

2022-2023  
**Annual Report**



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

## 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.

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## Vision

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

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## Transforming Systems

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.

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.

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.

Kippy Ungerleider  
Chair, Board of Trustees

Stacy Wall Schweikhart  
CEO



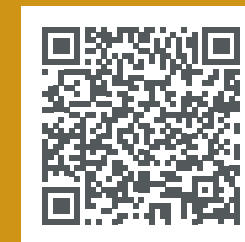
## Transforming Systems

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.”



Learn more about what Systems Transformation means for the community in this video.



# STRATEGIES to achieve our **BIG GOAL**



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



## 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 guides our work and helps to set our priorities. To address outcomes 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.

## 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

Dr. Lasley with Learn to Earn Dayton provided critical insights in support of adopting the Science of Reading statewide.

## 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.



Ohio Governor Mike DeWine and First Lady Fran DeWine visit Northridge Elementary to talk with staff and students about reading.

Photo Credit: *Dayton Daily News* Photo\Marshall Gorby



## 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."

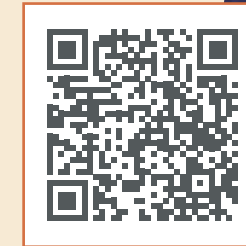


### Two-Generation Collaborative

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.

### 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*.



Read the full *Power of Place* plan online.



### 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

## Place-Based Partnerships continued



### Community Investment Fund

Underscoring our commitment to deeply involve the residents in the Northwest Dayton Partnership, Learn to Earn Dayton established the Community Investment Fund, empowering residents to make grants to well-connected, yet historically under-resourced, organizations serving their community.

The creation of the Community Investment Fund served as a pilot and demonstration project, providing a tangible example of systems transformation, in the first year awarding \$1.45 million to 28 deeply embedded community organizations. Based on its success, The Dayton Foundation led a local fundraising effort to aggregate more than \$600,000 to allow a second cycle of the Community Investment Fund to take place in late 2023.

### First Round Grant Recipients:

Black Brothers & Sisters Involvement

Daybreak

Dayton Habitat for Humanity

Dayton Performing Arts Alliance

Dayton Society of Natural History/Boonshoft 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 (MVCDC)

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

### Community Investment Fund: Review Panel

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.



### 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."

### 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

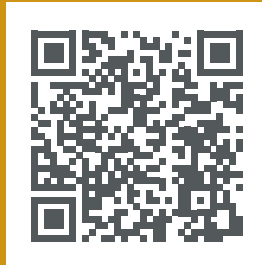
Dedra Porter

Christopher Raines

Elexus Renner

John Terrell

Carlton Williams



Review the Community Investment Fund Impact Report



## K-12 Partnerships



Learn to Earn Dayton serves as both the convenor and participant in a variety of collaboratives focused on issues that impact student success.

The **Early Grade Literacy Collaborative** hosted a visit from Maya Payne Smart, author of *Reading for Our Lives: A Literacy Action Plan from Birth to Six*. Thirty educators, parents, and other partners heard her stories about how children develop reading skills and her easily accessible tips and strategies for parents to be advocates and helpers for their own child's literacy growth. Her visit kicked off a four-week book study group for 17 educators, advocates, and parents of young readers.



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.

## SASC Participants:

- |                               |                                           |                                 |
|-------------------------------|-------------------------------------------|---------------------------------|
| 10 Speed Consulting *         | KIND                                      | STAR Program                    |
| Adventure Central *           | Miami Valley Leadership Foundation        | Think TV                        |
| Boys & Girls Club of Dayton   | Miami Valley Urban League                 | Tops Advantage                  |
| CBI Middletown                | Mindful Education Consulting *            | Trotwood-Madison City Schools * |
| Dakota Center *               | Montgomery County                         | YMCA of Greater Dayton *        |
| Dayton Children's Hospital *  | Montgomery County Juvenile Center         | Youth House Dayton              |
| Dayton Christian Center *     | Ohio Afterschool Network *                |                                 |
| Dayton Metro Library *        | Omega CDC *                               |                                 |
| Dayton Public Schools         | On Purpose Academy *                      |                                 |
| Dayton Regional STEM Center   | Revival Center Ministries *               |                                 |
| Dayton Scholars *             | Sinclair Community College (Fast Forward) |                                 |
| East End (Miracle Makers) *   | St. Margaret's Episcopal Church           |                                 |
| Educational Equity Programs * |                                           |                                 |
| Fail Me Not Tutoring *        |                                           |                                 |
| Help Our Families             |                                           |                                 |
| Kids Read Now*                |                                           |                                 |



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

\* Denotes SASC Network Member

## Representation Matters in the Education Pipeline

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.

**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."



*"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



## K-12 Partnerships continued

Learn to Earn Dayton serves the wider community as a testing-ground for innovative best practices. Blending national research and local data, Learn to Earn Dayton partners with districts and community organizations to pilot programs before they are scaled to the wider region. Because we accept the challenges during the critical research, design and development stages, Learn to Earn Dayton is able to provide districts and partners with fully-tested, optimized, and sustainable approaches that can be implemented with greater ease and lasting success.

### 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."**

## 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 Experience (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.

As 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.

***"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



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.



## 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.



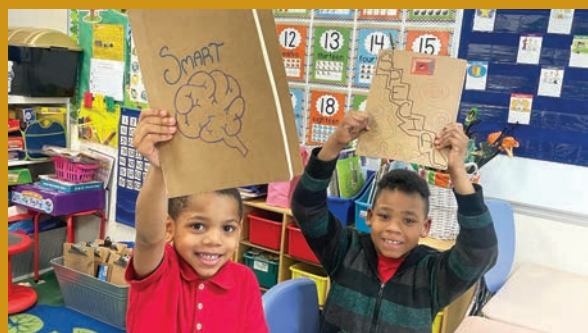
### Third Grade Reading

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. Those "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.



