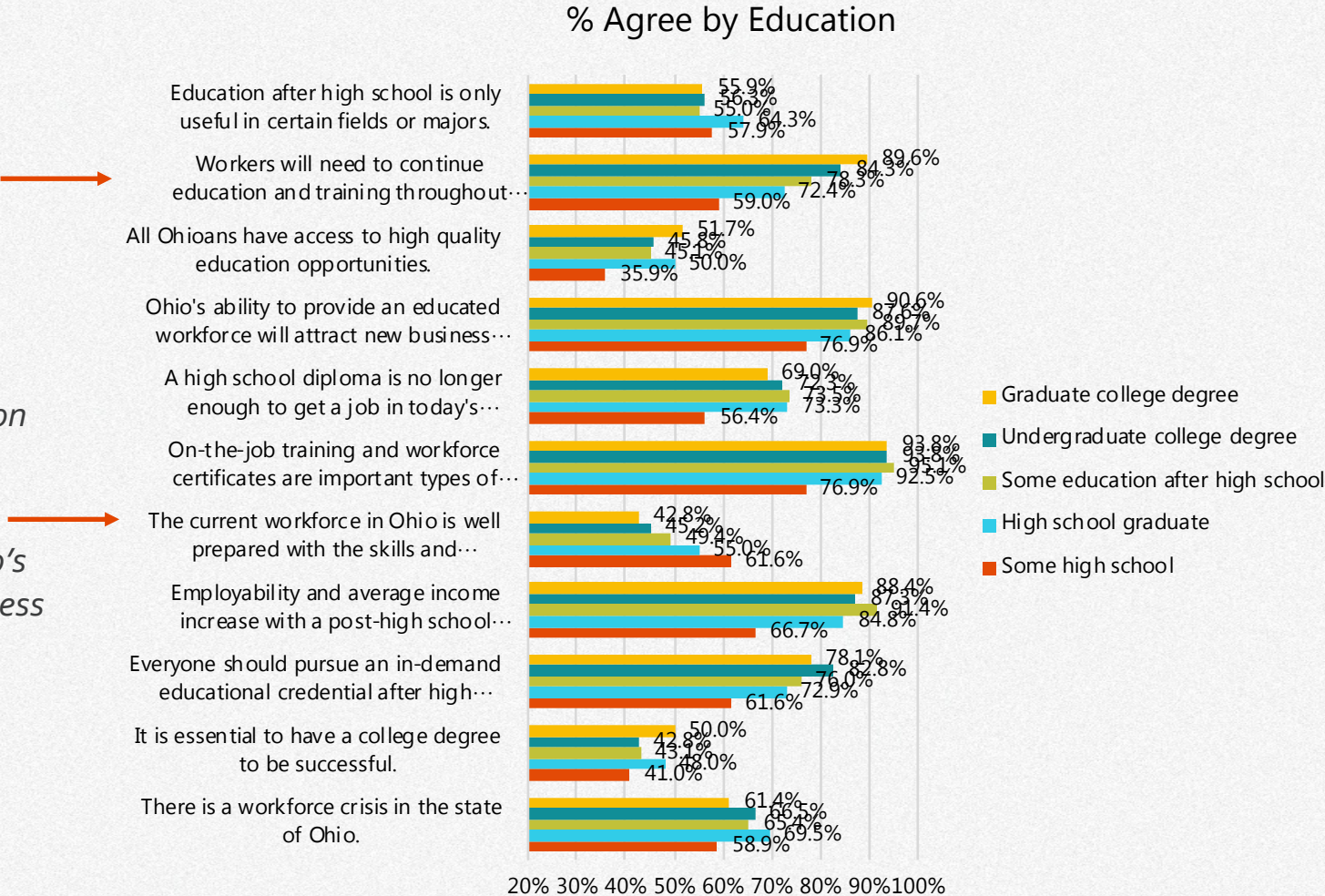
Attitudes and perceptions

By Education

Indicate your reaction to each of the following statements. Strongly disagree, somewhat disagree, somewhat agree, strongly agree

Net agreement with lifelong education increases as respondent education increases.

Conversely, net agreement with Ohio's current state of workforce preparedness declines as respondent education increases.

