

Groundwork

OHIO



**Ohio Early Childhood Education
Gubernatorial Reference Manual**

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Groundwork Ohio

Groundwork Ohio Mission & History

Mission

Groundwork Ohio advances quality early learning and development as the most transformative strategy to improve school outcomes, increase the life-long success of Ohio's children, and lay a strong foundation for economic prosperity in our state.

History

Groundwork Ohio was founded in 2004 by a group of early childhood advocates across the state—including Marcia Egbert of the George Gund Foundation and Margaret Hulbert of the United Way of Greater Cincinnati, among others—at a time when the national movement around early childhood advocacy was getting underway. They formed a nonpartisan campaign to be the statewide advocacy leader for early care and education in Ohio with a mission to advance investment in quality early care and education.

The founders decided to house Groundwork with an existing nonprofit, The Center for Community Solutions, located in Cleveland. Since 2004, Groundwork's efforts have created broad and lasting changes for Ohio's young children as an early care and education advocacy organization in Ohio, including:

- State budget advocacy efforts that played a significant role in garnering more than \$750 million of state investment in early learning and development
- Communications efforts that built a strong case for the importance of early childhood education in Ohio through a comprehensive communications campaign, cutting-edge communication tools, research and policy reports, and media distribution
- Ongoing legislative education efforts including legislative meetings, early childhood site visits, and candidate forums involving stakeholders across Ohio
- Increased advocacy capacity by playing a key role in the creation of the Early Childhood Advisory Council at the state level and organizing local advocacy committees; providing advocacy training to early care and education providers and others; and providing ongoing advocacy resources, communication and leadership

In 2013 Groundwork launched the implementation of a Strategic Plan aimed at building on a decade of success while increasing the campaign's impact to increase investments in early childhood. To date, significant progress has been made implementing the strategic organizational changes outlined in the plan, including:

- Groundwork's Steering Committee was diversified and strengthened to reflect the strategic goals; the Steering Committee now brings together 25 leaders from each of the major early childhood statewide associations, as well as local early childhood initiative

leaders, philanthropy leaders, and K-12 leadership and represents a balance of bipartisan perspective, seasoned advocacy leadership, and geographic diversity.

- Groundwork transitioned to a nonpartisan fiscal sponsor, Community Initiatives, located in San Francisco, to create a more independent identity and allow total focus on the mission, as well as increase overhead efficiency.
- Groundwork hired a Policy Associate in January of 2014 to support the Executive Director with research, policy, and advocacy leadership.
- In December 2015, Groundwork moved its operations from Cleveland to Downtown Columbus, increasing its presence in the Ohio Statehouse and providing increased daily interaction with policymakers and partners.

Groundwork Today

In the fall of 2016, Groundwork began a transition process as the organization searched for a new leader. Shannon Jones accepted the position and began leading Groundwork as its Executive Director in January of 2017. Shannon joined Groundwork with an impressive background in policy and legislative advocacy. As a former member of the Ohio Senate and House, she has extensive bipartisan relationships that is an advantage as Groundwork further develops and implements the Groundwork strategic plan. Her interest and leadership in early childhood issues makes her well-suited to lead Groundwork as a broad and compelling vision for Ohio's youngest children is developed and followed by a clear and executable strategic plan. In addition to her time in the Ohio legislature, Shannon has held numerous positions that advanced the policy positions of elected officials and political candidates.

In consideration of the incredible progress made last year under this strong, new leadership, Groundwork has re-established itself as the trusted, nonpartisan, statewide advocacy organization committed to early childhood education. Progress in 2017 includes the following:

- Successfully transferred executive leadership from an interim executive director and recruited staff with the necessary skills to support strategic leadership.
- Stabilized funding by: 1) securing continuing and increased funding levels from Groundwork's founding funders, 2) building strategic relationships with new funders including repurposing funds and securing additional funding from a new source, and 3) evaluating all expenses and streamlining operations.
- Secured a new office in downtown Columbus, close to the Ohio Statehouse, to increase a Statehouse presence and surrounded itself with other professionals who share expertise in advocacy and policy.
- Cultivated relationships with members of the governor's office, executive agencies, and legislators and fostered a strong relationship with early childhood champions within these bodies.

- Mobilized stakeholders and lead a strategic and data-driven budget advocacy plan including meeting with all Senate members and House Leadership and Finance Committee members through each step of the budget process, providing public testimony four times in addition to coordinating six other Groundwork leadership testimonies, and creating Groundwork branded and designed budget materials to support this work.
- Organized budget advocacy hallmark event at the Ohio Statehouse where over 200 registrants, including early childhood providers, educators, child advocates, private philanthropy and members of the business community, attended a powerful agenda of legislative leaders who addressed the group on the early childhood education budget.
- Implemented a strategic communications plan that began with extensive and ongoing improvements in content and functionality to the website and the building of a new database. Established an effective presence on social media by increasing followers and building up to daily posts to Twitter and Facebook. Created a weekly electronic newsletter, a monthly clip service that shares early childhood education news and resources from Ohio and across the nation, and additional advocacy mailings and electronic calls to action to support advocacy efforts.
- Increased presence at legislative and executive committees relevant to early childhood education including House and Senate standing committees, the Joint Education Oversight Committee, the House Poverty and Education Taskforce, and the Early Childhood Advisory Council.

