



Social drivers of infant mortality

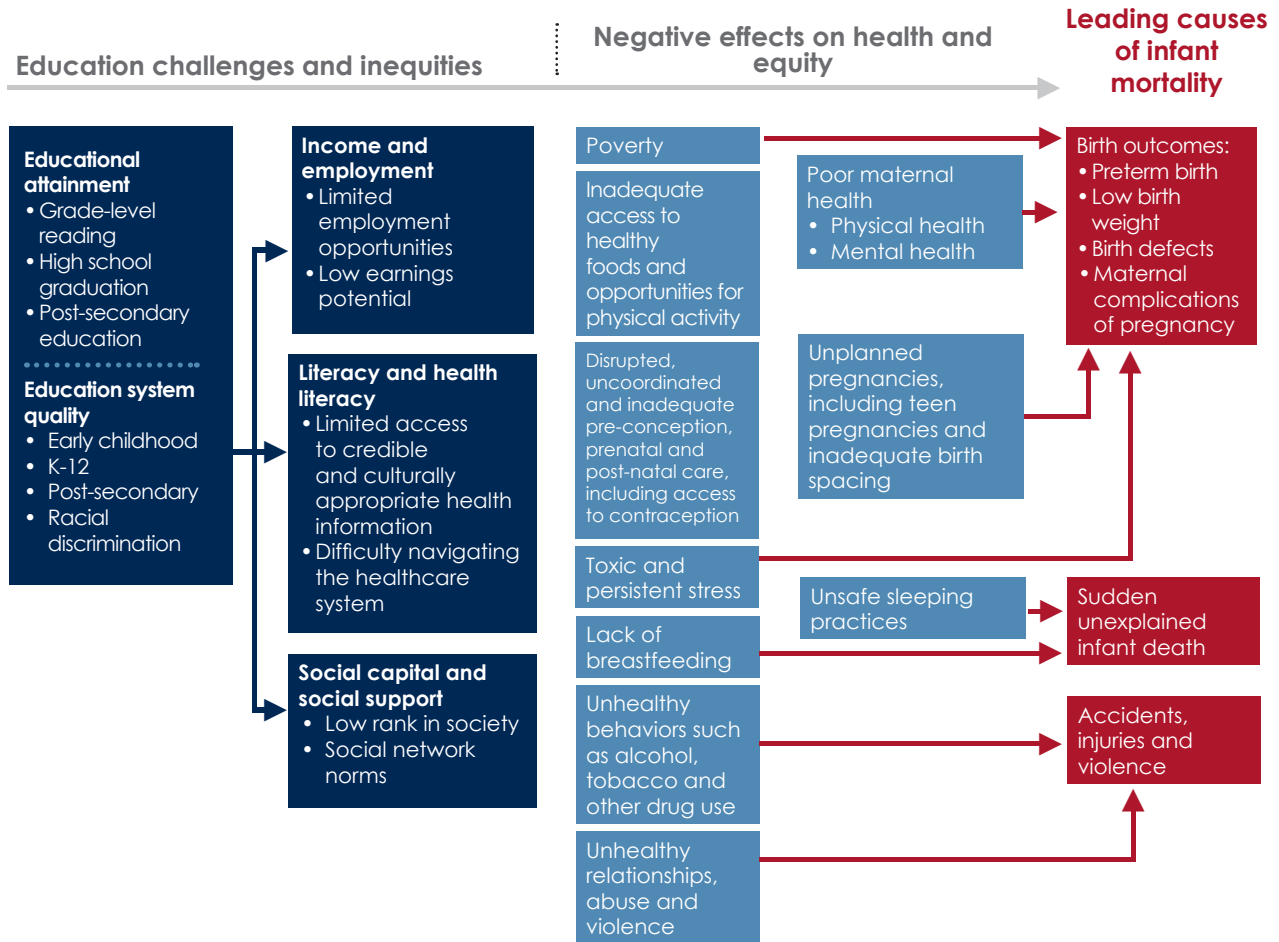
EDUCATION ACTION GUIDE

Why is action needed?

