

EDUCATION ASSESSMENT

Education Snapshot

The Indicator Key			
☆ Positive trend/ asset	⌘ Negative trend/ concern	◆ Mixed trend/ neutral/NA	≠ Racial/ethnic disparity

Current Conditions in Franklin County

Educational Attainment and Higher Education

- ☆ Educational attainment greater than Ohio and U.S. figures.
- ≠ Lower levels of educational attainment for black /African American, Hispanic/ Latino, and American Indian adults compared to Asian and white adults.
- ◆ Many higher education opportunities in Franklin County.
- ⌘ Barriers to college access for low-income Ohio students.

School District Performance

- ☆ CPS moved out of academic emergency.
- ◆ Majority of districts met standard for 4th grade proficiency tests.
- ◆ Majority of districts met standard for 10th grade proficiency tests.
- ◆ Majority of school districts met state standard for graduation rate.
- ≠ Large “achievement gap” in state proficiency test passage rates between black and white students.

Low-Income Students

- ⌘ More children eligible for free and reduced price lunch program.
- ◆ Steep drop in students from families receiving Ohio Works First assistance.

Childcare

- ⌘ Unmet needs for subsidized childcare.

Community Perceptions of Needs, Gaps and Trends

Interviews and Focus Groups: Education Themes

The following are the themes—aggregated across all of the key informant interviews and focus groups—that emerged related to education needs, gaps and trends:

Key Informant Interviews	Focus Groups
<ul style="list-style-type: none"> • Improve quality of public education • Increase educational attainment/ graduation rates • Education funding/public education financial difficulties • Sufficient pre-school and after-school programs • Adequate affordable/subsidized child care 	<ul style="list-style-type: none"> • Improve quality of public education • Increase educational attainment/ graduation rates • Life and work skills education/ training • Supportive services for students • Supportive services for families • Cultural issues in education/ education needs of immigrants • Sufficient pre-school and after-school programs

Donor and Agency Web Survey: Top Education Problems

The following education issues listed in the survey are rank-ordered by the percent of “major problem” responses:

1. Quality of public schools
2. High school graduation rate
3. Truancy
4. Availability of after-school programs
5. Access to college education
6. Availability of pre-school programs

Education Resources Snapshot

The resource inventory prepared for the Community Assessment identified over \$126 million in annual funding resources in Franklin County for education activities. United Way annually provides \$10.0 million for education programs. Sources include:

- Federal government: \$84.1 million
- State government: \$19.6 million
- Local government: \$9.7 million
- Local private/philanthropic: \$12.9 million

The primary uses of these funds are: child care/early childhood, 68.9 percent; adoption services/adoption assistance, 13.5 percent; after-school/school-based programs, 10.1 percent.

Education: Current Conditions and Trends

Educational Attainment and Higher Education

Educational attainment in Columbus rose in the 1990's, and rates are above-average for Living Cities and the nation. Columbus has the second-largest proportion of university students among the 23 Living Cities.

— Columbus in Focus: Living Cities Series, The Brookings Institution

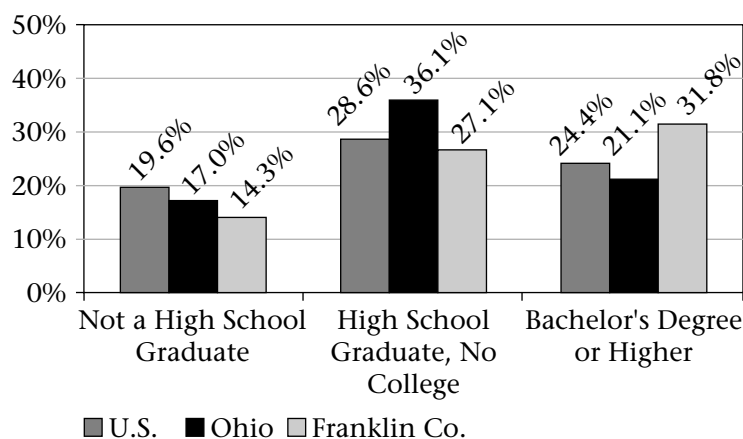
The percentage of the cost of attending a public four-year college that is covered by the maximum Pell award has fallen significantly...from 84 percent in 1975-76, to 40 percent in 2000-01.

