

EDUCATION

**Helping Children and Youth
Achieve their Potential**

Appendix B



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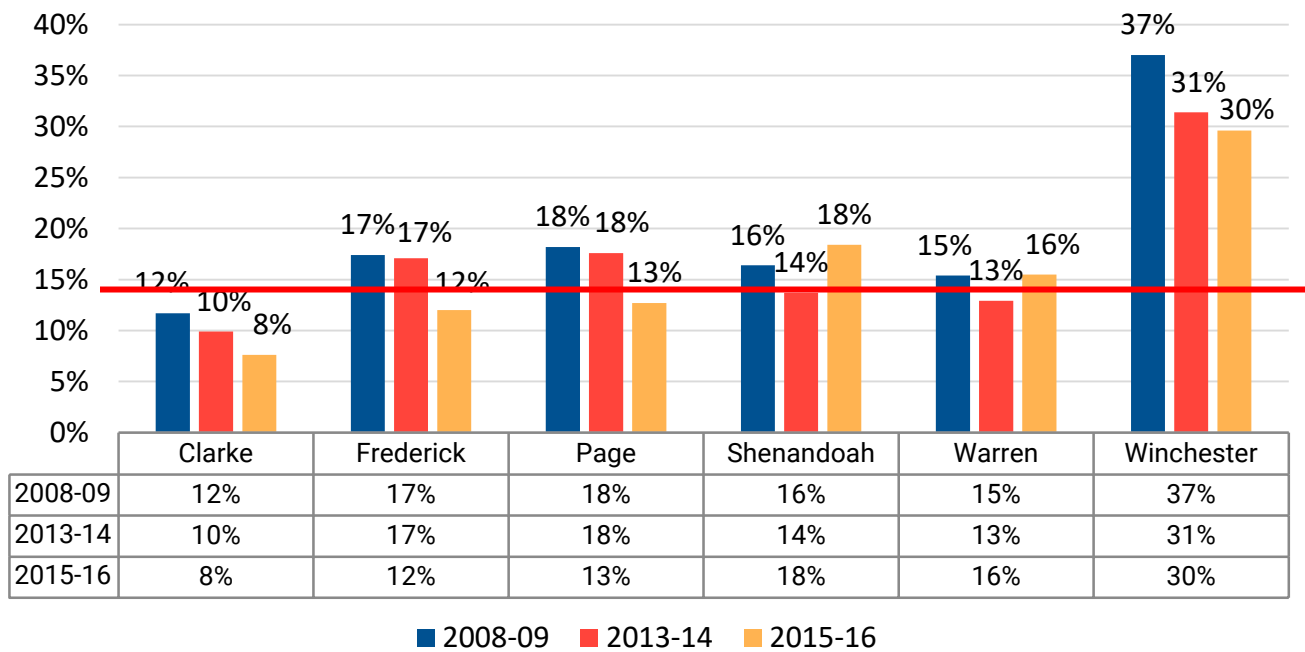
EARLY CHILDHOOD EDUCATION

Kindergarten Readiness Levels

The PALS-K (phonological awareness literacy screening) assessment is used to identify kindergarten students who are relatively behind in their acquisition of fundamental literacy skills. Four of the six jurisdictions saw a decrease in the need for remedial assistance between 2013-2014 and 2015-2016. Shenandoah County and Warren County saw an increase from 2013-2014 to 2015-2016. Although there was improvement from 2008-2009, in comparison with other jurisdictions, the City of Winchester still has the highest need for remedial assistance at 30%.

According to the data, the number of kindergarteners needing remedial assistance for each County for 2015-2016 is as follows: Clarke (N/A), Frederick County – 105, Page County – 28, Shenandoah County – 74, Warren County – 53, City of Winchester – 97.

Figure 2.1: Percentage of Kindergarteners Below Readiness Levels¹



The red line indicates the State of Virginia average for 2015-2016 of 13.8%.

¹ Kids Count Data Center - PALS data collected by Virginia for 2008-09, 2013-14 & 2015-16

Access to Early Childhood Education

Access to quality and affordable Early Childhood Education is a primary concern for many families. The ability to find and maintain employment is dependent on their ability to access Early Childhood Education and Childcare. The cost of childcare can be prohibitive for many families, resulting with parents having to turn down employment opportunities. Otherwise, their children aren't afforded the services which are necessary to enter kindergarten with the skills and knowledge needed to be successful in school.

The Virginia Department of Social Services is the licensing agent for day care centers, ensuring that licensed day cares meet standards set by the Child Day Care Council. These standards are designed to ensure that licensed childcare centers provide safe, nurturing, and healthy environments for the children in their care.²

In most jurisdictions, the capacity of licensed day care is much less than the needs of the population of 5 and under, with potentially 6,000 children unable to access early childhood education or day care.

According to a report released today by the National Institute of Child Health and Human Development (NICHD), high-quality child care has a long-lasting impact on a child's development, behavior, and cognitive abilities. Based on the findings of the report, children who received high-quality care in the first few years of life scored higher on measures of academic and cognitive achievement when they were 15 years old, and were less likely to misbehave than those who were enrolled in lower-quality child care.³

Childcare Aware of Virginia provides a list of things to consider when selecting childcare, and what characteristics qualify that provider as a "quality;" these can be found on their website: <http://va.childcareaware.org/parentsfamilies/child-care-quality-indicators/>

² People, Inc., Community Needs Assessment, 2016

³ Childcare Aware of Virginia, Child Care Quality indicators, <http://va.childcareaware.org/parentsfamilies/child-care-quality-indicators/>

Figure 2.2: Child Day Care Capacity Estimates⁴

Location	Population Under 5 (2009-2013 Estimates) ⁵	Licensed Child Day Care Facilities ⁶	Licensed Child Day Care Capacity ⁷ (Pre-K Program Capacity)	Licensed Child Day Care Facilities Serving EHS Age Children ⁸	Licensed Child Day Care Capacity to Serve EHS Age Children
Clarke County	713	10	497	4	278
Frederick County	4,813	36	2,097	17	1,719
Page County	1,268	12	335	3	64
Shenandoah County	2,437	22	1,212	9	823
Warren County	2,271	16	1,438	10	922
Winchester	1,766	24	1,842	19	1,655
Total	13,268	120	7,421	62	5,461

⁴ People, Inc., Community Needs Assessment, 2016

⁵ U.S. Census Bureau. American Fact Finder. Last retrieved February 2016 from <http://www.census.gov>.

⁶ Virginia Department of Social Services. 2016. Licensed Child Day Care. Last retrieved February 2016 from <http://www.dss.virginia.gov>

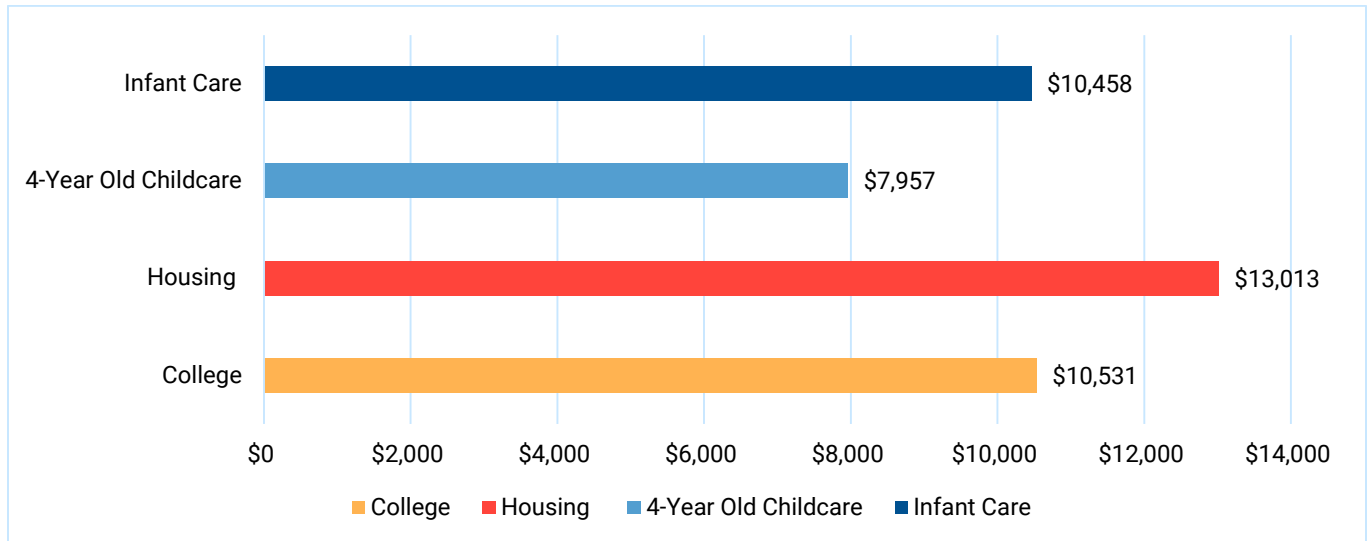
⁷ Ibid.

