2021-2022
Annual Report

Remember the Why

Learn to Earn Dayton
Ready to Learn. Explore. Earn.

Reaching our Big Goal that 60% of working age adults in our region will have a college degree or high-quality credential requires the groundwork be laid early, creating conditions that enable children to be ready for school, engaged in learning throughout, and ready to enter the world of work equipped to succeed

Remember the Why

We have a big job in front of us: helping to strengthen educational systems that move our region toward equitable economic prosperity. And because it's such a big job, we can easily get overwhelmed by "What do we do?" or "How do we do it?", neglecting to reflect on "Why?"

Learn to Earn Dayton lives in the "Why" for the region. Why do some students fall behind when they have the talent to succeed? Why are qualified high school graduates settling for low-paying jobs when they have the aptitude and interest for high-wage careers? Why would businesses headquarter in other regions when Dayton's work ethic is so strong?

With this annual report, we pause to share successes and challenges of the past year and to shine a spotlight on the "Why" behind our mission. As a convener and collaborator, we bring nationally-proven best practices to our educational partners and we serve as an incubator for innovative programs that support our students. In this report, you'll see how we track each educational milestone along the cradle-to-career continuum and we partner to further support ongoing progress.

VISION:

All learners, and their families, in our region can thrive – regardless of race, gender, or zip code

Over the past year, Learn to Earn Dayton's board and staff have reflected internally and engaged community partners in thoughtful discussions about the "Why" of our work. This has resulted in a new strategic plan that reaffirms our commitment to reaching cradle-to-career milestone goals and incorporates a dedicated focus on two-generation solutions and place-based efforts.

While the Learn to Earn Dayton mission may be unique for our region, it is critical to acknowledge that the work happens in partnership. In these pages, we celebrate academic successes due to efforts at each school district, caring wrap-around programs offered by Preschool Promise, educational opportunities launched by out-of-school partners, new initiatives led by the Montgomery County Educational Service Center, and game-changing programs supported by elected officials. It is because of so many dedicated individuals and organizations that progress is possible.

MISSION:

Collaborate with cross-sector leaders to ensure all learners in the Dayton region have the resources and opportunities to earn a family-sustaining income

It is a big job we have ahead of us. Why do we do it? Because every child deserves to reach their potential. Because even though talent is everywhere, opportunity is not. Because every parent dreams of a better future for their child. And because we know you join us in dreaming of that stronger future, too.

Kippy Ungerleider
Chair, Board of Trustees

Stacy Wall Schweikhart
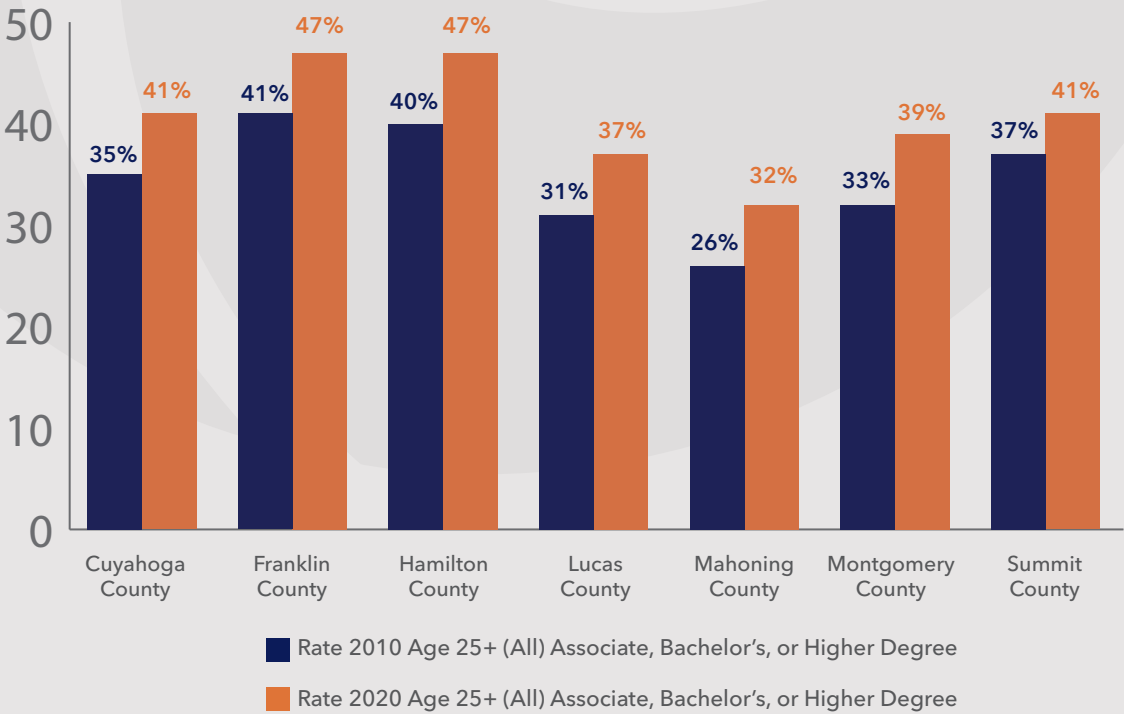CEO

Engaging the Community to Close Gaps

Montgomery County leaders recognized long ago that our region cannot thrive without an intentional focus on the educational journey of our children; Learn to Earn Dayton was established to lead that effort. To do so, we align with regional partners, schools, businesses, philanthropists, and community advocates.

Yet our most important partnership is centered on the students and their families, understanding their needs, elevating their voices, and working to overcome the barriers that keep some youth from reaching their potential. Together, we strive to foster an equitable environment where student success leads to career opportunity.

To create that positive environment where academic achievement is possible, we take seriously our responsibility to track progress toward goals. Annually, we look at data such as test scores, student attendance, and graduation rates, but we also consider how it correlates with environmental factors such as poverty, employment rates, parental educational attainment, race, gender, and zip code.

Success in this work is not a solitary venture. Building our region's educational capital requires strong partnerships, data-driven best practices, and an intentional focus on closing opportunity gaps. Thank you for joining us on the journey.

Bachelor's Degree Attainment by Race across Ohio's Urban Counties, 2015-2020

Legend:
- 2015 - Black alone - Bachelor's Degree or Higher (Age 18+)
- 2020 - Black alone - Bachelor's Degree or Higher (Age 18+)
- 2015 - Hispanic or Latino Origin - Bachelor's Degree or Higher (Age 18+)
- 2020 - Hispanic or Latino Origin - Bachelor's Degree or Higher (Age 18+)
- 2015 - White alone, not Hispanic or Latino - Bachelor's Degree or Higher (Age 18+)
- 2020 - White alone, not Hispanic or Latino - Bachelor's Degree or Higher (Age 18+)

This bar chart shows the growth or decline of educational attainment by race between 2015 and 2020. With 6 data points for each county, you can see the change from 2015-2020 among white, Hispanic, and Black adults in Ohio's seven urban counties.

Every urban county shows disparities between individuals based on race. During this time period, Montgomery County saw the largest increase of Black individuals attaining a bachelor's degree or higher, of Ohio's urban counties. Further, Montgomery County reported the second highest percentage of Black individuals with bachelor's or higher of all urban counties, second only to Franklin County.

Citation: U.S. Census Bureau

2010-2020 Ohio Urban Counties Educational Attainment Rates

Legend:
- Rate 2010 Age 25+ (All) Associate, Bachelor's, or Higher Degree
- Rate 2020 Age 25+ (All) Associate, Bachelor's, or Higher Degree
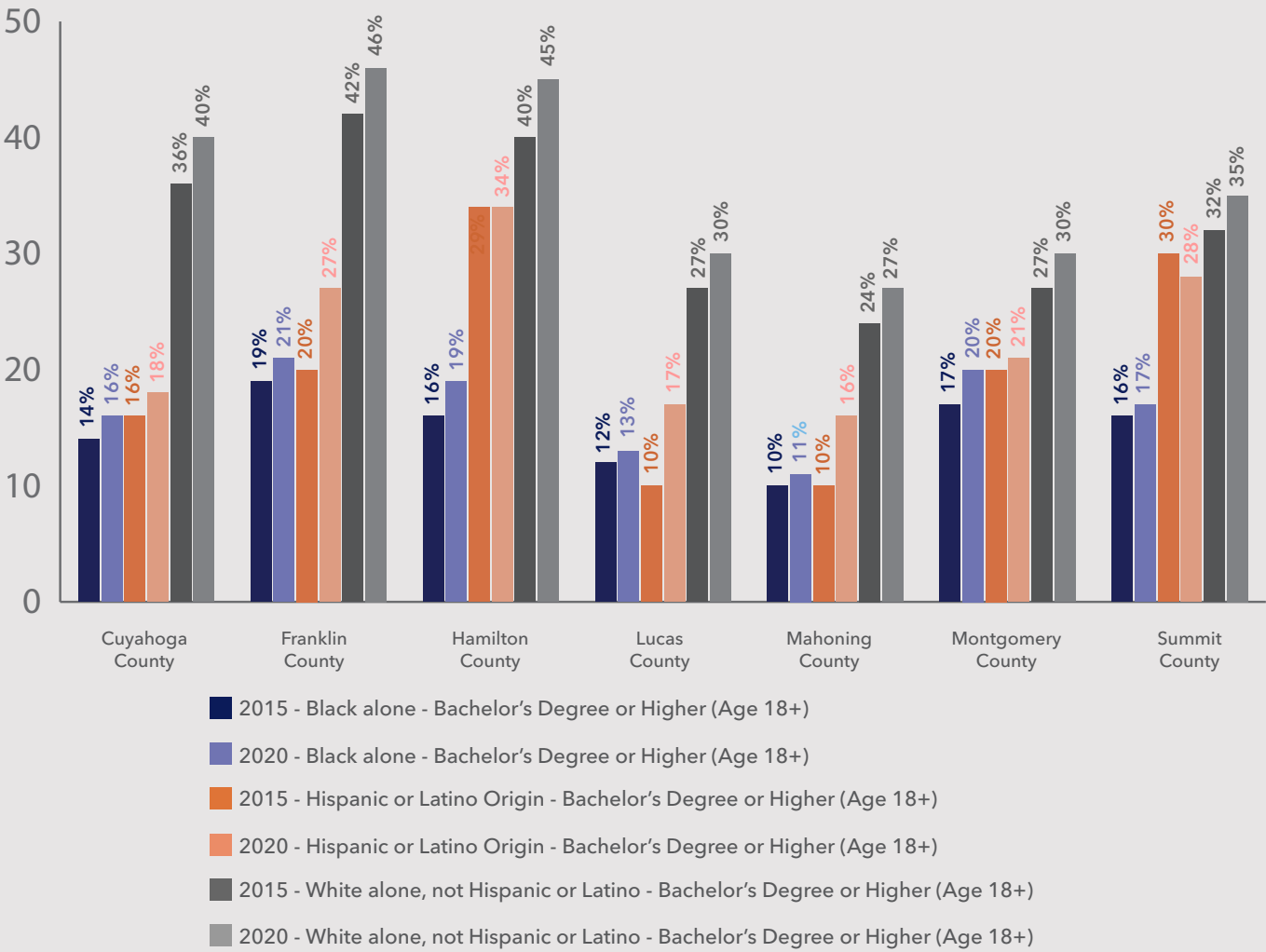
This chart demonstrates that Montgomery County ranks fifth out of the seven urban counties in Ohio in the percentage of individuals aged 25 or older that have attained either a bachelor's degree or associate degree in 2010 and 2020.

Citation: U.S. Census Bureau

Planning for Success

ONE Vision | Three Strategies | Six Measurable Milestones | Countless Collaborators

In 2021-2022, Learn to Earn Dayton's board and staff worked with The Bridgespan Group and community partners to thoughtfully consider our region's unique circumstances and the best approaches to reach our goal.

