



TRI-COUNTY
CRADLE TO CAREER
COLLABORATIVE



Regional Education Report

A Baseline Report on Public Education in the Tri-County Region

www.TriCountyCradleToCareer.org

Community Leadership Council



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- Bank of America
- BB&T
- Mickey Bakst, Community Volunteer
- Nella Barkley, Community Volunteer
- Berkeley Chamber of Commerce
- Berkeley County Library System
- Berkeley County School District (BCSD)
- Berkeley Electric Cooperative
- Berkeley, Charleston, Dorchester Council of Governments
- Blackbaud
- Boeing South Carolina
- Cindy Bohn Coats, CCSD Board Chair
- Sen. Paul Campbell, South Carolina State Senate
- Charleston Area Convention and Visitors Bureau
- Charleston Area Justice Ministry
- Charleston County Public Library
- Charleston County School District (CCSD)
- Charleston Digital Corridor
- Charleston Leadership Foundation
- Charleston Metro Chamber of Commerce
- Charleston Promise Neighborhood
- Charleston Regional Development Alliance
- Charleston Restaurant Association
- Charleston School of Law
- Charleston Southern University
- Charleston Trident Association of Realtors
- Charleston Trident Urban League
- Children's Museum of the Lowcountry
- City of Charleston
- City of Goose Creek
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- Coastal Community Foundation
- College of Charleston
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- Cummins, Inc.
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Introduction

Letter from the Chair



A group of dedicated leaders from the tri-county region came together in 2012 to focus on our community's efforts for improving educational outcomes. Knowing education is key to the quality of life and the economic success of the region, we committed to a vision where **every child will graduate from high school prepared for either further education or a career in the modern workforce.**

Our region is fortunate to have countless partners already invested in this vision. From school districts using innovative instructional techniques, to businesses offering apprenticeships, churches providing mentors, community groups helping with homework, and non-profits and volunteers working directly in our schools, every day countless initiatives are joining with parents and teachers to help children learn and succeed. The Tri-County Cradle to Career Collaborative (TCCC) is a community movement supporting these partners in a "collective impact" approach to achieving a shared community vision.

As partners, we're committed to aligning efforts and working together, rather than in isolation. **Through collaboration, we know we can achieve more.** In dozens of regions throughout the country, collective impact has led to improved educational outcomes, and it holds great promise in our community where so many are committed to helping every child succeed.

This report establishes the starting point and marks the beginning of TCCC's work. Our aspirations are ambitious, yet we are confident in the will and the ability of this community to turn this vision into reality.

Our entire region shares the responsibility for making sure every child succeeds, and we hope you'll join TCCC as we rise to this challenge.

Anita Zucker
Chair

Our Vision



Every child will be prepared for school.

Every child will be supported in and out of school.

Every child will succeed academically.

Every child will graduate from high school prepared for either further education or employment in the modern workforce.

Every student enrolled in postsecondary education will complete successfully and will enter a career.

Our Story



Our community, working in partnership and guided by data, can, with time and persistence, transform the achievement gap currently affecting ALL children into education and economic opportunity for everyone.

A Unique Approach

"Every child is different and the obstacles to their educational success are complex, with many occurring outside of school and early in a child's life. What's distinctive about TCCC is our focus on the full range of factors affecting educational outcomes - from birth to workforce readiness - and our commitment to using data to identify what's working well, where improvement is needed, and what gaps need to be closed."

John C. Read, CEO
Tri-County Cradle to Career Collaborative



Charleston County School District

Data and Process



“Our teachers and administrators rely heavily on test scores and other data to shape our curriculum and improve instruction, making sure we meet the needs of each and every student in our district. More than just numbers and mandates, **data is an invaluable tool for helping our students reach their fullest potential** – after all, that’s what these tests are intended to do.”

Dr. Morris Ravenell, Superintendent
Dorchester School District 4

Driven by Data



The use of data to guide decision-making and make continuous improvements is a key element of the collective impact approach. Eight “Core Indicators” that mark milestones along a student’s educational path from birth to workforce readiness were selected based on national research and broad community input. These Core Indicators appear on the pages that follow and are expressed for the region as a whole, with a preliminary look at where we are and where we have been. Their exclusive purpose is to guide our collaborations and serve as the primary measures of our community’s progress.

Guided by Process



Core Indicators provide the starting point. The “Tri-County Region Improvement Process (TRIP!),” a nationally recognized continuous improvement approach tailored to fit our purpose, will guide community groups in identifying leading indicators and root causes that impede progress. These groups (“Networks”) will then identify program gaps and opportunities for improvement across the cradle to career continuum. More details on this approach and how it can be applied across the continuum can be found on page 14 “Moving Forward.”

Beyond the Classroom



Many factors that affect a child’s ability to learn are found outside the classroom and exist well before a child reaches school age. From prenatal care to strong relationships with positive adult role models, these factors can have a significant influence on a student’s likelihood for success.

This report highlights some of the initiatives TCCC partners have already implemented to address the social issues that impact educational outcomes for children in our community. By maintaining focus on both factors inside the classroom and beyond, we have the opportunity to help every child succeed.