Education is vital for good health. Overall, women with higher educational attainment experience lower rates of infant mortality,¹ although the Black-white disparity persists at all education levels.² Education affects overall health and well-being in several ways:

- Lacking a sufficient education makes it more difficult to find employment that offers benefits, including paid leave, and pays enough to support healthy choices and basic needs, such as healthy food, medical care and stable housing in a safe neighborhood.
- Education can increase a person's understanding of how to effectively navigate and engage in the healthcare system and make informed decisions about health.
- Stronger social connections and community involvement are more common among people with higher educational attainment and are typically associated with greater levels of social support and other protective health factors.³

Figure 1. Relationship between education and infant mortality



Source: HPIO "A new approach to reduce infant mortality and achieve equity: Policy recommendations to improve housing, transportation, education and employment" (2017)

The Health Policy Institute of Ohio (HPIO) recently produced the [Social Drivers of Infant Mortality: Recommendations for Action and Accountability in Ohio](#) report (“Action and Accountability” report) as an update to the 2017 report “[A New Approach to Reduce Infant Mortality and Achieve Equity](#).” This action guide takes a closer look at the education recommendations in the Action and Accountability report and provides state and local health stakeholders with additional information and tools to catalyze and support next steps. You can use this guide and additional tools posted on the [HPIO website](#) to prioritize, advocate for and implement the recommendations.

This action guide includes:

- **Key terms** for the education sector
- **Education recommendations** from the Action and Accountability report that can be implemented at either the state or local level, as well as implementation examples from other states and Ohio communities
- **Recent policy activity at the state and local levels**, including relevant decisions that have been implemented or are under consideration
- **A list of key partners**, as well as information about community engagement and cross-sector collaboration
- **Data for action**, including relevant sources of education data
- **Relevant resources** for additional information

Key terms

- **Career-Technical Education (CTE)**. Teaches specific academic and career skills to middle, high and postsecondary school students, especially with a focus on in-demand careers in fields such as health sciences, computer science, manufacturing, construction and logistics.
- **Disaggregated data**. Quantitative and qualitative data broken down into subgroups and categories, such as race and ethnicity, economic status and region.
- **Elementary and Secondary School Emergency Relief Fund (ESSER)**. The federal government provided three rounds of ESSER funds to school districts to address the disproportionate impact of COVID-19 on prioritized student subgroups, such as children from low-income families, children with disabilities, English learners and students experiencing homelessness.
- **Expected Family Contribution (EFC)**. The amount a student or family is expected to contribute to a student’s higher education cost, calculated using a formula set in federal law that takes into account the family’s taxed and untaxed income, assets and benefits such as unemployment insurance and Social Security. EFC is used by Ohio to determine the OCOG amount for each qualifying student.
- **Ohio College Opportunity Grant (OCOG)**. An Ohio needs-based scholarship program that provides aid to eligible students attending public, private, nonprofit and for-profit higher education institutions.
- **Perkins V**. The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) provides funding for youth and adults to explore, select and follow CTE programs and career pathways.
- **Publicly Funded Child Care (PFCC) or child care subsidies**. An income-based child care assistance program that helps qualifying families pay for child care services for children under the age of 13 and children with disabilities up to the age of 18.
- **Step up to Quality (SUTQ)**. An Ohio-specific early childhood education five-star quality rating and improvement system.
- **The American Rescue Plan Act (ARPA)**. Federal funding provided to state and local governments to support their response to and recovery from the COVID-19 pandemic.



Education goals and recommendations

HPIO's [Social Drivers of Infant Mortality Advisory Group](#) prioritized the following policy goals and recommendations to improve educational attainment for families most at risk of infant mortality. See the [Action and Accountability report](#) for more information about the process of selecting the goals and recommendations. The goals below are numbered 6 and 7 from that report.

Goal 6. Strengthen early childhood education and family support programs

Increase the number of children participating in high-quality early childhood education and provide support to families with young children.

