

THE HOPE TOLEDO DIFFERENCE

Multigenerational education and community support are vital to the success of Toledo's students, future workforce and a strong economy. Like HOPE Toledo Pre-K, HOPE Toledo Promise makes education the vehicle to improve opportunity.

1 Partners

Getting the right people in the room.



2 Process

Rooted in data and analytics.



3 HOPE TOLEDO|Promise

The HOPE Toledo Promise is a program to help students bridge the gap from high school to postsecondary—community college, university, or trade schools.



4 Community

Dedicated community awareness campaign.

Download



5 HOPE TOLEDO|Pre-K

HOPE Toledo Pre-K helps improve school readiness outcomes and subsequent school performance. Simply put, more of our children will enter kindergarten ready to learn.



6 Sustainability

Establish sustainable funding to ensure future stability and success.



Purpose and Objectives

1. Background and Origin Story of HOPE Toledo
2. Community Need
3. HOPE Toledo Promise Solution
4. HOPE Toledo Pre-K Solution
5. What's Next?

Mission

Our mission is to support and ensure high-quality education—from preschool to postsecondary and trade school—for every young person in the city of Toledo, in order to create generational economic change for the betterment of our families and community.



What We Believe

- **Every person**, regardless of background, income, age or ability should have access to affordable, high-quality education near them
- A **strong start** in preschool makes the difference in the success experienced later in life
- Students should have the opportunity to **graduate debt-free** from a postsecondary program of their choice
- A **two-generation approach** to postsecondary education is a whole family “recipe” for long-term success



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1 Partners

Getting the right people in the room.



Public-private leadership

- City of Toledo
- ProMedica
- Greater Toledo Community Foundation
- United Way of Greater Toledo
- Toledo Public Schools
- Washington Local Schools





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Getting the right people in the room.



Key Individual Leaders

- Working Group – Pre-K
- Task Force – Promise





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1 Partners

Getting the right people in the room.



Expert Consultancy

- Linda Dunphy
- Andrew Brodsky (data)
- Statewide Pre-K programs
- College Promise
- Various Promise programs



Community Assessments/Research

- Lucas County – Healthy Lucas County
- Greater Toledo Community Foundation
- Head Start/Early Head Start (TPS and Lucas County Family Council)
- National reports (i.e. – NAEYC, NIEER, Etc.)
- Polling data
- Statewide data

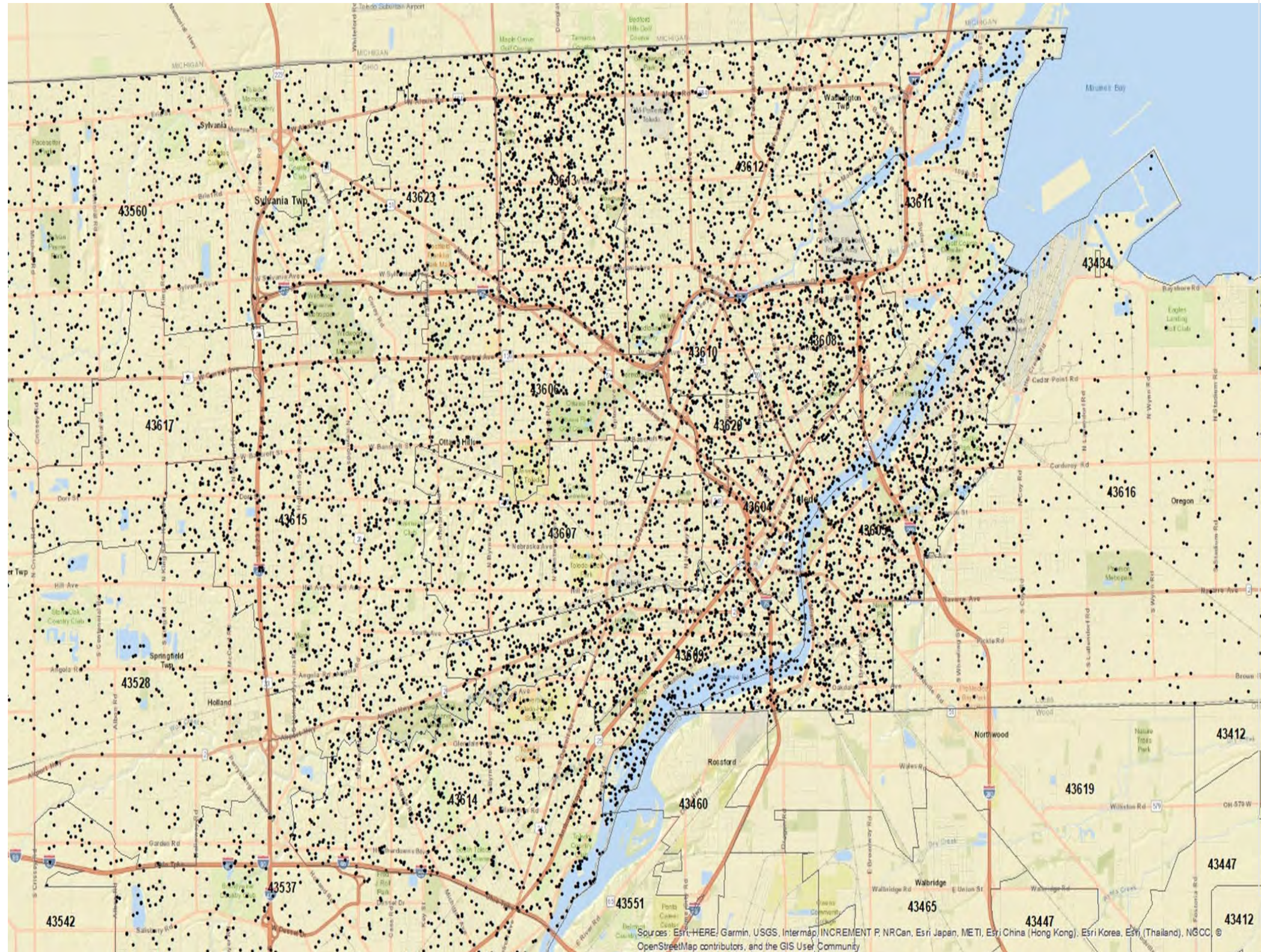


2 Process

Rooted in data and
analytics.

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Data



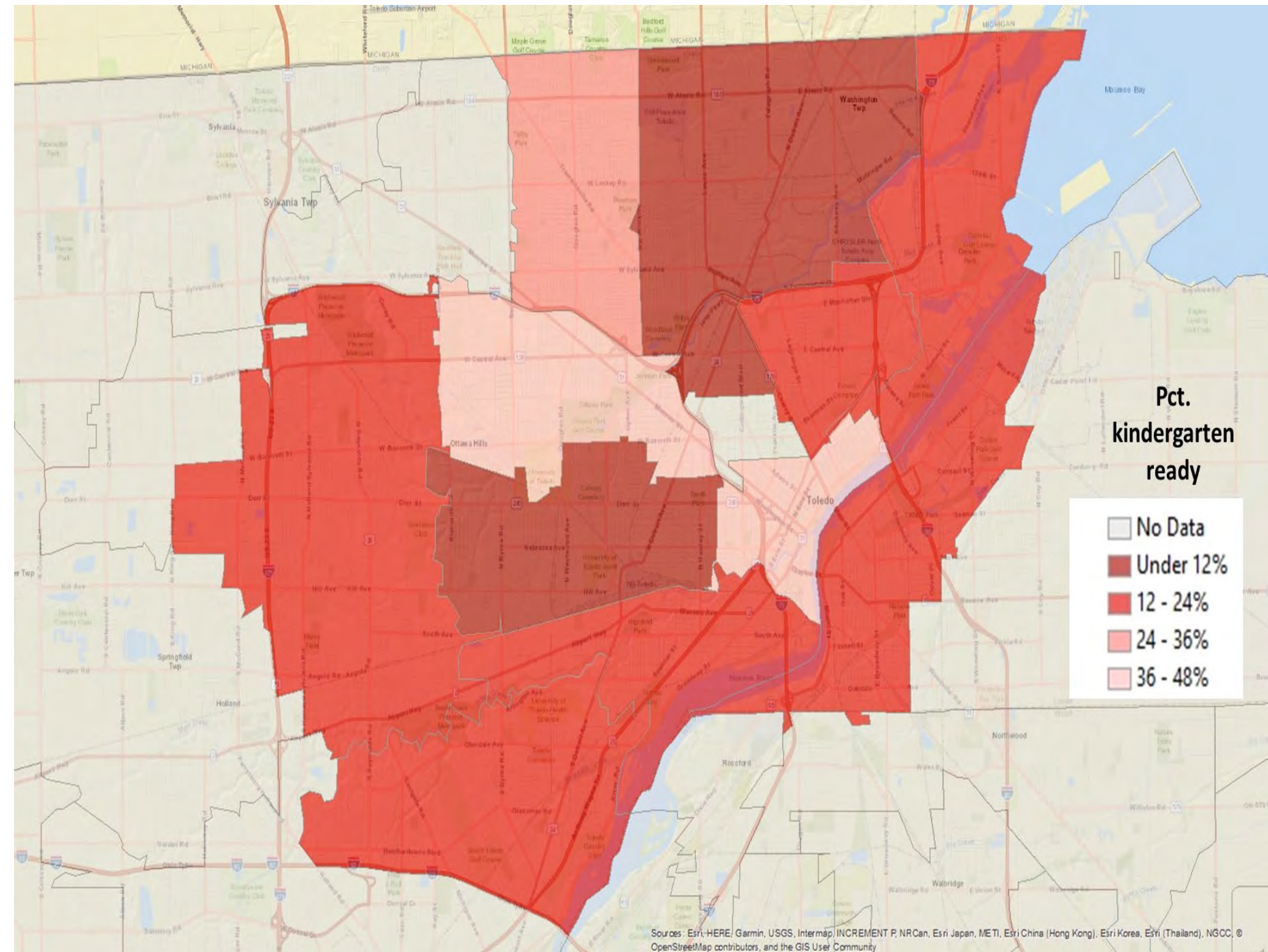
- Each dot represents one 3 or 4 year old
- Young children are spread throughout the city, with slightly lower density in the eastern portion
- Need exists throughout the city and is not concentrated in one area

2 Process

Rooted in data and analytics.

Identifying the Need - KRA

- Darker areas indicate lower scores/higher need
- While downtown area has high poverty rates, the TPS preschool there has higher KRA scores
- Need exists across the county, providing more justification for citywide approach



2 Process

Rooted in data and analytics.

Identifying the Need - KRA

What is KRA?

