Welcome Letter

Strategies

Policy

Place-Based Partnerships

K-12 Partnerships

Milestone Strategies

Measuring What Matters

Learn to Earn Dayton exists to ensure that all learners in Montgomery County, and their families, have the opportunity to thrive—regardless of race, gender, or zip code. In order to increase intellectual capital and economic mobility, we work in deep partnership to align and transform the multiple systems that intersect to serve our students and families.

Within these pages, we are pleased to share with you innovative programs to support academic achievement, as well as place-based, two-generational efforts to support the whole family. We also provide data on educational outcomes for key milestones along the cradle-to-career continuum, with a special emphasis on year-over-year progress and status of pandemic rebound. New this year, you will find gap closing counts for the number of additional students who must reach each milestone in order for our community to close achievement gaps.

We intend for this data, particularly the gap closing information, to serve as a call to action. We must continue to focus on regular attendance for students of all ages, and work with our partner organizations to provide support for families to overcome hurdles that lead to chronic absenteeism. We must support Preschool Promise and advocate for increasing affordable access to high quality early learning in order to ensure all students are kindergarten ready. We must bolster early literacy efforts, both within the classroom and in partnership with families. We must expand opportunities for students to explore their career interests and aptitudes, and provide the pathways for them to pursue the coursework and work-based learning experiences that will lead to the future they envision. We must value our educators, and encourage both young people and adults to consider careers in education so that every classroom has a prepared and passionate teacher.

To ensure success for all students, it will take all of us remaining committed to these shared priorities.

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.

Vision

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

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Transforming Systems

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Our decade of demonstrating the progress made possible by this data-driven, multi-sector approach earned us “Systems Transformation” designation this year, the highest level of national recognition for cradle-to-career organizations in the StriveTogether network.

Within these pages, we are pleased to share with you innovative programs to support academic achievement, as well as place-based, two-generational efforts to support the whole family. We also provide data on educational outcomes for key milestones along the cradle-to-career continuum, with a special emphasis on year-over-year progress and status of pandemic rebound. New this year, you will find gap closing counts for the number of additional students who must reach each milestone in order for our community to close achievement gaps.

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Transforming Systems

Learn to Earn Dayton’s success in creating the civic infrastructure needed to reach our big goals for student outcomes received national recognition. In April 2023, StriveTogether designated Learn to Earn Dayton with its highest benchmark, as a “Systems Transformation” community (the third such designated community in the nation and first in the midwest). StriveTogether lauded the organization’s success with innovative COVID responses, the commitment to data to drive outcomes, a dedicated focus on racial equity, an established framework for collaborations and partnerships to support sustainable programs, and an authentic centering of proximate voice—welcoming the students and families most affected by programs to help lead the creation and implementation of the work.

“This designation demonstrates what systems transformation actually looks like,” said Jennifer Blatz, President and CEO of StriveTogether. “Learn to Earn Dayton has produced outcomes that prove what is possible with a data-driven, collective impact approach. They demonstrated the ability to not only maintain results, but to scale them up.”
Data guides our work and helps to set our priorities. To address disparities and reach our Big Goal, Learn to Earn Dayton tracks countywide milestones along the cradle-to-career continuum that are predictive of academic success, including kindergarten readiness, third grade reading, eighth grade math, high school graduation, postsecondary enrollment, and postsecondary completion.

Policy
Learn to Earn Dayton recognizes the importance of advocating for policies that lay the groundwork for successful students and families. We work at the local, state, and federal level, advocating for best practices in early learning, transitions to higher education and career training, and stable, successful communities.

Partnerships
Partnerships are essential. Partnerships expand our reach, deepen our engagement, and bring the diversity of perspectives to every endeavor. Our partners include educators, community organizations, government and civic leaders, major funders, all 16 public school districts in Montgomery County, and the residents of neighborhoods in our place-based initiatives.

Data
Data exposed disparities in student outcomes, driving the Learn to Earn Dayton team to advocate for the science of reading to be incorporated into early grade literacy efforts. Once the science of reading was adopted by the state, Learn to Earn Dayton convened regional partners and provided innovative programming to support educators and scale efforts across the region, turning the policy into strong practice.

STRATEGIES
to achieve our BIG GOAL

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

How Policy, Partnerships, and Data Come Together
Data exposed disparities in student outcomes, driving the Learn to Earn Dayton team to advocate for the science of reading to be incorporated into early grade literacy efforts. Once the science of reading was adopted by the state, Learn to Earn Dayton convened regional partners and provided innovative programming to support educators and scale efforts across the region, turning the policy into strong practice.
Policy

In 2022-2023, Learn to Earn Dayton’s policy work addressed issues across the cradle-to-career continuum, which included efforts to ensure that the State of Ohio’s budget included funding for teacher training and implementation of the Science of Reading; to enable more students to attend college, by making certain that families completed the Free Application for Federal Student Aid (FAFSA); and to remove barriers that block students from returning to a degree program if they had previously left college.

Learn to Earn Dayton staff raised awareness about these critical issues, writing op-eds, helping to draft language for legislative amendments, and presenting testimony before the Ohio General Assembly. We also supported the education committee of the Ohio Mayors Alliance, keeping education front and center for local government, and we supported communities across Ohio who are beginning their own cradle-to-career initiatives.

Sarah Biehl, policy director for the Ohio Mayors Alliance, can’t speak highly enough about Learn to Earn Dayton’s value to her organization’s efforts. She noted that Learn to Earn Dayton’s knowledge of and hands-on experience with workforce development programming has been invaluable to OMA member communities across Ohio.