## Measuring What Matters

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

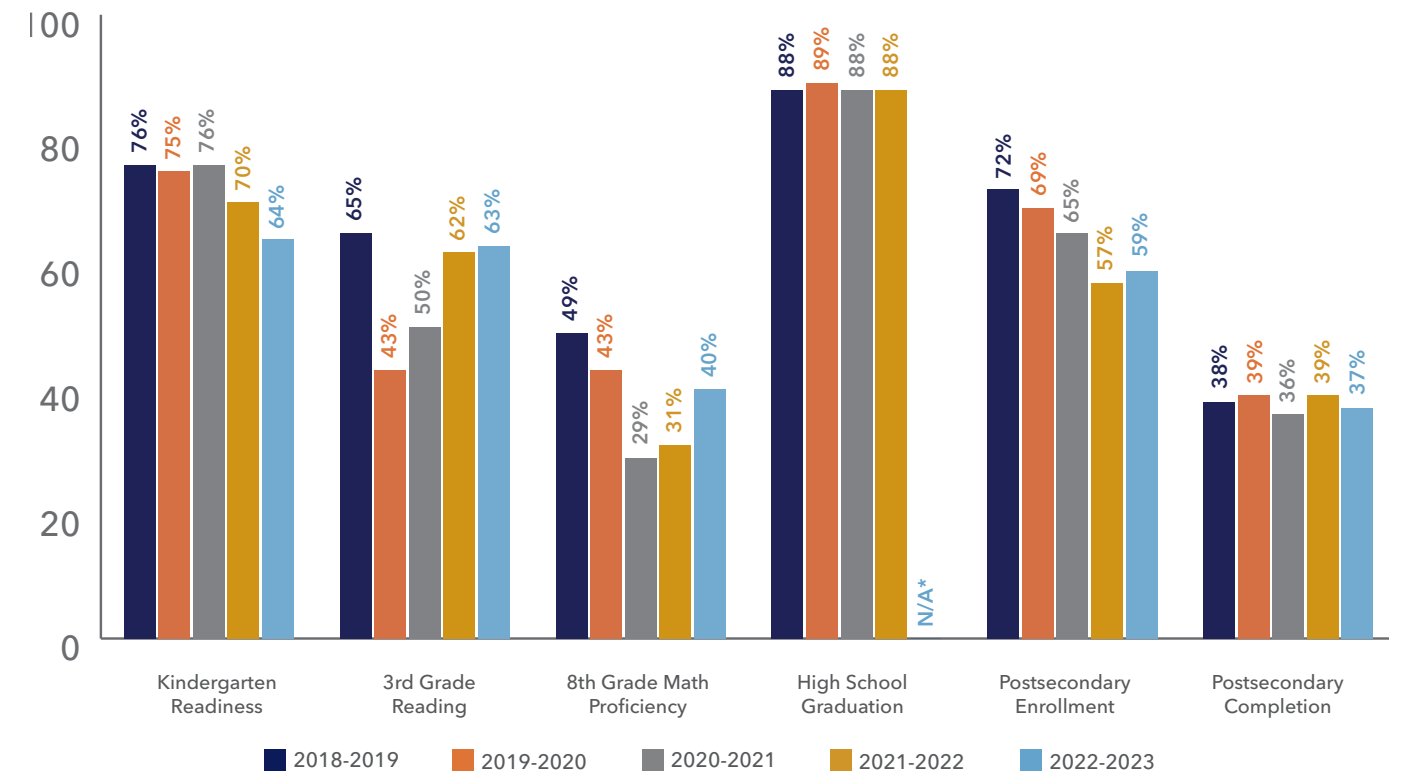
Data is also disaggregated by student identity and school district. These population tables include data from 2019, as it was the last year before the challenges of the pandemic, and 2022 and 2023 for most recent progress. The numbers for 2023 are color coded to reflect positive progress from 2022 (green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

Population	Kindergarten Readiness	Third Grade Reading	Eighth Grade Math	High School Graduation	Postsecondary Enrollment	Postsecondary Completion
Ohio	71%	62%	50%	92%	N/A	N/A
Montgomery County	64%	63%	40%	88%	59%	37%
Brookville	82%	80%	79%	98%	70%	47%
Centerville	80%	86%	69%	95%	82%	64%
Dayton	49%	34%	13%	71%	41%	17%
Huber Heights	64%	53%	28%	86%	60%	30%
Jefferson Twp	56%	20%	18%	74%	0%	3%
Kettering	69%	83%	62%	94%	62%	35%
Mad River	51%	57%	33%	89%	53%	22%
Miamisburg	76%	62%	53%	91%	63%	44%
New Lebanon	67%	73%	27%	94%	38%	21%
Northmont	78%	70%	56%	98%	61%	37%
Northridge	53%	36%	18%	92%	37%	9%
Oakwood	88%	91%	89%	98%	92%	77%
Trotwood-Madison	45%	38%	12%	84%	37%	19%
Valley View	73%	66%	41%	93%	64%	38%
Vandalia-Butler	81%	75%	45%	98%	65%	43%
West Carrollton	62%	55%	32%	91%	46%	26%