Groundwork Overview

[Access Overview Here](#)

Shannon Jones, Executive Director

[Access Bio Here](#)

Lynanne Wolf, Policy Director & Legal Counsel

[Access Bio Here](#)

Julia Hohner, Communications & Policy Associate

[Access Bio Here](#)

Executive & Steering Committee

[Access Roster Here](#)

Advocacy Day Overview

[Access Overview Here](#)

Early Childhood Education: What We Know

“Brains are Built... Not Born”

Groundwork Ohio (2018)

[Access the Resource Here](#)

The Bottom Line:

- Critical interactions with adults during the first years of life lay the foundation for all later learning.
- 90% of brain development happens during the first five years.
- Not all kids have the same early experiences—when brain architecture does not form as expected, disparities in learning and behavior emerge and persist through adulthood.

“Five Numbers to Remember About Early Childhood Development”

Center on the Developing Child, Harvard University (2009)

[Access the Article Here](#)

Harvard’s Center on the Developing Child strives to drive science-based innovation that achieves breakthrough outcomes for children facing adversity. Founded in 2006, the Center catalyzes local, national, and international innovation in policy and practice focused on children and families. They design, test, and implement these ideas in collaboration with a broad network of research, practice, policy, community, and philanthropic leaders. The Center seeks transformational impacts on lifelong learning, behavior, and both physical and mental health.

The Bottom Line:

- In the first few years of life, more than one million new neural connections are formed every second, making this a crucial period for laying a solid groundwork for our brain’s architecture.
- By 18 months, language disparities begin to appear based on family education and income levels; by the age of three, a child with college educated parents will have a vocabulary 2-3 times larger than their peers whose parents did not complete high school.
- As risk factors and adverse experiences for children increase, their likelihood of experiencing cognitive, emotional, or language delays and their risk for a wide range of adult health problems increase significantly.
- Several studies have shown that every dollar invested in high-quality early learning programs for children from low-income families yields a \$4-\$9 return on investment.

“The Science of Early Childhood Development”

Center on the Developing Child, Harvard University (2007)

[Access the Article Here](#)

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The Bottom Line:

- Child development lays the groundwork for community and economic development—children who are allowed full and healthy development become the foundation of a successful and sustainable community.
- Knowledge and abilities developed in the early years of a child’s life create the scaffolding for potential future learning. Without developing essential simple skills at a young age, it is much more difficult to acquire more complex abilities as one moves into adulthood.
- Investing in the right conditions for early childhood education programs have proven to be more effective and less costly than providing the necessary interventions at a later age.
- Toxic stress, which can be caused by extreme poverty in conjunction with other stressors, can damage developing brain architecture and lead to lifelong problems in learning, behavior, and both physical and mental health
- The need to address significant inequalities in access to and quality of early childhood education programs is a fundamental moral responsibility and a critical investment in our nation’s social and economic future.

“The 30 Million Word Gap”

The Campaign for Grade-Level Reading (2013)

[Access the Report Here](#)

The Campaign for Grade-Level Reading is a collaborative effort by foundations, nonprofit partners, business leaders, government agencies, states and communities across the nation to ensure that more children in low-income families succeed in school and graduate prepared for college, a career, and active citizenship. The Campaign focuses on an important predictor of school success and high school graduation—grade-level reading by the end of third grade.

The Bottom Line:

- The vast gap in the amount of words and language heard by poor children and their wealthier peers from birth until age three leads to developmental delays that predict a tougher climb to literacy.
- There is a strong association between parent-child interaction and the development of children’s vocabulary and emergent literary skills.
- Researchers link the achievement gap between children from high socioeconomic status and those from low socioeconomic status to differences in quality and quantity of verbal interaction with their families.

“Education Inequality Starts Early”

U.S. News & World Report (July 27, 2017)

[Access the Article Here](#)

The Bottom Line:

- A parent’s income and education is a significant determinant of their child’s early learning experiences and outcomes.
- Low income families spend 30% of their income on child care, whereas families above the poverty line only spend about 8%.
- Children who most need quality early learning are the least likely to get it: Nearly 90% of 4-year-olds from families making over \$100,000 attend preschool, compared to less than two-thirds of children in poverty.
- The same forces that price low-income families out of the market also undermine supply of the services that higher-income families want.
- Public policies can support parents in fulfilling their responsibilities by helping them balance family and work, therefore cultivating a stable and thriving child care market.