⁸ An EHS-age child is defined as an infant or toddler age three-years-old or younger. EHS stands for Early Head Start.

Affordable Childcare

The economic policy institute released statistics on the cost of childcare in Virginia. The average cost of infant childcare is \$10,458 per year, or \$872 per month; childcare for a four year old costs \$7,957 per year, or \$663 per month.

Figure 2.3 Family Expenses - Comparison⁹



According to the U.S. Department of Health and Human Services (HHS), child care is affordable if it costs no more than 10% of a family’s income. By this standard, only 35.6% of Virginians can afford infant care; this statistic is likely to be considerably less in the Northern Shenandoah Valley. For a median income family, childcare costs account for 13.7% of their income. For a minimum wage, family childcare costs could be upwards of 69.4% of their income.



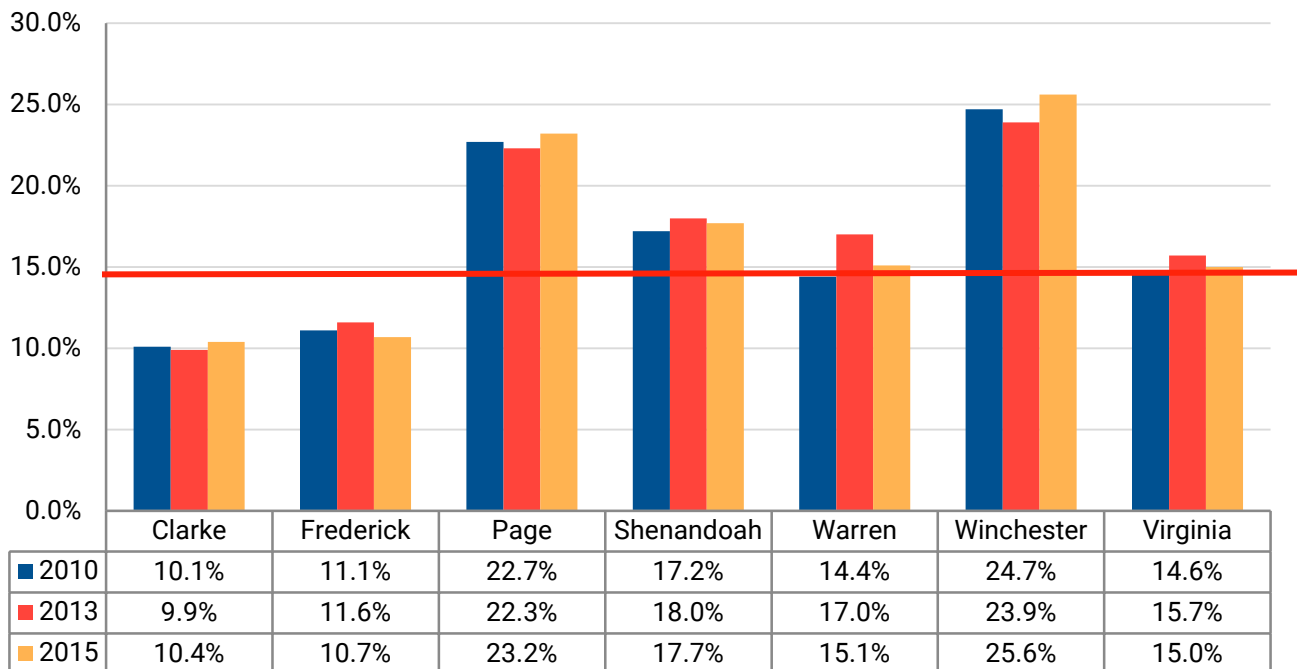
⁹ Economic Policy Institute, The Cost of Child Care in Virginia, April 2016, <http://www.epi.org/child-care-costs-in-the-united-states/#/VA>

ECONOMIC DISADVANTAGE

Children in Poverty

Data from the U.S. Census Bureau documents the percentage of children in poverty. Based on these estimates, Clarke County, Warren County, and Winchester have all seen an increase in children living in poverty from 2010-2015. Clarke County, Page County, and Winchester saw a dip in the poverty level in 2013, and then a rise again by 2015. Frederick County has seen a decrease in children in poverty from 2010-2015. Currently, Page County, Shenandoah County, Warren County, and the City of Winchester are all above the Virginia average of 15% for 2015.

Figure 2.4: Percent of Children (0-17 years) Living Below 100% Poverty¹⁰



The red line represents the State of Virginia percentage for 2015 of 15%.

According to 2015 Census information, the actual number of children in poverty for each jurisdiction is estimated as follows: Clarke County – 512, Frederick County – 1,488, Page County – 966, Shenandoah County – 1,724, Warren County – 978, City of Winchester – 1,166.

According to 2016 school year data (collected as of March 2017 from each jurisdiction), the number of students who are considered homeless is as follows: Clarke County -11 (.5%), Frederick County Public Schools- 146 (about 1%), Shenandoah County Public Schools – 35 (1%), Warren County – 54 (about 1%), Winchester City Public Schools – 229 (5.2%).

¹⁰ U.S. Census Bureau, Small Area Income and Poverty Estimates (SAIPE) Program. Source data is the American Community Survey, Virginia Department of Social Services, Locality Profile.

The McKinney-Vento Act defines “homeless children and youth” as individuals who lack a fixed, regular, and adequate nighttime residence.¹¹

The term includes-

- Children and youth who are:
 - sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as doubled-up)
 - living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations
 - living in emergency or transitional shelters
 - abandoned in hospitals
 - awaiting foster care placement
- Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because they are living in circumstances described above.

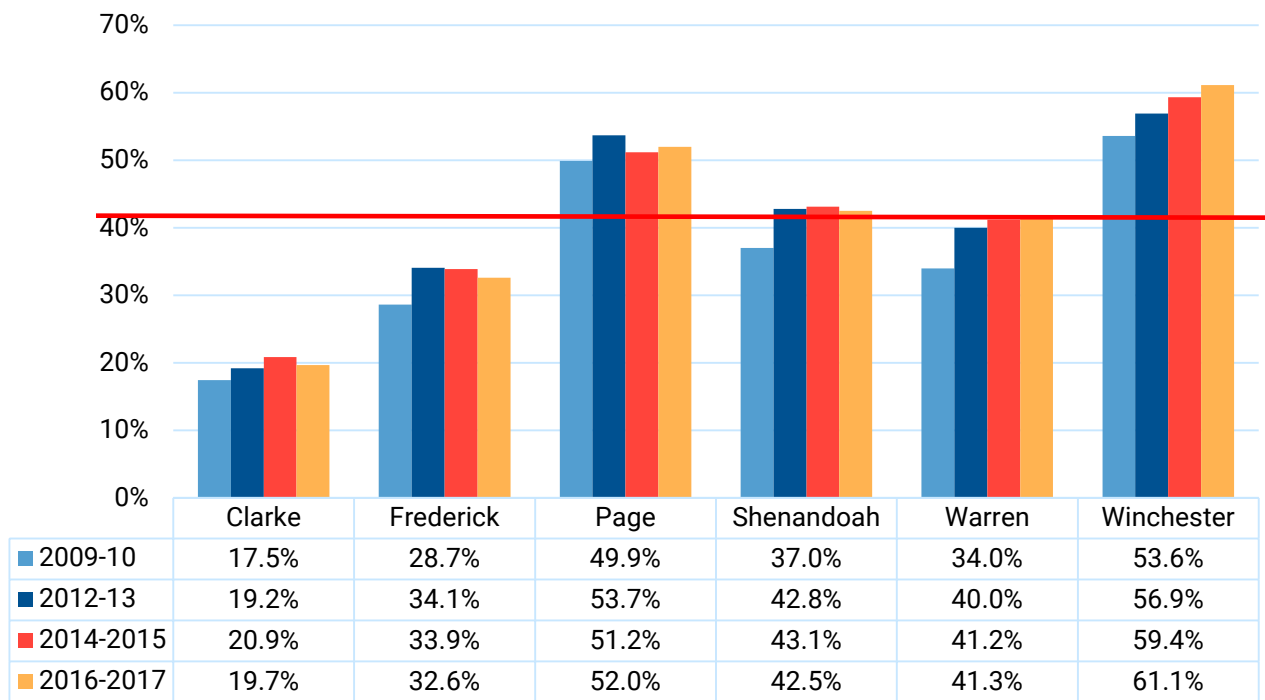
¹¹ TITLE VII-B OF THE MCKINNEY-VENTO HOMELESS ASSISTANCE ACT, page 2-3, <https://www2.ed.gov/programs/homeless/guidance.pdf>