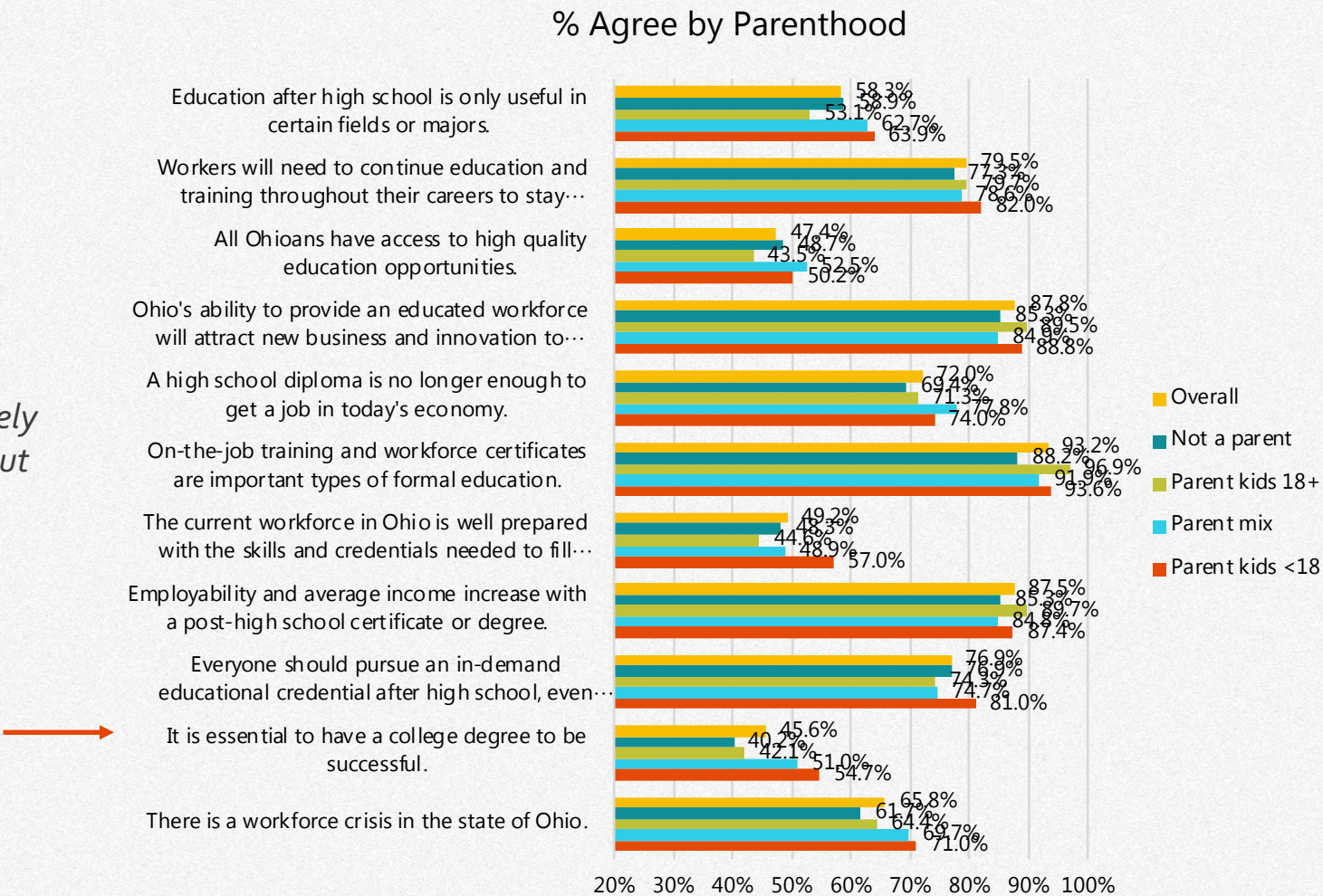


Attitudes and perceptions

By Parenthood

Non-parents are significantly less likely than other respondents to agree about the importance of a college degree.

Indicate your reaction to each of the following statements. Strongly disagree, somewhat disagree, somewhat agree, strongly agree