“There’s just no way this work gets done without multiple entities working together on different pieces,” Biehl said. “and Learn to Earn Dayton has been really great at helping identify where those connections are and who should be involved and sort of leading us there. So that’s perfect.”

“Learn to Earn Dayton is unique in its expertise from the policy perspective as well as programming,” Biehl said. “Some people do one or the other, but not both. That’s really important and useful.”

Science of Reading

In 2023, the Ohio General Assembly adopted a budget that included funding to support the Science of Reading, including teacher education, curriculum and instructional materials, and literacy coaches.

Learn to Earn Dayton advocated to make the Science of Reading a fundamental part of K-12 education in Ohio. As Learn to Earn Dayton Founder and Policy Director Thomas J. Lasley, II, wrote in a letter to Cleveland.com, “The science of reading is a body of empirically based literature that documents clearly what a young person needs to be able to do to read independently.”

Locally, Northridge Schools had already begun the switch before the requirement was institutionalized. “The district started this school year with 28% of kindergarten students on track for reading, and as of March 13, 73% of those students were on track,” Superintendent Dave Jackson told the Dayton Daily News.

Governor Mike DeWine visited Northridge in March 2023, as legislators were debating whether or not to adopt the Science of Reading for Ohio. “At Northridge, they are doing an absolutely phenomenal job,” DeWine said after his visit. “If you look at where they were a few years ago, compared to where they are today, they’ve just gone straight up.”

“By reshaping policy around evidence-based approaches in classrooms and educator-training programs, we can provide children across the state with quality instruction based on the science of reading.”

– Thomas J. Lasley & Jennifer Blatz

Be BOLD

Learn to Earn Dayton has been an advocate of new initiatives to encourage students who previously dropped out and carry outstanding debt at a Compact college to be able to continue their education at any of the participating colleges. Led by SOCHE (Strategic Ohio Council for Higher Education), the BOLD (Be Ohio’s Latest Degree Holder) Compact is a new collaboration between eight universities and community colleges in western and southern Ohio, to encourage students who dropped out and owe money to any of these colleges to continue their education at either their former college or any of the other participating colleges.

The BOLD Compact colleges and universities will release held transcripts and forgive up to $5,000 ($2,500/semester) that former students owe, even if the former student re-enrolls in a different BOLD Compact college or university.
Place-Based Partnerships

Learn to Earn Dayton’s work is rooted in partnerships. They exist in the schools and neighborhoods we serve, across the state of Ohio, and throughout the United States.

The Northwest Dayton Partnership

In 2023, Learn to Earn Dayton celebrated the success of the Northwest Dayton Partnership (NWDP), first established to bring the voices of residents forward to work on shared community goals: racial equity, justice, and economic mobility for all. Funded by a catalytic investment from Blue Meridian Partners, Learn to Earn Dayton served as the backbone of the effort, in collaboration with many community organizations, to create Power of Place, a ready-for-action plan that captures the vision and priorities of the residents. The opportunity to make the resident vision a reality was significantly advanced when the community received a Promise Neighborhood Award, under the leadership of Omega Community Development Corporation. Learn to Earn Dayton remains committed to the work, with staff supporting multiple projects that will accomplish the goals set forth in the plan.

Vanessa Ward, president of Omega CDC, counts on Learn to Earn Dayton to support her work in Northwest Dayton. “Learn to Earn Dayton’s technical assistance, thought leadership, and a true commitment to shift power was also foundational to the Omega CDC’s successful submission, award, and current implementation of a U.S. Department of Education Promise Neighborhood Grant,” she wrote in the Dayton Daily News. “In recent years and months, Omega CDC has seen unprecedented growth and recognition for our collaborative work in Northwest Dayton. We attribute much to the contributions and expertise gained from the lasting work of Learn to Earn Dayton.”

The Power of Place

In June, the NWDP Steering Committee and more than 250 Northwest Dayton residents and supporters celebrated two years of hard work with a standing-room only event to release its new publication, Power of Place: Resident Vision for Northwest Dayton.

Two-Generation Collaborative

Learn to Earn Dayton assumed leadership as the backbone organization for the Montgomery County Two-Generation Collaborative (2Gen), which seeks to have programs serve children and the adults in their lives at the same time. The goal of the 2Gen approach is to integrate services and supports to move the whole family out of poverty and toward self-sufficiency.

2Gen Partners

- Catholic Social Services
- City of Dayton
- Dayton Children’s Hospital
- Dayton Public Schools
- East End Community Services
- Fitz Center for Leadership in Community
- Greater Dayton Area Hospital Association
- Mathile Family Foundation
- Miami Valley Child Development Centers
- Montgomery County
- Montgomery County Educational Service Center
- Omega CDC
- Preschool Promise
- United Way
- University of Dayton
Community Investment Fund:

An important aspect of the Community Investment Fund was that community residents and neighborhood stakeholders led the process. A Community Review Panel, comprising Northwest Dayton community members, was formed, and tasked with reviewing proposals to find those which best met the intent of the grant opportunity and the seven selection criteria. While Learn to Earn Dayton provided administrative support, the local committee led the process, including application review and final decisions regarding funding.