Montgomery County Averages Across Six Critical Cradle-to-Career Milestones



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

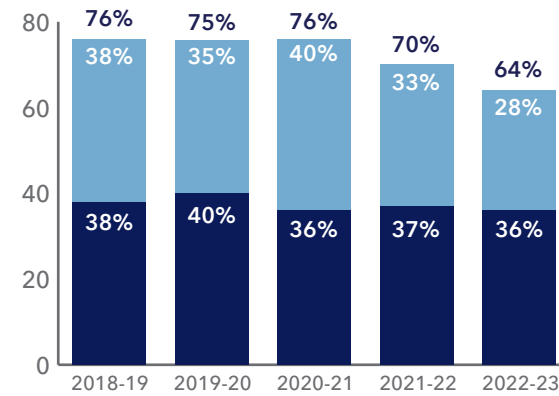
\*High School graduation data is delayed by 1 year

# Kindergarten Readiness

## 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.

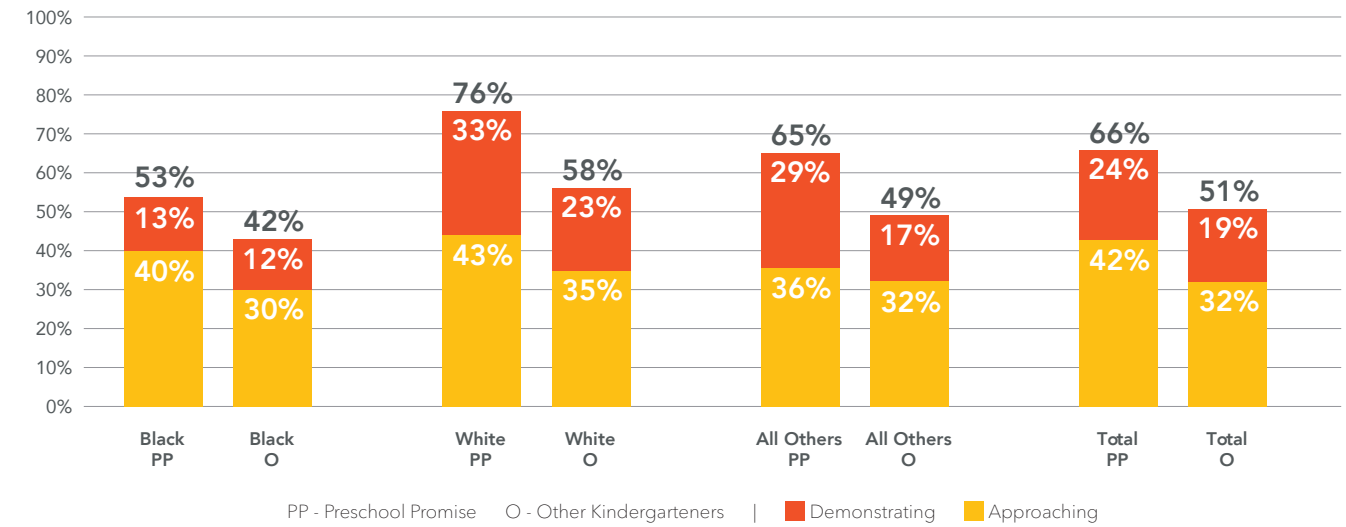
Kindergarten Readiness Rates County Wide



# Preschool Promise

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

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



For the 2022-2023 school year, students who attended a Preschool Promise site were more likely to score "demonstrating" or "approaching" kindergarten readiness than students who did not attend a Preschool Promise site.

## 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](https://PreschoolPromise.org/annualreport)

## Montgomery County Progress Snapshot

2023 Kindergarten Readiness Rate

**64%**

We decreased readiness from last year's rate of

**70%**

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

**76%**

Kindergarten Readiness, Disaggregated by Identity

Population	2018-19	2021-22	2022-23	Gap Closing
Ohio	N/A	72%	71%	-
Montgomery County	76%	70%	64%	Baseline
Asian	72%	73%	69%	-
Black	64%	59%	53%	167
Hispanic	66%	51%	48%	28
Multi-Racial	75%	67%	67%	-
White	82%	78%	72%	-
Economically Disadvantaged	68%	60%	54%	281
English Language Learner	58%	45%	41%	86
Male	71%	63%	58%	144
Female	81%	76%	70%	-

Kindergarten Readiness, Disaggregated by District

Population	2018-19	2021-22	2022-23	Gap Closing
Ohio	N/A	72%	71%	-
Montgomery County	51%	70%	64%	Baseline
Brookville	83%	88%	82%	-
Centerville	88%	82%	80%	-
Dayton	61%	57%	49%	118
Huber Heights	84%	79%	64%	-
Jefferson Twp	50%	61%	56%	1
Kettering	74%	75%	69%	-
Mad River	78%	62%	51%	38
Miamisburg	80%	80%	76%	-
New Lebanon	77%	68%	67%	-
Northmont	83%	75%	78%	-
Northridge	77%	54%	53%	11
Oakwood	92%	92%	88%	-
Trotwood-Madison	61%	48%	45%	32
Valley View	87%	82%	73%	-
Vandalia-Butler	91%	80%	81%	-
West Carrollton	64%	57%	62%	4

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

**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).

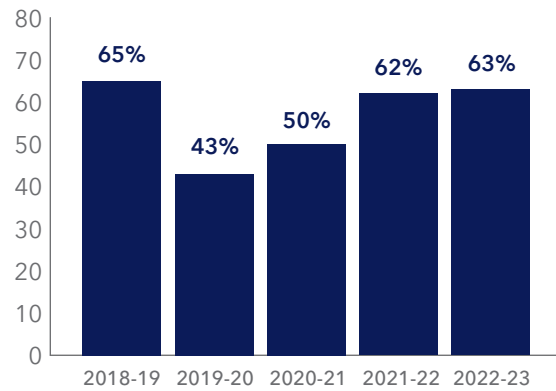
Source: Ohio Department of Children and Youth, Requested and Received January 2024