- **K**indergarten **R**eadiness **A**ssessment
 1. **Demonstrating** (270-298) – *possessing sufficient skills, knowledge and abilities to engage in kindergarten-level instruction*
 2. **Approaching** (258-269) – *needed supports to engage in kindergarten-level instruction*
 3. **Emerging** (202-257) – *needed significant supports to engage in kindergarten-level instruction*

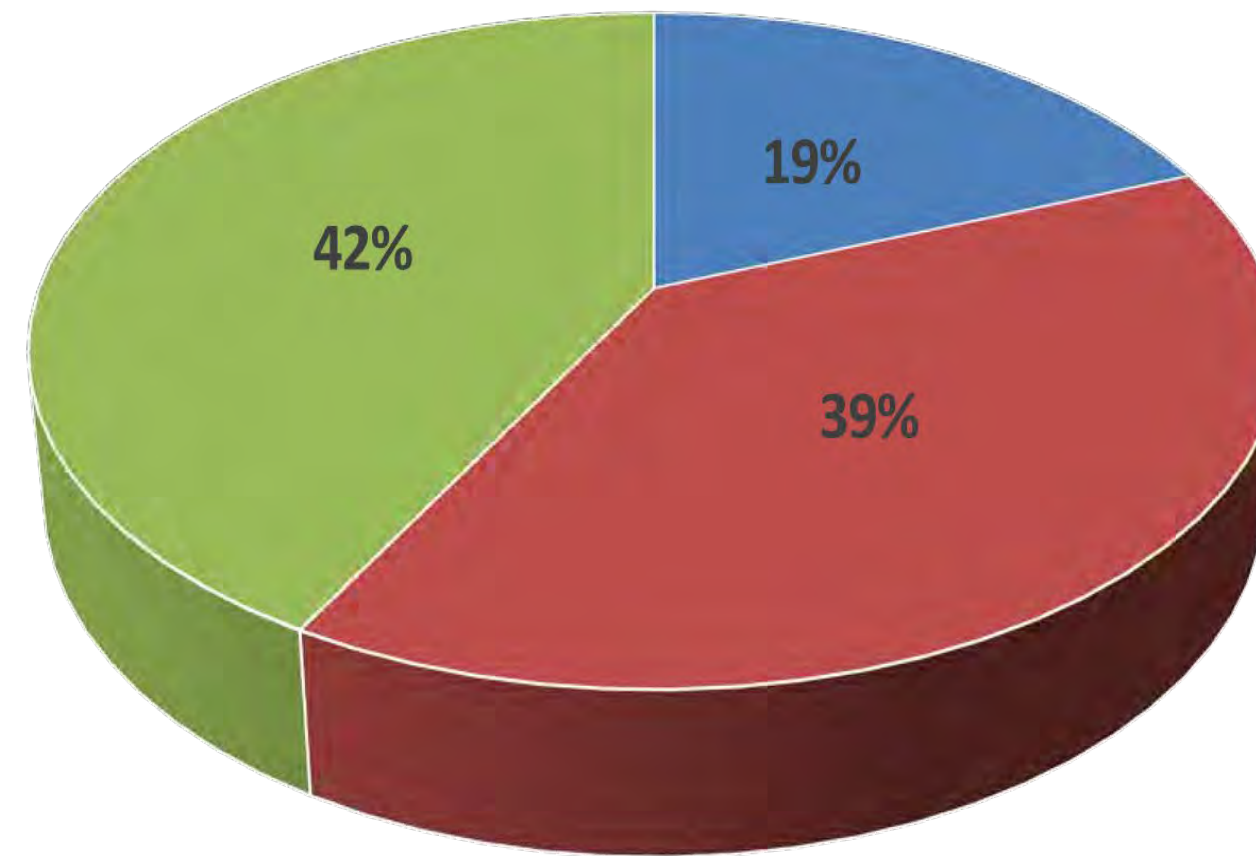


2 Process

Rooted in data and
analytics.

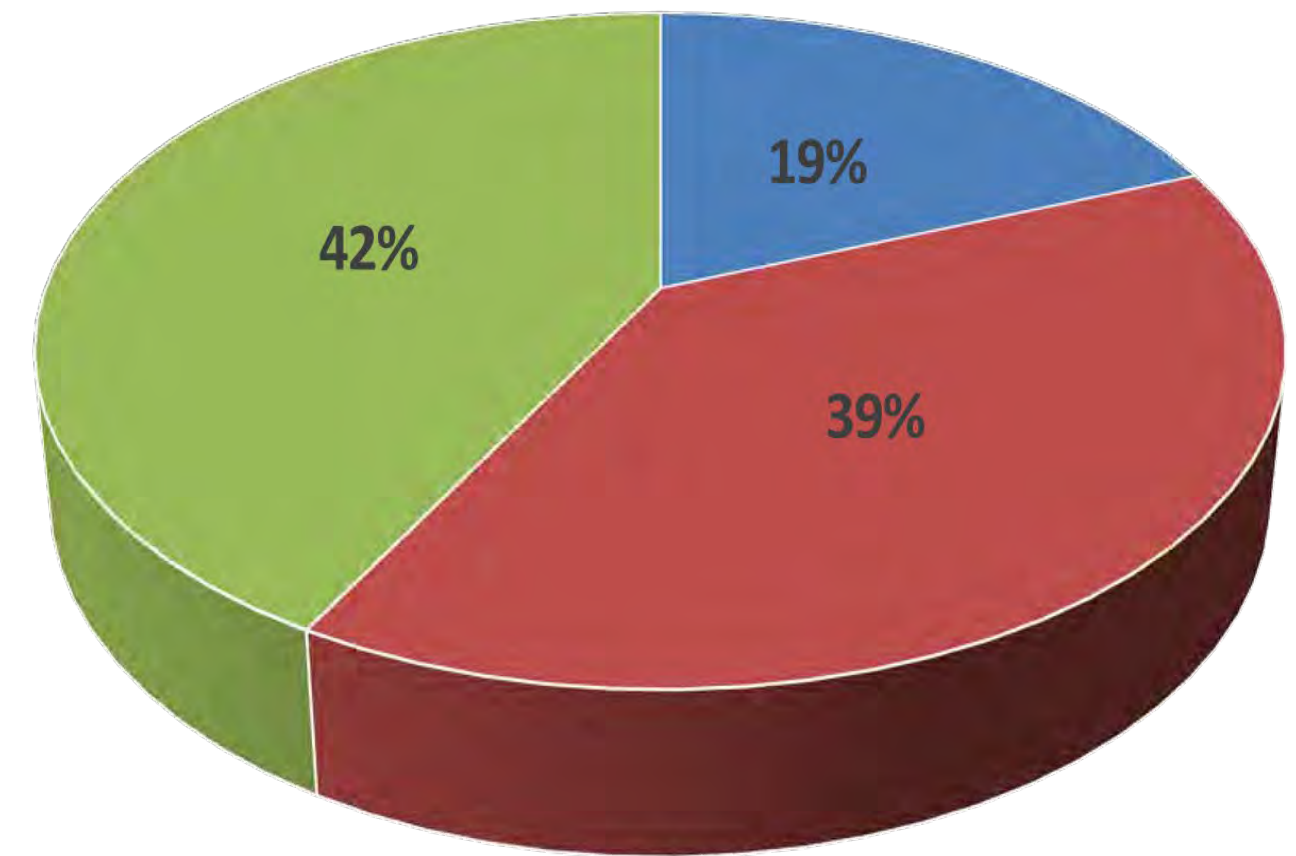
Identifying the Need - KRA

2018-2019



■ Demonstrating ■ Approaching ■ Emerging

2019-2020



■ Demonstrating ■ Approaching ■ Emerging

2 Process

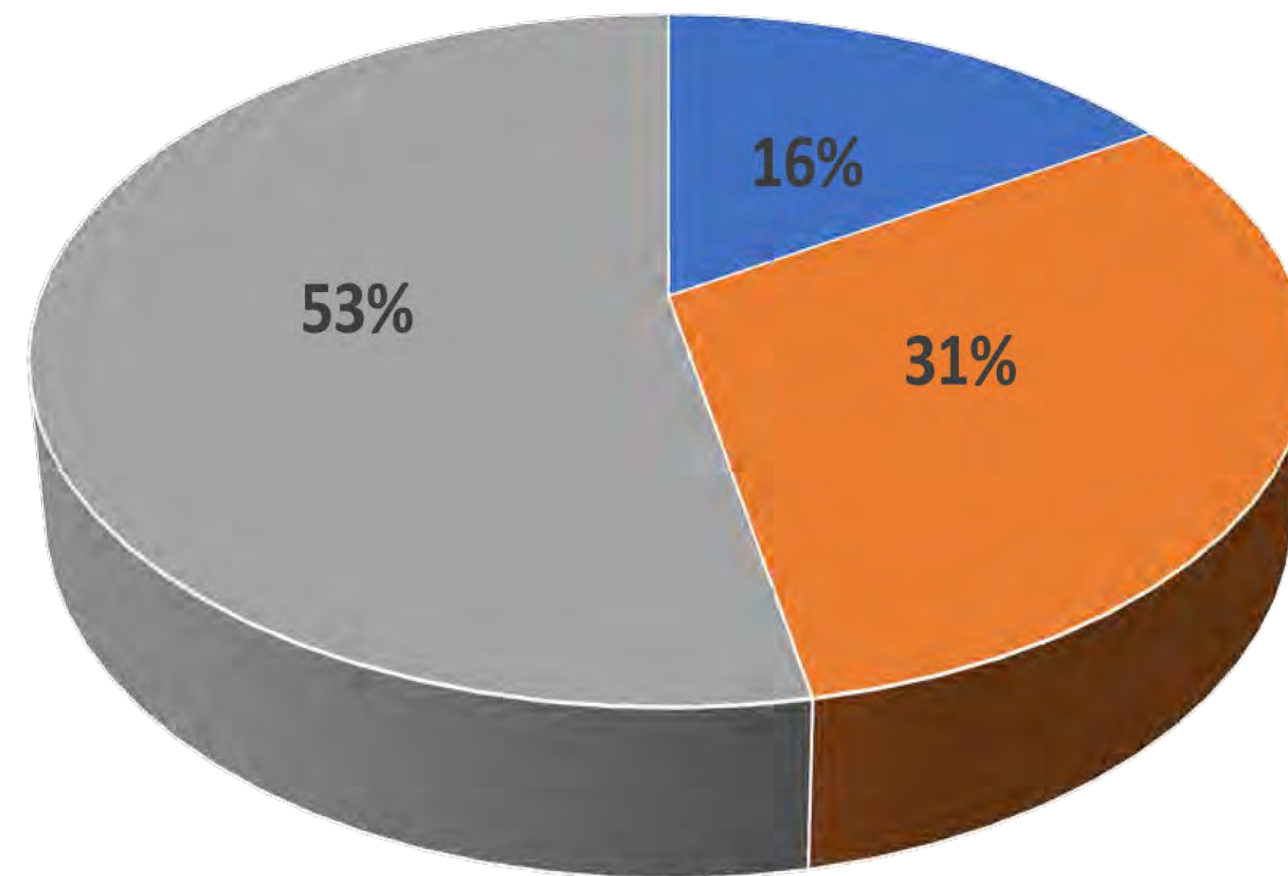
Rooted in data and analytics.

Per Ohio Department of Education for Toledo Public Schools – by year.