First Round Grant Recipients:

- Black Brothers & Sisters Involvement
- Daybreak
- Dayton Habitat for Humanity
- Dayton Performing Arts Alliance
- Dayton Society of Natural History/Boonsfooth Museum
- Dayton Urban Young Life
- Five Rivers Health Center
- Hatch Architects Design Center
- House of Bread
- Learning Tree Farm
- Little Hearts Schoolhouse and Early Learning Center
- Miami Valley Leadership Foundation
- Miami Valley Meals
- Miami Valley Urban League
- Miami Valley Child Development Centers, Inc (MVCCD)
- Parity, Inc.
- Rebuilding Together Dayton
- Shoes for the Shoeless
- Single Parents Rock
- The Conscious Connect
- The Foodbank
- The National Conference for Community and Justice of Greater Dayton
- The Risen Empowerment Resource Center Incorporated
- Today’s Babies Tomorrow’s Future
- TRIBE
- Unified Power
- Valens Solutions
- YMCA of Greater Dayton

Thank you to the Community Review Panelists:

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

Review the Community Investment Fund Impact Report

Dedra Porter

Dedra Porter, founder and CEO of Leave A Legacy Always (LALA), said she learned something very important while serving on the review panel for the Community Investment Fund. “People care about the community that they live in, and they want to see positive progress for everyone,” she said. “For K-12, for the elderly, for the homeless, for immigrants coming into Dayton, for those that need healthcare, from A-Z. People actually care.”

Porter said LALA, which focuses on educating people about finance on a very basic level, is interested in collaborating with other organizations. Being part of the review panel introduced her to what other organizations were doing in Northwest Dayton and also gave her insight into what funders are interested in.

The training and tools Learn to Earn Dayton provided to the review panel members were very valuable to her own work, she said. “It helps me strengthen my grant-writing skills so that when I’m applying for grants, I know specifically how to align myself in an application, to better be qualified to receive a grant.”
Studies show that all students, and particularly students of color, benefit from having classroom experiences with diverse educators; Learn to Earn Dayton participates in two targeted initiatives to raise levels of representation in the education profession.

I Educate Montgomery County is a regional effort in collaboration with local school districts, higher education institutions and community partners to create opportunities that lead to diversification of the teacher workforce.

DREAM (Diversity Recruitment Educators Association for Miami Valley) is a newly launched non-profit initiative that engages local school districts, with administrative and professional development support from Learn to Earn Dayton, to “unify efforts to recruit, support, and mentor Black, Indigenous, and People of Color (BIPOC) educators by coordinating recruiting, mentoring, and growing professionals across the Miami Valley.”

The Summer and Afterschool Collaborative (SASC) is a growing network of community partners delivering quality out-of-school time programming. In its 2020-2023 Progress Report, the SASC found that students who participate in high quality afterschool and summer programs have higher rates of school attendance and higher literacy and math proficiency compared with students not participating.

Representation Matters in the Education Pipeline

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SASC Participants:

10 Speed Consulting *
Adventure Central *
Boys & Girls Club of Dayton
CBI Middletown
Dakota Center *
Dayton Children’s Hospital *
Dayton Christian Center *
Dayton Metro Library *
Dayton Public Schools
Dayton Regional STEM Center
Dayton Scholars *
East End (Miracle Makers) *
Educational Equity Programs *
Fail Me Not Tutoring *
Help Our Families
Kids Read Now*

KIND
Miami Valley Leadership Foundation
Miami Valley Urban League
Mindful Education Consulting *
Montgomery County
Montgomery County Juvenile Center
Ohio Afterschool Network *
Omega CDC *
On Purpose Academy *
Revival Center Ministries *
Sinclair Community College (Fast Forward)
St. Margaret’s Episcopal Church

STAR Program
Think TV
Tops Advantage
Trotwood-Madison City Schools *
YMCA of Greater Dayton *
Youth House Dayton

For more details, review the Summer + Afterschool Collaborative Progress Report

* Denotes SASC Network Member

”DREAM provides the absolute best professional development sessions. They speak directly to the needs of the individuals working in our buildings today, addressing the growing diversity in our student populations and the need for further understanding to reach our youth.”

~Angela H., Educator
The students marked their achievements with an original play based on the book, The Me I Choose to Be, a celebration of literacy, art, self-confidence, and academic transformation.

PACCE: Pathways for Accelerated College and Career Exploration

In 2022-2023, Learn to Earn Dayton was one of 12 communities from across the nation selected by the Bill & Melinda Gates Foundation to participate in the national Accelerate{ED} initiative, to create an expanded education model to smooth pathways for students to earn college degrees. Learn to Earn Dayton served as the team lead, engaging in months of deep design collaboration with school districts, local colleges, government agencies, neighborhood nonprofits, and families.

This resulted in Pathways for Accelerated College and Career Exploration (PACCE). The framework encourages districts to provide assessments and field trips throughout the middle grades to help students consider their interests and aptitudes for future careers. In high school, students select a dedicated pathway, and by following a track that blends traditional high school coursework with classes offered through a local college, they have the opportunity to earn dual credit that is pre-approved to count toward a degree. By high school graduation, the student has benefited from work-study experiences and earned stackable credits so that an associate degree is more easily accessible with reduced time and cost.

At the design phase came to an end, Learn to Earn Dayton was selected as one of only three sites in the nation to receive a two-year investment from the Bill & Melinda Gates Foundation to put the plan into action for the benefit of Ohio’s students. The program will be piloted, beginning in Fall 2023, at Kettering City Schools and Dayton Public Schools, with plans to scale to additional districts and geographies in the second year of the effort.

The PACCE design team included leaders from Learn to Earn Dayton, Montgomery County Educational Service Center, Kettering City Schools, Dayton Public Schools, Omega CDC, Ohio Department of Higher Education, Ohio Department of Education and Workforce, Ohio Mayors Alliance, Central State University, Sinclair Community College, Wright State University, Dayton Area Chamber of Commerce, and Dayton Development Coalition.

“Our mission is to ensure more students across Montgomery County have equitable access to the degrees and certifications they need to get high-paying jobs. This program removes the barriers of cost and time, while also providing high school students with the additional direction and support needed to reach their career goals through education.”

