

OLO Memorandum Report 2015-4

To: County Council

From: Elaine Bonner-Tompkins, Senior Legislative Analyst
Office of Legislative Oversight

Date: December 9, 2014

Subject: **Ready for Tomorrow Education and Workforce Summit Proceedings**

On October 18, 2014, the Office of Councilmember Nancy Navarro sponsored the “Ready for Tomorrow Education and Workforce Summit” in Silver Spring, Maryland. The Summit was convened at the White Oak Community Recreation Center and co-sponsored by the following organizations: Montgomery County Government, Percontee, Inc., Pepco, Montgomery County Business Roundtable for Education, the Office of County Councilmember Cherri Branson, Montgomery County Public Schools and the Montgomery County Education Association.

Convening a community-wide conversation to understand the implications of the achievement and employment gaps on the County’s future served as the goal of the Summit. The Summit featured three panels that discussed changes in the County’s demographics and the need for stronger partnerships to better address gaps in academic achievement and employment among youth. The Summit also provided an opportunity for stakeholders to brainstorm ideas about best practices for narrowing both gaps and making their closure a “socio-economic imperative” within the County.

The Office of Legislative Oversight was tasked to develop this proceedings document to capture the key points shared and discussed at the Ready for Tomorrow Summit and to serve as a reference point for future discussions among the community members and policymakers. This proceedings document is presented in five parts to relay the lessons learned during the Summit:

- A. Impetus for the Summit** describes why the Ready for Tomorrow Summit was convened by Councilmember Navarro.
- B. National and Local Trends in Education and the Labor Force** describes the changing demographics in the County and its implications for the future economy.
- C. Supporting Excellence in Teaching and Learning for All** describes how local educational institutions can help narrow educational and employment gaps among youth.
- D. Private and Non-Profit Sector Perspectives** offer ideas about how the private sector can partner with educational institutions to address the employment gap in the County.
- E. Potential Next Steps** describes OLO’s recommendations for follow up for the Ready for Tomorrow Steering Committee and the County Council aimed at closing the achievement and employment gaps facing youth in the County.

Overall, the Summit was effective at broadening participants’ understanding of the challenges facing the County and providing an opportunity for a diverse set of stakeholders to discuss the issues. Thus, the Summit helped to set the stage for future efforts aimed at implementing and enhancing County policies and practices aimed at narrowing the academic achievement and employment gaps impacting local youth and Black, Latino, and low-income youth in particular.

A. The Impetus for the Summit

On May 5, 2014, Councilmember Navarro shared a memorandum with her Council colleagues describing how the achievement gap by race, ethnicity, and income was more than a moral or civil rights issue – it is indeed an economic and national security imperative. At the Summit, she further noted that the future of the local and national economy were at risk if Black, Latino, and low-income students continued to demonstrate lower levels of academic performance and educational attainment than their White, Asian, and more affluent peers.

From Navarro's perspective, the impetus for the summit was a rebranding of the achievement gap from an "us v. them" debate to a community conversation on what is needed for the County and the nation as a whole to remain economically competitive. She challenged participants to step out of their respective roles as teacher, parents, employers, community members, and policymakers to consider the question of what a rebranding of the achievement gap and employment gap could do? She further asked participants to consider what would policies and programming look like if eliminating the academic and employment gaps were viewed as a socio-economic imperative?

To address these issues, Navarro tasked her office to organize a summit of diverse stakeholders to discuss the achievement and employment gaps outside of the budget process. Toward this end, Navarro assembled a steering committee representing a cross-section of stakeholders to organize the Summit and to invite participants. Organizational steering committee members included:

- Casa de Maryland
- Crittenton Services
- Governor's Commission on Hispanic and Caribbean Affairs
- MCCPTA
- Montgomery Business Development Corporation
- Montgomery County Business Roundtable for Education
- Montgomery County Chamber of Commerce
- Montgomery County Education Association
- Montgomery County Public Schools
- Montgomery Moving Forward
- NAACP – Montgomery County Branch
- New Destiny, LLC
- Nonprofit Montgomery
- Office of Councilmember Cherri Branson
- Office of Councilmember Nancy Floreen
- Office of Councilmember Hans Riemer
- Universities at Shady Grove

More than 200 citizens representing the steering committee organizations, Montgomery County Government, community groups such as the Latino Child Care Association of Maryland and One Montgomery, and others participated in the forum on October 18th. Councilmembers Cherri Branson, Roger Berliner, Marc Elrich, Nancy Floreen, George Leventhal, and members of their staff also attended and participated in the Summit. A list of registered participants and their affiliations are included in the attachments on © 1.

B. National and Local Trends in Education and the Labor Force

The first panel at the Summit described national and local trends in education and the labor force. More specifically, this session described trends in enrollment among students of color and English language learners nationally and within MCPS and the uneven distribution of incomes and education in the County by race and ethnicity. This session's three panelists were:

- **Richard Fry**, Senior Economist at the Pew Hispanic Center,
- **Bruce Crispell**, Director of the Division of Long-Range Planning at Montgomery County Public Schools, and
- **Casey Anderson**, Chair of the Montgomery County Planning Board

Highlights from each of these panelists' presentations and this session's question and answer period follow. This section also includes a synthesis of the small group discussions at the end of the Summit that solicited participants' perspectives on how institutions should respond to the changing demographics in the County, the impact of poverty on student achievement, and the importance of parental engagement.

1. Panel Presentations

Richard Fry of the Pew Hispanic Center described demographic changes in school enrollment and educational attainment at the national level. Fry's presentation is attached, beginning on © 6. Highlights from his presentation follow:

- Changes in demographics happen fastest among school-age children compared to older cohorts of people.
- The Census projects that all of the growth in the school-age population between 2012 and 2048 will be driven by increases in Latino students. More specifically, Latino school-age children will increase by 10 million (from 12 to 22 million) compared to an 8 million increase in the overall number of school-age children (from 54 to 62 million).
- The Census projects that in 2048, 37% of the school-age population will be White, 35% will be Latino, 13% will be Black, and 6% will be Asian. In 2012, 54% of the school-age population was White, 23% were Latino, 14% were Black, and 4% were Asian.
- According to the Bureau of Labor Statistics, the civilian labor force will increase by 40 million between 2012 and 2050 (from 155 to 190 million). The White civilian labor force will shrink and all of the increase in the workforce will be driven by increases in workers of color with Black and Latino workers accounting for 80% of all new workers.

- Regarding high school attainment, the achievement gap by race and ethnicity is minimal. The gap in college degree attainment, however, is wider with 40% of Whites having a bachelor's degree or higher compared to 20% of Blacks and Latinos.

Bruce Crispell of MCPS described changes in local school enrollment over several decades. Crispell's presentation is attached, beginning on © 20. Highlights from his presentation follow.

- Four eras characterize demographic changes in MCPS enrollment:
 - Between 1950 and 1972, there was a rise in suburbanization and the Baby Boomers. During this time frame, MCPS' enrollment increased by more than 100,000 students.
 - From 1972 to 1983, there was the Baby Bust and school enrollment declined by 35,000 students. White student enrollment also began to decline during this era.
 - From 1983 to now has been the Immigration Era where there has been an increase in enrollment of 50,000 students and a continuing decrease in the White population.
 - Since 2007, most of the increase in MCPS enrollment has been driven by increases in elementary enrollment. This is projected to flatten out in the next six years, but the surge will increase enrollment at middle and later in high schools.
- MCPS' changing demographics is best reflected in the beginning and ending grades. Among K-2 students, Latinos comprise 31% of MCPS enrollment and Whites 30%. Among Grades 10-12 students, Whites comprise 34% of MCPS enrollment and Latinos 25%.
- Younger and larger households drive the increases in Latino enrollment; Latino households look a lot like the White households that suburbanized the County during the Baby Boom.
- ESOL (English for Speakers of Other Languages) enrollment is also increasing – from 10,000 students in 2000 to 20,000 students in 2013. Sixty-four percent of ESOL students are Latinos; 70% of ESOL students are also U.S. citizens.
- FARMS (Free and Reduced Priced Meals) enrollment is also increasing – from 29,000 students in 2000 to 52,000 students in 2013. Of note, 81% of students receiving FARMS receive free meals and the remaining 19% receive reduced price meals. More than half of all Latino students (57%) receive FARMS as well as a third of Black students (34%).
- In class size reduction schools (formerly called focus/red-zone schools), 60% of students receive FARMS and 30% are ESOL. In non-CSR schools (non-focus, green zone), 13% of students receive FARMS and 13% receive ESOL services. There are two different school systems operating within the County when you consider student demographics.