Collective Impact

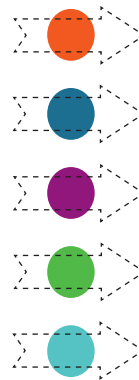
A New Approach for Maximum Impact



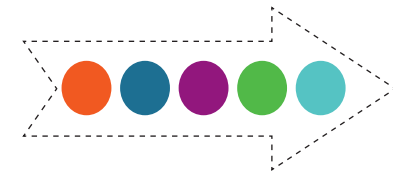
Isolation



Alignment



Collective Impact



Collective impact, the model on which TCCC is based, addresses large scale social issues involving multiple stakeholders through collaboration and trust. The purpose of TCCC is not to create new programs, but rather to facilitate greater collaboration among partners committed to improving educational outcomes in our community. In the past, most programs and initiatives have worked independently, often operating in silos and disconnected from other organizations with similar missions. Despite the deployment of significant resources, these efforts have not yet brought about the improvements needed to help every child succeed. No single organization can create the type of large-scale, systemic change we need, nor can our shortcomings be addressed by simply expanding any individual program. Instead, as partners committed to collective impact, we can encourage coordinated action, share information and knowledge, and help one another succeed independently, while also advancing the broader community vision that we share.

Beyond the Classroom: Business Involvement

“We believe advancing the cognitive, social, emotional and physical capacities of children at an early age will engage them in lifelong learning and put them on the path to succeed in school and in life. Initiatives such as TCCC underscore Boeing’s commitment to education and student wellness and ensuring all children have the opportunity to aim high, reach for the stars, and achieve their maximum potential.”

Jack Jones, Vice President and General Manager, Boeing South Carolina



TRI-COUNTY Demographic Trends

The tri-county region has experienced steady population growth in the last several years. That growth has brought positive economic change; however significant gaps and challenges remain.

Where We Are Now

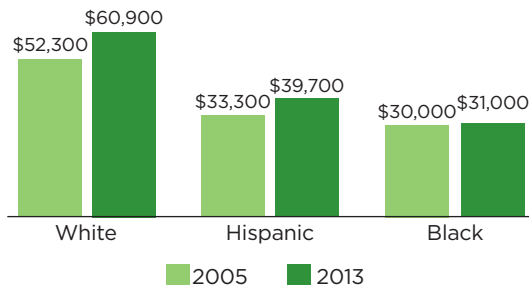
712,220 population in 2013
 104,190 public school students in four districts in 2014
 6,416 degrees granted by five local, non-profit institutions of higher education in 2013
 23% child poverty rate in 2013
 53% public school students (53,940) eligible for free / reduced lunch in 2013

Where We Have Been

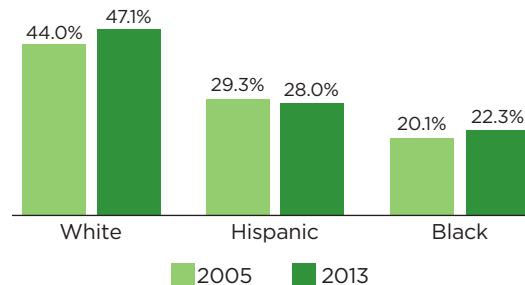
24% population increase since 2005
 11% increase in public school enrollments since 2008
 36% increase in degrees granted by these IHEs since 2005
 3 percentage point increase in child poverty rate since 2005
 7 percentage point increase (10,410) in public school students eligible for free / reduced lunch since 2008

Where We Have Gaps

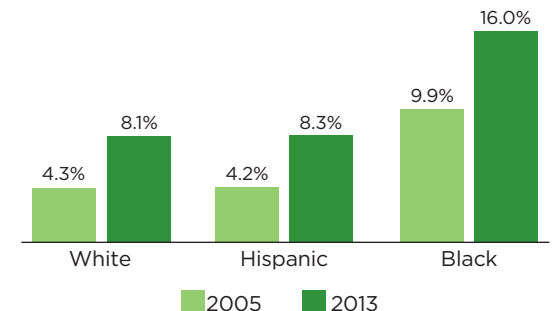
From 2005 to 2013, the gap in median household income between Blacks and Whites increased by 34%, while the gap between Hispanics and Whites increased by 12%.



From 2005 to 2013, the gap in attainment of 2-year degrees or higher between Blacks and Whites remained around 24%, while the gap between Hispanics and Whites grew from 14.7% to 19.1%.



From 2005 to 2013, the gap in unemployment between Blacks and Whites grew from 5.6 to 7.9 percentage points. There was virtually no gap in unemployment between Hispanics and Whites in either year.



Sources: US Department of Education, National Center for Education Statistics. US Census Bureau 2005 and 2013 American Community Surveys. SC Department of Education. SC Commission on Higher Education.

Kindergarten Readiness

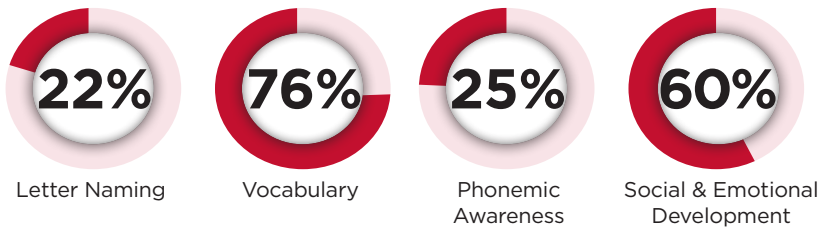
24% Proficient in Vocabulary | 40% Proficient in Social & Emotional Development*

Early childhood learning sets the foundation for school success. Children exposed to quality early learning are able to capitalize on their cognitive and behavioral skills to succeed in kindergarten. According to Child Trends, “Children who enter school with early skills, such as a basic knowledge of math and reading, are more likely than their peers to experience later academic success, attain higher levels of education, and secure employment. Absence of these and other skills may contribute to even greater disparities down the road.”