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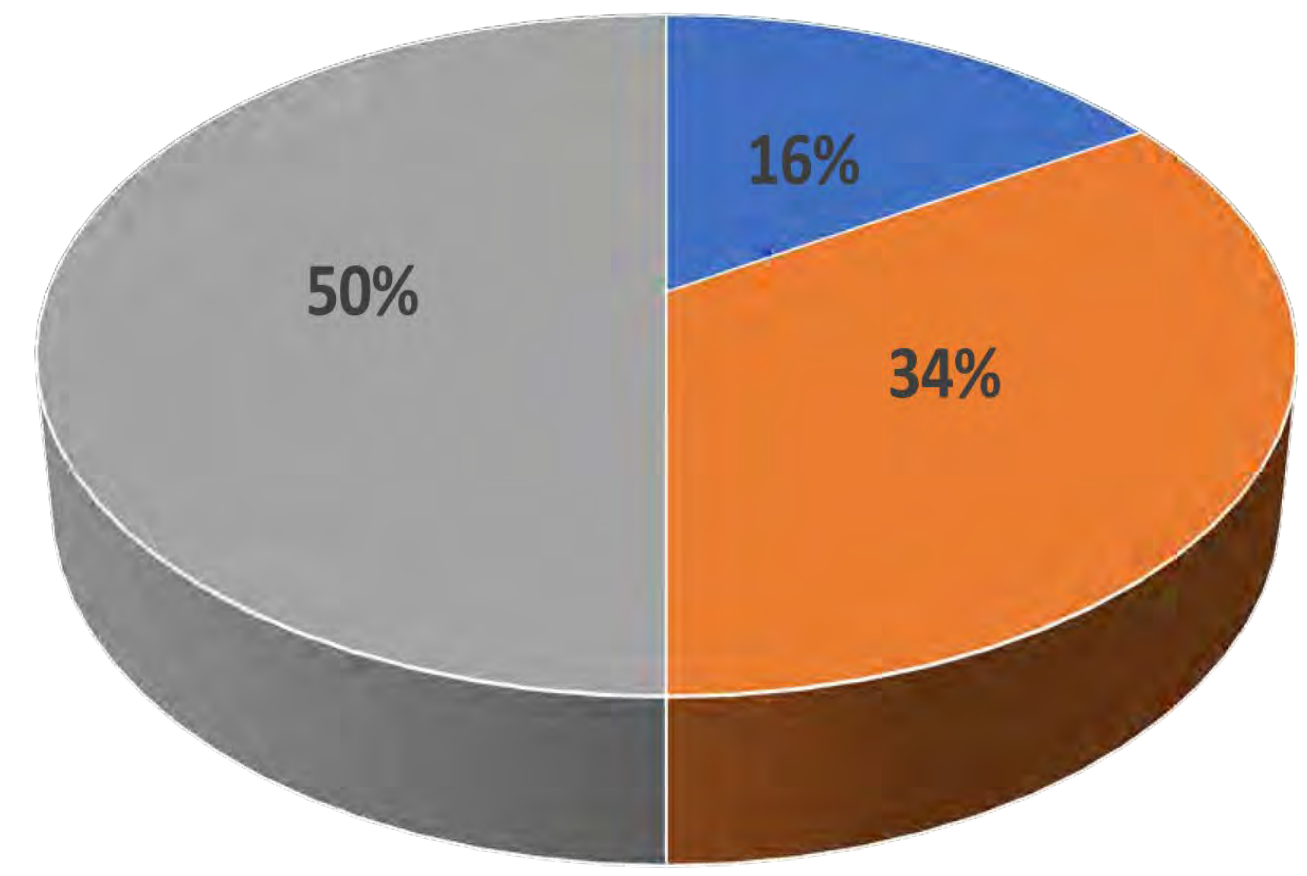
Identifying the Need - KRA

2020-2021



■ Demonstrating ■ Approaching ■ Emerging

2021-2022



■ Demonstrating ■ Approaching ■ Emerging

Per Ohio Department of Education for Toledo Public Schools – by year.

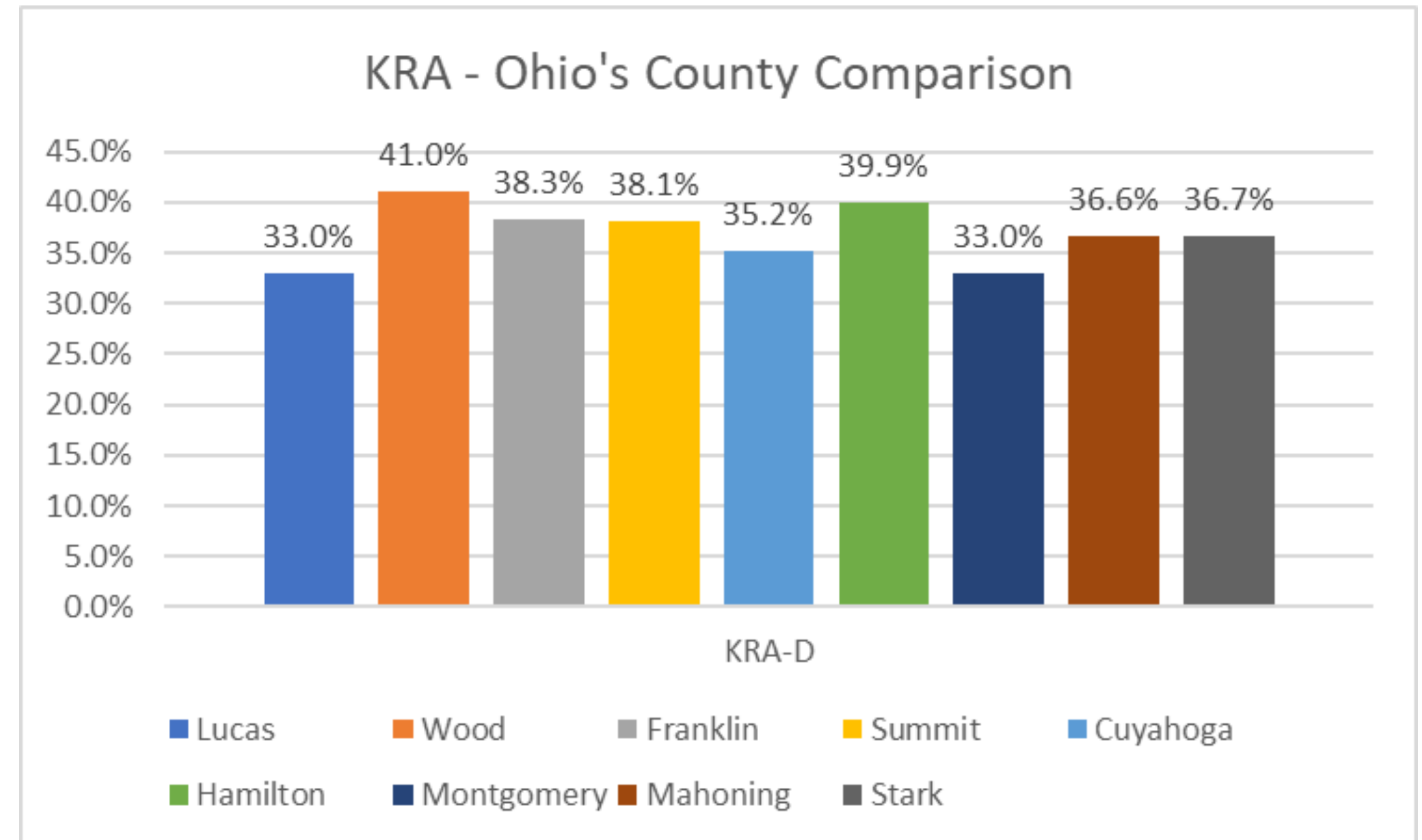
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2 Process

Rooted in data and analytics.

Identifying the Need - KRA

Lucas is at
33.0%



2 Process

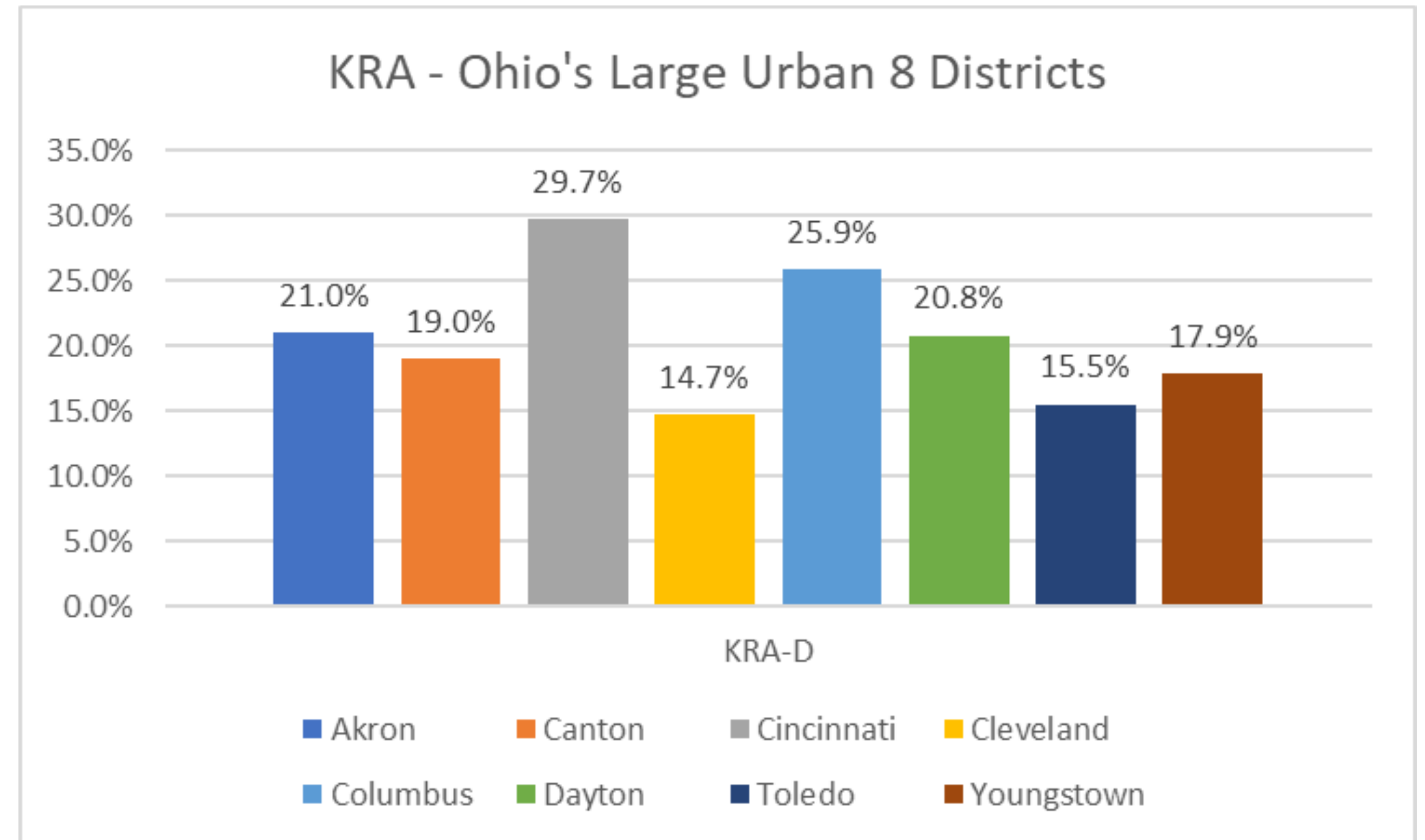
Rooted in data and
analytics.