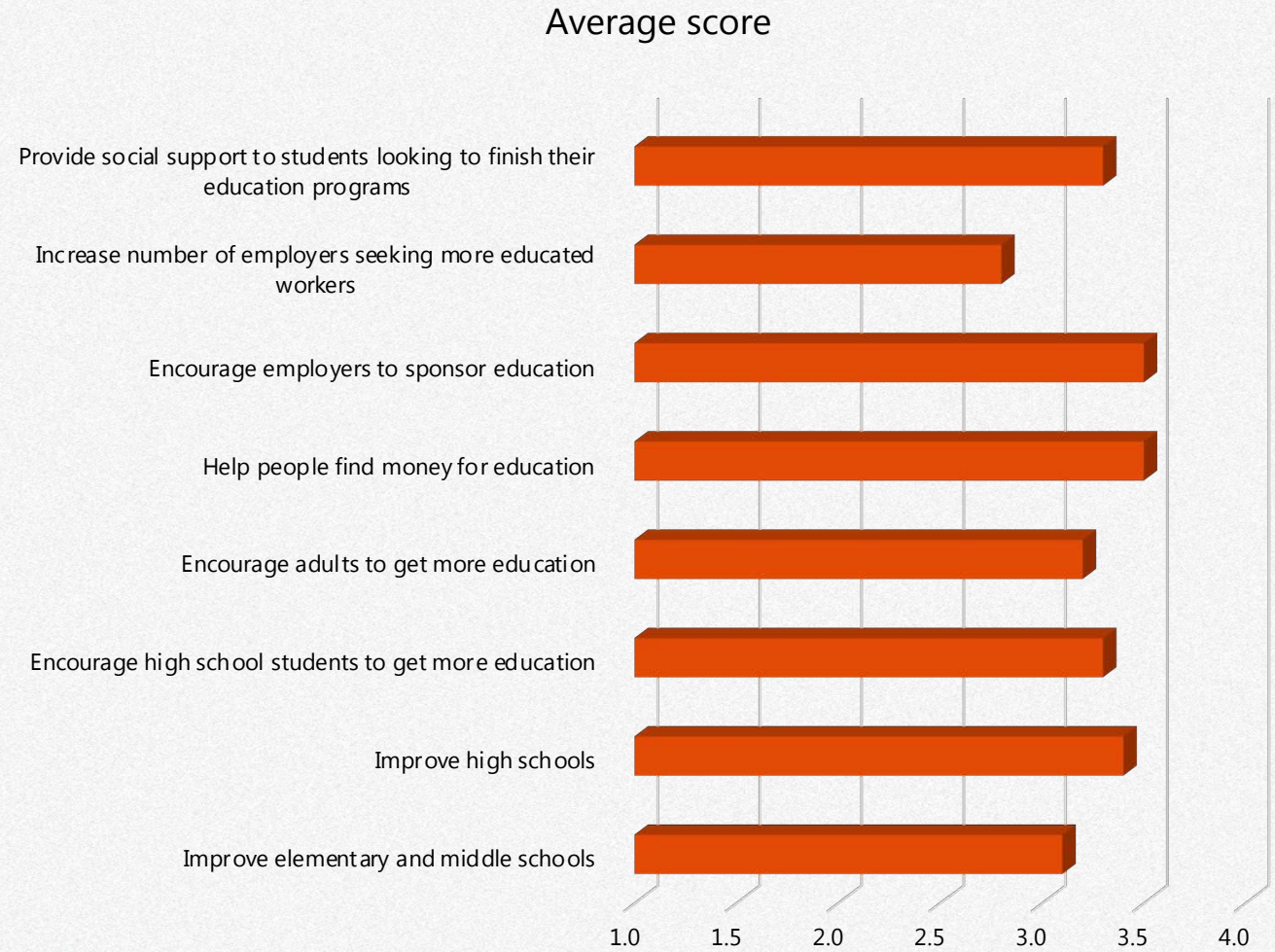


Perceptions of aid

Overall

While reactions were positive overall, financial support and cost control aids are the most attractive.