Where We Are Now

Nearly 80% of kindergartners lack proficiency in vocabulary, and 60% lack proficiency in social and emotional development.

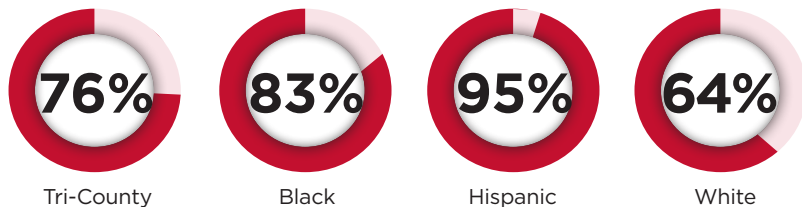
Percentage of kindergartners not proficient by subtest



Where We Have Gaps

Although there are differences in vocabulary performance by race/ethnicity, results show most tri-county children are not proficient in vocabulary by the time they enter kindergarten.

Percentage of kindergartners not proficient in vocabulary

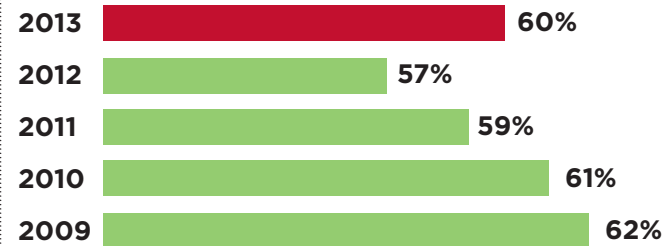


* Data are preliminary and likely to change. This is the first year that the specific assessment used here has been administered, so these data may be affected by factors such as test administration protocols, as well as student differences in readiness.

Where We Have Been

The National Institute for Early Education Research shows enrollment of SC 4 year olds in publicly funded Pre-K is 40%.

Percentage of SC 4 year olds not enrolled in publicly funded Pre-K



Children's Trust of SC reports SC ranks

43rd

in percentage of students not attending preschool

Beyond the Classroom: Health and Wellness

“We know that when a mother has good prenatal care, her baby is more likely to develop normally; we know that regular well-checks result in healthy growth and development; and we know that access to treatment gets kids back in the classroom and ready to learn. Simply put, we know healthy kids are better equipped to learn and that learning is the key to life success.”

Dr. David Cole
President, Medical University of South Carolina



CORE INDICATOR

3rd Grade Reading Proficiency

82% Proficient | Average Score of 656

Third grade marks a turning point for children – from learning to read to reading to learn. According to the Annie E. Casey Foundation, “Children who are not ready for school, who miss too many days, and who lose ground over the summer months are likely to miss 3rd grade reading milestones.” Students not reading on grade level by the end of 3rd grade are highly likely to fall even further behind and are four times less likely to graduate high school.

Where We Are Now

Most students are meeting or exceeding reading standards, yet far too many are not.

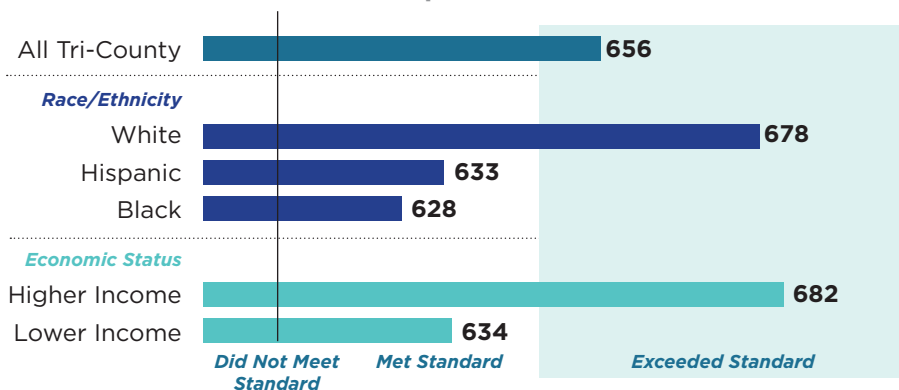
Number of 3rd grade students



18% of local 3rd graders did not meet reading standards.

Where We Have Gaps

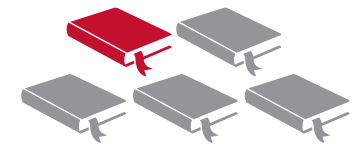
On average, lower income, Hispanic, and Black students scored more than 40 points below other students.



Where We Have Been

Year after year, the percentage of 3rd grade students not meeting grade level reading standards has remained consistent.

Percentage of 3rd graders not meeting reading standards



1-of-5

3rd graders are not meeting reading standards annually

Beyond the Classroom: Expanded Learning Time

“Research has clearly shown that expanded learning time can help address the achievement gap and reduce summer learning loss. Quality afterschool and summer programs are often able to connect students to community, cultural, civic, and business organizations that can truly help impact student success and help at-risk kids beat the odds.”

