

Median Income, Age 25+ with
Some College or Associate Degree

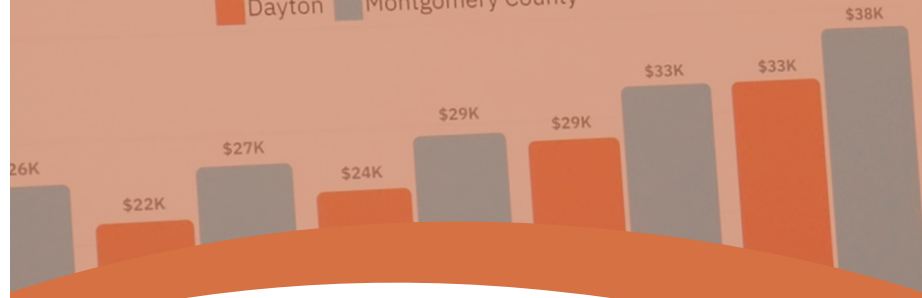
MY VOICE
MY CITY
MY FUTURE
#STUDENTVISIONDAYTON

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

DAYTON

Percent

Dayton Montgomery County



50

9th Grade

40

9%

30

20

2023–2024

Annual Report



Learn to Earn Dayton

Ready to Learn. Explore. Earn.



Mission

We transform systems through data, partnerships, and policy to ensure all learners in the Dayton Region have the resources and opportunities that foster lifelong success and economic mobility.

Big Goal

60% of working-aged adults in Montgomery County will hold a recognized post-secondary credential.

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Invest in Learn to Earn Dayton

For our children. For our community. For our future.

Learn to Earn Dayton's approach combines national best practices, local data, community voice, and the region's unique assets to move the needle on educational outcomes. Since 2012, we have tracked progress, piloted projects, and worked to create equitable systems so that all students have the opportunity to succeed. Every day, our work is possible because of your generous support. Please donate now to increase student access to opportunity and to make the next educational innovation possible.

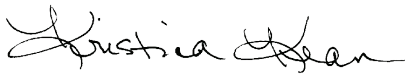


Unwavering Collective Commitment

This Learn to Earn Dayton annual report showcases innovative cross-sector partnerships and initiatives that encourage both academic achievement and two-generational family support, crucial for economic mobility. We present cradle-to-career milestone data emphasizing pandemic recovery, year-over-year progress, and gap-closing counts which quantify how many more students must reach milestones to close achievement gaps and strengthen our future workforce.

What you will see in the data demands action. Together, we can prioritize efforts to close achievement gaps. We can drive outcomes if we address chronic absenteeism, expand access to quality early learning, strengthen early literacy skills, broaden career exploration opportunities, and invest in and value our educators.

Learn to Earn Dayton will release a new strategic plan in Summer 2025, further solidifying our commitment to lead data analysis, foster key cross-sector partnerships, establish impactful proof points, and advocate for effective policy. We will call on our entire community to join us as we implement our strategic, investable plan. Achieving success for all students and building a thriving workforce for our region depends on our unwavering collective commitment to these shared priorities.



Kristina Kean
Chair, Board of Trustees



Stacy Wall Schweikhart
CEO

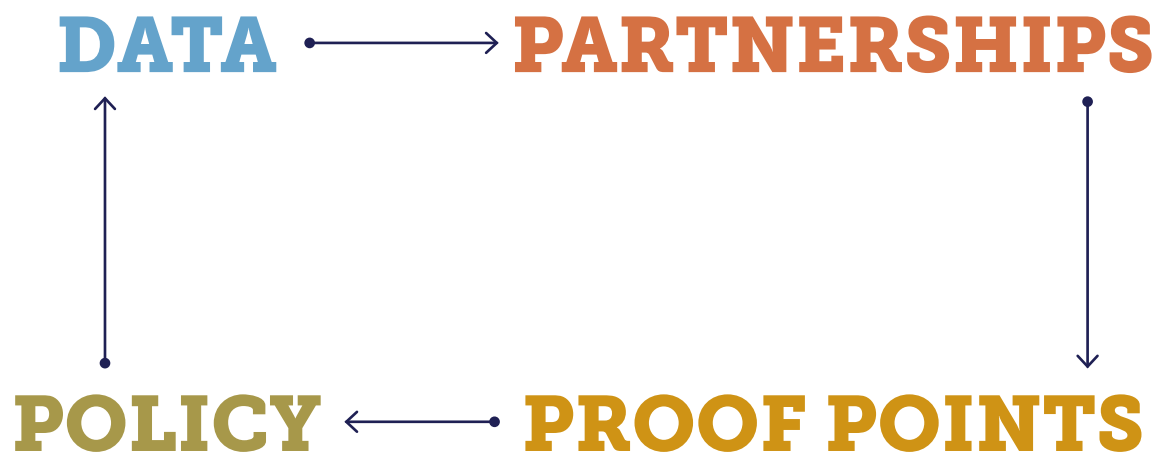
Cradle-to-Career Pipeline for Student Success



Adapted from the Forum for Youth Investment and Harvard Graduate School of Education

Learn to Earn Dayton works to align resources so all students in Montgomery County have the opportunity to succeed. Our cradle-to-career pipeline centers academic milestones, while recognizing the need for high-quality out-of-school time programs and place-based, two-generation approaches. This enhanced pipeline can lead to empowered families and a more vibrant region.

How **Data, Partnerships,** **Proof Points** & **Policy** DRIVE IMPACT



How Data Informs Design

Data revealed a significant gap between the number of high-demand, high-growth, high-wage jobs available across Ohio and the number of adults with the educational background to succeed in those jobs. Learn to Earn Dayton convened a statewide team of leaders from education, business, and government to leverage national best practices in designing a local solution.

The Pathways for Accelerated College and Career Experiences (PACCE) program launched this year as a pilot, while legislators and leaders at the local and state levels considered how to improve policy to support the critical function of in-school career navigation.

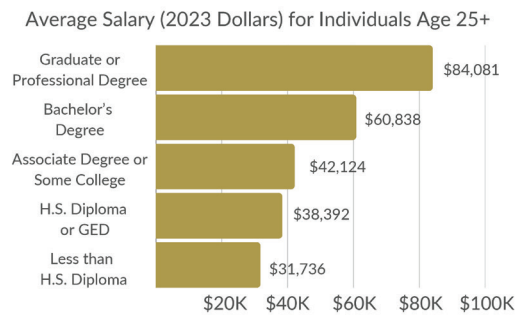


Big Goal

60% of working-aged adults in Montgomery County will hold a recognized post-secondary credential.