# 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.

Reading Proficiency County Wide



## Montgomery County Progress Snapshot

2023 Reading Proficiency Rate

**63%**

We increased proficiency from last year's rate of

**62%**

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

**65%**

Reading Proficiency, Disaggregated by Identity

Population	2018-19	2021-22	2022-23	Gap Closing
Ohio	67%	60%	62%	-
Montgomery County	65%	62%	63%	Baseline
Asian	80%	77%	77%	-
Black	43%	38%	36%	271
Hispanic	68%	53%	52%	28
Multi-Racial	69%	66%	61%	8
White	73%	70%	73%	-
Economically Disadvantaged	52%	47%	48%	349
English Language Learner	49%	47%	49%	45
Male	63%	60%	61%	49
Female	67%	63%	64%	-

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

Reading Proficiency, Disaggregated by District

Population	2018-19	2021-22	2022-23	Gap Closing
Ohio	67%	60%	62%	-
Montgomery County	65%	62%	63%	Baseline
Brookville	88%	85%	80%	-
Centerville	77%	79%	86%	-
Dayton	38%	38%	34%	238
Huber Heights	63%	54%	53%	45
Jefferson Twp	33%	53%	20%	7
Kettering	81%	83%	83%	-
Mad River	68%	62%	57%	16
Miamisburg	64%	54%	62%	5
New Lebanon	76%	72%	73%	-
Northmont	76%	69%	70%	-
Northridge	52%	33%	36%	31
Oakwood	94%	92%	91%	-
Trotwood-Madison	61%	38%	38%	49
Valley View	75%	61%	66%	-
Vandalia-Butler	72%	77%	75%	-
West Carrollton	64%	54%	55%	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).

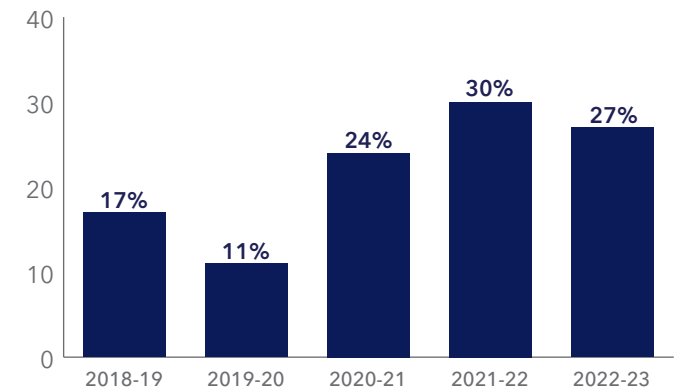
Source: Ohio Department of Education and Workforce Advanced Portal, Retrieved January 2024

# 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.

Chronic Absenteeism Rates County Wide



## Montgomery County Progress Snapshot

2023 Chronic Absenteeism Rate

**27%**

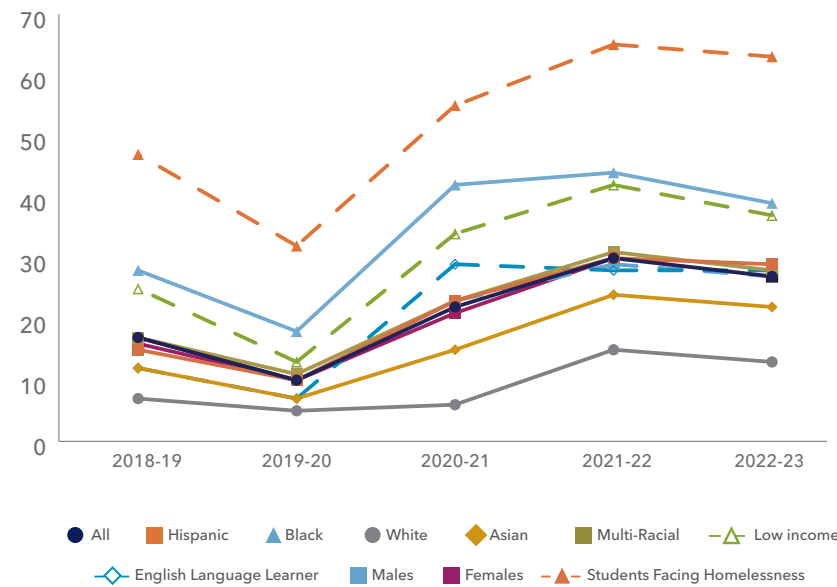
We improved from last year's rate of

**30%**

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

**17%**

Chronic Absenteeism, Disaggregated by Identity



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

Chronic Absenteeism, Disaggregated by District

Population	2018-19	2021-22	2022-23	Gap Closing
Ohio	17%	30%	27%	-
Montgomery County	17%	30%	27%	Baseline
Brookville	5%	8%	10%	-
Centerville	9%	24%	17%	-
Dayton	39%	56%	51%	2970
Huber Heights	18%	37%	32%	308
Jefferson Twp	28%	50%	52%	64
Kettering	8%	14%	16%	-
Mad River	19%	40%	37%	371
Miamisburg	15%	29%	27%	20
New Lebanon	12%	23%	24%	-
Northmont	9%	29%	19%	-
Northridge	36%	42%	47%	308
Oakwood	4%	14%	12%	-
Trotwood-Madison	35%	56%	47%	505
Valley View	9%	16%	14%	-
Vandalia-Butler	11%	15%	18%	-
West Carrollton	19%	25%	30%	96

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.