Children in Free and Reduced Lunch Programs

Virginia Department of Education data on the National School Lunch Program documents the percentage of children eligible for free and reduced lunch. All jurisdictions have seen an increase in children qualifying for free and reduced lunches. Frederick County and Page County saw a slight decline from 2012 to 2014, although from 2009-2015 there was an overall increase. The City of Winchester is experiencing the largest percentage of students qualifying, with 6 out of every 10 students qualifying.

Studies show that proper nutrition, particularly in the first three years of life, is critical to a child’s physical and emotional development. Unfortunately, food insecurity is an obstacle that threatens that critical foundation. Children from families who are struggling to put food on the table are more likely to repeat a grade in elementary school, experience developmental impairments in language and motor skills, and more social and behavioral problems.¹²

Figure 2.5: Children in Free/Reduced Lunch Programs¹³



The red line represents the Virginia Average for 2016-2017 of 41.9%.

Information on the National School Lunch program and eligibility standards can be found by visiting <https://www.fns.usda.gov/nslp/national-school-lunch-program-nslp>

¹² Feeding America, Child Hunger in America, <http://www.feedingamerica.org/hunger-in-america/impact-of-hunger/child-hunger/>

¹³ VA Dept. of Education, Office of School of Nutrition Programs (SNP)

Childhood Well Being

According to Voices for Virginia’s Children, children living below 200% of the poverty level are economically disadvantaged, and live in families that struggle to meet basic needs such as, food, housing, utilities, childcare and transportation. Two out of every five children in the Northern Shenandoah Valley classify as economically disadvantaged. Page County, Shenandoah County, and the City of Winchester have the highest percentage of children who are classified as economically disadvantaged.

Figure 2.6: Economic Disadvantage¹⁴

Demographics		Economic Well-Being				Education		Health		Safety
	Total Population Under 18	Number of Children in Poverty (Below 100% FPL*)	Percent of Children in Poverty	Number of Children Econ. Dis.** (Below 200% FPL*)	Percentage of Children Econ. Dis.**	Pass Rate of 3 rd Graders on SOL Reading Test	On-time High School Graduation Rate	Low Income Children w/o Health Insurance (Below 200% FPL*)	Births to Mothers with Less than 12 th Grade Education	Rate of Children Entering Foster Care (per 1,000)
Clarke	3078	512	17%	857	29%	74%	98%	99	10%	1
Frederick	19,466	1,488	8%	5,313	28%	69%	94%	617	12%	1.3
Page	4,891	996	21%	2,527	52%	72%	97%	171	11%	0.8
Shenandoah	9,006	1,273	19%	4,342	49%	64%	95%	391	9%	0.4
Warren	8,854	1,276	11%	2,675	31%	69%	93%	295	9%	1.6
Winchester	6,086	1,166	20%	3,622	61%	78%	91%	306	21%	4.5

*FPL stands for Federal Poverty Level. The federal poverty definition consists of a series of thresholds based on family size and composition. In 2015, a 200% poverty threshold for a family of two adults and two children was \$48,072.

**Econ. Dis. = Economically Disadvantaged

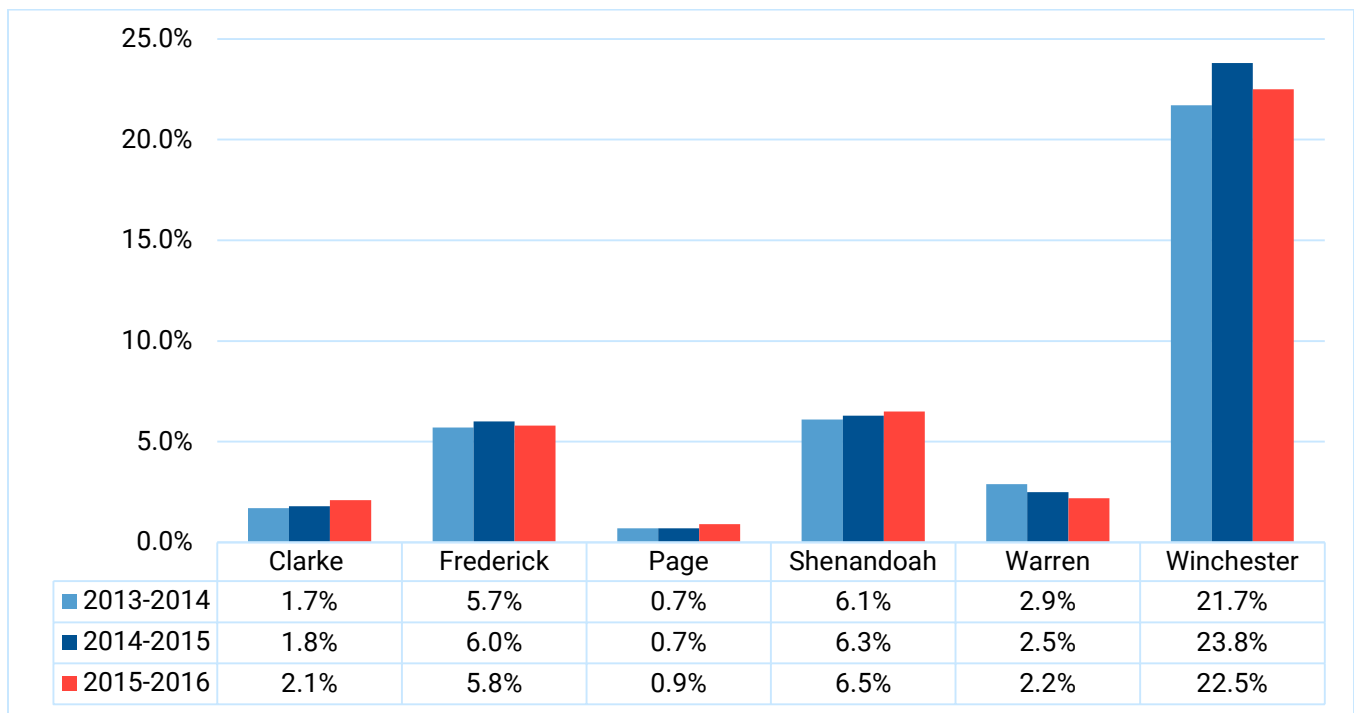
¹⁴ Kids Count Data Center; U.S. Census Bureau, American Community Survey 2014 & 2015; Virginia Department of Education 2015 & 2016; Virginia Department of Health 2014; Virginia Department of Social Services 2015 & 2016; Virginia Department of Juvenile Justice Resource Guide 2016 <http://www.vakids.org/wp-content/uploads/2015/09/Valley-Region.pdf>

LANGUAGE

English Learners in K-12 Public Schools

Virginia’s new School Quality Profiles provide information about student achievement, college and career readiness, program completion, school safety, teacher quality, and other topics of interest to parents and the general public. English language learners are defined as students whose first language is other than English, and who is in a special program for learning English.¹⁵ The percentage of English Learners in schools can give us an indication as to where there might be a language barrier to learning and school success. City of Winchester Public Schools had the highest percentage of English Learners, followed by Shenandoah County. English Learner percentages have remained fairly consistent over the three years of data.