Casey Anderson of the Montgomery County Planning Board described local economic indicators and trends in the labor force. Anderson's presentation is attached, starting on © 40. Highlights from his presentation follow.

- Incomes are high in Montgomery County, but unevenly distributed.
- Education levels are also high and increasing with the diversity of the County. But there are significant gaps in educational attainment by race and ethnicity.

- Schools play a critical role not only in educating current children but also in attracting new families and businesses to the County.
- County residents are aging. As residents age, they will contribute less to the economy and will also increasingly demand social services. Yet, as residents age, they also retire and create job turnover that creates opportunities for young workers if they are prepared. Retirees may move out of the area and also create additional housing stock for younger persons.
- Differences in the economies between Montgomery and Fairfax Counties are a function of the industries that cluster in each county. With a location closer to the Pentagon, Fairfax has many residents employed as senior managers/consultants in the defense industry. There are few middle-skill and low skilled jobs in this sector. On the other hand, the health care sector is concentrated in Montgomery County and relies on a variety of high, middle, and low skill occupations (e.g. physicians and phlebotomists).

2. Panel Questions and Answers

Following the panelist presentations, Summit participants had the opportunity to pose several questions to the panel. Questions posed and answered provided including the following:

- **How does housing affect the socio-economic divide in the County?** Casey Anderson answered this question with the following response: We have a greater band of wages in Montgomery County than in Fairfax, so the County needs housing across a spectrum of incomes. Currently, most of the new housing in the County is single family homes. More apartments need to be built to support our local economy: the ideal mix to support economic growth is 60% multiple household permits and 40% single family housing.
- **Does the County data describe undocumented persons?** Richard Fry and Bruce Crispell answered this question as follows: Yes, data on undocumented persons is included in Census and school data but it is not disaggregated to describe undocumented persons separately.
- **What needs to happen on the East side of the County to make it more attractive to businesses seeking to relocate?** Anderson's response was improved school scores. Councilmember Navarro's response was improved amenities.
- **What white and blue collar positions will be available in the County in the future?** Anderson's response was that the growth in the life sciences sector in the County will reflect a range of occupations.
- **How many immigrants are enrolled within MCPS?** Crispell's response was that changes in the ESOL population offer a marker of the increasing number of immigrants attending MCPS – ESOL enrollment has been increasing by about 8 percent each year. MCPS has also seen an increase in undocumented youth.

3. Small Group Discussions on Demographics and the Role of Parents

At the end of the Summit, teams of stakeholders gathered to address three questions posed by the Summit's steering committee. Different questions were posed to each small group to engender as many perspectives as possible on promising practices for narrowing the achievement gap and improving employment opportunities for youth. Each question posed either directly or indirectly related to one or more of the topics discussed during the morning panels.

This subsection describes the small group questions and responses generated in response to prompts regarding changing demographics, the impact of poverty on student achievement, and the importance of parental engagement.

- a. **Given the ethnic and linguistic diversity of our communities across the county, how can institutions adapt to better serve their needs?** Respondents shared three perspectives:
 - Institutions can begin to listen to people in the community and to identify their needs
 - Institutions can adopt more multicultural curriculums to reflect the diversity of its students
 - Institutions can enhance their cultural proficiency by developing systems and processes that demonstrate their value for people who speak languages other than English
- b. **Is it important for the race or ethnicity of teachers to reflect the population of the students they serve?** Respondents shared that the cultural competency of teachers and their ability to identify the needs of their students were important, but not their race or ethnicity.
- c. **Why should policymakers prioritize the most vulnerable members of society?** Responses to this question included:
 - Because the most vulnerable members of society will be a majority of the workforce
 - Because it is important to create a workforce that has lifestyle options and economic opportunities
 - Because as a society, we are only as strong as our weakest link
- d. **How can we ensure that we are connecting families and schools?** Responses to this question centered on institutions meeting parents where they are, making connections with families that are relevant and practical, and empowering Latino parents to become more engaged through collaborating and partnering with Latino groups/parents in each school.
- e. **How can parents become advocates for their children's education and why?** Two answers were offered in response to this set of questions: Parents should ask their students what they are doing in school and they should also participate in school events.
- f. **What can parents do to support literacy in their home?** Respondents offered several suggestions, including the following:
 - Parents can engage in discussions with their children about their lives at work and the options available to employees with college degrees
 - Parents and children can research together about issues that affect them in school

- Parents can offer their children exposure to museums, libraries, and travel to develop their children's awareness of being global citizens
- Parents can enhance their own English literacy and instill values and discipline within their children

g. How does poverty impact student achievement? One respondent stated the following: "The research clearly demonstrates that the greatest predictor of student achievement is socio-economic background. We need to be honest about that and talk about the wrap around services that our students and their families need."

C. Supporting Excellence in Teaching and Learning for All

The second Summit panel pivoted from presentations to a conversation among educational leaders that examined how educational institutions deliver instruction to narrow the achievement and employment gaps among youth in the County. This session's three panelists were:

- **DeRionne Pollard**, President of Montgomery College,
- **Joshua Starr**, Superintendent of Montgomery County Public Schools, and
- **Stewart Edelstein**, Associate Vice Chancellor for Academic Affairs at the Universities of Shady Grove.

Highlights from the panel discussion follow as well as synthesis of the discussion that followed the panel. The section also includes a summary of the small group discussions at the end of the Summit that focused on questions related to effective practices for closing the achievement gap.

1. Panel Discussion

Councilmember Navarro facilitated this session on teaching and learning for all and as moderator posed the following two questions to the panel:

- **How should educational institutions address changes in demographics in the County?**
- **What funding is targeted to addressing the achievement gap and what is the role of cultural competency toward this end?**

In response to the first question of changing demographics:

- *DeRionne Pollard of Montgomery College* stated that educational institutions need to forge tighter partnerships and collaborations that are "accountability-based" to focus on the impact of these efforts rather than just having a lot of organizational partners. She further stated that this means "changing the dialogue" in part by institutions going into the community. Pollard cited ACES and the new middle college programs are examples of Montgomery College going into the community. She also cited both initiatives as evidence that the College views the achievement gap not just a K-12 issue, but as a higher education issue as well.

- *Stewart Edelstein of the Universities of Shady Grove* indicated that educational institutions need to work more closely with the business community and cultivate partnerships that lead to the hiring of more students. He stated that this is especially necessary for first-generation students who need exposure to the world of work as soon as possible. He also noted the demographics of USG students mirror those of Montgomery College and MCPS. Currently they have 4,000 students in 80 different programs; 75% of its students are graduates of Montgomery College - 34% are White, 66% are students of color; 50% are first-generation college students and 80% are working.