Recommendations	Implementation examples ⁴
<i>State and local recommendations</i>	
<p>6.1. Home visiting funding. State and local policymakers can increase access and funding for evidence-based home visiting programs.</p>	<p>Hamilton County: The Hamilton County Department of Job and Family Services funds home visiting services using the evidence-based SafeCare Augmented model.</p>
<p>6.2. Father engagement program funding. State and local policymakers can increase access and funding for evidence-based father engagement programs.</p>	<p>Cuyahoga County: The Cuyahoga County Fatherhood Initiative provides fathers with access to services and programming and increases public awareness of the importance of father involvement.</p>
<p>6.3. Early childhood education quality. State and local policymakers can increase funding and other resources for early childhood care and education programs that have not yet achieved a high-quality Step Up To Quality (SUTQ) rating.</p>	<ul style="list-style-type: none"> • Montgomery County: Preschool Promise helps young children in Montgomery County get ready for kindergarten, with the largest share of its budget spent on improving the quality of early childhood education programs in the area (specifically teacher quality and supporting early childhood educators). • Cleveland: PRE4CLE is a collective impact initiative working to expand access to high-quality preschool for all 3- and 4-year-olds in the city of Cleveland so that every child enters kindergarten ready to succeed.
<i>State-level recommendations</i>	
<p>6.4. Supports for early childhood care and education professionals. State policymakers can take steps to increase wages, such as implementing a wage schedule, facilitate career advancement and offer other workforce supports for frontline early learning professionals. (See specific recommendations from the Joint Study Committee on Ohio's Publicly Funded Child Care and Step Up to Quality Program final report.)</p>	<p>Washington, D.C.: In 2021, D.C. passed legislation requiring a task force to develop an early childhood educators compensation scale which considers educator role, credentials, and experience, and establishing the Early Childhood Educator Pay Equity Fund, which will be used to implement the compensation scale. In addition, D.C. has distributed pay supplements to eligible early childhood educators.</p>
<p>6.5. Supports for early childhood education startups. State policymakers can provide grants or other resources for new child care providers to cover the cost of starting an early childhood education center or business, especially in areas of the state that are child care deserts or that have a large number of children receiving publicly funded child care.</p>	<p>Texas: The Texas Workforce Commission offers funding for child care providers launching new businesses in child care deserts. This program is part of the state's larger Child Care Expansion Initiative.</p>

Goal 7. Reduce barriers to career-technical education and other postsecondary education programs

Increase funding and flexibility for career-technical education (CTE) and postsecondary education programs to expand access for secondary school students and older students returning to school, focusing on the needs of economically disadvantaged and Black students.

Recommendations	Implementation examples
State and local recommendations	
<p>7.1. Career-technical education funding. State and local policymakers can explore new funding models for CTE and increase funding to allow for expansion.</p>	<p>Delaware: The Delaware Pathways program prepares students for careers in health care, information technology, finance and engineering, by leveraging state, American Rescue Plan (ARPA) Elementary and Secondary School Emergency Relief (ESSER), Governor's Emergency Education Relief (GEER) and philanthropic funds.</p>
<p>7.2. CTE program and participation supports. With incentives and flexibility from the state government, local school districts can expand existing CTE programs through integration and collaboration with other districts, postsecondary institutions, businesses and community organizations. School districts can also provide year-round enrollment in CTE programs and increase non-traditional scheduling opportunities outside of the normal 8 a.m. to 3 p.m., late August to late May schedule that many schools follow.</p>	<ul style="list-style-type: none"> • Cleveland: The Cleveland Metropolitan School District partnered with the Port of Cleveland and United Airlines to establish the Davis Aerospace and Maritime High School, which focuses on career readiness through internships, project-based learning and industry-specific licensing and certification. • Akron: Akron Public Schools partners with ConxusNEO and Ford Next Generation Learning to provide career academies for in-demand jobs. Students are required to take at least one CTE course each year.
State recommendations	
<p>7.3. Supports for CTE instructors. State policymakers can provide flexibility and incentives for local districts to implement innovative approaches to increase the number of high-quality CTE educators.</p>	<ul style="list-style-type: none"> • Illinois, Indiana and Minnesota: These states participate in the business-funded Creating Entrepreneurial Opportunities (CEO) Program that pairs students with CTE industry experts on specific projects over the course of a year. • Alabama: Through a statewide grant program, Alabama supplements the salaries of industry expert CTE instructors from certain career sectors. The state also has a program to support CTE teacher certification.
<p>7.4. Postsecondary education incentives. State policymakers can increase opportunities for Ohioans to obtain quality postsecondary credentials by raising appropriations for the Ohio College Opportunity Grant.</p>	<p>Kentucky, Indiana and Pennsylvania: Most of Ohio's neighboring states provide far more need-based financial aid for college students. For example, Kentucky students received an average of \$2,563 per student in 2020, compared to \$706 per student in Ohio.</p>
<p>7.5. Postsecondary financial aid for older students returning to school. State policymakers can re-evaluate state-funded, needs-based financial aid programs to ensure that older students returning to school have access equal to that of students just finishing high school.</p>	<p>Massachusetts: The Massachusetts Department of Higher Education administers the Bridges to College for Adult Learners program, which supports adult college transition services that increase the number of low-income, underrepresented, entry-level adult workers in postsecondary education.</p>