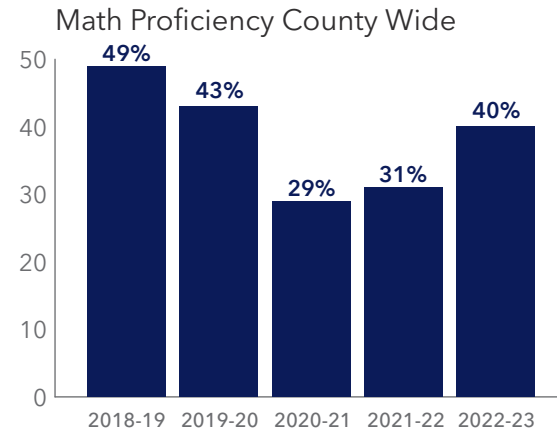
Students facing homelessness, Black students, and economically disadvantaged students need the most support. (ODE, 2023)



## 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

2023 Math Proficiency Rate

**40%**

We increased proficiency from last year's rate of

**31%**

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

**49%**

Math Proficiency, Disaggregated by Identity

Population	2018-19	2021-22	2022-23	Gap Closing
Ohio	63%	47%	50%	
Montgomery County	49%	31%	40%	Baseline
Asian	75%	52%	81%	-
Black	24%	12%	18%	282
Hispanic	53%	30%	39%	3
Multi-Racial	41%	27%	40%	-
White	59%	40%	52%	-
Economically Disadvantaged	36%	17%	25%	393
English Language Learner	34%	14%	17%	35
Male	47%	30%	40%	-
Female	51%	32%	40%	-

Math Proficiency, Disaggregated by District

Population	2018-19	2021-22	2022-23	Gap Closing
Ohio	63%	47%	50%	
Montgomery County	49%	31%	40%	Baseline
Brookville	86%	88%	79%	-
Centerville	85%	63%	69%	64
Dayton	31%	11%	13%	448
Huber Heights	42%	26%	28%	-
Jefferson Twp	27%	0%	18%	2
Kettering	80%	63%	62%	-
Mad River	66%	34%	33%	85
Miamisburg	68%	58%	53%	-
New Lebanon	65%	19%	27%	20
Northmont	67%	53%	56%	-
Northridge	22%	11%	18%	46
Oakwood	89%	90%	89%	-
Trotwood-Madison	35%	11%	12%	174
Valley View	69%	41%	41%	-
Vandalia-Butler	67%	52%	45%	-
West Carrollton	46%	32%	32%	32

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

**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).

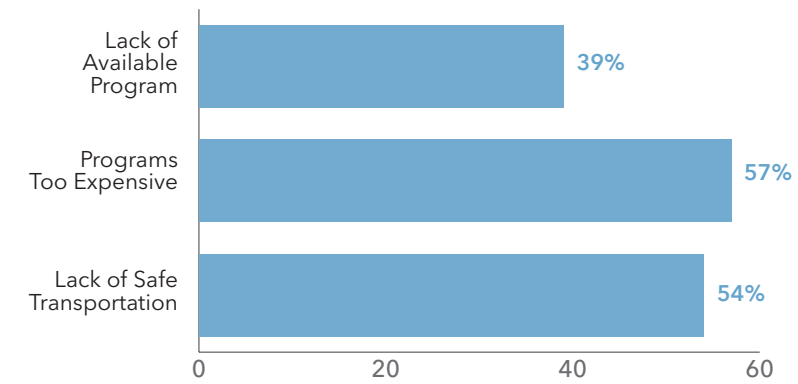
\*Proficiency is defined as scoring at least proficient on the state test or being enrolled in Algebra 1

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



## Summer + Afterschool Collaborative

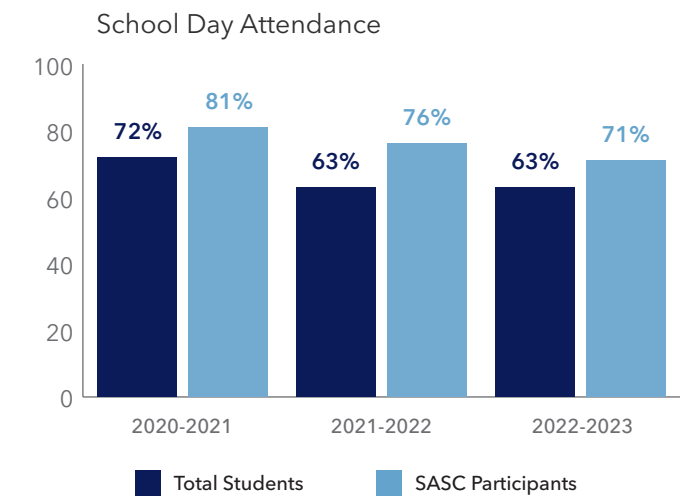
Across Ohio, a significant percentage of parents report challenges to enrolling their child in an afterschool program. Top barriers cited included:



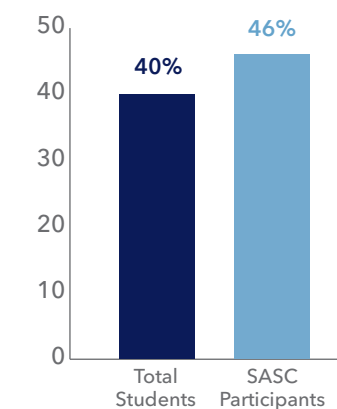
Across Ohio, for every ONE CHILD in an afterschool program, FIVE are waiting to get in.