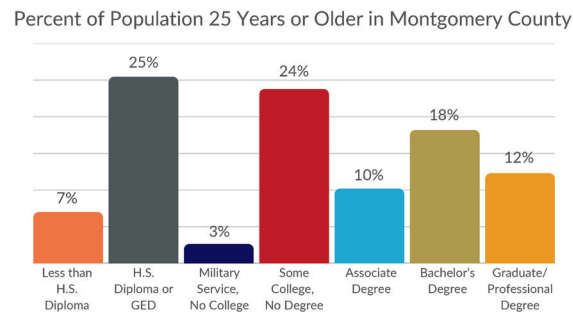
Regional census data confirm the national research that individuals with higher levels of education tend to earn greater salaries and experience increased economic opportunity.

Income by Educational Attainment, 2023



Source: American Community Survey 5 Year Estimates 2023, Retrieved January 2025

Montgomery County Educational Attainment, 2023



Note: Those who have served in the military and achieved higher than a H.S. Diploma are reflected in their educational category.



Learn to Earn Dayton's Data Dashboard

Transparent and accessible data is the first step for our region to better track student success, tie academic achievement to economic mobility, and create a common understanding regarding the challenges our communities face. Learn to Earn Dayton launched an online data dashboard to further explore critical data points, disaggregate by population, and reveal bright spots worthy of scale.

learntoearndayton.org/data



Learn to Earn Dayton led a data walk for local educators to better understand student outcomes.

Partnerships

Learn to Earn Dayton's work is rooted in partnerships; we are proud to serve as a convener and collaborator to reach regional goals.



Summer + Afterschool Collaborative

Learn to Earn Dayton's **Summer + Afterschool Collaborative (SASC)** serves as the Southwest Regional Hub for the Ohio Afterschool Network. In 2023-2024, the SASC provided 84 professionals representing 37 out-of-school time programs with evidence-based best practices, professional development, networking, software licenses, grant support, and resources. Thanks to the Nordson Corporation and the Charles D. Berry Foundation, partners are working together to ensure that summer and afterschool programs benefit from strategies proven to enhance student learning.

Effective Tracking Tools: Learn to Earn Dayton partnered with Montgomery County Educational Service Center (MCESC) to provide an outcomes tracking system for shared information between schools and out-of-school programs. MCESC provided licenses to schools while Learn to Earn Dayton provided licenses to out-of-school time educational partners; by accessing shared information about student attendance, behavior, and academics, all educators are better able to collaborate for student success.

SASC Data Snapshot:

1,007 students from **Dayton Public Schools** participated in a Learn to Earn Dayton affiliated afterschool program in 2023-2024

There was a significant leap from 8% to 25% in students ranked in "Excel" or "Good Standing" in English Language Arts

In Math, **student performance level from 2023-2024 leapt from 9% to 30%**



Aligned Missions: DO STEM is an active member of the Summer + Afterschool Collaborative, and Learn to Earn Dayton serves on the DO STEM Advisory Council.



Montgomery County Two-Generation Collaborative

Because Student Success Relies on Factors Beyond the Classroom

In 2023, Learn to Earn Dayton assumed administrative backbone leadership of the **Montgomery County Two-Generation Collaborative**. Learn to Earn Dayton worked with member organizations to develop an outcomes framework to better measure how community partners are helping families escape generational poverty.



EVERY DAY IN SCHOOL MATTERS DAYTON^{6TH}

In 2023, Learn to Earn Dayton launched a regional school attendance campaign to combat the concerning rise in chronic absenteeism affecting all schools in Montgomery County. Partnering with Dayton 6th to feature University of Dayton basketball stars as spokespeople, the **Every Day in School Matters** campaign was designed to raise awareness for student attendance. Investments from Montgomery County, Key Ads, LAMAR, and generous individuals brought the campaign to life.

- Over 1.1 million impressions for digital ads, including social, TV, and streaming radio.
- More than 9,600 direct clicks led the audience to the website to access resources.
- Billboards in highly visible locations shared the message across Montgomery County.
- The campaign was incorporated into basketball games at the University of Dayton Arena - with particular focus on "School Day" when the UD Women's team played in front of 12,097 young fans from 71 schools across the Miami Valley.

Advancing Employment and Supporting Quality Teachers

Learn to Earn Dayton continued its partnership with educators from across the region as part of the **I Educate Montgomery County** initiative, addressing the need for diverse educators.

Learn to Earn Dayton serves on the strategic leadership team and provides support by coordinating professional learning communities for **DREAM**.



"Collective impact work can be difficult. When each program partner is dedicated to their mission and focused on serving their community, it can feel like a luxury to pause long enough to come around the table to share data and align efforts with peer organizations. Learn to Earn Dayton's role as the convener helps to ensure alignment and coordinate shared resources. This "backend" support creates the opportunity for the partner nonprofits to provide an increased level of service in a way they are uniquely qualified to do."

Nancy McHugh, Executive Director of Fitz Center
Chair of Montgomery County Two-Generation Collaborative

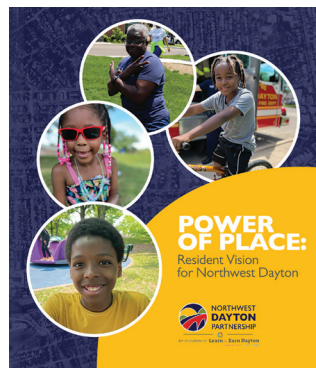


Power of Place: Resident Vision for Northwest Dayton

Learn to Earn Dayton worked in deep collaboration with residents over the past three years in Northwest Dayton, spurred by an investment from Blue Meridian Partners for place-based work.

The Power of Place Plan guides the work and Learn to Earn Dayton's commitment to these resident-established priorities.

The design and installation of a **Children's Learning Garden at Fairview Elementary**, to serve as an inspirational resource for in-school and out-of-school learning, as well as a community asset. The Fairview Elementary Children's Learning Garden benefited from the generous support of Blue Meridian Partners, Dayton Public Schools, the CareSource Foundation, and the Louise Kramer Foundation.



Data revealed that students experiencing homelessness are significantly more likely to be absent from school and struggle academically. Learn to Earn Dayton focused on housing as a critical factor for academic success.

- Supported **Housing Rights and Resources Panel** for Northwest Dayton residents, providing information on fair housing, eviction support, and resources.
- Welcomed national community redevelopment leader **Purpose Built Communities** to explore how their model of integrated community revitalization might occur in Northwest Dayton.



Partner Spotlight

Learn to Earn Dayton is closely aligned with **Omega Community Development Corporation (CDC)** and their innovative efforts through the Hope Zone Initiative. Omega's multi-layered strategies to support literacy have already had an impact toward their goal that 45% of third graders living in the Hope Zone will read at or above grade level by 2027.

In 2024, Learn to Earn Dayton and MCESC teamed up to offer comprehensive literacy training for Omega CDC staff and educators who work directly with students and families. This two-day workshop focused on the Science of Reading and dyslexia.