Figure 2.7: English Learners in K-12 Public Schools¹⁶



¹⁵ Virginia Department of Education, Virginia School Quality Profiles, Glossary, <http://schoolquality.virginia.gov/glossary#doe-terms-e>

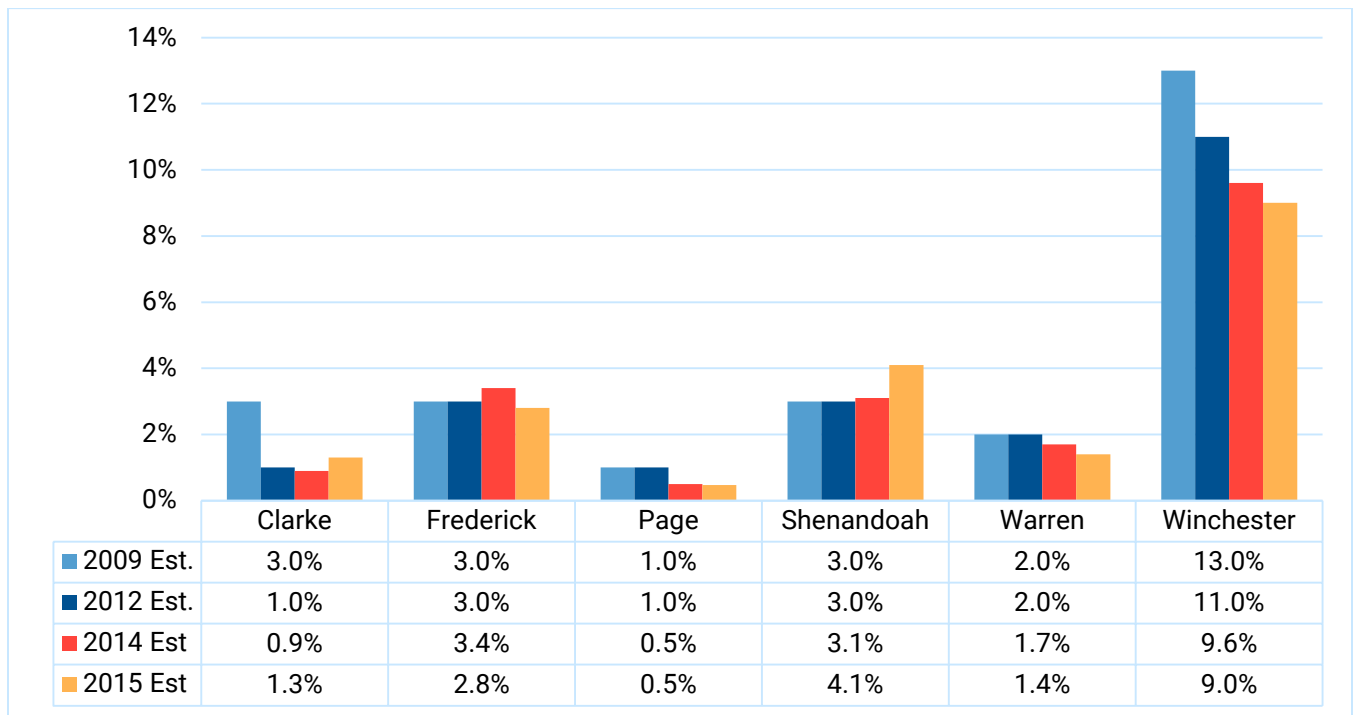
¹⁶ Virginia Department of Education, Virginia School Quality Profiles, 2013-2014, 2014-2015 and 2015-2016. <http://schoolquality.virginia.gov/>

Language Proficiency

The American Community Survey (U.S. Census Bureau) data shows the percentage of people who speak English less than very well from the 2009, 2012, 2014, and 2014 five-year estimates. Frederick County, Page County, Warren County, and Winchester saw a decline in the number of people that said they were able to speak English ‘less than very well’ from 2009 to 2015, meaning that more people in these communities have better English language speaking abilities than in previous years. Despite the marked improvement in English speaking abilities, one out of every ten people in the City of Winchester say they speak English ‘less than very well.’ Compared to 2009, Shenandoah County was the only jurisdiction with a higher percentage of people reporting that they could speak English ‘less than very well’.

In comparison to school divisions from around the state of Virginia, the City of Winchester ranks as having the 7th highest percentage of Limited English Proficient students. Only Manassas City, Harrisonburg City, Manassas Park City, Alexandria City, Arlington County, and Fairfax County were higher in limited English proficient students.

Figure 2.8: Ability to Speak English ‘Less Than Very Well’ (5 years+)¹⁷



Respondents who reported speaking a language other than English were asked to indicate their ability to speak English in one of the following categories: “Very Well”, “Well”, “Not Well” or “Not at all”. The data on ability to speak English represent the person’s own perception about his or her own ability.

¹⁷ U.S. Census Bureau, 2005-09, 2008-12, 2010-2014 and 2011-2015 American Community Survey multi-year estimates

LITERACY

The National Adult Literacy Survey (NALS)

The National Adult Literacy Survey (NALS) is based on a different definition of literacy, and therefore follows a different approach to measuring it. The aim of this survey is to profile the English literacy of adults in the United States, based on their performance across a wide array of tasks that reflect the types of materials and demands they encounter in their daily lives.

To gather the information on adults' literacy skills, trained staff interviewed nearly 13,600 individuals aged 16 and older. These participants had been randomly selected to represent the adult population in the country as a whole. In addition, about 1,000 adults were surveyed in each of the 12 states that chose to participate in a special study, designed to provide state-level results that are comparable to the national data. Finally, some 1,100 inmates from 80 federal and state prisons were interviewed to gather information on the proficiencies of the prison population. In total, over 26,000 adults were surveyed. Although the survey dates back to 2002, it's the best and most reliable data that is available to measure adult literacy.

- 21% to 23% – or some 40 to 44 million of the 191 million adults in this country, demonstrated skills in the lowest level of prose, document, and quantitative proficiencies (Level 1).
- 25% of the respondents that performed in Level 1 were immigrants who may have just started to learn to speak English. Nearly two-thirds of those in Level 1 (62%) had terminated their education before completing high school. One-third were age 65 or older, and 26% had physical, mental, or health conditions that kept them from participating fully in work, school, housework, or other activities. 19% of the respondents in Level 1 reported having visual difficulties that affect their ability to read print.

The full report is located here: <https://nces.ed.gov/pubs93/93275.pdf>

Literacy Connection to Education, Income & Health

Every important social issue is impacted by low literacy. When individuals learn how to read, write, do basic math, and use computers, they have the power to lift themselves out of poverty, lower health care costs, find and keep sustainable employment, and ultimately change their lives.¹⁸

Parental involvement is the number one predictor of early literacy success and future academic achievement. Children of parents with low literacy skills have a 72% chance of being at the lowest reading levels themselves.¹⁹ These children are more likely to receive poor grades, display behavioral problems, have high absentee rates, repeat school years, or drop out of school.

¹⁸ Adult Literacy Fact, Pro-Literacy, <https://proliteracy.org/resources/adult-literacy-facts>

¹⁹ National Bureau of Economic Research (NBER)

Of adults with the lowest literacy levels, 43% live in poverty. 70% of adult welfare recipients have low literacy levels.²⁰ There is a clear correlation between more education and higher earnings, and between higher educational scores and higher earnings.

2/3

of students who cannot read proficiently by the end of the 4th grade will end up in jail or on welfare.