Prioritizing recommendations for action

The goals and recommendations above address significant education challenges across Ohio. To make progress on these goals, you can work with partners in your community, including those affected and at risk of experiencing infant mortality, to identify which recommendations you will prioritize for action. When selecting recommendations on which to act, you can consider which goals will have the largest impact, are most important to advance equity and are feasible given the policy landscape and existing initiatives.

For more guidance on selecting recommendations to act on, see the [Recommendations Worksheet](#).



Recent policy activity

Policymakers at the state and local levels are engaged in addressing Ohio's early childhood education and postsecondary educational challenges. This section includes information on recent state and local policy activity related to the recommendations above.

Early childhood education and family supports

The early childhood recommendations on page 3 are primarily funded through federal and state sources but are administered at the local level. In some Ohio communities, funding is supplemented by local sources, such as private foundations or tax levies (e.g., income tax levy to expand preschool access in Dayton).

2024-2025 State Operating Budget (House Bill 33): Executive proposal

If enacted as proposed:

- An additional 11,525 children in families with low incomes would have access to high-quality early childhood education programs, through an increased allocation of \$46.1 million per year.⁵
- The income eligibility limit for publicly funded child care would increase from 142% of the Federal Poverty Level (FPL) to 160%.
- Increased funding for the Ohio Department of Health's Help Me Grow evidence-based home visiting program would allow 17,950 families to receive services.⁶
- Funding would increase for fatherhood engagement programs through the Ohio Fatherhood Commission.
- A new, standalone Department of Children and Youth would be created to serve as the state's primary children's services agency and facilitate and coordinate the delivery of children's services across Ohio, including home visiting and early childhood education.

The first four recommendations above were also included in Governor DeWine's [Bold Beginnings](#) plan.

Legislation from 134th General Assembly (GA) (2021-2022)

- **House Bill 45:** Exempted home-based child care providers and publicly funded child care centers at less than 25% of their state-certified capacity from the requirement to participate in Step Up to Quality (SUTQ) and eliminated the requirement for enhanced reimbursement rates for providers maintaining quality ratings.
- **House Bill 110:** The State Fiscal Year (SFY) 2022-2023 State Operating Budget increased Help Me Grow Home Visiting program funding by 26% (from \$32.7 to 41.2 million in each fiscal year) and expanded access to children of ages 3-5.

Local decisions

Local communities support early childhood care, education and family support programs in various ways. Municipalities can allocate additional funding for these services through tax levies or other funding sources. Additionally, local early childhood organizations can work together to share materials and resources, as well as apply for federal funding opportunities to support their goals. For examples of relevant local decisions being made in Ohio, please refer to the goals and recommendations section above.

Career-technical and postsecondary education

The career-technical and postsecondary education recommendations on page 4 are primarily funded through federal and state sources, such as Perkins V and the State General Revenue Fund. Local and private funding, such as local tax levies and philanthropic funding, are used to supplement and expand resources for CTE and postsecondary education.

