

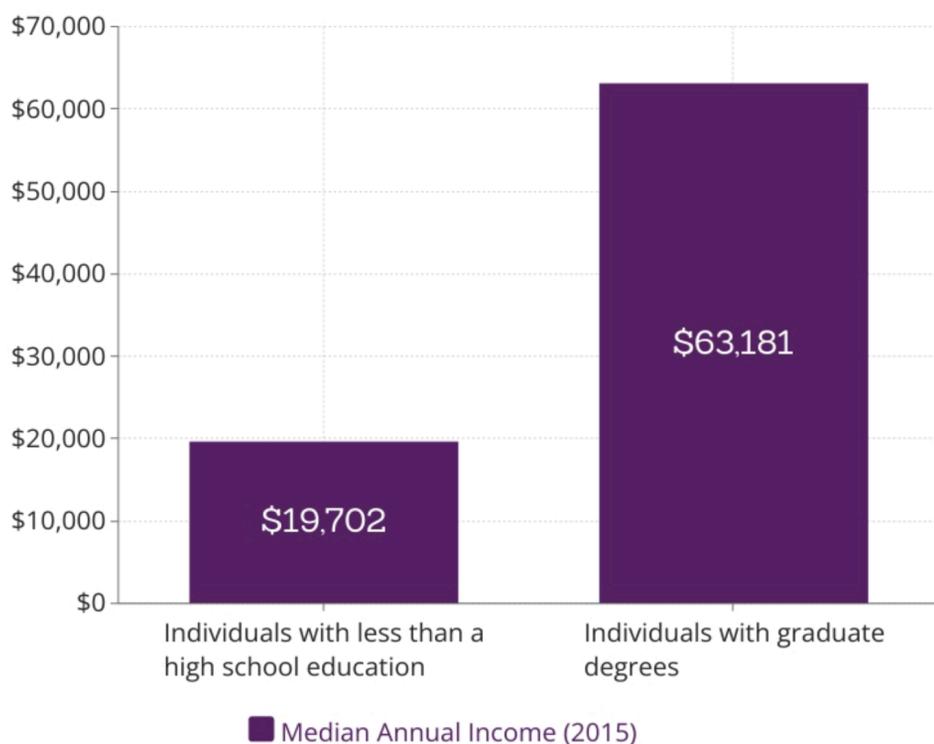


Introduction

In our current economic system, education is the foundation for financial security. More education will not solve the problems of low wages, involuntary part-time work, and industry shifts. However, promoting equitable access to education for all Ohioans is an important aspect of increasing economic stability in Ohio's families and communities to prevent IPV.

Economic stability and security begin with the opportunities we give children. Educational attainment is a major predictor of income later in life.⁵⁷¹ Increasing access to education can help address income inequality based on educational attainment.

In 2015 Ohioans with graduate degrees had a median annual income 3X higher than individuals with less than a high school education



Ohio School Funding

Educational opportunity is not **equitably distributed** in Ohio. Schools in **wealthier areas**, where students are disproportionately white, have **more money to spend per student** than in lower income areas where students are disproportionately Black and brown.⁵⁷² This discrepancy is due to Ohio's **overreliance on property taxes** to fund schools. The State Legislature has failed to adequately address the **unconstitutional school funding system** in Ohio in the 24 years since the first of four Supreme Court rulings.^{573,574}

Poverty does not cause intimate partner violence (IPV). Rather, the same conditions that create poverty also create the risk factors for IPV.

Several risk factors for IPV are related to economic and financial security. They range from personal factors to conditions affecting our entire society.

Economic risk factors for IPV Perpetration

Societal Factors: Income inequality

Community Factors: Neighborhood poverty, diminished economic opportunities, high unemployment rates

Relationship and Individual Factors: Economic stress

Strengthening household financial security and strengthening supports for workers and families are two ways to reduce risk for IPV perpetration in Ohio.



