



2015 Cradle To Career Readiness Report Card



Washington County, MD

The Greater Hagerstown Committee (GHC) is a non-profit 501(c)(3) corporate body established in 1987 to bring stakeholders and community leaders together to discuss issues of importance in our region. GHC's mission is to identify community needs and, by applying the time and talents of its members, to be a catalyst for consensus and change.

As part of GHC's operational structure, various committees or forums meet regularly to discuss and research issues, identify resources, and facilitate conversations necessary to advance initiatives that make our region a better place to live, work, and play. GHC's Education Forum is one of these committees, including GHC members as well as representatives from various local education institutions such as Washington County Public Schools (WCPS), Hagerstown Community College, University System of Maryland at Hagerstown, Washington County Free Library, and Kaplan University.

GHC's Education Forum's mission is "to research and promote specific courses of action designed to have a positive impact on employment and education in the greater Hagerstown region." Since 2011, the forum has focused its attention on promoting post-secondary education as a means for personal advancement and to develop a better educated local workforce for our business community. Currently, Washington County ranks in the bottom 25% of Maryland counties with respect to the percentage of population with a Bachelor's degree or higher.

WCPS and our higher education partners have been working on a variety of strategies aimed at encouraging students to continue their post-secondary education and training. These strategies seek to improve the County's educational

attainment levels by breaking down the barriers that keep students from pursuing college or post-secondary training. However, in order for our community to be more competitive at attracting high-tech businesses and to improve the overall economic health, we need to continue to work together to improve the educational attainment level of our citizenry.

As part of any strategic plan to move forward, our community must have the data necessary to assess our current condition and track our progress. Local college and career readiness data is currently available from a variety of different resources. However, the community benefits if this information is gathered into one document - The Cradle to Career Readiness Report Card for Washington County.

The following Report Card, prepared with the help of our local educational institutions, includes data and statistics the community can use to track its progress and assess its educational strengths and weaknesses. In addition, the Report Card contains information that highlights the value of pursuing post-secondary education as a means to improve one's quality of life.

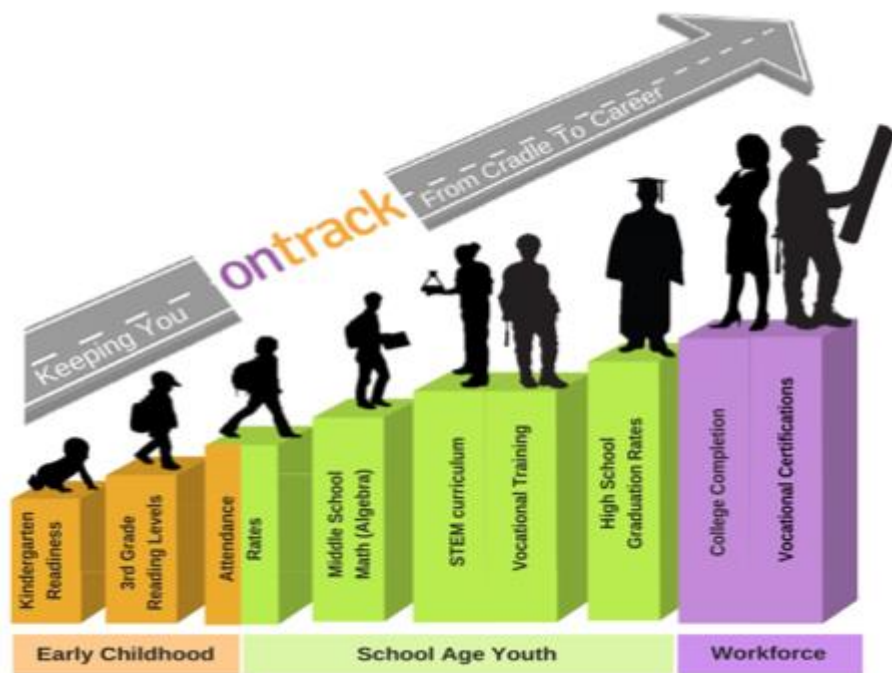
This document is updated in the fall of each year, in order to bring annual attention to this important community issue. We thank the many educational partners for their help in obtaining local data and their service on our forum. We look forward to continuing to partner together in the years ahead to support new strategies that positively impact education and employment in the greater Hagerstown region. To learn more about GHC, please visit our website at www.greaterhagerstown.org.

Jeanne Singer

Dr. Mitesh Kothari

Co-Chairs of GHC's Education Forum

Washington County



Our vision: Every person in Washington County is prepared to thrive in a 21st Century workforce, producing self-reliant and engaged individuals who strengthen our local economy and community.

Our mission: Align public, private, and non-profit resources and opportunities from cradle to career, empowering individuals to maximize their potential through educational and vocational endeavors.

Our story: National research shows the growing need for a more educated workforce to fill tomorrow's jobs. According to the Lumina Foundation, within the next ten years 60% of U.S. citizens will need a two year college degree or higher or an advanced vocational certificate for the United States to be competitive in a high-tech global economy. Washington County only has an estimated 32.9% of its population with these educational or vocational training levels. (United States 43.8%, Maryland 50.2%)

OnTrack is a coalition of independent community partners focused on improving the educational attainment levels of Washington County residents in order to strengthen our local economy and improve our community's quality of life. A variety of educational, business, philanthropic, and civic leaders began meeting in January 2015. Together they plan to create a cradle to career support system empowering citizens to acquire the educational or vocational training necessary for lifelong success. They will craft a strategy to educate the public on the need for an educational movement in our community. With significant input from community stakeholders and based on local and national research and data, the role of OnTrack is to:

- Facilitate a community vision and agenda for college and career readiness
- Define and articulate the educational and vocational challenges facing the community
- Establish shared measurements and local benchmarks for college and career readiness, share this annual data with the community to openly track our progress, and use the data to advance evidence-based decision making among stakeholder organizations
- Encourage and facilitate collaborations and strategic action designed to address our educational and vocational challenges

To find out more about the OnTrack cradle to career initiative visit: www.OnTrackWC.org

Cradle To Career Benchmarks And Significant Indicators For Future Success:

Kindergarten Readiness –The first five years of life are critical to a child’s lifelong development and set the stage for future development and success in school and life. Studies show that at least half of the educational achievement gaps between children already exist at kindergarten entry. The larger the gap at school entry, the harder it is to close. If we want all children to read proficiently by third grade and to grow into healthy teens and productive adults, then we must make wise investments in the early years.

Early Grade Reading – Children who are not reading proficiently by 3rd grade are widely seen as being in academic crisis. Studies have shown that children who read significantly below grade level by 3rd grade continue to struggle in school as courses in math, science, social studies, etc. begin to incorporate reading into their curriculum. Children that are not proficient readers by 3rd grade have higher dropout rates and are less likely to enroll in college.

Attendance Rates – Research has shown that students who attend school regularly and on-time are far more successful in school than students who do not. Also, students who have chronic attendance problems have a higher incidence of dropping out of school. Finally, poor attendance is one of the number one complaints of employers, so we need to start these strong, positive habits early.

Middle Grade Math – The middle grades are framed as a critical period of transition between the foundational concepts presented in elementary math classes and the more abstract upper-level math classes that are traditionally associated with the high school level. Basic algebra is the first in a series of higher-level math classes students need to succeed in college and in life. Studies show that children taking Algebra I by 8th grade have a much higher chance of going on past high school. We need to follow this benchmark to track our children’s interest in Math and Science.

STEM curriculum - STEM education creates critical thinkers, increases science literacy, and enables the next generation of innovators and entrepreneurs. Innovation leads to new products and processes that sustain our economy. It is clear that the majority of jobs in the future will require a basic understanding of math and science, requiring significant preparation in STEM areas.

Vocational Training – A highly-trained workforce is the backbone of a strong, diverse economy. Vocational training in high school allows for a more diverse model of education that emphasizes the importance of providing alternatives for people who may not choose or enjoy the traditional academic setting. In addition, it allows for students to gain hands-on knowledge of various local workforce needs.

High School Graduation Rates – H.S. graduation rates reflect our community’s ability to provide a strong K-12 education system that prepares our students for college or career. We currently maintain strong graduation rates above 90%.

Post-secondary enrollment rates (which includes vocational programs and college) - Tracking the enrollment rates of college students or those enrolling in vocational certification programs helps track our community’s progress in promoting the need and value of a highly trained and educated workforce. In addition, they can be used to highlight barriers to post secondary education for various subgroups.

College Completion Rates- In addition to initiatives that get a student to enroll in college or vocational training, there’s also a growing effort to make sure students complete the degree that they start. In Washington County, over 20% of our population has some college, but for various reasons did not get their degree. Creating strategies that encourage and support this sector of our population to finish what they started will increase the size of our skilled workforce and raise the income levels of our citizenry.



**“There is no
elevator to
success. You have
to take the stairs.”**

**County's Average Wage
In 2014****

**\$18 per hour
\$728 per week
\$37,827 per year**

2015 Reality Check*

**Do you know what it costs
to live on your own?**

Wages Needed To Afford:

- One bedroom apartment
- Cell phone, Internet, and Basic Cable
- Used Car
- Healthcare (\$400 per month)
- Meager Lifestyle

Eating meals at home, laundromat, basic utilities, minimal entertainment and personal expenses, no extra money for savings, vacations, etc.