In response to the second question of funding to address the achievement gap:

- *Joshua Starr of Montgomery County Public Schools* indicated that class size reduction elementary schools get \$2,300 more per students and principals have the flexibility to “innovate” as well as teachers. He further noted that this facilitates a “bottom-up” approach to implementing practices that focus on narrowing the achievement gap with significant buy in from school staffs. He then mentioned the following strategies as key to narrowing the achievement gap: equitable funding and support, rigor in all schools, human capital, community engagement, and operational excellence. He also cited the use of problem based curricula being developed in career and technology education and at Wheaton High School as strategies that help to address the achievement gap.

At the end of this session, both Edelstein and Pollard indicated that the fundamental challenge for better addressing the achievement and employment gaps in the County is to “connect the dots.” Montgomery Moving Forward was cited as an effort that is seeking to connect the dots around County efforts to enhance workforce development. Pollard noted that perhaps too many leaders and non-profits with the same mission are separately working on these issues and that this in turn may undermine the effectiveness of existing efforts. She also posited that perhaps there should be a focus on fewer goals in the County that can offer more substantive impact, for example focusing on a two-generational approach to poverty.

2. After Panel Discussion

Following the panel discussion, Councilmember Nancy Floreen offered remarks to the panel and an update on County efforts to connect the dots among workforce development efforts within the County. She shared that the County Council has asked the Workforce Investment Board and the Department of Economic Development to develop a plan for organizing workforce development with the County. This report is scheduled to be shared with Council in January.

Floreen also posed a request to MCPS, the College, and USG on behalf of the Council: she asked that these institutions work together to develop workforce development opportunities that complement the White Oak Gateway Master Plan so that they can link training to land use decisions. Finally, Floreen mentioned that the Office of Legislative Oversight will look at trends in staff turnover as it reviews variations in the allocation of resources to schools.

In response to Floreen's final remark, Superintendent Starr indicated that their review of data does not find higher turnover among the class size reduction/consortia schools. Instead, he suggested that turnover may be higher in the Western side of the County as teachers often migrate to schools closer to their homes in the more affordable parts of the County. He also stated that 30% of MCPS teachers turn over in their first five years compared to 50% nationally and that MCPS expends \$59,000 in training teachers during their first five years with MCPS.

3. Small Group Discussions on Practices for Closing the Achievement Gap

Several of the small group questions discussed at the end of the Summit elicited participants' perspectives on effective practices for closing the academic achievement gap. This subsection describes these questions and the responses elicited in Q and A form.

a. What are the benefits of investing in a quality early childhood education?

Respondents agreed that there were lots of benefits to quality early childhood experiences that yielded both academic and non-academic benefits.

b. When can we have the greatest impact on a child's life? The consensus response to this question is that it is never too late to have a positive impact, but the earlier years offer the greatest impact. Specific responses included:

- In utero (in the womb) since the socio-economic condition of parents is still the biggest determinant of student success
- The early years are most important because family life in years one through five of a child's life are important as stepping stones for the future
- Every year is an opportunity. Given this, we should encourage the school system to have "career and college readiness focus points" at each grade level for an aligned approach
- At any time during a child's life. We need tailored approaches for each age group that foster a sense of belonging and worthiness

c. What are the most common barriers to academic progress in the classroom?

Responses to this question pointed to attitudes, beliefs, and misunderstandings between students and staff as the most common barriers to academic progress in the classroom. They also pointed to low motivation, a lack of connection, and the absence of the "joy of learning" among some students as common barriers to their academic progress.

d. How do we help new teachers succeed? How can we retain our best teachers? Small groups offered three sets of responses to these questions. The first was to respect teachers as professionals and to not "second guess" them. The second was to provide teachers with more resources to address the non-academic needs (e.g. economic and mental health needs) of their students. The final set of responses was to provide more support to teachers via increased compensation, incentives, and clinical supervision/mentors to prevent teacher burnout.

- e. **How should we enhance early college success in the County?** Respondents recommended continued support for current early access programs operating within MCPS - ACES, College Institute, and AP/IB programs. They also recommended that the school system think about opportunities in the curriculum to help students start the college application process (e.g. complete a college essay for an English assignment and Accuplacer testing in high school).
- f. **How can we expand career and technical education options for students in high school and ensure seamless transition to post secondary education?** Respondents recommended providing more people in schools that will interact with students to offer career paths, career counseling, and a greater awareness that selecting a career path is not a final decision for life.
- g. **How can accountability and transparency in higher education be improved?** Small groups offered a variety of responses to this prompt that included:
 - Educational institutions can work together across systems
 - Improve students' awareness of the training and formal education options that prepare them for family-sustaining occupations and incomes
 - Enhance multi-cultural awareness and sensitivity
 - Provide cultural competency training and professional development to all content teachers, not only ESOL instructors
- h. **What are the benefits of expanding access to Adult Basic Education (ABE)?** Small group respondents noted a variety of benefits and the need to have enough ABE and ESOL slots in the County to meet existing demand. Specific benefits noted include:
 - ABE is the foundation for work and learning
 - ABE leads to higher wages, greater personal satisfaction, and less reliance on others
 - ABE enables parents to provide better guidance to their children, to assist with school assignments, and become better role models for their children

D. Private and Non-Profit Sector Perspectives

The final panel featured a conversation among private sector leaders about the need for partnerships to address achievement and employment gaps among County youth. This session's panelists were:

- **Sheryl Brissett Chapman**, Executive Director, National Center for Children and Families,
- **Antonio Tijerino**, CEO of the Hispanic Heritage Foundation, and
- **Joy Carr**, Senior Human Resources Generalist at United Therapeutics.

Highlights from this panel discussion follow as well as a synthesis of the small group discussions related to preparing County youth for the 21st Century that occurred at the end of the Summit.

1. Panel Discussion

The conversation among the last set of panelists covered a variety of topics. Highlights from this discussion, which was also facilitated by Councilmember Navarro, follow.

- **How do we define the job market?** Antonio Tijerino of the Hispanic Heritage Foundation noted there are approximately 10 million unemployed persons in the U.S. but 5 million open jobs in science, technology, engineering, and math. Moreover, it is estimated that 10,000 Baby Boomers will retire daily for the next nine years. This creates great opportunities for our youth. Tijerino recommends that we ask the youth what they need and then develop programs that speak to them – for example, developing coding training programs that lead to credentials. He advocates for the community empowering young persons to lead.
- **What do youth at-risk need to compete in the job market?** As a non-profit leader, Sheryl Brissett of the National Center for Children and Families noted that she thinks that we as a society underestimate the magnitude of the needs for youth and the community's role in shaping their experiences. All children need to be nurtured and feel valued, and for too many black and Latino youth, this does not occur. If you do not feel worthy and are not aware of opportunities, you are lost. Without a sense of confidence, it is increasingly difficult to navigate the system, to develop marketable skills and to be competitive, particularly when interviewing for potential positions.
- **Can local employers find the skills they need among local youth?** In response to this question, Joy Carr of United Therapeutics conceded that this is a question that her company's human resources department poses on a daily basis. She further stated that they often have to import qualified candidates for open positions but that she is hopeful that United Therapeutics can partner with Montgomery College to develop pathways to positions requiring A.A.S. degrees that they are having difficulty filling.

2. Small Group Discussions on Practices for Closing the Employment Gap

Several of the small group questions discussed at the end of the Summit elicited participants' perspectives on how educational institutions and businesses can work together to expand work and career education opportunities for County youth. Highlights from these discussions follow.