First, we explored our rich history and considered what had already been accomplished in partnership with valued organizations such as The Dayton Foundation, Montgomery County Educational Service Center, StriveTogether, Preschool Promise, the City of Dayton, Montgomery County, and all of our partner school districts. Then, we celebrated recent progress and examined the challenges yet to overcome. What emerged from the process was a living document that will inform annual priorities, provide accountability, and guide goal setting.

Cradle-to-career strategies remain the heart of this effort – taking thoughtful and strategic steps to advance progress on the continuum toward the goal of a more educated workforce.

But education doesn't happen in a vacuum, and the new strategic plan challenges Learn to Earn Dayton to deepen the commitment to equitable educational outcomes in two ways.

- Place-Based Strategies: Learn to Earn Dayton cannot improve county-wide cradle-to-career goals without a focus on communities where the outcome disparities are the highest. In order to reach bigger goals for the region, you'll see Learn to Earn Dayton focus in smaller, targeted areas where resources must be directed to close gaps.

- Cross-Sector Strategies: Educational outcomes are not the result of academic programs alone. Moving the needle on cradle-to-career goals requires coordination across adjacent sectors, as a child's experience with health, housing, and safety all have a direct impact on attendance and readiness for learning.

While Learn to Earn Dayton has previously partnered on efforts focused on these equitable approaches, the new Strategic Plan is the first time we have defined it as a core strategy, essential toward achieving our mission.

Place Matters:

What happens outside the classroom has a strong influence on student success

FINANCIALS

During 2021-2022, we secured $9.87 million to improve cradle-to-career outcomes in Montgomery County.
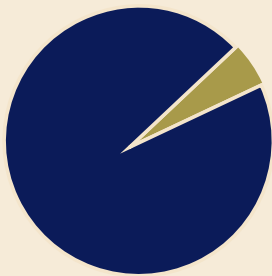
During 2021-2022, we invested

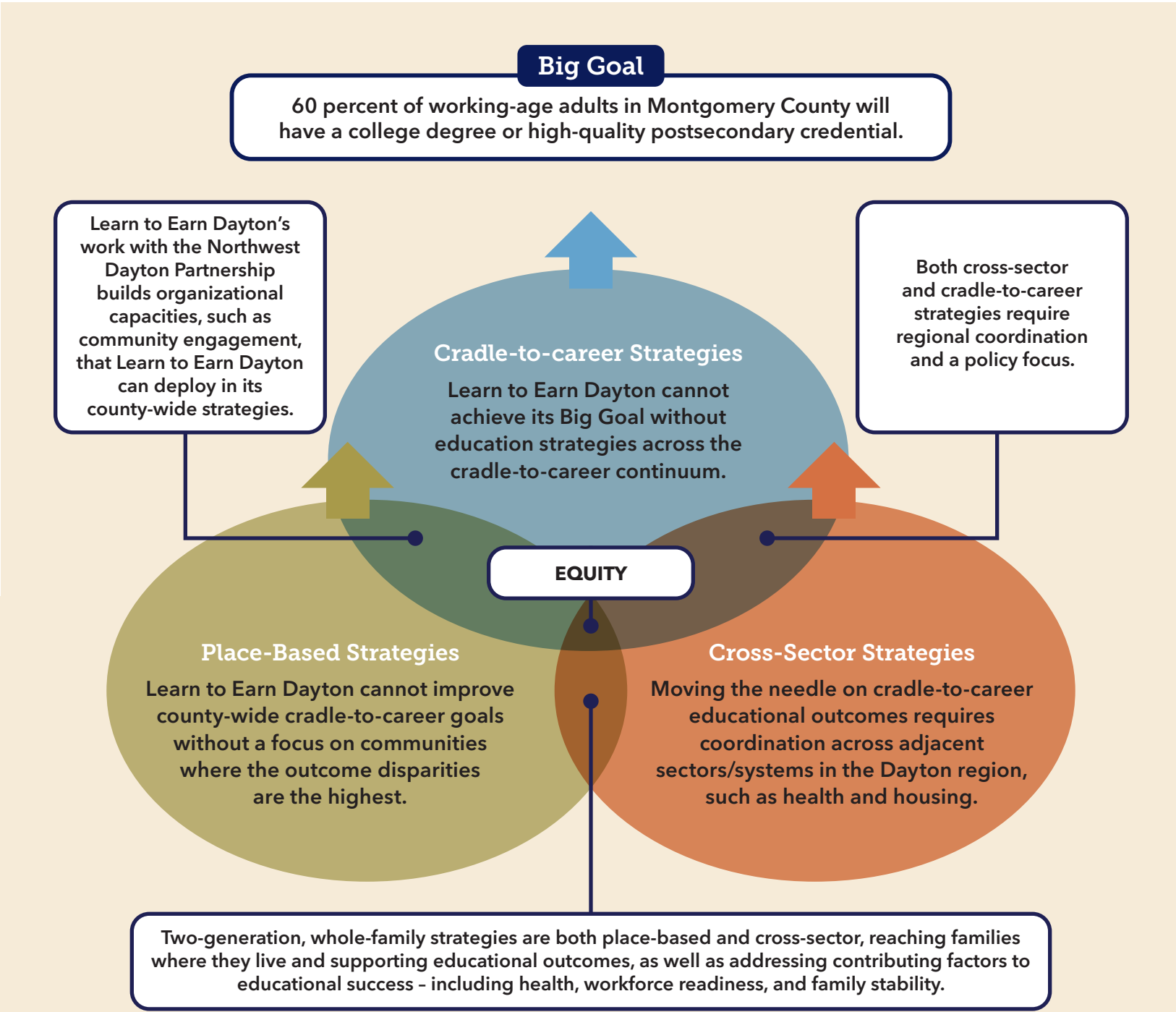**$5.2 million** in program expenses

$272,000 in operating expenses

Learn to Earn Dayton helped to secure funds, manage grants, or provide technical assistance for $8.5 million in investment to our partners to grow their capacity and deliver on high-quality educational programming.

Learn to Earn Dayton received the highest possible opinion from an independent auditing firm, confirming strong fiscal stewardship and oversight.

Equity at Our Core

Focusing efforts on areas of greatest disparity benefits the entire region; an equity-centered approach is not zero-sum. Targeted investments and interventions will have positive effects (e.g.: stronger regional economy, community cohesion) to help reach the goals of the wider region.

Accountability: Learn to Earn Dayton is ready to launch internal work to affect these external outcomes. The Strategic Plan includes tangible steps and performance benchmarks to help guide the region toward success. Some of this has already started, with our new CEO in place as we wrap up the 2021-2022 school year and look to the future. Learn to Earn Dayton will report back on our promises to the community in future annual reports, making ourselves accountable for our actions as we support equity, community, and educational outcomes.

Big Goal

60 percent of working-age adults in Montgomery County will have a college degree or high-quality postsecondary credential.

Learn to Earn Dayton's work with the Northwest Dayton Partnership builds organizational capacities, such as community engagement, that Learn to Earn Dayton can deploy in its county-wide strategies.

Both cross-sector and cradle-to-career strategies require regional coordination and a policy focus.

Cradle-to-career Strategies

Learn to Earn Dayton cannot achieve its Big Goal without education strategies across the cradle-to-career continuum.

EQUITY

Place-Based Strategies

Learn to Earn Dayton cannot improve county-wide cradle-to-career goals without a focus on communities where the outcome disparities are the highest.

Cross-Sector Strategies

Moving the needle on cradle-to-career educational outcomes requires coordination across adjacent sectors/systems in the Dayton region, such as health and housing.

Two-generation, whole-family strategies are both place-based and cross-sector, reaching families where they live and supporting educational outcomes, as well as addressing contributing factors to educational success – including health, workforce readiness, and family stability.

Northwest Dayton Partnership

In August 2021, Blue Meridian Partners (BMP) selected the Dayton Region to receive an $8 million investment to fund impactful programs, projects, and collaborations designed to provide neighborhood-based, two-generation supports that advance racial and economic equity, in the areas of early childhood education, quality K-12 schools, and wraparound services for children and their families.

Over the past year, the Northwest Dayton Partnership (NWDP), including residents, business owners, and community partners in the 18-neighborhood area, worked to better understand the hopes and needs of the community to develop sustainable strategies for improving opportunities. The result is resident-centered engagement to create a vision that highlights the shared priorities of the neighbors, organizations, and partners of Northwest Dayton to develop pathways to success for families.

Thank you to the members of the Northwest Dayton Partnership Steering Committee

Cheryl Garrett	Kalesha Scott	Sharon Taste
Geraldine Pegues	Chad Sloss	Lauretta Williams

- The Northwest Dayton Partnership launched in August 2021 with an announcement that Blue Meridian Partners would invest more than $8 million in our community.

- The Northwest Dayton Partnership worked with The Bridgespan Group to establish the support structure; the Steering Committee determined roles and engagement strategies.

- Learn to Earn Dayton hosted the first convening of the Northwest Dayton Partnership on October 18, 2021, including representatives from Miami Valley Regional Planning Commission, Dayton Public Schools, The Dayton Foundation, Mathile Family Foundation, PhoenixNext, CityWide Development Corporation, Omega CDC, Preschool Promise, and the Steering Committee.

- The Northwest Dayton Partnership committed to resident-driven engagement, feedback, and leadership. Over four months, Steering Committee members, Learn to Earn Dayton and Preschool Promise staff, and engaged volunteers canvassed 13 neighborhoods in Northwest Dayton.

  With a conversational approach, canvassers learned the aspirations of neighbors, sought feedback on areas for change, and connected residents to available resources. We are so grateful to the hundreds of residents who honestly shared their perspectives.

- In December, the Northwest Dayton Partnership sponsored family nights at Fairview Elementary School where residents enjoyed food, fellowship, and fun as part of an opportunity to share insights and participate in community conversations.

- As Learn to Earn Dayton and the Steering Committee conducted a deep exploration of the data in January-February 2022, priority themes such as recreation, safety, education, and livability emerged as critical areas to explore in the next rounds of conversation.

- Over four days in February, 75 residents and stakeholders participated in focus groups. Residents learned about organizations currently serving the community and shared feedback about what gaps still exist. This round of engagement was vital to understanding the barriers to a high quality of life in Northwest Dayton.

- With support from backbone organizations and data consultants, the Steering Committee closely reviewed the community feedback to develop a mission and vision for the Northwest Dayton Partnership.

> **Mission:** Improve quality of life for our residents by coordinating efforts to facilitate community engagement and achieve shared goals

> **Vision:** Northwest Dayton Is a Healthy, Vibrant, and Thriving Community

- Ready to dig into the themes that had emerged from the canvassing, community conversations, and focus groups, 112 stakeholders signed up to participate in three Working Groups: Early Childhood Education, K-12 Education, and Community Culture. Steering Committee members facilitated the process as each Working Group created long-term goals to drive the larger mission. There was consistency among all Working Groups that Housing was a significant need, therefore added as a fourth priority in the community vision.

  The Working Groups were beneficial not only for the tasks they accomplished, but because of the deep relationships developed among neighbors, the lessons learned in the process, and the opportunity for residents to embrace leadership roles as they advocated for their community and developed strategies for change.

- In May, the Northwest Dayton Partnership and Learn to Earn Dayton hosted three parent listening sessions (at elementary, middle, and high schools). Parent feedback was vital to ensure the goals of the Working Groups were aligned with the needs of current parents.

- As the first year of the Northwest Dayton Partnership wrapped up, Steering Committee members continued to engage residents to envision solutions and create strategies.