**That's About the Average Wage
of a High School Graduate -
\$660/Week**

Local Jobs, Average Salaries, and Education Required

Wages Shown Are National Averages Based On Full Time Employment

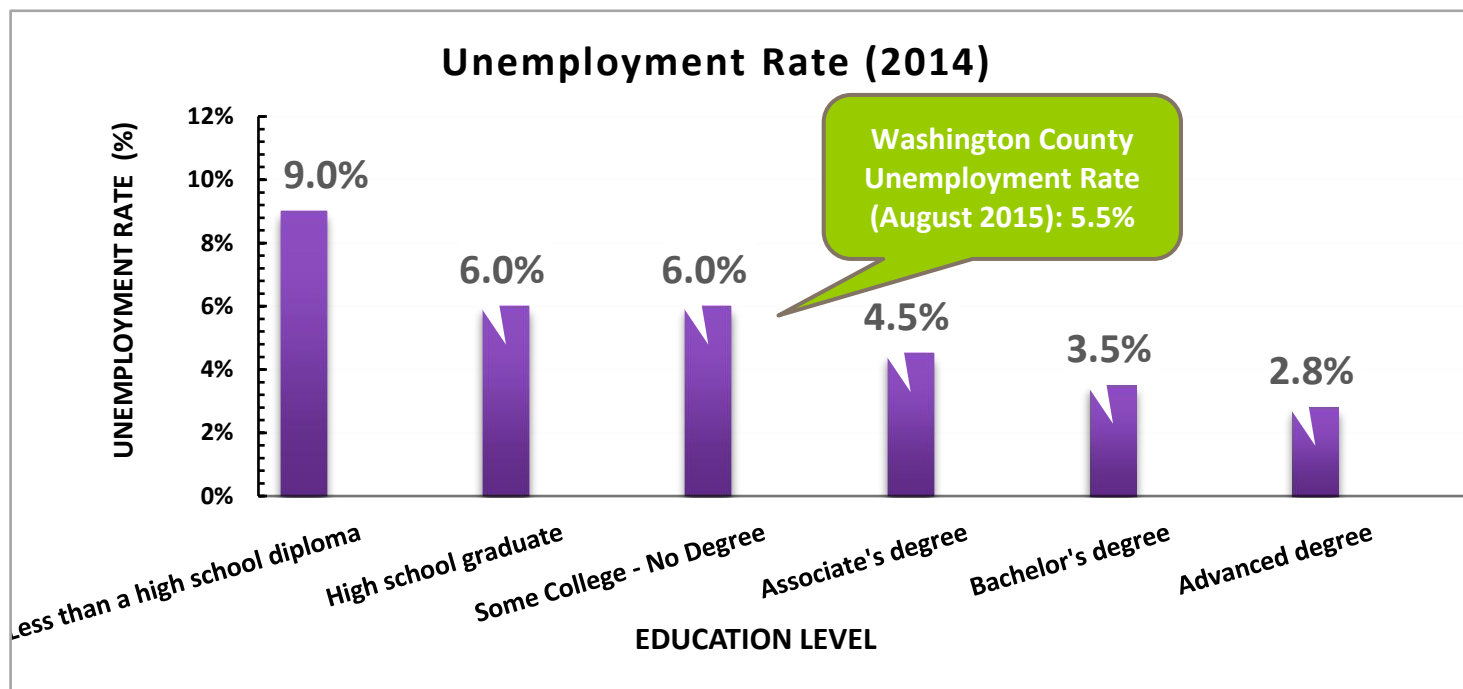
Washington County Wages May Be Lower.

Occupation
Baker
Cashier
Chef/cook
Correctional officer
Customer service
Drywall
Warehouse
Avionics
Computer
Dental
Electrician
HVAC
Plumber
Medical
Medical
Nurse
Clinical
Police
Truck
Accounting
Aerospace
Biological
Computer
Micro
Personnel
Social
Teaching
Librarian
Mathematics
Education
Education
Statistics
Dentist
Lawyer
Pharmacist
Physician
Physician
Post-secondary
Veterinarian

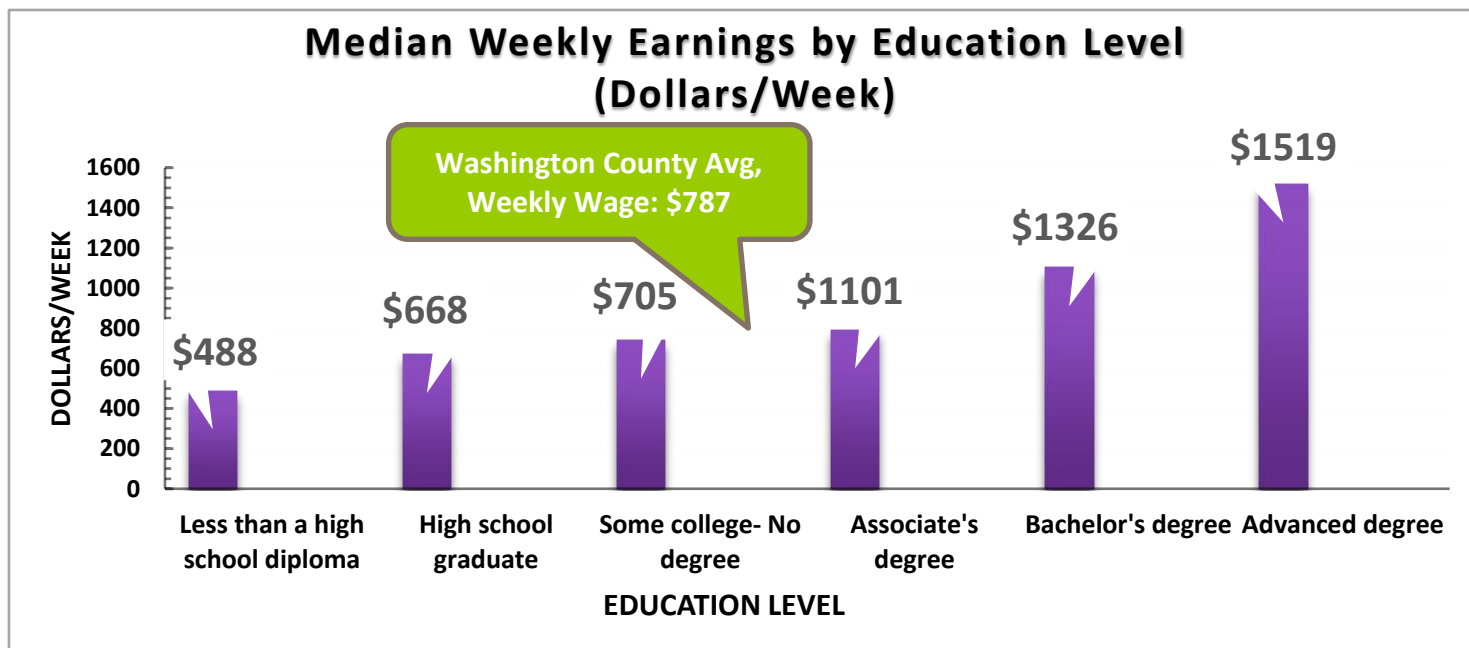
*Source: Bureau Of Labor & Statistics – http://www.bls.gov/oes/current/oes_nat.htm#00-0000

All salaries reflect national averages. **Local education institutions within Washington County can provide some or all of the education and training needed for all of the jobs listed – check with the education institution for details.**

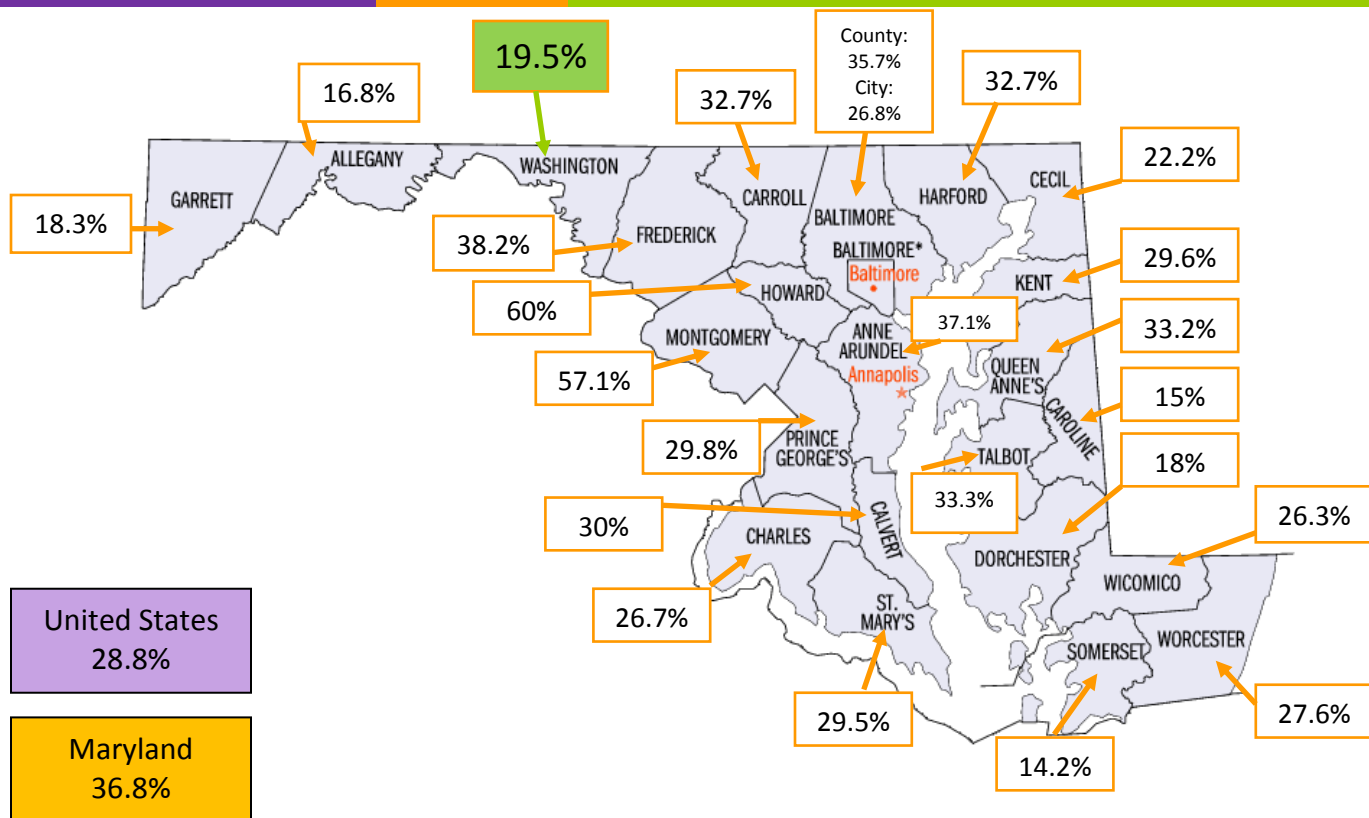
Education Employs, Pays, and Improves Your Quality of Life



A person with a Bachelor's degree is almost twice as likely to be employed and earns almost twice as much as a person with a high school diploma.
(\$658 more per week or \$34,216 more per year).