— Ohio College Access Network website, from Chronicle of Higher Education, Jan. 25, 2002

★ *Educational attainment greater than Ohio and U.S. figures.*

In 2000, 85.7 percent of Franklin County residents age 25 and over had a high school diploma or greater, compared to 81.0 percent in 1990. The percent with a bachelor's degree or greater increased from 26.6 percent to 31.8 percent. These numbers are above the educational attainment levels in the state and nation (Figure ED-1). Of the Columbus MSA residents age 25-34 in 2000, 35.6 percent had a bachelor's degree, above the average of 29.2 percent for the 100 largest U.S. metropolitan areas. (Sources: Census 2000; *Labor Supply Pressures and the 'Brain Drain'*, The Brookings Institution)

Figure ED-1
2000 Educational Attainment, Franklin County, Ohio and U.S.



Source: Census 2000, Summary File 3

◆ *Many higher education opportunities in Franklin County.*

There are eight, four-year higher education campuses and one, two-year campus in Franklin County, with a total 2002 enrollment of 90,230. These include two state-supported facilities, The Ohio State University and Columbus State Community College, and seven independent universities, Capital University, Columbus College of Art & Design, Franklin University, Mt. Carmel College of Nursing, Ohio Dominican College, Otterbein College, and Pontifical College Josephinum. (Source: Ohio Board of Regents)

Barriers to college access for low-income Ohio students.

The Ohio Board of Regents reported that in 2000, despite a higher than average high school graduation rate, only 54.5 percent of Ohio high school graduates pursued post-secondary education, below the national average of 58.8 percent. This figure is even lower for low-income students. The I Know I Can program reports that Columbus low-income students enrolled in college at a rate of 49 percent, compared to 78 percent for high-income students. A national assessment of state performance in higher education gave Ohio an “F” in higher education affordability, finding that the state invests very little in financial aid for low-income students and families. (Sources: Ohio Board of Regents; I Know I Can; National Center for Public Policy and Higher Education)

School District Performance

For the first time this year, all students' test results are included on the state, district and school building report cards in 608 school districts. In past years, some students with disabilities and those with limited English proficiency were exempted. Ohio's report cards also include the results of students from the major racial and ethnic groups and those who are economically disadvantaged. Even with the inclusion of all students this year...three major urban districts—Cleveland, Columbus and Youngstown—[moved] out of Academic Emergency to Academic Watch. These urban districts joined Canton, which moved out of Academic Emergency in school year 2001-2002.

— Ohio Department of Education, August 2003

★ **CPS moved out of academic emergency.**

Between the 2001-02 and 2002-03 school years, Columbus Public Schools increased the number of state standards met from 5 to 7, moving out of “Academic Emergency” status. The graduation rate for the school district also increased, from 56.0 percent to 59.3 percent. (Source: Ohio Department of Education)

◆ **Majority of districts met standard for 4th grade proficiency tests.**

In the 2002-03 school year, 10 of the 16 Franklin County school districts had more than 75 percent of all students at or above proficient level for the 4th grade reading proficiency tests. Seven of the 16 Franklin County school districts had more than 75 percent of all students at or above proficient level for the 4th grade mathematics proficiency tests. (Source: Ohio Department of Education)

◆ **Majority of districts met standard for 10th grade proficiency tests.**

In the 2002-03 school year, 11 of the 16 Franklin County school districts had more than 85 percent of all students passing all parts of the 10th grade proficiency tests. (Source: Ohio Department of Education)

◆ **Majority of school districts met state standard for graduation rate.**

In the 2002-03 school year, 12 of the 16 Franklin County school districts had a graduation rate of 90 percent or greater (Table ED-1). Four school districts had a drop out rate of more than 10 percent—Columbus, Hamilton Local, Groveport Madison, and South-Western City. (Source: Ohio Department of Education)