Dr. Terry K. Peterson
National Board Chair, Afterschool Alliance



8th Grade Reading Proficiency

72% Proficient | Average Score of 632

Proficiency in 8th grade reading performance often determines placement in high school college preparatory courses and access to high performing high schools, is a predictor for high school graduation, and is a critical milestone in the college and career readiness pathway. According to the Center for Public Education, “In the upper grades, students need advanced literacy skills to read and learn from the more sophisticated assignments and texts they receive for disciplinary studies, particularly in math, science, English, and history.”

Where We Are Now

Between 3rd and 8th grades, the percentage of students not meeting reading standards rises from 18% to 28%.

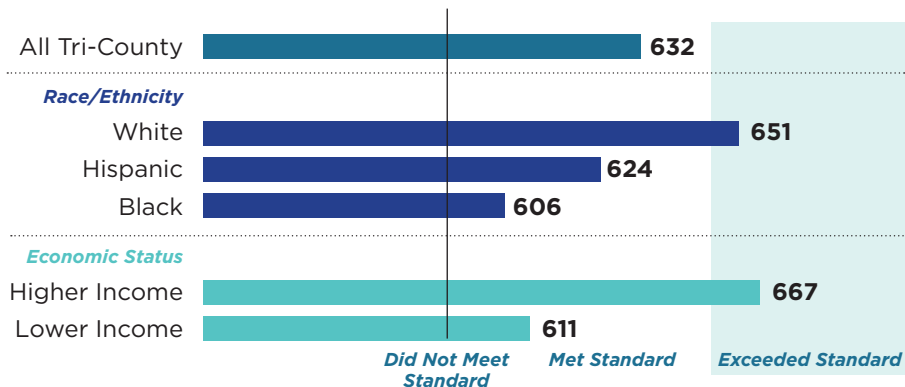
Number of 8th grade students



28% of local 8th graders did not read on grade level.

Where We Have Gaps

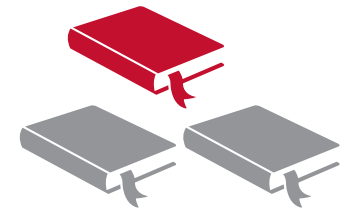
On average, lower income and Black students continued to score more than 40 points below other students.



Where We Have Been

The percentage of 8th graders not meeting reading standards has consistently remained near 30% since 2010.

Percentage of 8th graders not meeting reading standards



1-of-3

8th graders are not meeting reading standard annually

Beyond the Classroom: Social & Emotional Development

“The WINGS model differs significantly from standard youth development programs because it weaves a comprehensive social and emotional skills curriculum into after school programming for elementary school students. We recruit differently, train intensively, provide constant feedback, and closely monitor efforts and outcomes.”

Eleanor Smythe
Executive Director, WINGS for Kids



CORE INDICATOR

3rd Grade Math Proficiency

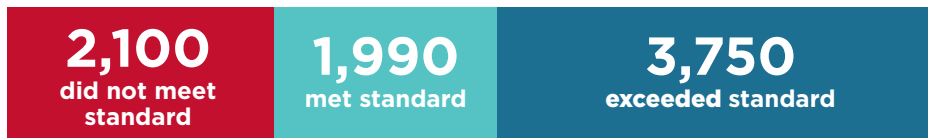
73% Proficient | 640 Average Score

Third grade math, where children acquire the building blocks for multiplication, division, and fractions, is a key checkpoint to make certain a child is on track to be ready for more advanced math. Proficiency in 3rd grade math correlates to 8th grade math placement.

Where We Are Now

While 3,750 students exceeded the math standard, 2,100 did not meet the standard.

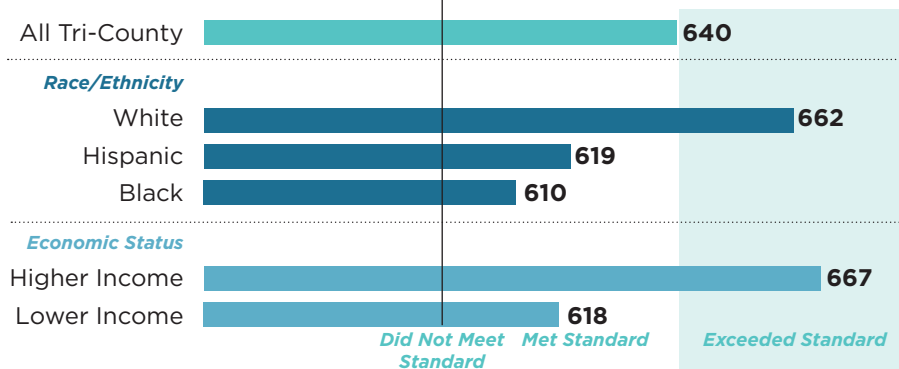
Number of 3rd grade students



27% of local 3rd graders did not meet math standards.

Where We Have Gaps

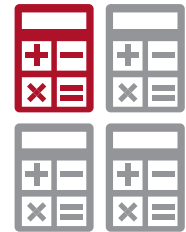
On average, lower income, Hispanic, and Black students scored more than 40 points below other students.



Where We Have Been

The percentage of 3rd grade students who did not meet math standards has remained consistent.