Community Investment Fund

Learn to Earn Dayton facilitated the distribution of the second round of the **Community Investment Fund**, through a resident-driven, proximate grantmaking process. Eight deeply-rooted, neighborhood organizations were awarded funding to support programs and organizational growth. In addition to distributing the more than \$630,000, Learn to Earn Dayton provided technical assistance and project support to the fund recipients, to bolster their growth and build their capacity.

Community Review Panel

- Rachel Cochran
- Emily Gomez
- Jerome Haney
- Audrey Logan
- Dedra Porter
- Lauretta Williams

Awarded Organizations

- Abundant Life Christ Centered Ministries
- Dayton Equity Center
- Grace Urban Development
- Hatch Architects
- Spectrum New Beginnings
- On Purpose Academy
- Valens Solutions
- Youth House

Thank you to the following partners who generously invested in the second round of the Community Investment Fund, with a commitment to center the philanthropic power for decision making with the residents who live in Northwest Dayton.

- CareSource Foundation
- Charles D. Berry Foundation
- The Dayton Foundation
- Harry W. & Margaret Moore Foundation
- Jeff and Ellen Ireland Fund
- Kettering Foundation
- Mathile Family Foundation
- Ms. Valerie A. Lemmie
- Tait Foundation



Proof Points

Learn to Earn Dayton adapts proven national practices to the specific needs of our local community, creating proof points before scaling initiatives to the region.

Partner Spotlight

Preschool Promise ensures more young learners are prepared to begin their educational journey, leading the regional effort to help more students reach the first critical milestone of kindergarten readiness.

Preschool Promise first incubated under Learn to Earn Dayton before becoming its own nonprofit in 2016, and gaining significant community support. In 2023-2024, more than 3,700 3- and 4-year-olds attended a Preschool Promise site.



Preschool Promise granted

\$2.4 million
in tuition assistance

to over **1,000** families

Early Literacy Efforts

Learn to Earn Dayton partnered with Wright State University and the University of Dayton to bring **High-Impact Tutoring**, a well-researched and proven model for academic achievement, to area elementary and middle school students. Offering both traditional afterschool models and in-class tutoring, the program benefited 275 students in Fall 2023 and 302 students in Spring 2024, at Dayton Public Schools, Fairborn City Schools, Huber Heights City Schools, Trotwood-Madison City Schools, and West Carrollton City Schools. High satisfaction was reported by parents and teachers.

Reading Is Lit! literacy kits, developed by Learn to Earn Dayton and ThinkTV, and co-designed by area educators, included books and literacy activities to encourage family-engaged learning at home for early grade students. Learn to Earn Dayton piloted the kits in partnership with Trotwood-Madison School District and Dayton Public Schools. Thanks to CenterPoint Energy Foundation and Frank M. Tait Foundation for the support to develop and distribute the kits for area students and families.

Reading Is Lit! kits included a video to show families the many available activities to make learning fun.



Learn to Earn Dayton introduced Reading Is Lit! literacy kits at the Preschool Promise Readiness Summit in 2024.



Postsecondary Success

Learn more about how career exploration in high school and thoughtful dual enrollment helped Kettering City School District student Qamar on her educational path.



Staying on PACCE

Learn to Earn Dayton's work with Accelerate ED, a Bill & Melinda Gates Foundation initiative, resulted in the **Pathways for Accelerated College and Career Experiences (PACCE)** framework. This initiative was launched with Kettering City Schools and Dayton Public Schools, with a focus on career navigation. This effort coincided with an increase in students completing YouScience assessments, engaging in workplace field trips, and enrolling in pathway-appropriate dual credit courses.

Beyond the local students who benefited, the pilot included the creation of a quick-start guide to help other districts easily implement the framework, partnerships with policymakers to consider wider implementation models, and interest from national funders to expand and scale the program to reach more students across Ohio.

Partner Spotlight

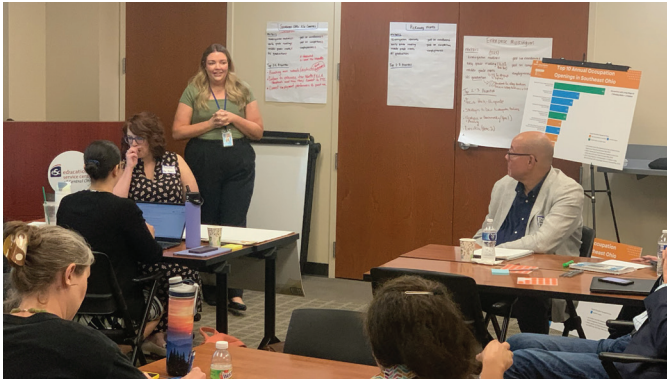
The PACCE program would not exist without the foundational work of **Montgomery County Educational Service Center's Business Advisory Council** to create defined career pathways and build strong connections between schools and employers. In 2024, they received the State of Ohio's Award for excellence in workforce readiness initiatives and career connections.



Policy

Learn to Earn Dayton advocates at the local, state, and federal level for policies that produce better access, connectivity, and results for students and families. Policy changes can help improve the overall educational system, leading to increased opportunity and stronger outcomes.

Learn to Earn Dayton provided insights to support the development and adoption of several policy initiatives, including the comprehensive adoption of the science of reading, broader Free Application for Federal Student Aid (FAFSA) completion supports, re-engaging stopped-out students, sustaining Ohio Early Colleges, increasing career navigation opportunities and dual enrollment, and the critical work of regional partnerships to drive statewide education outcomes. Learn to Earn Dayton has been a trusted voice at the state level among legislators and state department leadership to inform critical policies aligned to the cradle-to-career mission.



Learn to Earn Dayton worked closely with the Ohio Department of Education and Workforce and Education First, in support of a statewide investment to help established and emerging regional educational partnership.

Learn to Earn Dayton joined with regional and national partners to present at the StriveTogether Policy Summit, sharing how individualized student success planning can drive academic outcomes.



Learn to Earn Dayton served as a liaison and technical support to the Ohio Mayors Alliance - providing insights into how educational policy impacts local communities.

Elevating Youth Voice

With funding from the Martha Holden Jennings Foundation, Learn to Earn Dayton supported two civic engagement initiatives: a middle school partnership with Kettering City Schools that helped students better understand the role of local and state government and a civic participation program with the City of Dayton to invite high school students to use their voice in the creation of a plan – for teens and by teens – for Dayton.



My Voice. My City. My Future.

On September 13, 2023, Dayton Mayor Jeffrey Mims and cross-sector leaders announced the **Student Vision for Dayton** – a collaborative effort to foster an inclusive and participatory environment where young people have a prominent role in shaping the priorities, strategies, and action steps of the initiatives that affect them. Learn to Earn Dayton was tapped to lead the process. In the first year, hundreds of students responded to an online survey about their priorities, setting the stage for listening sessions, workgroups, and the ultimate goal of a master plan.