*Per Ohio Department of Education for Toledo
Public Schools – by year.*

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Identifying the Need - KRA

**Toledo is at
15.5%**



2 Process

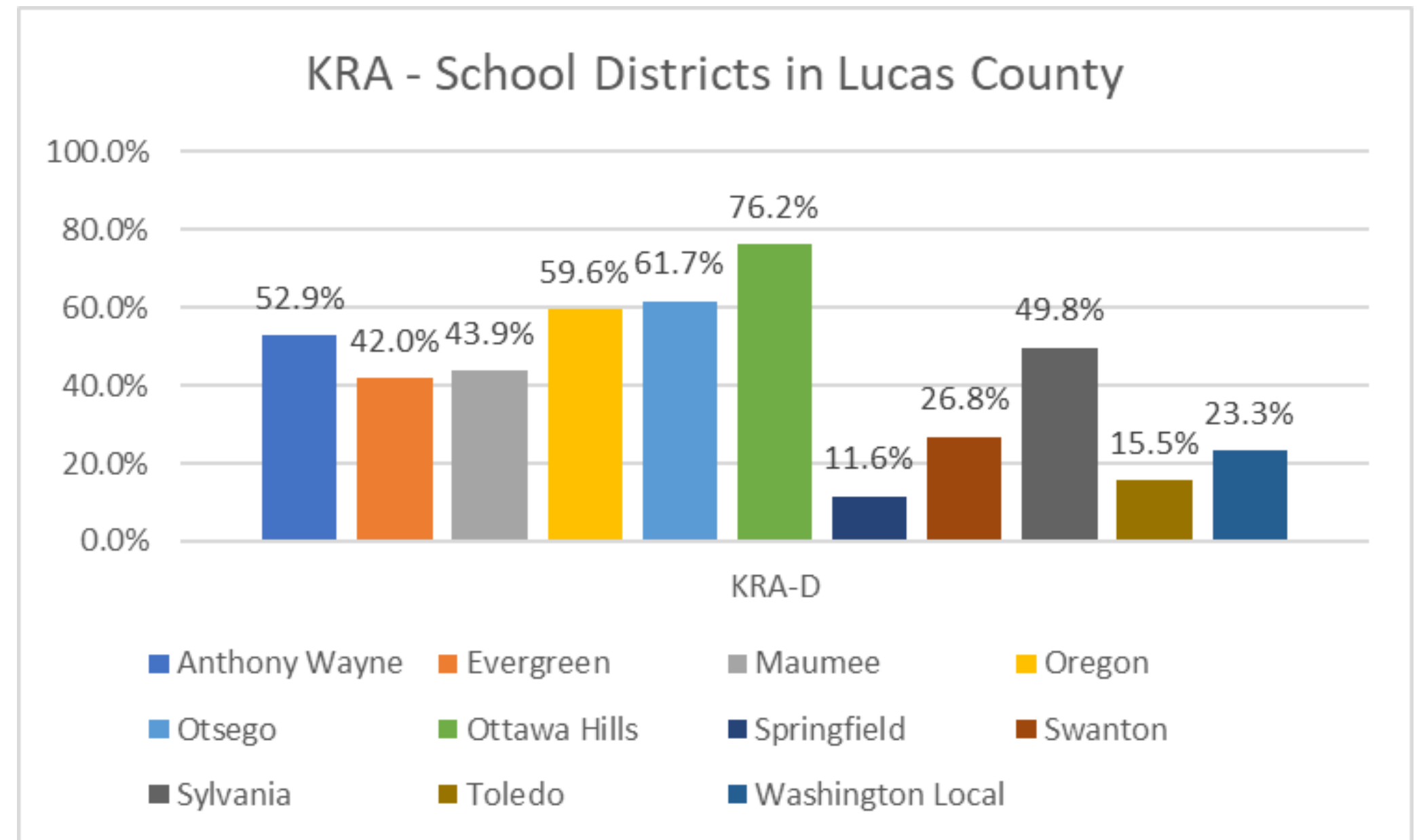
Rooted in data and
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*Per Ohio Department of Education for Toledo
Public Schools – by year.*

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Identifying the Need - KRA

**Toledo is at
15.5%**



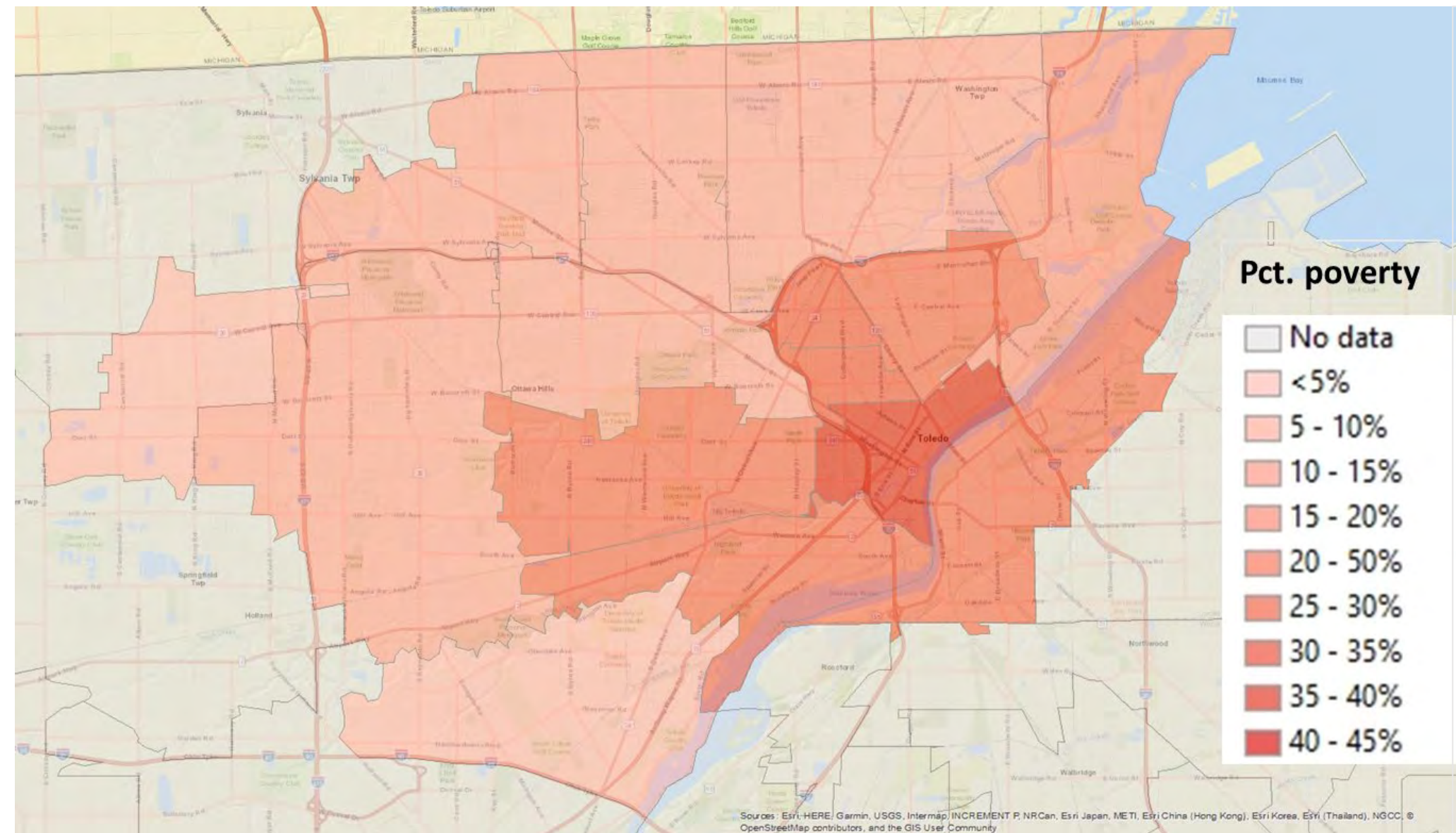
2 Process

Rooted in data and
analytics.

*Per Ohio Department of Education for Toledo
Public Schools – by year.*

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Identifying the Need – Child Poverty

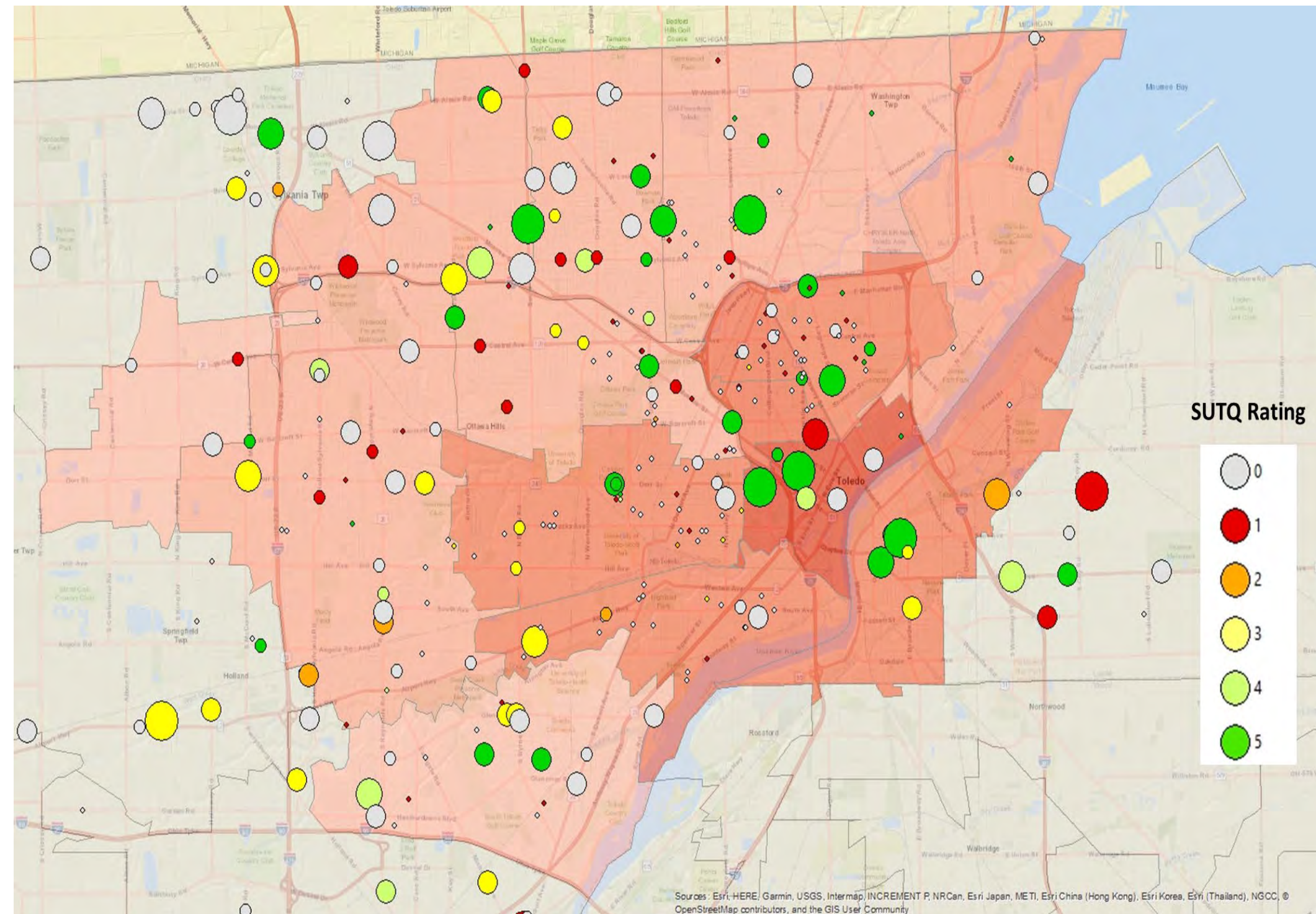


- Crime and poverty are higher in the downtown area, and lower to the west and northwest
- The overall poverty rate for families with young children is nearly 40%

2 Process

Rooted in data and analytics.

Identifying the Need – Availability



- Larger circles indicate greater licensed capacity
- The highest-need area near downtown also has a concentration of high quality providers
- The greatest need for quality providers is in the east/southeast

2 Process

Rooted in data and analytics.