- a. **How can educational institutions partner with businesses to create opportunities for underserved students?** The small groups offered several responses to this question that include the following:
 - Listen to the businesses to identify their workforce needs first before developing partnerships focused on preparing youth for the workforce
 - Develop more career awareness and work-based learning opportunities such as internships and job shadowing so they connect what they learn in school with the workplace and they understand the many work opportunities in Montgomery County
 - Ask businesses to open their doors so that parents understand what they are doing and can better appreciate the value of career and technology education

- Provide space and mentorship opportunities that connect underserved students with adults who want to see them succeed and can provide opportunities toward this end
- b. **What is the importance of mentoring and peer-mentoring?** Respondents noted that mentoring provides opportunities to build relationships that support students by pairing students with adults that are champions for them and also provide students with high expectations and more opportunities to meet those expectations. Some respondents also stated that some parents are in need of mentors that model effective parenting practices that promote student achievement.
- c. **How can we expose high school and college students to real world experiences in the workplace?** Respondents noted the value of career days for secondary students as an effective way to expose them to the real world of work. Respondents also noted the value of internships, volunteer opportunities, and community projects as ways for students to develop real world experiences and skills that are valued in the workplace.
- d. **What does today's technology mean for tomorrow's jobs?** The consensus among respondents is that children need to be capable users of technology and demonstrate digital responsibility. Respondents also noted that given the technology demands of the current and projected workforce, many low-income families need assistance in accessing the internet to ensure that a digital divide does not undermine their children's opportunities.
- e. **How do we prepare students to enter the workforce?** Small group respondents offered the following four recommendations for preparing students for the workforce:
 - Focus on enhancing students' self-esteem and teaching them that effective effort is key
 - Set high expectations for student performance
 - Offer more internship programs
 - Provide a lot more opportunities for students to relate school life to real life and to help students find their passion

E. Potential Next Steps

OLO recommends that the Summit Steering Committee and the County Council discuss and consider adopting one or more of the following options as potential next steps to the Ready for Tomorrow Education and Workforce Summit. Collectively, these six recommended actions align with the Summit's goal of making the closing of the achievement and employment gaps in the County a "socio-economic imperative."

Recommended Next Steps for the Summit Steering Committee:

- **Solicit the perspectives of County youth.** The Summit was successful at broadening participants' understanding of the challenges facing the County and providing an opportunity for diverse stakeholders to discuss the issues. A key voice absent from the conversation, however, was the voice of youth and disconnected youth in particular. OLO recommends that the Steering Committee reach out and solicit the perspectives of County youth. These efforts should include referencing the perspectives of youth acquired by the Community Foundation's survey of Latino youth¹, their current survey of Black youth, and the Youth Council of the

¹ http://www.thecommunityfoundation.org/wp-content/uploads/2014/08/HS-CYO-LatinoYouth_Report_PDF-FINAL.pdf

Workforce Investment Board. OLO also recommends that youth members be added to the Steering Committee.

- **Envision the specific roles of community stakeholders as advocates.** Understanding the roles that community stakeholders can play in addressing the achievement and employment gaps as parents, educators, social service providers, and business owners is critical to transforming current conversations about the gaps into a “socio-economic imperative.” The articulation of stakeholder roles for narrowing each gap began during the Summit’s small group sessions. OLO recommends that the Steering Committee engage in a longer discussion to tease out the specific roles that community stakeholders can take to achieve progress on both sets of gaps.
- **Connect the dots among existing initiatives.** A common refrain shared among panelists and participants at the Summit is that there are a lot of overlapping initiatives in the County aimed at improving educational and employment opportunities for at-risk youth. These multiple efforts administered by County agencies and community providers, however, are often not coordinated. Montgomery Moving Forward and the to-be-released Workforce Investment Board strategic plan were identified as efforts that are connecting the dots with respect to workforce development within the County. OLO recommends that the Steering Committee further connect the dots among workforce development programs serving youth and among interventions both inside and outside of the school system aimed at reducing the gaps.
- **Streamline and forge new partnerships.** Clearly no one agency or set of stakeholders bares total responsibility for reducing disparities in educational achievement and employment in the County. Yet, partnering among stakeholders to achieve progress in narrowing the achievement and employment gaps presents its own set of challenges. As noted by Montgomery College President DeRionne Pollard, meetings among multiple stakeholders do not necessarily result in desired change, nor does assembling all of the key players in the same space. Instead, she suggested that partnerships focused on fewer goals and greater accountability for results hold the best promise for achieving change. OLO recommends that the Steering Committee keep this perspective in mind as it cultivates existing and new partnerships aimed at enhancing educational and employment opportunities for at-risk youth.
- **Develop tools to assist community stakeholders.** Although limited, research points to best practices for narrowing the achievement and employment gaps facing County youth. Best practices for narrowing the gap in academic achievement include enhancing teacher quality and reducing the impact of poverty among children; and for youth workforce development efforts, they include programs providing educational and occupational training and targeted services based on youth’s risks for disconnection.² Given these best practices, OLO recommends that the Steering Committee develop tools for community stakeholders aimed at helping them adopt and advance strategies that align with the research. In particular, OLO recommends the Steering Committee consider developing stakeholder specific tools for parents, community organizations, social service providers, educators, businesses and other stakeholder groups.

² See The Achievement Gap in Montgomery County – A FY13 Update, OLO Report 2013-4 (<http://www.montgomerycountymd.gov/olo/resources/files/oloreport2013-4.pdf>); Youth and Work in Montgomery County, OLO Report 2014-3 (<http://www.montgomerycountymd.gov/OLO/Resources/Files/FullOLOReport2014-3.pdf>)

Recommended Next Steps for the County Council:

- **Target resources toward closing the gaps among County youth.** The County Council appropriates funding for each of the four County-funded agencies. The Council also appropriates funding for the County's community grants, including the Executive's Community Collaboration Grants and the County Council Grants. The Council's funding authority and legislative oversight provides an opportunity for the Council to prioritize and coordinate gap reduction efforts across County agencies particularly during the Council's annual budget review. OLO recommends that the Council identify and implement strategies aimed at targeting Council appropriated resources toward closing the gaps impacting County youth. OLO also recommends that the Council require reviews and evaluations of County-funded gap-closing initiatives so that they improve educational attainment and employment outcomes among youth of color as intended.

Attachment Items	Begins at:
Ready for Tomorrow Education and Workforce Summit, list of registered participants	© 1
Presentation by Richard Fry on Projected Racial/Ethnic Minorities in the U.S. Workforce, Hispanic Trends Project, Pew Research Center, October 18, 2014	© 6
Presentation by Bruce Crispell on Montgomery County Public Schools Demographic Trends, Division of Long-range Planning, Montgomery County Public Schools, October 18, 2014	© 20
Presentation by Casey Anderson on Demographics, Economic Development, and the Workforce, Montgomery County Planning Board, October 18, 2014 (retrieved on November 20, 2014)	© 40

Ready for Tomorrow Education and Workforce Summit

White Oak Community Recreation Center

Silver Spring, Maryland

October 18, 2014

Registration List by Organizational Affiliation

Agape AME Church

Will Kenlaw

Board of Education Candidate

Jill Ortman-Fouse

CASA de Maryland

Tehani Collazo

Citywide Math and Science Institute

Nneka Kirkland

CollegeTracks

Nancy Leopold

Community Bridges

Evelyn Flores

County Council Staff

Mayra Cruz-Solis

Cindy Gibson

Bertha Flores

Adam Fogel

Alexis Reed

Ken Silverman

Crittenton Services

Pamela Jones

Nicki Sanders

Delfino Co

Giovanni Delfino

Department of Health and Human Services

Uma Ahluwalia

Fred Evans

Yanira Rodriguez

East County Citizen Advisory Board

Jason Washington

East County Regional Services Office

Jewru Bandeh

Family Child Care Association of Maryland

Maria Castaneda

FIRST

Miloslaw Piszczek

Friends of Laurie-Anne Sayles

Laurie-Anne Sayles

Future Link

Kristin Tribble

Gandhi Brigade

Maria Sanchez

Leonel Sanchez

GCCA

Edward Wetzlar

Gilchrist Center

Kaori Hirakawa

Governor's Commission on Hispanic Affairs

Jonathan Jayes-Green

HCCMC

Mayra Bayonet

Hispanic Business Foundation

Carmen Rojas

Aida Flores

Carlos Moya

Housing Opportunities Commission

Lynn Hayes
Gina Smith
Stacy Spann

Hope Restored, Inc & Springbrook HS PTSA

Ann Coletti

Identity

Helen Munoz-Baras
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Jose Rosario
Carolyn Camacho
Sergio Chavez