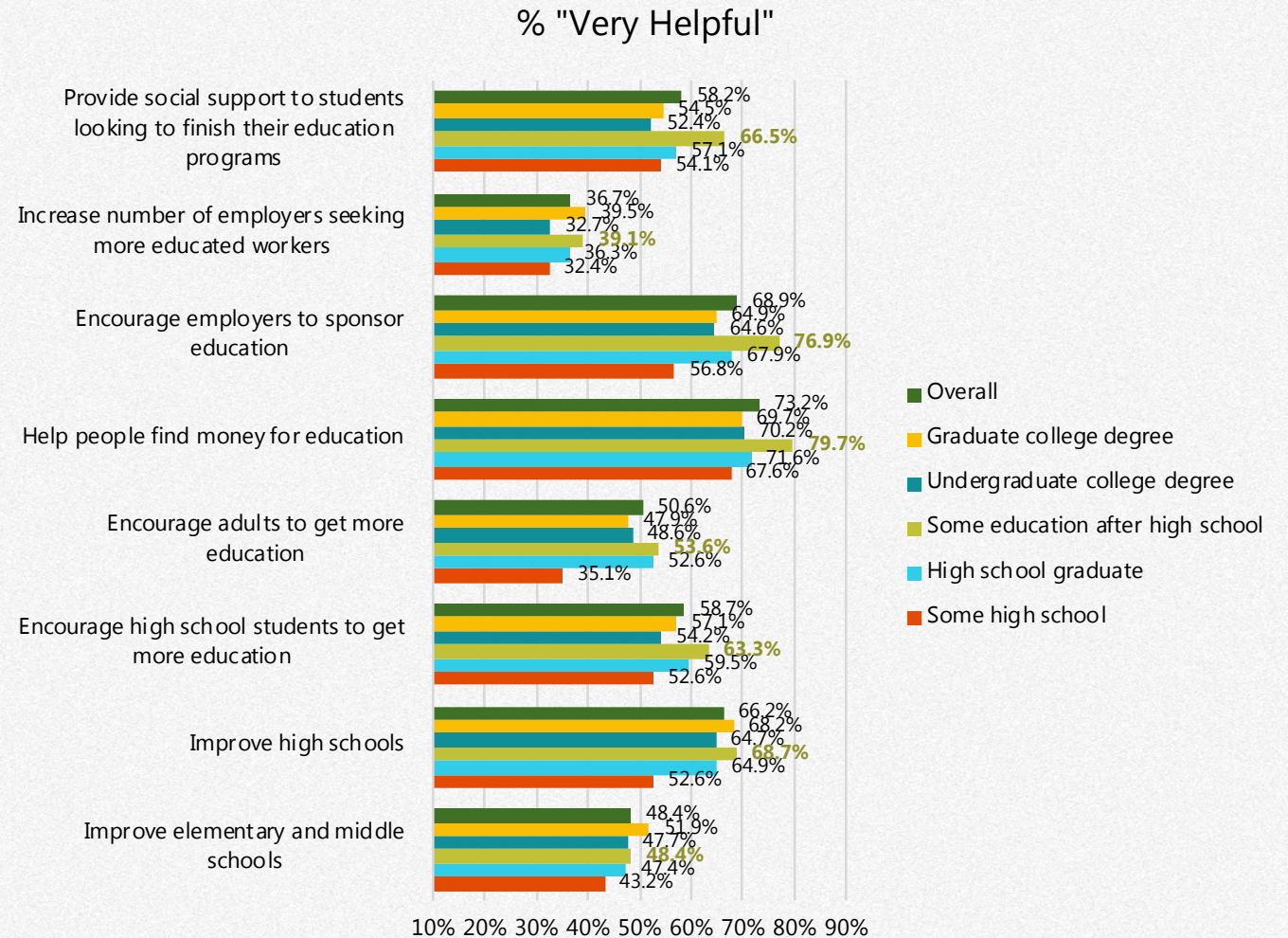
How might each of the following items help to reduce barriers to education after high school in your community? Scale 1-4 not at all helpful to very helpful.



Perceptions of aid By Education

Respondents who have "some education after high school" are significantly more likely than other respondents to find many forms of aid "very helpful."

How might each of the following items help to reduce barriers to education after high school in your community? Scale 1-4 not at all helpful to very helpful.

