Learn *to* Earn Dayton

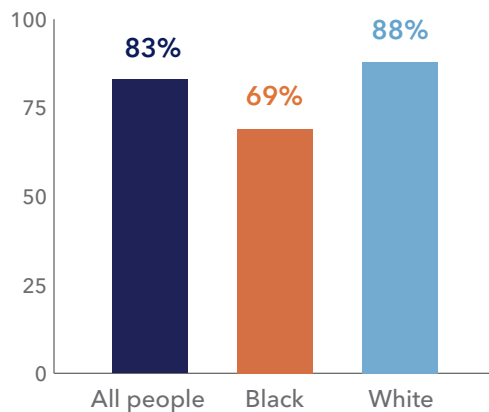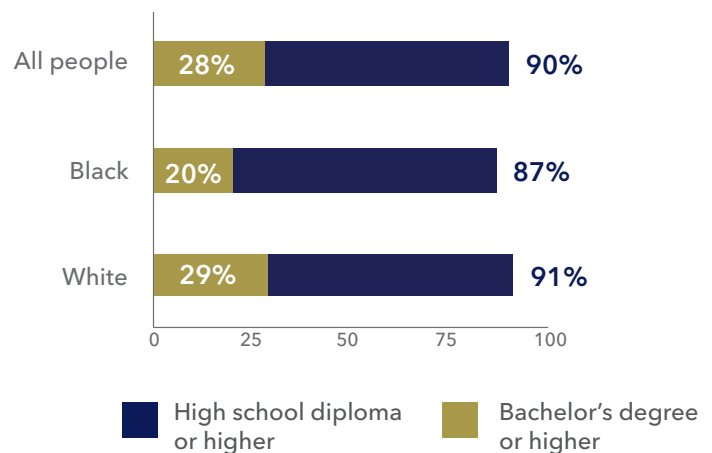Ready to Learn. Explore. Earn.

2019-20 Annual Report

OPPORTUNITY IN MONTGOMERY COUNTY
Talent is everywhere. Opportunity is not.
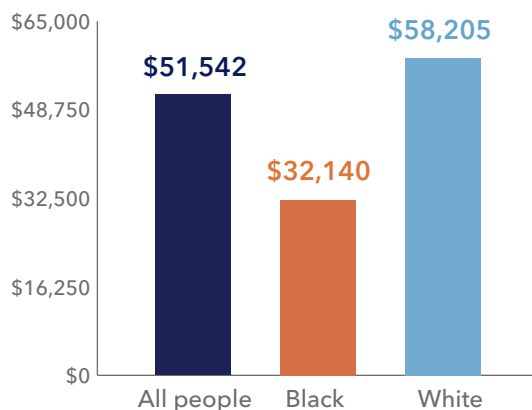
Opportunity in Montgomery County by the numbers
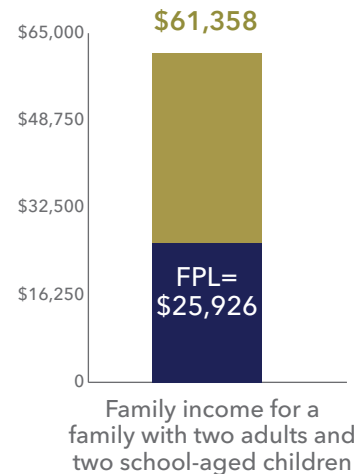
Percent living above the poverty line*

- All people: 83%
- Black: 69%
- White: 88%

Educational attainment by race*

	High school diploma or higher	Bachelor's degree or higher
All people	90%	28%
Black	87%	20%
White	91%	29%

■ High school diploma or higher   ■ Bachelor's degree or higher

Median household income*

- All people: $51,542
- Black: $32,140
- White: $58,205

The Self-Sufficiency Standard and federal poverty line**

- $61,358
- FPL= $25,926

Family income for a family with two adults and two school-aged children

Source: U.S. Census Bureau, 2015-2019 American Community Survey 5-Year Estimates.
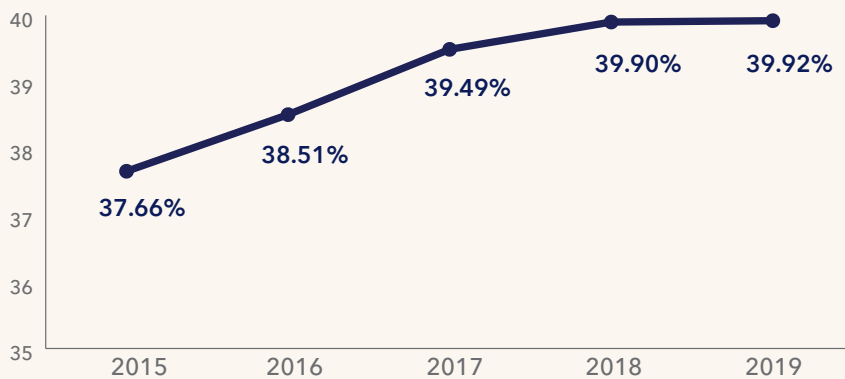
**Source: U.S. Census Bureau (2019); University of Washington Center for Women's Welfare (2020).*

Our big goal

Ohio needs to add nearly 1 million people with high-value credentials and postsecondary degrees to compete for well-paying jobs in today's global economy. It's in that context that Montgomery County set its goal that **by 2025, 60% of its working-age adults will have a college degree or high-quality postsecondary credential.**

Progress towards our goal

Montgomery County residents ages 25-64 with at least an associate degree

- 2015: 37.66%
- 2016: 38.51%
- 2017: 39.49%
- 2018: 39.90%
- 2019: 39.92%

Source: Lumina Foundation.

Note: Lumina Foundation estimates that up to 10% of Montgomery County residents ages 26-64 have workforce-relevant certificates or certifications.

Together, we can build a community where every student thrives by:

1. Aligning partners around community goals;

2. Analyzing data to identify best practices and spreading what works across Montgomery County; and

3. Acting for equity by shifting mindsets, practices, and systems to close opportunity gaps.

MEASURING WHAT MATTERS

Learn to Earn Dayton measures students' progress across six key indicators reflecting critical milestones in their educational journey. These six cradle-to-career indicators allow the adults in the system to align and focus action to address the greatest opportunities for our students.

Our community's 2025 goals for children's success

Birth–Age 5

Ready to learn when entering kindergarten

60% of students score "ready for kindergarten" on the Kindergarten Readiness Assessment

K-3rd Grade

Proficient in reading

100% of students score at or above the proficient level on the third-grade Ohio Reading Assessment

4-8th Grade

Proficient in mathematics

100% of students score at or above the proficient level on the eighth-grade Ohio Math Assessment

9-12th Grade

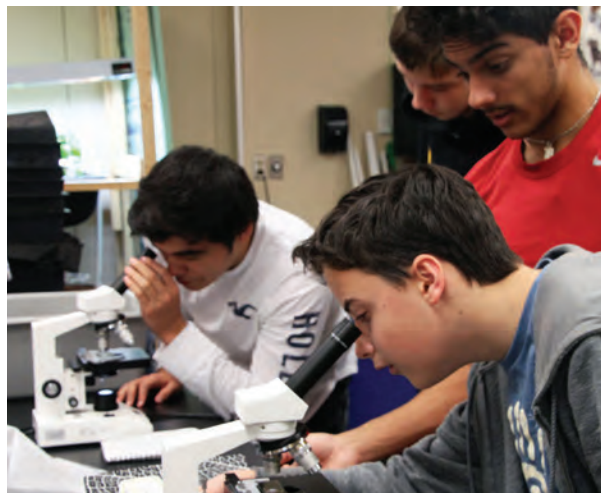**Ready to continue their education after high school**