Table ED-1
Graduation Rate for Franklin County Public School Districts: 2002-2003

District	Total Enrollment 2002-2003	Graduation Rate 2002-03	Graduation Rate 2001-02
Upper Arlington City	5,491	98.1%	97.9%
Worthington City	9,621	97.5%	93.4%
Bexley City	2,161	96.9%	96.8%
Dublin City	11,571	96.8%	94.2%
Plain Local	2,459	96.4%	96.4%
Grandview Heights City	1,148	96.1%	90.1%
Gahanna-Jefferson City	6,615	94.1%	88.2%
Reynoldsburg City	5,861	93.9%	91.2%
Canal Winchester Local	2,346	93.8%	94.9%
Westerville City	13,311	92.7%	92.7%
Whitehall City	2,759	91.0%	91.0%
Hilliard City	13,239	90.1%	90.8%
State Graduation Performance Standard		90.0%	90.0%
South-Western City	20,043	85.8%	75.3%
Hamilton Local	2,711	85.4%	87.0%
State of Ohio Average Graduation Rate		83.9%	82.8%
Groveport Madison	5,948	76.7%	78.4%
Columbus City	62,880	59.3%	56.0%

Source: Ohio Department of Education

Low-Income Students

There is fall-out from welfare reform. We need to assure that systems work effectively so children don't fall through the cracks.

— Key Informant Interview

More children eligible for free and reduced price lunch program.

In the 2002-03 school year, 33.6 percent of all students in Franklin County public schools (56,450 students) were eligible for the free or reduced price lunch program, compared to 30.0 percent in 1999-2000 school year. Four of the 16 Franklin County school districts (Columbus, Whitehall, South-Western and Groveport Madison) had percentages above the state figure (28.7 percent) of students eligible for the program. (Source: Ohio Department of Education)

◆ **Steep drop in students from families receiving Ohio Works First assistance.**

In a two-year period, there was a fifty percent drop in the number of Franklin County public school students in families receiving Ohio Works First cash assistance. In the 1999-2000 school year, 15.6 percent of all students (25,575) were in families receiving benefits, compared to only 7.6 percent (12,697) in 2002-2003. (Source: Ohio Department of Education)

Childcare

Start Smart recognizes that what happens in children's first three years can increase success later in school and life. Start Smart partners work together on a multi-faceted effort with a single focus: early childhood. The initiative's objectives include creating up to 1,000 new high-quality child care spaces for infants and toddlers in high-need neighborhoods and raising child care quality through accreditation of child care centers and homes.

— Franklin County Start Smart Initiative

📄 **Unmet needs for subsidized childcare.**

In December 2003, Franklin County Department of Job and Family Services indicated that there were 16,358 children authorized for subsidized childcare in Franklin County. Out of those authorized 13,151 (19.6%) received subsidized childcare services. In 2002 14,826 children received subsidized childcare services. The reduction between 2002 and 2003 in children authorized is a reflection of the shift in eligibility parameters. FCDJFS also reported shortages in childcare service for evening hours and weekends and children with special needs. (Source: Franklin County Department of Job and Family Services)

Racial Disparities in Education

We need to increase opportunities for education in the minority community.

— Key informant interviewee

The United Way of Central Ohio 2003 Racial Disparities Report identified the following disparities between persons of color and the majority population in the areas of education. Additional detail can be found in the report.

- **Educational attainment.** The percentage of adults with a bachelor's degree or better is 25-45 percentage points higher for Asians than for all other groups, and the rate for whites is about 20 percentage points higher than for blacks or African Americans and American Indians. The percentage of blacks or African Americans, American Indians and Hispanics or Latinos without a high school diploma is 10-20 percentage points higher than for whites and Asians.
- **Pre-school enrollment.** Blacks or African Americans and Asians have the highest percentage of children age 3 and 4 enrolled in pre-school, while American Indians and Hispanics have the lowest enrollment rates.
- **High school graduation rate.** The graduation rate for black students is higher than the rate for white students in the Columbus, Hamilton Local and Reynoldsburg districts, but lower than for white students in the other Franklin County districts. Asian students have the highest graduation rate in eight districts.