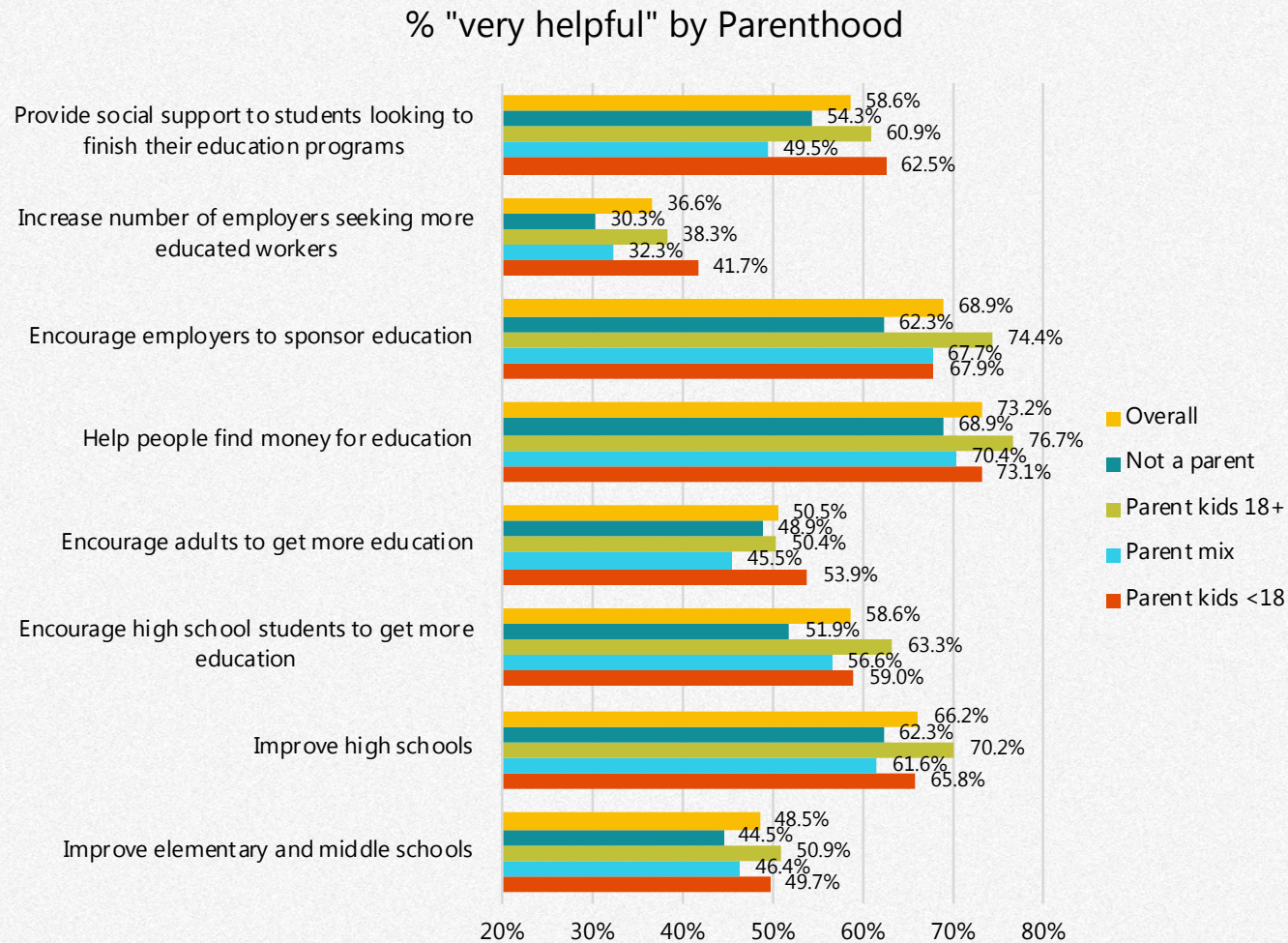


Perceptions of aid

By Parenthood

Generally speaking, non-parents are less enthusiastic than parents toward various types of aid.

How might each of the following items help to reduce barriers to education after high school in your community? Scale 1-4 not at all helpful to very helpful.