The 4th grade is the watershed year. We can predict that if a child is not reading proficiently in the 4th grade, he or she will have approximately a 78 percent chance of not catching up.

According to the Department of Justice, “The link between academic failure and delinquency, violence, and crime, is welded to reading failure.” 85% of all juveniles who interface with the juvenile court system are functionally illiterate, and over 70% of inmates in America’s prisons cannot read above a fourth grade level.²¹

In our community, Literacy Volunteers Winchester Area reports that the average grade equivalency of adults seeking LVWA literacy services in reading, writing, and math is 4th grade; the average age of adults participating in the LVWA adult basic education program is 47 years old.²²

²⁰ The National Institute for Literacy

²¹ Literacy Statistics, Begin to Read, <http://www.begintoread.com/research/literacystatistics.html>

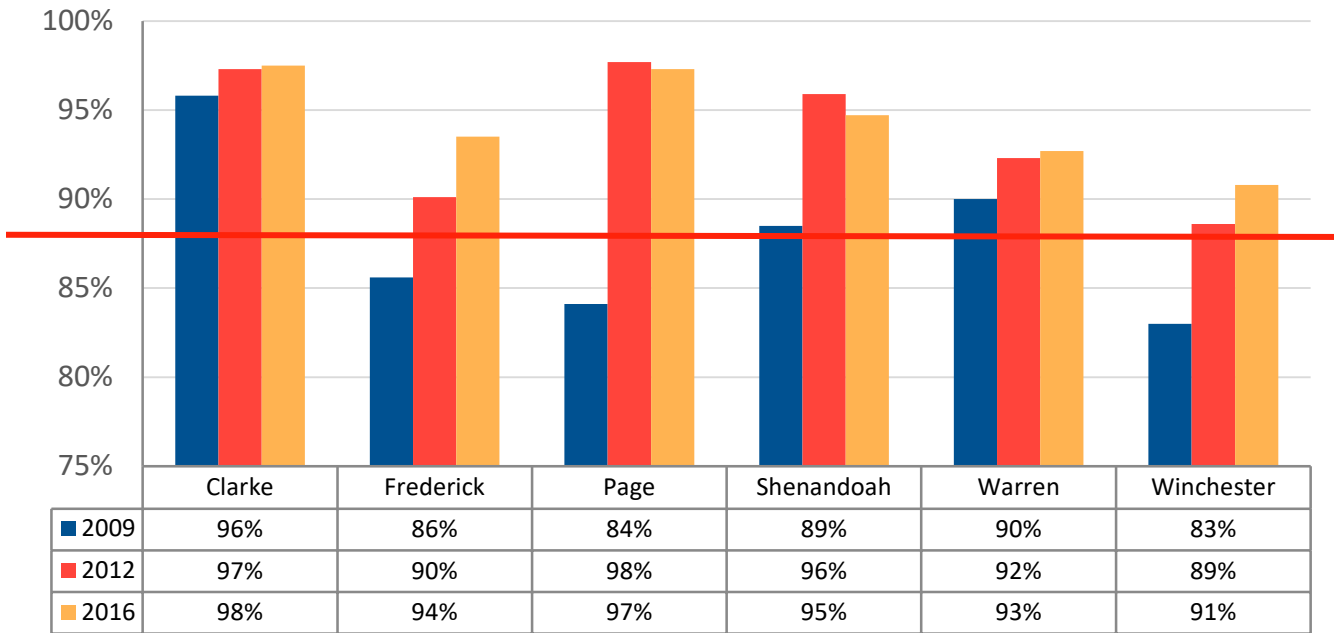
²² Literacy Volunteers Winchester Area

GRADUATION AND POSTSECONDARY EDUCATION

On-Time Graduation (all students)

The Virginia Department of Education calculates the Virginia On-Time Graduation Rate as the percentage of students in a cohort who earned a Board of Education- approved diploma within four years of entering high school for the first time. All jurisdictions saw an increase in on time graduation rates from 2009 to 2016. Page County and Shenandoah County were the only jurisdictions to see a slight decrease in on-time graduation from 2012 to 2016. All jurisdictions have an on-time graduation rate that is greater than the State of Virginia Average.

Figure 2.9: On-Time Graduation Rates²³



The State of Virginia average which is indicated by the solid red line for 2016 is 91.3%

The Virginia On-Time Graduation Rate is a graduation rate based on individual student-level data, tracked over time that fully accounts for student mobility and retention patterns.²⁴ For more on how this is calculated

visit; http://www.doe.virginia.gov/statistics_reports/graduation_completion/cohort_reports/va_ontime_grad_rate.pdf

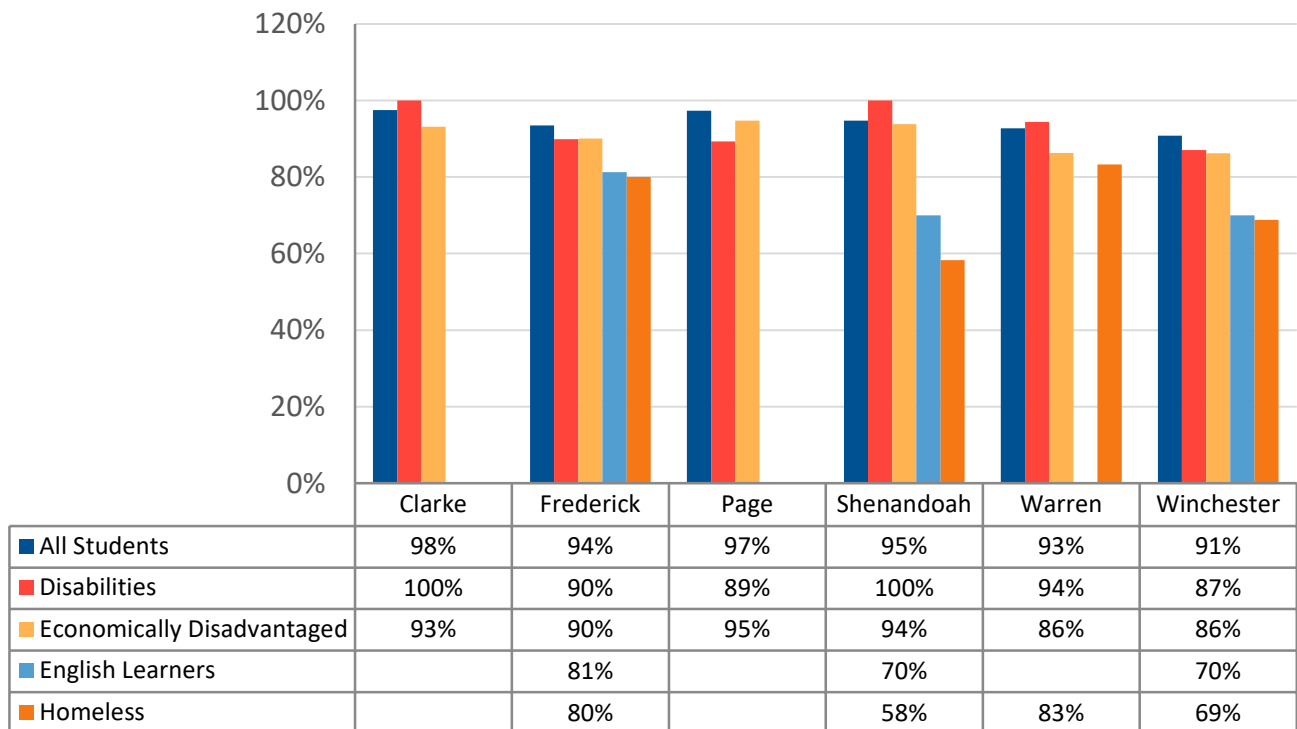
²³ Source: VA Dept. of Education – High School Graduation Cohort Reports for 2009, 2012 & 2016

²⁴ Virginia Department of Education, Division of Policy and Communications, http://www.doe.virginia.gov/statistics_reports/graduation_completion/cohort_reports/va_ontime_gradrate.pdf

On-Time Graduation Rates (other sub-groups)

When evaluating student learning, on time graduation rates give us important information, but it assumes that all students have the same opportunity to achieve. Several jurisdictions publish data for subsets of their student population. When it came to students with disabilities, most jurisdictions saw similar on-time graduation rates when compared to all students. Economically disadvantaged students saw a much lower on time graduation rate than students in all the jurisdictions. For the jurisdictions that provided data, English learners had even lower on-time graduation rates, with the lowest on-time graduation rates seen by students in the homeless population.

