



From *the* Ground Up

Unearthing Fairness for Ohio Kids

Ohio Early Childhood Race and Rural Equity Report **EXECUTIVE SUMMARY**

The 2018 Ohio Early Childhood Race and Rural Equity Report is the most comprehensive early childhood report in Ohio history. Groundwork Ohio analyzed 26 child outcome metrics spanning a child's life course from prenatal care to postsecondary attainment including data spanning five state departments and utilizing resources from an additional three. After a review of over 200 pages of data and graphics, ***what's the bottom line?***

CHILDREN WHO START BEHIND, USUALLY STAY BEHIND.

Regardless of which metric you choose to examine, kids who have poor outcomes in one metric share the same profile of the kids who have poor outcomes in another. The data is extremely predictive in the earliest years due to the critical period of brain development that happens in a child's first five years of life. Additionally, research is clear that certain metrics are predictive of future child outcomes. For example, kindergarten readiness predicts third grade reading achievement, which, in turn, predicts eighth grade math achievement. Eighth grade math achievement predicts high school graduation, which is also predictive of postsecondary attainment.

FOR EXAMPLE: In Ohio, only 40% of kindergartners
come to the classroom ready to learn.

IT'S NO SURPRISE THEN, THAT
ONLY 43% OF THE ADULT WORKFORCE
HAS A POSTSECONDARY DEGREE OR CREDENTIAL
LEADING TO A JOB AVAILABLE IN OHIO TODAY.

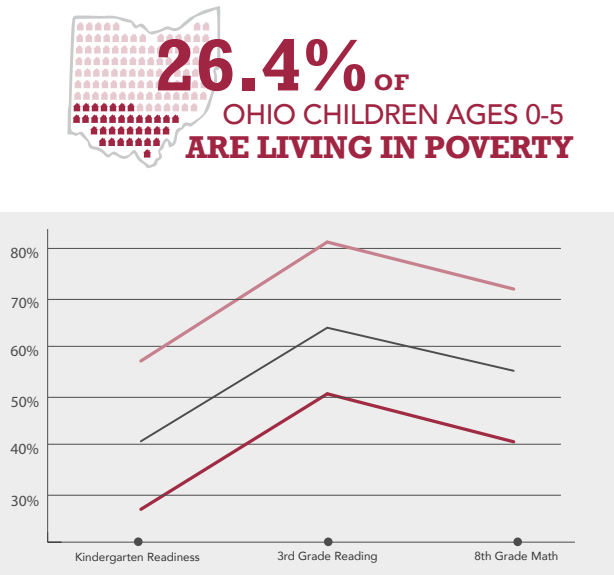
SOME CHILDREN ARE MORE OFTEN LEFT BEHIND THAN OTHERS.

Gaps between **CHILDREN IN POVERTY** and their higher income peers emerge much earlier than state and federal policy recognizes and persist long into adulthood.

Table 1

% Students Performing at Grade-Level by Economic Status

	Kindergarten Readiness	3rd Grade Reading	8th Grade Math
Non-Disadvantaged	57%	81.3%	71.7%
Disadvantaged	26.7%	50.3%	40.5%
STATE TOTAL	40.6%	63.8%	55%

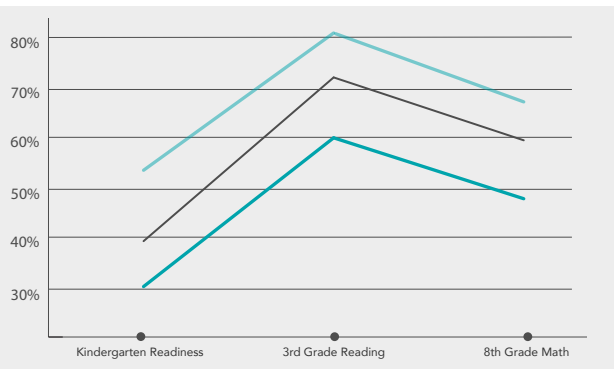


Concentrated poverty of **CHILDREN IN OHIO'S RURAL APPALACHIAN REGION** is obstinate and barriers to overcoming the impacts of poverty in this region are unique compared to Ohio's metropolitan areas.

Table 2

% Students in the Appalachian Region Performing at Grade-Level by Economic Status

	Kindergarten Readiness	3rd Grade Reading	8th Grade Math
Non-Disadvantaged	53.4%	80.9%	67.1%
Disadvantaged	30.1%	59.9%	47%
REGION TOTAL	39.2%	72%	59.4%



The 32 county Ohio Appalachian region is racially homogenous with 86.3% of children 0-5 being white as compared to 68.7% of children being white statewide. Only 4.7% of children in the region are black and these young black children predominantly reside in Mahoning and neighboring Trumbull County. Children living in poverty start behind and consistently stay behind even as they learn and progress throughout their schooling, never catching up to their higher income peers.