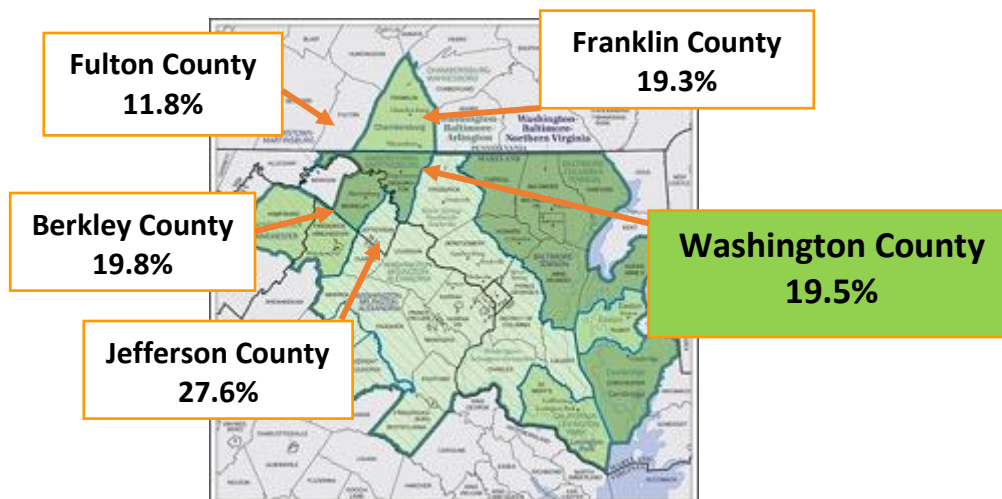


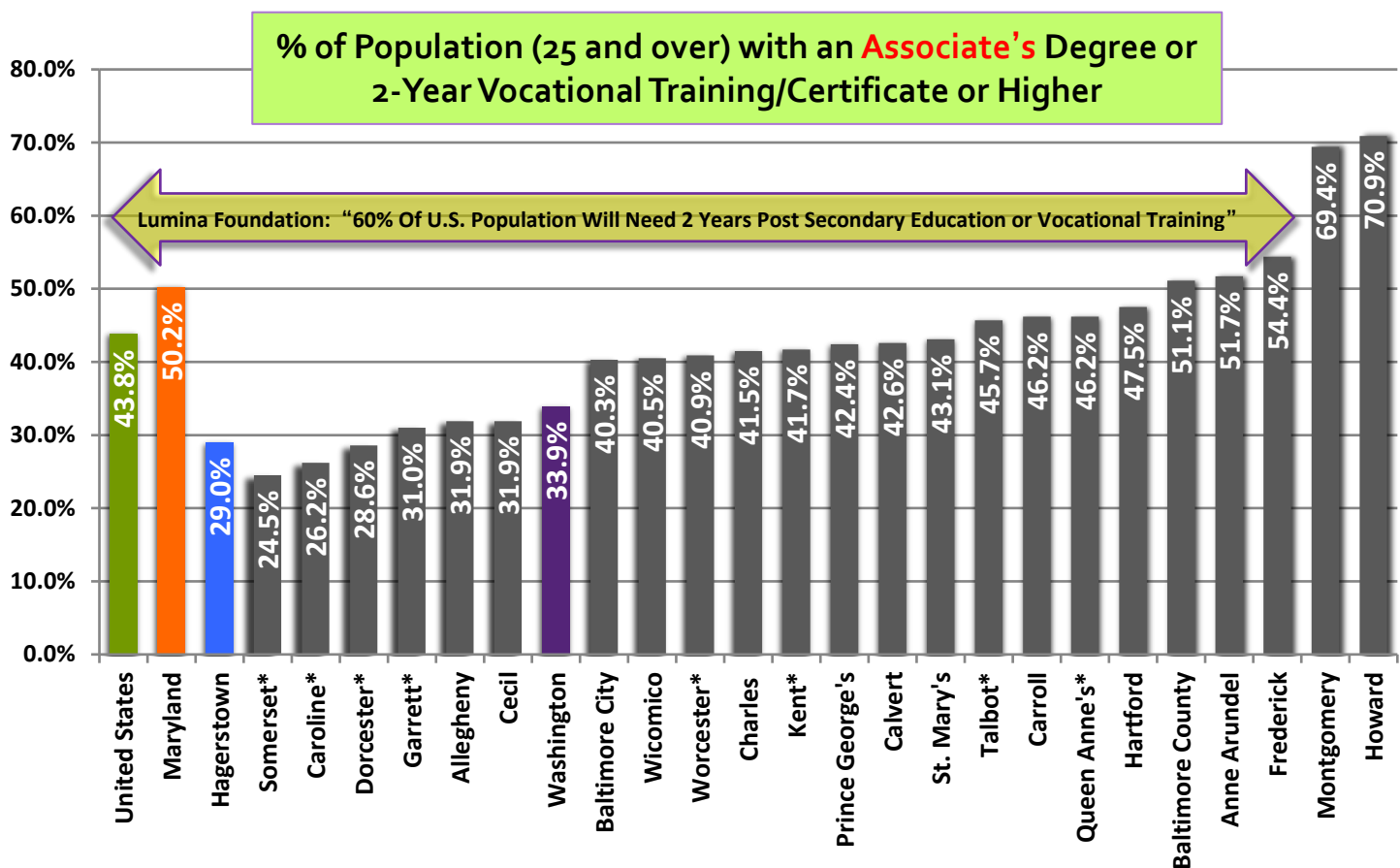
Percentage By County With A Bachelor's Degree Or More



Washington County Ranks 19th Lowest Out of 24 Counties In Maryland

Surrounding Counties





Sources: Census Bureau

ACS 2014 1-Yr Estimates for AA Degree + Added an additional 5.5% for Vocational Training/Certificate based on estimates from a 2012 Georgetown University Study (* Used 2013 5-yr ACS data as ACS did not have 2014 data available for these counties at time of publication)

Lumina Foundation's GOAL 2025:

"To increase the proportion of Americans with high-quality degrees, certificates, and other credentials to 60% by the year 2025"

Washington County Must DOUBLE Its Educational Attainment Levels Over the Next Ten Years in Order to Have the Skilled Workforce Needed for Tomorrow's Economy

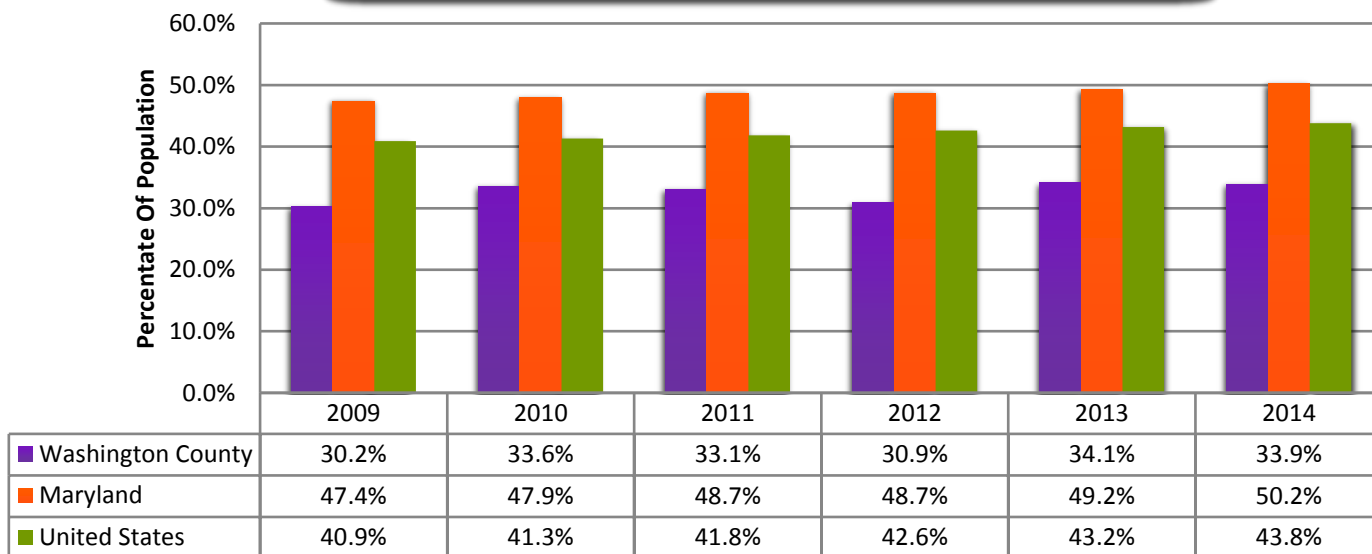
According to the Lumina Foundation, 65% of tomorrow's jobs will require an additional two years of education or two years of quality vocational training and certification. In order to meet our nation's skilled workforce demand, Lumina's GOAL 2025 calls for 60% of the nation's population to reach this educational level by 2025. Washington County must DOUBLE its

educational attainment levels over the next ten years to meet this goal. Based on our current rate of improvement, only 40% of our population will have the skills and education needed by 2025. A community-driven academic movement is needed to improve our educational attainment rates in order to prosper in tomorrow's knowledge-based economy.