Identifying the need – Third Grade Reading Guarantee

95%

Of Ohio's eligible 3rd graders met the minimum promotion level

66%

Of Ohio's eligible 3rd graders tested at the “proficient” or higher level

2 Process

Rooted in data and
analytics.

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Identifying the Need – Graduation Rates

75%

TPS 4-year graduation rate

85%

TPS 5-year graduation rate

2 Process

Rooted in data and
analytics.

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Identifying the Need – Attainment and Employment

20%

Fewer than 20% of adults in Toledo possess a postsecondary degree

70%

Approximately 70% of job openings in USA will require some type of postsecondary credential

2 Process

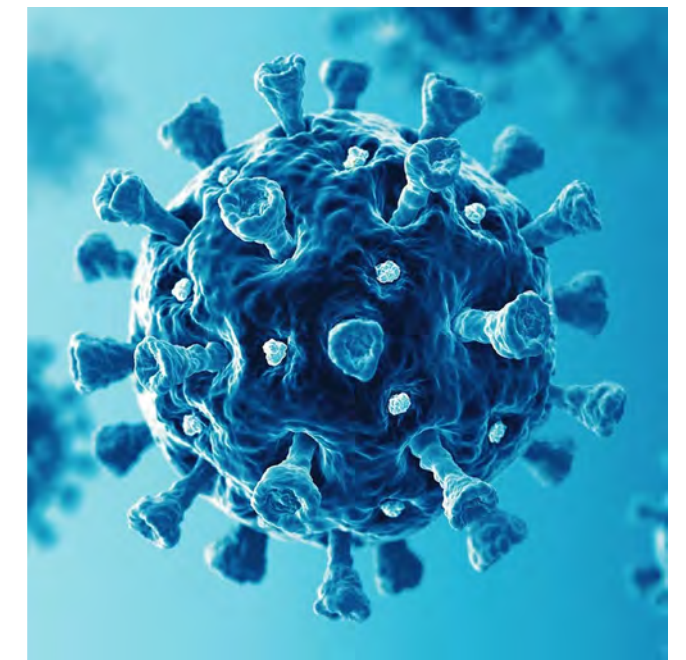
Rooted in data and analytics.

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Implementation

Impact of COVID-19

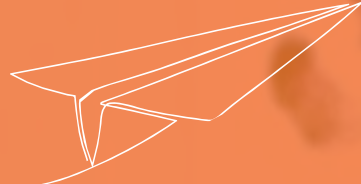
- Overall health
- Mental health & well-being
- Access



4 Community

Dedicated community awareness campaign.

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Educational Continuum Solutions

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Continuum of Educational Investments

Timing in Child's Life

earlier

later

e.g., HOPE Toledo
Pre-K, ECE
Providers, YWCA,
TELC

e.g., K-12 Districts,
after-school
programming

e.g., HOPE Toledo
Promise,
postsecondary
programs



HOPE Toledo Pre-K

A Comprehensive, Community-Based
Approach to Early Childcare and Education
in Toledo

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GOAL

Ensure kindergarten readiness
and subsequent successful
school performance of Toledo
children



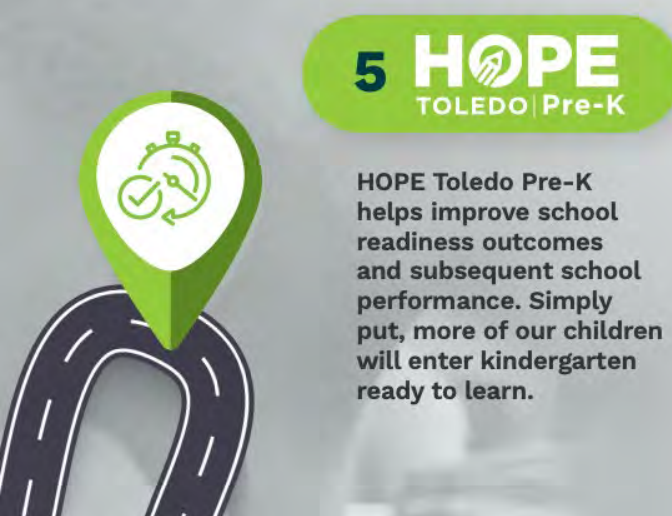
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HOPE Toledo Pre-K helps improve school readiness outcomes and subsequent school performance. Simply put, more of our children will enter kindergarten ready to learn.

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An Overarching Vision

- All children have the right to equitable learning opportunities that help them achieve their full potential as engaged learners and valued members of society.
- Provide high-quality early learning services that demonstrate a commitment to equitable outcomes for all children.
- Uphold the unique value and dignity of each child and family.

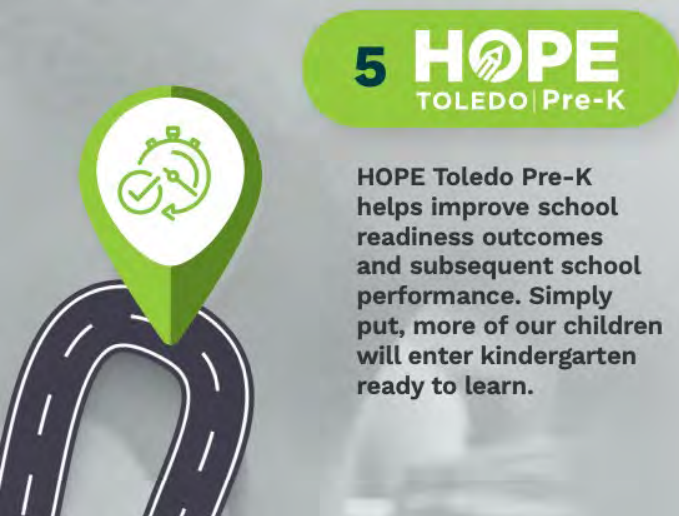


From NAEYC's Advancing Equity in Early Childhood Education Position Statement



An Overarching Vision

- Maintain consistently high expectations for family involvement, being open to multiple and varied forms of engagement and providing intentional and responsive supports
- Increase financing for high-quality early learning services.
- Establish collaborative relationships with other social service agencies and providers within the community.

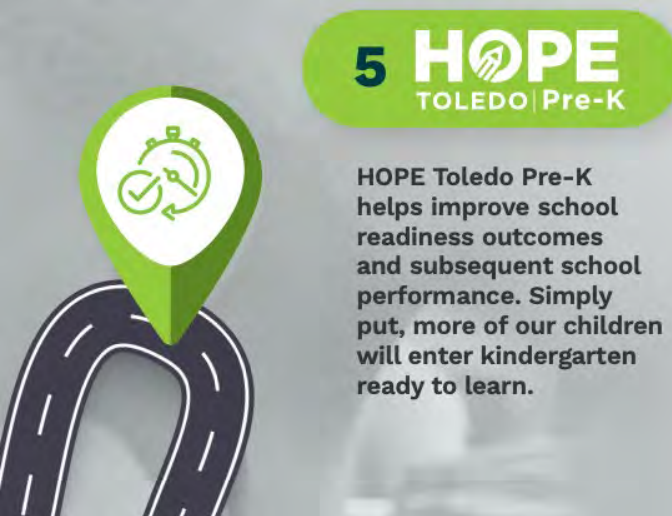


From NAEYC's Advancing Equity in Early Childhood Education Position Statement



Implementation – Pre-K Blueprint

- Reduced Ratios (1:10)
- Culturally relevant curriculum-rich programming (full day; full year)
- Teacher qualifications
- Teacher compensation
- Teacher development and coaching
- Parent and family engagement
- Business coaching, development and technical assistance (i.e – Shared Service)
- Pre-K to Kindergarten transition



HOPE Toledo Pre-K Demonstration Project – Year 1

- Engaged ten (10) Partner Childcare providers (see map)
- Served 225 children (unduplicated) during the 2021 – 2022 school year
- Primarily served 4-year-olds, with highest sustained enrollment of 179 children (Mar – May)
- Total funding to Providers in excess of \$885,000 in the form of tuition scholarships for families