“The Economics of Inequality”

The Heckman Equation (2011)

[Access the Report Here](#)

James J. Heckman is the Henry Schultz Distinguished Service Professor of Economics at the University of Chicago, a Nobel Memorial Prize winner in economics and an expert in the economics of human development. Through the University’s Center for the Economics of Human Development, he has conducted groundbreaking work with a consortium of economists, developmental psychologists, sociologists, statisticians, and neuroscientists showing that quality early childhood development heavily influences health, economic, and social outcomes for individuals and society at large. Heckman has shown that there are great economic gains to be had by investing in early childhood development.

The Bottom Line:

- Inequality in early childhood experiences produces inequality in ability, achievement, health, and adult success.
- Investment in early education for disadvantaged children from birth to age five helps reduce the achievement gap, reduce the need for special education, increase the likelihood of healthier lifestyles, lower the crime rate, and reduce overall social costs.
- Since inequality starts at or before birth, it can and should be corrected at or before birth with the resource of early childhood and parental education. Evidence shows that supplementing the family environments of disadvantaged children with educational resources is an effective and cost-efficient way to provide equal opportunity, achievement, and economic success.

“Adverse Childhood Experiences (ACEs)”

Groundwork Ohio (2018)

[Access the Resource Here](#)

The Bottom Line:

- Adverse Childhood Experiences (ACEs) are traumatic events that have the potential to cause long-lasting negative effects on mental health, physical health, and behaviors, including smoking, alcoholism, drug use, missed work, depression, suicide attempts, heart disease, diabetes, severe obesity, cancer, and stroke.
- One in seven kids in Ohio have had three or more adverse childhood experiences, putting them at much higher risk for long-term negative effects. Ohio is among the five worst states for kids experiencing high rates of ACEs.
- ACEs have a multigenerational effect—the impact of a parent’s adverse experiences can also influence their child’s development. Studies have shown that the most successful way to prevent the cycle of adverse experiences is to provide interventions for both parents and children.

“Will Public Pre-K Really Close Achievement Gaps?”

Rachel Valentino, Stanford University (2015)

[Access the Report Here](#)

Rachel Valentino is an affiliate of the Stanford Center for Education and Policy Analysis. She holds a doctorate in Administration and Public Policy Analysis from Stanford’s Graduate School of Education, as well as a master’s degree in Developmental Psychology from Columbia’s Teachers College. She worked as a researcher at the National Institute for Early Education Research (NIEER), where she collaborated with state departments of education on large, longitudinal research projects to evaluate the effectiveness of publicly funded pre-k programs.

The Bottom Line:

- Current high quality pre-k programs can close up to 50% of the achievement gap before kids enter their first day of formal K-12 education.
- State-level residential segregation and achievement gaps are correlated. Geographical location has a significant impact on families’ abilities to access affordable high-quality childcare options.
- In order to work toward closing the achievement gap in high-needs areas, the state should focus on incentives to recruit high-quality teachers and encourage continuing professional development.

“A Science-Based Framework for Early Childhood Policy”

Center on the Developing Child, Harvard University (2007)

[Access the Article Here](#)

Harvard’s Center on the Developing Child strives to drive science-based innovation that achieves breakthrough outcomes for children facing adversity. Founded in 2006, the Center catalyzes local, national, and international innovation in policy and practice focused on children and families. They design, test, and implement these ideas in collaboration with a broad network of research, practice, policy, community, and philanthropic leaders. The Center seeks transformational impacts on lifelong learning, behavior, and both physical and mental health.

The Bottom Line:

- The science of child development tells us that significant variations in the quality of early childhood education programs have the potential to produce lasting repercussions for both children and society as a whole.
- The principal elements that have consistently produced positive impacts include highly skilled teachers; small class sizes and high adult-to-child ratios; age-appropriate curricula and stimulating materials in a safe physical setting; a language-rich environment; warm, responsive interactions between staff and children; and high and consistent levels of child participation.
- Recent studies show that the return on investment for early childhood education programs can range anywhere from 4-16% depending on the child’s risk factors and program quality.
- There are still a significant number of low-quality programs that receive state and federal funding, but their low-quality programming is believed to have a detrimental effect on early childhood development.
- Factors such as screening services and staff skills, program targeting, and mental health services have been proven to impact effectiveness across program models in early childhood education.

“Invest in early childhood development: Reduce deficits, strengthen the economy”

The Heckman Equation (2013)

[Access the Report Here](#)

James J. Heckman is the Henry Schultz Distinguished Service Professor of Economics at the University of Chicago, a Nobel Memorial Prize winner in economics and an expert in the economics of human development. Through the university’s Center for the Economics of Human Development, he has conducted groundbreaking work with a consortium of economists, developmental psychologists, sociologists, statisticians, and neuroscientists showing that quality early childhood development heavily influences health, economic, and social outcomes for individuals and society at large. Heckman has shown that there are great economic gains to be had by investing in early childhood development.

The Bottom Line:

- The most critical time to maximize the outcome of investments is between birth and age five, when the brain develops rapidly to build the foundation of cognitive and character skills necessary for success in school, health, career and life.
- Our economic future depends on providing the tools for upward mobility and building a highly educated, skilled workforce. Early childhood education is the most efficient way to accomplish these goals.
- Investing in early childhood education is a cost-effective strategy—even during a budget crisis. Data shows that one of the most effective strategies for economic growth is investing in the developmental growth of at-risk young children.