Sources: America After 3 p.m., compiled by the Afterschool Alliance

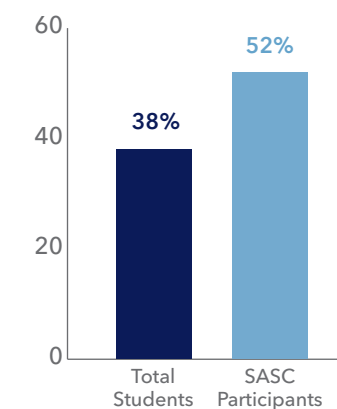
Percentage of students in SASC provider programs achieving at least 90% annual school attendance compared to the school student population.



Literacy Proficiency 2022-23



Math Proficiency 2022-23



Sources: Partner schools through Learning Circle and SASC Progress Report, 2023

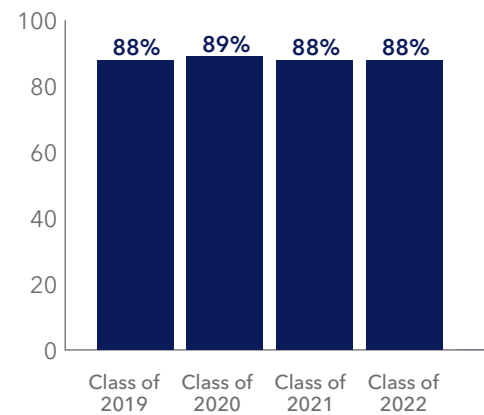
# High School Graduation

## 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.

\*Class of 2023 graduation rates not available at time of publication

4-Year Longitudinal Graduation Rates County Wide



## Montgomery County Progress Snapshot

2022 High School Graduation Rate

**88%**

We maintained last year's graduation rate of

**88%**

We have bounced back to our pre-pandemic rate of

**88%**

High School Graduation, Disaggregated by Identity

Population	Class of 2019 \ \	Class of 2021	Class of 2022	Gap Closing
Ohio	91%	91%	92%	-
Montgomery County	88%	88%	88%	Baseline
Asian	97%	96%	98%	-
Black	82%	82%	82%	69
Hispanic	86%	79%	84%	10
Multi-Racial	88%	85%	88%	-
White	90%	91%	91%	-
Economically Disadvantaged	80%	81%	82%	134
English Language Learner	77%	81%	79%	21
Male	84%	85%	86%	48
Female	92%	91%	91%	-

Positive progress from 2021-22 to 2022-23

Current rates match or exceed pre-pandemic (2018-19)

High School Graduation, Disaggregated by District

Population	Class of 2019 \ \	Class of 2021	Class of 2022	Gap Closing
Ohio	91%	90%	90%	-
Montgomery County	88%	88%	88%	Baseline
Brookville	93%	98%	98%	-
Centerville	96%	97%	95%	-
Dayton	72%	71%	71%	147
Huber Heights	89%	84%	86%	9
Jefferson Twp	90%	86%	74%	3
Kettering	91%	96%	94%	-
Mad River	81%	81%	89%	-
Miamisburg	93%	91%	91%	-
New Lebanon	90%	90%	94%	-
Northmont	95%	95%	98%	-
Northridge	90%	88%	92%	-
Oakwood	97%	99%	98%	-
Trotwood-Madison	86%	87%	84%	7
Valley View	94%	93%	93%	-
Vandalia-Butler	96%	94%	98%	-
West Carrollton	85%	86%	91%	-

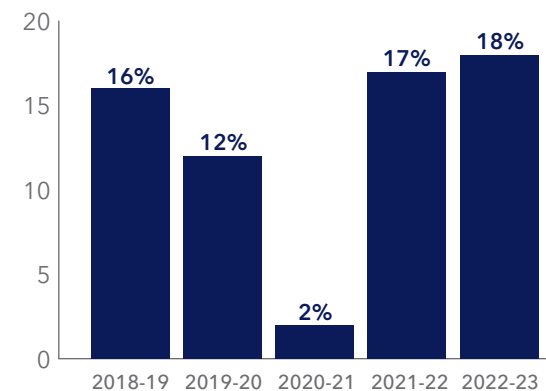
**Gap Closing:** This column is the number of additional students needed for the population to meet the county-wide average (reported for populations currently below the county average).

Source: Ohio Department of Education and Workforce Advanced Portal, Retrieved January 2024