Measuring What Matters

The Learn to Earn Dayton annual report serves as a snapshot, providing an analysis of student outcomes data with a multi-year trend analysis and information on year-to-year progress, pandemic rebound progress, and gap closing. Data is disaggregated by student identity and school district. Also included are insights into community conditions that are linked to student success and economic mobility.

Our region must ensure more young people achieve critical academic milestones along their cradle-to-career journey. Each milestone builds on the last to strengthen chances of long-term success. For example, high-quality early learning experiences help children enter kindergarten ready to learn, increasing the likelihood that they will become proficient readers by third grade—a key indicator of future academic achievement.

Unfortunately, the opposite is also true: missing milestones can cause students to fall further behind. StriveTogether reports that nationally, an estimated 40% of American children are not on track. Learn to Earn Dayton shares the data in this annual report as a call to action so our community can recognize our local needs and work together to address the gaps and ensure that all children have access to the resources and opportunities needed to reach each critical milestone.

Visit our online data dashboard to further explore critical data points, disaggregate by population, and reveal best practices through district comparisons.

learntoearndayton.org/data



Learn to Earn Dayton led a data walk for local educators, spurring engaging discussion about how to improve student outcomes.

Six Critical Cradle-to-Career Milestones
by Public School District, for Montgomery County
2023-2024

Population	Kindergarten Readiness	Third Grade Reading	Eighth Grade Math	High School Graduation	Postsecondary Enrollment	Postsecondary Completion
Ohio	37%	68%	58%	92%	N/A	N/A
Montgomery County	31%	64%	43%	89%	53%	36%
Brookville	46%	79%	77%	99%	51%	47%
Centerville	51%	82%	65%	98%	76%	61%
Dayton	20%	40%	13%	72%	34%	15%
Huber Heights	31%	59%	29%	86%	47%	36%
Jefferson Twp	13%	28%	*	65%	33%	15%
Kettering	34%	86%	57%	95%	53%	35%
Mad River	14%	59%	30%	87%	51%	22%
Miamisburg	44%	67%	47%	91%	62%	44%
New Lebanon	23%	78%	67%	93%	34%	23%
Northmont	33%	65%	51%	99%	55%	36%
Northridge	16%	42%	13%	93%	27%	10%
Oakwood	59%	96%	94%	98%	87%	71%
Trotwood-Madison	19%	40%	13%	81%	28%	12%
Valley View	35%	62%	52%	96%	65%	40%
Vandalia-Butler	34%	81%	46%	96%	80%	40%
West Carrollton	21%	54%	45%	88%	37%	28%

Source: Ohio Department of Education & Workforce, National Student Clearinghouse

* FERPA protected: The Family Educational Rights and Privacy Act (FERPA) prevents us from publishing any data that may potentially identify students. If a student population has fewer than 10 students, we are unable to share details of the data.

Note: High school graduation data is delayed one year.

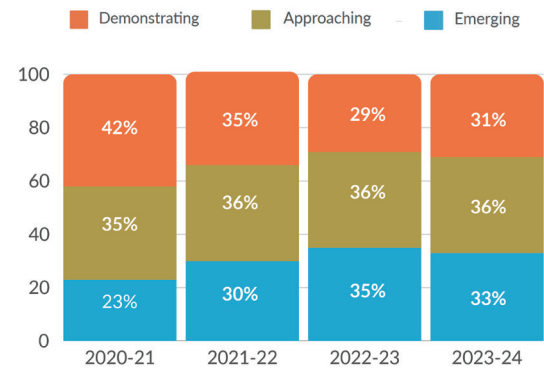
Throughout the report, Montgomery County school data reflect only public school districts, not community or private schools. Public schools are required to report a wide range of standardized data, while private schools are not subject to the same reporting requirements, and thus comparable data is not available.

Kindergarten Readiness

During their formative years, children develop fundamental skills that build strong foundations for literacy, numeracy, and social competencies.

The disaggregated data below highlight students who scored “demonstrating readiness” on the Kindergarten Readiness Assessment (KRA-R). There is research to confirm that students who score “approaching readiness” are also successful in reaching future academic milestones. All three levels of readiness are included in the countywide chart showcasing growth over the last four years.

Montgomery County Kindergarten Readiness



2024 Demonstrating Readiness Rate

31%

We increased readiness from last year's rate of


29%


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

38%

Demonstrating Readiness, Disaggregated by Identity

Population	2018-19 \\\	2022-23	2023-24	Gap Closing
Ohio	41%	36%	37%	-
Montgomery County	38%	29%	31%	Baseline
Asian	54%	34%	29%	-
Black	22%	15%	20%	115
Hispanic	16%	20%	18%	48
Multi-Racial	35%	30%	29%	4
White	44%	36%	39%	-
Economically Disadvantaged	26%	17%	21%	238
English Language Learner	19%	15%	11%	84
Male	33%	25%	26%	107
Female	40%	34%	37%	-

 Positive progress from 2022-23 to 2023-24

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

Demonstrating Readiness, Disaggregated by District

Population	2018-19 \\\	2022-23	2023-24	Gap Closing
Ohio	41%	37%	38%	-
Montgomery County	38%	29%	31%	Baseline
Brookville	38%	46%	46%	-
Centerville	63%	49%	51%	-
Dayton	25%	15%	20%	92
Huber Heights	44%	23%	31%	-
Jefferson Twp	15%	44%	13%	3
Kettering	33%	32%	34%	-
Mad River	32%	20%	14%	45
Miamisburg	53%	43%	44%	-
New Lebanon	39%	29%	23%	5
Northmont	42%	36%	33%	-
Northridge	26%	11%	16%	18
Oakwood	69%	53%	59%	-
Trotwood-Madison	11%	8%	19%	16
Valley View	41%	21%	35%	-
Vandalia-Butler	50%	46%	34%	-
West Carrollton	23%	25%	21%	24

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

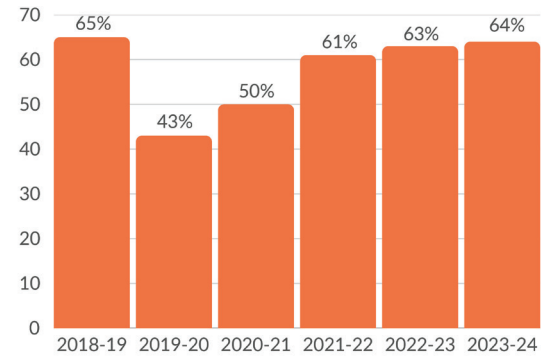
Source: Ohio Department of Children and Youth, Retrieved October 2024

Note: Pre-pandemic rates are based on scores from the KRA, rather than the KRA-revised (launched Fall 2020).