“Impacts of Early Childhood Education on Medium- and Long-Term Educational Outcomes”

National Forum on Early Childhood Policy and Programs (2017)

[Access the Report Here](#)

The National Forum on Early Childhood Policy and Programs is a direct outgrowth of Harvard Center on the Developing Child’s initiative, the National Scientific Council on the Developing Child. The Forum was established to complement the Council’s work, which aims to explain why public investments should be made in the early childhood years. The Forum’s work attempts to answer what those investments should be and how they should be made, and, to that end, it assesses and interprets program evaluation research.

The Bottom Line:

- Classroom-based early childhood education programs can lead to substantial decreases in special education placement and grade retention, as well as increases in high school graduation rates.
 - Additional per pupil expenditure for special education is estimated to be about \$8,000 per year.
 - Each time a child is forced to repeat a grade, it costs the state an estimated additional \$12,000.
 - Students who drop out of high school earn an estimated \$689,000 less in lifetime earnings than their peers who graduated and lead to an additional \$262,000 cost to the greater economy.

“Invest Early or Pay Later: Ohio’s Early Childhood and Juvenile Justice Systems”

Groundwork Ohio (2018)

[Access the Report Here](#)

The Bottom Line:

- Early investments like quality child care, quality preschool, and evidence-based home visiting can help mediate the effects of childhood trauma by increasing a child’s resiliency. Without the buffering impact of resiliency factors, later interventions, like the juvenile justice system, are extremely costly and ineffective in addressing the roots of a child’s behavior.
- The cost of providing a quality early education for a child is drastically lower than the cost of addressing issues that develop later, such as juvenile incarceration.
- If we make strategic, evidence-based investments in early childhood education, we can give all kids the opportunity for success, significantly reduce the need for juvenile justice intervention, and increase the efficiency and effectiveness of Ohio’s taxpayer dollars.

“High Quality Early Learning and Care Drives Lifelong Success”

US Congress Joint Economic Committee (2017)

[Access the Report Here](#)

The Joint Economic Committee (JEC) was created when Congress passed the Employment Act of 1946. Under this Act, Congress established two advisory panels: the President's Council of Economic Advisers (CEA) and the Joint Economic Committee. Their primary tasks are to review economic conditions and to recommend improvements in economic policy.

The Bottom Line:

- More than half of pre-school aged children are not enrolled in formal early childhood education programs, many due to the cost barrier of accessing high-quality childcare and preschool programs. In Ohio, the annual cost of pre-school accounts for 11.8% of the median income of families with children.
- Investments in early learning affect multiple generations—mothers of children who are able to receive high-quality early childhood education are more likely to pursue post-secondary degrees, increasing their lifetime earnings.
- We must prioritize affordability, accessibility, quality, and the holistic needs of working families in order to create an early child care and education system that lays a foundation for success for all kids.

“Connections Between Education and Health”

Health Policy Institute of Ohio (2017)

[Access the Report Here](#)

The Health Policy Institute of Ohio’s mission is to partner with policymakers and other stakeholders engaged in the policymaking process to provide the independent and nonpartisan analysis needed to create evidence-informed state healthy policy.

The Bottom Line:

- Education can create opportunities for better health, including lower rates of diabetes, cardiovascular disease, heart attack, stroke and asthma.
- Poor health can hinder educational performance and attainment. For example, groups with poorer health outcomes and those with lower educational achievement often overlap.
- Other independent factors such as income, geography, stress, and parenting can influence both health and education.

“Quality Early Education and Child Care from Birth to Kindergarten”

American Academy of Pediatrics (2017)

[Access Website Here](#)

[Access the Statement Here](#)

The American Academy of Pediatrics is an organization of 66,000 pediatricians committed to the optimal physical, mental, and social health and well-being for all infants, children, adolescents and young adults.

The Bottom Line:

- High-quality early education and child care for young children improves physical and cognitive outcomes and can result in enhanced school readiness.
- Preschool education can be viewed as an investment (especially for at-risk children), and studies show a positive return on that investment. Barriers to high-quality early childhood education include inadequate funding and staff education as well as variable regulation and enforcement. Steps that have been taken to improve the quality of early education and child care include creating multidisciplinary, evidence-based child care practice standards; establishing state quality rating and improvement systems; improving federal and state regulations; providing child care health consultation; and initiating other innovative partnerships.
- Pediatricians have a role in promoting quality early education and child care for all children—not only in the medical home but also at the community, state, and national levels.

“What does early childhood have to do with America’s workforce problem? A lot, actually”

American Enterprise Institute, AEIdeas (2017)

[Access the Article Here](#)

The American Enterprise Institute is a public policy think tank dedicated to defending human dignity, expanding human potential, and building a freer and safer world. The work of our scholars and staff advances ideas rooted in our belief in democracy, free enterprise, American strength and global leadership, solidarity with those at the periphery of our society, and a pluralistic, entrepreneurial culture.