Figure 2.10: On-Time Graduation Rates (other sub-groups) ²⁵



*Some data was not available

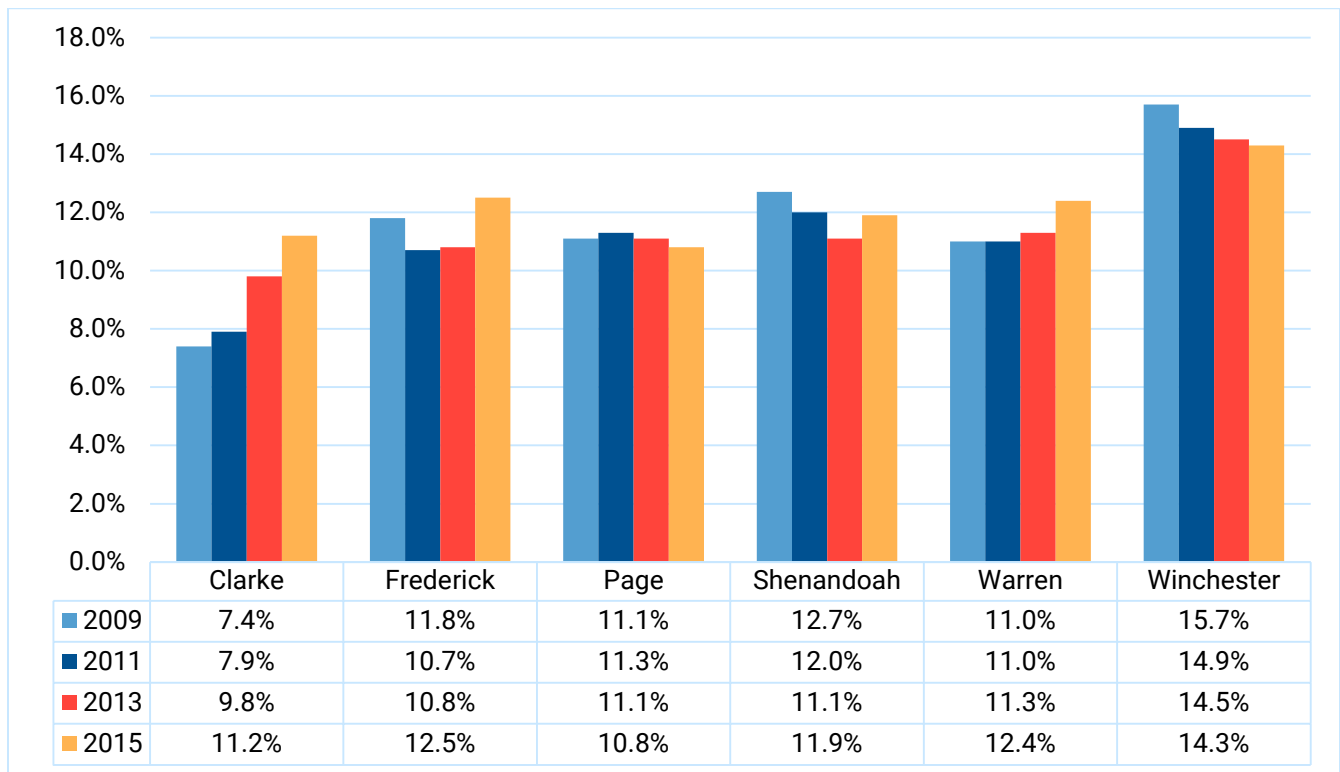
This data leads us to believe, as well as validates what other studies that have shown, that economically disadvantaged students, particularly those who are homeless, have a harder time being successful in school as their other peers. Additionally, language barriers prove to be a significant disadvantage. On-time graduation rates are not the only indication of the achievement gap. Data available at the Virginia Department of Education show gaps in achievement for the listed subgroups through reading and writing.

²⁵ Source: VA Dept. of Education – High School Graduation Cohort Reports for 2016

Students Receiving Special Education Services

The Virginia Department of Education tracks the percentage of children who receive special education services, ages 0-22+. The City of Winchester serves the highest percentage of students receiving special education services.

Figure 2.11: Students with Disabilities²⁶

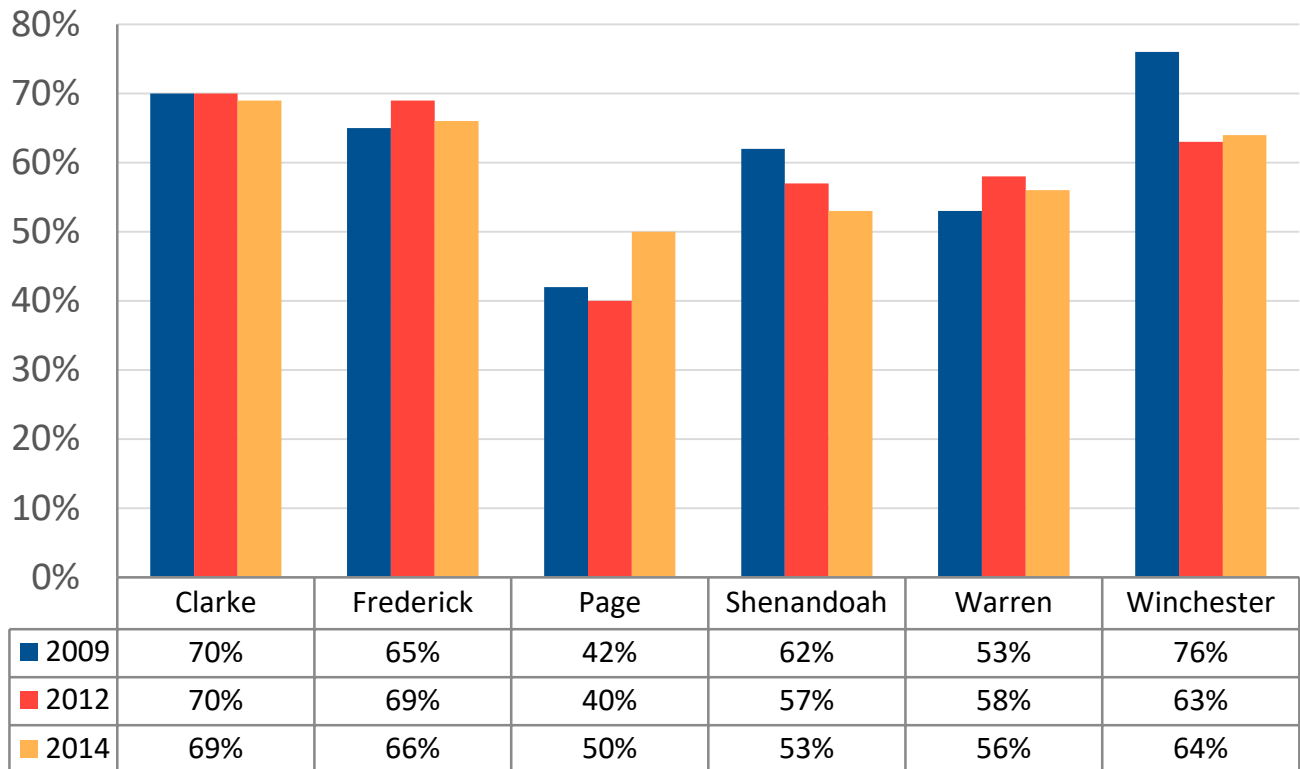


²⁶ Voices for Virginia’s Children, Kids Count Data, 2009, 2011, 2013 and Virginia Department of Education, Virginia School Quality Profiles, 2015-2016.