IMPACT Silver Spring

Carmen Hernández
Michael Rubin

Infants & Toddlers (HHS)

Claudia Nolan

Institute on Taxation and Economic Policy

Sebastian Johnson

Jeanette's Joy Community Services

JoAnn Burl

LAAG Latin American Advisory Group

Ursula Iannone

Latin American Youth Center

Lupi Grady
Lori Kaplan
Luisa Montero
Jacob Newman
Vanessa Rivero

Latino Child Care Association of Maryland

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Marcela Rios
Sonia Rojas
Nury Funes
Amparo Hincapie

Rodeil Lazo
Maryclet Reynoso
Josefina Rios
Fabiola Silva
Rita Torres
Victoria Trujillo
Eveling Turcio
Amalia Ulloa
Albertina Arancibia
Monica Braden
Yanci Castro
Ibeth Herrera
Geovana Ochoa
Martha Vallejo

Latino Student Achievement Action Group

Rolando López

LCMA

Angelica Zaragoza

League of Women Voters of MC

Zaida Arguedas

Learner4Life

Avery Austin

Liberty's Promise

Julien Labiche
Krista O'Connell
Robert Ponichtera

Linkages to Learning Georgian Forest ES

Victoria Chavez
Lissett Cueva
Jenny Diaz
Rina Sanchez
Josefina Zarate

M.A.N.U.P.

Terrill North

Maryland Department of Labor, Licensing & Regulation

Jacqueline Acevedo
Taddesse Tesemma

Maryland House of Delegates

Bonnie Cullison

MC Taxpayers League

Gordie Brenne

MCAEL

Kathy Stevens

MCCPTA

Antonio Hernandez-Cardoso
Kellie Reynolds

MCPS Parent

Luis Cardona

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Christopher Garran
Natalie Hernandez
Troy Horsley
Liliana Jofré
Susan Marks
Vicki Medina
Sylvia Morrison
Sally Murek
Maria Navarro
Samir Paul
Chrisandra Richardson
Katie Rossini
Yolanda Stanislaus
Kimberly Statham
Karalee Turner-Little
Luis San Sebastian

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Verna Washington
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Teresa Wright
June Zillich
Melissa McDonald

Minority Business Economic Council

Herman Taylor

Montgomery College

Karen Agnez
Margaret Latimer
Betty McLeod
Kenneth Nelson
Sanjay Rai
Karla Silvestre
Brad Stewart
Nik Sushka
Susan Ucanay
Norma Winffel

Montgomery County Alliance of Black School Educators

Kim Curtis

Montgomery County Board of Education

Christopher Barclay
Shirley Brandman
Michael Durso
Patricia O'Neill
Rebecca Smondrowski

Montgomery County Caribbean American Advisory Group

Adriane Jemmott

Montgomery County Collaboration Council

April Kaplan

Montgomery County Council

Cherri Branson
Nancy Floreen
George Leventhal

Montgomery County Democratic Central Committee

Julian Haffner
Natalia Farrar
Kevin Walling
Jheanelle Wilkins

Montgomery County Department of Recreation

Gabriel Albornoz
Adriane Clutter
Elizabeth Ortega Lohmeyer
Robin Riley

Montgomery County Education Association

Jennifer Bado-Aleman
Barbara Hueter
Christopher Lloyd

Montgomery County - Dept. of Technology Services

Mitsuko Herrera

Montgomery County Public Libraries

Parker Hamilton

Montgomery County Regional Student Government Association

David Edimo
Allie Lowy

My Home is Your Home

Rossana Espinoza-Thorndahl

NAACP

Shardene Lucas
Anita Neal Powell

NAMI Montgomery County MD

Edith Salazar

New Destiny LLC

Jaracus Copes

Nu View Consulting LLC

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Elaine Bonner-Tompkins

One Montgomery

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Paint Branch HS

Carol Shivers

Passion for Learning, Inc.

Cynthia Rubenstein

Pepco

Anglatette Glymph

PFA

Monica Vargas

Pride Youth Services

Marcus Clark

Prince George's County Department of Social Services

Katherine Cooper

Proyecto Civico Latino

Monica Vargas

Rachel Carson Landmark Alliance

Barbara Yoffee

RFCC

Omar Gobourne

Safe Silver Spring

Tony Hausner

Sandy Spring Museum

Heidi McKinnon

Self Identities

Tim Weedon

Shanker Institute

Vicki Thomas

Spanish Education Development Center

Juan Roa

**Springbrook High School, MCEA Arts
Collaboration Committee**

Chas. Foster

Springbrook High School

Jessica Abeshouse

Start School Later, Inc.

Merry Eisner-Heidorn

Strategic Results

Anne Dunne

Student and Business Leaders for Education

Henry Peck

Calvin Yeh

**The Community Foundation in Montgomery
County**

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Thomas Stone Elementary School

Ana Flores

United Therapeutics

Joy Carr

Walter Johnson HS

Afie Mirshah-Nayar

Woodlin Elementary PTA

Laura Stewart

Workforce Center

Alfredo Quiroga

Workforce Investment Board

Barbara Kaufmann

Michael Sullivan

Registration List for Non-Affiliated Individuals

JoAnn Burl
Bonnie Allen
Danielle Alvarado
Naa Ammah-Tagoe
Brian Anleu
Erika Arias
Arianny Arias
Juliannie Arias
Teresa Arreaza
Lyda Astrove
Kristin Brown
Denisa Caballero
Alex Cartagena
Sofia Castro

Claudia Colmenares
Maria Paula Corcino
Lopez
Mark Doore
Shebra Evans
Eileen Finnegan
Evan Glass
Terry Gobourne
Heather Halwani
Kim Jones
Agnes Jones Trower
Anais Laurent
Tracee Matthias
Bernice Mireku-

North
Henry Montes
Martha Sanchez
Ana M Sanchez
Donné Settles Allen
Frank Skinner
Veronica Tejada
Kare Thompkins
Ronald Trower
Francisco Turcios
Jason Washington
Javel "Jay" Wilson
Joselyn Zelaya