Community Investment Fund

Learn to Earn Dayton used a portion of the Blue Meridian Partners investment to launch a grant opportunity for deeply connected, yet historically under-resourced organizations to build their capacity. With guidance and oversight from the Northwest Dayton Partnership Steering Committee, a Community Investment Fund Review Panel largely composed of residents committed $1.45 million to improve outcomes in education, community well-being, racial equity, and economic mobility for Northwest Dayton's children and families.

Fall 2021: Learn to Earn Dayton, The Mathile Family Foundation, and The Dayton Foundation worked with The Bridgespan Group to create the Community Investment Fund as a proximate grant-making model to support community-based nonprofits and engage residents in decision-making roles for investments within their community.

January 2022: The Request for Proposal was released, accompanied by info sessions to simplify the process and make it accessible.

February-April 2022: As part of the Northwest Dayton Partnership, the Community Investment Fund Review Panel was designed to engage residents in the decision-making process. Sixty neighbors expressed interest in serving on the Review Panel; 18 were selected. The Review Panel received training on how to assess grant proposals and use the scoring rubric to ensure consistent evaluation.

May-June 2022: The Review Panel discussed each grant and conducted select site visits with the Learn to Earn Dayton staff to better understand community need and determine funding amounts for potential grantees. Through this process, the Review Panel selected 28 proposals to fund.

What's Next: Community Investment Fund grants were distributed in late summer 2022. The Dayton Foundation and Learn to Earn Dayton are in discussion to ensure financial sustainability for future funding cycles.

In addition to the financial investment, this initiative offered leadership development and capacity building within the neighborhood. Residents led the process through participation on the Review Panel to determine priorities for their own neighborhood. This process amplified their voices and provided opportunities for additional board service or community advocacy.

$1.45 million is being granted to local nonprofits through the Community Investment Fund

Thank you to the Community Investment Fund Review Panel Members

Rachel Cochran	Dorinda Hill	Alisha Mason
Angela Collie	Geneva Hinton	Dedra Porter
La'Keshia Copeland	Ashton Hood	Christopher Raines
Emily Gomez	Marian Horton	Elexus Renner
Jerome Haney	Diedre Keith	John Terrell
Jayceon Harris	Audrey Logan	Carlton Williams

Place Matters

For decades, national efforts have encouraged cradle-to-career organizations like Learn to Earn Dayton to be micro-focused on program success — what happens in the classroom, what happens after school, what happens over the summer.

While stand-alone programs may have excellent outcomes, these isolated approaches have limited success moving the needle on overall educational attainment and achievement. Learn to Earn Dayton has re-committed efforts to a two-generational, place-based model that examines the environment around the child in understanding the connection to education outcomes.

Learn to Earn Dayton works to strengthen our region's systems, because even "program rich" communities may be "systems poor", resulting in youth rarely empowered to reach their full potential

Learn to Earn Dayton is honored to be active in national cohorts that adhere to a theory of action focused on data, elevating best practices, and leveraging participant voice with a focus on place.

Undesign the Redline

Learn to Earn Dayton, with dozens of community partners, welcomed the Undesign the Redline exhibit that visualized data and facilitated critical conversations about systemic racism. Thousands of participants explored historical maps and considered the impact that yesterday's policies have on today's realities.

The interactive exhibit began traveling in August 2021 to area school districts, out-of-school partners, and local universities throughout the region — helping to provide a common language and a deeper understanding of the challenges we face.

Measuring What Matters

Learn to Earn Dayton recognized that to reach our big goal of a more highly-educated workforce, there are stepping stones along the way. Building a community where every student thrives requires that we thoughtfully consider our current educational realities as we set a path to future success. This annual report helps to track our region's progress.

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

Reaching our Big Goal that 60% of working age adults in our region will have a college degree or high-quality credential requires the groundwork be laid early, creating conditions that enable children to be ready for school, engaged in learning throughout, and ready to enter the world of work equipped to succeed

Our Community's Goals for Student Success

Birth-Age 5

Ready to learn when entering kindergarten

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

K-3rd Grade

Proficient in reading

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

4-8th Grade

Proficient in mathematics

Goal: 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

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

Postsecondary Education

Taking the steps

Goal: 85% of students enroll in a program after high school that will lead to a high-quality credential (college, military, skilled trade)
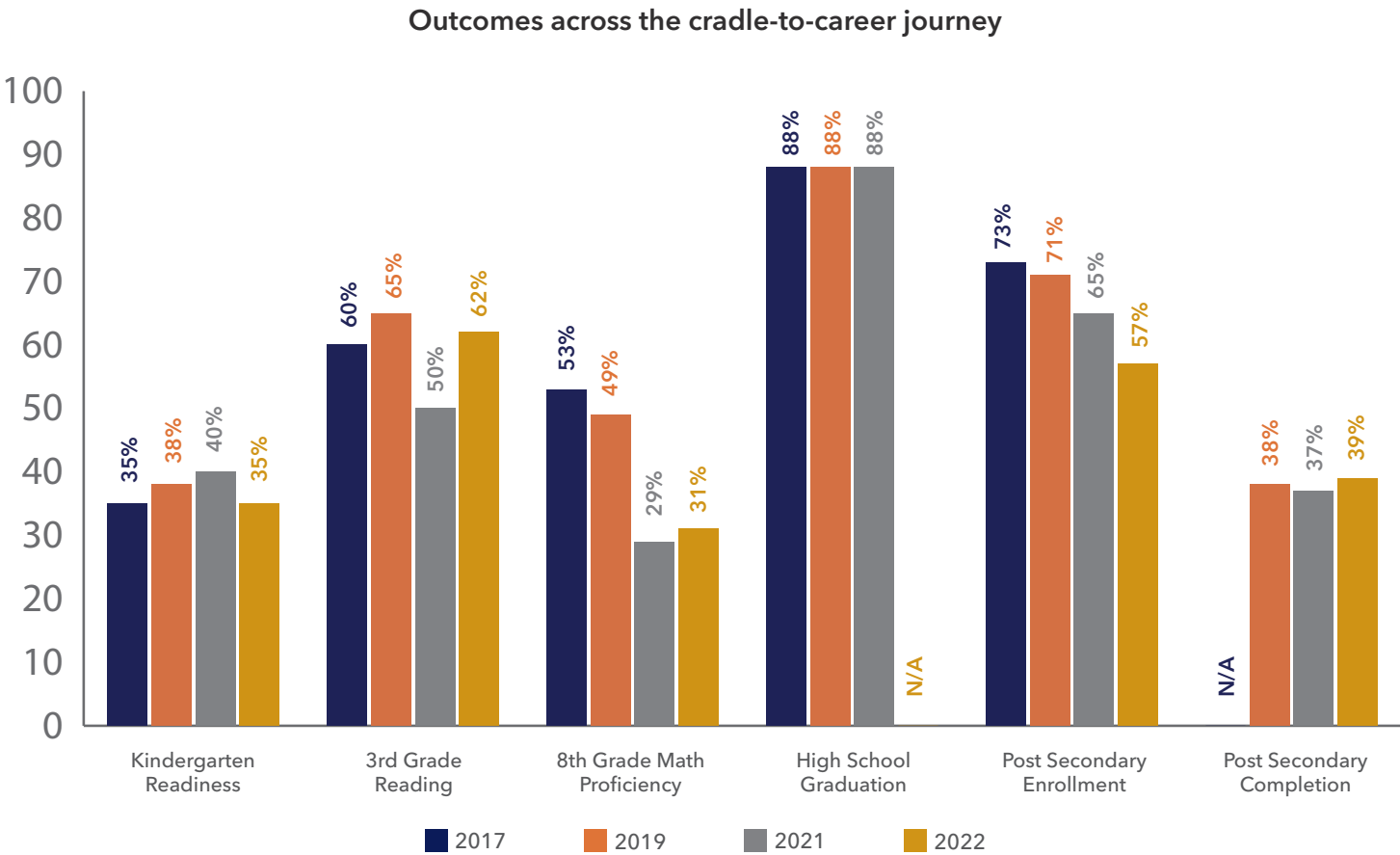
Career Readiness

Ready for work

Goal: 50% of students graduate from college within six years of high school graduation and another 10% earn a high-quality credential

By regularly tracking these milestones on the path toward academic achievement, we have consistent outcomes that allow us to measure progress.

Measuring Success from Cradle-to-Career

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

Outcomes across the cradle-to-career journey

Legend: 2017, 2019, 2021, 2022

Milestone	2017	2019	2021	2022
Kindergarten Readiness	35%	38%	40%	35%
3rd Grade Reading	60%	65%	50%	62%
8th Grade Math Proficiency	53%	49%	29%	31%
High School Graduation	88%	88%	88%	N/A
Post Secondary Enrollment	73%	71%	65%	57%
Post Secondary Completion	N/A	38%	37%	39%

This chart identifies the percentage of students in Montgomery County who are proficient in the cradle-to-career milestones. Within each milestone, the data is separated by year to demonstrate pre-COVID momentum (2017, 2019), the effects of the pandemic (2021), and our current rebound (2022).

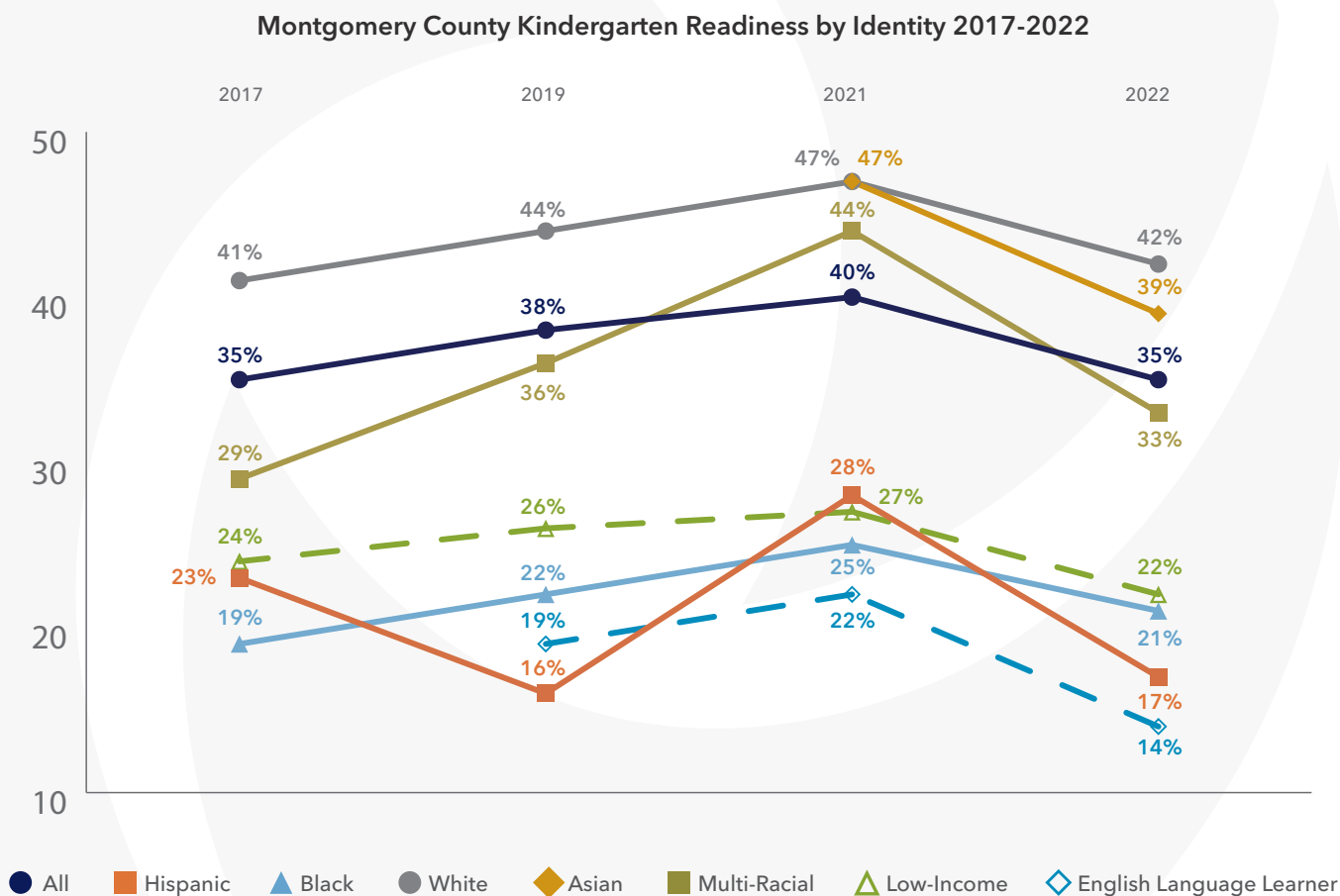**Citation: Ohio Department of Education, National Student Clearinghouse**

Viewing the Data:

As you review our progress on the following pages, you'll see that COVID-19 caused significant disruptions in 2020-21. Many key student success indicators were either not measurable or there was decline in achievement. With thoughtful interventions offered by school districts and educational partners, 2022 shows Montgomery County students rebounding to reach pre-pandemic levels of performance in some milestones. In other areas, the data shows a continued decline and highlights the need to implement significant efforts to support our students.