Historical Educational Attainment Rates

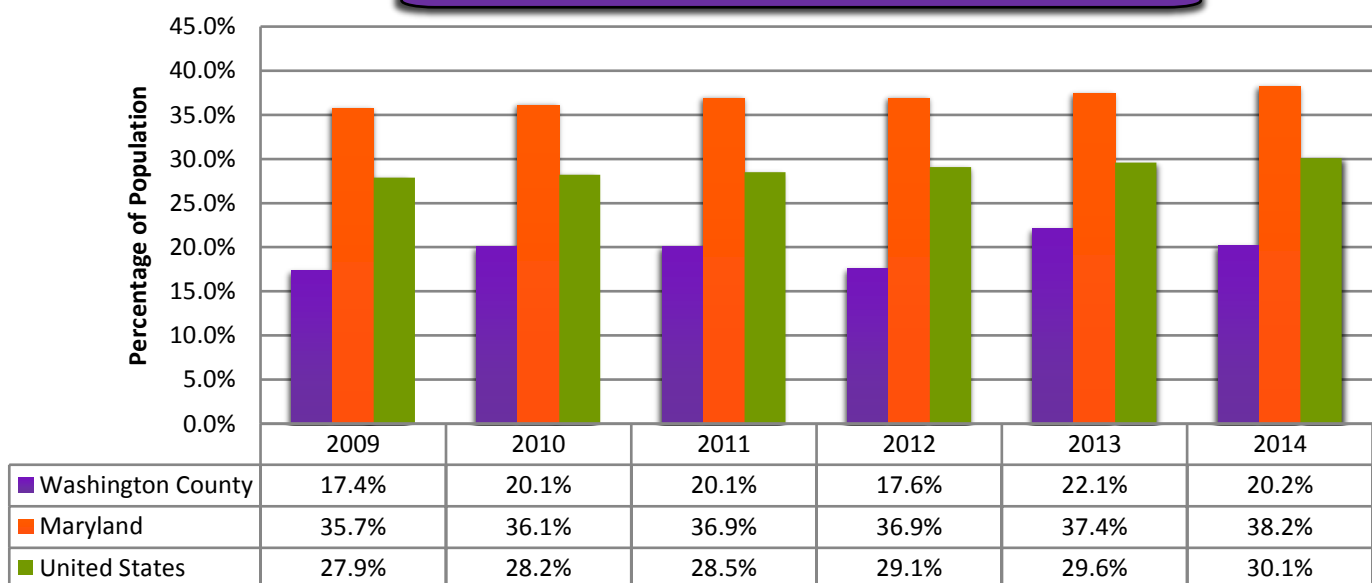
Population With An Associate's Degree / Vocational Certificate Or Higher*

At Our Current Average Growth Rate (0.74%/yr),
Washington Co. Will Have 41.3% of Population With An
Associate's Degree/Vocational Certificate Or Higher In 2025



Population With A Bachelor's Degree Or Higher

At Our Current Average Growth Rate (0.56%/yr),
Washington Co. Will Have 25.8% of Population
With A Bachelor's Degree Or Higher In 2025

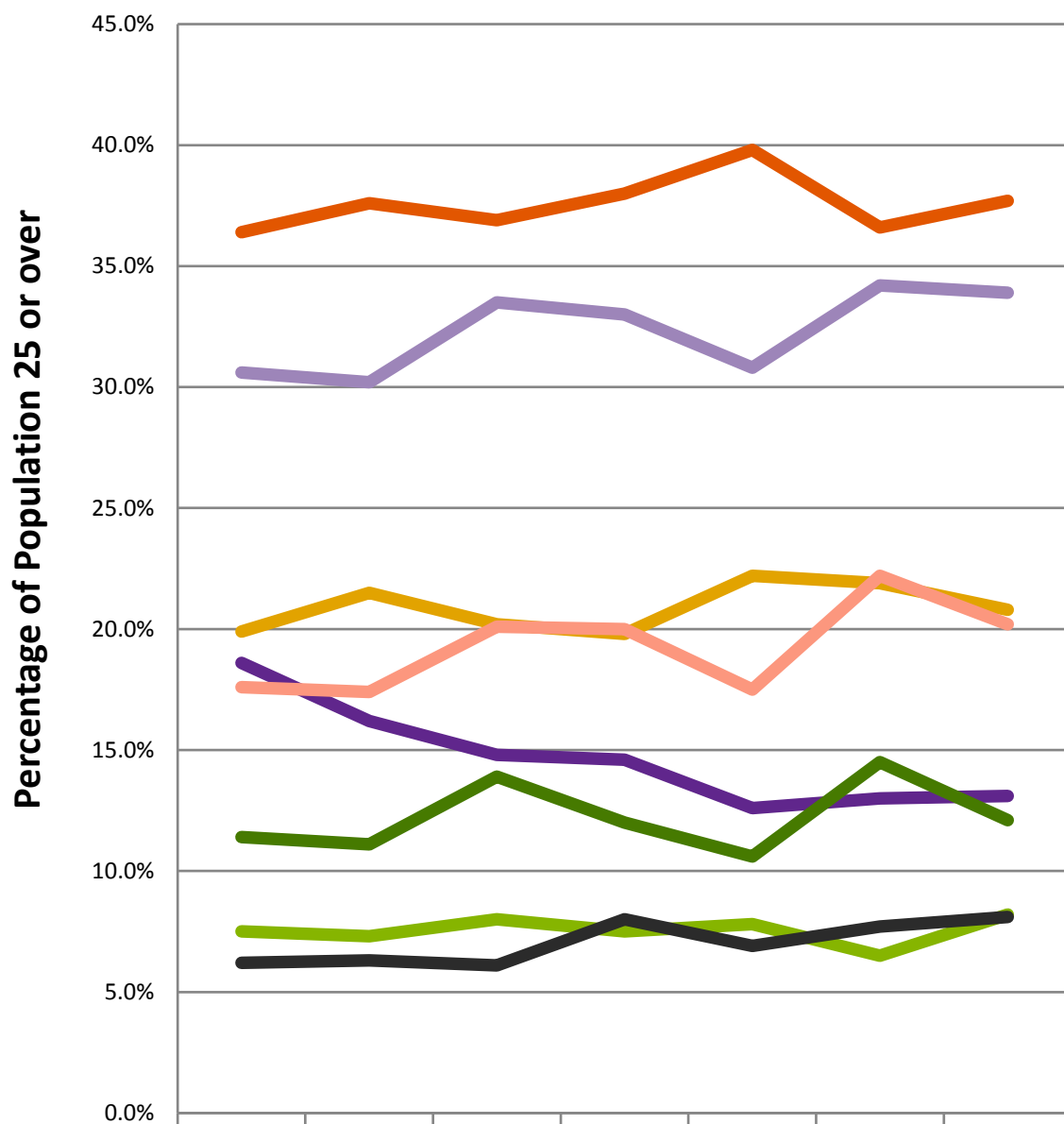


Source: Census Bureau ACS Educational Attainment 2014 1-Year Estimates.

*Used ACS 2014 1-year estimates + 5.5% for Vocational Training based on Georgetown University Study

Historical Educational Attainment Rates

Educational Attainment Rates in Washington County

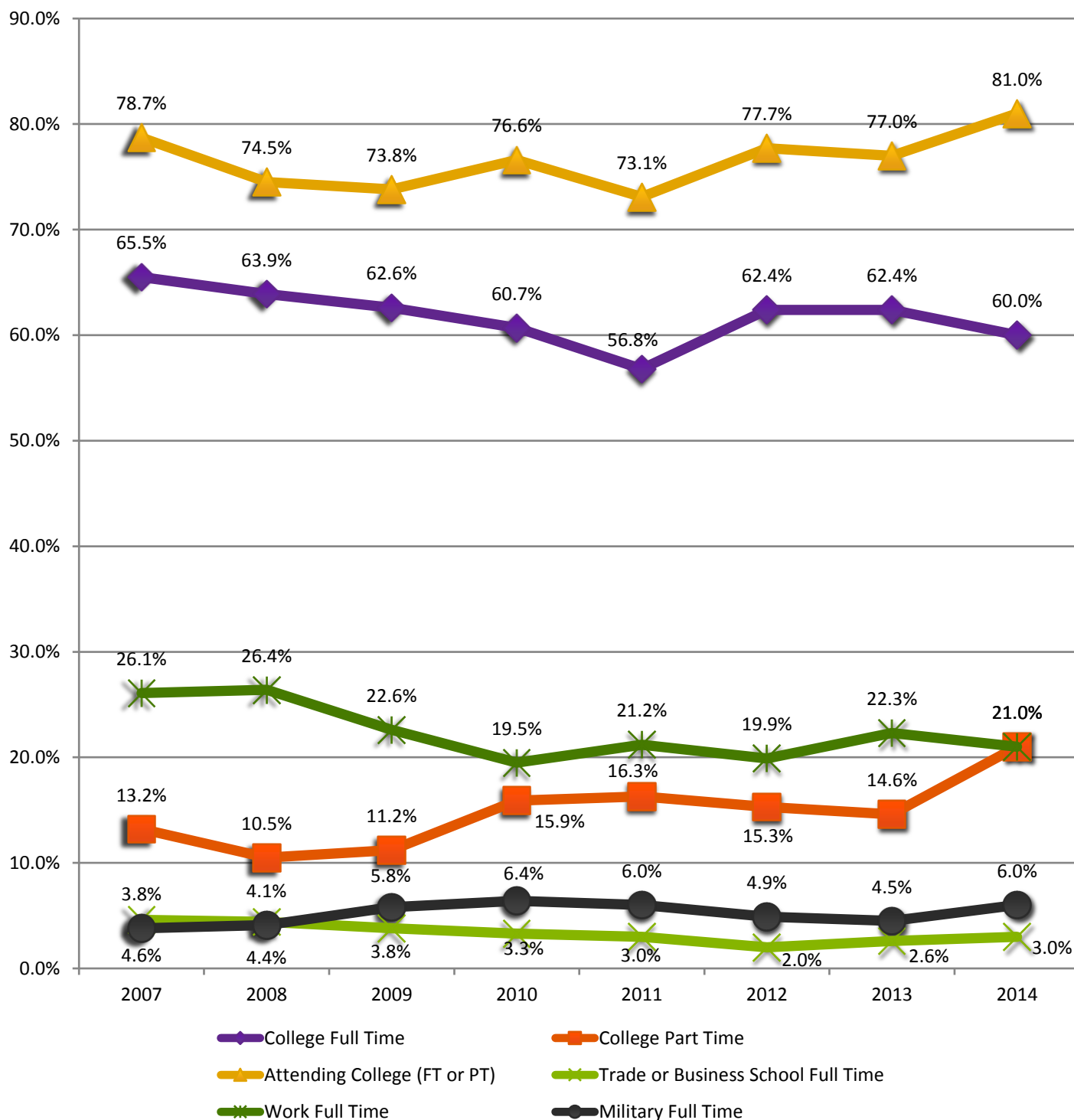


Source: Census Bureau ACS Educational Attainment 2014 1-Year Estimates.