85% of students graduate from high school in four years

Postsecondary Education

85% of students enroll in education after high school that leads to a valuable postsecondary credential or enlist in the military
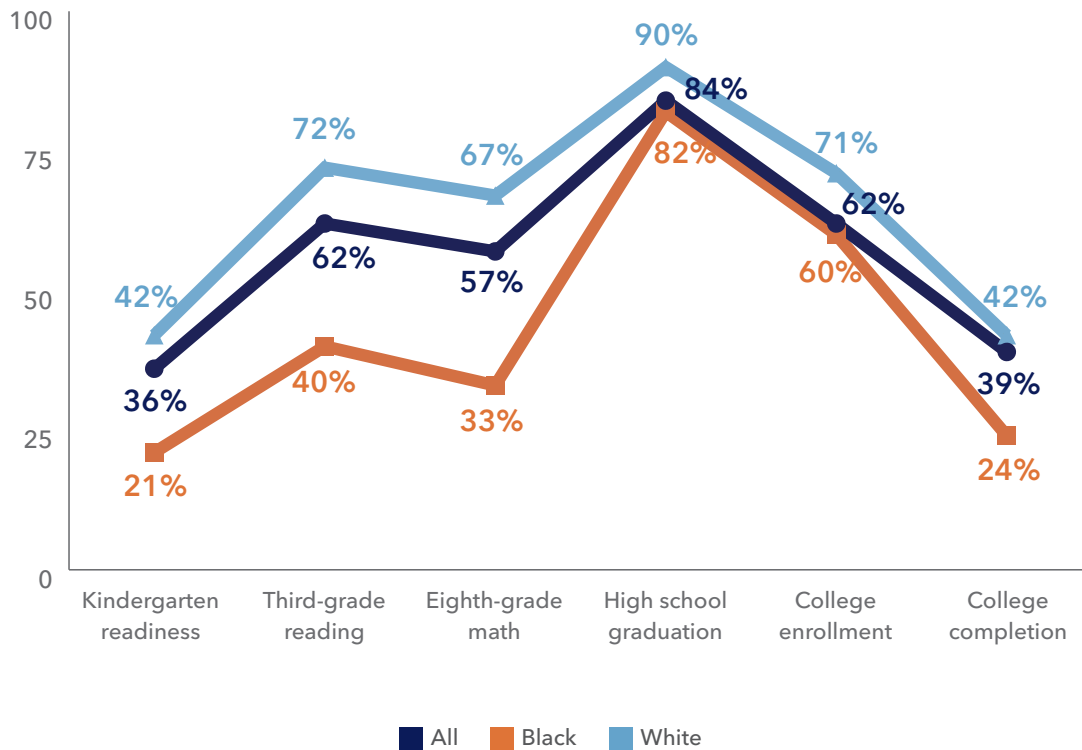
Career Readiness

50% of students graduate from college within six years of high school graduation and another 10% earn a credential certifying they have a skill

MEASURING SUCCESS FROM CRADLE-TO-CAREER

Everyone has a right to real opportunity. No matter where you come from, what you look like, or how much money your family has, everyone should have what they need to learn, grow, and thrive.

Outcomes across the cradle-to-career journey

Legend: All · Black · White

	Kindergarten readiness	Third-grade reading	Eighth-grade math	High school graduation	College enrollment	College completion
White	42%	72%	67%	90%	71%	42%
All	36%	62%	57%	84%	62%	39%
Black	21%	40%	33%	82%	60%	24%

Sources: Ohio Department of Education, National Student Clearinghouse.

KINDERGARTEN READINESS

2025 Goal: 60% of students score "ready for kindergarten" on the Kindergarten Readiness Assessment

Why it matters

Kindergarten readiness is closely linked to future academic achievement and life success. During their critical formative years, children begin to explore and discover the wider world around them. They learn language, understand that letters form words, and relate words to the things they see. Children develop fundamental skills and responses in early childhood that build strong foundations for reading, counting, and social interactions. Letter and number recognition, verbal skills and language complexity, empathy, and cooperation are examples of readiness skills that can prepare a child to succeed in kindergarten and beyond. In addition to the predictive value of kindergarten readiness, the Mayo Clinic notes, "Kindergarten marks the start of a child's formal education. A child's first school experiences can influence the way he or she relates to others for the rest of life."
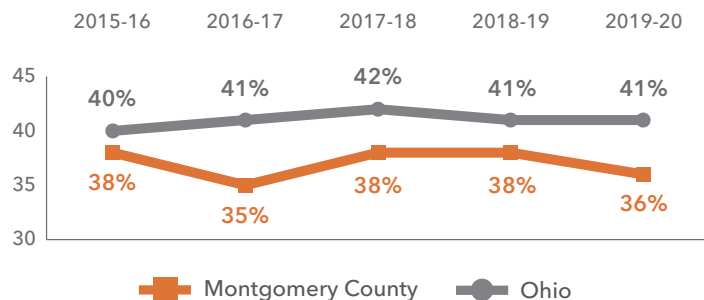
Children 'demonstrating readiness' for kindergarten

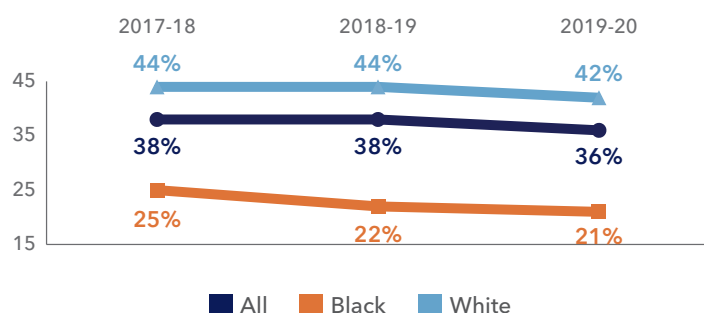|	2015–16	2016-17	2017-18	2018-19	2019-20
Brookville	53%	43%	52%	38%	46%
Centerville	40%	57%	56%	63%	56%
Dayton	21%	20%	26%	25%	21%
Huber Heights	42%	37%	46%	44%	45%
Jefferson Township	16%	3%	14%	15%	14%
Kettering	40%	41%	37%	33%	30%
Mad River	37%	35%	31%	32%	35%
Miamisburg	61%	57%	64%	53%	56%
New Lebanon	42%	32%	41%	38%	38%
Northmont	55%	40%	43%	42%	43%
Northridge	39%	31%	22%	26%	21%
Oakwood	54%	46%	64%	69%	69%
Trotwood-Madison	27%	17%	13%	11%	10%
Valley View	55%	55%	35%	41%	37%
Vandalia-Butler	48%	48%	49%	50%	53%
West Carrollton	28%	21%	25%	23%	24%

Source: Ohio Department of Education.

Note: The KRA is not norm-referenced, which makes it difficult to accurately compare one year's class of kindergartners to another. Analyzing results from small cohorts of children at the school district level or county level vs. statewide data inherently leads to inaccuracy.

Children 'demonstrating readiness' for kindergarten

	2015-16	2016-17	2017-18	2018-19	2019-20
Ohio	40%	41%	42%	41%	41%
Montgomery County	38%	35%	38%	38%	36%

Montgomery County   Ohio

Children 'demonstrating readiness' for kindergarten

	2017-18	2018-19	2019-20
White	44%	44%	42%
All	38%	38%	36%
Black	25%	22%	21%

All   Black   White

Source: Ohio Department of Education.

Note: 2017-18 is the first year for which racially disaggregated data is available.