Kindergarten Readiness

Learn to Earn Dayton's longtime partner Preschool Promise brings expertise, outreach, and successful program management to the first milestone on the cradle-to-career continuum.

Making a Difference

Learn to Earn Dayton and Preschool Promise recognized a gap between the needs of area families and the resources and opportunities made available in the community. Taking action to welcome passionate caregivers around the table to make their voices heard, we launched the Parent and Family Voices Committee in July 2021.

The first question we asked a group of 22 families raising young children in Montgomery County was, "*If you had a magic wand, what would you change?*"

This conversation led to the creation of the Parent and Family Voices Committee, including diverse parents and guardians, sharing many thoughtful and innovative ideas which could fix how well-meaning programs and organizations too often fail in their support for families with young children.
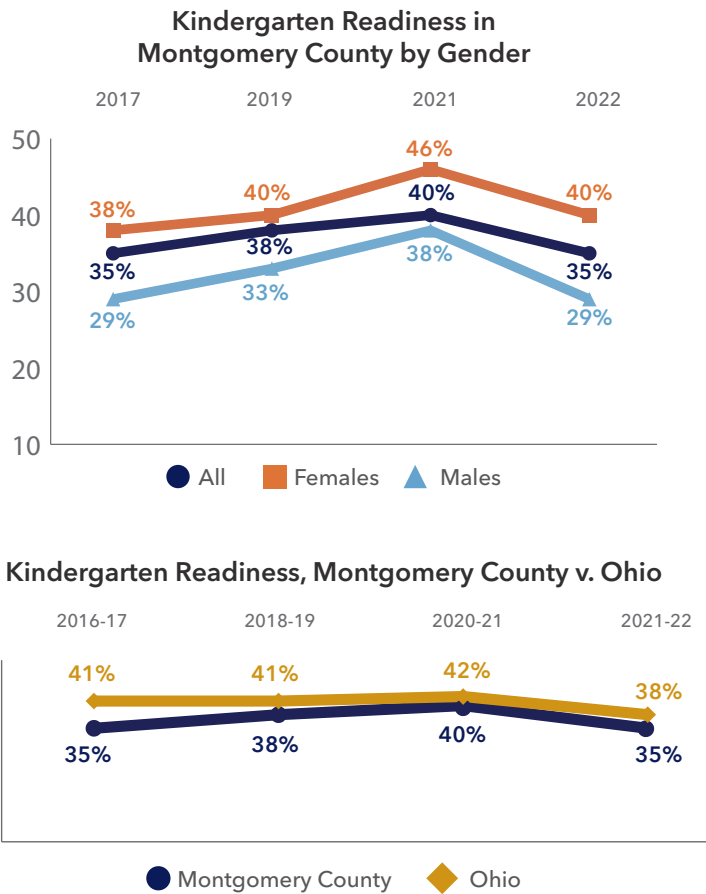
This committee began a year-long journey to create an action plan for families and by families, outlining how to change systems to support caregivers and prepare children for success in kindergarten and beyond.

Montgomery County Kindergarten Readiness by Identity 2017-2022

Legend: All, Hispanic, Black, White, Asian, Multi-Racial, Low-Income, English Language Learner

The graph shows the percentage of students that are considered kindergarten ready in Montgomery County between 2017-2022. The data is displayed by race/ethnicity (solid lines) and includes identities such as low-income students and students who are English language learners (dashed lines).

Citation: Ohio Department of Education

Why it Matters: Kindergarten readiness is closely linked to future academic achievement and life success. During these 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.

Defining Kindergarten Readiness: Ohio uses the "Kindergarten Readiness Assessment" tool to facilitate guided observation of a child's preparedness for school. Skilled kindergarten teachers assess students within the first six weeks of school to make determinations about the child's knowledge and ability in four key areas: social skills, language and literacy, mathematics, and physical well-being and motor development.

Kindergarten Readiness by District

	2016-17	2018-19	2020-21	2021-22
Brookville	95%	38%	58%	45%
Centerville	83%	63%	67%	50%
Dayton	24%	25%	29%	21%
Huber Heights	38%	44%	43%	42%
Jefferson Township	11%	15%	30%	35%
Kettering	74%	33%	35%	36%
Mad River	30%	32%	26%	20%
Miamisburg	67%	53%	52%	50%
New Lebanon	60%	38%	28%	32%
Northmont	70%	42%	46%	35%
Northridge	40%	26%	23%	22%
Oakwood	93%	69%	63%	60%
Trotwood-Madison	13%	11%	ND	12%
Valley View	69%	41%	44%	42%
Vandalia-Butler	53%	50%	58%	44%
West Carrollton	31%	23%	22%	23%

Citation: Ohio Department of Education

Kindergarten Readiness in Montgomery County by Gender

Legend: All, Females, Males

Kindergarten Readiness, Montgomery County v. Ohio

Legend: Montgomery County, Ohio

14

3rd Grade Reading

Literacy affects student success along the entire cradle-to-career continuum, with the crucial attainment at third grade.

Goal:
100% of students score at or above the proficient level on the Ohio Third Grade Reading Assessment
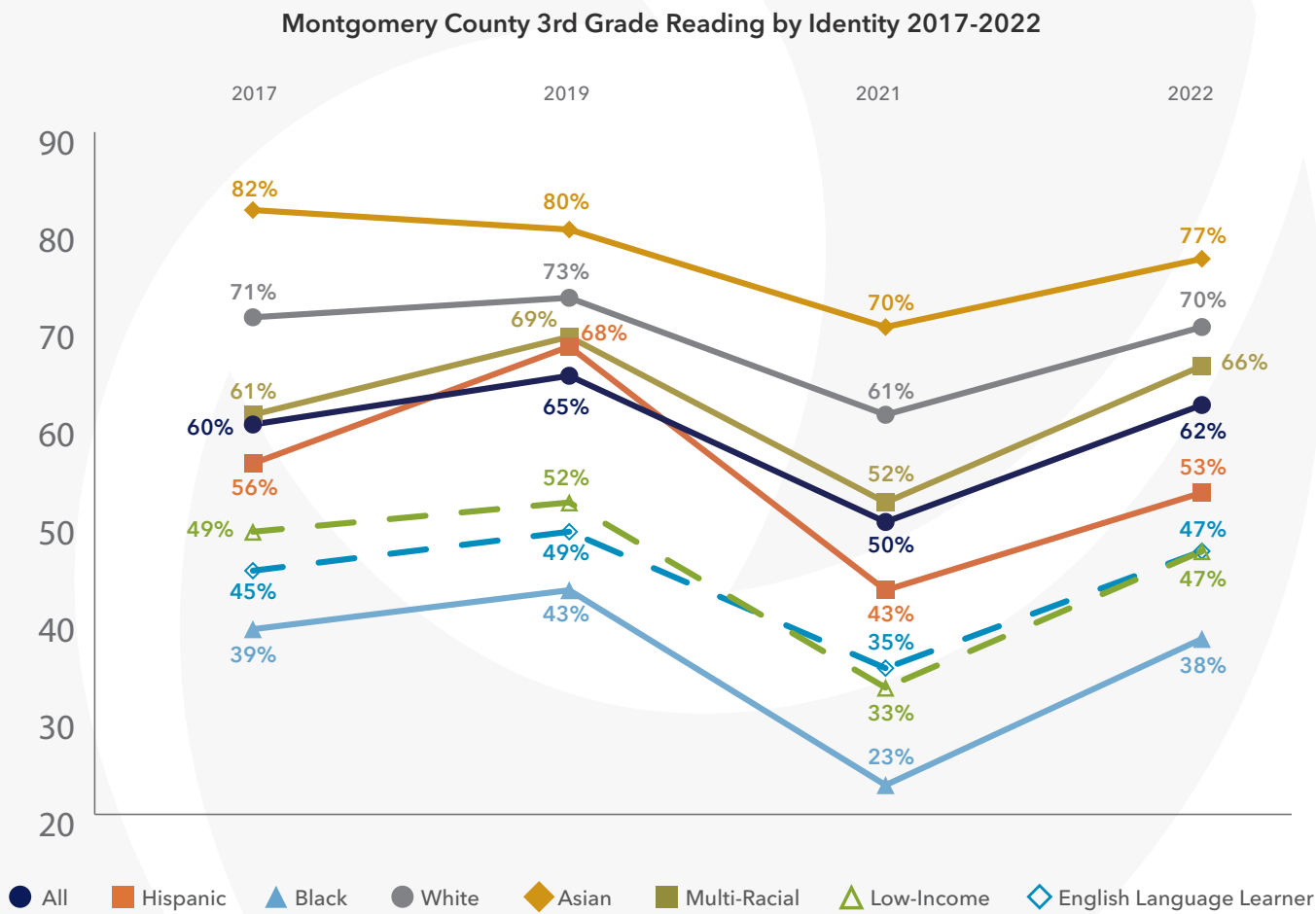
Making a Difference

Learn to Earn Dayton partnered with EdDirections to support Dayton Public Schools. One specifically successful program that emerged was the launch of Dual Teaching in every K-3 classroom. Each classroom benefited from two teachers – one focused on numeracy and the other on literacy. This investment in dual teaching resulted in an increase in scores for both reading and math, with many of the students gaining progress and reaching pre-COVID attainment levels!

Learn to Earn Dayton is working to continue the momentum, and advocating to get firmer commitments for the resources that lead to these direct results. Immediately following the success of Dual Teaching, Learn to Earn Dayton, working in partnership with Wright State University and the University of Dayton, secured a grant through the State of Ohio to provide High Dosage Tutoring to incorporate the dual teaching model afterschool. We are excited to track the results over the coming years and provide updates in future reports.

Special Thanks to the Iddings Foundation and the Charles D. Berry Foundation for their support of our early grade literacy efforts.

Montgomery County 3rd Grade Reading by Identity 2017-2022

Legend: ● All ■ Hispanic ▲ Black ● White ◆ Asian ■ Multi-Racial △ Low-Income ◇ English Language Learner

The graph identifies the percentage of students that are considered 3rd grade reading proficient in Montgomery County between 2017-2022. The data is displayed by race/ethnicity (solid lines) and includes identities such as low-income students and students who are English language learners (dashed lines).

Citation: Ohio Department of Education

Why it Matters: In the early grades, children learn to read. Beginning in fourth grade, the curriculum shifts with an assumption that students are equipped to use reading skills to learn more complex concepts.

