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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 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.

Rather than start a new 501(c)(3) organization, the founders decided to house Groundwork with an existing nonprofit organization located in Cleveland as a fiscally-sponsored campaign, with a Steering Committee as opposed to a Board of Directors. The first fiscal sponsor was The Center for Community Solutions, located in Cleveland. As such, Groundwork was established 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 bi-partisan 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. The Co-Chairs of the Steering Committee were pleased to share that Shannon Jones accepted the position and began leading Groundwork as its Executive Director in January of 2017. Shannon joins 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 this calendar year under this strong, new leadership, Groundwork has re-established itself as the trusted, nonpartisan, statewide advocacy organization committed to early childhood education. Progress this calendar year 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 & Advocacy Associate

Access Bio Here

Executive & Steering Committee

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Advocacy Day Overview

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Early Childhood Education: What We Know
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 1 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.
Brains Are Built By Early Experiences

“The Science of Early Childhood Development”

Center on the Developing Child, Harvard University (2007)

Access Full PDF 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:

- Child development lays the groundwork for community and economic development—children who are allowed full and healthy development children 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 continuous family chaos, physical or emotional abuse, chronic neglect, severe and enduring maternal depression, persistent parental substance abuse, or repeated exposure to violence in the community or within the family, 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.
Not All Children Have the Same Experiences

“The 30 Million Word Gap”

The Campaign for Grade-Level Reading (2013)

Access Full PDF Here

The Campaign 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 then 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”


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 to fulfill their responsibilities by helping them balance family and work responsibilities, cultivating a stable and thriving child care market.
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 and learning produces inequality in ability, achievement, health, and adult success
- Investment in early education for disadvantaged children from birth to age 5 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.
Since 1982, the Ounce of Prevention Fund has persistently pursued a single goal: that all children living in America—particularly those born into poverty—have quality early childhood experiences in the crucial first five years of life. The Ounce uses private dollars to apply science in developing innovative programs, and then leverages public funding to support their implementation and replication.

The Bottom Line:

- By age four, an 18-month gap is apparent between an impoverished child and his more affluent peers. That gap is still present at age 10 and continues throughout high school.
- Poor child care worsens the problem. Studies show that only 30% of infant-toddler care is adequate or better. A startling 10% is unacceptable. Early Head Start, our nation’s best program for infants and toddlers living in poverty, reaches less than 3% of the eligible population.
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)

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.
The Bottom Line:

- Kids who attend public preschool programs are better prepared for kindergarten than kids who don’t.
- Children who have had early experiences of economic scarcity and insecurity gain more from early childhood education programs than their more advantaged peers.
- Part of the value of preschool classrooms is the opportunity to be immersed among a diverse array of classmates.
- Not all early childhood education programs are alike—factors such as quality continued education for teachers and a well-implemented, evidence based curriculum are believed to lead to more significant outcomes for kids.
Early Investments Pay Off

“Early Childhood Education is a Game Changer”

Sheriff E. Wayne Risner, Ashland Times-Gazette (2017)

Sheriff Risner was a member of the US Army from 1968-1990. In 1990, he joined the Ashland County Sheriff’s Office as a corrections officer and shift supervisor. He has also been a patrol officer, 9-1-1 coordinator, new jail project coordinator, Director of Communications, and Chief Deputy. Sheriff Risner was first elected Sheriff of Ashland County in November of 2000. Sheriff Risner also served as President of the Buckeye State Sheriff’s Association for the year 2013.

The Bottom Line:

- High-quality early childhood education significantly improves at-risk kids’ ability to succeed in school and life -- and not become criminals -- by giving them a solid foundation for success.
- Despite data-driven support for investing in high-quality early childhood education programs, providers in our community face bigger challenges in both reaching the high-quality designation and in expanding capacity among those high-quality providers due to a lack of state funding.
HPIO’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.
- 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.
Early Investments Pay Off

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


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.

Access Website Here
Access Full PDF Here

The Bottom Line:

- The APP recently released a new policy statement on quality early childhood education renewing its commitment to early childhood education and its awareness of the intersection of health and education in early development.
- High-quality early education and child care for young children improves physical and cognitive outcomes for the children 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; as well as 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 Full Article Here

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.
- 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’ll depend on tomorrow and for decades to come.
The Business Case for Early Childhood Education

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

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

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 future.

Access Full Report Here

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 workface 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. And it ensures that children have the chance to develop well and begin kindergarten ready to thrive in school, work, and life.
- For business, advancing high-quality childcare is a winning proposition and a wise investment for America’s future.
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’s 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.
The Council for Strong America is a national, bipartisan nonprofit composed of 5 distinct organization 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 STEMP 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 already be 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 success 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.
There is No Political Risk for Supporting Early Childhood Education

First Five Years Fund:
2017 National Poll Research Summary

Through vision, leadership, influence, funding and accountability the First Five Years Fund 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.
- 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.
Ohio’s Early Childhood Education System

“Ohio’s Step Up to Quality Validation Study”

Compass Evaluation and Research, Inc. (2017)

Access Groundwork’s Overview of the Study

Access Full PDF 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.
- Students who attended publicly funded childcare programs over a longer period of time scored higher on average on the Kindergarten Readiness Assessment.
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
Local Community Initiatives

The PRE4CLE Plan

Access Website Here

Access Full PDF 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 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 is a non-profit organization which will 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. Preschool Promise, Cincinnati Public Schools and the United Way of Greater Cincinnati signed an agreement detailing how preschool expansion will work. Cincinnati Preschool Promise will utilize 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

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. (wording here is not good)
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.
Local Community Initiatives

Summit Education Initiative

Access Website Here

The mission of Summit Education Initiative 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 and
- Develops prototype programs that test and refine strategies for removing barriers to high educational aspiration and achievement.
Local Community Initiatives

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.
Exemplary Executive Leadership

“Let Governors Guide Education”


Access Full 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.
- 74% of Americans, be they Republican, Democrat or independent, agreed that it’s 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.
Exemplary Executive Leadership

Early Childhood Education

National Governor’s Association (2017)

Access Full Statement Here

The National Governors Association 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 also stimulate state economies.
- In order for any significant progress towards improving early childhood education programs to take place, there must be absolute cooperation between the 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 to give more families more access to high quality programs.
North Carolina Governor Roy Cooper is committed to improving the state’s early childhood education increasing enrollment of children in pre-k, boosting the number of top-rate childcare facilities, and exploring opportunities for childcare tax credits. He has strongly supported further dialogue about issues surrounding early childhood education, such as North Carolina State University Institute for Emerging Issues’ “Kidonomics” forums. Despite some pushback from the state legislature, Governor Cooper was able to secure over $12 million in the state budget, which they believe will reduce the pre-k waiting list by 75% over the next two years.

North Carolina ECE in the News:

- “Prioritizing Our State’s Future” (Roy Cooper)
- “Investing in what works – high-quality pre-kindergarten education” (The News & Observer)
- “Looking for free Pre-K classes? New NC budget has good news“ (The News & Observer)
- NC’s prekindergarten efforts shown to help children for year, report card finds (The News & Observer)
Pennsylvania Governor Tom Wolf believes that early childhood education is one of the most effective interventions that can be made in the lives of children and has consistently supported the cause throughout his career. Governor Wolf’s proposed 2017-2018 budget included a $75 million increase for early childhood education, which would create over 8,000 additional pre-K slots. The final budget passed by the legislature and governor included a total increase of $30 million.

Pennsylvania ECE in the News:

- “Gov. Wolf pushes for early childhood education funds” (ABC27 News)
- “House, Senate send Pennsylvania budget to Gov. Wolf” (Associated Press)