The Bottom Line:

- Research shows that developmental gaps between higher- and lower-income children emerge long before children start school. Gaps have been observed among children as young as nine months old.
- Achievement gaps between economically advantaged and disadvantaged children widen as they progress through school, resulting in poor academic performance, grade repetition, expensive remedial services, and high rates of school dropout.
- In a recent study, 82% of Republicans, 86% of independents and 98% of Democrats said that “making early education and child care more affordable for working parents to give children a strong start” is important for our country.
- Advancing high-quality childcare is a wise investment in America’s future, strengthening business today while building the workforce we will depend on tomorrow and for decades to come.

“Workforce of Today, Workforce of Tomorrow: The Business Case for High-Quality Child Care”

The U.S. Chamber of Commerce Foundation (2017)

[Access the Report Here](#)

The U.S. Chamber of Commerce Foundation is a nonprofit organization that strives to educate the public on issues pertaining to business and community relationships. Their goal is to show the public the positive circumstances that a business can create for a community. This foundation believes that taking the time to invest in education and workforce reforms will lead to greater economic development in the future.

The Bottom Line:

- High-quality childcare plays a critical role in the education and workforce pipeline.
- By laying the crucial groundwork for tomorrow’s workforce and promoting a strong workforce today, high-quality childcare provides a powerful two-generation approach to building the human capital that a prosperous and sustainable America requires. It supports parents: increasing completion of postsecondary education, raising labor force participation, increasing workforce productivity, and helping business attract and retain talent. It also ensures that children have the chance to develop well and begin kindergarten ready to thrive in school, work, and life.
- For the business community, advancing high-quality childcare is a winning proposition and a wise investment in America’s future.

“Publicly Funded Child Care: An Essential Support for Working Families in Ohio”

Groundwork Ohio (2018)

[Access the Report Here](#)

The Bottom Line:

- Ohio’s publicly funded child care (PFCC) system serves working families at or below 130% of the Federal Poverty Level (FPL), but fails to support many more families who need child care support to achieve self-sufficiency.
- A family at 200% FPL who is not eligible for PFCC will spend more than \$17,000/year on child care and are left with less than half of the remaining annual expendable income of a family at 130% FPL who *is* eligible for PFCC.
- Expanding eligibility to 200% FPL would support working families, give children a better chance at breaking the cycle of poverty, and invest in Ohio’s future economic prosperity.

PNC: Grow Up Great

[Access Website Here](#)

PNC believes that every child deserves the opportunity to reach her fullest potential. PNC Grow Up Great formed a \$350 million program dedicated to helping prepare America's youngest learners for great things in school and life. Since it began in 2004, Grow Up Great has distributed more than \$121 million in grants to nonprofits that help young children prepare for school. The program has impacted approximately 3 million children through 19 states and D.C. through these grants. It is a cause embraced throughout the entire organization. PNC employees have volunteered more than 650,000 hours and donated more than 933,000 classroom items to help make their vision a reality. PNC's corporate voice is critical to encourage the support of others. Their awareness campaign communicates the importance of school readiness their strategic use of electronic, social, print and broadcast media has garnered billions of media impressions nationally.

“Ohio: High-Quality Pre-K Will Strengthen STEM Workforce”

Council for a Strong America (2017)

[Access Website Here](#)

[Access the Report Here](#)

The Council for a Strong America is a national, bipartisan nonprofit composed of five distinct organizations comprised of law enforcement leaders, retired admirals and generals, business executives, pastors, and prominent coaches and athletes who promote solutions that ensure the next generation of Americans will be citizen-ready.

The Bottom Line:

- Ohio business and military leaders warn of a looming STEM workforce skills gap and propose that the solution is high-quality early childhood education. The job market in this arena is growing, but employers are having difficulty finding competent workers to fill these positions.
- Developing STEM proficiency starts in the early years. Disadvantaged children can be up to 18 months behind their peers on math and reading skills when they begin kindergarten.
- Research suggests that early exposure to STEM areas of study, specifically math, is linked to better performance later in a child’s academic career. High quality early childhood education provides them with this exposure to prepare children for success in the STEM field and others.

“2017 National Poll Research Summary”

First Five Years Fund (2017)

[Access the Summary Here](#)

Through vision, leadership, influence, funding, and accountability the First Five Years Fund (FYFF) advances federal investment in quality early childhood education for disadvantaged children from birth to age five. FFYF provides policymakers, advocates, business leaders, and the public with the research and information necessary to make informed investments in quality early childhood development. FFYF helps align best practices with the best possible policies and work with advocacy groups, the White House and both parties in Congress to negotiate federal solutions that work for children, families, taxpayers and state governments.