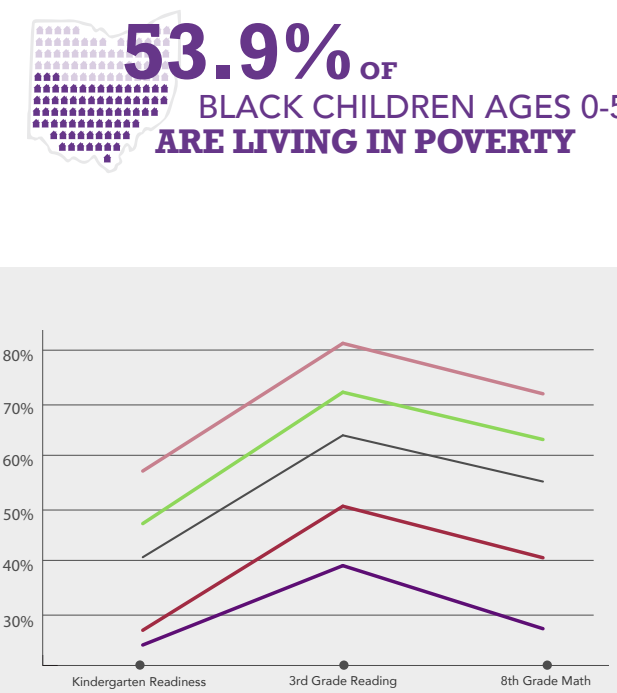
SOME CHILDREN ARE MORE OFTEN LEFT BEHIND THAN OTHERS.

A child's race tells a distinct and critical narrative that must be examined separately to fully understand the problem, as even those **BLACK CHILDREN** who are not poor are too often not achieving at the rate of their white peers.

Table 3

% Students Performing at Grade-Level by Race and Economic Status

	Kindergarten Readiness	3rd Grade Reading	8th Grade Math
Black	23.9%	39%	27%
White	47%	72%	63%
Non-Disadvantaged	57%	81.3%	71.7%
Disadvantaged	26.7%	50.3%	40.5%
STATE TOTAL	40.6%	63.8%	55%



Poverty alone does not tell the whole story. If this were true, we would expect black children's achievement statewide to at least be as high as children who are economically disadvantaged. Instead we see black children, regardless of economic status, falling consistently below, with the gap growing over time. A child's race foretells a distinct and critical narrative that must be examined separately to fully understand the problem. Black children start behind, stay behind and even fall further behind as the gap widens between them and all of their peers even as they progress through their schooling.

THE SOLUTION IS TO CLOSE THE GAPS FOR OHIO'S KIDS WHERE THEY BEGIN—EARLY. TO IMPROVE SCHOOL OUTCOMES AND INCREASE THE LIFELONG SUCCESS OF CHILDREN, OHIO NEEDS GREATER INVESTMENTS IN HIGH-QUALITY EARLY CHILDHOOD EDUCATION FOR OUR MOST AT-RISK CHILDREN.

Drafting a New Blueprint *for* Success

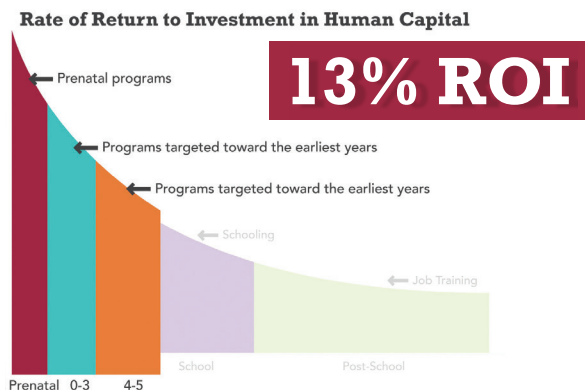


EARLY

CHILDHOOD EDUCATION IS A POWERFUL

PREVENTION

POLICY FOR OHIO'S MOST AT-RISK KIDS.

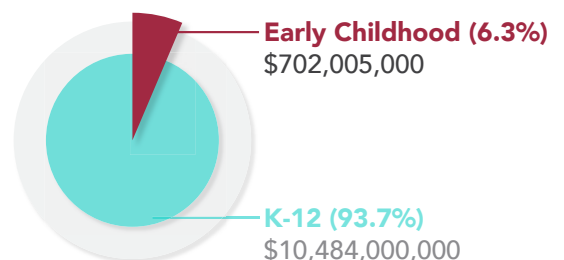


At-risk children who have access to high-quality early childhood experiences within their first five years of life are significantly more likely to be kindergarten ready, graduate high school, have higher earnings and better health and are less likely to be held back a grade, reliant on public assistance or engage in criminal activity. These improved outcomes not only position our youngest Ohioans for lifelong success but also yield the greatest return for Ohio taxpayers.

Current investments in the education of Ohio's children do not reflect what we know about brain science and the economics of human development.

To improve school outcomes and increase the lifelong success of children, Ohio needs greater investments in high-quality early childhood education for our most at-risk children. It is the proven investment for kids, communities and taxpayers.

STATE EDUCATION-ONLY SPENDING ON KIDS



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