Homes in wealthier areas are **worth more than homes in poorer areas**, meaning they generate more money for local governments and **schools in property taxes**. The **state provides similar amounts of funding per-pupil** to both wealthy and poor school districts **without addressing disparities**.⁵⁷⁵ The result is that schools in wealthy areas have more money to spend per student than schools in poorer areas, despite research demonstrating **students living in poverty need more resources** from their schools.⁵⁷⁶

Columbus Area Per-Pupil Spending by Percentage of Students Facing Economic Disadvantage and Racial Demographics⁵⁷⁸

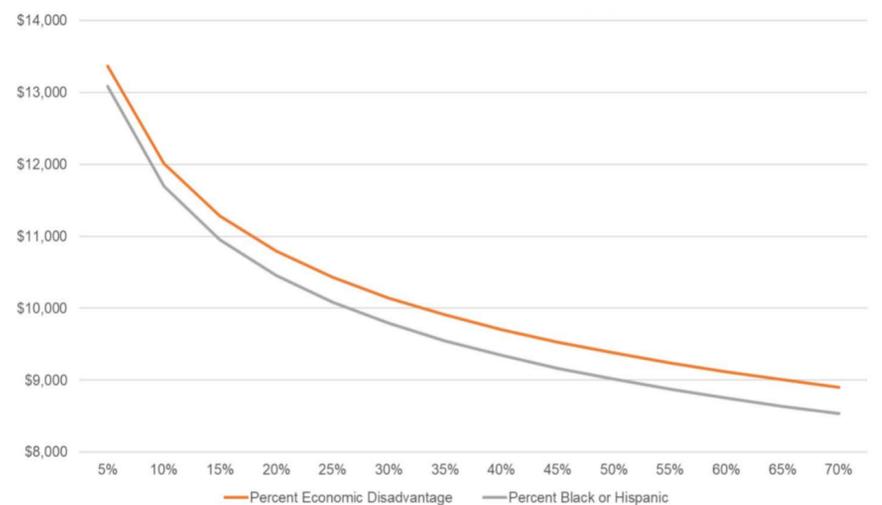
School funding in Central Ohio **exemplifies inequities** in school funding. Franklin County (Ohio's largest county) has 15 school districts. Information for each district's racial makeup, per-pupil spending, and the percentage of students facing economic disadvantage is available on the [Ohio Department of Education's website](#).⁵⁷⁷ The percentage of students facing economic disadvantage is a broader measure than the percentage of students living in poverty and covers more students.

The graph illustrates **the relationship between wealth, race, and school spending**. It contains the trend lines for the relationship between **per-pupil spending and student economic disadvantage (orange line) and the percent of the student population that is Black or Hispanic (gray line)**. Both lines are very similar. The more students in a district that face economic disadvantage and the larger the population of Black and Hispanic students, the less money the district spends per student.

Differences between districts are extreme. Grandview Heights Schools, a district that is 90.2% white with just 7.3% of students considered economically disadvantaged, spends \$14,965 per student. This amount is nearly double what Hamilton Local Schools and Whitehall City Schools spend (\$7,535 and \$7,882, respectively). Children in these districts experience poverty at higher rates (64.9% and 100%, respectively) and are less likely to be white (73.7% and 22.4% white, respectively) than children in Grandview.

The Columbus area is an example of **a statewide problem**. Ohio's **unconstitutional overreliance** on property taxes to fund primary and secondary schools **worsens longstanding racial and class-based inequities** in access to education. Children who need more resources to reach a baseline measure of success do not have access to them. Moreover, children whose families already have more resources to provide for them also receive more resources from their schools. This discrepancy makes it **harder for low-income students and students of color** to achieve academic success and to **find economic stability** and security as adults.

Columbus Area Per-Pupil Spending by District Demographics, 2018-2019



School Funding Barriers & Opportunities

Barriers

- Ohio's school funding system has been ruled unconstitutional four times in the last 24 years and it **has not** been fixed legislatively.
- The pandemic forced schools to balance community health with education. As a result, students from under-resourced communities lost the most. These educational losses are predicted to affect students for the rest of their lives.

Opportunities

- Ohio's legislators could reallocate state education funding more equitably.
- Ohio's legislators could increase public funding for Ohio school districts.

Policy Recommendations & Action Items

- Eliminate the school funding system based on wealth and property taxes
- Implement an equitable school funding system for education in the state of Ohio
- Increase public school funding

References can be found at <https://www.odvn.org/intersecting-pandemics/>