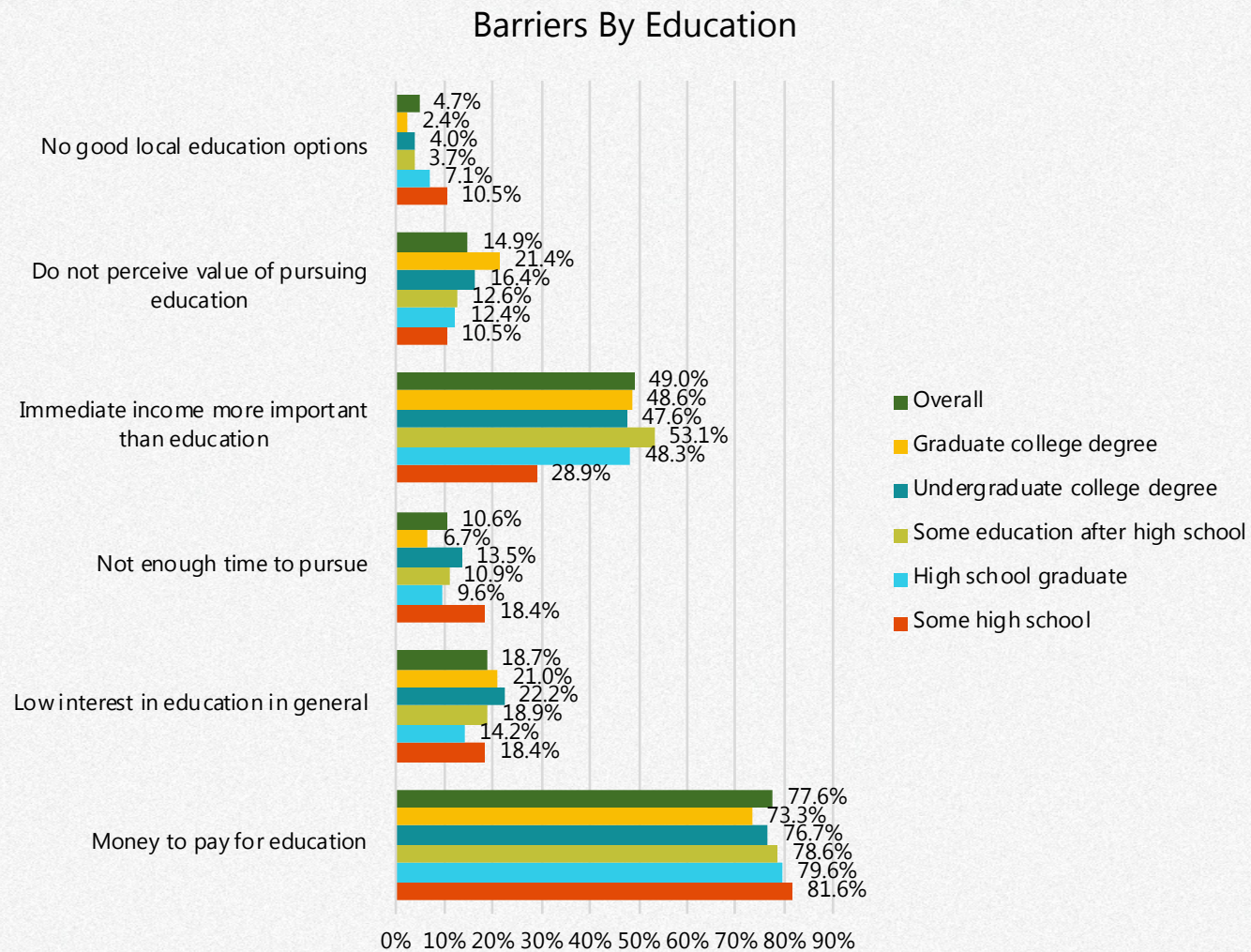


Barriers to educational pursuit

By Education

While money to pay for education is commonly cited as a barrier regardless of education, modestly educated respondents are significantly less likely to cite "low interest in education" as a barrier.

What barriers do you perceive that might be commonly preventing individuals in your community from seeking education after high school? Select up to two.