*Used ACS 2014 1-year estimates + 5.5% for Vocational Training based on Georgetown University Study

Survey Results Of Post High School Plans:

Each school year approximately 1500 graduating seniors are surveyed on their post high school plans and 90% to 95% complete the survey. The graph below represents the results of these surveys since 2007. It is important to note that the percentages below are based on their responses only and do not reflect whether or not they end up going through with their plans. Some students may plan to attend college but may not attend due to financial or other reasons.



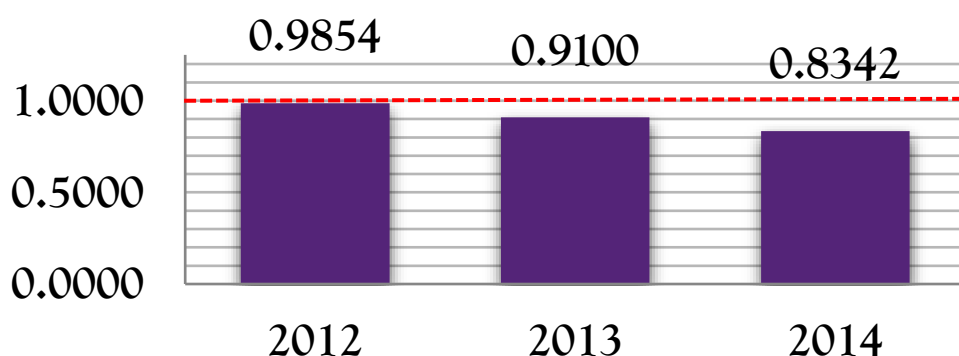
School Progress In Washington County:

Each year Maryland measures every school's progress on reaching their "Annual Measurable Objectives" (AMO's). AMO targets are established for student achievement on reading and mathematics, as well as other academic indicators including attendance rate and graduation rate. In addition, AMO's are established for each of the 10 population subgroups (7 race categories, students on free and reduced meals, special education students, and limited English proficient students).

The AMOs have been changed to reflect school specific new baseline data (in 2011) and a new target year (2017) by which each individual school is expected to reduce its percent of non-proficient students by 50% overall as well as for each of its subgroups. The progress of each school toward meeting their own unique targets provides valuable information over time on the effectiveness of instructional strategies, the inherent needs of the students, and the extent to which the school is fulfilling those needs. "A School Progress Index" was developed to reflect an overall assessment of how schools are doing meeting their AMO targets with a score of 1 or above being the goal.

Additional information may be found at <http://www.mdk12.org> or at <http://www.marylandpublicschools.org>.

WCPS School Progress Index History (Grades 3-12):



School Progress Index (SPI)

The School Progress Index is a continuous scale that measures Achievement, Gaps, and Student Growth (at the elementary level) and Achievement, Gaps, and College-and-Career-Readiness (at the high school level). The Scoring starts at 0 and a 1.00 value means schools are meeting their targets. Above 1.00 means schools are exceeding their targets.

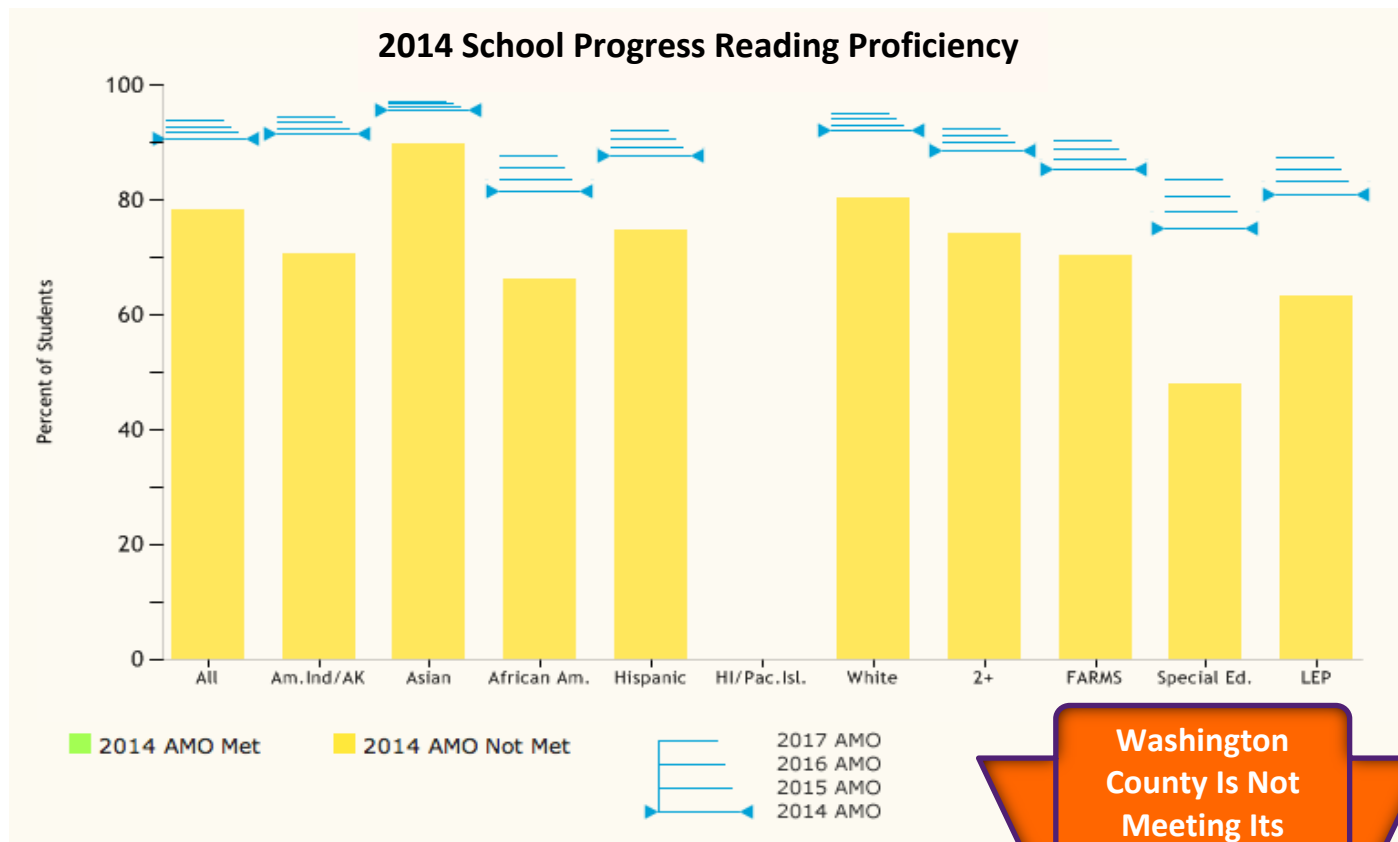
Washington County Public Schools 2014

2014 School Progress on AMO Targets						
View Trends »	Reading Percent Proficient »	Reading Participation Rate »	Mathematics Percent Proficient »	Mathematics Participation Rate »	Graduation »	Attendance »
All Students	Not Met	Met	Not Met	Met	Met	Met
American Indian or Alaska Native	Not Met	na	Not Met	na	na	
Asian	Not Met	Met	Not Met	Met	na	
Black or African American	Not Met	Met	Not Met	Met	Met	
Hispanic/Latino of any race	Not Met	Met	Not Met	Met	Met	
Native Hawaiian or Other Pacific Islander	Met	na	Met	na	na	
White	Not Met	Met	Not Met	Met	Met	
Two or more races	Not Met	Met	Not Met	Met	Not Met	
Free/Reduced Meals	Not Met	Met	Not Met	Met	Met	
Special Education	Not Met	Met	Not Met	Met	Not Met	
Limited English Proficient	Not Met	Met	Not Met	Met	na	

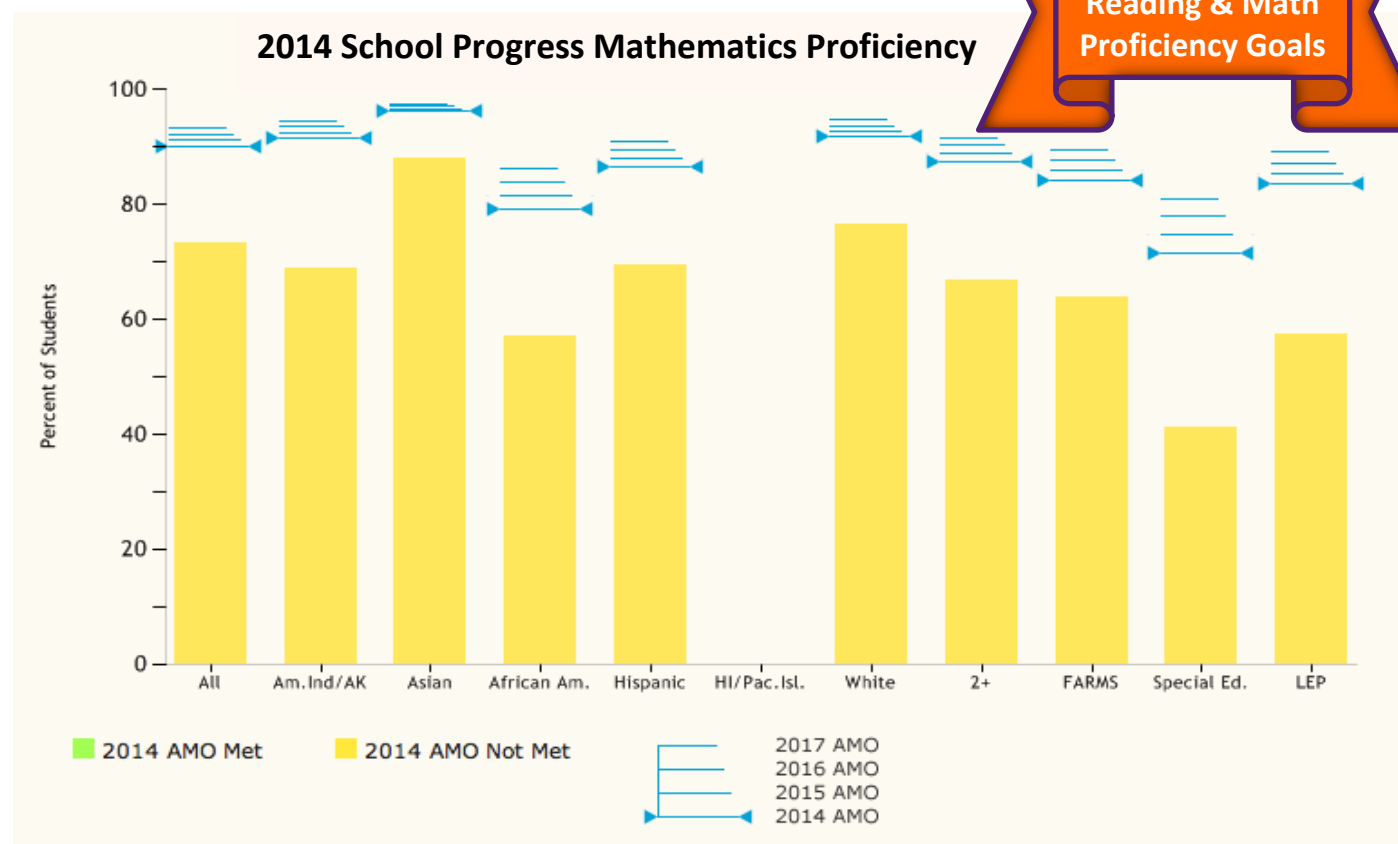
'na' indicates too few students for School Progress rules.