Percentage of 3rd graders not meeting math standards



1-of-4

3rd graders are not meeting math standards annually

Beyond the Classroom: STEM in Action

"It's critical students grasp the fundamentals of math early so they are able to stay on track in advanced math classes and have the building blocks for learning in other STEM-related areas. We have a shortage of skilled STEM professionals, and we know that's where many of the best future opportunities lie. Positively impacting the entire STEM learning ecosystem (home, school, afterschool and STEM-focused institutions) is important to the economic growth and success of our region."



Darren Prevost, Director, Lowcountry STEM Collaborative

8th Grade Math Proficiency

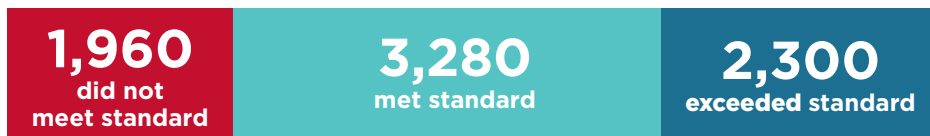
74% Proficient | Average Score of 637

Viewed as a gateway to advanced math and science, 8th grade math is a predictor of college success and career readiness. Studies have found students that did not pass 8th grade math exams were less likely to enroll in college. According to the American Institutes for Research, “Preparing all students for rigorous mathematics and science coursework in middle school and early in high school helps to close the achievement gap among students from differing ethnic and socioeconomic groups.”

Where We Are Now

The number of students who did not meet math standards is about the same in 8th grade as it is in 3rd grade.

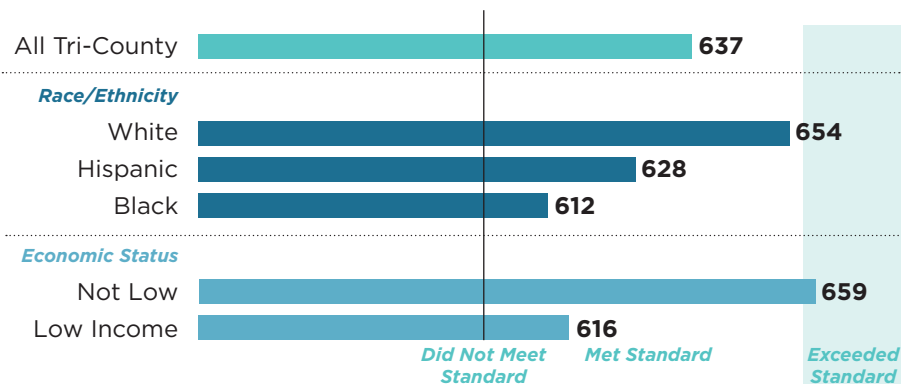
Number of 8th grade students



Over 25% of 8th graders did not meet math standards.

Where We Have Gaps

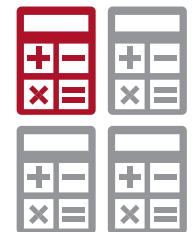
On average, lower income and Black students continued to score more than 40 points below other students.



Where We Have Been

The percentage of 8th grade students who did not meet math standards has declined.

Percentage of 8th graders not meeting math standards



1-of-4

8th graders are not meeting math standards annually

Beyond the Classroom: Nutrition

“At least one in four children in South Carolina struggles with food insecurity. Chronic food insecurity has many adverse consequences for children, including impaired cognitive function, compromised ability to resist illness, absenteeism at school, and higher levels of aggression, hyperactivity and anxiety. Backpack Buddies and School Pantry programs are a significant first step in improving both short and long-term outcomes among our at-risk children.”

Pat Walker, President & CEO, Lowcountry Food Bank



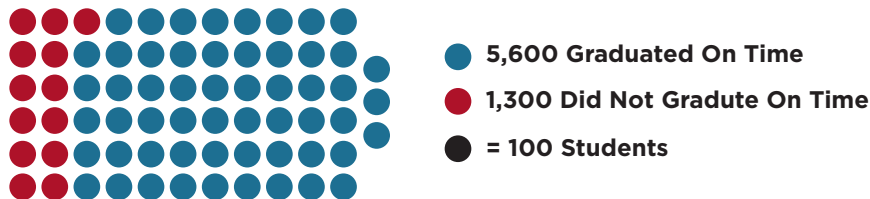
High School Graduation

81% On-Time Graduation Rate

High school graduation is a strong predictor of future quality of life. For many, it marks entry into postsecondary education. For those who don't graduate high school, a future of lower earnings and higher unemployment is likely. A 2009 Northeastern University study found each dropout costs our society ~\$260,000 in lost earnings, taxes and productivity. Dropouts are also more likely to be arrested or to have a child while still a teenager, creating additional financial and social costs.

Where We Are Now

19% of students did not graduate on time.

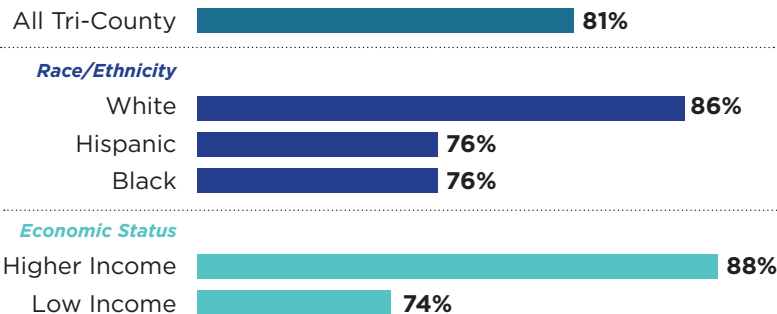


Where We Have Gaps

One of four Black, Hispanic, and lower income students did not graduate on time.