Reading at grade level by third grade 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.
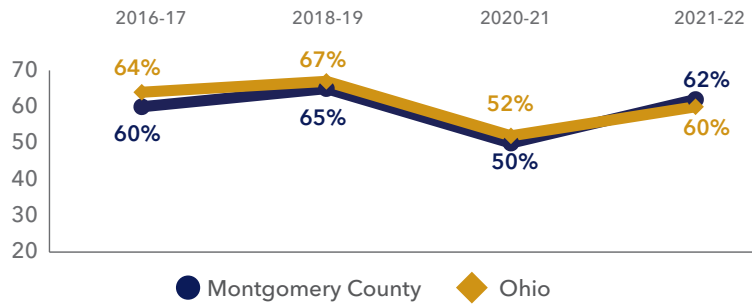
Third Grade Reading Proficiency by District

	2016-17	2018-19	2020-21	2021-22
Brookville	71%	88%	74%	85%
Centerville	77%	77%	70%	79%
Dayton	35%	38%	19%	38%
Huber Heights	60%	63%	40%	54%
Jefferson Township	53%	33%	27%	27%
Kettering	80%	81%	72%	83%
Mad River	62%	68%	51%	62%
Miamisburg	69%	64%	52%	54%
New Lebanon	71%	76%	64%	72%
Northmont	72%	77%	55%	69%
Northridge	39%	52%	16%	33%
Oakwood	94%	94%	91%	92%
Trotwood-Madison	49%	61%	18%	38%
Valley View	72%	75%	64%	61%
Vandalia-Butler	69%	72%	69%	77%
West Carrollton	58%	64%	41%	54%

Citation: Ohio Department of Education

Third Grade Reading Proficiency in Montgomery County by Gender

Legend: ● All ■ Females ▲ Males

Third Grade Reading Proficiency, Montgomery County v. Ohio
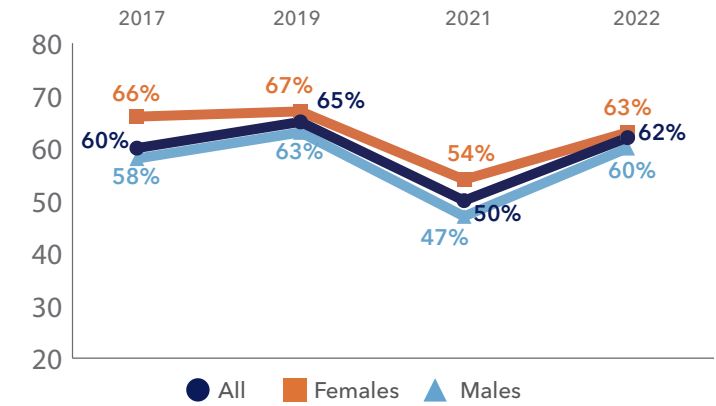
Legend: ● Montgomery County ◆ Ohio

Recognizing the critical nature of third grade reading, Montgomery County Districts took great effort to help students succeed, with some districts reaching pre-COVID numbers and Montgomery County scoring higher than the State of Ohio average.
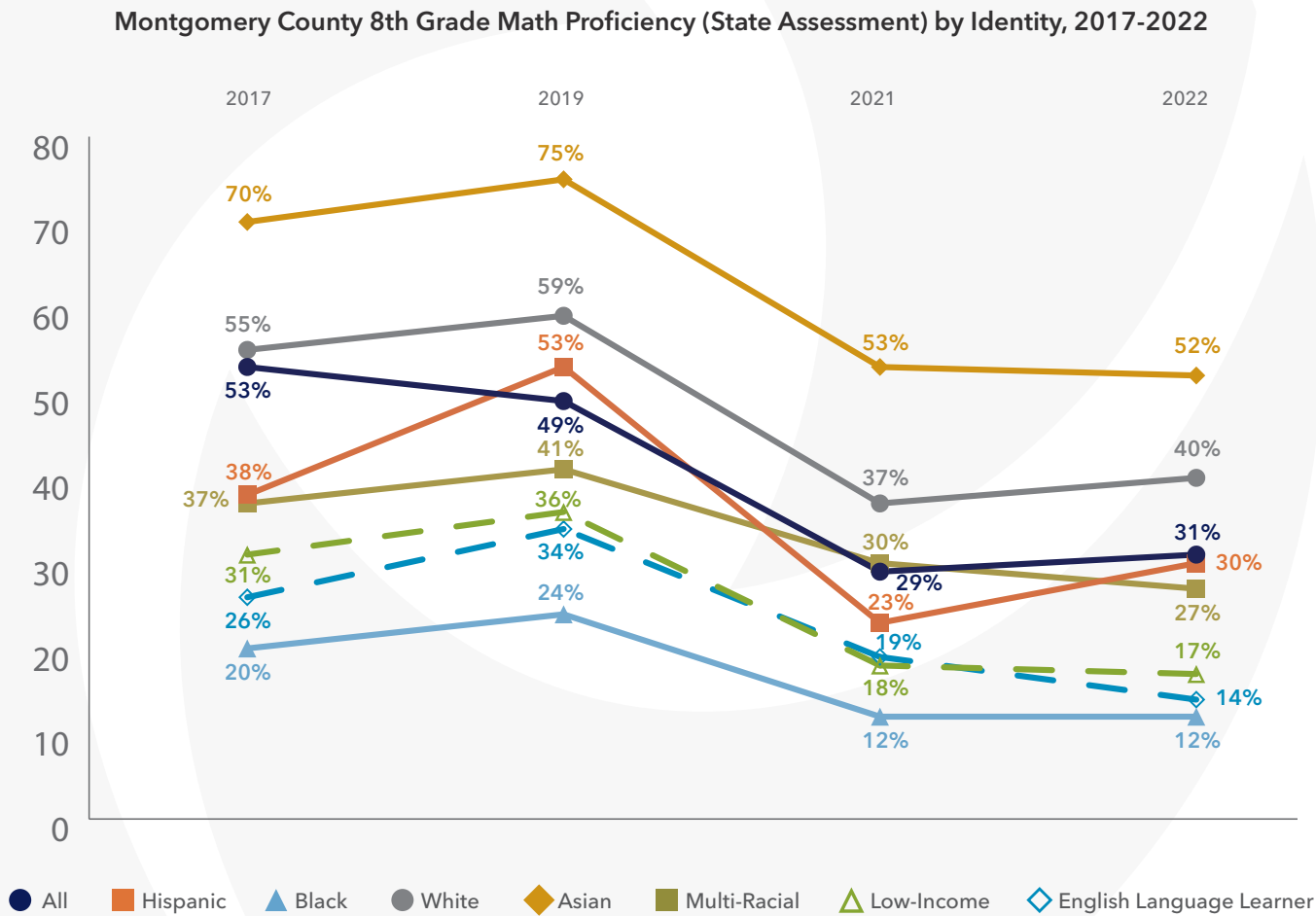
8th Grade Math

Eighth grade math is a critical measurement, correlating to high school persistence, academic achievement, college attainment, and general preparedness for the workforce.

Making a Difference

Montgomery County Educational Service Center and Learn to Earn Dayton collaborated with the Dayton Area Chamber of Commerce, trade associations, and school districts to host Career Adventure Days in partnership with Dayton Metro Library. Welcoming ~950 middle school students, the events encouraged students to explore hands-on learning experiences and to discover careers that are in high-demand in the region. At the critical middle school level, students can be inspired to consider a career they wouldn't have known existed, as well as understand the steps needed to reach career goals. These inspirational experiences help students connect how lessons from the classroom will translate to on-the-job skills. This program also fulfills career exploration activities required of schools by the state.

Montgomery County 8th Grade Math Proficiency (State Assessment) by Identity, 2017-2022

Legend: ● All ■ Hispanic ▲ Black ● White ◆ Asian ■ Multi-Racial △ Low-Income ◇ English Language Learner

Year	2017	2019	2021	2022
Asian	70%	75%	53%	52%
White	55%	59%	37%	40%
All	53%	49%	30%	31%
Multi-Racial	37%	41%	29%	27%
Hispanic	38%	53%	23%	30%
Low-Income	31%	36%	19%	17%
English Language Learner	26%	34%	18%	14%
Black	20%	24%	12%	12%

Please note: This chart reflects the students who passed the Ohio Math Assessment. This data excludes those students who are enrolled in higher level maths (e.g.: algebra, geometry) and are therefore exempt from taking the test based on the assumption of proficiency based on their class placement. The district data (opposite page) reflects all demonstrations of proficiency.

This graph shows the percentage of students considered proficient in 8th grade mathematics in Montgomery County between 2017-2022, based on the Ohio Math Assessment. The data is displayed by race/ethnicity with solid lines, and incorporates identities including English language learning and low-income with dashed lines.

Citation: Ohio Department of Education

Why it Matters: Students completing algebra in eighth grade attend college at higher rates than students who do not; demonstrating math proficiency at this point 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.
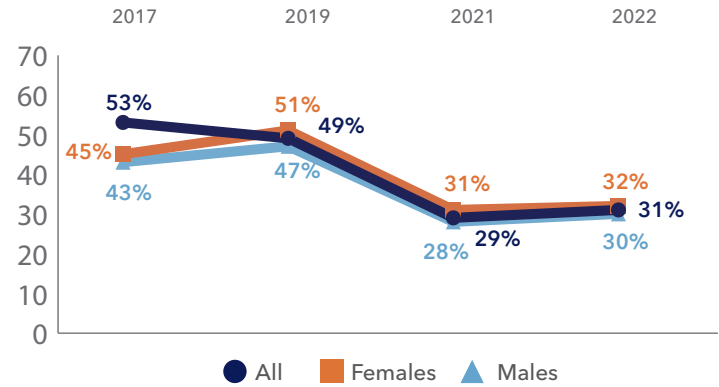
8th Grade Math Proficiency by District

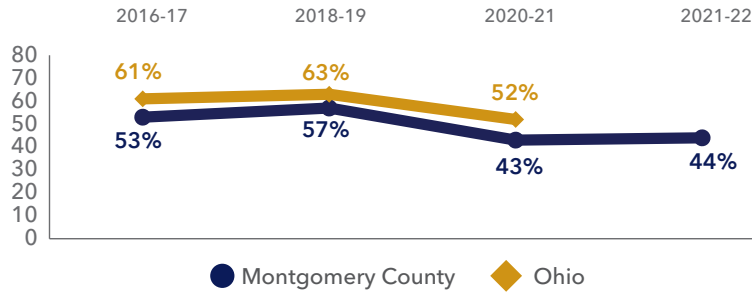|	2016-17	2018-19	2020-21	2021-22
Brookville	95%	86%	86%	88%
Centerville	83%	85%	59%	63%
Dayton	24%	31%	15%	11%
Huber Heights	38%	42%	26%	26%
Jefferson Township	11%	27%	0%	0%
Kettering	74%	80%	48%	63%
Mad River	30%	66%	21%	34%
Miamisburg	67%	68%	58%	58%
New Lebanon	60%	65%	44%	19%
Northmont	70%	67%	54%	53%
Northridge	40%	22%	9%	11%
Oakwood	93%	89%	86%	90%
Trotwood-Madison	13%	35%	8%	11%
Valley View	69%	69%	61%	41%
Vandalia-Butler	53%	67%	58%	52%
West Carrollton	31%	46%	32%	32%

Citation: Ohio Department of Education

If there is any point along our continuum that demonstrates the ongoing detrimental effects of the pandemic, it is our children's success in mathematics. While proficiency rates across Montgomery County did not uniformly rebound, the majority of districts did see student performance improve slightly.