School Progress Data Last Updated 11/21/2014

Reading and Math Proficiency:

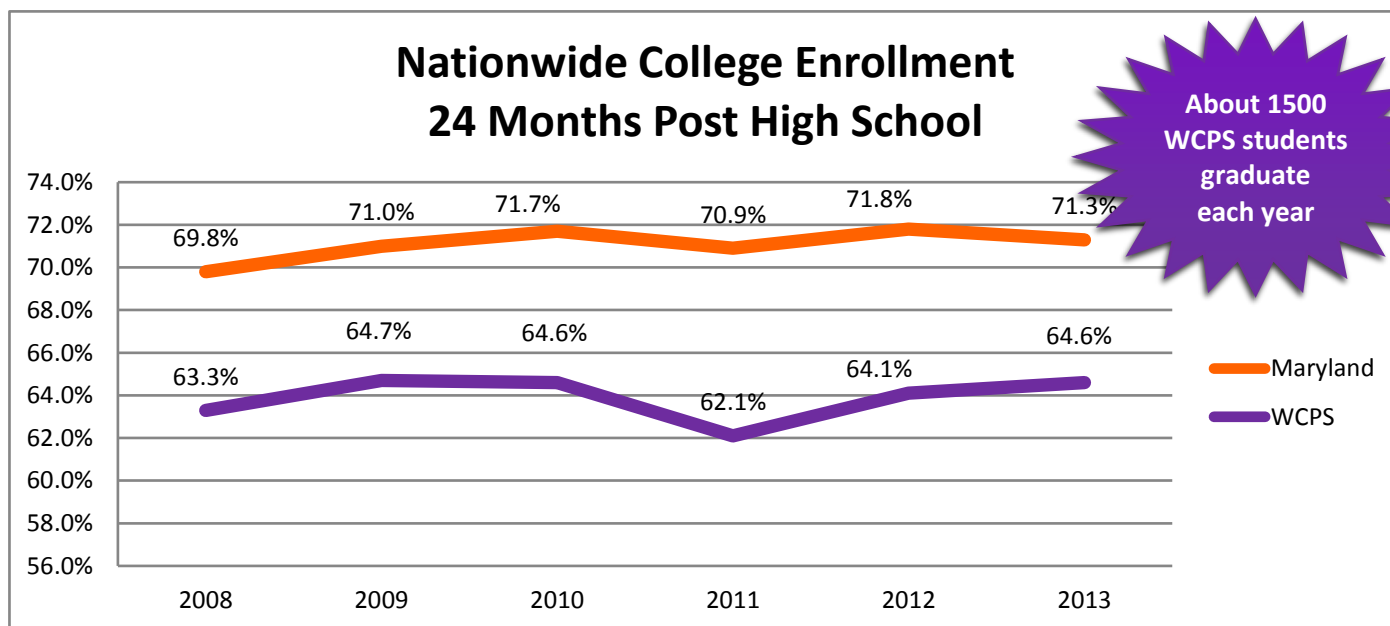
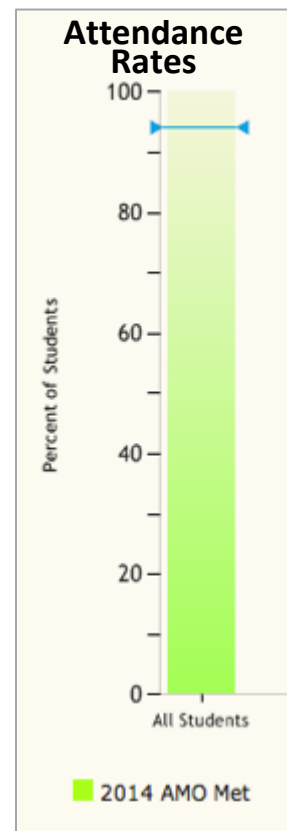
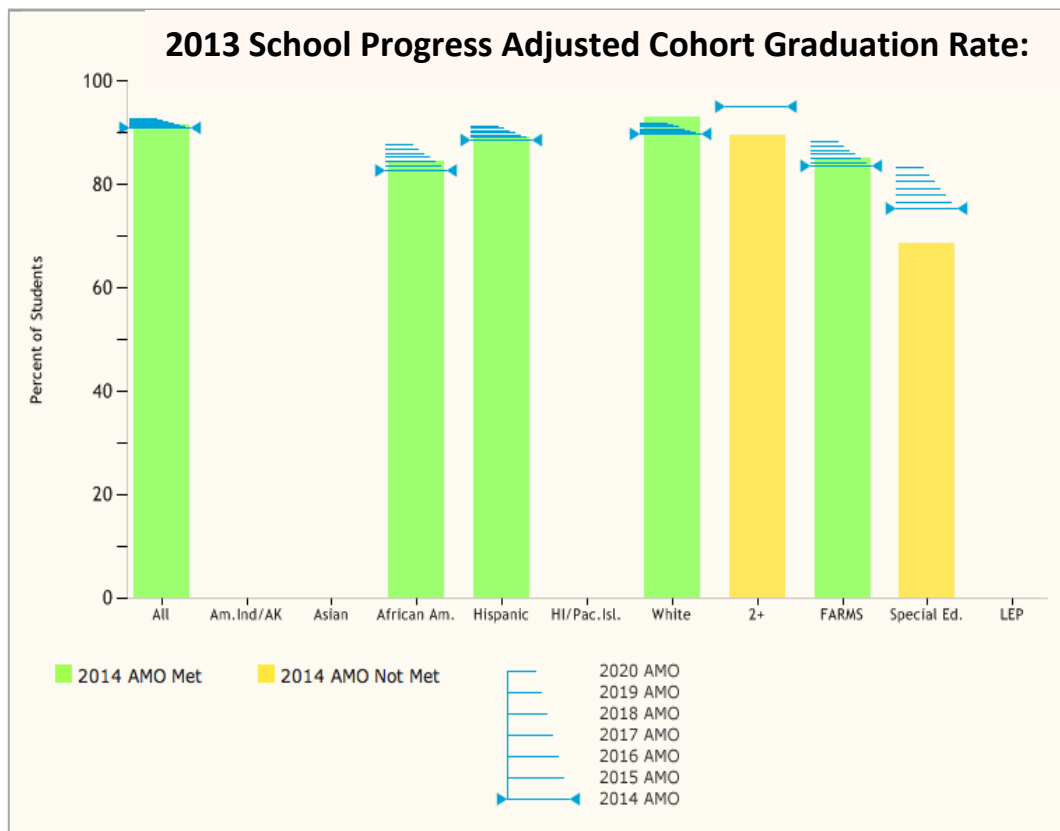