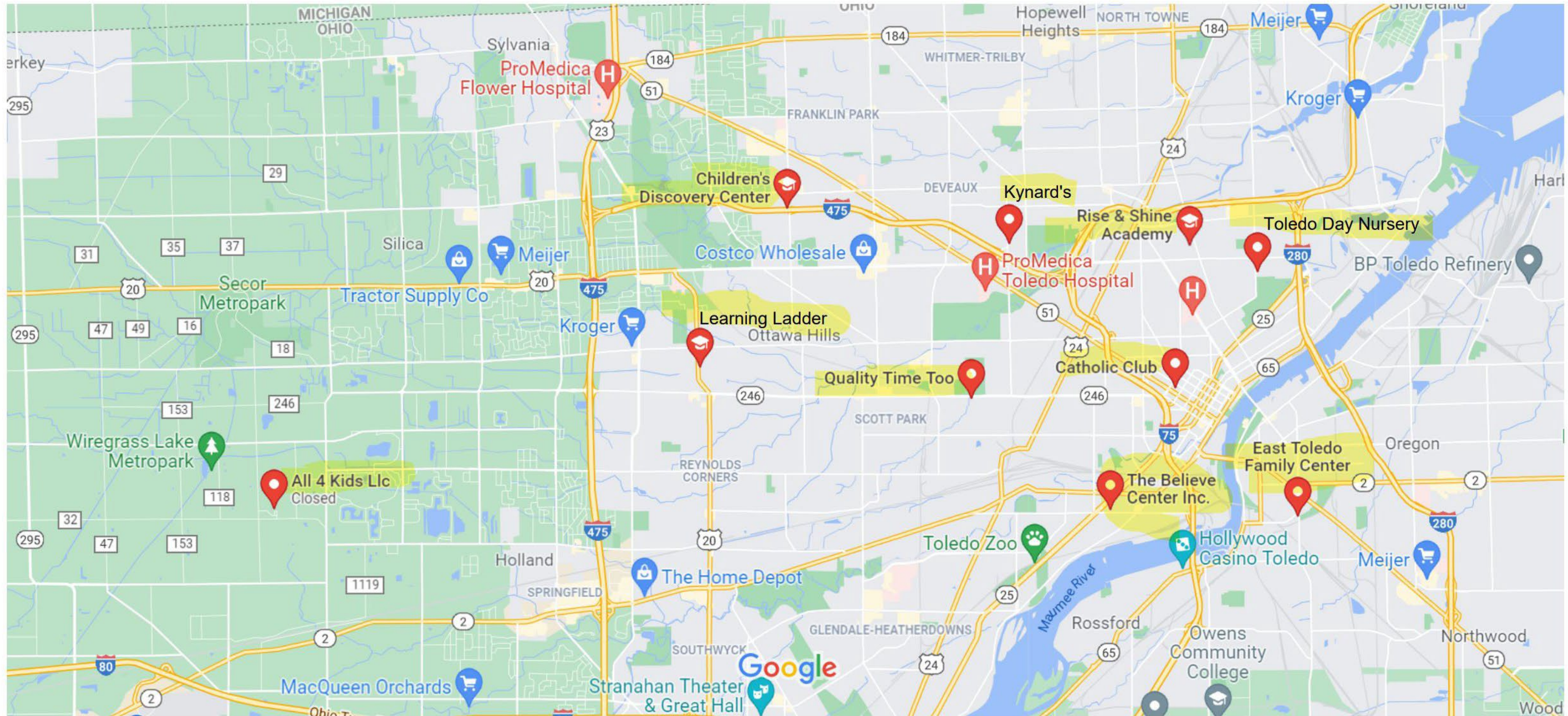


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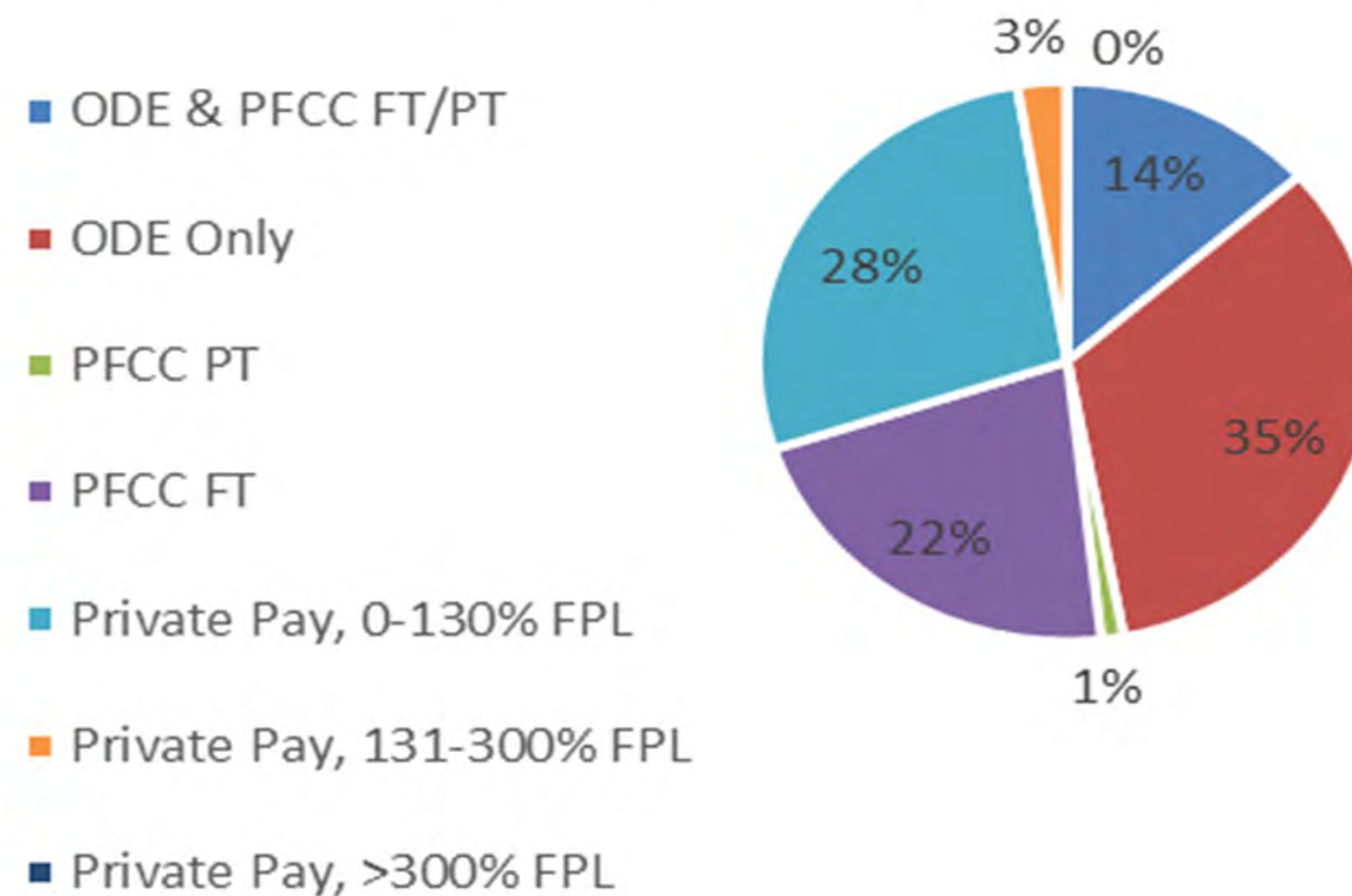
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Google Maps HOPE Pre-K Demonstration Year 1 – 2021-2022



HOPE Toledo Pre-K Demonstration Project – Year 1

Eligibility Categories and Percentages



HOPE Toledo Pre-K Demonstration Project – Year 2

- Re-engaged ten (10) Partner Childcare providers and added ten(10) new Partners (see map)
- Established goal to serve 300 children (unduplicated) during the 2022 – 2023 school year
- Focus will remain primarily to serve 4-year-olds, with initial recruitment number at 210 prior to start of school year (Sept. 1st)
- Total projected funding to Providers in excess of \$1,750,000 in the form of tuition scholarships for families

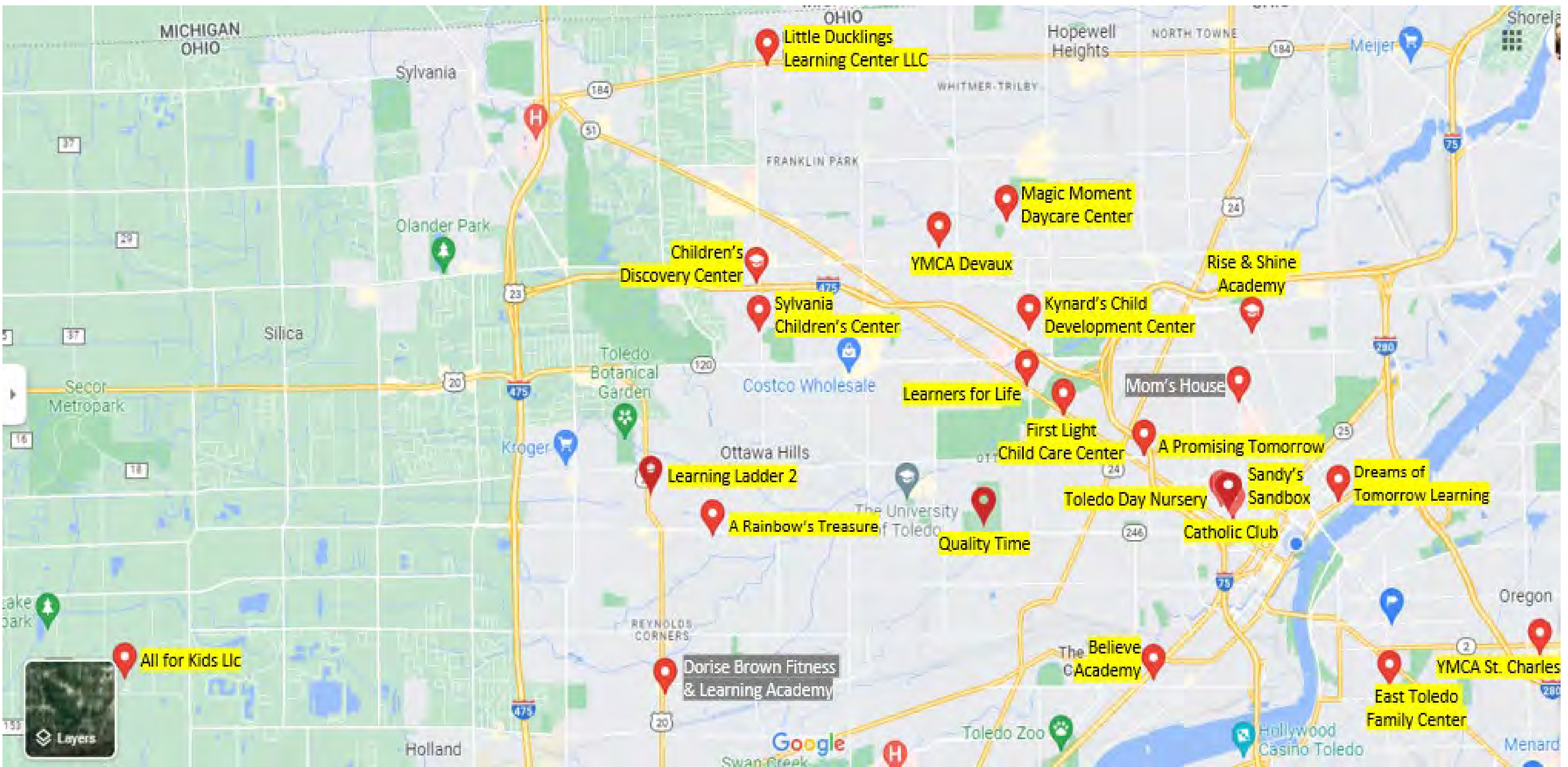


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HOPE Pre-K Demonstration – Year 2



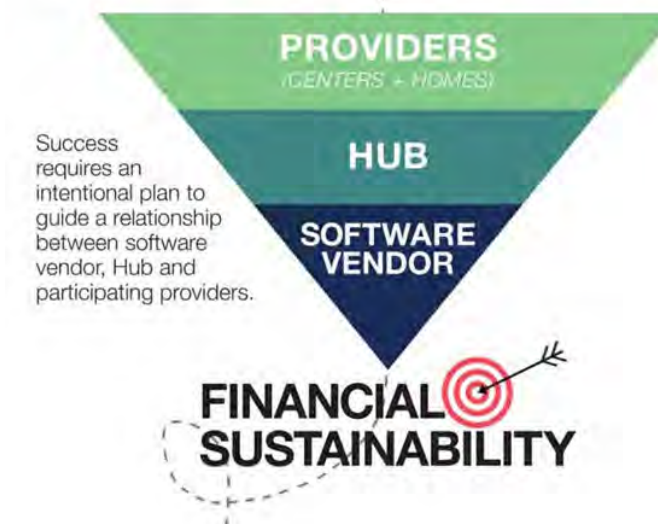
Implementation – Shared Services

NWO Shared Service Alliance

- Collaboration between YWCA CCR&R, Toledo Early Learning Coalition and HOPE Toledo, funded by GTCF for 3 years.
- Provide various resources (i.e. – back office, technical assistance, business services, sub pool, etc.)