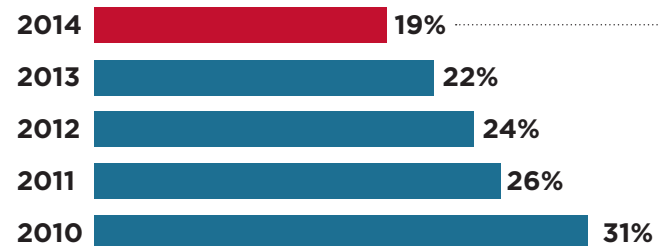
9-of-10
higher income students graduate on time.



Where We Have Been

There has been a steady improvement in the percentage of students not graduating within 4 years.

Percent of students that did not graduate on time



400

High school students dropped out in 2014

Beyond the Classroom: Engaged Adults

"We understand a positive parent or adult role model is THE key factor in student success. With it, students can weather the inevitable bumps of growth and continue to get stronger. Without it, students with great promise lose steam and fail to realize their potential. This is why we require participation from our parents and try to surround youth with additional adult role models."

Rev. Bill Stanfield, CEO, Metanoia



Postsecondary Enrollment

Local High School Graduates at any Institution of Higher Education (IHE) – TBD First-time Freshmen at Local IHEs (2013) – 6,630

Enrollment in higher education following high school places students on track for stable careers and self-sufficient wages. According to a 2014 survey by Achieve, “Approximately 50% of recent high school graduates report gaps in preparation for life after high school.” Federal statistics show up to 26% of all college freshmen need remedial courses - lower for four-year schools and as high as 60% for some two-year schools.

Where We Are Now

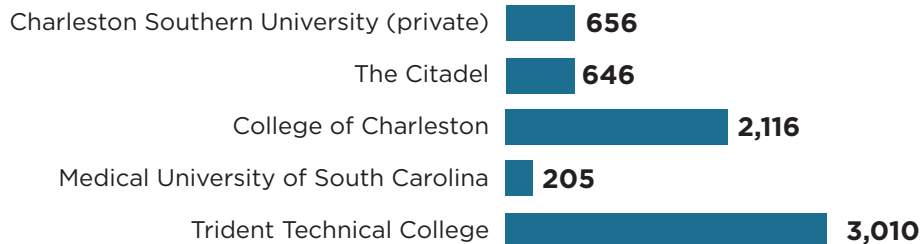
In 2013, nearly 3,000 local high school graduates enrolled in a SC non-profit two- or four- year IHE immediately following graduation.



We do not yet have information on enrollment patterns for graduates enrolled at other IHEs, including those that are private, for-profit, or out of state.

Over 6,000 students are enrolled as first-time freshmen in local IHEs from around the world. Trident Technical College accounts for 45% of all local first-time freshmen.

First-time freshmen enrolled in local IHEs



Where We Have Gaps

Performance disparities are evident in the postsecondary readiness gap.

First-time freshmen from local high schools enrolled at Trident Technical College, 63% of whom were lower income, did not pass 40% of the courses attempted during their first term. A significant percentage of local first-time freshmen at Trident Technical College required remedial coursework.

9 of 10
needed math
remediation

2 of 5
needed English
remediation

1 of 3
needed reading
remediation

Beyond the Classroom



Trident Technical College

Achievement Gap Issues

All children should have the opportunity to succeed. Although our region has seen positive educational improvements as a whole, there are stark disparities in academic performance of children from some socioeconomic and racial/ethnic backgrounds that have limited opportunities for success and warrant a closer look. This section looks at reading score achievement among student groups across the K-12 continuum; similar patterns are evident in math scores.

Our goal in acknowledging these unacceptable disparities is to start a conversation about ensuring ALL students have the opportunity to graduate high school prepared for either further education or employment in the modern workforce.

“The nation recognizes its social, civic and economic strength is directly linked to the strength of its public schools. But if every child is to have an opportunity for success, every student must have a true opportunity to learn.”

John H. Jackson,

President of Schott Foundation for Public Education

Where We Are Now

Disparities in achievement among student groups in the region are apparent at each key measurement point and are consistent with what we know about educational outcomes.

	Student Group	Not Reading at 3rd Grade Level	Not Reading at 8th Grade Level	Did Not Pass HSAP ELA on First Attempt	Did Not Graduate On Time
Students that start behind often find it difficult to catch up, resulting in diminished educational outcomes.	All Tri-County	18%	28%	8%	19%
	White	8%	17%	4%	14%
	Hispanic	30%	31%	16%	24%
A strong correlation exists between 3rd grade reading proficiency and high school graduation.	Black	29%	45%	13%	24%
	Higher Income	7%	15%	4%	12%
	Lower Income	27%	41%	13%	26%

Achievement Gap Opportunities

Focusing community-wide efforts on improving proficiency for struggling students would have the dual benefits of closing the achievement gap while also raising test scores for the region as a whole, thereby helping ALL students, regardless of income, race, or ethnicity, to have the same opportunity to succeed. Many of the efforts to improve educational outcomes across the region have proven successful in recent years; however, the majority of the increases in test scores have been among those students already meeting or exceeding standards - largely White and/or higher income students.