Washington County Is Not Meeting Its Reading & Math Proficiency Goals

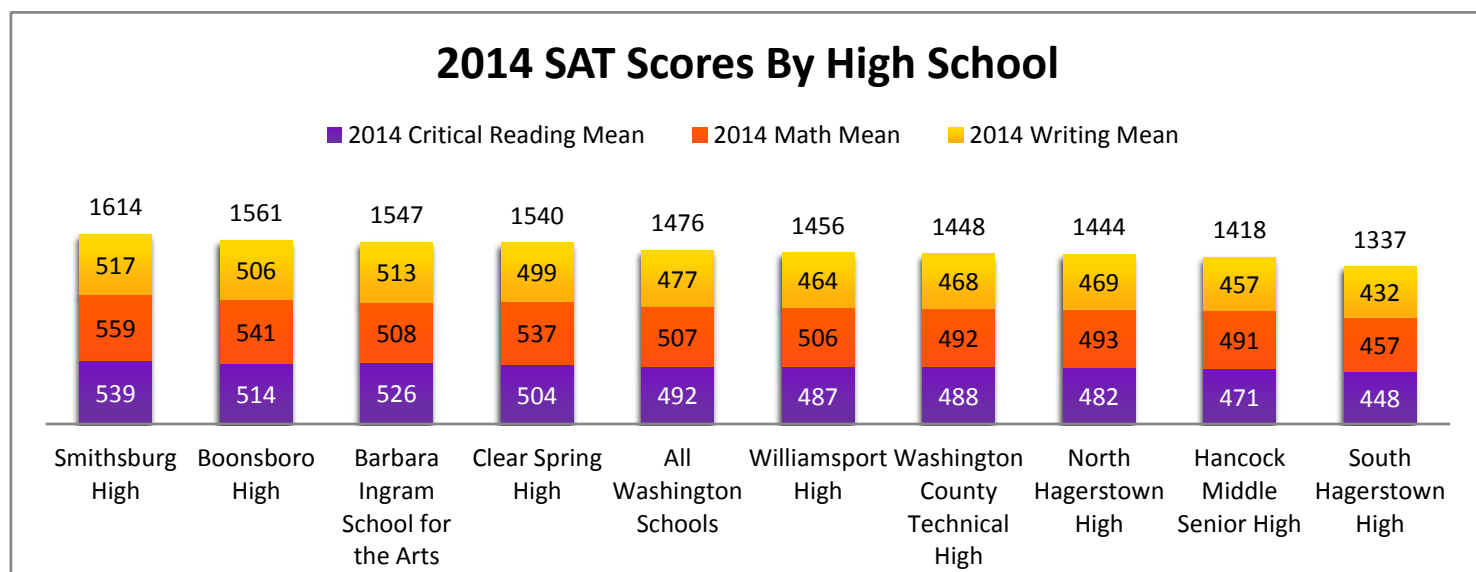
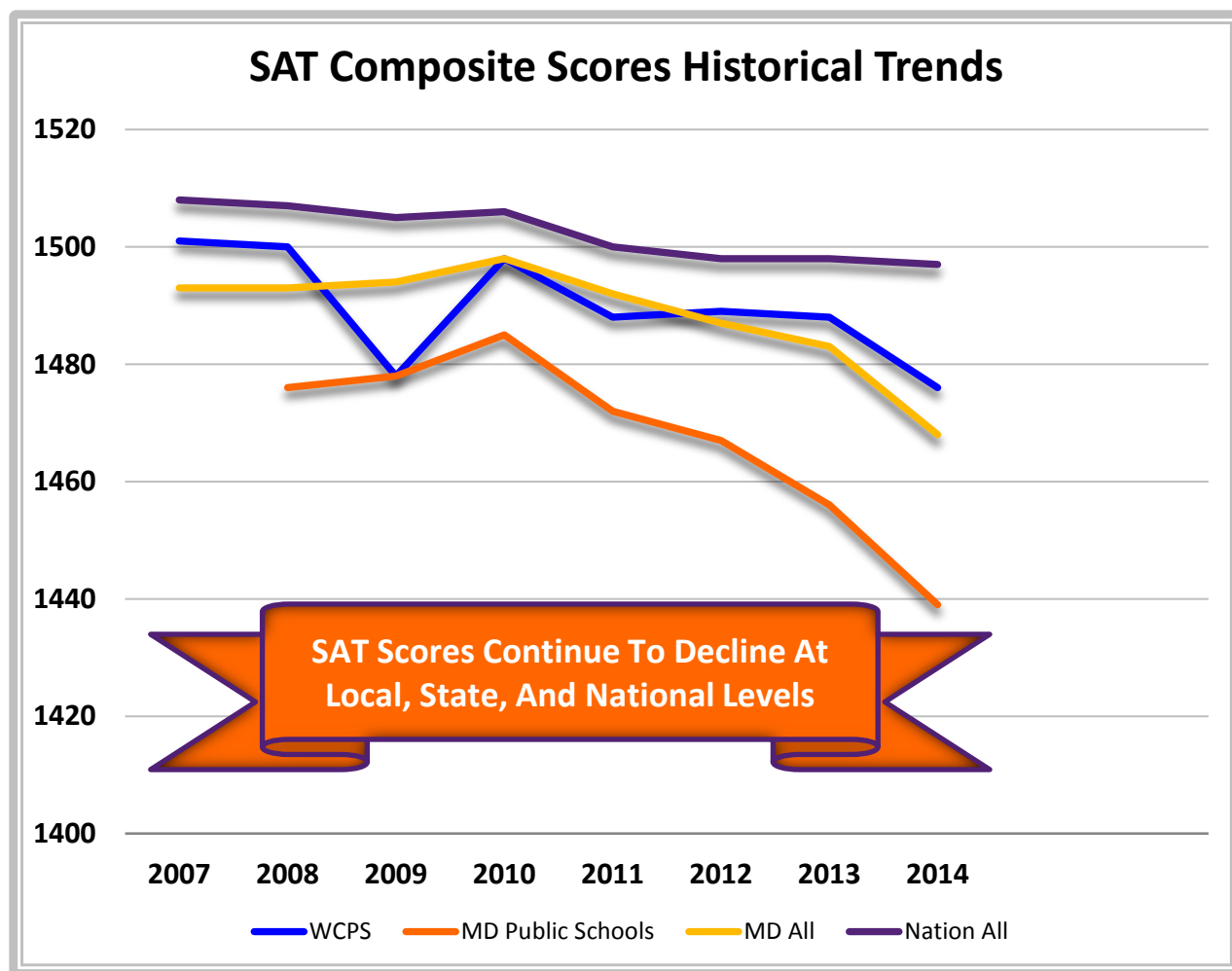


Graduation, Attendance, and College Enrollment:

Washington County Has Strong Graduation And Attendance Rates, But Lags Behind The State In College Enrollment :



S.A.T. Testing Results



Advanced Placement & International Baccalaureate Classes

Washington County Public Schools AP Exam Participation and Performance

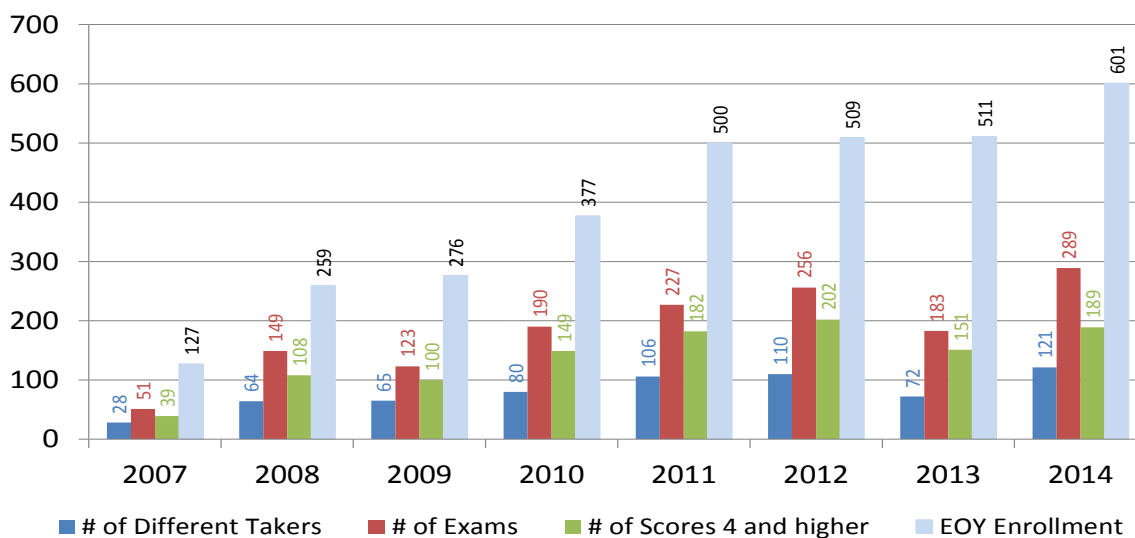


Source: School Integrated Summary Report published by College Board; SY '12-'14 data from CB Current Year Score Summary

OTA 7.21.14

AP: Advanced Placement Classes IB: International Baccalaureate Classes EOY: End Of Year

Washington County Public Schools IB Exam Participation and Performance



Early Indicators Of Future Success

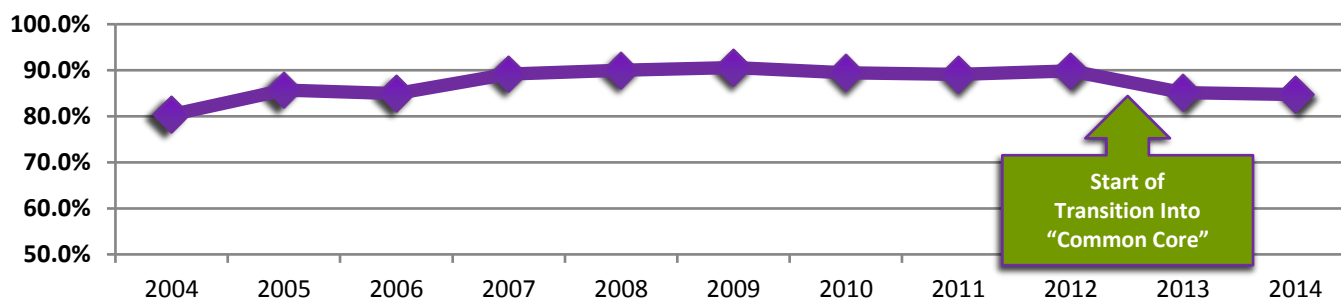
There is growing research* showing that a child's academic performance through third grade, particularly in reading, can be a make-or-break benchmark in a child's educational development. In short, through the third grade children are "learning to read." However, beginning in the fourth grade, children are "reading to learn" in all subject matters. Children who are poor readers by the end of third grade will struggle comprehending up to half of the printed fourth-grade curriculum. This trend will continue to worsen as a student progresses through high school. The National Research Council claims "academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone's reading skill at the end of the third grade."

In addition, research** shows that children who have access to high-quality early learning experiences are more likely to complete high school, graduate college, and become a valuable part of the workforce. "School Readiness" – the ability to successfully do kindergarten work, is one of the most important factors in getting a child off on the right track toward early academic success.