~Stacy Schweikhart, CEO

Mighty Classrooms

In the wake of COVID and to address persistent challenges around attendance and literacy, Trotwood-Madison City Schools partnered with Learn to Earn Dayton to create a demonstration classroom to provide insights on best practices around the science of reading, family engagement, and student enrichment for our youngest learners.

The first Mighty Classroom - named the Mighty Rams - launched in August 2022, with kindergartners and first graders identified as needing academic, attendance, and social emotional support to be ready for the next grade level.

“Experts on the Learn to Earn Dayton team helped us develop a curriculum leveraging the science of reading,” according to Dr. Reva Cosby, superintendent of Trotwood-Madison Schools. Students’ attendance and achievement went up. Over the school year, the number of Mighty Classroom students who scored in “Good Standing” or “Excel” regarding attendance doubled.

“The students marked their achievements with an original play based on the book, The Me I Choose to Be, a celebration of literacy, art, self-confidence, and academic transformation.

“A classroom dedicated to the science of reading matched with family engagement activities leads to increased attendance and improved literacy,” Dr. Cosby wrote in the Dayton Daily News. “Because of the success, we are expanding the Mighty Rams next year.”
Milestone Strategies
Every program created or supported by Learn to Earn Dayton is directly tied to goals for positive student outcomes and career attainment.

Kindergarten Readiness
Learn to Earn Dayton collaborated with Preschool Promise as part of the Northwest Dayton Partnership work to launch the RESPECT pilot. This initiative supplemented the wages of 250 early childhood educators and early learning staff at 14 sites in Northwest Dayton, working to attract and keep exceptional teachers and staff, a critical element to ensuring accessibility to high-quality, affordable early learning.

Third Grade Reading
Learn to Earn Dayton’s Early Grade Literacy Collaborative launched the Mighty Classrooms to address chronic absenteeism and support literacy achievement. Student enrichment activities, additional tutoring, and family engagement and support combined to advance student achievement and develop a sense of pride and accomplishment for students.

Eighth Grade Math
The Summer + Afterschool Collaborative (SASC) increases access to and quality of out-of-school time programming. Students who participate in programs with the SASC receive valuable support that develops skills, resilience, and confidence - resulting in higher math proficiency compared to students not in afterschool programs.

High School Graduation
The MCESC Career Champions and Counselors Academy, regularly serving approximately 40 educators from 19 school districts, facilitates connections between counselors, educators, local industry partners, non-profit organizations, and valuable resources to equip them with the tools and knowledge necessary to inspire and guide students in discovering diverse career pathways after high school.

Postsecondary Enrollment
Students who complete the Free Application for Federal Student Aid (FAFSA) are significantly more likely to attend college. Learn to Earn Dayton works in collaboration with school districts and community partners to provide information and incentives to encourage FAFSA completion.

Postsecondary Completion
It’s not enough that students enroll in post-secondary opportunities if they aren’t able to complete the program. Learn to Earn Dayton worked with Ithaka S+R to support the College Comeback in Northeast Ohio, which spurred the creation of the BOLD Compact for students in Southwest Ohio. These partnerships ease the way for students to return to college to complete their degree, even after time away.

StriveTogether identified six key performance metrics related to educational attainment. These “power” metrics are critical attainment milestones that are predictive along the continuum. For example, because kindergarten readiness predicts third grade reading, Dayton put into place the Preschool Promise program, which focused on high quality early learning.

It is also why Learn to Earn so strongly supports the use of the Science of Reading: Reading proficiency predicts high school graduation. The tracking of milestones and the strategies to move the metrics are central to the work of Learn to Earn Dayton.
You’ll see many bright spots as you review the following charts and graphs, yet there remains much work to be done. While the trends in our student outcomes are consistent with other urban counties in Ohio and post-pandemic realities nationwide, we seek to use data as a call to action. We must ensure that all students in Montgomery County have the opportunity to succeed – regardless of race, gender, or zip code.

In the pages that follow, you will find an analysis of student outcomes data along the predictive continuum of academic achievement. In each milestone area, the data provides a five-year trend analysis as well as a snapshot of three critical measures of progress:

- Year-to-Year Progress
- Pandemic Rebound Progress
- Gap Closing

Data is also disaggregated by student identity and school district. These population tables include data from 2019, as it was the last year before the challenges of the pandemic, and 2022 and 2023 for most recent progress. The numbers for 2023 are color coded to reflect positive progress from 2022 (green fill) and success in reaching the pre-pandemic achievement rates (outlined in blue).

For each milestone you’ll also see data that contributes to success. For example, students struggle to achieve in school if they’re not attending regularly – so we track chronic absenteeism and suspension rates. These contributing factors, as well as the benefits of Preschool Promise programming, FAFSA completion, and out-of-school time programming all help to drive toward our cradle-to-career goals.

### 2022-2023 Rates for Six Critical Cradle-to-Career Milestones by Public School District, for Montgomery County

<table>
<thead>
<tr>
<th>Population</th>
<th>Kindergarten Readiness</th>
<th>Third Grade Reading</th>
<th>Eighth Grade Math</th>
<th>High School Graduation</th>
<th>Postsecondary Enrollment</th>
<th>Postsecondary Completion</th>
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<td>64%</td>
<td>38%</td>
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</table>

Source: Ohio Department of Education, National Student Clearinghouse, Ohio Department of Children and Youth, Retrieved January 2024

*High School graduation data is delayed by 1 year
Why It Matters:
Kindergarten Readiness is closely linked to future academic achievement and life success. During these critical formative years, children 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.