The Bottom Line:

- At a time when divisive rhetoric, calls for resistance, and partisan distrust dominate the political headlines across the country, 79% of voters—including 80% of Trump voters and 79% of Clinton voters—want Congress and the administration to work together to improve the quality of child care and preschool, and make it more affordable for parents.
- Recent polls show 85% of voters say there should be increased funding for child care that directly supports greater access to quality programs for low- and middle-income children while their parents work or attend school.
- Voters making over \$100,000 per year are virtually just as likely (46%) as those who earn less than \$40,000 per year (51%) to say that only some or few programs near them are affordable and high-quality.

“Offering free pre-kindergarten programs is popular, even if taxes must be raised”

Ohio Omnibus Survey (2018)

[Access the Report Here](#)

The Ohio Omnibus Survey™ is a quarterly statewide telephone survey conducted of randomly-selected Ohio voters to assess their opinions and preferences about matters of policy, governance and other topics. The interviews are performed by specially-trained opinion research interviewers. Although participants commissioning questions have included trade associations, business and commerce groups, public affairs agencies, government relations agencies, labor unions and political consulting firms, it is open to any public or private organization, association, or committee that wishes to participate, provided that there is no potential conflict of interest with any other questions being asked at the time. In addition to proprietary information for participating organizations, topical questions are often included as a public service to be shared with citizens, interested parties and the general public.

The Bottom Line:

- 54% of voters believe that “public school systems should be required to offer pre-kindergarten programs free of charge to parents, even if taxes have to be raised to do so.”

“A Bipartisan Case for Early Childhood Development”

Early Childhood Initiative, Bipartisan Policy Center (2017)

Co-Chaired by Former US Representative George Miller & Former US Senator Rick Santorum

[Access the Report Here](#)

The Bipartisan Policy Center (BPC) is a non-profit organization that combines the best ideas from both parties to promote health, security, and opportunity for all Americans. BPC drives principled and politically viable policy solutions through the power of rigorous analysis, painstaking negotiation, and aggressive advocacy.

The Bottom Line:

- Public policy makers on both sides of the isle can and should work toward bipartisan solutions to
 1. Provide support for parents who are their children’s first and most important teachers.
 2. Address the affordability of child care.
 3. Improve the overall quality of care for young children regardless of where that care takes place.
 4. Address the impact of the opioid crisis on children and their families.
 5. Ensure that public investments are improving programs for young children and achieving better early childhood outcomes.

“High-Quality Child Care”

Vote for Ohio Kids (2018)

[Access the Resource Here](#)

Vote for Ohio Kids is a statewide effort dedicated to ensuring Ohio's next Governor will make investments in children's early education and health a top priority. This initiative is led jointly by Groundwork Ohio and the Ohio Children's Hospital Association in partnership with business, healthcare, and early education leaders as well as child advocates from around the state.

The Bottom Line:

- The majority of Ohio kids who receive publicly funded early childhood experiences do so through child care programs, which offer free or subsidized care for families at or below 130% of the Federal Poverty Level
- Too few eligible Ohio kids are being served by publicly funded child care—only 49% of eligible 0-4 year olds have access to an early childhood program.
- Not all access is quality—only 20% of programs are rated high quality (3-5 stars) by our quality rating and improvement system, Step Up to Quality. This leaves us far behind Ohio's goal of reaching 100% quality by 2025.

“High-Quality Preschool”

Vote for Ohio Kids (2018)

[Access the Resource Here](#)

Vote for Ohio Kids is a statewide effort dedicated to ensuring Ohio's next Governor will make investments in children's early education and health a top priority. This initiative is led jointly by Groundwork Ohio and the Ohio Children's Hospital Association in partnership with business, healthcare, and early education leaders as well as child advocates from around the state.

The Bottom Line:

- Ohio offers quality school-based preschool opportunities for 12.5 hours per week to 4-year olds whose families are living at or below 200% of the Federal Poverty Level.
- High quality preschool programs lead to higher academic outcomes and long-term positive impacts on health, job readiness, and behavior.
- Local communities have embraced preschool and are working to supplement the state's funding with their own support of local initiatives to increase the number of slots available and the quality of programs.

“Voluntary, Evidence-Based Home Visiting”

Vote for Ohio Kids (2018)

[Access the Resource Here](#)

Vote for Ohio Kids is a statewide effort dedicated to ensuring Ohio's next Governor will make investments in children's early education and health a top priority. This initiative is led jointly by Groundwork Ohio and the Ohio Children's Hospital Association in partnership with business, healthcare, and early education leaders as well as child advocates from around the state.

The Bottom Line:

- Ohio's voluntary, evidence-based home visiting programs serve over 9,000 participants per year by providing regular visits to the homes of vulnerable families starting while the mother is pregnant and continuing through the first years of life.
- Evidence-based home visiting programs increase school readiness, family health, and family self-sufficiency and offer a \$5.70 return on investment.

“Ohio’s Step Up to Quality Validation Study”

Compass Evaluation and Research, Inc. (2017)

[Access Groundwork’s Overview of the Study](#)

[Access the Study Here](#)

Step Up to Quality recognizes early care and child care programs that exceed minimum health and safety standards and promotes children’s learning and development. Step Up To Quality helps parents choose services that provide both an educational and developmental experience for their son or daughter, while at the same time giving providers enhanced funding for offering high-quality care. In February 2017, an independent review of the Step Up to Quality program was conducted to determine whether or not it was having the desired impact in Ohio.