Best Practice Spotlight: Home visiting

Learning begins at birth. Making the most of early learning moments can be the difference between a fragile beginning and a strong start at school.

During her pregnancy, Ja'Niesha Derrick's home visiting nurse met with her twice monthly to encourage her to keep her doctor's visits and explain each stage of her baby's development. They also talked a lot about what to expect at birth and when the baby came home.

"My home visitor was very nice, and we always set goals. That was my favorite part – setting goals," says Ms. Derrick.

Mister was born six weeks preterm, and once he and Ms. Derrick came home, home visiting became even more important. "I'm a first-time mom. A lot of this stuff is really new to me."

Home visitors serve 2,300 Montgomery County families and focus on healthy, planned pregnancies, reducing infant mortality, achieving developmental milestones, and providing access to early interventions.

Best Practice Spotlight: Preschool Promise

Learn to Earn works with Dayton-Montgomery County Preschool Promise to bring high-quality early learning experiences to nearly 2,000 four-year-olds in five Montgomery County school systems.

One Preschool Promise family is Tonya Whatley and her grandson Calell. Ms. Whatley said that when Calell turned four and became eligible to enroll in Preschool Promise, the tuition assistance was a godsend.

"Calell was beyond ready for kindergarten because of Preschool Promise,"
Ms. Whatley says. "All of his scores were off the chart."

He also learned social skills.

"Calell is a very social person. Preschool helped him identify boundaries."

Ms. Whatley also benefited from Preschool Promise's STAR Attendance initiative, which provides $25 monthly incentives for Dayton families whose children have a 90% or better monthly attendance rate.

"It helped me buy shoes and socks."

Today, Ms. Whatley works as a Preschool Promise parent ambassador. She says Calell, who's now in 2nd grade, still benefits from preschool.

"The reading techniques, the math skills, how to calm down — they're all tools he learned in preschool."

THIRD-GRADE READING

2025 Goal: 100% of students score at or above the proficient level on the third-grade Ohio Reading Assessment

Why it matters

Reading at grade level is one of the strongest predictors of later success in school. Students at or above grade-level reading in earlier grades graduate from high school and attend college at higher rates than peers reading below grade level. One longitudinal study found that students who do not read at grade level by third grade are four times more likely to drop out of high school than proficient readers. Literacy across the cradle-to-career continuum is critical to a child's academic success. Early grade reading is a particularly crucial milestone, as basic reading skills are being reached and measured. Though state indicators for grade-level reading vary, data show that disparities in literacy during the early grades are linked to persistent achievement gaps. If children are behind by third grade, they generally stay behind throughout school. In the early grades, children begin to transition from learning to read to reading to learn. At these grade levels, the reading curriculum becomes more complex in both meaning and vocabulary.

Children who read proficiently in third grade

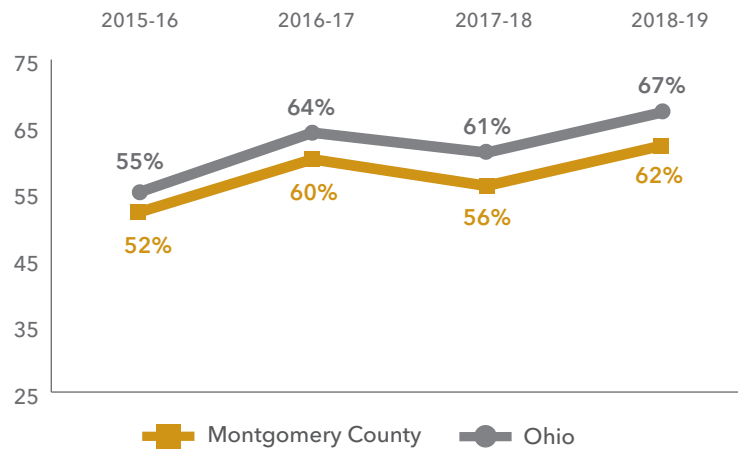|	2015–16	2016-17	2017-18	2018-19
Brookville	71%	71%	81%	88%
Centerville	71%	77%	77%	77%
Dayton	27%	35%	32%	38%
Huber Heights	51%	60%	55%	63%
Jefferson Township	86%	53%	86%	33%
Kettering	68%	80%	77%	81%
Mad River	55%	62%	64%	68%
Miamisburg	64%	69%	64%	64%
New Lebanon	83%	71%	63%	76%
Northmont	70%	72%	69%	77%
Northridge	41%	39%	42%	52%
Oakwood	88%	94%	91%	94%
Trotwood-Madison	25%	49%	41%	61%
Valley View	57%	72%	70%	75%
Vandalia-Butler	56%	69%	63%	72%
West Carrollton	47%	58%	56%	64%

Source: Ohio Department of Education.

Note: Ohio adopted a new, more rigorous reading proficiency test in 2015-16. Ohio's Third Grade Reading Guarantee became effective during the 2016-17 school year.
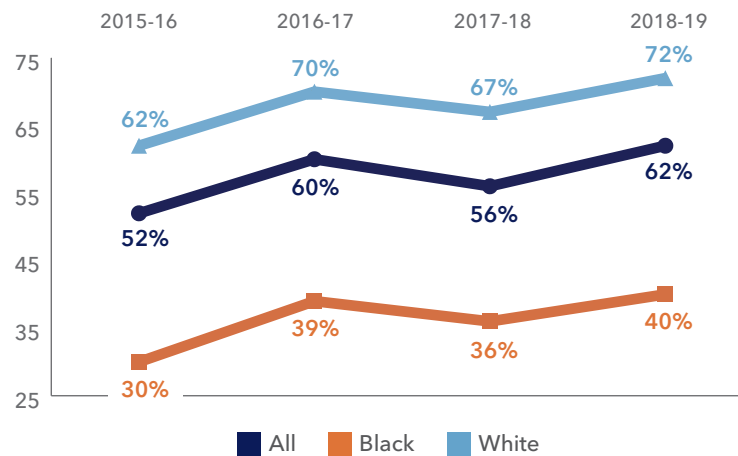
COVID-19's impact: The third-grade reading assessment was not administered during Spring 2020.

Children who read proficiently in third grade

	2015-16	2016-17	2017-18	2018-19
Montgomery County	52%	60%	56%	62%
Ohio	55%	64%	61%	67%

Children who read proficiently in third grade

	2015-16	2016-17	2017-18	2018-19
All	52%	60%	56%	62%
Black	30%	39%	36%	40%
White	62%	70%	67%	72%

Source: Ohio Department of Education.

Note: Ohio adopted a new, more rigorous reading proficiency test in 2015-16. Ohio's Third Grade Reading Guarantee became effective during the 2016-17 school year.

COVID-19's impact: The third-grade reading assessment was not administered during Spring 2020.

Attendance Matters

- Chronic absenteeism incorporates all absences – excused, unexcused, and exclusionary discipline — and focuses on the academic consequences of lost instructional time.

- Chronic absenteeism can contribute to weaker reading and math skills that persist into later grades.

- Students miss school for many understandable issues such as asthma or homelessness or unreliable transportation, for which a punitive response is not appropriate.

Best Practice Spotlight: Neighborhood Schools

Amber Shelvin, a single mother of three, can't imagine her life without the help she receives from Omega CDC, which provides wraparound services to families attending Dayton's Fairview Elementary School. Fairview is one of six Dayton Public Schools Neighborhood School Centers, where families and their children can receive support.

"My support system is Omega," Ms. Shelvin says. "My mentor has supported me through everything. She's like a big sister and is someone I can always go to. She never judges me."

