

From *the* Ground Up

UNEARTHING FAIRNESS FOR Franklin County



The 2018 Ohio Early Childhood Race and Rural Equity Report is the most comprehensive early childhood report in Ohio history. Groundwork Ohio analyzed 25 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.

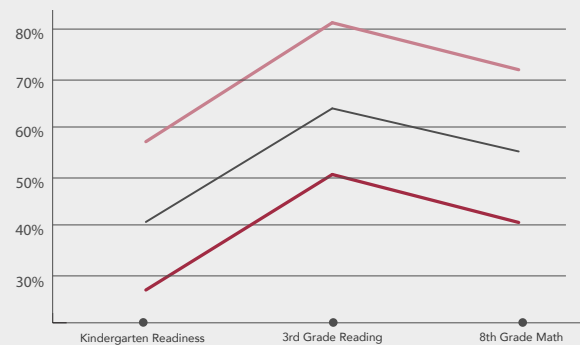
Gaps between **CHILDREN IN POVERTY** and their higher income peers emerge much earlier than state and federal policy recognizes and persist long into adulthood.



Table 1

% Students **STATEWIDE** 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%



Poverty of **CHILDREN IN FRANKLIN COUNTY** is higher than the statewide rate and this largely urban community has unique assets and barriers.

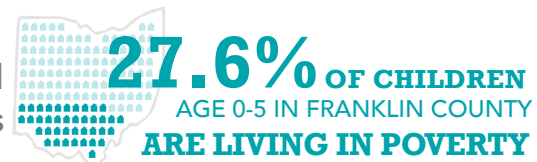
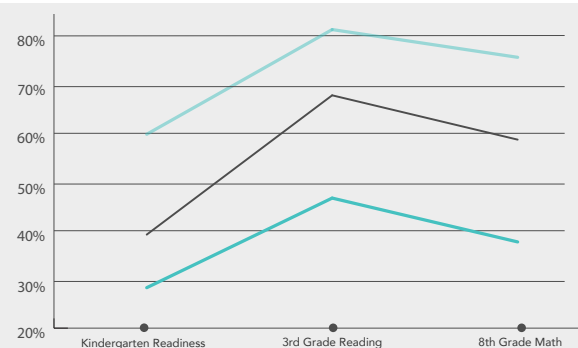


Table 2

% Students in the **FRANKLIN COUNTY** Performing at Grade-Level by **Economic Status**

	Kindergarten Readiness	3rd Grade Reading	8th Grade Math
Non-Disadvantaged	59.8%	81.3%	75.6%
Disadvantaged	28.3%	46.7%	37.7%
COUNTY TOTAL	39.2%	67.8%	58.7%



Franklin County is racially diverse with 49.2% of children 0-5 being white as compared to 68.7% of young children being white statewide. 26.8% of children in the county are black versus 14.9% of children statewide. Additionally, the county has larger populations of Hispanic and multiracial young children than the state. 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.



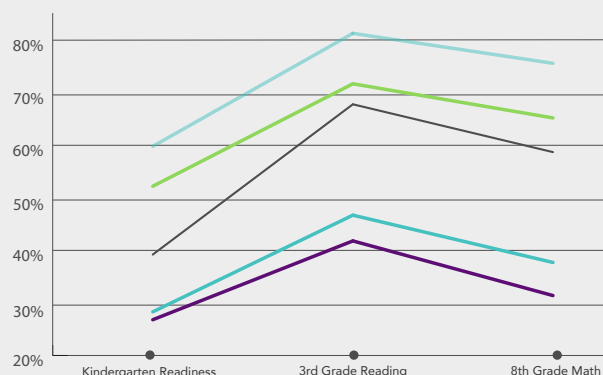
A child's race tells a distinct and critical narrative that must be examined separately to fully understand the problem, as even **BLACK CHILDREN** in Franklin County who are not poor are too often not achieving at the rate of their white peers.

51.3% OF BLACK CHILDREN AGE 0-5 IN FRANKLIN COUNTY ARE LIVING IN POVERTY

Table 3

% Students in **FRANKLIN COUNTY** Performing at Grade-Level by **Race and Economic Status**

	Kindergarten Readiness	3rd Grade Reading	8th Grade Math
Black	26.8%	41.8%	31.4%
White	52.2%	71.7%	65.2%
Non-Disadvantaged	59.8%	81.3%	75.6%
Disadvantaged	28.3%	46.7%	37.7%
COUNTY TOTAL	39.2%	67.8%	58.7%



Poverty alone does not tell the whole story. If this were true, we would expect black children's achievement in Franklin County 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. 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

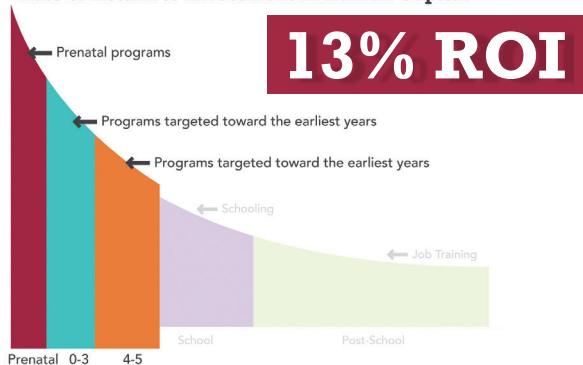
EARLY

CHILDHOOD EDUCATION IS A POWERFUL

PREVENTION

POLICY FOR OHIO'S MOST AT-RISK KIDS.

Rate of Return to Investment in Human Capital

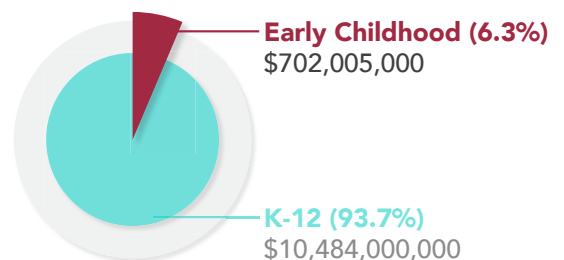


At-risk children who have access to high-quality early childhood experiences within their first five years of life are significantly more likely to be kindergarten ready, graduate high school, have higher earnings and better health and are less likely to be held back a grade, reliant on public assistance 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



GroundworkOhio.org

 
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