Third Grade Reading

In the early grades, children learn to read. Beginning in fourth grade, the curriculum shifts, and students are required to use reading skills to learn more complex concepts. Reading at grade level by third grade is one of the strongest predictors of long-term academic success; students at or above grade level reading in earlier grades graduate from high school and attend college at higher rates than peers reading below grade level.

Montgomery County Reading Proficiency



2024 Reading
Proficiency Rate

64%

We increased proficiency
from last year's rate of


63%


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

65%

Reading Proficiency, Disaggregated by Identity

Population	2018-19 \\\	2022-23	2023-24	Gap Closing
Ohio	67%	66%	68%	-
Montgomery County	65%	63%	64%	Baseline
Asian	80%	77%	63%	1
Black	43%	36%	42%	235
Hispanic	68%	52%	56%	24
Multi-Racial	68%	61%	65%	-
White	73%	73%	74%	-
Economically Disadvantaged	52%	48%	53%	301
English Language Learner	49%	49%	42%	76
Male	63%	61%	62%	49
Female	67%	64%	66%	-

 Positive progress from 2022-23 to 2023-24

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

Reading Proficiency, Disaggregated by District

Population	2018-19 \\\	2022-23	2023-24	Gap Closing
Ohio	67%	66%	68%	-
Montgomery County	65%	63%	64%	Baseline
Brookville	89%	79%	79%	-
Centerville	71%	86%	82%	-
Dayton	38%	34%	40%	203
Huber Heights	63%	53%	59%	20
Jefferson Twp	33%	20%	28%	6
Kettering	81%	83%	86%	-
Mad River	68%	57%	59%	15
Miamisburg	64%	62%	67%	-
New Lebanon	76%	73%	78%	-
Northmont	71%	70%	65%	-
Northridge	52%	36%	42%	23
Oakwood	93%	91%	96%	-
Trotwood-Madison	61%	38%	40%	38
Valley View	75%	65%	62%	3
Vandalia-Butler	72%	75%	81%	-
West Carrollton	64%	55%	54%	24

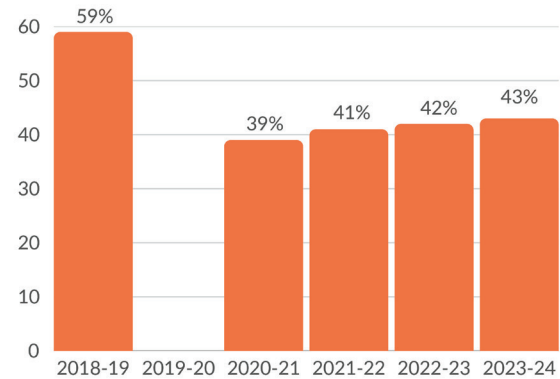
Gap Closing: This column is the number of additional students needed for the population to meet the countywide average (reported for populations currently below the county average).

Source: Ohio Department of Education and Workforce, Retrieved October 2024

Eighth Grade Math

Eighth grade math is a critical measurement, correlating to high school persistence, academic achievement, college attainment, and general preparedness for the workforce. Students proficient in math or completing algebra in eighth grade attend college at higher rates than students who do not.

Montgomery County Math Proficiency



Note: 2019-20 data not available due to COVID-19.

2024 Math Proficiency Rate

43%

We increased proficiency from last year's rate of

42%

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

59%

Math Proficiency, Disaggregated by Identity

Population	2018-19 \ \	2022-23	2023-24	Gap Closing
Ohio	67%	58%	58%	-
Montgomery County	59%	42%	43%	Baseline
Asian	69%	73%	80%	-
Black	28%	17%	15%	303
Hispanic	50%	27%	20%	59
Multi-Racial	39%	34%	32%	40
White	68%	53%	53%	-
Economically Disadvantaged	41%	25%	26%	478
English Language Learner	26%	10%	7%	20
Male	56%	42%	43%	12
Female	61%	42%	42%	16

- Positive progress from 2022-23 to 2023-24
- Current rates match or exceed pre-pandemic (2018-19)

Math Proficiency, Disaggregated by District

Population	2018-19 \ \	2022-23	2023-24	Gap Closing
Ohio	67%	58%	58%	-
Montgomery County	59%	42%	43%	Baseline
Brookville	86%	84%	77%	-
Centerville	83%	68%	65%	-
Dayton	31%	13%	13%	240
Huber Heights	42%	30%	29%	69
Jefferson Twp	25%	18%	*	*
Kettering	76%	57%	57%	-
Mad River	68%	33%	30%	33
Miamisburg	67%	58%	47%	-
New Lebanon	65%	33%	67%	-
Northmont	66%	57%	51%	-
Northridge	21%	15%	13%	42
Oakwood	88%	87%	94%	-
Trotwood-Madison	34%	12%	13%	54
Valley View	69%	39%	52%	-
Vandalia-Butler	53%	35%	46%	-
West Carrollton	45%	42%	45%	-

* FERPA protected

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

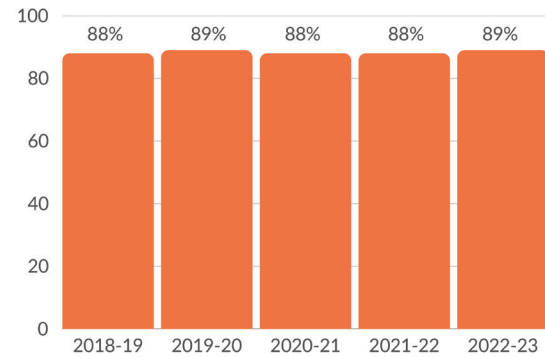
Proficiency is estimated based on combining two data sets: percentage of students passing the 8th grade state math exam and the percentage of students passing the Algebra I end of curriculum (EOC) exam.

Source: Ohio Department of Education and Workforce, Retrieved October 2024

Montgomery County High School Graduation

High School Graduation

High School graduation is a precursor to postsecondary success and a significant determinant of earnings throughout adulthood. High school graduation correlates to many social outcomes, including health, mortality, teen childbearing, and justice involvement. Further, a high school diploma significantly increases the next generation's academic and social outcomes.