PewResearchCenter

Projected Racial/ethnic Minorities in the U.S. Workforce

Richard Fry

Senior Economist



Hispanic Trends Project

About the Hispanic Trends Project

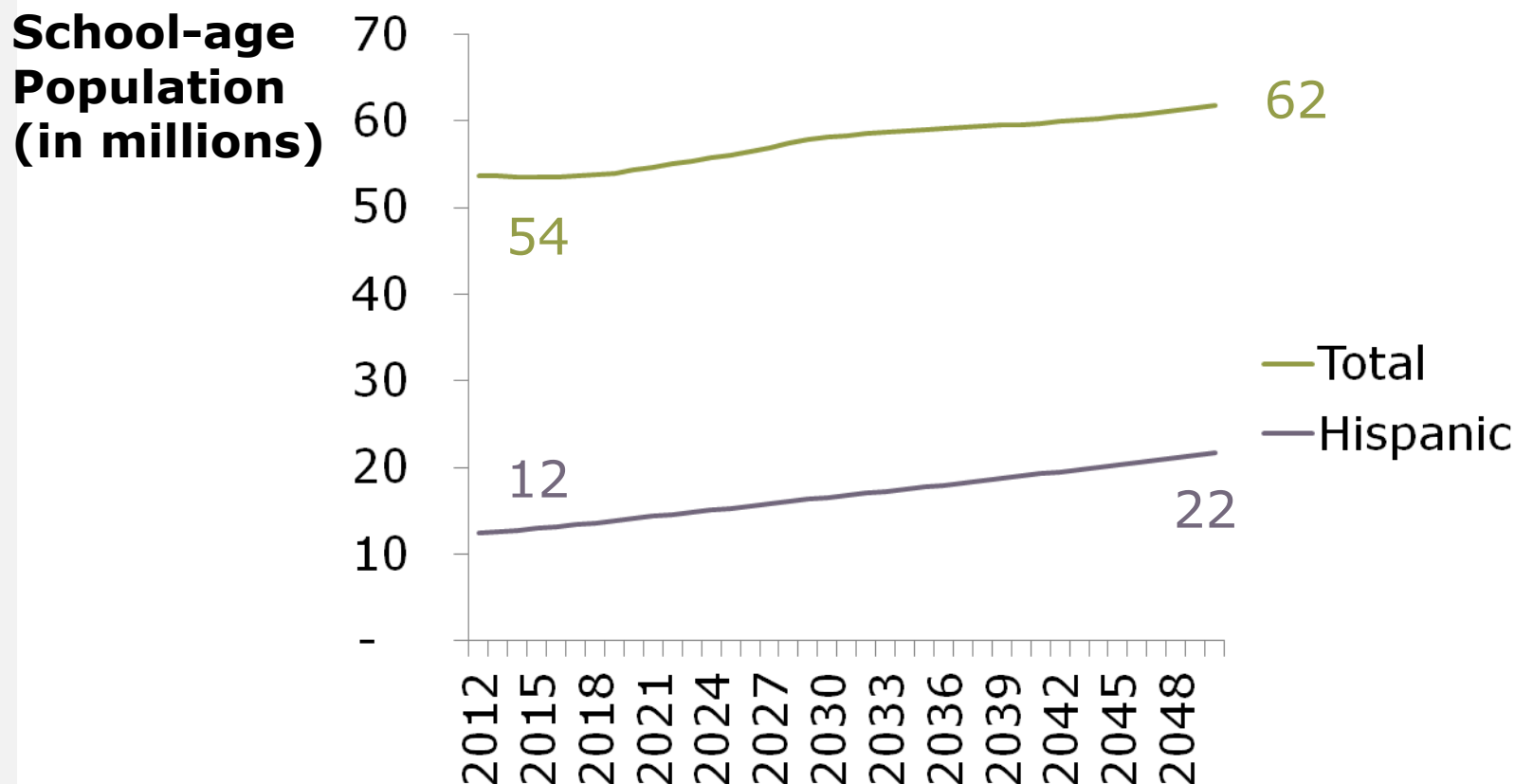
- **Pew Hispanic Center established in 2001; rebranded in 2013**
- **Funded by The Pew Charitable Trusts**
- **A part of the Pew Research Center**
- **Purpose is to improve understanding of the diverse Hispanic population in the U.S. and to chronicle the growing impact of this population on the U.S.**
- **“Fact tank,” not a think tank**

-Projections of the Population and Labor Force

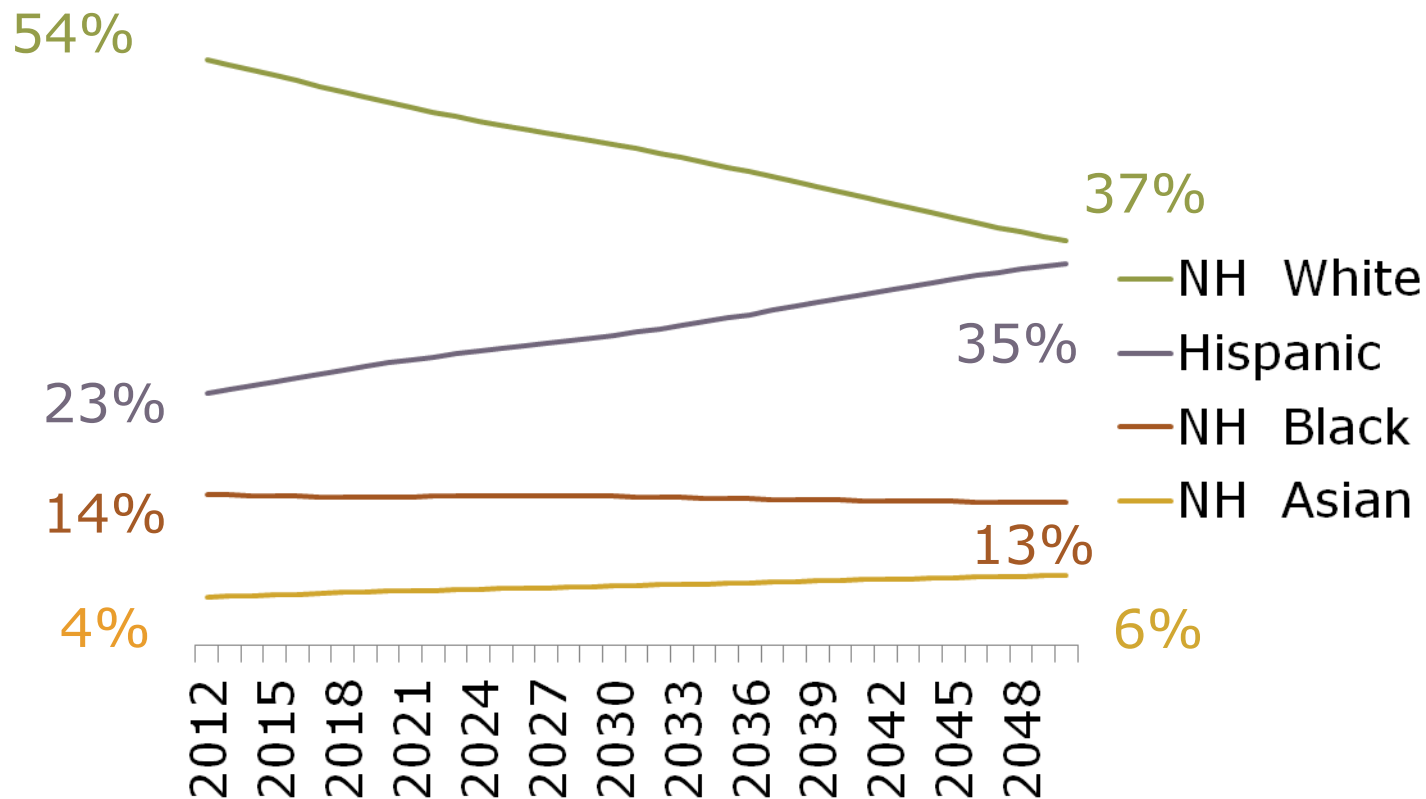
**-Gaps in Educational Attainment &
Achievement**