*Early Warning: Why Reading By The End Of The Third Grade Matters – 2010 *Early Warning Confirmed: A Research Update on Third-Grade Reading 2013 –Both reports prepared by the Annie E. Casey Foundation (www.acef.org)

** <http://www.readyatfive.org>

% of Students Scoring Advanced or Proficient - MSA Reading Grade 4

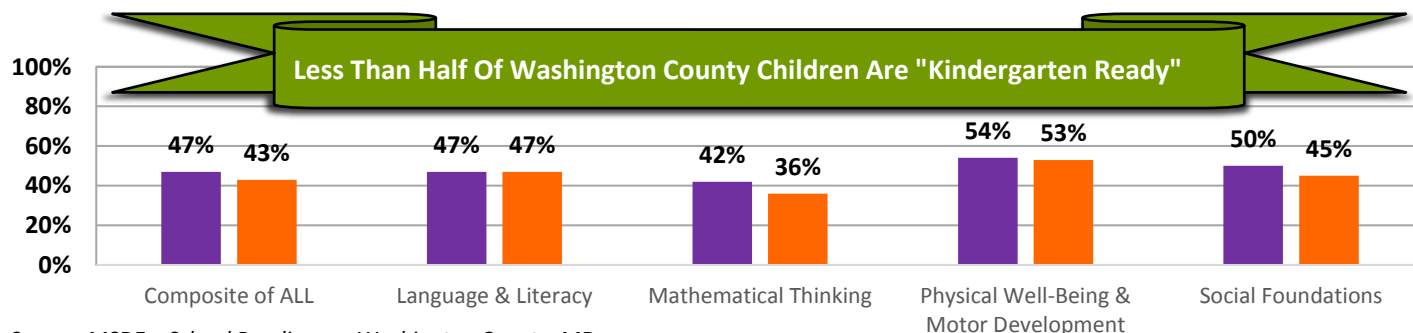


Source: WCPS Report Card

*In 2013, MD began transition into using new national academic standards known as "Common Core" that are not aligned with previous MSA exams. This was reflected in a drop in math/reading scores statewide. 2014 Data did not include Full Student Body due to new PARC

Kindergarten Readiness Data For Washington Co. - 2014-15

■ Demonstrating K Readiness - MARYLAND ■ Demonstrating K Readiness - WASHINGTON COUNTY



Source: MSDE – School Readiness – Washington County, MD

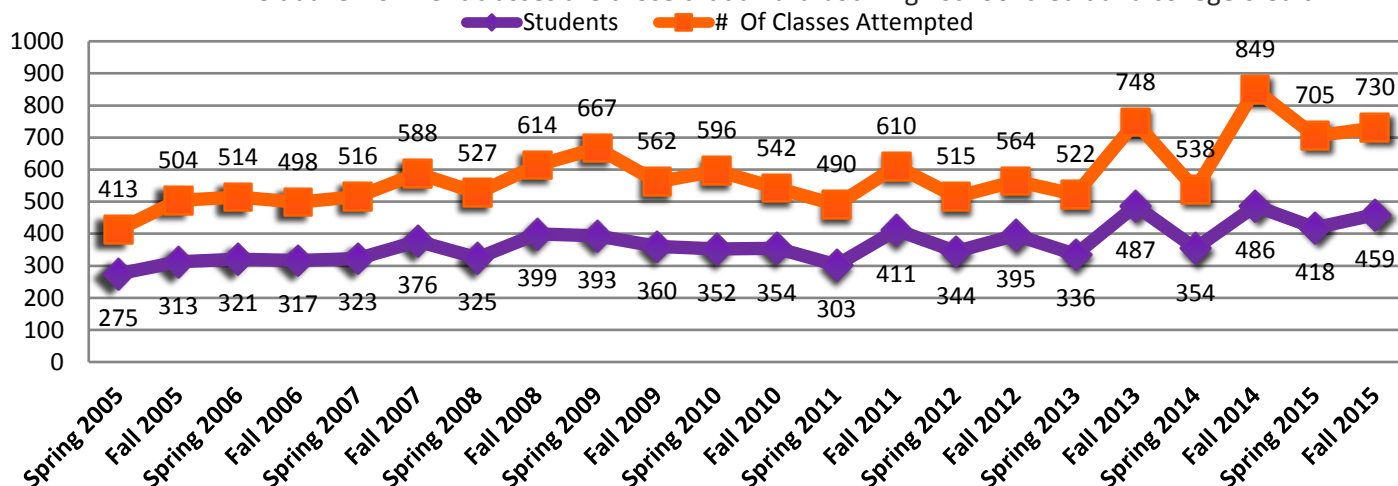
This year, kindergartners were given the new Kindergarten Readiness Assessment (KRA) which aligns with the more rigorous standards in Maryland's new PreK-12 College and Career Ready Standards. The current KRA data offers an accurate baseline for measuring kindergarten readiness in such a way that prepares students for 21st century learning.

*2014-15 Kindergarten Readiness Assessment Report: <http://www.readyatfive.org/school-readiness-data/readiness-matters-2015/jurisdictional-data/washington-county/1059-issue-brief-20/file.html>

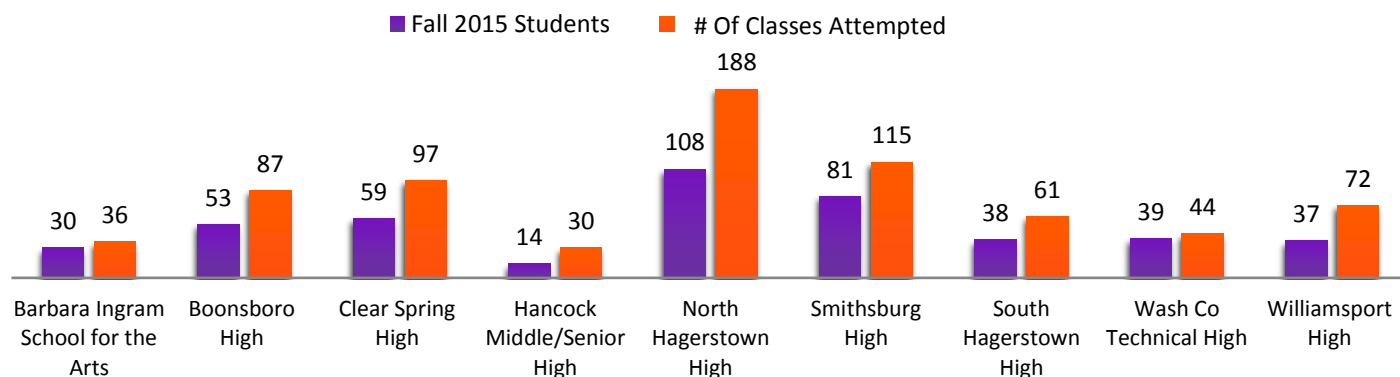
ESSENCE Program/Middle College Participation



The **ESSENCE program** is designed to give high academic achievers the opportunity to earn college credits at HCC while still in high school. ESSENCE stands for Early Support for Students to Enter College Education. Through the ESSENCE program, Washington County residents receive a 50% reduction on HCC's regular in-county tuition rate for the first 12 credits. ESSENCE students may take classes at HCC's main campus and/or in dual enrollment classes offered at area high schools. The dual enrollment classes are those that award both high school credit and college credit.



HCC's ESSENCE Program Participation By High School (Fall 2015)



STEMM Technical Middle College (STMC) Program:

In the fall of 2013, Hagerstown Community College (HCC) and Washington County Public Schools (WCPS) established a STEMM (science, technology, engineering, mathematics, and medical) Technical Middle College (STMC), which allows college-ready high school students the opportunity to earn college degrees or certificates while completing their high school diplomas. Through the STMC, each student will be given an opportunity to earn at least 30 college credits, and many will be able to complete requirements for certificates and associate's degrees by the time they graduate from high school. Students in ninth and tenth grade are enrolled in the STMC, as recruits, and must take significant math and science coursework at their "home" high schools to prepare them for their junior and senior years as students in the STMC on the HCC campus.

Year:	Students Enrolled:
Fall 2013	12
Fall 2014	35
Fall 2015	34 (projected)

High Schools Currently Involved:
Boonsboro, Clear Spring, Hancock, North Hagerstown, Smithsburg, South Hagerstown, and Williamsport

References And Links Used:

1. U.S. Bureau of Labor Statistics <http://www.bls.gov/>
2. American FactFinder <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>
3. 2013 Maryland Report Card <http://mdreportcard.org/>
4. Maryland Department of Education <http://www.marylandpublicschools.org/>
5. Maryland Department of Education (The Fact Books) http://www.marylandpublicschools.org/MSDE/divisions/bus_svcs/fb.htm
6. Washington County Public Schools <http://www.wcps.k12.md.us/>
7. Hagerstown Community College <http://www.hagerstowncc.edu/>
8. Kaplan University Hagerstown <http://hagerstown.kaplanuniversity.edu/Pages/Homepage.aspx>
9. PIA – Hagerstown Campus <http://pia.edu/locations/hagerstown-md-branch-campus.html>
10. Barr Construction Institute http://www.abccvc.com/Education/Apprenticeship_and_Craft_Training.aspx
11. Free Application for Federal Student Aid (FAFSA) <http://www.fafsa.ed.gov/>
12. Maryland Department of Education (News Room) *publications of all sorts* <http://www.marylandpublicschools.org/MSDE/newsroom/publications/>
13. Hagerstown-Washington County Economic Development Commission <http://www.hagerstownedc.org>
14. U.S. Department of Commerce Economic and Statistics Administration (U.S. Census Bureau) <http://www.census.gov/>
15. Jump\$tart Coalition For Personal Financial Literacy <http://www.jumpstart.org/>
16. WCPS Report Card http://www.wcps.k12.md.us/quality_academics/report_card
17. U. S. Census Bureau, American Community Survey, <http://www.census.gov/acs/www/>
18. *Early Warning: Why Reading By The End Of The Third Grade Matters – 2010* www.acef.org
19. *Early Warning Confirmed: A Research Update on Third-Grade Reading 2013* www.acef.org
20. Annie E. Casey Foundation www.acef.org
21. Ready At Five: www.Readyatfive.org
22. Hagerstown Rotary Literacy Initiative: www.hagerstownrotaryliteracyinitiative.org
23. Lumina Foundation – GOAL2025: http://www.luminafoundation.org/goal_2025.html
24. Strive Together Website: <http://strivetogether.org/>

Articles Of Interest:

1. "A Stronger Nation Through Higher Education" - Lumina Foundation:
http://www.luminafoundation.org/publications/A_stronger_nation_through_higher_education-2014.pdf

The GHC Education Forum would like to thank those educating the future generations of Washington County, MD:



Our Many Private Schools, Home School Families, and Day Care Providers



“Education is not received. It is achieved.”



The Greater Hagerstown Committee, Inc.

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