Ms. Shelvin's children all participate in Omega's Scholars of H.O.P.E. summer and after-school program. H.O.P.E. stands for Healthy, Optimistic, Prepared and Educated and is open to Fairview Elementary and Edwin Joel Brown Middle School students. The program is part of Learn to Earn's Summer and Afterschool Collaborative, which increases funding for and improves program quality for out-of-school learning.

"My children were not great readers until they started in Scholars of H.O.P.E,"
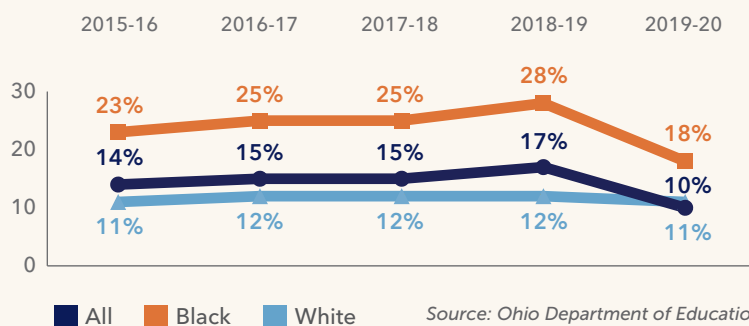*Ms. Shelvin says. "The staff do a lot of one-on-one teaching."*

Omega CDC offers wraparound services to Fairview's students and their families. This approach is possible thanks, in part, to a highly-competitive 21st Century Community Learning Centers grant secured with support from Learn to Earn.

Ms. Shelvin says her children especially like the field trips they've gone on thanks to Scholars of H.O.P.E. "The staff are pushing them to learn more and to go to college. Until she became a H.O.P.E. Scholar, my daughter didn't want to go to college. Now she says she wants to be in a sorority."

Ms. Shelvin says Ms. Nelson, her mentor whom she tells everything, "put in my mind that I can get through life."

- Schools address chronic absenteeism by working with families to share the importance of attendance and to address underlying problems that lead to absenteeism.

Chronically absent students

	2015-16	2016-17	2017-18	2018-19	2019-20
All	14%	15%	15%	17%	10%
Black	23%	25%	25%	28%	18%
White	11%	12%	12%	12%	11%

Source: Ohio Department of Education.

EIGHTH-GRADE MATH

2025 Goal: 100% of students score at or above the proficient level on the eighth-grade Ohio Math Assessment

Why it matters

Middle-grade math has become an important milestone for high school persistence, academic achievement, college attainment, and general preparedness for the workforce. There is a strong link between the mathematics curriculum and college enrollment. Middle-grade math, commonly considered to be Algebra I, is essential for success in high school math. Students completing algebra in eighth grade stay in the mathematics pipeline longer and attend college at higher rates than students who do not complete algebra in the eighth grade. Research indicates that students proficient in middle-grade math perform better in geometry, more advanced algebra, trigonometry, and calculus. Basic algebra has been referred to as the "gatekeeper subject" because of its correlation to college and career success. Taking algebra in middle school opens the gateway to completing advanced mathematics courses in high school, which, in turn, is highly valued for admission to many four-year colleges and universities. Students who leave high school without adequate mathematics preparation and skills require postsecondary remediation coursework later on.
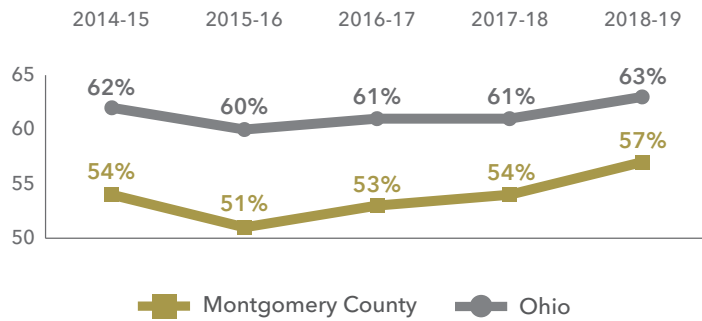
Students who are proficient in eighth-grade math

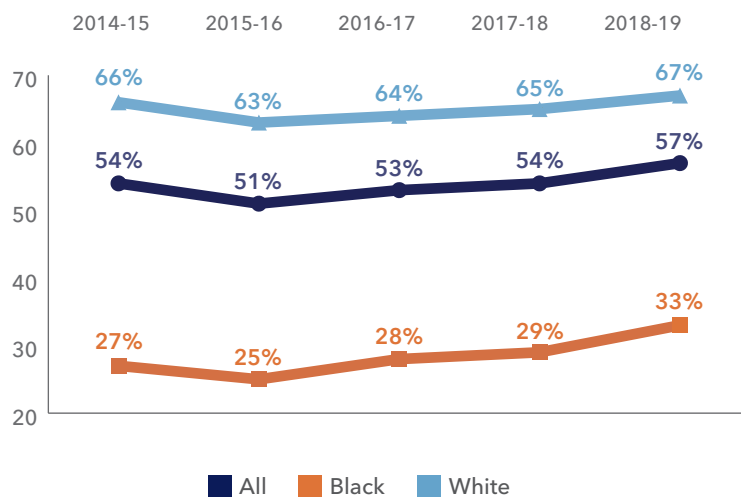|	2014–15	2015-16	2016-17	2017-18	2018-19
Brookville	90%	85%	95%	92%	86%
Centerville	82%	81%	83%	83%	85%
Dayton	25%	26%	24%	25%	31%
Huber Heights	43%	31%	38%	41%	42%
Jefferson Township	32%	13%	11%	5%	27%
Kettering	78%	77%	74%	76%	80%
Mad River	57%	35%	30%	47%	66%
Miamisburg	62%	69%	67%	67%	68%
New Lebanon	62%	49%	60%	65%	65%
Northmont	70%	65%	70%	69%	67%
Northridge	34%	39%	40%	35%	22%
Oakwood	97%	96%	93%	91%	89%
Trotwood-Madison	31%	9%	13%	19%	35%
Valley View	75%	76%	69%	71%	69%
Vandalia-Butler	69%	51%	53%	54%	67%
West Carrollton	37%	36%	31%	35%	46%

Source: Ohio Department of Education.

Note: Ohio adopted a new math assessment for the 2015-16 school year. All percentages have been adjusted to reflect that some students did not take the eighth-grade math proficiency test because they were enrolled in Algebra I and thus, by definition, proficient in eighth-grade math.

COVID-19's impact: The eighth-grade math assessment was not administered during Spring 2020.
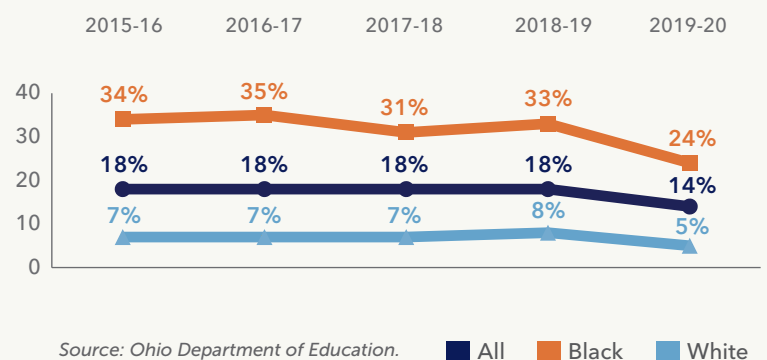
Students who are proficient in eighth-grade math

	2014-15	2015-16	2016-17	2017-18	2018-19
Ohio	62%	60%	61%	61%	63%
Montgomery County	54%	51%	53%	54%	57%