- **Achievement gap.** Passage rates for the state proficiency tests show large gaps between black students and white students. With only a few exceptions, white students in Franklin County districts have a higher passage rate on the 4th grade, 6th grade and 9th grade tests than do black students. In many districts the gap in passage rates exceeds 20-30 percentage points. The passage rates for Asian and Hispanic students vary greatly by school district.
- **School discipline rate.** In eleven Franklin County school districts, black students had the highest rates of expulsions and out-of-school suspensions, and in ten districts Asians had the lowest rates. In a number of districts, the rate for black students was four to six times that of Asian students. The rates for Hispanic and white students varied, but were typically somewhere between those of blacks and Asians.

Education Trends, Needs & Gaps: Community Perceptions

Education is the most important issue. That is, if we could improve our high school graduation rates, increase our college participation rates, it would go a long way in increasing one's opportunities and people would not need social services so much.

— Key informant interview

Some of the problems in public schools are the same no matter what the school district.

— Focus group participant

Key Informant Interviews

Education was a top issue for key informants, cited as a need by 38 percent of the 50 key informants (see Appendix C). Child care was identified as a need by 14 percent of interviewees. Twelve percent cited child care as a service gap and 10 percent cited gaps related to education. “Importance of education/increasing graduation rates” was mentioned as a trend by 8 percent of those interviewed. The following are the education themes that emerged:

- **Quality of education.** Quality of and access to education, particularly for low-income working families; increasing gap in educational ability; we have to keep working on public schools and graduation rates; public schools in Columbus are seen as not what they should be and people are moving out; need a strong public education system that gives people workforce skills; education is increasingly important—we’re not keeping up as a city or state.
- **Educational attainment.** High school and higher education graduation rates going up; high school graduation rates are increasing; low graduation rates in Columbus Public Schools; too many individuals lacking even a GED.
- **Education funding.** In the past only a couple of the 16 districts were in financial difficulty; now even the most affluent districts are finding it impossible to maintain level of services; education is scrambling for money; education is a constant need; gaps and tiers in public education—maybe there should be more choice such as vouchers.
- **Pre-school and after-school programs.** Early childhood education and connecting the system of pre-school providers; sufficient pre-school and after-school opportunities; early childhood development; full day child care with a component of school readiness is a crisis.

- **Affordable child care.** Cutbacks in child care eligibility for working mothers overall in central Ohio; people have to choose between losing the child care subsidy, being productive at work and paying a third of their income for child care; free or affordable pre-kindergarten care for ages 3-6; a quality child care environment costs \$8,000 a year per child; unavailability of affordable child care for infants and toddlers; gaps in day care/latchkey funding and family awareness of services.

Focus Groups

Education issues were mentioned as a need, gap or trend in 12 of the 18 focus groups (see Appendix D). The following are the themes—aggregated across all the focus groups—that emerged related to education:

- **Educational attainment.** GEDs are tougher to get due to new laws; number of high school dropouts high; people with limited educations and no GEDs.
- **Quality of education.** More classrooms, teachers and schools needed to ease overcrowding; Columbus Public Schools getting better, but still a problem; some public school problems the same, no matter what the district; need adequate schools everywhere; free or affordable education, including higher education; small issues like not passing proficiency exams combine to become big issues; change everything in curriculum to match Ohio Graduation Test; schools need to recognize that there are different methods of learning—some learn using more hands-on, others are more visual; students need input into curriculum.
- **Life and work skills.** Schools need to do a better job of showing students how daily lessons are applicable to real life; make education develop more well-rounded students; young adults need to learn skills or undergo vocational training; technology training is missing; college and job training programs; wider range of education (arts, trade skills) that help people get jobs.
- **Supportive services for students.** Middle and high school kids have a hard time adjusting to the system; speaks to the value of life; increase participation in lunch programs; sexual education (AIDS, STDs); workshop for teen mothers; self-esteem among youth; after school/mentoring programs; tutoring programs; better communication between students and school administrators; need collaboration with school and professionals to help kids learn and make good decisions; give youth the tools to use in violent situations.
- **Supportive services for families.** Homeless kids are physically not ready in the morning to catch a bus to school; parenting programs and how to build self-esteem; family training programs; education tied to family values in the community; life skills training; school mobility affects education of students.
- **Cultural issues.** Youth of immigrants drop out of high school; training to learn about cultures; education and programs need to be internal to the community—accessible and available; Latino and African American community education; education for immigrants; life skills training for Somalis; after school programs for children of immigrants; teach new American kids to be leaders and fruitful contributors; citizenship classes.
- **Pre-school and after-school programs.** Once a child reaches age 12 there are no programs available to them; after-school programs for kids; child care is an issue.

Donor and Agency Web Survey

Need more access to literacy and pre-GED training for those missing basic skills.

— Web survey respondent

A total of 566 web survey responses were received from United Way agency staff, United Way volunteers, donors and others. Table ED-2 shows the percentages of respondents who thought the education issues listed in the survey were either major or medium community problems.

Table ED-2
Education Community Problems
Donor and Agency Web Survey

Issues	Major Problem	Medium Problem
Quality of public schools	57.6%	27.7%
High school graduation rates	44.5%	30.0%
Truancy	33.2%	35.0%
Availability of after-school programs	30.2%	37.5%
Access to college education	28.8%	34.8%
Availability of pre-school programs	26.7%	35.9%

N=566 survey respondents; not all respondents answered all questions.

Current Efforts in Education

Community Plans and Strategies

A review of planning documents and strategy statements of key community organizations involved in human services and community development planning and funding (see Appendix F) found the following areas of focus related to education policy:

Organization	Plan/Strategy/Policy Focus									
	Child Care/ Pre-School	After- School Program	Columbus Public Schools	Other Franklin County Schools	Mentoring/ Tutoring	Higher Education	Vocational	Geographic Focus	Population Focus	
United Way of Central Ohio <i>Source: UW Goals & Objectives</i>	X	X	X		X			Franklin County	All residents	
Columbus Public Schools <i>Source: District Improvement Plan 2003-2005</i>	X	X	X		X		X	Columbus City School District	Students	
Franklin County Educational Service Center <i>Source: Website</i>			X	X			X	Franklin County	Students and teachers	
Franklin County Department of Job and Family Services <i>Source: Workforce Investment Act – Title I</i>					X		X	Franklin County	Youth that are out of school	
Action for Children <i>Source: Website</i>	X	X						Franklin County	Child care providers	
City of Columbus Office of Education <i>Source: Website</i>		X			X			City of Columbus	Students	
Community Research Partners <i>Source: Columbus Public Schools Student Mobility Research Report</i>			X					Columbus City School District	Mobile students and families	
Start Smart Initiative <i>Source: Start Smart Initiative Planning Document</i>	X							Franklin County	Children ages 0-3	
Communities in Schools <i>Source: Website</i>		X	X		X			Columbus Public School District	Low-income students and families	
Franklin County <i>Source: Consolidated Plan 2000-2003</i>	X							Franklin County	At-risk youth	

Education Resources

As part of the data gathering for *What Matters 2004*, Community Research Partners compiled an inventory of sources and uses of human services funding in Franklin County. A summary of the full inventory, including methodology, definitions and caveats, can be found in Appendix E. The following summarizes the information related to the education issue area. It is a profile of one year of funding from federal, state and local government and major local philanthropic/private sources. Also included is a graph illustrating how United Way funds for the education critical need area are allocated among various use categories.