SUSTAINABILITY + TECHNOLOGY
Making Business Leadership Real:
The Role of Automation
October 2019



Strategic use of Automation is crucial top provider sustainability and a huge opportunity for better matching of supply + demand

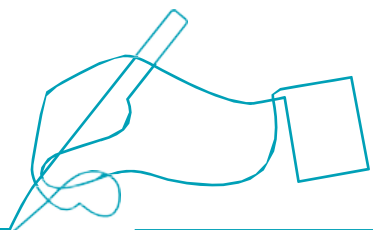


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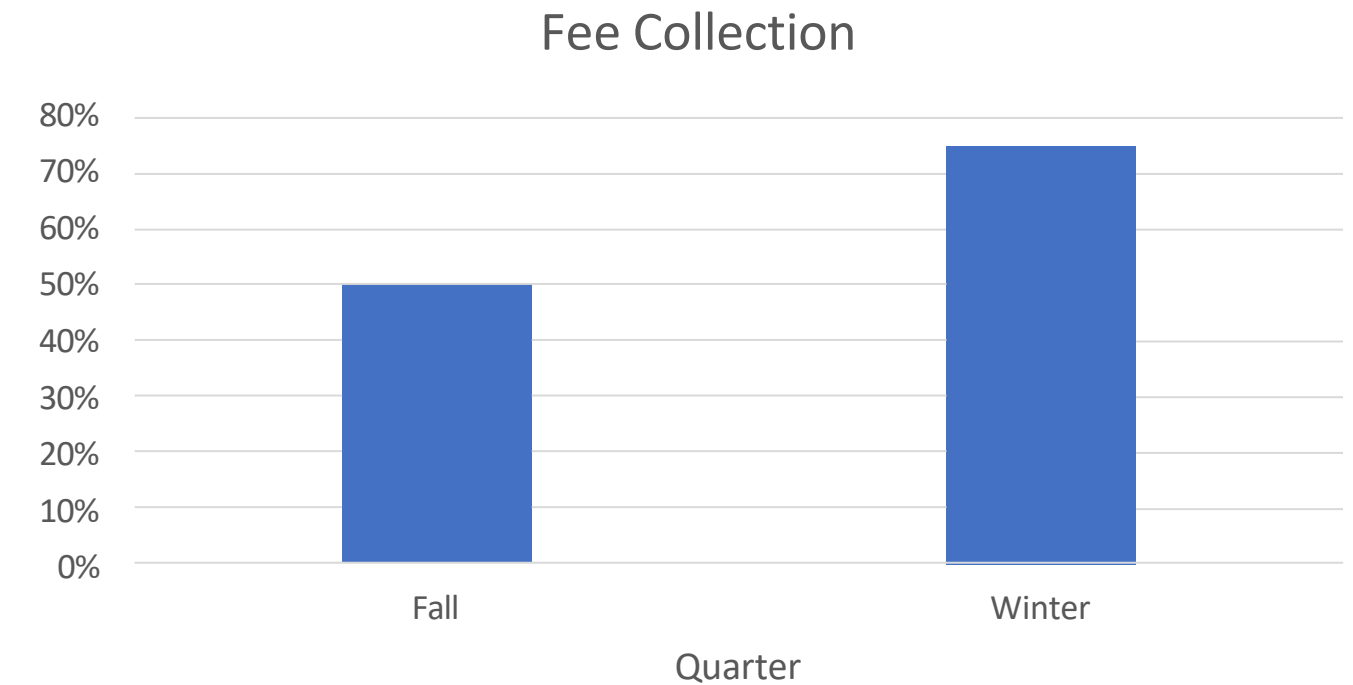
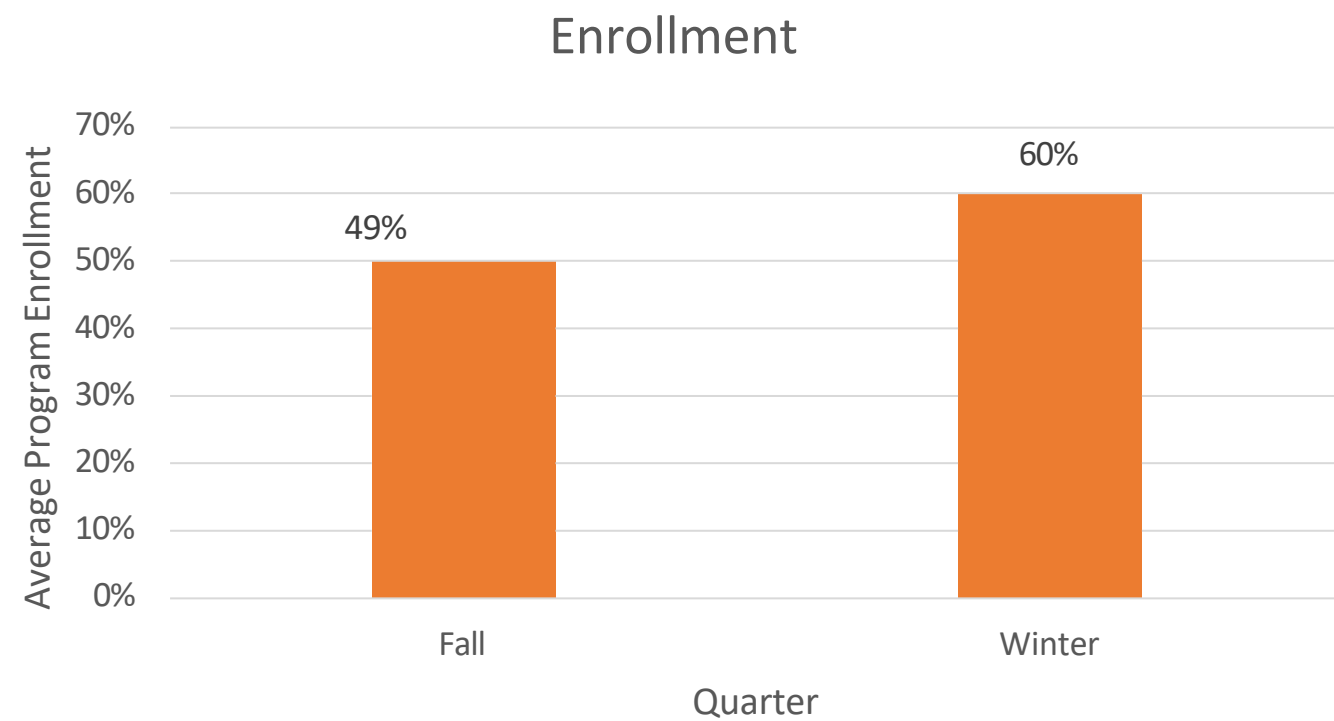
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Shared Service: “Iron Triangle”

- Ensure full enrollment, everyday in every classroom
- Collect tuition and fees – in full and on time
- Revenue covers per child costs (tuition, fees + 3rd party funding)



Shared Service: “Iron Triangle”

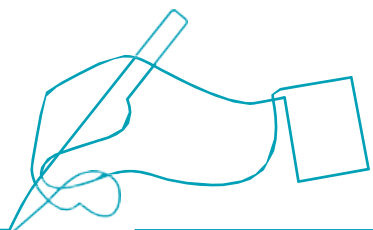


Ensure full enrollment,
everyday in every classroom

Collect tuition and fees – in full
and on time

Industry standard is 5% uncollectible

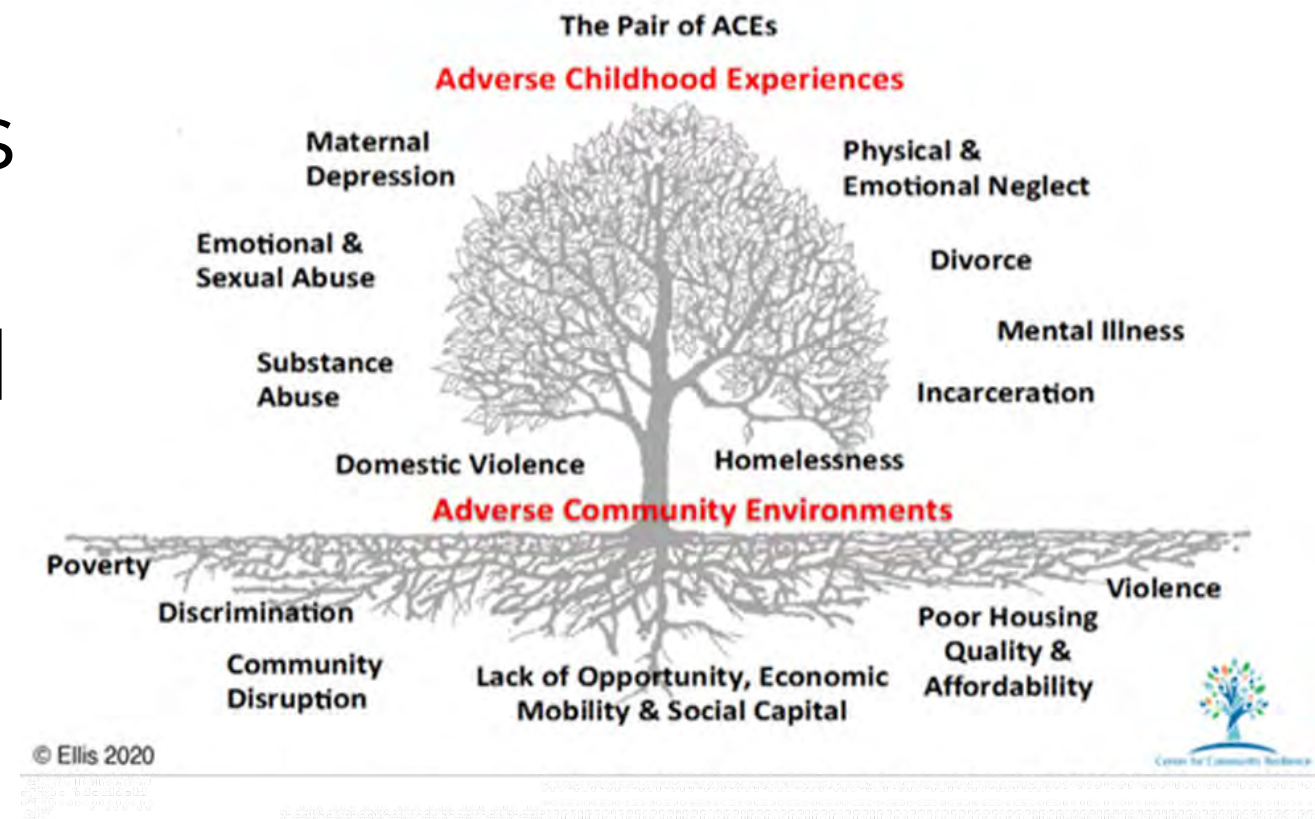
Revenue covers per child costs
(tuition, fees + 3rd party
funding)



Implementation – Mental Health

ACEs:

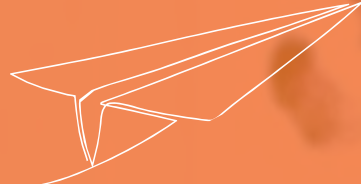
- Adverse Childhood Experiences are potentially traumatic events that occur before a child reaches the age of 18.
- ACEs can follow an intergenerational pattern. According to a CDC and Kaiser Permanente study, there is a link between ACEs and a higher likelihood of negative health and behavior outcomes.