2024 High School
Graduation Rate

89%

We increased from
last year's rate of


88%


We have bounced back to
our pre-pandemic rate of

88%

High School Graduation, Disaggregated by Identity

Population	Class of 2019 \\\	Class of 2022	Class of 2023	Gap Closing
Ohio	91%	92%	92%	-
Montgomery County	88%	88%	89%	Baseline
Asian	97%	98%	96%	-
Black	82%	82%	83%	81
Hispanic	86%	84%	83%	17
Multi-Racial	88%	88%	91%	-
White	90%	91%	92%	-
Economically Disadvantaged	80%	82%	83%	136
English Language Learner	77%	79%	79%	23
Male	84%	86%	87%	59
Female	92%	91%	92%	-

 Positive progress from 2022-23 to 2023-24

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

High School Graduation, Disaggregated by District

Population	Class of 2019 \\\	Class of 2022	Class of 2023	Gap Closing
Ohio	91%	92%	92%	-
Montgomery County	88%	88%	89%	Baseline
Brookville	93%	98%	99%	-
Centerville	96%	95%	98%	-
Dayton	72%	71%	72%	163
Huber Heights	89%	86%	86%	14
Jefferson Twp	94%	74%	65%	4
Kettering	91%	94%	95%	-
Mad River	81%	89%	87%	5
Miamisburg	93%	91%	91%	-
New Lebanon	89%	93%	93%	-
Northmont	95%	97%	99%	-
Northridge	90%	92%	93%	-
Oakwood	97%	98%	98%	-
Trotwood-Madison	86%	84%	81%	13
Valley View	94%	93%	96%	-
Vandalia-Butler	96%	98%	96%	-
West Carrollton	85%	91%	88%	2

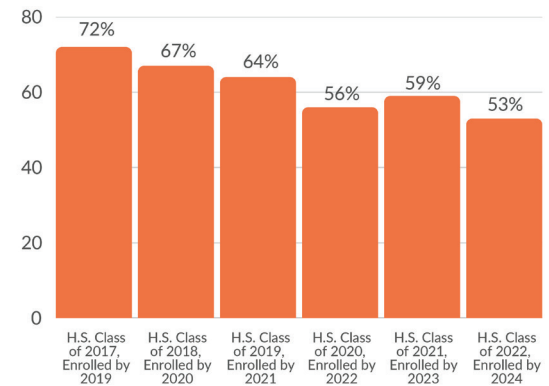
Gap Closing: This column is the number of additional students needed for the population to meet the countywide average (reported for populations currently below the county average).

Source: Ohio Department of Education and Workforce, Retrieved October 2024

Postsecondary Enrollment

In 2023, 60% of Ohio's in-demand jobs required a postsecondary credential. There are many options for postsecondary education available, including degrees, certificates, licenses, industry-recognized credentials, and apprenticeships. The key is setting students on the right path for their life goals beyond high school.

Montgomery County Postsecondary Enrollment



2024 Postsecondary Enrollment Rate

53%

We decreased from last year's rate of


59%


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

72%

Postsecondary Enrollment, Disaggregated by Identity

Population	Class of 2017 Enrolled by 2019 \\\	Class of 2020 Enrolled by 2023	Class of 2021 Enrolled by 2024	Gap Closing
Montgomery County	72%	59%	53%	Baseline
Asian	92%	85%	60%	-
Black	64%	48%	37%	184
Hispanic	76%	59%	45%	12
Multi-Racial	68%	56%	45%	19
White	72%	62%	57%	-
Economically Disadvantaged	59%	43%	38%	230
English Language Learner	80%	57%	38%	29
Male	64%	53%	46%	159
Female	76%	65%	59%	-


 Positive progress from 2022-23 to 2023-24

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

Postsecondary Enrollment, Disaggregated by District

Population	Class of 2017 Enrolled by 2019 \\\	Class of 2020 Enrolled by 2023	Class of 2021 Enrolled by 2024	Gap Closing
Montgomery County	72%	59%	53%	Baseline
Brookville	77%	70%	51%	3
Centerville	88%	82%	76%	-
Dayton	63%	41%	34%	130
Huber Heights	67%	60%	47%	24
Jefferson Twp	20%	*	33%	3
Kettering	69%	62%	53%	-
Mad River	63%	53%	51%	5
Miamisburg	73%	59%	62%	-
New Lebanon	57%	40%	34%	17
Northmont	76%	64%	55%	-
Northridge	44%	28%	27%	39
Oakwood	95%	91%	87%	-
Trotwood-Madison	60%	37%	28%	47
Valley View	75%	64%	65%	-
Vandalia-Butler	77%	65%	80%	-
West Carrollton	59%	46%	37%	40

* FERPA protected

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

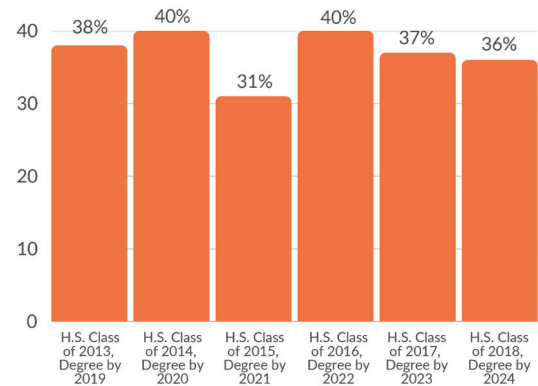
Source: National Student Clearinghouse StudentTracker Demographics Report, Retrieved January 2025

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

Montgomery County Postsecondary Completion

Postsecondary Completion

The Federal Reserve reported that in 2023, the earnings gap between college graduates and those with less education widened. For people aged 22-27, those with a bachelor's degree earned a median income of \$60,000, compared to those with only a high school diploma, who earned \$36,000 a year. Supporting postsecondary success is a way to support the economic mobility of our community.



2024 Postsecondary Completion Rate

36%

We decreased from last year's rate of


37%


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

38%

Postsecondary Completion, Disaggregated by Identity

Population	Class of 2013 Degree by 2019 \\\	Class of 2017 Degree by 2023	Class of 2022 Enrolled by 2024	Gap Closing
Montgomery County	38%	37%	36%	Baseline
Asian	57%	73%	53%	-
Black	21%	20%	17%	216
Hispanic	35%	42%	14%	28
Multi-Racial	31%	30%	24%	28
White	44%	42%	42%	-
Economically Disadvantaged	20%	18%	18%	278
English Language Learner	29%	21%	16%	13
Male	33%	32%	29%	170
Female	44%	42%	42%	-

 Positive progress from 2022-23 to 2023-24

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

Postsecondary Completion, Disaggregated by District

Population	Class of 2013 Degree by 2019 \\\	Class of 2017 Degree by 2023	Class of 2018 Degree by 2024	Gap Closing
Montgomery County	38%	37%	36%	Baseline
Brookville	38%	47%	47%	-
Centerville	63%	64%	61%	-
Dayton	20%	17%	15%	164
Huber Heights	31%	30%	36%	-
Jefferson Twp	10%	3%	15%	6
Kettering	37%	35%	35%	3
Mad River	29%	22%	22%	33
Miamisburg	45%	44%	44%	-
New Lebanon	39%	21%	23%	10
Northmont	38%	37%	36%	-
Northridge	11%	9%	10%	28
Oakwood	73%	77%	71%	-
Trotwood-Madison	19%	19%	12%	44
Valley View	40%	38%	40%	-
Vandalia-Butler	46%	43%	40%	-
West Carrollton	26%	26%	28%	16