The Preschool Promise Scholars Pathway helps early child care educators in partner schools earn credentials and degrees without taking on debt. Preschool Promise provides financial aid to cover tuition and books, and even assists with out-of-pocket expenses, for teachers working at Preschool Promise child care sites. This support is for teachers interested in obtaining a degree or credential (CDA, Associate degree, or Bachelor's degree) in Early Childhood Education or Elementary Education.

% of Children ‘Demonstrating’ and ‘Approaching’ Kindergarten Readiness by Ethnic Identity Fall 2022

Kindergarten Readiness, Disaggregated by Identity

<table>
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<tr>
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<tr>
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Kindergarten Readiness, Disaggregated by District

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<td>New Lebanon</td>
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</table>

Investing in Teacher Education

The Preschool Promise Scholars Pathway helps early child care educators in partner schools earn credentials and degrees without taking on debt. Preschool Promise provides financial aid to cover tuition and books, and even assists with out-of-pocket expenses, for teachers working at Preschool Promise child care sites. This support is for teachers interested in obtaining a degree or credential (CDA, Associate degree, or Bachelor’s degree) in Early Childhood Education or Elementary Education.

Preschool Promise is providing financial assistance to more than 100 Promise Scholars earning an early education degree or credential, helping them graduate debt free.

Learn to Earn Dayton provided more than $1 million that Preschool Promise distributed to 250+ education staff as part of an extensive research project regarding the connection between better pay and staff retention.

Approximately 300 teachers received 4,700 hours of individual coaching.

Source: Explore additional data and learn more at PreschoolPromise.org/annualreport

Montgomery County Progress Snapshot

2023 Kindergarten Readiness Rate

We decreased readiness from last year's rate of 70% to 76%.

We have not bounced back to our pre-pandemic rate of 64%.

Kindergarten Readiness Rates County Wide


Montgomery County Progress Snapshot

2023 Kindergarten Readiness Rate

64%

We decreased readiness from last year's rate of 70% to 76%.

We have not bounced back to our pre-pandemic rate of 64%.

Kindergarten Readiness Rates County Wide

**Third Grade Reading**

**Why It Matters:**
Reading at grade level is one of the strongest predictors of later success, including higher rates of graduating high school and attending college. Studies have 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 their proficient peers.

**Montgomery County Progress Snapshot**

**2023 Reading Proficiency Rate**

<table>
<thead>
<tr>
<th>Population</th>
<th>2018-19 %</th>
<th>2021-22</th>
<th>2022-23</th>
<th>Gap Closing</th>
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<tbody>
<tr>
<td>Countywide</td>
<td>63%</td>
<td>62%</td>
<td>65%</td>
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<td>Hispanic</td>
<td>68%</td>
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<tr>
<td>White</td>
<td>67%</td>
<td>70%</td>
<td>69%</td>
<td>5%</td>
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<td>Multi-Racial</td>
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<tr>
<td>Economically Disadvantaged</td>
<td>52%</td>
<td>47%</td>
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<td>10%</td>
</tr>
<tr>
<td>English Language Learner</td>
<td>49%</td>
<td>47%</td>
<td>49%</td>
<td>2%</td>
</tr>
</tbody>
</table>

**Reading Proficiency, Disaggregated by Identity**

- **Asian:** 80% (67), 77% (68), 77% (68)
- **Black:** 43% (38), 38% (36), 36% (27)
- **Hispanic:** 68% (68), 53% (52), 28%
- **Multi-Racial:** 69% (69), 66% (61), 61% (8)
- **Economically Disadvantaged:** 52% (47), 47% (48), 34%
- **English Language Learner:** 49% (47), 47% (49), 45%

**Reading Proficiency, Disaggregated by District**

- **Brookville:** 88% (85), 80% (Baseline)
- **Centerville:** 77% (79), 86% (77)
- **Dayton:** 38% (38), 34% (238)
- **Huber Heights:** 63% (54), 51% (45)
- **Jefferson Twp:** 33% (53), 20% (7)
- **Kettering:** 81% (83), 83% (81)
- **Medina:** 68% (62), 57% (16)
- **Miamisburg:** 64% (54), 62% (65)
- **New Lebanon:** 76% (72), 73% (76)
- **Northmont:** 76% (69), 70% (76)
- **Northridge:** 52% (33), 36% (31)
- **Oakwood:** 94% (92), 91% (94)
- **Trotwood-Madison:** 61% (38), 38% (49)
- **Valley View:** 75% (61), 66% (75)
- **Vandalia-Butler:** 72% (77), 75% (72)
- **West Carleton:** 64% (54), 53% (21)

**Gap Closing:** This column is the number of additional students needed for the population to meet the county-wide average (reported for populations currently below the county average).

Source: Ohio Department of Education and Workforce, Requested and Received January 2024

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**Chronic Absenteeism**

**Why It Matters:**
Students who are chronically absent (missing 10% of school days or more) are at a higher risk of dropping out, performing lower academically, and being unprepared for college or careers.