Postsecondary Participation

The Virginia Department of Education helped create the Virginia Longitudinal Data System to track student success from K-12 through college. Using the National Student Clearinghouse, cohort reports track students who enroll in any higher education institution within 16 months of earning a federally recognized high school diploma. Page County and the City of Winchester saw an increase in postsecondary participation from 2012 to 2015, while the other jurisdictions saw a slight decrease. All jurisdictions, with the exception of Frederick County and Page County, saw a decrease in postsecondary participation from 2009 to 2015. Clarke County has the highest postsecondary participation, while Page County has the lowest

Figure 2.12: Postsecondary Participation²⁷



For more information on how this data is collected and sourced, visit: http://www.doe.virginia.gov/school_finance/arra/stabilization/reported_data/assurance_c/faq_c1_1.pdf

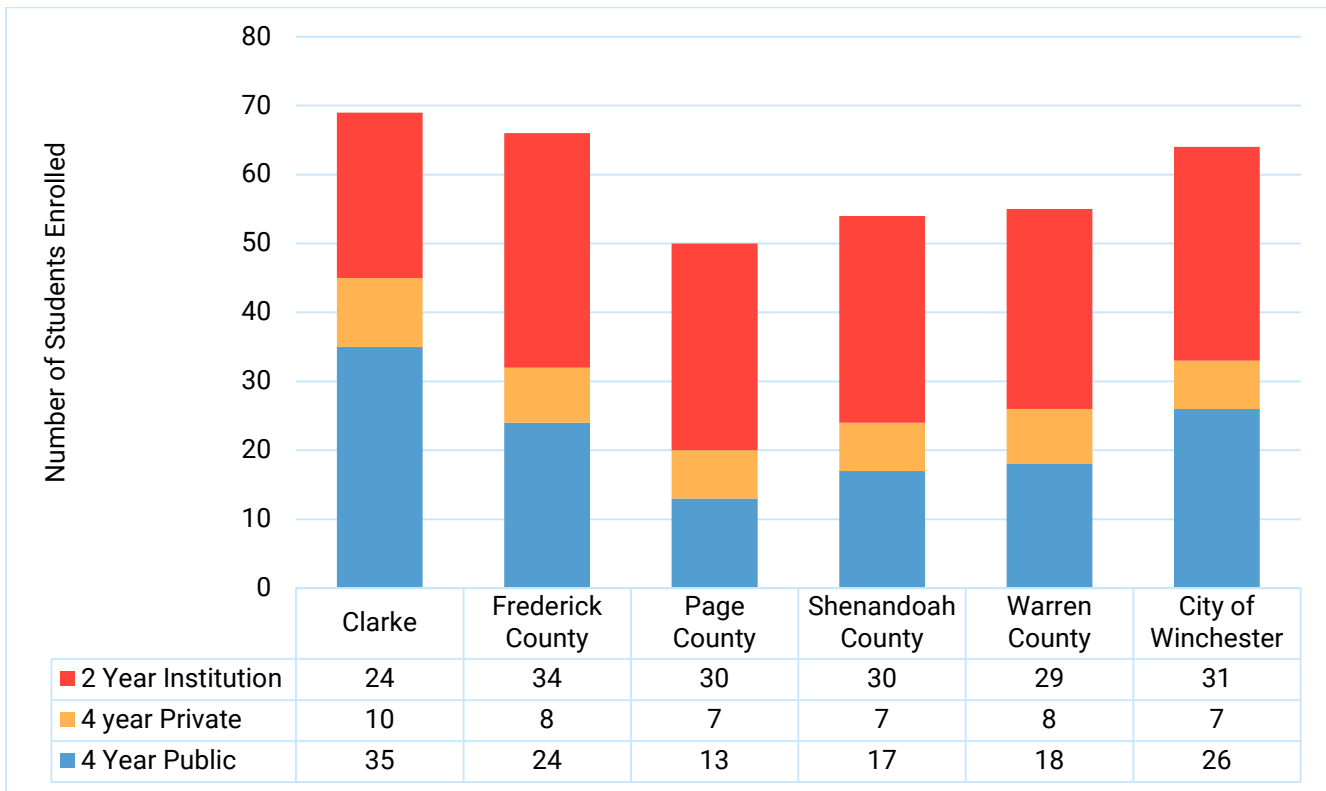
²⁷ VA Dept. of Education - High School Graduates Postsecondary Enrollment Reports for cohort years 2009, 2012 & 2014

Enrollment by Type of Postsecondary Institution

The majority of students in our area enroll in either a four-year public institution, or a two year institution. In general, in all the jurisdictions, there are just as many students who in enroll in two year institutions as four-year public institutions.

A limitation in the data is that this postsecondary participation does not reflect individuals who are pursuing postsecondary credentials. There are a variety of in demand jobs in our area that require a postsecondary credential that can be obtained in less than one year, and certainly less than two. Examples of these postsecondary credentials include CDL licensure (4 week credential), Phlebotomist (12 week credential), Apprenticeship (varies by occupation), Welder (12 week credential), and Manufacturing Technician (6 week credential).

Figure 2.13: 2014 Cohort Enrollment by Type of Postsecondary Institution²⁸

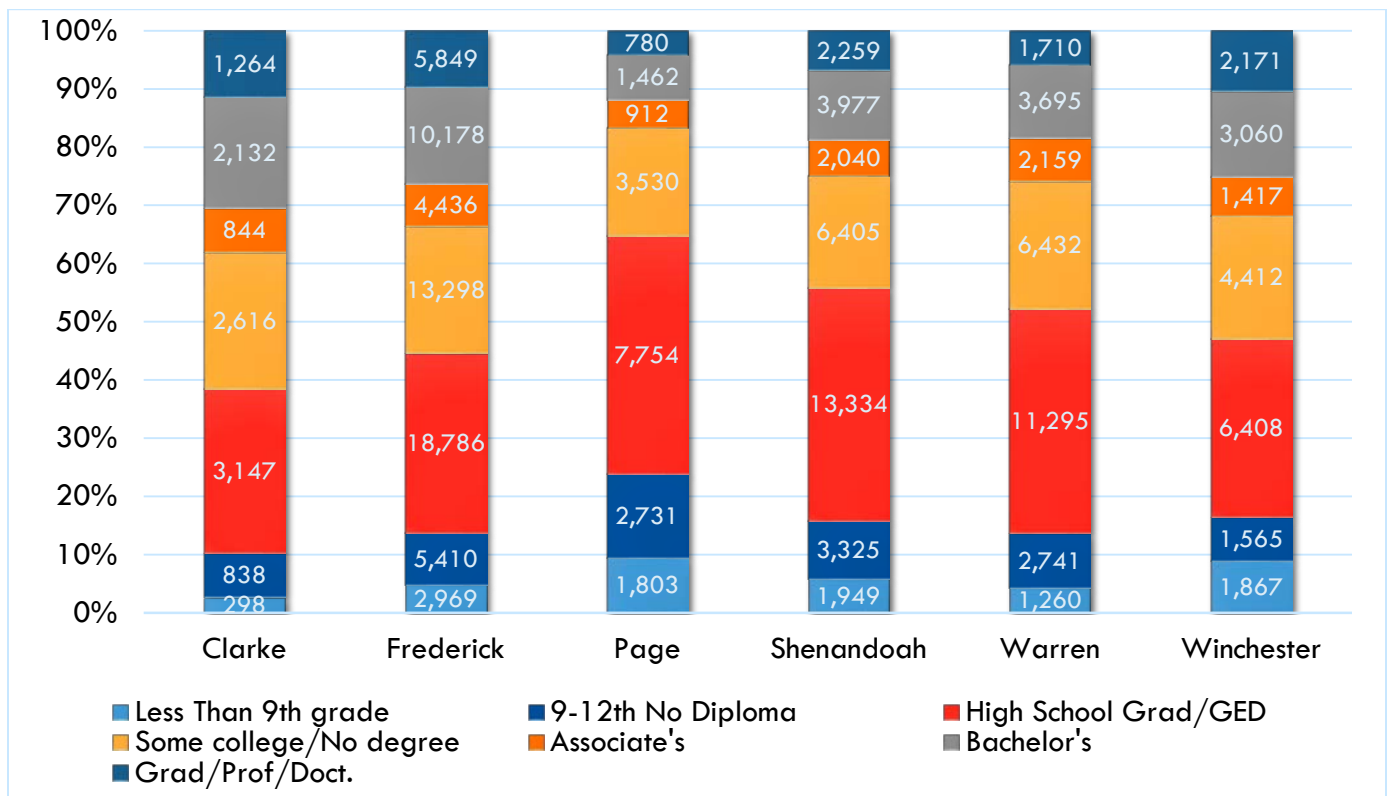


²⁸ VA Dept. of Education - High School Graduates Postsecondary Enrollment Reports for cohort year 2014