Overview of Annual Funding Sources for Education

Education Total

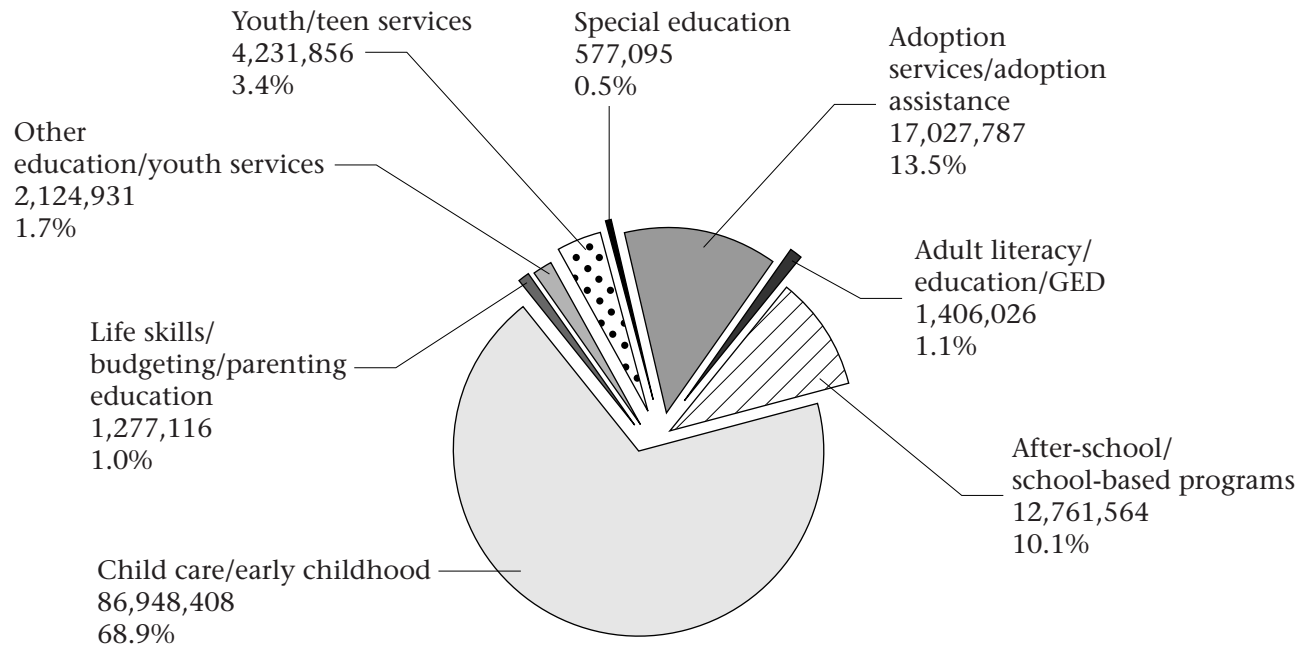
\$126,259,629

FUNDING SOURCE	PROGRAM	AMOUNT
PUBLIC		\$113,377,251
FEDERAL		\$84,057,045
ED	21st Century Community Living Centers Community Service Grants EHA Preschool Grants for the Handicapped Even Start MCH Early Intervention	100,350 20,624 577,095 497,336 41,236
HUD	CDBG EZ	1,029,896 1,074,815
HHS	Head Start Title XX Title IV E (TANF)	14,006,230 61,400,934 5,308,529
STATE		\$19,598,066
ODH	Help Me Grow State Family Planning FC Early Start	6,853 33,241 129,129
ODJFS	Adoption Assistance Help Me Grow FC Early Start In-Home Parenting	3,539,019 9,138 10,068 41,361
PUCO	Help Me Grow Teen Pregnancy Prevention	103,837 21,985
ODE	Early Childhood Education Early Childhood Education - Public Preschool Leadership for Literacy Ohio Reads Reading/Mentoring Summer Remediation Supportive Learning Environments - School Conflict Management Common Assessment Development Curriculum Safe Schools Hot Line Head Start Match	1,000 1,011,562 141,700 1,463,390 5,747,911 16,000 44,377 412,863 124,107 6,740,525