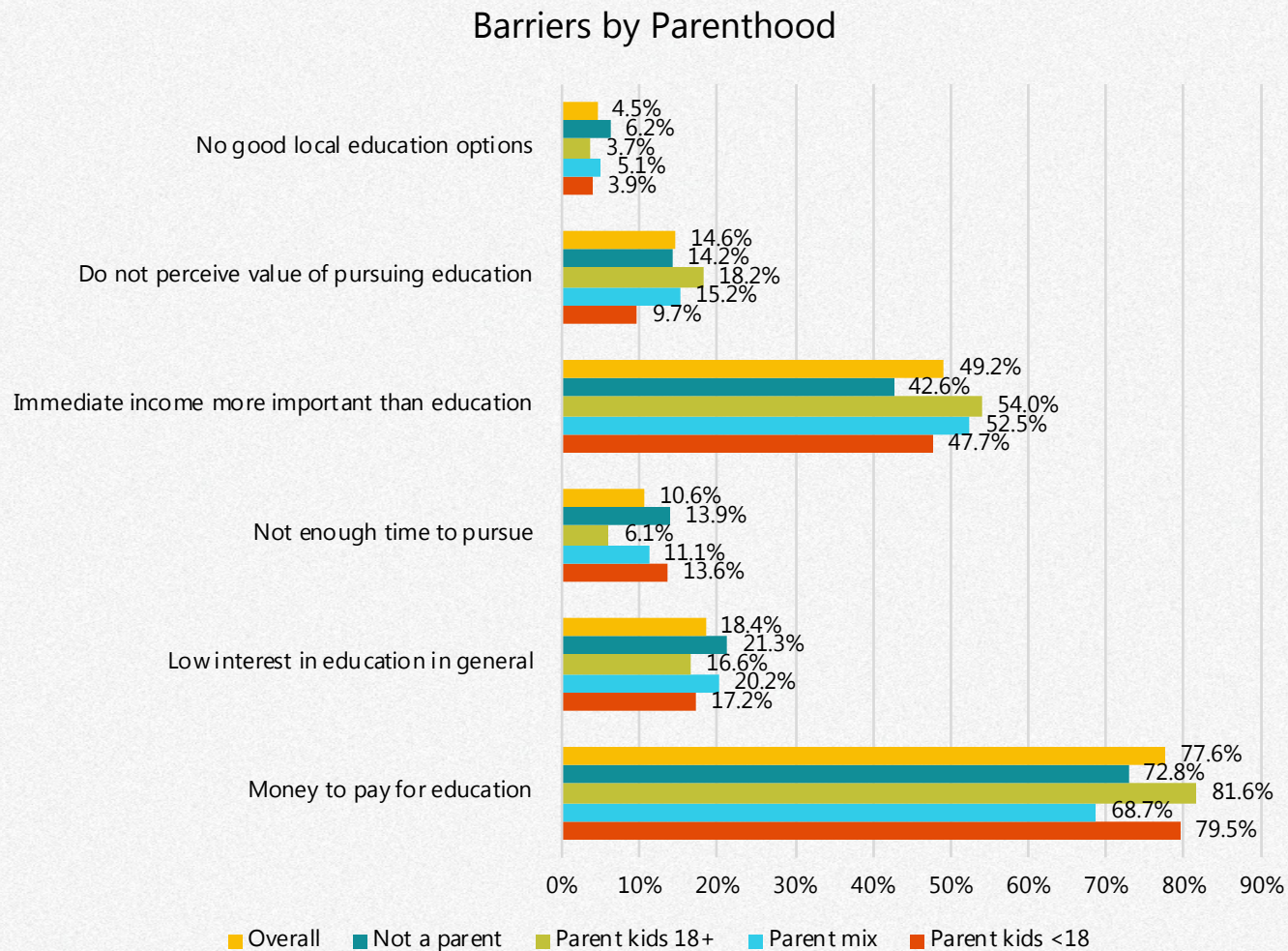


Barriers to educational pursuit

By Parenthood

Parents of adult children are significantly more likely than non-parents to cite immediate income as a barrier to educational pursuit

What barriers do you perceive that might be commonly preventing individuals in your community from seeking education after high school? Select up to two.