2024-2025 State Operating Budget (HB33): Executive proposal

If enacted as proposed, the budget would:

- Increase the appropriation for industry-recognized credentials among high school students by 26.8% from \$20.5 million in SFY23 to \$26 million in each fiscal year.
- Increase funding for career-technical education enhancements from \$20.3 million in SFY23 to \$26.2 million in SFY24 and \$30.3 million in SFY25.
- Increase the appropriation for OCOG from \$112.5 million in SFY23 to \$216.5 million in SFY24 and \$346 million in SFY25 (over 90% increase in SFY24 and an additional 60% increase in SFY25).
- Broaden the allowable use of OCOG awards from covering only instructional and general fees to other costs of attendance such as mandatory fees and textbooks.
- Create the Ohio College Access Grant to support students attending community colleges and university regional campuses through need-based scholarships.
- Increase appropriations for need-based aid to support students in obtaining certificates and taking courses for in-demand fields from \$3.5 million in SFY23 to \$7 million in each fiscal year (SFY24-25).

Pending legislation in 135th General Assembly

- **Senate Bill 1:** Changes the Ohio Department of Education (ODE) to the Ohio Department of Education and Workforce, designates leadership by a gubernatorial appointee and reassigns most of the current duties of the State Board of Education and state superintendent of instruction (the agency's current leader) to agency staff.
- **House Bill 71:** Creates the Community Connectors Workforce Program under ODE to connect students to jobs and internships in their communities, and provide soft and professional skills training.
- **House Bill 98:** Prohibits state higher education institutions from reducing a student's institutional financial aid due to the student receiving one or more private scholarships, unless the sum of the financial aid and scholarships exceeds the total cost of attendance.

Legislation from 133rd and 134th General Assemblies (2019-2022)

- **House Bill 2 (133rd GA):** Created TechCred (a financial assistance program for businesses to upskill current and future employees) and the Individual Microcredential Assistance Program (enables Ohioans with low incomes who are partially or totally unemployed to earn a credential at no cost) and allocated funding.
- **Senate Bill 166 (134th GA):** Established financial incentives for Ohio businesses to provide work-based learning experiences to students in approved career-technical programs.
- **Senate Bill 135 (134th GA):** Permanently established the Second Chance Grant Program (initially created in HB1 10 of the 134th GA) to provide a one-time grant of up to \$2,000 to eligible students returning to college after previously disenrolling before earning a bachelor's degree.

Local decisions

Local communities support CTE and postsecondary educational attainment in several ways. For example, some local governments partner with institutions of higher education and philanthropic funders to provide financial aid to low-income students for postsecondary education. Local CTE programs facilitate access through decisions such as providing different scheduling and instructional options for students. In addition, local postsecondary education programs work together to share materials and resources, as well as apply for federal funding opportunities to support their goals.

For examples of relevant local decisions being made in Ohio, refer to the goals and recommendations section on page 4.



Advocating for change at the state and local levels

Advocacy plays an important role in creating policy change to improve community outcomes. There are many forms of advocacy, including educating and building relationships with policymakers, creating and convening a coalition, and lobbying for change to legislation. Anyone can advocate for state and local policy changes that improve educational attainment, reduce infant mortality and achieve equity, such as the recommendations above.

For more information and guidance on advocacy, see the [Advocacy Worksheet](#).



Collaboration with key partners

There are many complex systems and factors that contribute to improved education and infant health. Intentional, creative collaboration with a variety of partners across public and private sectors make it possible to amplify your efforts and make progress on the prioritized recommendations. Collaboration also allows partners to specialize. Your organization alone does not need to take on every recommendation above but can instead partner with others to strategically allocate resources and coordinate efforts.

Leaders and experts from the following entities are well positioned to strengthen early childhood education and reduce barriers to postsecondary education:

Federal

U.S Department of Education (DOE): This federal agency oversees and monitors the nation's education policies; administers and coordinates most federal assistance to education; collects data on schools; and enforces federal education laws, such as privacy and civil rights laws.