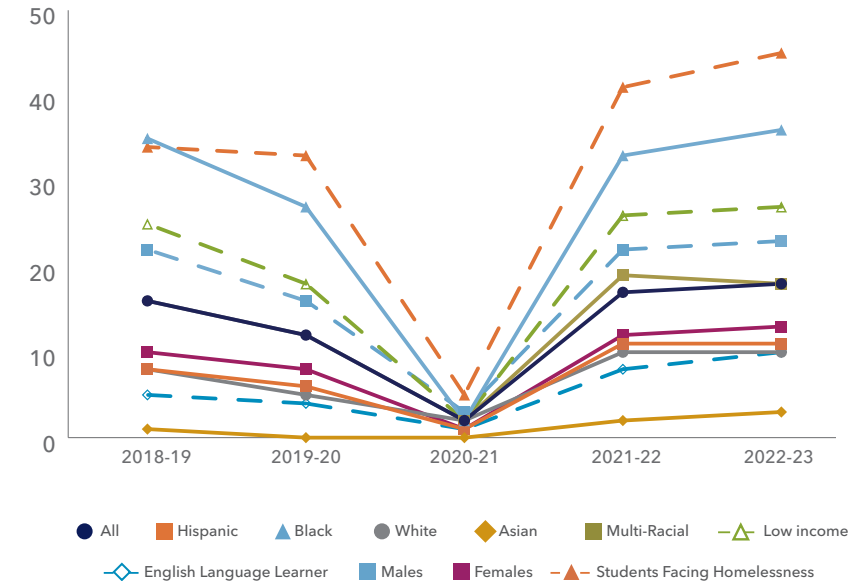
# Exclusionary Discipline

**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.

Out-of-School Suspension Rates County Wide



Out of School Suspension Rate, Disaggregated by Identity



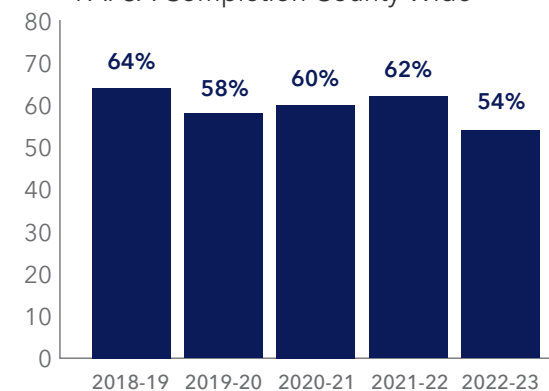
Source: Ohio Department of Education and Workforce, Requested and Retrieved January 2024

# 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.

FAFSA Completion County Wide



FAFSA Completion, Disaggregated By District

Population	2018-19 \ \	2021-22	2022-23
Montgomery County	64%	62%	54%
Brookville	81%	100%	100%
Centerville	63%	66%	71%
Dayton	59%	56%	49%
Huber Heights	63%	52%	42%
Jefferson Twp	24%	85%	45%
Kettering	59%	61%	56%
Mad River	47%	43%	40%
Miamisburg	71%	60%	51%
New Lebanon	72%	68%	41%
Northmont	74%	67%	57%
Northridge	47%	64%	41%
Oakwood	72%	76%	70%
Trotwood-Madison	71%	49%	37%
Valley View	86%	70%	82%
Vandalia-Butler	74%	79%	57%
West Carrollton	62%	65%	50%

Positive progress from 2021-22 to 2022-23

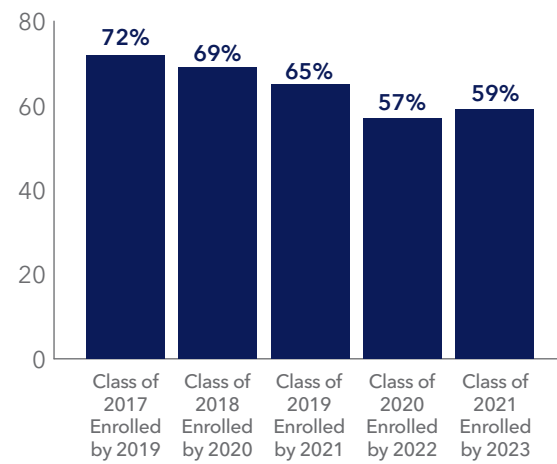
Current rates match or exceed pre-pandemic (2018-19)

# 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.

Postsecondary Enrollment Rates County Wide



## Montgomery County Progress Snapshot

2023 Postsecondary Enrollment Rate

**59%**

We increased enrollment from last year's rate of

**57%**

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

**72%**

Postsecondary Enrollment, Disaggregated by Identity

Population	Class of 2017 Enrolled by 2019	Class of 2020 Enrolled by 2022	Class of 2021 Enrolled by 2023	Gap Closing
Montgomery County	72%	57%	59%	Baseline
Asian	92%	82%	85%	-
Black	65%	44%	48%	131
Hispanic	73%	52%	59%	-
Multi-Racial	69%	57%	56%	6
White	73%	61%	62%	-
Economically Disadvantaged	59%	43%	43%	301
English Language Learner	71%	53%	57%	4
Male	66%	51%	53%	136
Female	77%	64%	65%	-

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

Postsecondary Enrollment, Disaggregated by District

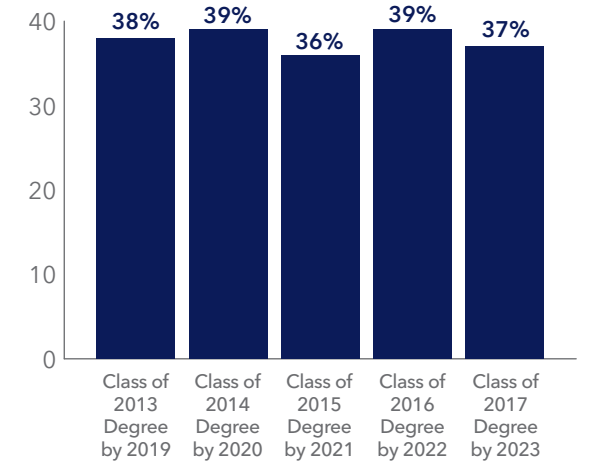
Population	Class of 2017 Enrolled by 2019	Class of 2020 Enrolled by 2022	Class of 2021 Enrolled by 2023	Gap Closing
Montgomery County	72%	57%	59%	Baseline
Brookville	77%	68%	70%	-
Centerville	88%	83%	82%	-
Dayton	63%	39%	41%	162
Huber Heights	67%	52%	60%	-
Jefferson Twp	20%	10%	0%	12
Kettering	69%	60%	62%	-
Mad River	63%	42%	53%	15
Miamisburg	73%	59%	63%	-
New Lebanon	57%	40%	38%	17
Northmont	76%	64%	61%	-
Northridge	44%	28%	37%	25
Oakwood	95%	91%	92%	-
Trotwood-Madison	60%	39%	37%	42
Valley View	75%	65%	64%	-
Vandalia-Butler	77%	68%	65%	-
West Carrollton	59%	46%	46%	31

