Our Commitment to Every Child

Our Call to Action

Our Partnering Organizations

Black or Hispanic students, and between lower-income students.

School suspensions hurt academic performance and may contribute to up to 20% of the Black-White achievement gap.

Our Path Forward

Our Call to Action

Our Partners

Our Focus

Our Commitment to Every Child

Our Call to Action

Regional Education Report: Chapter 2

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Business Community

• Educators & administrators

• Nonprofits

• Civic and philanthropic groups

• Elected officials & municipalities

• Businesses

• Families

• Service providers

• Educators & administrators

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Our Call to Action

Our Competition

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Partners in Education

Business Community

Education Partnerships

Families as Advocates

Families as Educators

Families as Community

Our Partners

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Our Focus

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Our Opportunity

Our Commitment to Every Child

Our Call to Action

Our Competition

Focusing resources on the children who need them most

Equity

Cultural Competence

Community Engagement

Our Partners

We Can Do Better... Opportunity for All

Our Opportunity

Our Call to Action

Our Competition

Social and economic policies, like zero-tolerance behavior rules and inequitable school funding mechanisms, have had

Not Reading at 3rd

3rd Grade Reading

40%

43%

45%

50%

60%

65%

70%

75%

80%

85%

90%

Schools throughout the region report that educational barriers, including families, educators and students

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Our Call to Action

Opportunity for All

Our Commitment to Every Child

Equity and inclusion are essential to the success of every student. Without equity and inclusion, too many children of color are falling behind, and too many students are not realizing their full potential. What we’ve learned, what key factors we must address, and what we’re doing to start moving the needle.

2021-2022 Regional Education Report

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Our Guiding Principles

Our Focus

• Civic and philanthropic groups
• Nonprofits
• Students

• Partners in Education

• Families as Advocates

• Focusing on the children who need them most
• Our Region
• Education Systems
• Policy and Practice

• Re-allocate resources and change policies and practices that have disproportionately negative impacts on students of color and contribute to the achievement gap; and

• Communicate the facts and raise awareness of the need for action.

Families as Advocates

• Family engagement is the starting point for educational improvement.
• Focusing on the individual child as a ‘whole child’ in order assure that every child is successful;
• Engaging students in decision making and student ownership in learning;

Families can make a difference.

The Tri-County Cradle to Career Collaborative is a community movement committed to improving educational outcomes for ALL students.

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Children only have 1 head start
and that head start is 0 to 5 years.

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 employment in the modern workforce or postsecondary degree or credential completion.

Every child will live in a community that is safe and healthy.

Every family will have access to affordable housing and health care.

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Every child will graduate from high school prepared for employment in the modern workforce or postsecondary degree or credential completion.
Every child will be prepared for school.

Children born into families and communities that experience poverty and developmental delays are more likely to experience poor outcomes. To provide equitable access to early learning, especially our most under-resourced, 4 year olds were served by a publicly-funded early childhood intervention for consistent medical assistance, meals from school breakfast/lunch programs, health care, Head Start enrollment, and Access and affordability to programs.

A Kindergarten Readiness Network (convened by Trident United Way) has gathered families, caregivers and other service providers to train and educate child care professionals, early childhood teachers, and support staff in recognizing, responding and preventing developmental delays for both children and their families.

Extended learning time that’s tied to classroom learning can help reduce out-of-school learning loss and improve academic achievement. Resources have been invested in our community to support children in many schools, yet too many schools fail to offer a level of academic rigor and a culture of high expectations, exceptional leadership and autonomy with accountability for our students. Partnerships involving schools and non-profits that aim to weave together instruction with supports to benefit the whole child. Partnerships involving schools and non-profits that aim to provide equitable access to opportunities.

Every child will be supported in and out of school.

Children’s early years form the foundation for every child to be prepared for school. Every child will be supported in and out of school. Every child will succeed academically.

Children need continuous, consistent support in the classroom and out of school to meet grade level standards. Too many schools and families experience disruption from year to year comparisons difficult and can expose students to the whole child, schools like Charleston Metro Chamber Network (convened by the Trident United Way) and Charleston Promise Neighborhood and some school districts without the supports needed to maintain improvements.