Legend: ■ Montgomery County ● Ohio

Students who are proficient in eighth-grade math

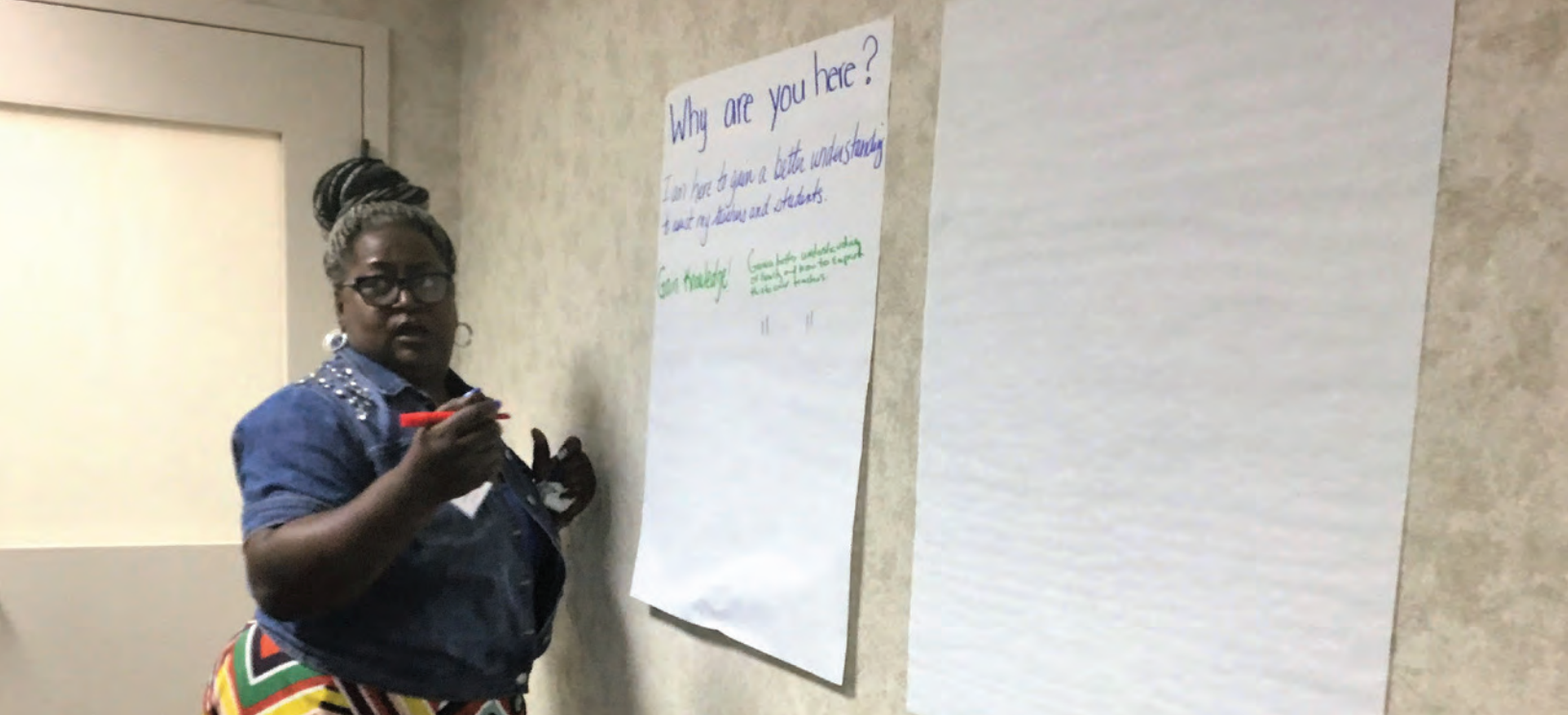|	2014-15	2015-16	2016-17	2017-18	2018-19
White	66%	63%	64%	65%	67%
All	54%	51%	53%	54%	57%
Black	27%	25%	28%	29%	33%

Legend: ■ All ■ Black ■ White

Exclusionary discipline reduces students' classroom time

- Students report that exclusionary discipline makes them feel undervalued, unwelcome, and misunderstood.

- Social Emotional Learning (SEL) drives down high rates of suspension, expulsion, class disruptions and chronic absenteeism and improves school safety.

- Beginning in the 2020-21 school year, out-of-school suspensions and expulsions for students in grades pre-K through three are reserved for offenses where a child threatens the safety and well-being of other students or staff.

Students excluded from the classroom due to suspension

	2015-16	2016-17	2017-18	2018-19	2019-20
Black	34%	35%	31%	33%	24%
All	18%	18%	18%	18%	14%
White	7%	7%	7%	8%	5%

Source: Ohio Department of Education.

Legend: ■ All ■ Black ■ White

Best Practice Spotlight: Equity Fellows

Equity Fellows is a three-year program that equips educators with knowledge and practical tools to improves results across the six cradle-to-career outcomes. School-based teams take ownership of data, mindset changes, and adoption of best practices that positively impact equity and work to close disparities related to attendance and discipline, particularly for Black students and students experiencing poverty.

The Northmont Middle School Equity Fellows team put their finger on a problem. Black students were underrepresented in Algebra I in eighth grade. Though Black students made up more than 20% of eighth-graders, just under 10% were taking Algebra I.

In response to the finding, Kristy Geiger, a curriculum specialist, took on the responsibility of deciding which students would be assigned to an advanced math track, starting in seventh grade. Unlike teachers, she didn't know the students or their demographic characteristics, and she based each student's placement on several years of test scores and grades.

The goal was to eliminate implicit bias, however unintentional. When teachers were making the placements, their recommendations were partially based on subjective evaluations, including considerations like student attitude.

"I don't know the kids at all," said Mrs. Geiger. "We make the placement recommendation strictly by the data. We explain our process to students and families and let them choose if they'd like to be in the more demanding class." Students who aren't selected also can opt-in.

To ensure students succeed in the more challenging math class, teachers invited high school students, particularly athletes, to mentor and tutor those who needed help. Because of this policy change, Northmont created two additional seventh-grade advanced math classes, impacting 50 students. As a result, Northmont educators anticipate increased enrollment in Algebra I.

Best Practice Spotlight:
Closing the Digital Divide

Yvette Clayburn wasn't sure how she would keep her son, who attends Trotwood-Madison High School, and her daughter, who is in middle school, learning at home when schools were closed because of COVID-19. Data shows that they were just two of 3,800 Montgomery County students who did not have computers or access to the internet at home.

Thanks to $300,000 in generous funding from area philanthropic organizations and support from Learn to Earn and the Montgomery County Educational Service Center, both students got Chromebooks to use for remote learning.

In total, 900 students from Dayton Public Schools, Jefferson Township Local Schools, Northridge Local Schools, and Trotwood-Madison City Schools received Chromebooks.

"'I've liked having them home (during the pandemic) using their Chromebooks," says Ms. Clayburn. "I want to keep them safe. You have children in different grades in different schools. Giving out the devices (to each student) was a great idea."

When the pandemic began, Ms. Clayburn was just getting back on her feet after becoming homeless when the 2019 Dayton-area tornadoes destroyed her family's home. As a single parent whose health issues prevent her from working, she says she would not have been able to buy laptops or tablets for her son and daughter.

"I don't know what I would have done. I would have tried to find help, but that's something I couldn't have afforded. A lot of families became unemployed because of COVID, but we still wanted our children to get their education."