Projections of the Population and Labor Force

Hispanic Children Are Projected to be the Major Growing Group of Children

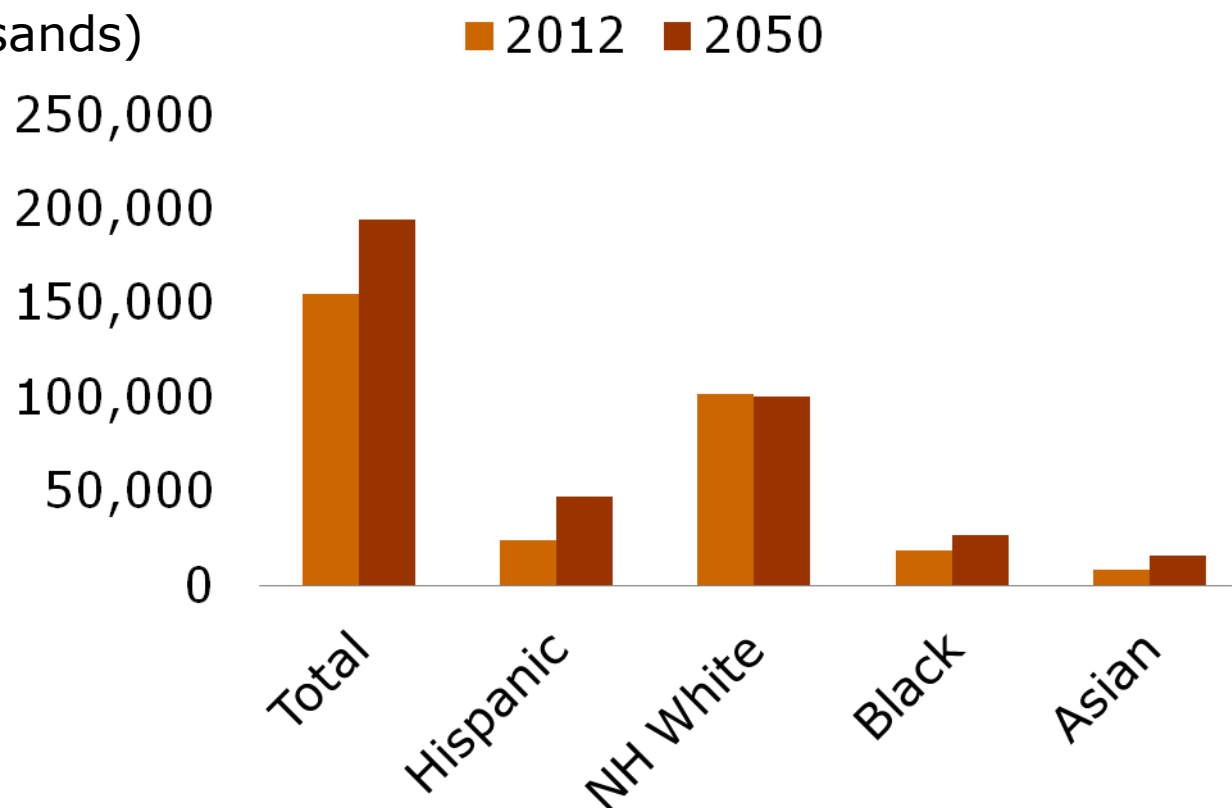


By 2021 Whites Projected to be Less than a Majority of the School-age Population



Civilian Labor Force, 2012 and Projected 2050

(in thousands)



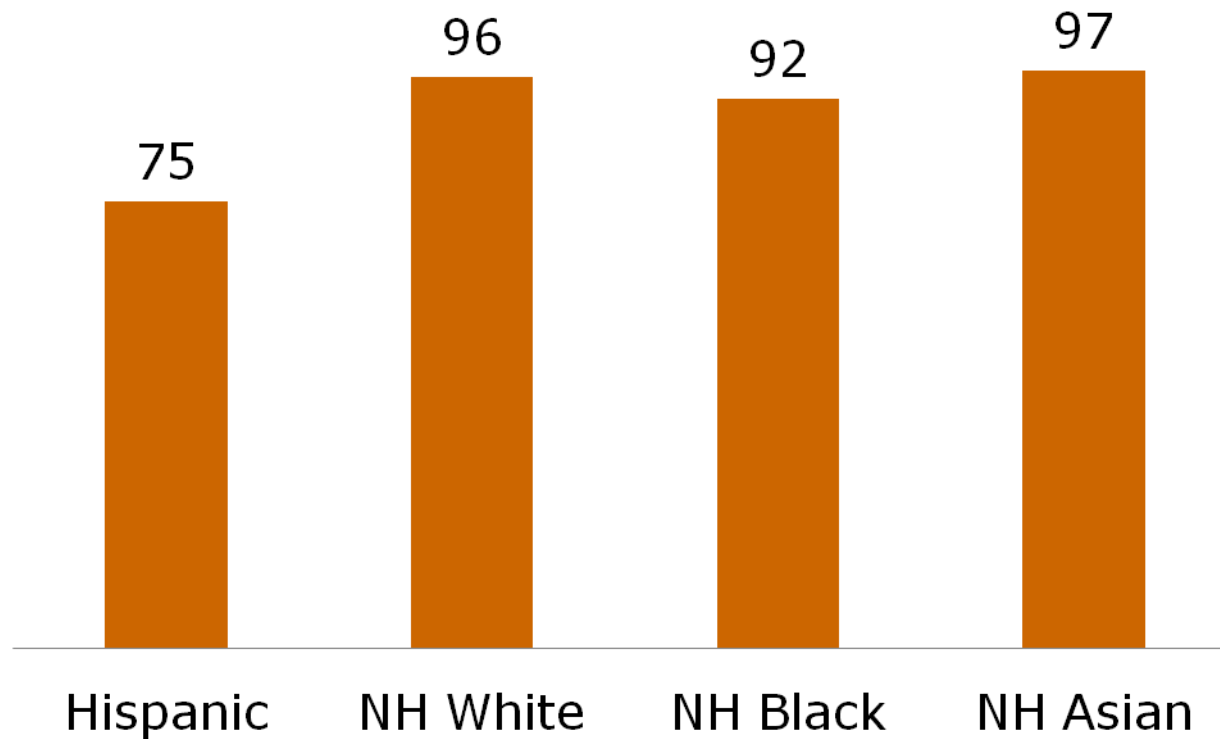
October 18, 2014

Source: Bureau of Labor Statistics, *Labor Force Characteristics by Race and Ethnicity, 2012 and A New Look at Long-term Labor Force Projections to 2050*

Gaps in Educational Attainment & Achievement

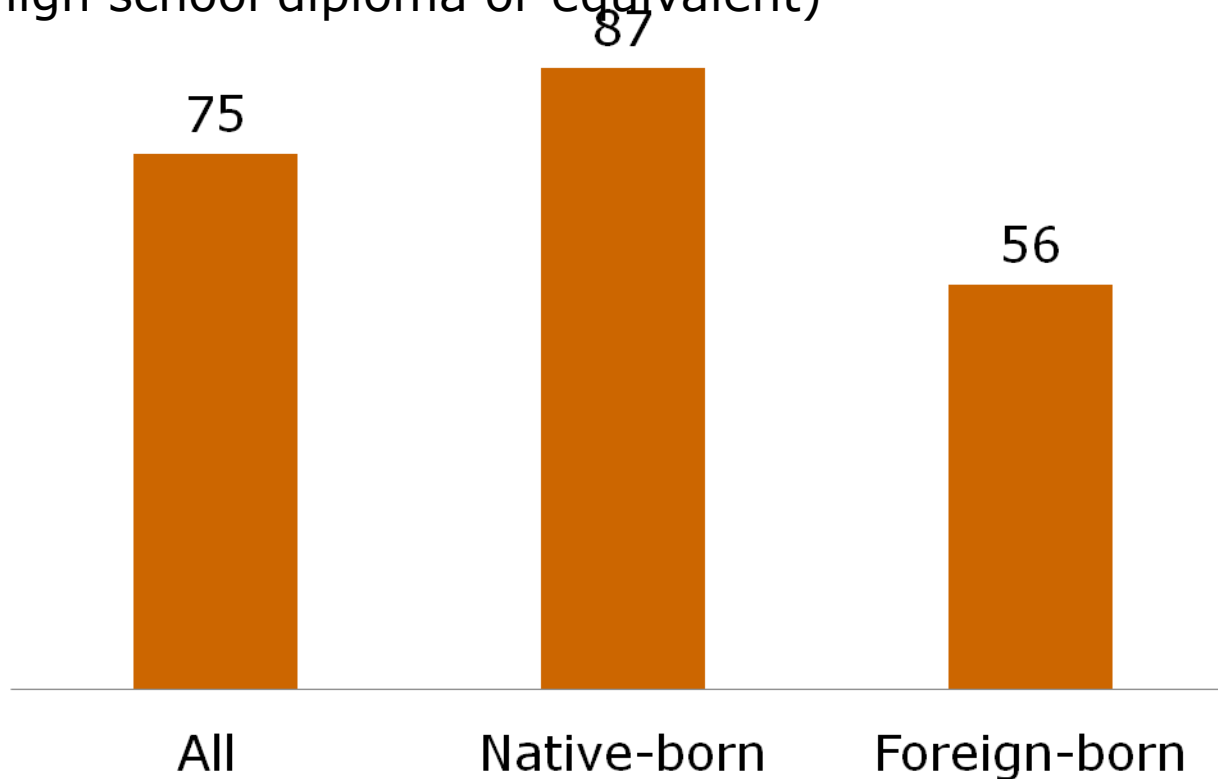
High School Completion of 25- to 29-year-olds, 2014