Children are entitled to the right to an education that promotes their physical and social-emotional development.

As part of their commitment to addressing the whole child, schools like Charleston Metro Chamber Network (convened by the Trident United Way) and Charleston Promise Neighborhood and some school districts in an afterschool program that offer educational support, meals from school breakfast/lunch programs, health care, Head Start enrollment and Access and affordability to programs.

Every child will succeed academically.

Many children face challenges in the classroom that are not measured by standardized tests. Every child will graduate from high school prepared for employment in the modern workforce or postsecondary degree or credential completion. Resources have  been invested in our community to support children in many schools, yet too many schools fail to offer a level of academic rigor and a culture of high expectations, exceptional leadership and autonomy with accountability for our students. Partnerships involving schools and non-profits that aim to provide equitable access to opportunities.

For every 100 students in the Class of 2003

- 2 of 3 are not college ready
- 3 of 10 local students enroll in 4-year degree programs

For every 106 students in the Class of 2018

- 1 of 3 are not college ready
- 7 of 10 local students enroll in 4-year degree programs

For the Class of 2018

- 45% of graduates enrolled in a 2-year institution or higher educational level in fall 2018
- 51% of graduates enrolled in a 4-year institution or higher educational level in fall 2018

Every child will graduate from high school prepared for employment in the modern workforce or postsecondary degree or credential completion.

As part of their commitment to addressing the whole child, schools like Charleston Metro Chamber Network (convened by the Trident United Way) and Charleston Promise Neighborhood and some school districts in an afterschool program that offer educational support, meals from school breakfast/lunch programs, health care, Head Start enrollment and Access and affordability to programs.

Children need continuous, consistent support in the classroom and out of school to meet grade level standards. Too many schools and families experience disruption from year to year comparisons difficult and can expose students to the whole child, schools like Charleston Metro Chamber Network (convened by the Trident United Way) and Charleston Promise Neighborhood and some school districts without the supports needed to maintain improvements.

Every child will graduate from high school prepared for employment in the modern workforce or postsecondary degree or credential completion. Resources have been invested in our community to support children in many schools, yet too many schools fail to offer a level of academic rigor and a culture of high expectations, exceptional leadership and autonomy with accountability for our students. Partnerships involving schools and non-profits that aim to provide equitable access to opportunities.

Children are entitled to the right to an education that promotes their physical and social-emotional development.

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Every child will be prepared for school.

- 3.56% proficient in 3rd grade reading
- 910 in 8th grade
- 1.85% proficient in 3rd grade reading
- 2,790 in 8th grade
- 36% proficient in 3rd grade reading
- 39% proficient in 8th grade reading

The absence of a cohesive system of support for our under-resourced children prior to kindergarten leaves many to start school socially, emotionally and academically unprepared. For each dollar invested in early childhood development, society saves $7 in future costs.

- 2-of-3 White students proficient in social and academic development
- 40% proficient in social and academic development
- 51% proficient in social and academic development

The group continues to show strong leadership in identifying and engaging families, caregivers and other service providers.

- Visit www.TriCountyCradleToCareer.org to get involved.

**WHAT WE'RE DOING**

- Meeting Street Elementary @Brentwood
- Connect families with schools by reaching
- Strong connections between families and schools can positively influence student achievement.

- A regional volunteer coordination project (pending funding) aims to help schools
- Match schools in need with volunteers to provide mentoring, homework help,
- Recruit, train and place volunteers. The project is expected to more effectively
- Support professional and personal development

**KEY FACTORS**

- Children who change schools frequently are often those who struggle the most.

- 9% children who change schools frequently

- 1,850 in 8th grade

**WHAT WE'RE DOING**

- 2 of 3 are not ready for kindergarten

- 2 of 3 are college graduates

- Key: at least 100 of 200 will graduate on time from a 4-year college

- According to the College Board, the South Carolina average ACT score for the Class of 2018 was 20.4.

**KEY FACTORS**

- South Carolina not only prohibits

- In an effort to understand barriers facing students from

- People who are not employed in full-time,

- Local employers identified 

- 67% of adults 25-64 hold an

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Our Call to Action

As an integral part of each target, gaps in performance scores between White students and students of color, and between lower and higher-income students, are present at nearly every school in the region, indicating systemic issues that must be addressed.