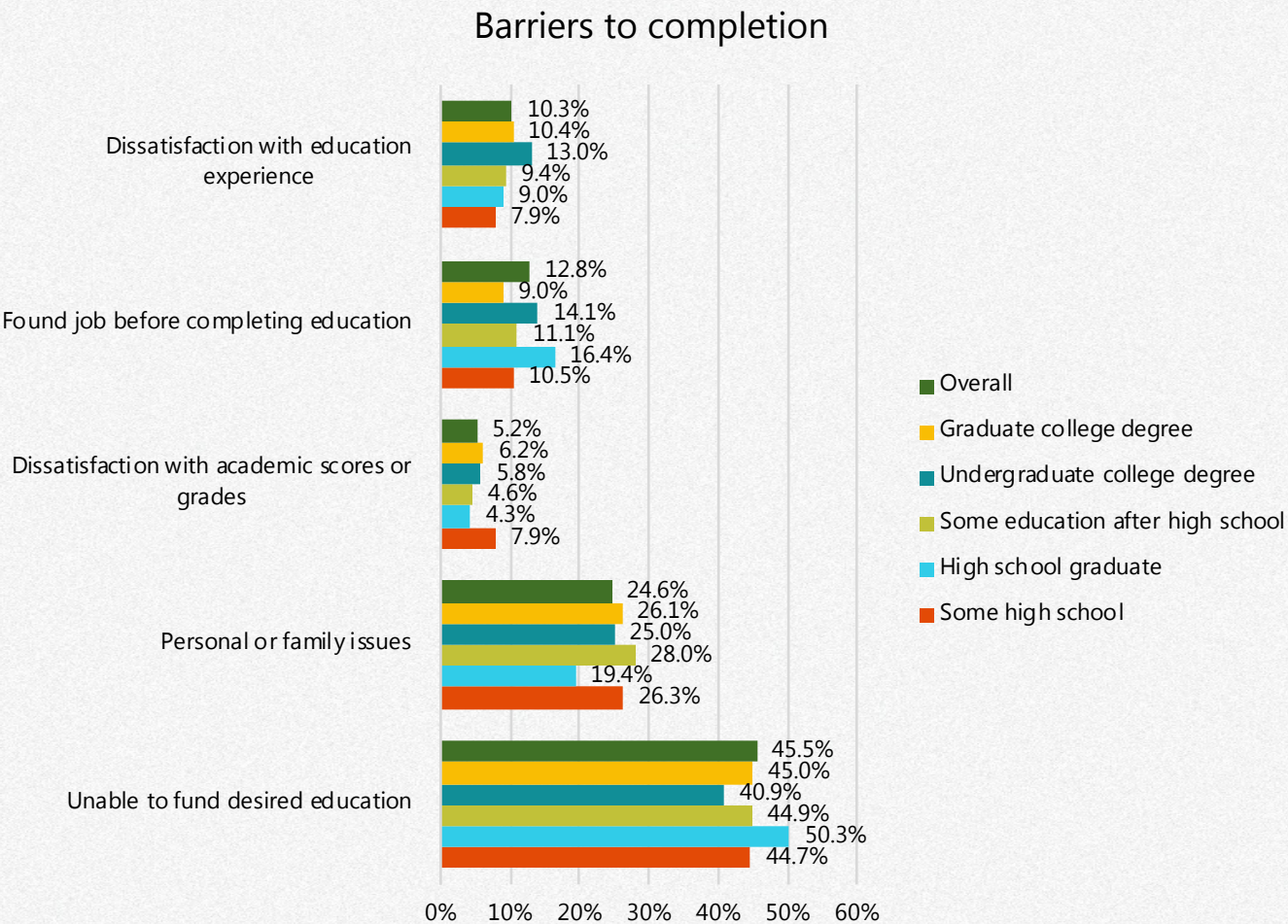


Barriers to completion

By Education

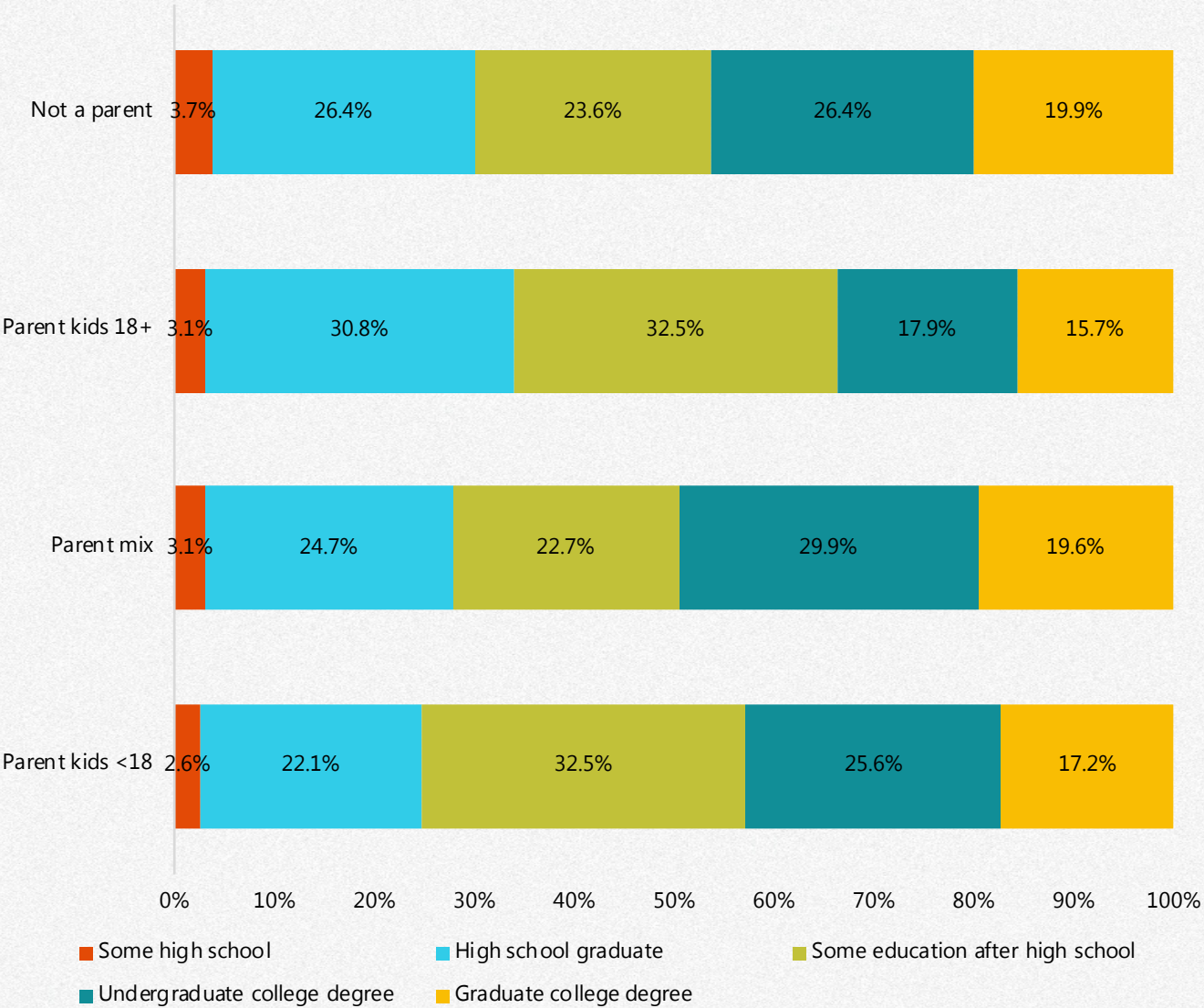
All respondents, but especially high school graduates, are sensitive to funding desired education. Note, too the lure of immediate income in being a reason among high school graduates to abandon their education plans.

Sometimes, a person may start an education after high school, but not finish. Which of the following might be true for such individuals in your community?



Parenthood x Education

For reporting purposes only.



Thank you.