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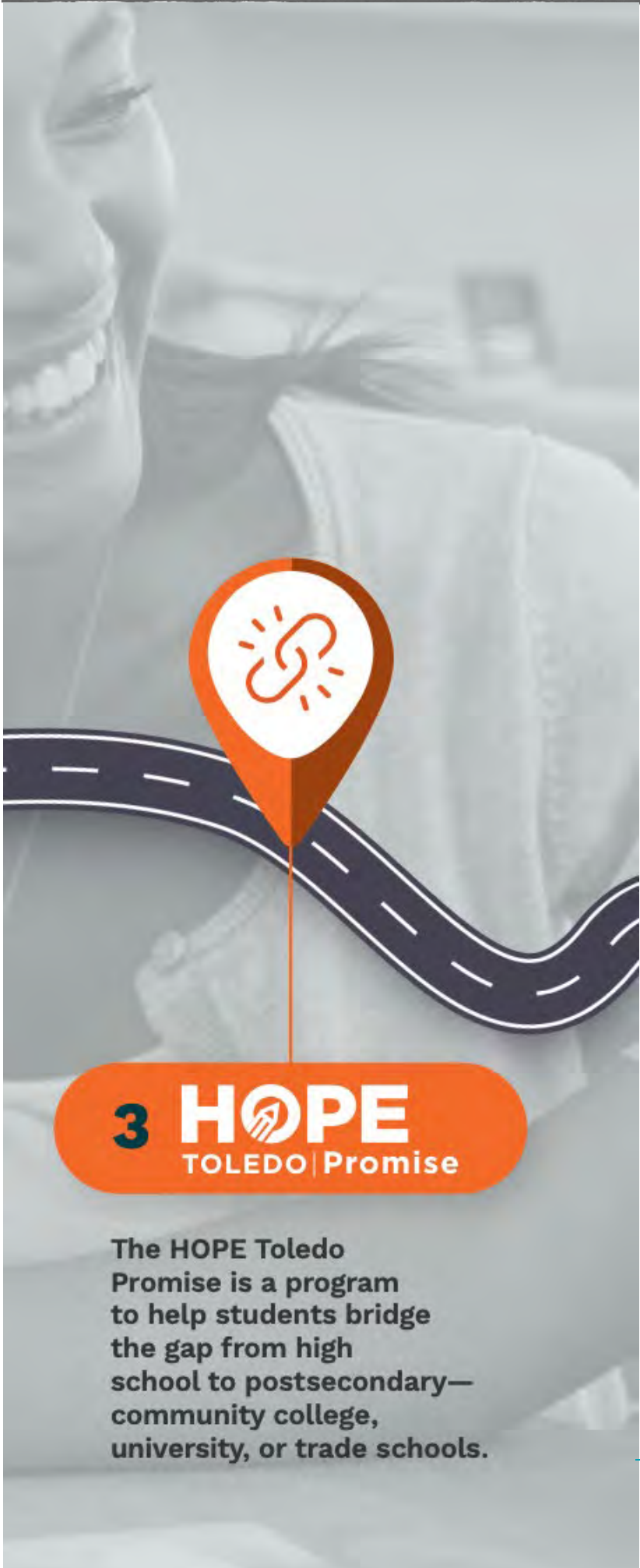
HOPE Toledo Promise

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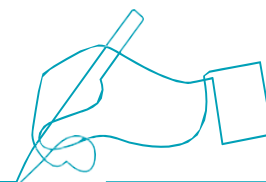
GOAL

To provide our students and families with multi-generational access to postsecondary education resulting in better prepared individuals for both the workforce and the community.



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Implementation - Promise

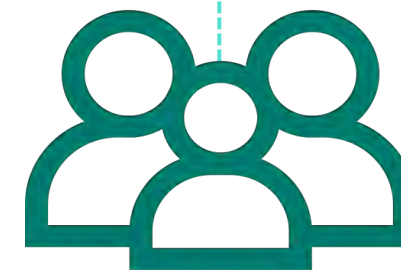
Addresses
the critical
financial
barrier to
college
enrollment

Takes a
family-
centered
approach to
economic
mobility

Puts youth and
families at the
center of
choosing an
educational
path

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Shared Principles of Practice

Equity First



Engage families in historically marginalized communities

Scholarship Funding + Supports



Additional wraparound supports are needed too (financial, psychological, and instrumental)

Family-Centered Approach



Youth cannot be the sole agent of change in their family; change happens over the life course

Education + Careers = Economic Mobility



Education tied to careers leads to family-sustaining wages

Many College Promise Programs are Designed to Support Youth and Adults

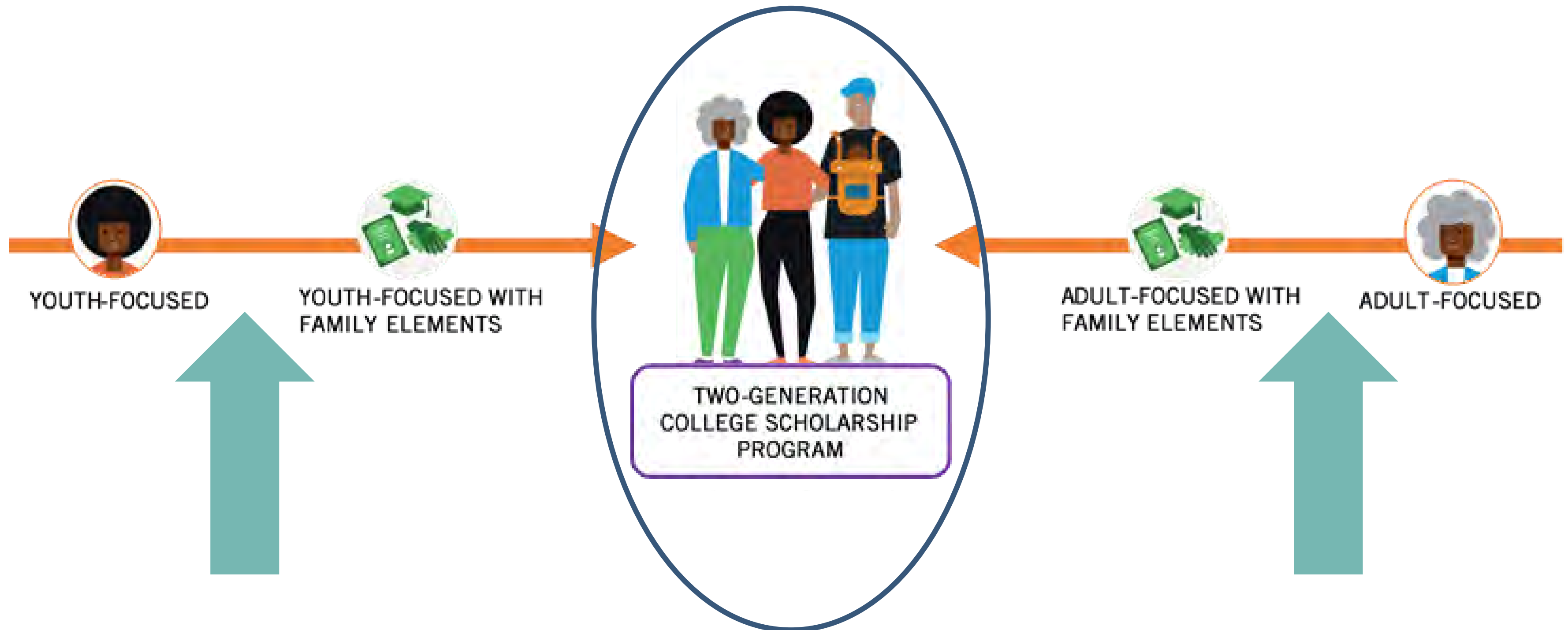


Figure adapted from Ascend at the Aspen Institute
(<https://ascend.aspeninstitute.org/resources/making-tomorrow-better-together>)

Implementation - Promise

The PROMISE explained - Responsibility

- Desire to change the inequities within education (“Cradle to Career”)
- Focus on postsecondary & two generational approach
- Covers tuition, room, board, books and fees to in-state, publicly funded school/program

The PROMISE executed – C/O 2020, 21, 22

- Graduating Class = 307
- HOPE Scholars = 179
- Participating schools = 17
- HOPE Scholars (parents) = 55
- Provided laptops for each Scholar

The PROMISE entered – Why Scott?

“Heartbeat” of the Black Community

Student capacity = 2300

Current enrollment = 600

Avg. grad. class size over past 5 years = 100

Free & reduced lunch = 98%



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Implementation - Promise

Post-Secondary Access Two-Generation Approach



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5

CONGRATULATIONS
Abena Rowland!



As the first post-secondary graduate through HOPE Toledo Promise, you have paved the way and made us all very proud.

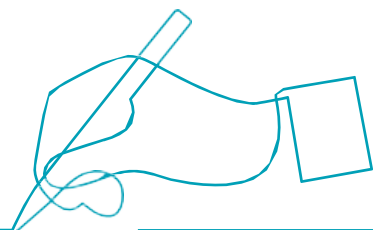
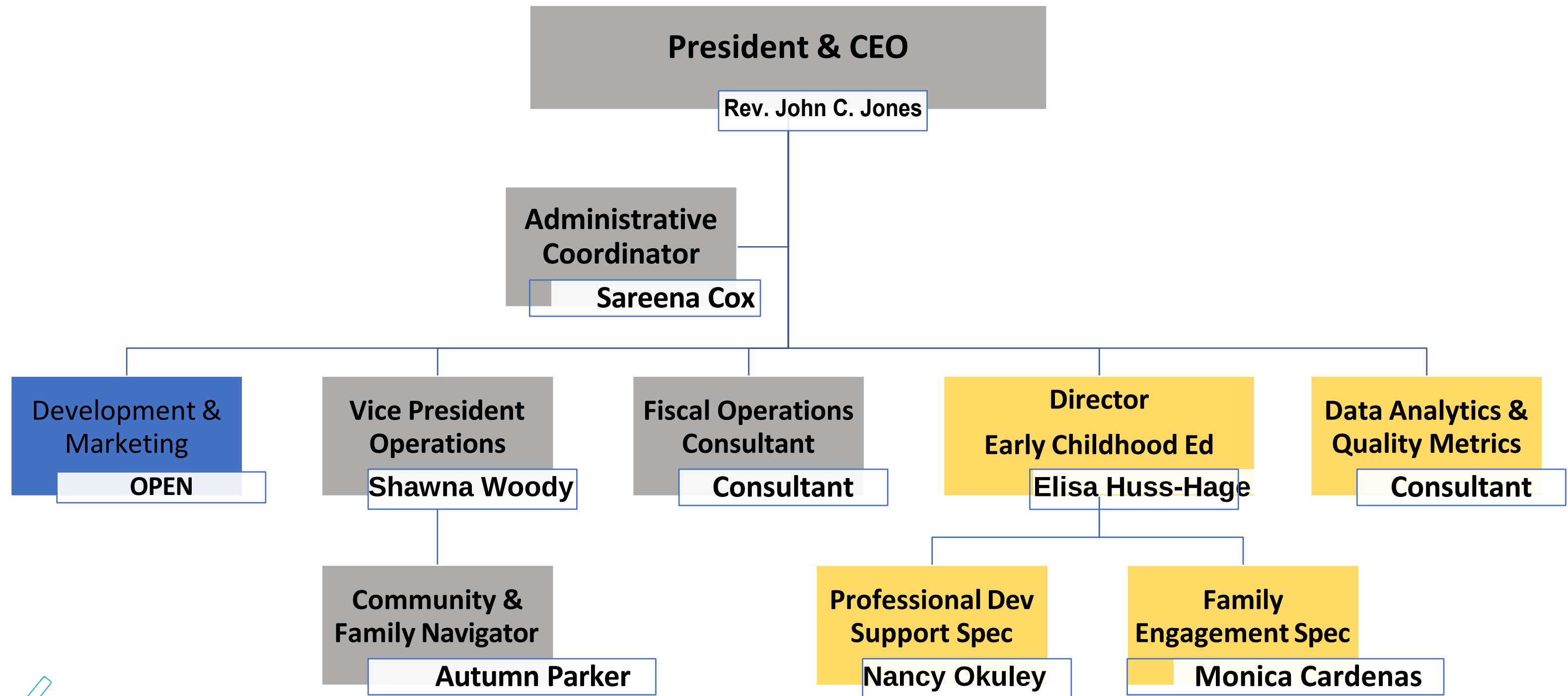
We can't wait to watch you soar.



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HOPE Toledo

Organizational Chart



Funding the Work



4 Community

Dedicated community awareness campaign.

6 Sustainability

Establish sustainable funding to ensure future stability and success.



The Road Forward

1. Ensuring long-term sustainable funding
2. Measuring the impact on community
 - Local
 - Regional
 - National



What's Next?

- Agenda for advocacy and public policy
- Grow network of supporters and stakeholders
- Establish strong and cohesive Birth to Five Consortium
- Identify pathway to long-term sustainable funding for preschool



Looking toward the FUTURE



**Transform educational
landscape in the country**

RECAP & Questions?

thank you



Thank you!



Connect with us!



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