HIGH SCHOOL GRADUATION

2025 Goal: 85% of students graduate from high school in four years

Why it matters

High school graduation is associated with higher earnings, college attendance and graduation, and other personal and social welfare measures. As education after high school increasingly becomes a necessity for upward mobility, graduating more students from high school is critical. High school graduation is not only a precursor to postsecondary enrollment; it is also a significant determinant of earnings throughout adulthood. Educational attainment, especially high school graduation, has been shown to predict health, mortality, teen childbearing, marital outcomes, and crime. Increasing the educational attainment of one generation improves the next generation's academic and social outcomes.
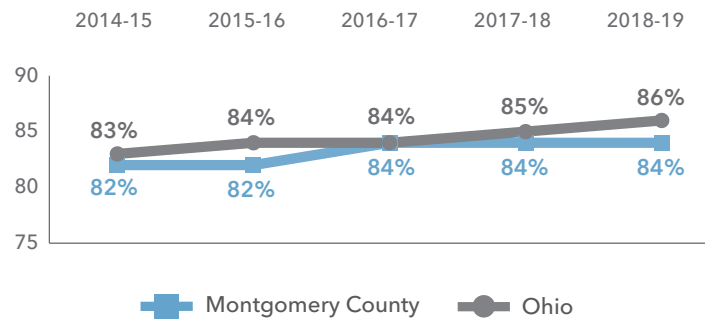
Students who graduate from high school within four years

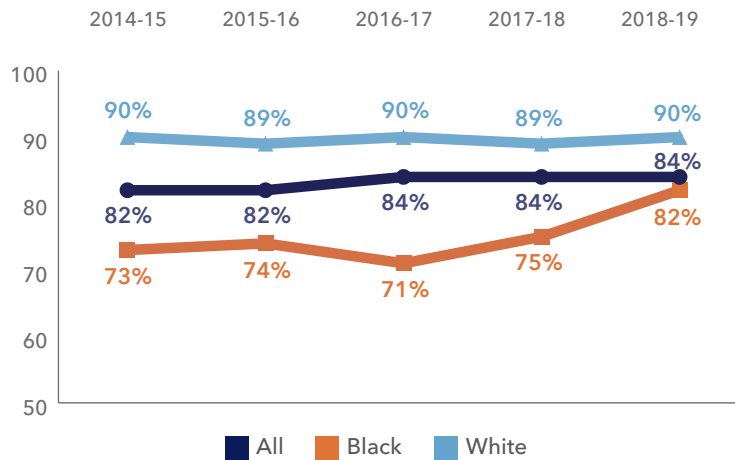|	2014–15	2015-16	2016-17	2017-18	2018-19
Brookville	98%	94%	95%	93%	93%
Centerville	95%	95%	96%	95%	96%
Dayton	75%	73%	70%	74%	72%
Huber Heights	85%	87%	85%	88%	89%
Jefferson Township	77%	82%	77%	90%	90%
Kettering	93%	93%	94%	95%	91%
Mad River	82%	81%	82%	81%	81%
Miamisburg	96%	94%	97%	96%	93%
New Lebanon	90%	88%	95%	95%	90%
Northmont	96%	97%	96%	94%	95%
Northridge	78%	88%	84%	83%	90%
Oakwood	98%	99%	96%	97%	97%
Trotwood-Madison	78%	88%	84%	91%	86%
Valley View	94%	96%	96%	97%	94%
Vandalia-Butler	98%	92%	95%	93%	96%
West Carrollton	89%	89%	90%	86%	85%

Source: Ohio Department of Education.

COVID-19's impact: During a typical school year, March to May is a critical time for interventions with students at risk of not graduating. COVID-19 sidelined those interventions. Ohio's legislature extended the graduation deadline until September 30, and Class of 2020 data were not available in time for publication.

Students who graduate from high school within four years

	2014-15	2015-16	2016-17	2017-18	2018-19
Montgomery County	82%	82%	84%	84%	84%
Ohio	83%	84%	84%	85%	86%

● Montgomery County ● Ohio

Students who graduate from high school within four years

	2014-15	2015-16	2016-17	2017-18	2018-19
All	82%	82%	84%	84%	84%
Black	73%	74%	71%	75%	82%
White	90%	89%	90%	89%	90%

■ All ■ Black ■ White

Best Practice Spotlight: College Credit Plus

When Deontae Brown graduated from Wayne High School in 2020, he also received an associate degree from Sinclair Community College. Thanks to Ohio's free College Credit Plus program, Mr. Brown was able to earn high school and college credits simultaneously.

More than 3,500 Montgomery County students earned college credit through the program in the 2019-20 school year. Students who participate in dual enrollment programs are more likely to earn a high school diploma, enroll full-time in college immediately after high school, and persist to a second semester.

"I'm thinking about going into international law or diplomacy," says the 19-year-old whose 62 College Credit Plus hours allowed him to start as a junior at Ohio University, where he is double majoring. "I want to combine the cultural aspects of anthropology and political science."

Mr. Brown realized just how much of a jump start he had gotten through College Credit Plus when he received an automated email within months of being on campus, asking which semester he planned to graduate. Invited to join the select Honors Tutorial College at OU, Mr. Brown is on a full-tuition scholarship.

Over the four years he took classes at Sinclair during high school, Mr. Brown earned all As except in two courses. "The Emergency Medical Technician class was one of the hardest I've ever taken," says Mr. Brown, whose younger brother Deandre is also leveraging College Credit Plus.

Mr. Brown says his high school classes prepared him well. "I was able to learn and easily focus in a college setting."

Even though he split his time between Wayne and Sinclair's campus, Mr. Brown says he didn't miss out on high school experiences. "I got my social and friend time by participating in track at Wayne. And I made friends at Sinclair as well."

POSTSECONDARY ENROLLMENT

2025 Goal: 85% of students enroll in education after high school that leads to a valuable postsecondary credential or enlist in the military

Why it matters

Two-thirds of jobs require a credential beyond high school. Research shows students who delay enrollment are 64% less likely than their "on-time" peers to complete a bachelor's degree and 18% less likely to complete any college credential. As students begin to understand the impact of postsecondary education on their future plans, it is critical to ensure their access to postsecondary options and financial aid information.

However, students of color, students from low-income backgrounds, and those who are the first in their family to attend college experience disproportionately lower rates of postsecondary success.

Fortunately, this inequitable outcome isn't inevitable. When students receive specialized early awareness information, pre-college advising on admissions and financial aid, and mentoring, college entrance and completion rates rise dramatically.

In our work, "college" includes technical and academic degrees and certificates and valuable industry-recognized credentials.

Students who enroll in college anytime within two years of high school graduation

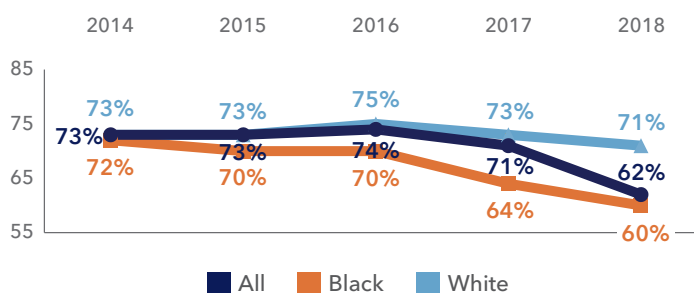*Source: National Student Clearinghouse.*

COVID-19's impact: Emerging evidence indicates that the pandemic considerably impacted immediate college enrollments, especially for low-income students, and particularly their access to public colleges.