8th Grade Math Proficiency (by State Assessment) in Montgomery County by Gender

Legend: ● All ■ Females ▲ Males

Year	2017	2019	2021	2022
All	53%	49%	29%	31%
Females	45%	51%	31%	32%
Males	43%	47%	28%	30%

8th Grade Math Proficiency, Montgomery County v. Ohio

Legend: ● Montgomery County ◆ Ohio

Year	2016-17	2018-19	2020-21	2021-22
Ohio	61%	63%	52%	
Montgomery County	53%	57%	43%	44%

Please note: District Data and Montgomery County vs Ohio Data both include all demonstrations of student math proficiency (assessment or classwork). These numbers will be higher than the disaggregated data (by gender or identity) that only tracks the students who demonstrated proficiency through the State Assessment.

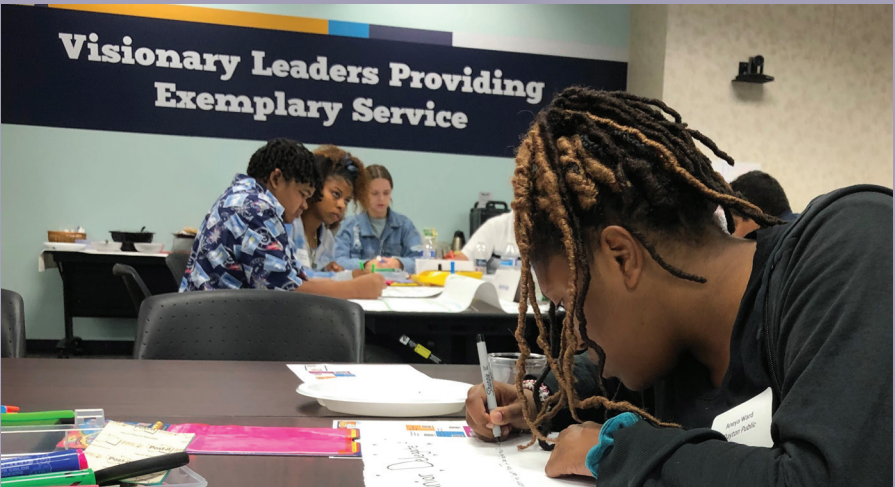*2022 Ohio data was not available at time of printing.*

High School Graduation

High School graduation is not only a precursor to postsecondary success, it is a significant determinant of earnings throughout adulthood.

Goal:
85% of Montgomery County students graduate from high school within four years
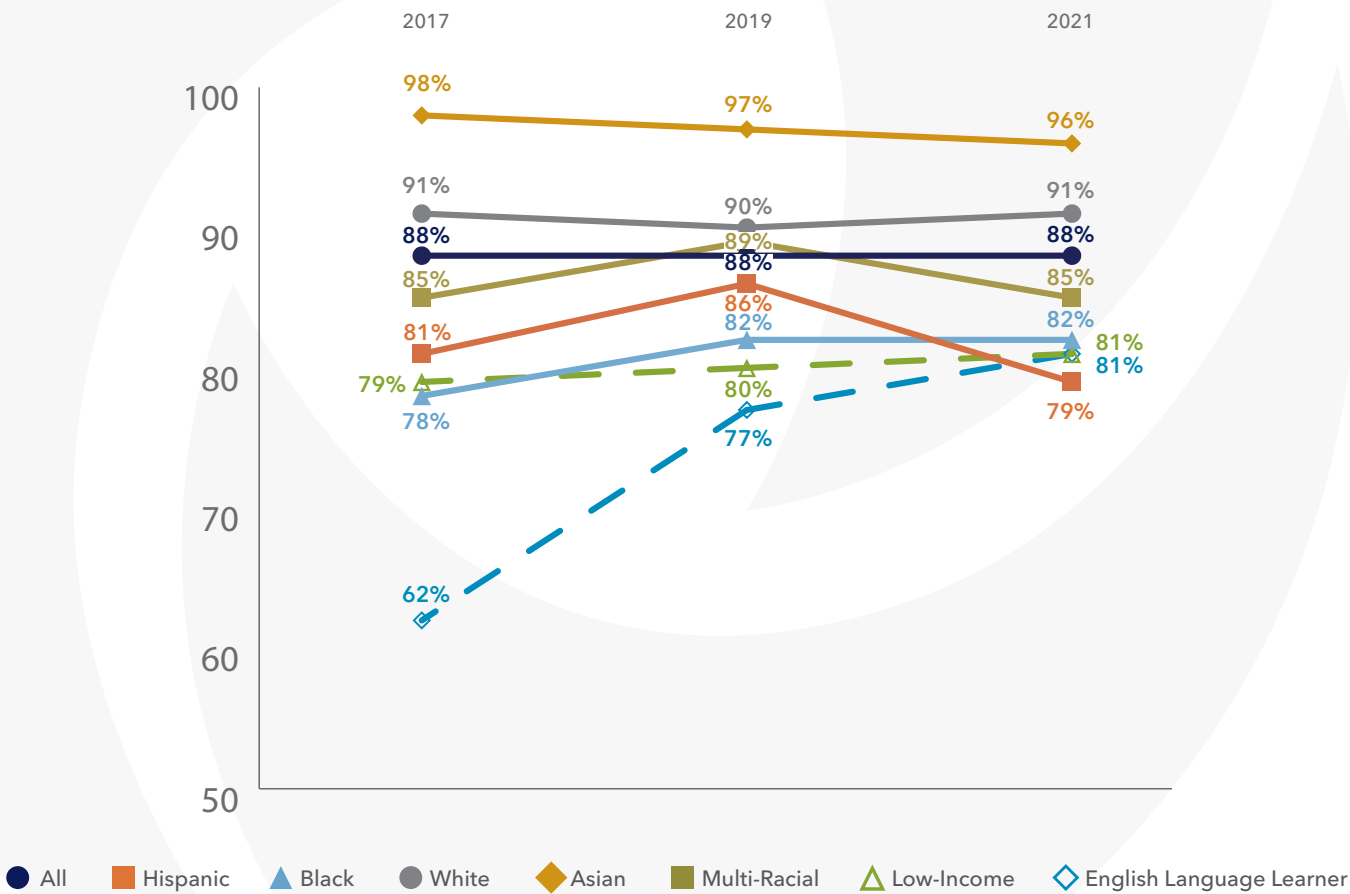
Montgomery County High School Graduation Rates, by Identity 2017-2021

Legend: ● All ● Hispanic ▲ Black ● White ◆ Asian ◼ Multi-Racial △ Low-Income ◇ English Language Learner

This graph shows the percentage of students who completed high school in Montgomery County between 2017-2021; please note that 2022 data was not available at time of publication. The data is displayed by race/ethnicity with solid lines, and incorporates identities including English language learning and low-income with dashed lines.

Citation: Ohio Department of Education

Why it Matters: As education after high school increasingly becomes a necessity for upward mobility, graduating more students from high school is critical.

High school graduation correlates to many social outcomes, including health, mortality, teen childbearing, and crime. Further, increasing the educational attainment of one generation improves the next generation's academic and social outcomes.

Making a Difference

Montgomery County Educational Service Center continues to expand the reach of the Student Advisory Delegation, welcoming two high school students from each of the 13 participating school districts to share their ideas and inform regional efforts. Recently, the Delegation participated in a full day experience to better understand college readiness, acceptance, financial aid, and completion, with an in-depth discussion about the importance of the Free Application for Federal Student Aid (FAFSA).

Students shared that they receive encouragement and information regarding the FAFSA, but a significant barrier to completing the FAFSA form is the lack of awareness, information, and support provided to parents. As a result, there is now a dedicated role at the Montgomery County Educational Service Center to partner with school districts in hosting parent information sessions and serving as a one-on-one source of assistance for FAFSA applications.

Through the Student Advisory Delegation, participating students benefit from leadership opportunities, Learn to Earn Dayton & Montgomery County Educational Service Center better understand student needs and priorities, and student voices are elevated as best practices are shared among all districts.

High School Graduation Rate by District

|	2016-17	2018-19	2020-21
Brookville	95%	93%	98%
Centerville	96%	96%	97%
Dayton	70%	72%	71%
Huber Heights	85%	89%	84%
Jefferson Township	77%	90%	86%
Kettering	94%	91%	96%
Mad River	82%	81%	81%
Miamisburg	97%	93%	91%
New Lebanon	95%	90%	90%
Northmont	96%	95%	95%
Northridge	84%	90%	88%
Oakwood	94%	97%	99%
Trotwood-Madison	84%	86%	87%
Valley View	96%	94%	93%
Vandalia-Butler	95%	96%	94%
West Carrollton	90%	85%	86%

Citation: Ohio Department of Education

There is a delay in graduation rate data availability; the 2021 data was the most recent at the time of printing.

High School Graduation Rate in Montgomery County by Gender (2017-2021)

Legend: ● All ● Females ▲ Males
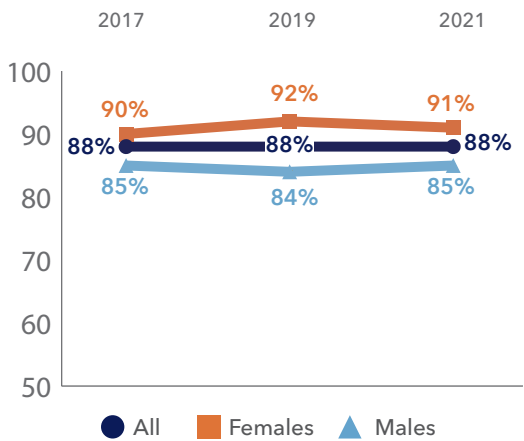
High School Graduation Rate, Montgomery County v. Ohio

Legend: ● Montgomery County ◆ Ohio
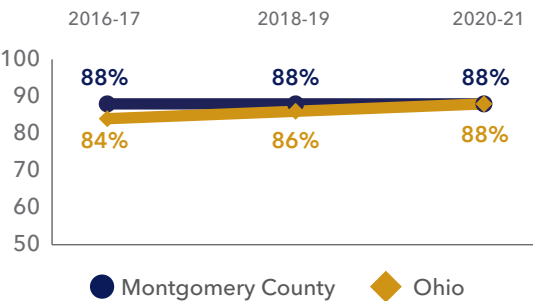
Data That Drives

FAFSA Completion

The National College Attainment Network's 2022 report demonstrated $3.75 billion in federal Pell grants went unclaimed. In Ohio alone, the 2021 graduating class left $111 million in unclaimed Pell dollars on the table, in part because only 56.7% of graduating students completed the Free Application for Federal Student Aid (FAFSA). Here in Montgomery County, Learn to Earn Dayton strives to make this process as easy as possible for families.

Nationally, 9 out of 10 students who complete the FAFSA attend college the following fall

This year, the county average shows a rebound, as in-person classes led to FAFSA support and completion events at schools.

12th grade students who completed the FAFSA

	Class of 2019	Class of 2021	Class of 2022		Class of 2019	Class of 2021	Class of 2022
Brookville	81%	98%	100%	Northmont	74%	72%	67%
Centerville	63%	63%	66%	Northridge	47%	37%	64%
Dayton	59%	53%	56%	Oakwood	72%	80%	76%
Huber Heights	63%	58%	52%	Trotwood-Madison	71%	49%	49%
Jefferson Township	24%	ND	85%	Valley View	86%	63%	70%
Kettering	59%	54%	61%	Vandalia-Butler	74%	71%	79%
Mad River	47%	43%	43%	West Carrollton	62%	62%	65%
Miamisburg	71%	60%	60%	Montgomery County	64%	60%	62%
New Lebanon	72%	47%	68%				

Attendance

Students who are chronically absent (missing 10% of school days or more) are at higher risk of dropping out, performing lower academically and being unprepared for college or careers. Chronic absenteeism incorporates all absences — excused, unexcused, and exclusionary discipline — and focuses on the academic consequences of lost instructional time. It is a problem that cannot be addressed on a school or even district level — it is a community concern, affected by poverty, housing, health, and family stability.