The Bottom Line:

- There is a strong correlation between children scoring higher on Ohio’s Kindergarten Readiness Assessment and attendance at a 3-5 Star Rated program.
- Programs that are Star Rated showed higher quality classroom practices compared to programs that are not Star Rated.
- On average, students who attended publicly funded childcare programs over a longer period of time scored higher on the Kindergarten Readiness Assessment.

“What Difference Are We Making?”

Ohio Business Roundtable (2017)

[Access Assessment Here](#)

The Ohio Business Roundtable is an independent, nonpartisan organization of the chief executive officers of the state's major business enterprises. Established in 1992, the Roundtable was created in the belief that business leaders in a pluralistic society should have an active and effective role in the formulation and evaluation of public policy.

The Bottom Line:

- The case has been made—child development and brain science have clearly shown that early childhood experiences have lifelong outcomes for kids. If children are not exposed to high quality learning environments within the first few years of their lives, there will be long-term impacts on health, social-emotional skills, cognitive development, and academic achievement.
- Ohio is making progress on metrics, access, quality, and professional development—but not enough. Too many kids are entering kindergarten not ready for school and are unable to catch up despite expensive K-12 interventions.
- Ohio's business community has taken notice of these issues and is dedicated to improving early childhood education in the state of Ohio.

Additional Groundwork Ohio Resources

[Access Groundwork's Website](#)

Recent Resources:

[Early Childhood Education Case for Support](#)

[How to Achieve Quality in Ohio](#)

[Publicly Funded Child Care Rate Structure](#)

Laying the Groundwork for a More Successful Ohio

The PRE4CLE Plan

[Access Website Here](#)

[Access the Plan Here](#)

PRE4CLE is part of *Cleveland's Plan for Transforming Schools* (the Cleveland Plan), a plan that is reinventing public education in the City of Cleveland. High-quality preschool is the first step on the education continuum for transforming Cleveland's schools, providing a strong foundation for K-12 success, increased high school graduation, and increased higher education participation. Through connecting families with high-quality, affordable preschool education opportunities, PRE4CLE provides a gateway for Cleveland's children to start strong and for Cleveland communities to prosper.

The Bottom Line:

- *Cleveland's Plan for Transforming Schools* (the Cleveland Plan) is built upon growing the number of excellent district and charter schools in Cleveland so that every child attends a high-quality school and every neighborhood has a multitude of great schools from which families can choose. One of the Cleveland Plan's goals is to expand and support high-quality preschool education across the city.
- PRE4CLE's goals for early childhood education include rapid and efficient expansion and access, increased enrollment in high-quality preschool, improving quality regardless of provider location, holding participating providers to high standards, supporting successful quality transitions, leveraging community assets, and serving as strong community advocates for early childhood education.

Cincinnati Preschool Promise, United Way of Cincinnati

[Access Website Here](#)

Cincinnati Preschool Promise is a non-profit organization which works to expand access to quality preschools in Cincinnati. Preschool expansion is made possible thanks to a significant investment from taxpayers who approved a 5-year Cincinnati Public Schools levy in 2016. The levy includes \$33 million a year to strengthen K-12 education and \$15 million a year to expand access to quality preschool. Cincinnati Preschool Promise utilizes funds to expand the number of quality preschools and for tuition assistance for families who need it most. Parents who qualify may enroll their child in community-based preschool or a Cincinnati Public Schools preschool of their choice.

The Bottom Line:

- People prioritize early childhood education—in 2016, Cincinnati’s Issue 44 to infuse money into the Cincinnati Public Schools and fund a preschool program for 6,000 three- and four-year-olds was supported by the vast majority of district voters.
- Local initiatives, such as United Way of Greater Cincinnati, prioritize investing in early childhood education programs because they understand the significant impact it can have on the community as a whole.

Learn to Earn Dayton: “Know the Gap, Close the Gap”

[Access Website Here](#)

[Access the Report Here](#)

Learn to Earn Dayton is dedicated to fostering the success of all Montgomery County children from birth until their graduation from college or selection of a career. The organization’s mission is to ensure that children in the Dayton region are successful students and ultimately successful in the world of work. The community’s vitality and its attractiveness to employers depend on having educated citizens and a knowledgeable and skilled workforce.

The Bottom Line:

- Practices and policies — in our cultures, neighborhoods, institutions, schools and homes — are keeping children of color from learning and succeeding at the highest levels.
- There is a clear racial disparity in outcomes in almost all aspects of our education system, including kindergarten readiness, 3rd grade reading proficiency, 8th grade math proficiency, high school graduation rates, out-of-school suspensions, attendance rates, chronic absenteeism, college enrollment, and college retention.
- Poverty does not completely explain the achievement gap—race plays a significant role in educational success. This is a factor that must be taken into account if want to recognize and correct the injustices within our own education system.