	Class of 2014	Class of 2015	Class of 2016	Class of 2017	Class of 2018
Brookville	75%	76%	84%	77%	78%
Centerville	87%	90%	87%	88%	86%
Dayton	69%	65%	62%	62%	55%
Huber Heights	71%	69%	71%	66%	68%
Jefferson Township	64%	62%	52%	23%	48%
Kettering	71%	71%	73%	69%	68%
Mad River	60%	63%	61%	63%	64%
Miamisburg	74%	74%	72%	73%	73%
New Lebanon	59%	63%	65%	57%	53%
Northmont	74%	74%	78%	75%	69%
Northridge	45%	42%	52%	44%	32%
Oakwood	87%	90%	94%	95%	93%
Trotwood-Madison	70%	72%	78%	60%	62%
Valley View	69%	70%	73%	74%	67%
Vandalia-Butler	77%	86%	77%	77%	74%
West Carrollton	72%	67%	71%	59%	64%

Students who enroll in college anytime within two years of high school graduation

Source: National Student Clearinghouse.

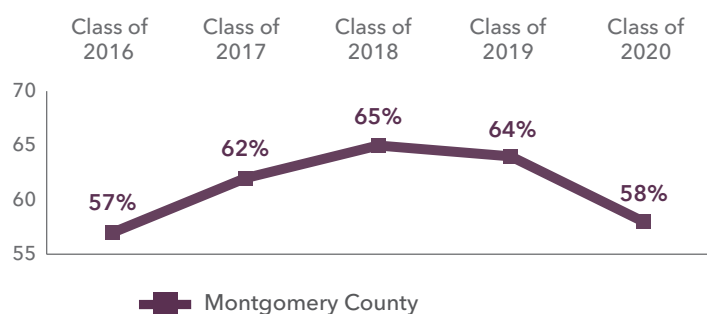*Note: Statewide data is not available.*

	2014	2015	2016	2017	2018
All	73%	73%	74%	71%	62%
Black	72%	70%	70%	64%	60%
White	73%	73%	75%	73%	71%

12th grade students who complete the FAFSA

	Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020
Brookville	96%	95%	80%	81%	96%
Centerville	54%	60%	62%	63%	60%
Dayton	44%	49%	57%	59%	50%
Huber Heights	59%	65%	66%	63%	50%
Jefferson Township	52%	32%	78%	24%	36%
Kettering	45%	47%	54%	59%	49%
Mad River	23%	50%	41%	47%	33%
Miamisburg	59%	73%	72%	71%	57%
New Lebanon	70%	70%	69%	72%	65%
Northmont	73%	67%	74%	74%	68%
Northridge	45%	56%	33%	47%	45%
Oakwood	59%	69%	70%	72%	79%
Trotwood-Madison	40%	59%	68%	71%	66%
Valley View	59%	75%	80%	86%	70%
Vandalia-Butler	63%	71%	70%	74%	75%
West Carrollton	71%	53%	66%	62%	74%

Source: United States Department of Education; Ohio Department of Education.

Note: Statewide data and data disaggregated by race are not available.

12th grade students who complete the FAFSA

FAFSA Fast Facts

- Nationally, 9 out of 10 students who complete the FAFSA attend college the following fall.
- All families seeking federal or state financial aid – including grants, loans and work-study programs – must complete the FAFSA.
- Many colleges require the FAFSA for both merit and need-based scholarships.
- Students should file their FAFSA during their senior year of high school and renew it for each year of college.
- Students can use Pell Grant aid for both technical and academic programs.

Best Practice Spotlight: FAFSA Completion

When she graduates from Wright State University, Sierra Alshinnawi wants to be a nurse at The Ohio State University Wexner Medical Center, where her grandfather was treated for cancer.

The 2020 Brookville High School graduate, whose mother died when she was 16, can afford college because her school counselor made sure she filled out the Free Application for Federal Student Aid (FASFA).

Students and their families must complete the FAFSA to access Pell Grants, scholarships, work-study jobs, and federal student loans, which can be used to pay for technical and academic coursework after high school. Students complete the FAFSA during their senior year of high school and renew it each year.

"Without Mrs. Duckro, I wouldn't have been able to navigate the paperwork." says Ms. Alshinnawi. "The questions are pretty straightforward, but I had a legal guardian and independent student status, making my application more complicated."

Because she completed the FAFSA, Ms. Alshinnawi receives a Pell Grant and a Wright State Valedictorian Scholarship. "I just pay a little for my books."

Anna Duckro, the school counselor at Brookville High School, says that Sinclair Community College has helped her boost FAFSA completion.

"Every year Sinclair sends out an adviser who shares the full picture of financial aid with students and families. Immediately after that meeting, we have our open FAFSA lab where students can get hands-on help", says Mrs. Duckro.

"If students are the first in their family to go to college, filling out the FAFSA can be scary. When they hear from colleges, students are really excited to show me their financial aid award letter. They always say, 'I had no idea I could get this much help.'"

POSTSECONDARY ATTAINMENT

Goal: 50% of high school graduates will receive a two- or four-year degree within six years, and another 10% will earn a credential certifying that they have a skill

Why it matters

Postsecondary degrees and credentials unlock higher wages and more economic security.

According to the Georgetown Center on Education and the Workforce, students who earn bachelor's degrees earn $800,000 more over their lifetimes than those with just some college. Those with an associate's earn $200,000 more than those with some college but no degree.

Before and during the COVID-19 pandemic, adults with a college degree are significantly more likely to be employed than those who receive less education, reports the Bureau of Labor Statistics.

Increasing postsecondary completion rates throughout the education pipeline and across an entire community takes cooperation from many sectors, including K-12 schools, higher education institutions, employers, community-based nonprofits, philanthropists, and government agencies.

Students graduating from college within 6 years

	Class of 2010 high school graduates completing a credential by 2016	Class of 2011 high school graduates completing a credential by 2017	Class of 2012 high school graduates completing a credential by 2018	Class of 2013 high school graduates completing a credential by 2019	Class of 2014 high school graduates completing a credential by 2020
Brookville	31%	47%	36%	38%	47%
Centerville	64%	64%	62%	63%	62%
Dayton	16%	17%	16%	20%	21%
Huber Heights	29%	31%	31%	31%	33%
Jefferson Township	21%	13%	19%	10%	20%
Kettering	34%	35%	37%	37%	36%
Mad River	27%	25%	23%	29%	23%
Miamisburg	34%	39%	41%	45%	40%
New Lebanon	25%	30%	32%	39%	26%
Northmont	40%	43%	40%	38%	41%
Northridge	13%	14%	13%	11%	12%
Oakwood	76%	73%	75%	73%	75%
Trotwood-Madison	32%	18%	16%	19%	18%
Valley View	33%	42%	33%	40%	45%
Vandalia-Butler	47%	44%	50%	46%	49%
West Carrollton	26%	22%	20%	26%	28%

Source: National Student Clearinghouse.

Students graduating from college within six years

Class of 2011 high school graduates completing a credential by 2017	Class of 2012 high school graduates completing a credential by 2018	Class of 2013 high school graduates completing a credential by 2019	Class of 2014 high school graduates completing a credential by 2020

White: 42%, 41%, 44%, 42%

All: 37%, 36%, 38%, 39%

Black: 20%, 19%, 21%, 24%

Legend: All, Black, White

Source: National Student Clearinghouse.

Note: Statewide data are not available.

COVID-19's impact: Colleges moved to online-only learning during the Spring 2020 semester, which prevented some students from having their basic educational needs met. Many students anticipate it will now take them longer to complete a degree or credential.

Best Practice Spotlight: Montgomery County Ohio College Promise

Bobbi Carnes' path to college started when she was in 8th grade and was selected to participate in the Montgomery County College Promise.

Begun in 2010 by The Dayton Foundation, the Montgomery County College Promise assists 500 young people who would struggle to afford college. They receive the "promise" of significant scholarships at a partner university. To ensure students stay on track in school, they meet with a mentor weekly.