The rate at which White and/or higher income test scores has been improving is much faster than the rate of improvement by Black, Hispanic and/or lower income students, which results in an achievement gap that is widening even further. Those already proficient in reading and math are steadily improving, while those who are not meeting standards for proficiency are seeing much less improvement. Consequently, while average scores have increased - a good thing - the percentage of students not meeting minimum standards has not changed - not a very good thing.



Increase in Average Score from 2009 to 2014

Though all students have improved proficiency somewhat, the difference between progress rates among White and/or higher income and Black, Hispanic and/or lower income students results in widening achievement gaps.

	3rd Grade Reading	8th Grade Reading
All Tri-County	+ 10.0	+ 10.8
White	+ 15.8	+ 13.7
Hispanic	+ 9.2	+ 13.4
Black	+ 2.2	+ 4.5
Higher Income	+ 16.1	+ 16.8
Lower Income	+ 7.2	+ 2.0

Proficiency among White and/or higher income students is growing 2.2 to 8.4 times as fast as Black, Hispanic and/or lower income.



What We Know About the Achievement Gap

Key Issues

Children who start behind often stay behind.

Large gaps in achievement exist and in many cases are growing.

Gaps in student performance begin to appear in early years, and, when left unchecked, continue into early adulthood.

Opportunities

There is persuasive evidence that high quality early childhood programs can materially improve readiness for school.

Current approaches to closing these gaps are not sufficient; therefore, strengthening our approaches must become a high community priority.

In addition to improving kindergarten readiness, we must also focus our efforts on closing the gaps all along the cradle to career continuum.

Changing Demographics

According to the US Census, by 2023, more than half of the country's student population will be non-White, and, by 2042, the majority of the US population will be non-White. The National Center for Education Statistics has reported a 60% increase in the number of our nation's students that are attending high poverty schools since 2000. Twenty percent of children nationally and 23% of children in our region live in poverty.

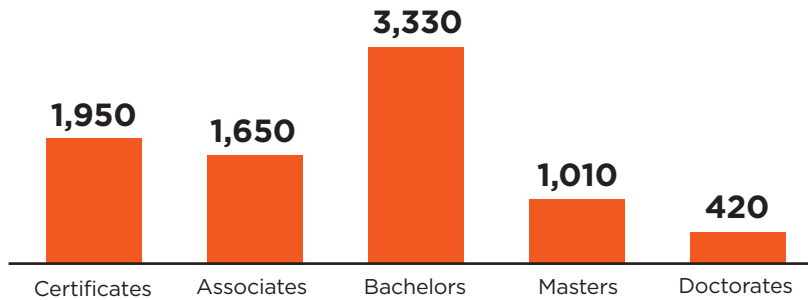
Postsecondary Completion

Local High School Graduates Completing Degrees at any IHE - TBD 6,420 Degrees Awarded by Local IHEs in 2013

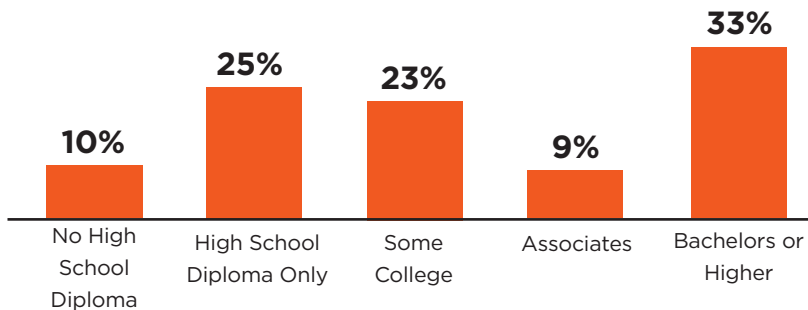
Completion of a higher education credential increases lifetime earning potential. According to the Brookings Institution Hamilton Project, college graduates earn an average of \$855,000 more over their lifetimes than high school graduates. In addition to higher income and reduced likelihood of poverty, completion of postsecondary education has also been linked to better health and increased civic participation.

Where We Are Now

Degrees/certificates awarded by local IHEs in 2013

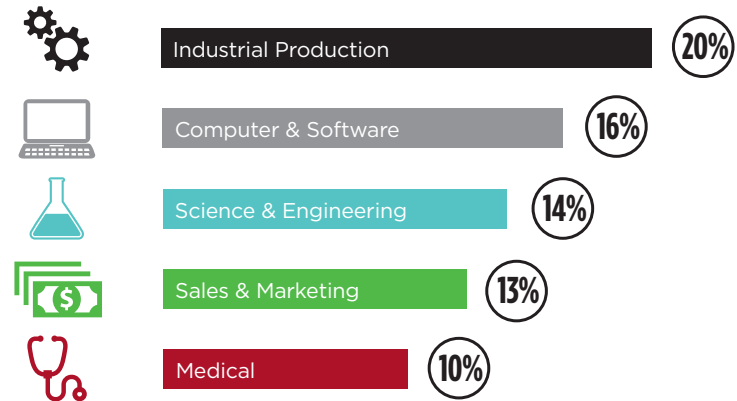


Educational Attainment of Tri-County Population 25 and Over



Where We Have Gaps

Based on projected employment growth, particularly in five key areas, there will be a workforce talent gap by 2018.