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

Source: National Student Clearinghouse StudentTracker Demographics Report, Retrieved January 2025

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

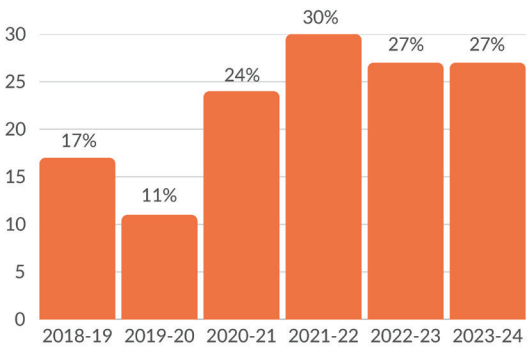
Contributing Factors In School

To reach cradle-to-career goals for the region, Learn to Earn Dayton tracks contributing factors that affect academic achievement.

Chronic Absenteeism

Students who are chronically absent (missing 10% of school days or more) are at a higher risk of dropping out, performing lower academically, and being unprepared for their future.

Montgomery County Chronic Absenteeism



Chronic Absenteeism, Disaggregated by Identity

Population	2018-19 \	2022-23	2023-24	Gap Closing
Montgomery County	17%	27%	27%	Baseline
Asian	7%	13%	14%	-
Black	28%	39%	39%	1980
Hispanic	15%	29%	30%	155
Multi-Racial	17%	28%	30%	124
White	12%	22%	22%	-
Economically Disadvantaged	25%	37%	36%	3512
English Language Learner	12%	28%	30%	108
Male	17%	27%	27%	-
Female	16%	27%	27%	-

Source: Ohio Department of Education & Workforce, Retrieved October 2024

Chronic Absenteeism, Disaggregated by District

Population	2018-19 \	2022-23	2023-24	Gap Closing
Ohio	17%	27%	26%	-
Montgomery County	17%	27%	27%	Baseline
Brookville	5%	10%	12%	-
Centerville	9%	17%	16%	-
Dayton	39%	51%	45%	2254
Huber Heights	18%	32%	29%	110
Jefferson Twp	28%	52%	45%	46
Kettering	8%	16%	15%	-
Mad River	19%	37%	32%	182
Miamisburg	15%	27%	24%	-
New Lebanon	12%	24%	24%	-
Northmont	9%	19%	19%	-
Northridge	36%	47%	48%	351
Oakwood	4%	12%	8%	-
Trotwood-Madison	35%	47%	47%	482
Valley View	9%	14%	18%	-
Vandalia-Butler	11%	18%	17%	-
West Carrollton	19%	30%	30%	101

YouScience

Through the MCESC, school districts have access to YouScience, an innovative assessment of student interests and natural aptitudes aligned with potential careers.

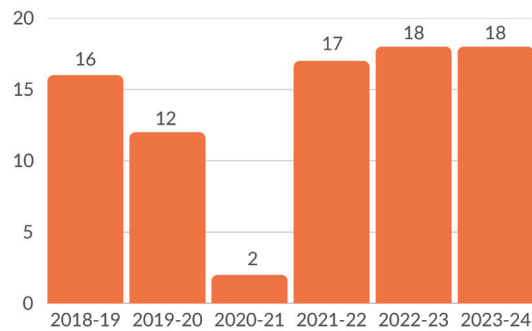
This data drives career navigation programs, helping increase student aptitude to match interest or providing meaningful exploration experiences to help students see themselves in careers for which they already have aptitude.

In 2023-2024, **5,113 students** completed the YouScience assessment at **12 public school districts across Montgomery County**.

Exclusionary Discipline

While suspensions or expulsions of disruptive students is intended to benefit the learning environment for other students, the unintended consequence is a loss of learning opportunities for the excluded students that often results in lower academic achievement.

Montgomery County Exclusionary Discipline



Source: Ohio Department of Education and Workforce, Retrieved October 2024

Exclusionary Discipline Rates, Disaggregated by Identity

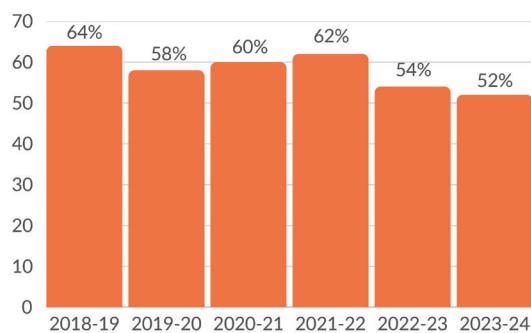
Population	2018-19 \ \	2022-23	2023-24
Montgomery County	16	18	18
Asian	1	3	2
Black	33	36	40
Hispanic	8	11	8
Multi-Racial	16	10	17
White	8	10	9
Economically Disadvantaged	25	27	27
English Language Learner	5	10	7
Male	22	23	22
Female	10	13	13

Note: Exclusionary discipline is calculated as the number of removals per 100 enrolled students. Higher rates mean more students are being removed compared to the average across the entire student population.

Note: One student can be counted multiple times if they have multiple removals.

FAFSA Completion

Montgomery County FAFSA Completion



Source: Montgomery County Educational Service Center College Access, Retrieved January 2025

Note: The 2024-2025 Free Application for Federal Student Aid (FAFSA) was first available to families through a "soft launch" in December 2023. Applicants faced significant delays in processing, technical glitches, and limited support, leaving students and families uncertain about their financial aid eligibility and impacting their ability to make timely college decisions.

FAFSA Completion, Disaggregated By District

Population	2018-19 \ \	2022-23	2023-24
Montgomery County	64%	54%	52%
Brookville	81%	100%	87%
Centerville	63%	71%	66%
Dayton	59%	49%	33%
Huber Heights	63%	42%	52%
Jefferson Twp	24%	45%	*
Kettering	59%	56%	47%
Mad River	47%	40%	39%
Miamisburg	71%	51%	62%
New Lebanon	72%	41%	54%
Northmont	74%	57%	60%
Northridge	47%	41%	36%
Oakwood	72%	70%	76%
Trotwood-Madison	71%	37%	42%
Valley View	86%	82%	71%
Vandalia-Butler	74%	57%	67%
West Carrollton	62%	50%	48%

* FERPA protected

- Positive progress from 2022-23 to 2023-24
- Current rates match or exceed pre-pandemic (2018-19)

Contributing Factors in Community

Quality learning opportunities are critical to student success, but data demonstrate that a student's broader environment has a significant impact on their academic outcomes. In this chart, we showcase a few examples of the economic realities facing families across Montgomery County. Each factor highlights the percentage of adults reporting the stated experience within the census tracts connected to the school districts.