**Montgomery County Progress Snapshot**

**2023 Chronic Absenteeism Rate**

<table>
<thead>
<tr>
<th>Population</th>
<th>2018-19 %</th>
<th>2021-22</th>
<th>2022-23</th>
<th>Gap Closing</th>
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<tbody>
<tr>
<td>Countywide</td>
<td>27%</td>
<td>30%</td>
<td>17%</td>
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<tr>
<td>Hispanic</td>
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</tr>
<tr>
<td>White</td>
<td>18%</td>
<td>20%</td>
<td>23%</td>
<td>3%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>9%</td>
<td>10%</td>
<td>10%</td>
<td>1%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>39%</td>
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<td>41%</td>
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</tr>
<tr>
<td>English Language Learner</td>
<td>40%</td>
<td>40%</td>
<td>40%</td>
<td>-</td>
</tr>
</tbody>
</table>

**Chronic Absenteeism, Disaggregated by Identity**

- **Asian:** 80% (77), 77% (77), -
- **Black:** 43% (38), 38% (36), 24%
- **Hispanic:** 68% (63), 54% (51), 45%
- **Multi-Racial:** 69% (64), 54% (63), 21%

**Chronic Absenteeism, Disaggregated by District**

- **Brookville:** 88% (85), 80% (Baseline)
- **Centerville:** 77% (79), 86% (77)
- **Dayton:** 38% (38), 34% (238)
- **Huber Heights:** 63% (54), 51% (45)
- **Jefferson Twp:** 33% (53), 20% (7)
- **Kettering:** 81% (83), 83% (81)
- **Medina:** 68% (62), 57% (16)
- **Miamisburg:** 64% (54), 62% (65)
- **New Lebanon:** 76% (72), 73% (76)
- **Northmont:** 76% (69), 70% (76)
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**Gap Closing:** This column is the number of additional students needed for the population to meet the county-wide average (reported for populations currently below the county average).

Source: Ohio Department of Education and Workforce, Requested and Received January 2024

---

**Chronic absenteeism skyrocketed after the pandemic.** With nearly 27% of all Montgomery County students being chronically absent, there are opportunities for gap closing across all demographics and a need for a regional effort to serve all families.

Students facing homelessness, Black students, and economically disadvantaged students need the most support. (ODE, 2023)
Eighth Grade Math

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 door to completing advanced mathematics courses in high school, which is highly valued for admission to colleges and universities. Eighth grade math correlates to high school persistence, academic achievement, college attainment, and general preparedness for the workforce.

Montgomery County Progress Snapshot

<table>
<thead>
<tr>
<th>2023 Math Proficiency Rate</th>
<th>We increased proficiency from last year's rate of</th>
<th>We have not bounced back to our pre-pandemic rate of</th>
</tr>
</thead>
<tbody>
<tr>
<td>40%</td>
<td>31%</td>
<td>49%</td>
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Math Proficiency, Disaggregated by Identity

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<td>Ohio</td>
<td>47%</td>
<td>47%</td>
<td>50%</td>
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<tr>
<td>Montgomery County</td>
<td>49%</td>
<td>31%</td>
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<tr>
<td>Asian</td>
<td>75%</td>
<td>52%</td>
<td>81%</td>
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<td>Black</td>
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<tr>
<td>Female</td>
<td>51%</td>
<td>32%</td>
<td>40%</td>
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Math Proficiency, Disaggregated by District

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<td>Ohio</td>
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<tr>
<td>Montgomery County</td>
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<tr>
<td>Brookville</td>
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<td>64</td>
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</tr>
<tr>
<td>Vandalia-Burk</td>
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</tr>
<tr>
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</table>

Gap Closing: This column is the number of additional students needed for the population to meet the county wide average (reported for populations currently below the county average).

Math Proficiency, Disaggregated by District

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<tr>
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Math Proficiency, Disaggregated by District

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<td>50%</td>
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</tr>
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<td>Montgomery County</td>
<td>49%</td>
<td>31%</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td>Brookville</td>
<td>86%</td>
<td>88%</td>
<td>79%</td>
<td>-</td>
</tr>
<tr>
<td>Centerville</td>
<td>85%</td>
<td>63%</td>
<td>69%</td>
<td>64</td>
</tr>
<tr>
<td>Dayton</td>
<td>31%</td>
<td>11%</td>
<td>13%</td>
<td>468</td>
</tr>
<tr>
<td>Huber Heights</td>
<td>42%</td>
<td>28%</td>
<td>28%</td>
<td>-</td>
</tr>
<tr>
<td>Jefferson Twp</td>
<td>27%</td>
<td>0%</td>
<td>18%</td>
<td>2</td>
</tr>
<tr>
<td>Kettering</td>
<td>80%</td>
<td>63%</td>
<td>63%</td>
<td></td>
</tr>
<tr>
<td>Mud River</td>
<td>68%</td>
<td>34%</td>
<td>33%</td>
<td>85</td>
</tr>
<tr>
<td>Miamisburg</td>
<td>68%</td>
<td>58%</td>
<td>53%</td>
<td></td>
</tr>
<tr>
<td>New Lebanon</td>
<td>65%</td>
<td>19%</td>
<td>27%</td>
<td>20</td>
</tr>
<tr>
<td>Northmont</td>
<td>67%</td>
<td>53%</td>
<td>56%</td>
<td></td>
</tr>
<tr>
<td>Northridge</td>
<td>22%</td>
<td>11%</td>
<td>18%</td>
<td>46</td>
</tr>
<tr>
<td>Oakwood</td>
<td>89%</td>
<td>90%</td>
<td>89%</td>
<td></td>
</tr>
<tr>
<td>Trotwood-Madison</td>
<td>35%</td>
<td>11%</td>
<td>12%</td>
<td>174</td>
</tr>
<tr>
<td>Valley View</td>
<td>69%</td>
<td>41%</td>
<td>41%</td>
<td></td>
</tr>
<tr>
<td>Vandalia-Burk</td>
<td>67%</td>
<td>52%</td>
<td>45%</td>
<td></td>
</tr>
<tr>
<td>West Carrollton</td>
<td>46%</td>
<td>32%</td>
<td>32%</td>
<td></td>
</tr>
</tbody>
</table>

Gap Closing: This column is the number of additional students needed for the population to meet the county wide average (reported for populations currently below the county average).