# 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.

Postsecondary Completion Rates County Wide



## Montgomery County Progress Snapshot

2023 College Completion Rate

**37%**

We decreased from last year's completion rate of

**39%**

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

**38%**

Postsecondary Completion, Disaggregated by Identity

Population	Class of 2013 Degree by 2019	Class of 2016 Degree by 2022	Class of 2017 Degree by 2023	Gap Closing
Montgomery County	38%	39%	37%	Baseline
Asian	57%	70%	73%	-
Black	21%	23%	20%	170
Hispanic	35%	37%	42%	-
Multi-Racial	N/A	26%	30%	13
White	44%	44%	42%	-
Economically Disadvantaged	20%	23%	18%	344
English Language Learner	29%	26%	21%	6
Male	33%	33%	32%	109
Female	44%	45%	42%	-

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

Postsecondary Completion, Disaggregated by District

Population	Class of 2013 Degree by 2019	Class of 2016 Degree by 2022	Class of 2017 Degree by 2023	Gap Closing
Montgomery County	38%	39%	37%	Baseline
Brookville	38%	51%	47%	-
Centerville	63%	65%	64%	-
Dayton	20%	17%	17%	122
Huber Heights	31%	34%	30%	23
Jefferson Twp	10%	14%	3%	10
Kettering	37%	36%	35%	9
Mad River	29%	22%	22%	36
Miamisburg	45%	39%	44%	-
New Lebanon	39%	24%	21%	16
Northmont	38%	50%	37%	1
Northridge	11%	12%	9%	27
Oakwood	73%	77%	77%	-
Trotwood-Madison	19%	20%	19%	33
Valley View	40%	41%	38%	-
Vandalia-Butler	46%	44%	43%	-
West Carrollton	26%	26%	26%	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).

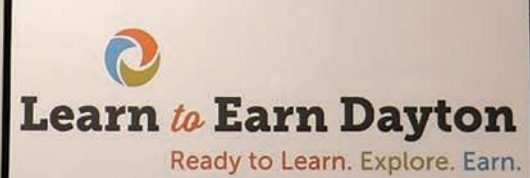
**Gap Closing:** This column is the number of additional students needed for the population to meet the county-wide average (reported for populations currently below the county average).

Source: National Student Clearinghouse StudentTracker Demographics Report; Retrieved December 2023

Note: Data provided by the StudentTracker includes all Montgomery County students, not limited to the public school districts.

Source: National Student Clearinghouse StudentTracker Demographics Report; Retrieved December 2023

Note: Data provided by the StudentTracker includes all Montgomery County students, not limited to the public school districts.



## 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 MCECSC Regional Center.

Our partnership with the Montgomery County Educational Service Center (MCECSC) 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 [learntoearn Dayton.org/staff](http://learntoearn Dayton.org/staff)

## Board Leadership:

### Executive Committee

Kippy Ungerleider, Chair Mathile Family Foundation	Colleen Ryan, Past-Chair United States Air Force (ret.)
Kristina Kean, Vice-Chair Premier Health	Tim Kambitsch, Governance & Nominating Committee Chair Dayton Metro Library (ret.)
John Haley, Treasurer Gosiger	Shannon Cox, Ex-Officio Montgomery County ESC
Vanessa Ward, Secretary Omega CDC	

### Trustees

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

## 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.



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.

Brookville Local Schools	Montgomery County Educational Service Center	Central State University
Centerville City Schools	New Lebanon Local Schools	Kettering College
Dayton Public Schools	Northmont City Schools	Miami University
Huber Heights City Schools	Northridge Local Schools	Sinclair Community College
Jefferson Township Local Schools	Oakwood City Schools	University of Dayton
Kettering City Schools	Trotwood-Madison City Schools	Wilberforce University
Mad River Local Schools	Valley View Local Schools	Wright State University
Miamisburg City Schools	Vandalia-Butler City Schools	
Miami Valley Career Technology Center	West Carrollton City Schools	

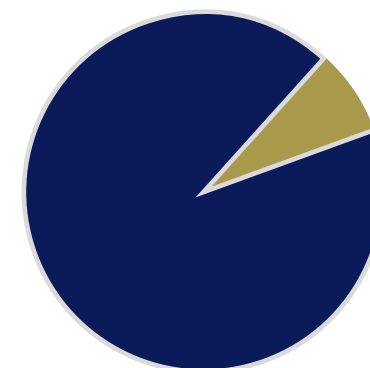
## Investors in the Work:

Blue Meridian Partners	The Dayton Foundation	State of Ohio, Department of Education & Workforce
Berry Family Foundation	Iddings Foundation	and many generous individuals, families, foundations, and corporate partners who support the work of Learn to Earn Dayton.
Bill & Melinda Gates Foundation	Mathile Family Foundation	
Charles D. Berry Foundation	StriveTogether	

## Financial Responsibility

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

In 2022-2023, we secured \$5,905,863 to improve cradle-to-career outcomes in Montgomery County.



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



# Transforming Systems



**Learn to Earn Dayton**

200 South Keowee

Dayton, Ohio 45402

[www.learntoearndayton.org](http://www.learntoearndayton.org)

(937) 225-4598