Additional factors are highlighted at learntoearn.dayton.org/data.

Selected Community Contributing Factors

Population	Adults aged 25+ holding less than Associates Degree	Housing Insecurity Experienced within Last 12 Months	Lack of Reliable Transportation within Last 12 Months	Received Food Stamps within Last 12 Months	Threat of Utility Services Shut-Off within Last 12 Months
Ohio	61%	12%	9%	17%	9%
Montgomery County	60%	14%	10%	19%	11%
Brookville	64%	10%	7%	13%	8%
Centerville	39%	8%	6%	8%	6%
Dayton	70%	22%	15%	33%	17%
Huber Heights	62%	13%	8%	15%	9%
Jefferson Twp	77%	17%	12%	24%	13%
Kettering	53%	11%	8%	14%	8%
Mad River	69%	17%	12%	25%	13%
Miamisburg	58%	11%	7%	13%	8%
New Lebanon	71%	12%	8%	15%	9%
Northridge	64%	19%	15%	11%	11%
Northmont	63%	11%	8%	13%	8%
Oakwood	26%	7%	5%	7%	6%
Trotwood-Madison	67%	19%	12%	27%	14%
Valley View	73%	10%	7%	12%	7%
Vandalia-Butler	58%	11%	8%	13%	8%
West Carrollton	63%	13%	9%	18%	10%

Source: Center for Disease Control 2022 Census Tract Estimates
American Community Survey Educational Attainment 5 Year Estimates - Census Tracts



Board Leadership

Kristina Kean, Chair Premier Health	John Haley, Treasurer & Finance Committee Chair, Gosiger	Nate Brandstater Kettering College	Michelle Lovely The Dayton Foundation
Melissa Tolle, Vice-Chair Sinclair Community College	Dale Brunner, Governance & Nominating Committee Chair YMCA of Greater Dayton	Art Harlan Henny Penny (ret.)	Jenny Michael The Ohlmann Group
Kippy Ungerleider, Past Chair Mathile Family Foundation	Shannon Cox, Ex-Officio Montgomery County ESC	Michelle Kaye PNC	Alisha Murray Daybreak Dayton
Myla Cardona-Jones, Secretary Brunner Literacy Center		Morakinyo Kuti Central State University	Lauretta Williams Educator (ret.) and Northwest Dayton Resident
		Julie Liss-Katz Dayton Business Committee	

At Learn to Earn Dayton, we are proud to work in deep partnership with the Montgomery County Educational Service Center and Preschool Promise.

Thank you to the leaders, educators, students and families associated with the public school districts and institutions of higher education across Montgomery County. The ongoing commitment to open communication, the sharing of data on educational milestones, and a collective focus on addressing challenges and seizing opportunities has led to meaningful results for our students.

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

Organizational Honors

The past year at Learn to Earn Dayton has spurred exciting growth as the organization has been tapped to take a more significant leadership role in cradle-to-career initiatives throughout the state and across the nation, while remaining steadfast in its commitment to the needs and priorities within Montgomery County and the Miami Valley.



Learn to Earn Dayton was recognized with a Pacesetter Award by the Campaign for Grade Level Reading for the Every Day in School Matters regional attendance campaign, as well as innovative early grade literacy work piloted in partnership with Trotwood-Madison City Schools.

At the StriveTogether National Convening, Learn to Earn Dayton Founding Director Tom Lasley was recognized with the Bill Henningsgaard Cradle-to-Career Champion Award.



Learn to Earn Dayton shared its learnings with peer organizations across the nation. Staff served as featured panelists on multiple conferences, podcasts, workshops, and trainings for local, statewide, and national audiences.

Stronger Together

Learn to Earn Dayton is proud to be a Proofpoint member of StriveTogether, a national network of nearly 70 communities using a collective impact approach to improve student outcomes. Learn to Earn Dayton does the critical work for the region to track and analyze metrics at key milestones along the cradle-to-career education continuum because research demonstrates they predict the trajectory for academic achievement.

By demonstrating the impact of a regional network of partners, Learn to Earn Dayton earned the national Systems Transformation designation in recognition of the collective progress.

StriveTogether®
Every child. Cradle to career.

Thank You to Our Investors

- Berry Family Foundation

Bill & Melinda Gates Foundation

Blue Meridian Partners

CareSource Foundation

CenterPoint Energy Foundation

Charles D. Berry Foundation

Community Foundation for Kettering

Frank M. Tait Foundation

Iddings Foundation

Kettering Family Philanthropies
- Martha Holden Jennings Foundation

Mathile Family Foundation

Ohio Department of Education and Workforce

StriveTogether

The Dayton Foundation

University of Dayton

Wright-Patt Credit Union

Sunshine Community Fund

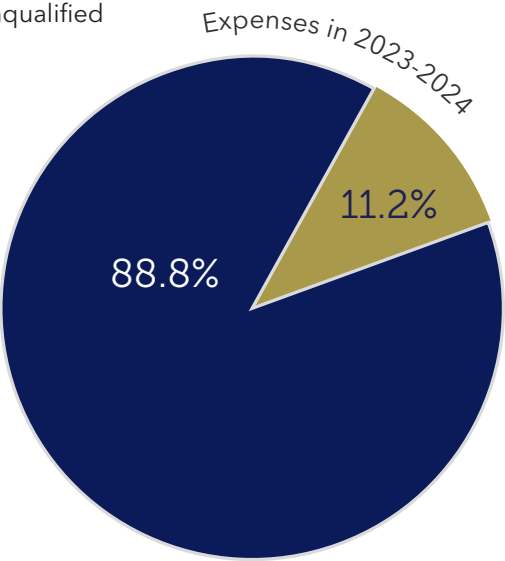
Generous Individuals and Anonymous Donors

Financial Responsibility

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

During 2023-2024, Learn to Earn secured \$4,960,224 to improve cradle-to-career milestones.

-  **Strategic Initiatives**
-  **Operating Costs**



In 2023-2024, Learn to Earn Dayton invested \$2,904,437 in strategic initiatives and \$365,356 in operating costs.

Planning for Transformational Impact

As the year was concluding - Learn to Earn Dayton was one of six cradle-to-career intermediary organizations to receive a significant investment from StriveTogether to create an investable plan that will serve as a community-wide call to action. In the coming year, there will be exciting opportunities for people from across the region, representing government, businesses, nonprofits, schools, neighborhoods, and families, to be a part of the strategic work to close gaps and focus on educational success to ensure we have the workforce that will lead to a stronger economy and thriving families.



Learn to Earn Dayton

Ready to Learn. Explore. Earn.

Learn to Earn Dayton

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