Summer + Afterschool Collaborative

Across Ohio, a significant percentage of parents report challenges to enrolling their child in an afterschool program. Top barriers cited included:

- Lack of Available Program: 39%
- Programs Too Expensive: 57%
- Lack of Safe Transportation: 54%

Across Ohio, for every ONE CHILD in an afterschool program, FIVE are waiting to get in.

Percentage of students in SASC provider programs achieving at least 90% annual school attendance compared to the school student population.

School Day Attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Students</th>
<th>SASC Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020-2021</td>
<td>72%</td>
<td>81%</td>
</tr>
<tr>
<td>2021-2022</td>
<td>63%</td>
<td>76%</td>
</tr>
<tr>
<td>2022-2023</td>
<td>63%</td>
<td>71%</td>
</tr>
</tbody>
</table>

Literacy Proficiency 2022-23

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Students</th>
<th>SASC Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>2022-23</td>
<td>40%</td>
<td>46%</td>
</tr>
</tbody>
</table>

Math Proficiency 2022-23

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Students</th>
<th>SASC Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>2022-23</td>
<td>38%</td>
<td>52%</td>
</tr>
</tbody>
</table>

Sources: Partner schools through Learning Circle and SASC Progress Report, 2023
**High School Graduation**

**Why It Matters:**
High school graduation is not only a precursor to postsecondary success, it is a significant determinant of earnings throughout adulthood. Further, increasing the educational attainment of one generation improves the next generation’s academic and social outcomes.

<table>
<thead>
<tr>
<th>High School Graduation Rate</th>
<th>Population 2018-19</th>
<th>Class of 2019</th>
<th>Class of 2021</th>
<th>Gap Closing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montgomery County</td>
<td>88%</td>
<td>88%</td>
<td>88%</td>
<td>Baseline</td>
</tr>
<tr>
<td>Asian</td>
<td>97%</td>
<td>96%</td>
<td>98%</td>
<td>-</td>
</tr>
<tr>
<td>Black</td>
<td>82%</td>
<td>82%</td>
<td>82%</td>
<td>69%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>86%</td>
<td>79%</td>
<td>84%</td>
<td>10%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>88%</td>
<td>91%</td>
<td>91%</td>
<td>-</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>85%</td>
<td>81%</td>
<td>82%</td>
<td>134%</td>
</tr>
<tr>
<td>English Language Learner</td>
<td>77%</td>
<td>81%</td>
<td>77%</td>
<td>21%</td>
</tr>
<tr>
<td>Males</td>
<td>84%</td>
<td>85%</td>
<td>84%</td>
<td>48%</td>
</tr>
<tr>
<td>Females</td>
<td>92%</td>
<td>91%</td>
<td>91%</td>
<td>-</td>
</tr>
</tbody>
</table>

**Out-of-School Suspension Rates County Wide**

<table>
<thead>
<tr>
<th>County</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
<th>2022-23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montgomery County</td>
<td>16%</td>
<td>12%</td>
<td>2%</td>
<td>17%</td>
<td>18%</td>
</tr>
</tbody>
</table>

**Exclusionary Discipline**

**Why It Matters:**
The goal of exclusionary discipline (e.g.: suspension or expulsion) is to improve the learning environment by removing disruptive students. However, studies show that when students are out of school – for any reason – it results in lower academic achievement.

**FAFSA Completion**

**Why It Matters:**
Nationally, 9 out of 10 students who complete the Free Application for Federal Student Aid (FAFSA), attend college the following year. With costs feeling out of reach for many students and families, it is critical that students have access to all funding available to support postsecondary education.

**Montgomery County Progress Snapshot**

2022 High School Graduation Rate

- We maintained last year's graduation rate of 88%
- We have bounced back to our pre-pandemic rate of 88%

**Montgomery County Graduation by Identity**

<table>
<thead>
<tr>
<th>Population</th>
<th>Class of 2019</th>
<th>Class of 2021</th>
<th>Gap Closing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montgomery County</td>
<td>88%</td>
<td>88%</td>
<td>88%</td>
</tr>
<tr>
<td>All</td>
<td>88%</td>
<td>88%</td>
<td>88%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>86%</td>
<td>79%</td>
<td>84%</td>
</tr>
<tr>
<td>Asian</td>
<td>97%</td>
<td>96%</td>
<td>98%</td>
</tr>
<tr>
<td>Black</td>
<td>82%</td>
<td>82%</td>
<td>82%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>88%</td>
<td>91%</td>
<td>91%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>85%</td>
<td>81%</td>
<td>82%</td>
</tr>
<tr>
<td>English Language Learner</td>
<td>77%</td>
<td>81%</td>
<td>77%</td>
</tr>
<tr>
<td>Male</td>
<td>84%</td>
<td>85%</td>
<td>84%</td>
</tr>
<tr>
<td>Female</td>
<td>92%</td>
<td>91%</td>
<td>91%</td>
</tr>
</tbody>
</table>

**Gap Closing:** This column is the number of additional students needed for the population to meet the county-wide average (reported for populations currently below the county average).