Educational Attainment

The Virginia Employment Commission provides a snapshot of the educational attainment in each jurisdiction. The disparities in educational attainment are more significant in rural areas where access to postsecondary opportunities may not be as predominant. It’s also fair to clarify that the “some college/no degree” section (in yellow below), which represents a large segment in each jurisdiction, would also be where a postsecondary credential would be classified. Many postsecondary credentials can be obtained in less than one year, and many in demand positions rely on these credentials. Transportation could play a factor as rural populations may have a harder time accessing community colleges, colleges, and universities for advanced degrees. There is further discussion on transportation in the Financial Stability/Income section of this report.

Figure 2.14: Educational Attainment (2016) ²⁹

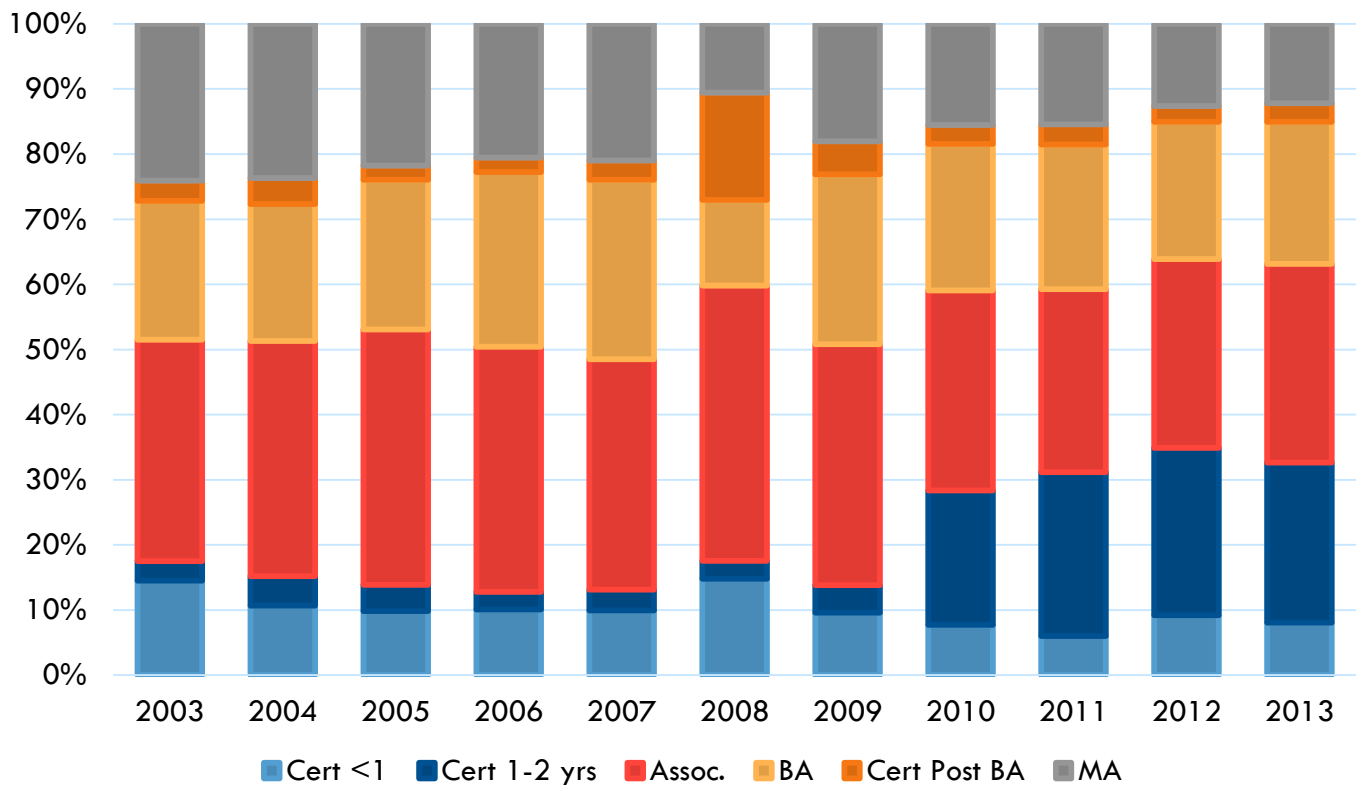


²⁹ Virginia Employment Commission - Virginia Community Profile for the Northern Shenandoah Valley RC, 11/3/16 update

Graduate Data Trends

The graduate trends from the U.S Department of Education show the trends from 2003 to 2013. This table only reflects degrees completed from institutions within the Northern Shenandoah Valley. The most significant trend is the notable increase in 1-2 year certificates from 2010 to 2013. The economic benefits of completing a certificate program or associates degree have become an attractive option in a competitive workforce due to low unemployment rates.

Figure 2.15: Graduate Data Trends 2003-2013³⁰



The true ratio of jobs in our economy is 1:2:7.³¹ For every occupation that requires a master’s degree or more, two professional jobs require a university degree and there are 7 jobs that require a 1 year certificate or 2-year degree. Many of those jobs are in highly skilled areas, and are in great demand.³²

³⁰ Virginia Employment Commission - Virginia Community Profile for the Northern Shenandoah Valley RC, 10/8/16 update

³¹ Gray, K. & Herr, E. (2006). Other Ways to Win: Creating Alternatives for High School Graduates. Third Edition. Thousand Oaks: Corwin Press

³² U.S Bureau of Labor Statistics. Occupational Outlook Handbook 2010-2011 Edition. Office of Occupational Statistics and Employment Projections.

WORKFORCE DEVELOPMENT

Earnings and Unemployment Rates by Educational Attainment

There is sufficient data to support that the further an individual is able to advance in their education, the greater the likelihood they will earn more money and become more financially stable. According to the data below, which is for persons over the age of 25 with earnings for full-time and salaried workers, it is evident that students who finish high school with a diploma have more earning potential than those without, and that the unemployment rate is significantly lower. The earning potential continues to increase as an individual earns an associates or bachelor’s degree. Investing in programs that ensure on time graduation from high school and encourage postsecondary participation is likely to lead to better opportunities in the future.

Figure 2.16: Earning by Education Attained³³

Education Attained	Unemployment Rate in 2015 (Percent)	Median Weekly Earnings in 2015
Doctoral Degree	1.7%	\$1,623
Professional Degree	1.5%	\$1,730
Master’s Degree	2.4%	\$1,341
Bachelor’s Degree	2.8%	\$1,137
Associate’s Degree	3.8%	\$798
Some College, No Degree	5%	\$738
High School Diploma	5.4%	\$678
Less than a High School Diploma	8%	\$493
All Workers	4.3%	\$860

When it comes to a four-year degree versus a certificate or associates degree, the chart demonstrates that those with four-year and advanced degrees have higher earning potentials. However, with rising education costs, a shrinking job market, and the oversaturation of some academic majors in the workforce, as well as the economic makeup of our community, a four-year degree may not be the best option for some students and adults.³⁴ According to the National Science Foundation, 90% of all jobs in the future will require some education and training beyond High School. In 2018, Harvard University predicts that only 33% of all jobs will require a 4- year degree or more.

³³ Current Population Survey, U.S. Department of Labor, U.S. Bureau of Labor Statistics, 2015

³⁴ Success in the New Economy, Kevin Fleming, 2012