The evidence is overwhelming - public education in our region is failing to serve all children, and those gaps are growing at alarming rates. The gaps in academic performance between White students and students of color, and between lower and higher-income students, are present at nearly every school in the region, indicating systemic issues that must be addressed.

Schools represent an important leverage point to improve outcomes in society, and yet a large gap exists between those schools serving predominantly high-income students and those serving predominantly lower-income students. Yet in the majority of schools in our region, low-income students are disproportionately represented, especially when compared to their representation in the region as a whole.

In some schools, 90% of the students are poor, while only 5% of students in the region are poor. The Black-White achievement gap and the size of the gaps in college-going rates and graduation rates are a powerful call to action for schools, districts, and other entities that work at the intersection of education and community development.

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Our Targets

Student Group

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>50th Percentile</th>
<th>75th Percentile</th>
<th>85th Percentile</th>
<th>95th Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Tri-County</td>
<td>43%</td>
<td>58%</td>
<td>72%</td>
<td>85%</td>
</tr>
<tr>
<td>Black</td>
<td>40%</td>
<td>54%</td>
<td>68%</td>
<td>81%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>45%</td>
<td>60%</td>
<td>75%</td>
<td>88%</td>
</tr>
<tr>
<td>White</td>
<td>47%</td>
<td>62%</td>
<td>77%</td>
<td>90%</td>
</tr>
</tbody>
</table>

**WHAT WORKS?**

- **Early Childhood Development:** High-quality early education programs can improve school readiness and academic achievement for young children.
- **At-Risk Youth Engagement:** Interventions targeting at-risk youth can improve educational outcomes and reduce dropout rates.
- **Parental Involvement:** Programs that increase parental involvement in their children’s education can improve academic performance.
- **Community Partnerships:** Collaboration with community partners can provide additional resources and support for students.
- **School Improvement:** Systems that identify and address school improvement opportunities can lead to better outcomes.

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Our Commitment to Every Child

Focusing resources on the children who need them most is the ultimate goal. In the coming year, we will work with the community to refine these targets to ensure they are both ambitious and measurable. For example, our 2025 targets for 3rd grade reading proficiency and 8th grade reading proficiency are already too ambitious to achieve. We will work with partners to redefine these targets to ensure they are both ambitious and measurable.

As an integral part of each target, gaps in performance scores between White students and students of color, and between lower and higher-income students, are present at nearly every school in the region, indicating systemic issues that must be addressed.

Our Competition

Core Indicator 2015 2025

- Kindergarten Readiness: Rise from 36% to 85%
- 3rd Grade Reading: Rise from 36% to 85%
- 8th Grade Math: Rise from 36% to 85%
- Not Ready for College Math: Drop from 85% to 15%
- Not Ready for High School Diploma: Drop from 85% to 15%

**WHY THE WALLS?**

- **Workforce Readiness:** Preparing students for the modern workforce requires a focus on both academic and social-emotional skills.
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- **School Improvement:** Systems that identify and address school improvement opportunities can lead to better outcomes.
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We Can Do Better...

- **Our Partners:** Nonprofits, Schools, districts & colleges, Civic and philanthropic groups, Elected officials & municipalities, Businesses, Community organizations, Students, Parents
- **Our Focus:** Focusing resources on the children who need them most, Strengthening connections with other education partners, Advancing a coherent state and federal policy agenda, Communicating the facts and raising awareness of the need for systemic change in K-12 education, Partners in Education, Families as Advocates, Adult learners 25-64, Adults ages 25-64 with postsecondary degrees, Adults 25+,
- **Our Path Forward:** The Regional Education Report offers a clear path for systemic change in K-12 education. The report highlights the progress we have made and the challenges we still face. We must continue to work together to ensure that every child has access to a high-quality education.

Regional Education Report: Chapter 2

Status Report on Public Education in the Tri-County Region

Special thanks to our data analysts at the NC Department of Public Instruction and our community partners.

www.TriCountyCradleToCareer.org

BERKELEY | CHARLESTON | DORCHESTER

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