State

- **Ohio Department of Job and Family Services (ODJFS):** ODJFS administers Ohio's public assistance, workforce development, unemployment compensation, child and adult protective services, adoption, child care and child support programs.
- **Ohio Department of Education (ODE):** ODE oversees Ohio's public education system (612 public school districts, 49 joint vocational school districts and 362 charter schools) and monitors early learning programs and private schools. ODE also administers grant programs to support local initiatives.
- **Ohio Department of Higher Education (ODHE):** ODHE oversees higher education (public universities, regional campuses, community colleges and adult workforce and education aid centers) and manages state-funded financial aid programs.
- **Ohio Department of Health (ODH):** ODH administers the [Help Me Grow](#) home visiting program and manages a wide range of public health services, including the Special Supplemental Nutrition

Program for Women Infants and Children (WIC) and other family health services.

- **State Board of Education:** The State Board of Education governs ODE and selects the superintendent of public instruction, who leads ODE.
- **Ohio Commission on Fatherhood:** The commission supports programs that provide opportunities to fathers to improve economic stability, foster responsible parenting and promote healthy relationships.
- **Governor's Office of Children's Initiatives:** The Office of Children's Initiatives leads Governor DeWine's efforts in a variety of policy areas, including home visiting, quality child care, children's mental and physical health and the foster care system.
- **Governor's Office of Workforce Transformation (OWT):** OWT connects Ohio's business, training and education sectors to create opportunities for Ohioans to expand their skills and advance their careers. OWT also provides opportunities for older students to get job training for in-demand and high paying jobs by supporting career centers, apprenticeship programs and tech-focused schools.

Local, regional and private sector

- **Business advisory councils:** Required for all Ohio school districts and educational service centers, these partnerships between business and education leaders aim to include more relevant and work-based student learning opportunities and make the education system more responsive to regional economic drivers and needs.
- **Child care resource and referral agencies:** Seven private, non-profit organizations, serving as regional hubs, that provide professional development, technical assistance and other supports to early childhood, child serving and school-age programs and professionals and parents.
- **Local boards of education:** Each local board of education governs the local school district and appoints and evaluates the superintendent.
- **Local initiatives and organizations focused on increasing early childhood education enrollment and improving quality:** Examples include **Cincinnati Preschool Promise**, **Preschool Promise** (Dayton and Montgomery County) and **PRE4CLE**.
- **Local school districts:** Districts rely upon a combination of federal and state funding sources and local property taxes (income taxes in some cases) to operate primary and secondary education, including traditional K-12 instruction and programs such as College Credit Plus, CTE, and career academies.
- **Educational service centers (ESCs):** The 51 ESCs in Ohio provide professional development, specialized instructional programs, behavioral and health services, technology and fiscal and administrative services to local school districts. ESCs also assist ODE to implement state-level programs at the regional and local levels.
- **Local departments of jobs and family services (LDJFS):** These agencies oversee need-based public assistance programs at the county level, including medical and food assistance, child care subsidies, workforce development and unemployment support.
- **Institutions of higher education:** Public and private colleges and universities provide postsecondary education and other resources for students to reach their academic and career goals.
- **Joint vocational school districts (JVSD):** Career-technical planning districts that plan and provide CTE for students within member local school districts. Schools administered by JVSDs are often referred to as career centers.
- **Ohio technical centers (OTCs):** Overseen by the Ohio Department of Higher Education, OTCs are responsible for providing postsecondary CTE to adult students, including technical skill trades.
- **Local health departments:** These departments are tasked with protecting and improving the health of their communities, as well as preparing for and addressing health emergencies. Some local health departments administer home visiting programs or other family health services.
- **Philanthropic organizations:** Non-profit organizations that use donations and other assets to support various causes.
- **Early childhood care and education providers:** Often referred to as child care providers or preschools, these organizations supervise, teach and care for children, as well as prepare children for school.