**FAFSA Completion by District**

<table>
<thead>
<tr>
<th>Population</th>
<th>Class of 2019</th>
<th>Class of 2021</th>
<th>Gap Closing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montgomery County</td>
<td>64%</td>
<td>62%</td>
<td>54%</td>
</tr>
<tr>
<td>Brookville</td>
<td>81%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Centerville</td>
<td>63%</td>
<td>66%</td>
<td>71%</td>
</tr>
<tr>
<td>Dayton</td>
<td>53%</td>
<td>56%</td>
<td>49%</td>
</tr>
<tr>
<td>Huber Heights</td>
<td>61%</td>
<td>52%</td>
<td>42%</td>
</tr>
<tr>
<td>Jefferson Twp</td>
<td>24%</td>
<td>85%</td>
<td>45%</td>
</tr>
<tr>
<td>Kettering</td>
<td>59%</td>
<td>61%</td>
<td>56%</td>
</tr>
<tr>
<td>Mad River</td>
<td>47%</td>
<td>43%</td>
<td>40%</td>
</tr>
<tr>
<td>Miamisburg</td>
<td>72%</td>
<td>60%</td>
<td>51%</td>
</tr>
<tr>
<td>New Lebanon</td>
<td>72%</td>
<td>68%</td>
<td>41%</td>
</tr>
<tr>
<td>Northmont</td>
<td>64%</td>
<td>74%</td>
<td>57%</td>
</tr>
<tr>
<td>Northridge</td>
<td>47%</td>
<td>64%</td>
<td>41%</td>
</tr>
<tr>
<td>Oakwood</td>
<td>73%</td>
<td>74%</td>
<td>70%</td>
</tr>
<tr>
<td>Trotwood-Madison</td>
<td>71%</td>
<td>74%</td>
<td>37%</td>
</tr>
<tr>
<td>Valley View</td>
<td>59%</td>
<td>68%</td>
<td>31%</td>
</tr>
<tr>
<td>Vandalea-Butler</td>
<td>65%</td>
<td>70%</td>
<td>22%</td>
</tr>
<tr>
<td>West Carrollton</td>
<td>61%</td>
<td>63%</td>
<td>50%</td>
</tr>
</tbody>
</table>

**Observations:**
- Positive progress from 2021-22 to 2022-23
- Current rates match or exceed pre-pandemic (2018-19)

**Source:**
- Montgomery County Educational Service Center
- Ohio Department of Education and Workforce, Requested and Retrieved January 2024

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*Class of 2023 graduation rates not available at time of publication*
Postsecondary Enrollment

Why It Matters:
Two-thirds of jobs require a degree or credential beyond high school. Enrollment within two years is critical, as 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.

Montgomery County Progress Snapshot

2023 Postsecondary Enrollment Rate
- We increased enrollment from last year’s rate of 57% to 72%
- We have not bounced back to our pre-pandemic rate of 72%

Montgomery County Postsecondary Completion

Why It Matters:
The Federal Reserve reports “college graduates received weekly wages that were 80% higher than those of high school graduates.” While there has been much discussion about the cost of college, 82% of those with bachelor’s degrees believe it has been a good investment.

Montgomery County Postsecondary Completion Rates

- We increased enrollment from last year’s completion rate of 39% to 37%
- We have not bounced back to our pre-pandemic rate of 38%

Postsecondary Enrollment Rates County Wide

- Class of 2017 \(\text{Degree by 2019}\) 72%
- Class of 2018 \(\text{Degree by 2020}\) 69%
- Class of 2019 \(\text{Degree by 2021}\) 65%
- Class of 2020 \(\text{Degree by 2022}\) 57%
- Class of 2021 \(\text{Degree by 2023}\) 59%
Organizational Strength

In the last year, Learn to Earn Dayton strengthened our capacity by building our team, growing our leadership roles and expanding our partnerships to achieve the outcomes in our strategic plan. A growing team also meant the need for newly renovated office space at the MCESC Regional Center. Our partnership with the Montgomery County Educational Service Center (MCESC) is essential to our growth, with shared staff, including team members who focus on career connections, data analysis, communication, and FAFSA completion.

To learn more about our team, visit learntoearndayton.org/staff

Learn to Earn Dayton works to support all students and families in Montgomery County. Thank you to the public school districts, higher education partners, and their engaged educators and administrators who collaborate to advance student outcomes.

Invest in Learn to Earn Dayton

For our children. For our community. For our future.

Learn to Earn Dayton’s approach combines national best practices, local data, community voice, and the region’s unique assets to move the needle on educational outcomes. Since 2012, we have tracked progress, piloted projects, and worked to create equitable systems so that all students have the opportunity to succeed. Every day, our work is possible because of your generous support. Please donate now to increase student access to opportunity and to make the next educational innovation possible.

Investors in the Work:

Blue Meridian Partners
Berry Family Foundation
Bill & Melinda Gates Foundation
Charles D. Berry Foundation
The Dayton Foundation
Iddings Foundation
Mathile Family Foundation
StreveTogether

State of Ohio, Department of Education & Workforce
and many generous individuals, families, foundations, and corporate partners who support the work of Learn to Earn Dayton.

Financial Responsibility

Learn to Earn Dayton received an unqualified opinion on the audit of its financial statements, demonstrating strong fiscal stewardship and oversight.

During 2022-2023, we invested
$4,976,499 in programming
and $399,681 in operating costs.

In 2022-2023, we secured $3,905,863 to improve cradle-to-career outcomes in Montgomery County.

Board Leadership:

Executive Committee
Kippy Ungerleider, Chair
Mathile Family Foundation
Kristina Keen, Vice-Chair
Premier Health
John Haley, Treasurer
Gosiger
Vanessa Ward, Secretary
Omega CDC

Colleen Ryan, Past-Chair
United States Air Force (ret.)
Tim Kambitsch, Governance & Nominating Committee Chair
Dayton Metro Library (ret.)
Shannon Cox, Ex-Officio
Montgomery County ESC

Trustees
Nate Brandstater
Kettering College
Dale Brunner
YMCA of Greater Dayton
Bob Curry
Thompson Hine, LLP
Art Harlan
Henny Penny (ret.)
Michelle Kaye
PNC
Michelle Lovely
The Dayton Foundation
Melissa Tolle
Sinclair Community College

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Transforming Systems