A 2020 graduate of Kettering's Fairmont High School, Ms. Carnes attends the University of Dayton and is studying to become a nurse anesthetist. A first-generation college student, she says her mentor, Barbara Campbell, has been an enduring influence. A retired school psychologist who worked for Huber Heights City Schools, Ms. Campbell took Ms. Carnes on college visits to The Ohio State University, Denison University, and UD.

"She made sure I did everything I needed to do to get to college," says Ms. Carnes. "She would get my report cards, and then we would talk about them. She made sure I did the FAFSA on time. But we also just talked about my life."

Ms. Carnes, whose father loved that his daughter had someone she could turn to, thought she wanted to attend Ohio State but was taken aback by its size.

When she and Ms. Campbell visited UD, "I told her this is where I want to go while I was on the campus tour."

Ms. Carnes and Ms. Campbell stay in touch, and Ms. Carnes appreciates the notes and cards Ms. Campbell continues to send.

"Barbara was there for me, and she really tried to get to know me."

Terms and definitions

Chronic absenteeism Missing 10% or more of the school year for any reason, including both excused and unexcused absences.

Educational attainment Highest level of education that an individual has completed.

Exclusionary discipline Any type of school disciplinary action that removes or excludes a student from his or her usual educational setting. Two of the most common exclusionary discipline practices at schools include suspension and expulsion.

Free Application for Federal Student Aid (FAFSA) Current and prospective college students complete the FAFSA to qualify for financial aid such as grants, loans, work-study jobs, and many scholarships.

Kindergarten Readiness Assessment (KRA) Ohio requires all incoming kindergartners to be assessed for their readiness to begin school. The KRA categorizes children into three bands: Demonstrating Readiness, Approaching Readiness, and Emerging Readiness. Kindergarten teachers assess children in four areas: social-emotional skills, language and literacy, math, and physical well-being and motor development.

Median household income Income of a householder and all other individuals 15 years old and over in the household, whether they are related to the householder or not. The median divides the income distribution into two equal parts: one-half of the cases falling below the median income and one-half above the median.

Poverty line The Census Bureau uses a set of money income thresholds that vary by family size and composition to determine who is in poverty. If a family's total income is less than the family's threshold, then that family and every individual in it is considered in poverty.
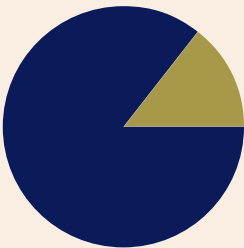
Self-Sufficiency Standard Amount of income necessary to meet basic needs (including taxes) without public subsidies (e.g., public housing, food stamps, Medicaid or child care) and without private/informal assistance (e.g., free babysitting by a relative or friend, food provided by churches or local food banks, or shared housing).

Social Emotional Learning (SEL) The process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
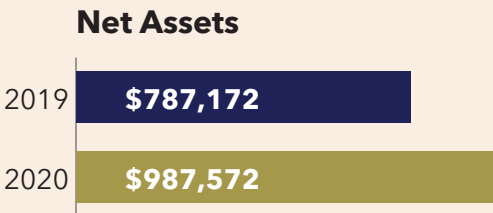
Third Grade Reading Guarantee Ohio's program to identify students from kindergarten through third grade who are behind in reading.

FINANCIALS

During 2019-20, we raised $2,000,165 to improve cradle-to-career outcomes

During 2019-20, we invested

$1,542,976 in program expenses

$256,789 in operating expenses

Net Assets

Year	Net Assets
2019	$787,172
2020	$987,572

THANK YOU TO OUR PARTNERS

National and Statewide Partnerships and Networks
Campaign for Grade-Level Reading
Complete to Compete Ohio Coalition
Ohio Mayor's Alliance
Lumina Foundation Talent Hubs
National League of Cities Early Learning Nation
National League of Cities Student Reengagement
Pathways for Prosperity Network
Pritzker Children's Initiative
StriveTogether
Together for Students
What Works Cities Economic Mobility Cohort

Montgomery County Public Schools
Brookville Local Schools
Centerville City Schools
Dayton Public Schools
Huber Heights City Schools
Jefferson Township Local Schools
Kettering City School District
Mad River Local Schools
Miamisburg City School District
Miami Valley Career Technology Center
Montgomery County Educational Service Center
New Lebanon Local Schools
Northmont City Schools
Northridge Local Schools
Oakwood City School District
Trotwood-Madison City Schools
Valley View Local Schools
Vandalia-Butler City Schools
West Carrollton City Schools

Birth to Three Collaborative
4C for Children
CareSource
Catholic Social Services
Dayton Children's Hospital
Dayton Regional Pathways HUB
Five Rivers Health Centers
Goodwill Easter Seals Miami Valley
Help Me Grow Brighter Futures
Miami Valley Child Development Centers, Inc.
Moms2B
Montgomery County Board of Developmental Disabilities
Montgomery County Commissioner Carolyn Rice

Public Health – Dayton & Montgomery County
Sunlight Village
Wesley Center

Early Learning Collaborative
4C for Children
CWCC, Inc.
Public Health – Dayton & Montgomery County
Dayton Christian Center
Dayton Metro Library
Dayton Public Schools
East End Community Services
Goodwill Easter Seals Miami Valley
Help Me Grow Brighter Futures
Miami Valley Child Development Centers, Inc.
Mini University
Miracle Makers at East End Community Services
Montgomery County
Montgomery County Educational Service Center
Omega Community Development Corporation
Preschool Promise
Southwest Ohio Association for the Education of Young Children
State Support Team 10
The Frank M. Tait Foundation
ThinkTV
United Way of Greater Dayton
University of Dayton
Wright State University

Equity Fellows Participants
Dayton Early College Academy
Dayton Metro Library
Dayton Public Schools
Kettering City Schools
Montgomery County Educational Service Center
Northmont City Schools
Sinclair Community College
Trotwood-Madison City Schools

Lumina Talent Hub
Central State University
Dayton Public Schools
Sinclair Community College
University of Dayton
Wilberforce University
Wright State University

Summer and Afterschool Collaborative Partners

Adventure Central
Big Brothers Big Sisters of the Greater Miami Valley
Boys & Girls Club of Dayton
Dakota Center
Dayton Christian Center
Dayton Leadership Academy
East End Champions at East End Community Services
El Puente
Five Rivers MetroParks
Kids in New Directions
Miami Valley Leadership Foundation
Miracle Makers at East End Community Services
Montgomery County Educational Service Center
Omega Community Development Corporation
Parity, Inc.
Trotwood-Madison Early Learning Center
Trotwood-Madison Park Elementary School
Trotwood-Madison Westbrooke Village School
University of Dayton
Wesley Community Center
West Dayton Strong
Wright State University
YMCA at Cleveland School
YMCA at Horace Mann School
YMCA Childcare at Rivers Edge Elementary
YMCA Childcare St. Anthony's Church
YMCA Grace United Methodist Church
   (Early Childhood Education and School Age
   Learning Center)
YMCA School Age Enrichment Program
   at DECA Prep

Play on Purpose Collaborative

4C for Children
Boonshoft Museum of Discovery
City of Dayton
CityWide Development Corporation
The Conscious Connect
Dayton Metro Library
Downtown Dayton Partnership
Edgemont Neighborhood Association
Five Rivers MetroParks
Greater Dayton RTA
Montgomery County Commissioner Carolyn Rice
Omega Community Development Corporation
Preschool Promise
Southwest Ohio Association for the Education
   of Young Children
University of Dayton

Walnut Hill Neighborhood Association
Wright State University
Yellow Springs Science Castle

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