Corporation for Appalachian Development, Inc.

[Access Website Here](#)

The Corporation for Ohio Appalachian Development (COAD) is a private, non-profit community-based organization serving rural, mostly Appalachian, counties in eastern and southern Ohio. It is comprised of seventeen Community Action Agencies that serve a 30-county area. COAD has three major program divisions: Community Development, Early Care and Education, and Senior Programs. COAD also offers scholarship assistance and leadership development opportunities. COAD's mission is to provide a unified voice and representation for its member agencies and the constituents that they serve - primarily low-income families, children, and the elderly. Since 1971, COAD has worked to improve the quality of life for all residents of Appalachian Ohio.

Summit Education Initiative

[Access Website Here](#)

The mission of Summit Education Initiative (SEI) is to improve personal and regional prosperity through increased educational attainment. SEI helps Summit County act on this mission by doing the following:

- Articulates the major educational challenges facing the county and tracks the progress being made to address those challenges by conducting research and publicizing relevant data and findings;
- Encourages and facilitates collaborations designed to address those educational challenges;
- Develops prototype programs that test and refine strategies for removing barriers to high educational aspiration and achievement.

Future Ready Columbus

[Access Website Here](#)

Future Ready Columbus is a public/private organization focused on supporting a “cradle through career” approach to education and workforce excellence in the Columbus region. Key initiatives are focused on improving school readiness for all children, ensuring high-quality education for all Ohio students, and engaging the community to improve the quality of life for children.

Invest in Children's Universal Pre-Kindergarten Program

[Access Website Here](#)

[Access More Information Here](#)

Invest in Children is Cuyahoga County's public/private partnership to mobilize resources and energy to ensure the well-being of all young children in the county. Our Programs include work to:

- Raise the quality and accessibility of preschool and childcare programs;
- Improve pregnancy, newborn and early childhood health via home visiting programs;
- Support families in their children's early literacy development;
- Support early childhood mental health in at-risk children;
- Provide parents access to community resources that promote kindergarten readiness.

Our **Universal Pre-Kindergarten Program** (UPK) is a transformational priority to improve the quality and accessibility of high-quality preschool. The program is based on three enduring goals.

- Creating a new gold standard of high-quality preschool in our community.
- Making a high-quality experience accessible to low- and moderate-income families.
- Improving school readiness among disadvantaged children.

The UPK Bottom Line:

- With the start of the 2017-2018 school year, the program has expanded to now include more than 4,900 seats—many for the most at-risk children in the City of Cleveland.
- Independent evaluations have documented UPK's positive impact on school readiness. Children who entered the Cleveland Metropolitan School District from UPK sites scored an average of three points higher on the Kindergarten Readiness Assessment for Literacy, which translates into a 36 percent greater chance of passing the Third Grade Reading Assessment. In addition, the most disadvantaged children made the largest gains in skills.
- The UPK program includes an intense focus on family involvement and creating a family centered preschool experience. Engagement strategies are based on the Aspen Institute's "2-Gen" approach, where wrap-around services and linkages for parents help support their own development and economic security.

“Let Governors Guide Education”

U.S. News & World Report (2017)

[Access Article Here](#)

The Bottom Line:

- It is time to prioritize smart investments in education.
- More Americans turn to their state leaders, particularly their governors, to fill the leadership void in the education arena.
- Regardless of party affiliation, 74% of Americans agree that it is the right of every parent and taxpayer to know whether their local schools are effectively teaching their neighborhood kids.
- Governors are uniquely positioned to deliver this to their constituents.

“Early Childhood Education”

National Governor’s Association (2017)

[Access Statement Here](#)

The National Governors Association (NGA) is a bipartisan organization composed of the nation’s governors who use a collective voice to develop and improve national policies on priority issues.

The Bottom Line:

- The NGA believes that it is their duty as governors to help advance early childhood education.
- High-quality early childhood education is important to promote future job security for the next generation and to stimulate state economies.
- In order for any significant progress towards improving early childhood education programs to take place, there must be absolute cooperation between federal and state government.
- When it comes to early childhood education, the number one priority of both the state and federal governments needs to be giving more families better access to high quality programs.

“Governors from Red and Blue States Continue to Prioritize Early Childhood Education”

First Five Years Fund (2018)

[Access Article Here](#)

Through vision, leadership, influence, funding, and accountability the First Five Years Fund (FYFF) advances federal investment in quality early childhood education for disadvantaged children from birth to age five. FFYF provides policymakers, advocates, business leaders, and the public with the research and information necessary to make informed investments in quality early childhood development. FFYF helps align best practices with the best possible policies and work with advocacy groups, the White House, and both parties in Congress to negotiate federal solutions that work for children, families, taxpayers and state governments.

The Bottom Line:

- Governors from both sides of the aisle agree that early childhood is an urgent budget priority and have called for bipartisan support of these investments.
- In order to set kids up for success and receive the greatest return on investment, education investments must start at birth—kids cannot afford to wait until formal K-12 education.