FUNDING SOURCE	PROGRAM	AMOUNT
LOCAL		\$9,722,140
FCCS Levy	FCCS	8,081,512
Franklin County District Board of Health	Teen Pregnancy Prevention	43,561
City of Columbus Dept. of Development	Social Services Contracts	792,940
City of Columbus Office of Education	N/A	707,876
Multiple/Other Local Public Sources	CHD	1,851
City of Columbus Hotel/Motel Tax	Emergency HS Fund	94,400
LOCAL PRIVATE		\$12,882,378
Nationwide Foundation	N/A	434,500
Ohio Children's Foundation	N/A	135,000
The Columbus Foundation	N/A	290,792
Wolfe Associates, Inc.	N/A	162,600
Women's Fund of Central Ohio	N/A	25,600
Columbus Medical Association Foundation	N/A	153,229
United Way of Central Ohio	N/A	11,680,657

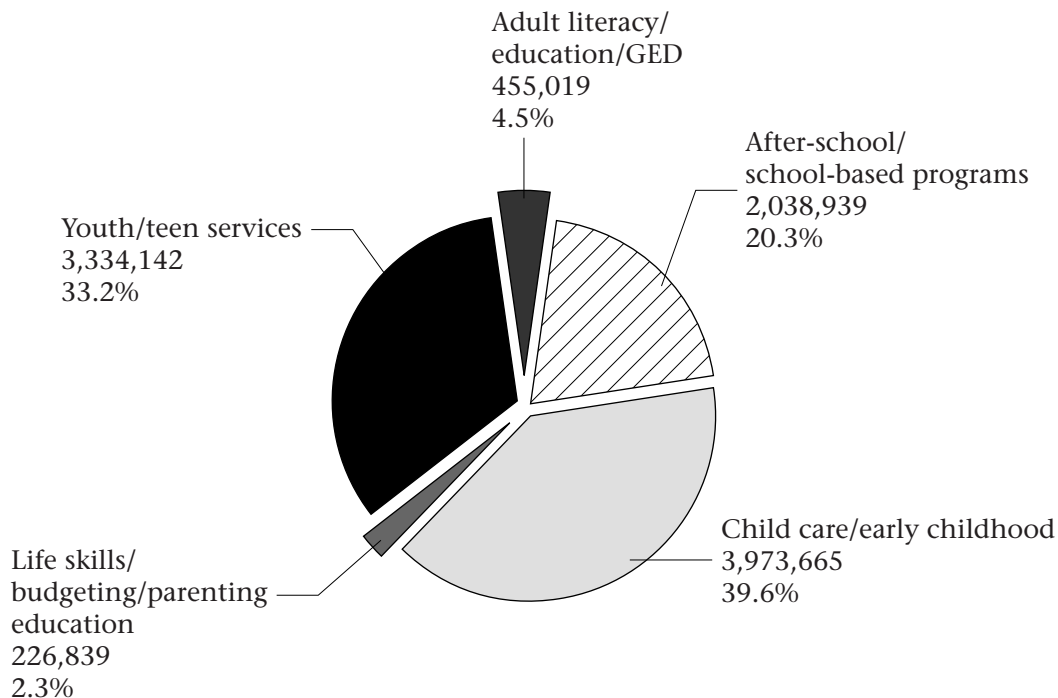
Overview of Annual Uses of Funding for Education

Figure ED-2
Annual Use of Funds for Education Activities
Total Funding Resources \$126,259,629



How United Way Resources are Used for Education (per the CRP Resource Inventory Taxonomy)

Figure ED-3
Use of United Way of Central Ohio Funds for Education Activities
Total Funding Resources \$10,028,604



Some programmatic funding supported by the Education Vision Council is represented in other sections of the report.

According to United Way of Central Ohio investment, initiative, and donor designation tracking records, \$13,227,956 is funded through the Education Vision Council.