- **Home visiting providers:** Local agencies that employ trained professionals such as nurses, social workers and other early childhood specialists to connect with expectant parents and parents of young children in their homes and use existing home visiting models and curriculums to provide one-on-one support for healthy parent and child development, early education and family needs. Many of these agencies contract with ODH to provide home visiting services through the Help Me Grow home visiting program.
- **Head Start Programs:** Federally funded early childhood education and support programs for children (from prenatal to age 5) who are living in poverty, with Early Head Start programs for pregnant women, infants and toddlers, and Head Start programs for preschool children of ages 3-5.
- **Employers:** Businesses are important partners in career training and workforce development.



Community engagement and cross-sector collaboration

Stakeholders can use the following best practices to develop productive partnerships with organizations in the education sector:

- Follow partners online:** Sign up to receive email newsletters and review materials from partners (blog posts, publications, reports, etc.).
- Find out what motivates them:** Learn about what might motivate other organizations to partner with you. Gather information about the goals, priorities, constraints and opportunities they face so that you can identify potential areas for mutually beneficial collaboration.
- Build relationships:** Relationships are foundational for any sustainable partnership. Take time to build trust and a positive rapport with community members and potential partner organizations.
- Let them know how you can help them:** Rather than telling potential partners how they can help you, focus on the resources and expertise you bring to the table and how partnership could benefit their mission or bottom line.
- Use effective messaging:** Keep your communications concise and simple, with a clear understanding of your audience and objective. Avoid using jargon and acronyms that may not be known outside of your organization/sector.

It is also important to engage community members when selecting, advocating for and implementing the education recommendations

on pages 3-4. Community members have first-hand experience that can guide your work on how to best implement the recommendations and benefit the most people. Considerations for engaging community members include:

- Build relationships and trust early in the planning process.** Establish strong connections and trust early in the planning process to avoid pitfalls or missed opportunities later.
- Extend and share power.** Invite and involve people from communities most at risk for infant mortality in each aspect of decision-making, including making sure they have the background information needed to fully participate.
- Recognize current and historical community context.** Be aware of successes and challenges from previous engagement efforts, including prior issues or conflicts that may have contributed to ongoing mistrust and disengagement. Understand that rebuilding trust may take time, and the profound effect that racism and other forms of discrimination have had on communities.
- Resolve barriers to engagement.** Assess and address any barriers that may prevent community members from participating in engagement efforts, including safe and accessible meeting locations, accessible meeting times, compensation and the provision of meals, child care and/or transportation.

For more guidance on collaboration with key partners, see the **Coalition-Building Worksheet**.



Data for action

Effective use of data can strengthen efforts to implement the education recommendations. Data makes it possible to:

- **Understand and prioritize:** Review existing data to better understand the scope, trends and inequities in education challenges. These insights can inform prioritization of specific goals and recommendations.
- **Advocate:** Pair data with stories to effectively communicate about the need for policy change.
- **Monitor:** Transparently share data as a tool to monitor change and hold decisionmakers accountable for progress.
- **Evaluate and improve:** Assess the impact of policy change over time and make adjustments to strengthen effectiveness, focusing on equitable outcomes with disaggregated data.

Figure 2 provides a list of relevant education indicators and data sources.

Figure 2. **Education indicators and data sources**

Indicator	Description	Source	Available breakouts
Educational attainment	Highest level of educational attainment for adults	U.S. Census Bureau America Community Survey	County, zip code, Census tract, race and ethnicity, age, gender, language
Preschool enrollment	Percent of 3 and 4 year-old children enrolled in a formal early childhood education program	Kids Count Data Center	Race and ethnicity
Kindergarten readiness	Ohio Kindergarten Readiness Assessment Revised results	ODE School Report Cards	County, school district, school building, disability status, race and ethnicity, gender, English learner status, economic disadvantaged status
Postsecondary credentials	Percent of adults with postsecondary credentials	Lumina Foundation's A Stronger Nation Tool	County, race/ethnicity, type of degree or credential
High school graduation	Percent of incoming ninth graders who graduate in four years from a public high school with a regular degree	ODE School Report Cards	School district, school building, disability status, race and ethnicity, gender, English learner status, economic disadvantaged status



State Plans and Initiatives

The following state plans and initiatives are relevant to the Action and Accountability recommendations:

- The **final report** of the Governor's Office of Children's Initiatives Eliminating Disparities in Infant Mortality Task Force includes recommendations and action steps related to family supports, such as increasing programming and economic resources for expectant and parenting Black fathers and the importance of culturally-competent home visiting for Black families.
- The **2020-2022 State Health Improvement Plan** includes strategies to decrease adversity among children, including early childhood home visiting and parenting support programs.
- The **COVID-19 Ohio Minority Health Strike Force Blueprint** includes recommendations to strength early childhood education (e.g., increasing the number of Ohio children served by high-quality child care and preschool/pre-K and reviewing funding for early learning programs).
- **Ohio's Plan to Raise Literacy Achievement**: A state literacy framework, based on scientific research and evidence, to guide language and literacy teaching and learning from birth through grade 12. It was originally developed in 2017 by a State Literacy Team convened by ODE and was updated in 2019.
- Since 2022, the Ohio Departments of Education and Higher Education have provided the **Equity for Each Competitive Grant** to local education agencies and organizations for the purpose of identifying and promoting promising practices that improve equity in CTE delivery. The grant is made possible by the **Perkins V** reserved funding, and grantees receive between \$25,000 to \$200,000 each.
- ODE's 2022 report on **Expanding Career-Technical Education in Ohio** includes strategies for expanding CTE and removing barriers that prevent students from taking and excelling in CTE. The strategies include rethinking the design of CTE, providing nontraditional scheduling for classes and expanding work-based learning.
- The **2020 Adult Learner Working Group report**, pioneered by the Ohio Department of Higher Education, recommends strategies to improve adult learners' enrollment in and completion of higher education.
- The **Ohio's 2023-2026 State Plan on Aging** provides strategies for improving home care workforce capacity through workforce investment and training, such as postsecondary CTE, career pathways and GED certification.
- In 2017, ODHE and ODE, in collaboration with the Governor's Office, established a **statewide postsecondary attainment goal for 2025** – that 65% of Ohioans, ages 25-64, will have a degree, certificate or other postsecondary workforce credential of value in the workplace by 2025.
- The Ohio Chamber of Commerce's **Blueprint for Ohio's Economic Future** provides strategies for economic growth and improvement in Ohio focused around education and workforce, sense of place, taxes and cost, business friendliness, innovation and collaboration and infrastructure.

To learn more

For more information and tools related to improving education policy, see the following:

- **2023 Early Childhood Dashboard**, Groundwork Ohio
- **Early Childhood Workforce Index 2020**, Center for the Study of Child Care Employment
- **State Committee on Computer Science 2022 report**, State Committee on Computer Science
- **Recruiting Special Populations into Career-Technical Education Toolkit**, Ohio Department of Education

Notes

1. NoghaniBehambari, Hamid, Mahmoud, Salari and Tavassoli, Nahid. "Maternal human capital and infants' health outcomes: Evidence from minimum dropout age policies in the U.S." *SSM – Population Health* 19 (2022). <https://www.sciencedirect.com/science/article/pii/S2352827322001422>
2. Din-Dzietham, Rebecca and Irva Hertz-Picciotto. "Infant mortality differences between Whites and African Americans: The effect of maternal education." *American Journal of Public Health* 88, No. 4 (1998): 651-656. <https://ajph.aphapublications.org/doi/abs/10.2105/AJPH.88.4.651>
3. A new approach to reduce infant mortality and achieve equity: Policy recommendations to improve housing, transportation, education and employment. Ohio Legislative Service Commission (2017). <https://www.healthpolicyohio.org/social-determinants-of-infant-mortality-advisory-group/>
4. HPIO did not conduct a comprehensive inventory of all states and local communities implementing these recommendations. Rather, HPIO identified examples that illustrate options for state and local-level efforts.
5. "Ohio's Time: Budget of the State of Ohio FY 2024-2025. Investing in Bold Beginnings." Office of Ohio Governor Mike DeWine (2023). https://archives.obm.ohio.gov/Files/Budget_and_Planning/Operating_Budget/Fiscal_Years_2024-2025/Factsheet/Bold_Beginnings.pdf
6. Ibid.



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