Why it Matters: Chronic absenteeism leads to weaker reading and math skills that persist into later grades.

We may have expected 2020-21, a school year devastated by COVID-19, to be the low point in our tracking of chronic absenteeism in Montgomery County. Unfortunately, 2021-22 showed the trend of chronic absenteeism continuing to escalate.

Chronic Absenteeism, by race (Percent of subgroup)

	2018-19	2020-21	2021-22
Black	28%	42%	44%
All	17%	23%	30%
Hispanic	15%	22%	30%
White	12%	15%	24%

● All   ■ Hispanic   ▲ Black   ● White
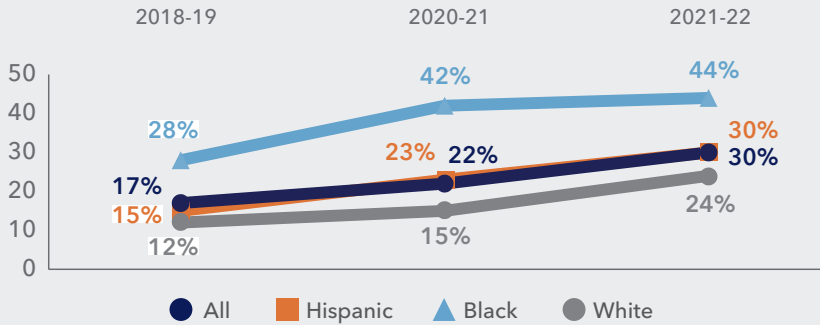
Making a Difference

Learn to Earn Dayton strives to reduce suspensions and expulsions through support for the teachers and by empowering students.

Learn to Earn Dayton's work with *I Educate Montgomery County* and the Diversity Recruitment Educators Association for Miami Valley (DREAM) helps to foster culturally competent classrooms and empowers teachers to leverage tools that keep students engaged rather than resorting to exclusion.
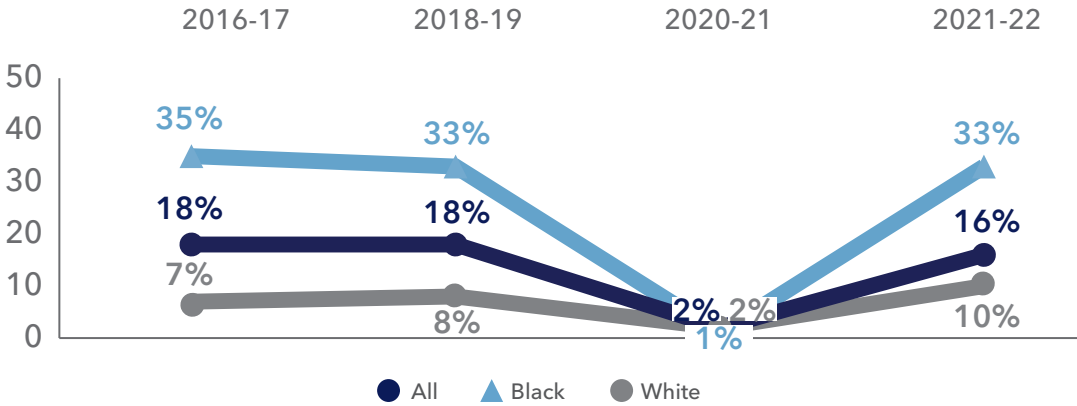
Work with the Summer and Afterschool Collaborative supports afterschool programs that serve as a motivator for students struggling to get through the school day.

Classrooms that incorporate Social Emotional Learning (SEL) drive down high rates of suspension, expulsion, class disruptions and chronic absenteeism, and improve school safety.

Discipline

Montgomery County Student Suspensions, by race (Percent of subgroup)

	2016-17	2018-19	2020-21	2021-22
Black	35%	33%	2%	33%
All	18%	18%	2%	16%
White	7%	8%	1%	10%

● All   ▲ Black   ● White

This graph shows the percentage of students, by racial identity, who experienced suspensions from 2017-2022. Available data is limited to Black and white racial identities.
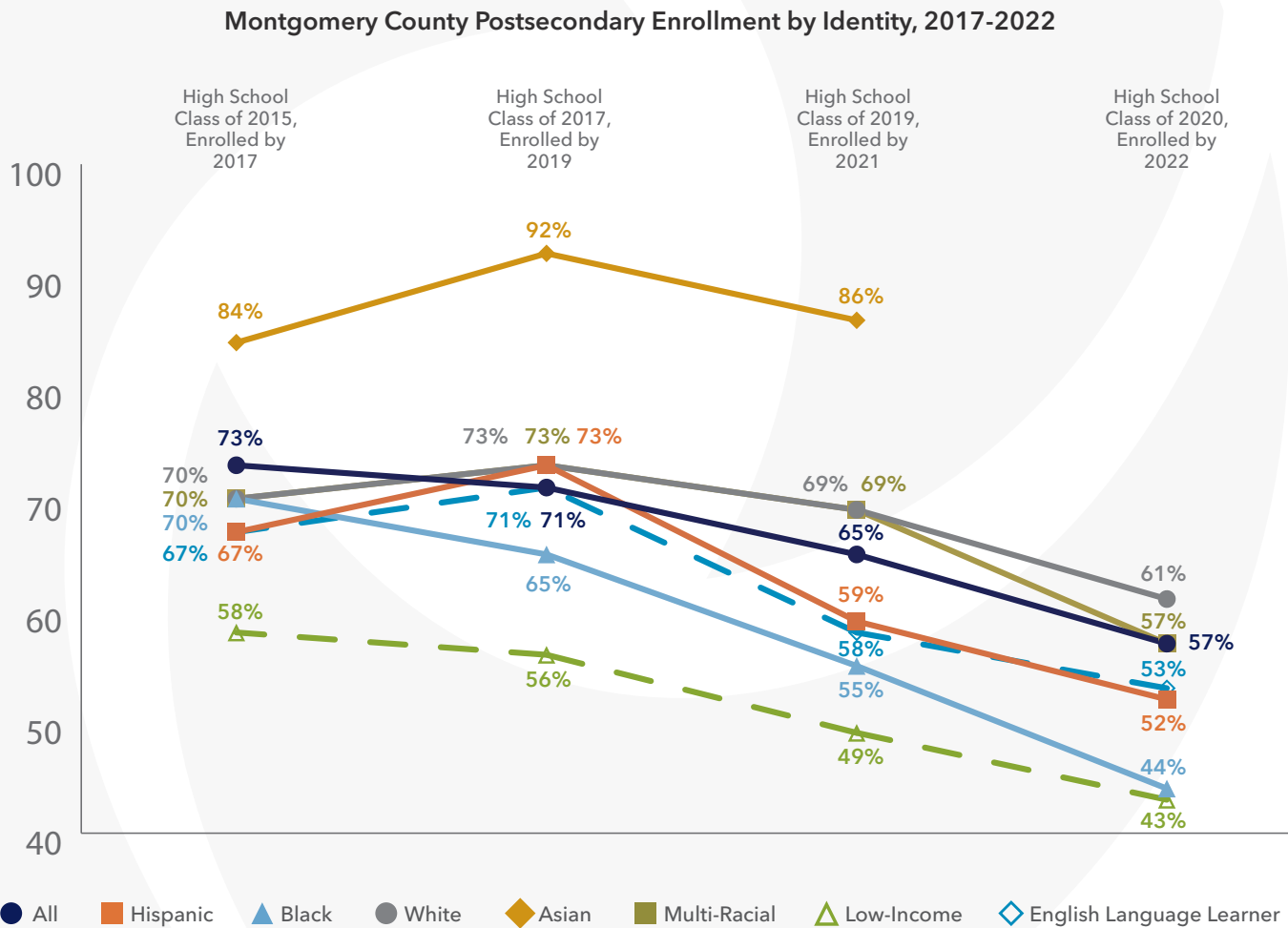
Citation: Ohio Department of Education

Postsecondary Enrollment

This milestone encourages technical and academic degrees, military service, and high-quality, industry-recognized credentials.

Goal:
85% of students enroll in an educational program after high school that will lead to a valuable postsecondary credential

Montgomery County Postsecondary Enrollment by Identity, 2017-2022

High School Class of 2015, Enrolled by 2017
High School Class of 2017, Enrolled by 2019
High School Class of 2019, Enrolled by 2021
High School Class of 2020, Enrolled by 2022

Legend: ● All ■ Hispanic ▲ Black ● White ◆ Asian ■ Multi-Racial △ Low-Income ◇ English Language Learner

This graph identifies the percentage of Montgomery County students who have enrolled in either two-year or four-year college or university between 2017-2022. The data is displayed by race/ethnicity with solid lines, and incorporates identities including English language learning and low-income with dashed lines. There is a recognizable enrollment decline among all identities. Note: This data does not capture students who go on to high-quality certification programs.

Citation: Ohio Department of Education

Why it Matters: Two-thirds of jobs require a degree or 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.

National data shows that 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.

Making a Difference

Together with the national organization Jobs for the Future, and many local workforce and educational organizations, Learn to Earn Dayton supported the work of Montgomery County Educational Service Center to update new career pathways – focusing on in-demand fields such as IT and health services. These pathways provide recommended curriculums that guide students from middle school through high school and into college to translate their interests to high paying careers.

In 2022, Learn to Earn Dayton had a unique opportunity to expand on the pathways. The Dayton region was one of 12 communities selected from across the nation to join the Gates Foundation in designing a model for the State of Ohio to create stronger pathways for high school students to consider their interests and aptitudes and leverage dual-enrollment to earn college credit quickly and affordably.

Moving beyond "random acts of credit," that may or may not transfer to postsecondary institutions, these pathways offer accessible and intentional opportunities for students to benefit from dual credit. The partnership looks forward to piloting the program in the coming year, adjusting and expanding to serve more students.

Postsecondary Enrollment within Two Years of HS Graduation, by District

	Class of 2015, Enrolled by 2017	Class of 2017, Enrolled by 2019	Class of 2019, Enrolled by 2021	Class of 2020, Enrolled by 2022
Brookville	76%	77%	64%	67%
Centerville	90%	88%	84%	83%
Dayton	65%	62%	50%	N/A
Huber Heights	69%	66%	60%	52%
Jefferson Township	62%	23%	44%	25%
Kettering	71%	69%	66%	59%
Mad River	63%	63%	55%	42%
Miamisburg	74%	73%	68%	59%
New Lebanon	63%	57%	48%	40%
Northmont	74%	75%	67%	64%
Northridge	42%	44%	44%	28%
Oakwood	90%	95%	88%	91%
Trotwood-Madison	72%	60%	54%	39%
Valley View	70%	74%	68%	65%
Vandalia-Butler	86%	77%	79%	68%
West Carrollton	67%	59%	55%	46%

Citation: National Student Clearinghouse

Learn to Earn Dayton encourages postsecondary enrollment within two years of high school graduation. The data highlighted in the charts is reflective of the two-year time period between graduation and potential enrollment. For example, the Enrolled by 2022 data shows the percentage of students who graduated with the high school class of 2020 who had enrolled in a college program by 2022. This data does not capture students who go on to pursue a high-quality certification.