Beyond the Classroom: A Talent Shortage

*By 2018, it's estimated 25,000 new jobs will be created in our region, yet local high schools and IHEs are currently unable to meet this anticipated workforce demand. The Charleston Metro Chamber of Commerce and Charleston Regional Development Alliance have identified skills gaps in high wage and key growth industries. To complete the continuum, we must 'connect the dots' between the number of degrees and certificates awarded by local IHEs, the skills these credentials require, and the talent shortage facing our workforce.

Moving Forward

TCCC was established because our community leaders find unacceptable the persistent and growing disparity in opportunity that results from the achievement gap evident in this report. While causes and solutions may be uncertain, we collectively believe its continued existence is an impediment to ALL students. Gap-closing measures in support of children of color and children from lower income households will help every child reach his or her potential.

Next Steps

1. Setting Goals

We believe progress is best accomplished when it is measurable and measured. Over the next several months, TCCC will seek to establish consensus on ambitious but achievable time-based goals for each of the eight Core Indicators. This process will be led by our Board of Directors and Community Leadership Council members and will rely on input from stakeholders who are broadly representative of our diverse community.

2. Launching Networks

To facilitate the monumental task of supporting the educational success of every child in our region, TCCC is forming Networks to focus on the eight Core Indicators. Beginning with Kindergarten Readiness and High School Graduation, broadly diverse groups from the tri-county area will be brought together to begin work to “move the needle.” With the support of the TCCC staff and using a continuous improvement process (TRIP!) designed for this purpose, these networks will dive deep into the data to investigate the factors influencing student performance and to analyze what’s working well in and out of the classroom, what needs are unmet, and where to look for solutions. Networks will work together on factors that affect several indicators (e.g. health care and summer learning), and TCCC will facilitate access to other communities around the country that are focused on similar issues for shared learning.

3. Taking Action

Network recommendations for change will be transparent to school districts, community organizations, and funders, so resources can be directed in support of recommended changes. Each year for the foreseeable future, the TCCC will publish follow-up reports like this one on the community’s progress. We acknowledge solutions won’t come easily or quickly because the factors influencing student success are vast and varied, but we’re determined to persevere.

Join Our Partnership

Education is the responsibility of the entire community, not just the schools themselves, and successful collective impact calls for the engagement of a broad cross-section of stakeholders from different sectors. Although we are just getting started, many businesses, nonprofit and civic organizations, schools, educators, philanthropists, government agencies elected officials, and community volunteers from throughout the region have committed to partner through TCCC to improve educational outcomes. Additional partners are always welcome. To learn how you can get involved, visit

www.TriCountyCradleToCareer.org.



College of Charleston

About the Data

The eight Core Indicators and performance measures used to track progress have been selected on the basis that they are consistently available over time; produced by trusted sources; understood by local stakeholders; and actionable and results-oriented. For the Core Indicators associated with K-12, the data reflect the weighted averages for students from all four public school districts serving the tri-county area.

Student demographics of racial/ethnic background and income are provided by the South Carolina Department of Education (SCDOE). Because there is insufficient data on children of some racial/ethnic backgrounds, references in this report are limited to Black, White and Hispanic children. Students identified as lower income are those who have qualified for free or reduced priced meals based upon household income at or below 185% of the federal poverty line - roughly \$44,123 for a family of 4.

- Kindergarten readiness is measured by the mCLASS:CIRCLE assessment, a new tool used to assess all pre-K and K students who receive publicly funded education in SC.
- Proficiency in 3rd and 8th grade reading (ELA) and math is determined by the Palmetto Assessment of State Standards (PASS), a South Carolina test aligned to state-defined standards for what a child should learn each year. Two key PASS metrics guide our efforts:

the percentage of students who did not meet grade level standards for proficiency and the average score for all students. Knowing how many children fall short of the minimum standard for proficiency helps us support struggling students while also challenging those who are already proficient. Measuring progress on the average score enables us to focus our actions on ensuring EVERY child is on track for success. In 2015, PASS will be replaced by the nationally normed ACT Aspire test.

- High school graduation rates are the percentage of students who receive a diploma within four years of entering the 9th grade as reported to the SCDOE.
- Postsecondary indicators include students pursuing and/or completing two or four year undergraduate degrees or certificates from private and public nonprofit institutions of higher education (IHEs). Enrollment data currently reflect full time enrollment at the five IHEs in the tri-county region that offer programs for first time freshmen (Charleston Southern University, the College of Charleston, The Citadel, Trident Technical College, and the Medical University of South Carolina.) Completion data reflects undergraduate degrees or certificates awarded by local IHEs. We are working to gather data on enrollment and completion for local high school graduates matriculating at any IHE.



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Community Perspective

“Each of us must come to care about everyone else’s children. We must recognize that the welfare of our children is intimately linked to the welfare of all other people’s children. After all, when one of our children needs life-saving surgery, someone else’s child will perform it. If one of our children is harmed by violence, someone else’s child will be responsible for the violent act. The good life for our own children can be secured only if a good life is also secured for all other people’s children.”

Lilian Katz, Former President, National Association for the Education of Young Children





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