Statewide data for comparison to Montgomery County and data disaggregated by gender are not available.
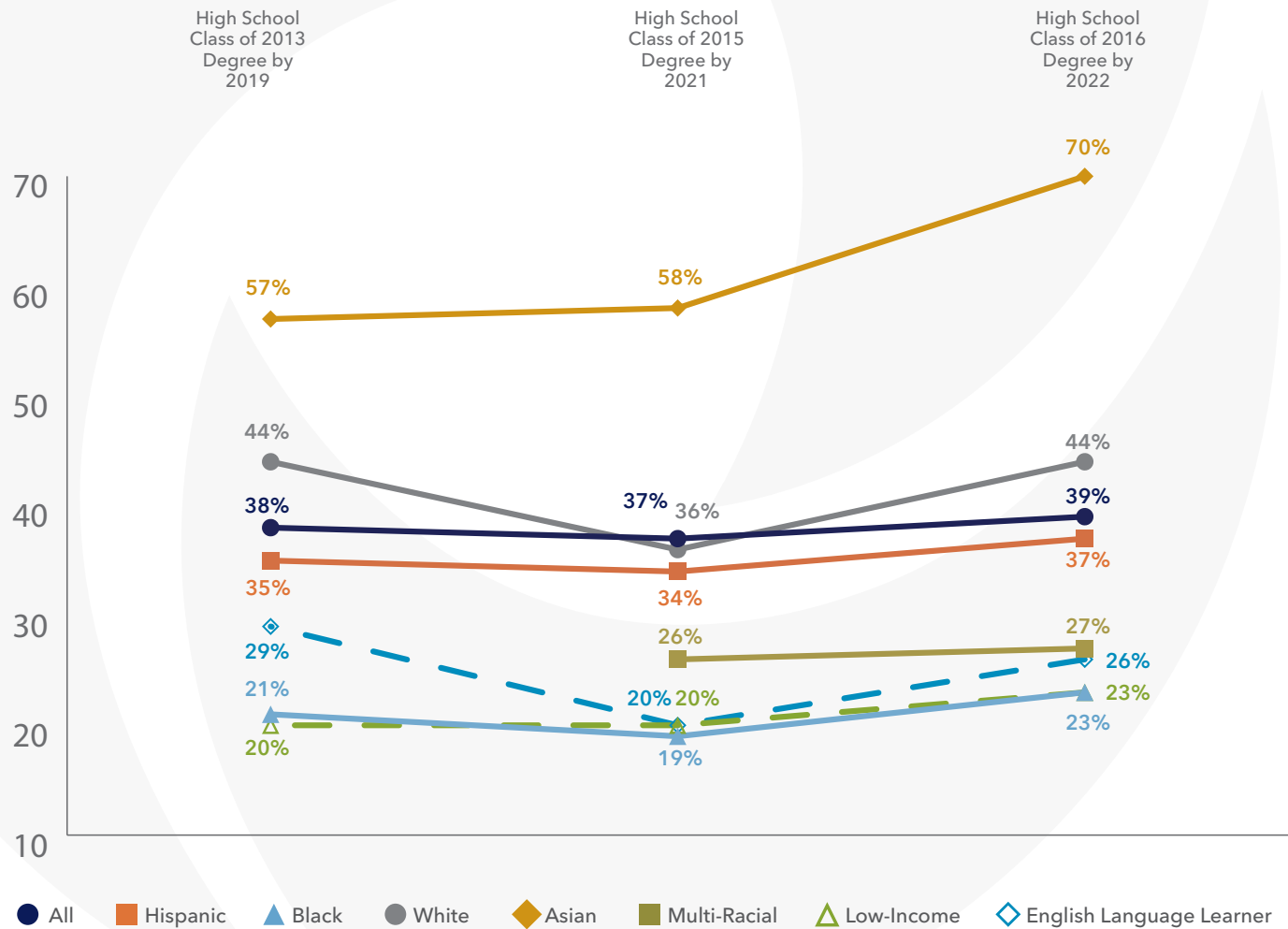
College Completion

In our milestone measurement, Learn to Earn Dayton strives to help students complete college within 6 years.

Goal:
50% of postsecondary students receive a college degree; another 10% secure a high-quality credential

Montgomery County Post-Secondary Completion by Identity, 2019-2022

High School Class of 2013 Degree by 2019

High School Class of 2015 Degree by 2021

High School Class of 2016 Degree by 2022

Asian: 57% → 58% → 70%
White: 44% → 36% → 44%
All: 38% → 37% → 39%
Hispanic: 35% → 34% → 37%
English Language Learner: 29% → 20% → 26%
Multi-Racial: 21% → 26% → 27%
Low-Income: 20% → 20% → 23%
Black: 22% → 19% → 23%

● All   ■ Hispanic   ▲ Black   ● White   ◆ Asian   ■ Multi-Racial   △ Low-Income   ◇ English Language Learner

This graph identifies the percentage of Montgomery County students who graduated from colleges or universities within 6 years of high school graduation (2019-2022).

Please note that the data from the High School Class of 2011 (reporting in 2017) was not available.

Citation: National Student Clearinghouse

Why it Matters: The Federal Reserve reports "college graduates received weekly wages that were 80% higher than those of high school graduates." And while there has been much conversation in recent years about the cost of college, 82% of those with bachelor's degrees still say it's been a good investment.

Making a Difference

Stopped-Out Students

This year had many bright spots regarding our progress in systems transformation as connected to higher education.

It's estimated that 135,000 Ohioans are just a few credits short of a degree, which would make them eligible for better pay, more job security and greater job opportunities. Far too often, these individuals are people of color, first-generation college students, and single mothers.

Learn to Earn Dayton worked in partnership with local universities to re-engage these "stopped-out students," through outreach and engagement. In collaboration with StriveTogether and the Summit Education Initiative, Learn to Earn helped to re-engage these students who had some college credits, but didn't complete a degree, especially with our partner higher education institutions such as Sinclair College.

COVID forced many students to leave college. This initiative created easy pathways back to campus and back on track toward degrees. For the fall semester of the 2021-2022 school year, more than 200 students returned to college.

This project is sustainable moving forward, as the uptick in college enrollment makes the investment worthwhile for universities. Plus, we recognize the "downstream" difference the effort makes, as children who live with an adult who has a degree are more likely to grow up and earn a degree themselves.

Learn to Earn Dayton is also working with Ithaka S&R to address the issue of stopped-out students dealing with debt. A pilot project is underway in Northeast Ohio, with expectations to expand statewide, if successful.

Postsecondary Enrollment within Six Years of HS Graduation, by District

	Degree by 2017	Degree by 2019	Degree by 2021	Degree by 2022
Brookville	47%	38%	42%	51%
Centerville	64%	63%	67%	64%
Dayton	17%	20%	17%	17%
Huber Heights	31%	31%	30%	34%
Jefferson Township	13%	10%	8%	14%
Kettering	35%	37%	36%	36%
Mad River	25%	29%	26%	22%
Miamisburg	39%	45%	40%	40%
New Lebanon	30%	39%	34%	24%
Northmont	43%	38%	38%	50%
Northridge	14%	11%	9%	12%
Oakwood	73%	73%	73%	77%
Trotwood-Madison	18%	19%	16%	20%
Valley View	42%	40%	34%	41%
Vandalia-Butler	44%	46%	49%	44%
West Carrollton	22%	26%	24%	26%

Citation: National Student Clearinghouse

Postsecondary Completion in Montgomery County by Gender (2019-2022)

2019   2021   2022

Females: 44% → 38% → 44%
All: 38% → 36% → 39%
Males: 33% → 26% → 33%

● All   ■ Females   ▲ Males
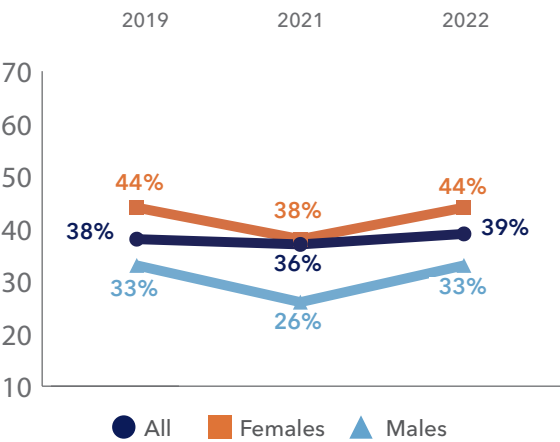
2017 data not available

Note: Statewide data for comparison to county not available.

Understanding that a student's academic success isn't solely based on what happens in the classroom, Learn to Earn Dayton launched the Summer and Afterschool Collaborative in 2017. In 2022, the Collaborative has grown to support 21 summer and afterschool programs focused on delivering quality out-of-school time programming for Montgomery County students.

The Summer and Afterschool Collaborative (SASC) centers its focus on quality around five metric areas: attendance, academics, social and emotional learning, health, and family engagement.

In order to better track how high-quality out-of-school programs affect academic performance, Learn to Earn Dayton and Montgomery County Educational Service Center partnered to implement a new software called Learning Circle.

Introducing Learning Circle

Learning Circle is a software that encourages both out-of-school program providers and school districts to record and share data, in compliance with privacy regulations. The goal is to create a cohesive and continuous system of care for students and families. Schools and out-of-school programs alike leverage shared data to better support students.

Primarily, Learning Circle helps the schools and summer and afterschool providers identify strengths and then align opportunities for students and families. Secondarily, because the software helps measure progress towards goals, school districts and out-of-school providers benefit from administrative support that makes grant and contract compliance easier, allowing them to focus their energy and resources on one-on-one instruction with students and families.

Through the Summer and Afterschool Collaborative, The Learning Circle data platform is helping both schools and out-of-school providers prove the direct connection to academic success

How It Works: Learn to Earn Dayton and Montgomery County Educational Service Center have worked together with generous funders to provide licenses for school districts and out-of-school providers. With parent/guardian permission, Learning Circle helps to track attendance, behavioral issues, and academics across schools and out-of-school school programs. On the individual level, providers can better understand the child's routine and needs. On the systems level, Learn to Earn Dayton is able to recognize linkages between high-quality out-of-school program participation, student outcomes, and place-based interventions; we have already seen progress tied to high-quality afterschool programming because of this tool.

Supporting BIPOC Educators

Multiple studies have demonstrated the positive influence for all learners when they experience teacher diversity, but it is especially meaningful for BIPOC students. The impact of at least one BIPOC elementary school teacher on BIPOC students positively impacts high school graduation rates and college enrollment.

Learn to Earn Dayton is a partner in *I Educate Montgomery County* – a diverse cross-section of educational collaborators, representing the full cradle-to-career continuum, addressing this issue from many angles. The overall goal is diversifying the educator workforce, with a focus on Black, Indigenous, People of Color, and LGBTQ+ professionals. Partners collaborate on a variety of strategies:

- increasing youth interest at the middle school grades to develop the pipeline into the field,
- offering dual college credit programs for high school students interested in studying education,
- facilitating a smooth transition to the "right fit" in college,
- keeping students engaged while in college through advisory councils, mentorship, and scholarships,
- providing pathways for non-licensed professionals to consider and achieve licensure, and
- emphasizing external recruitment to encourage diverse educators from across the country to choose Montgomery County.

The Face of Education:
- **1 in 3 public schools had a 100% all white teaching staff**
- **Black teachers make up 4.3% of the State's educators**
- **With 1.7 Black teachers for every 100 Black students (compared to 8.7 white teachers for every 100 white students), most students never interact with a teacher of color throughout their school career**

Citation: Ohio Department of Education

Learn to Earn Dayton provided grant support and backbone administration to help launch DREAM (Diversity Recruitment Educators Association for Miami Valley), a collaborative effort among four school districts to recruit BIPOC, LGBTQIA+, and minority educators to area schools and to provide Equity, Diversity, and Inclusion and cultural competency training for district teachers striving to create positive classroom experiences.

Thank you!

Remember
the Why

Learn to Earn Dayton

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Learn *to* Earn Dayton

Ready to Learn. Explore. Earn.