(% with high school diploma or equivalent)



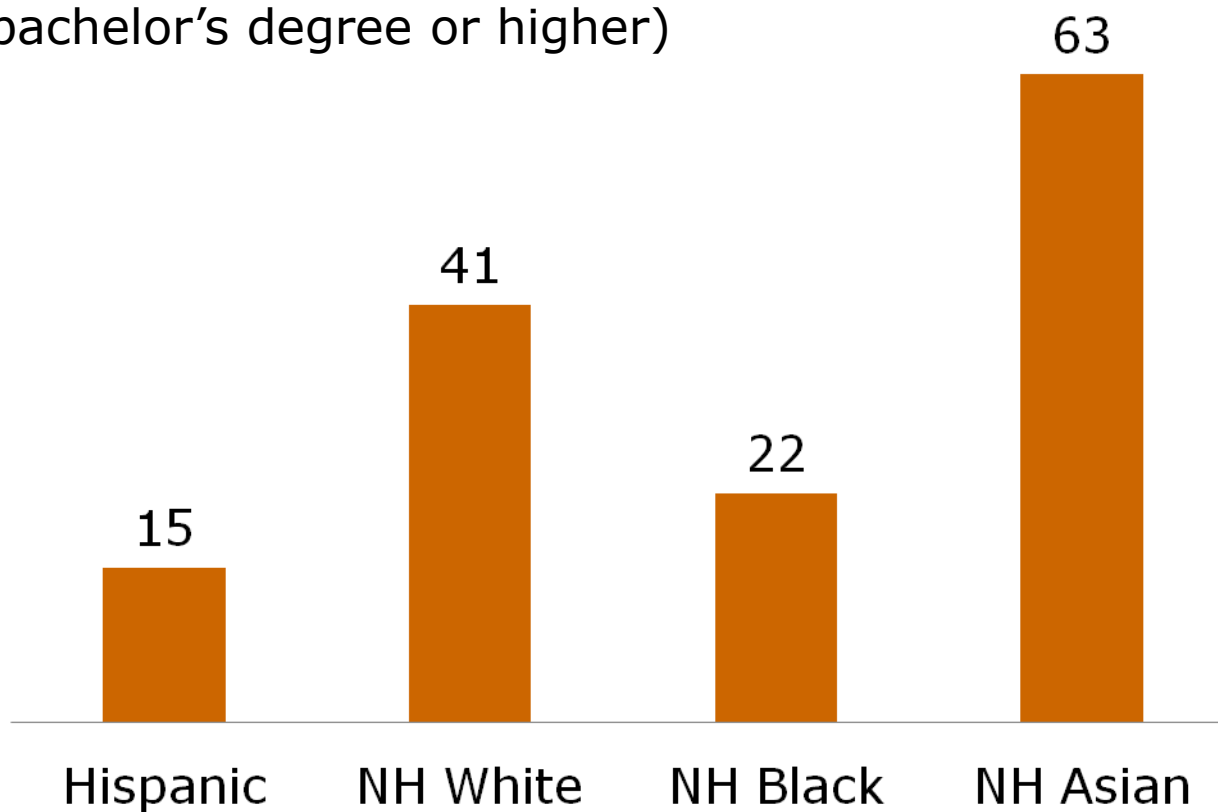
High School Completion of Hispanic 25- to 29-year-olds, 2014

(% with high school diploma or equivalent)



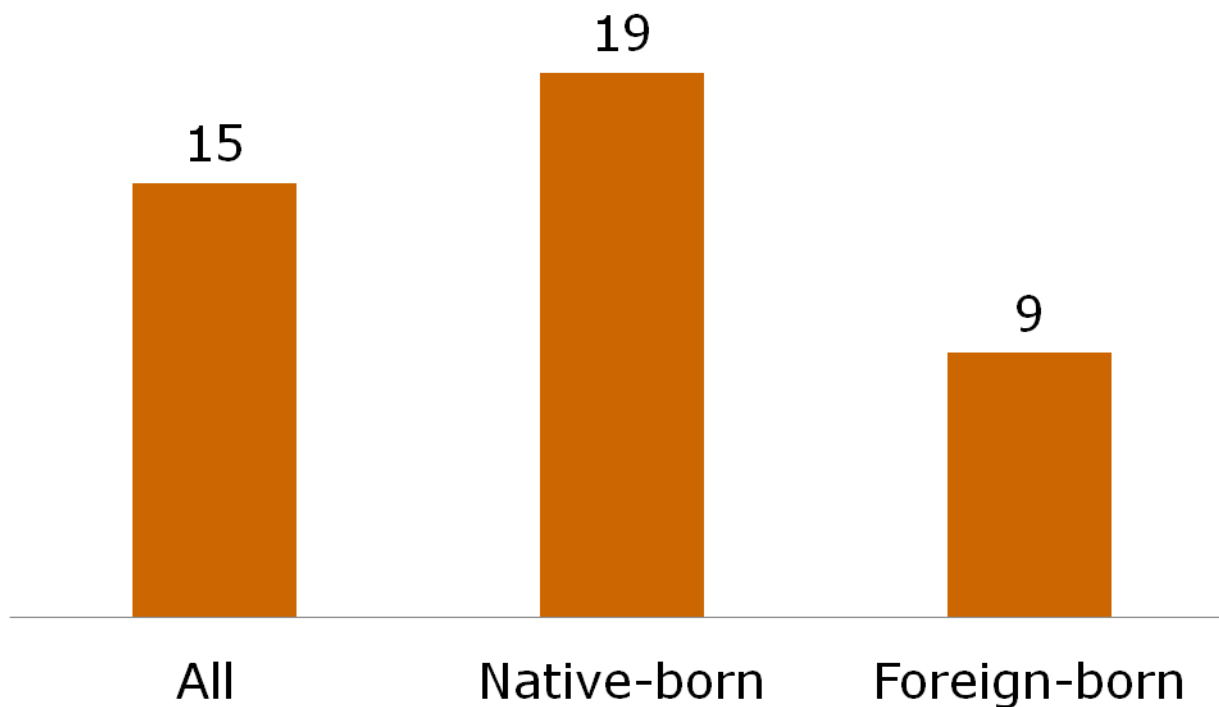
College Attainment of 25- to 29-year-olds, 2014

(% with bachelor's degree or higher)



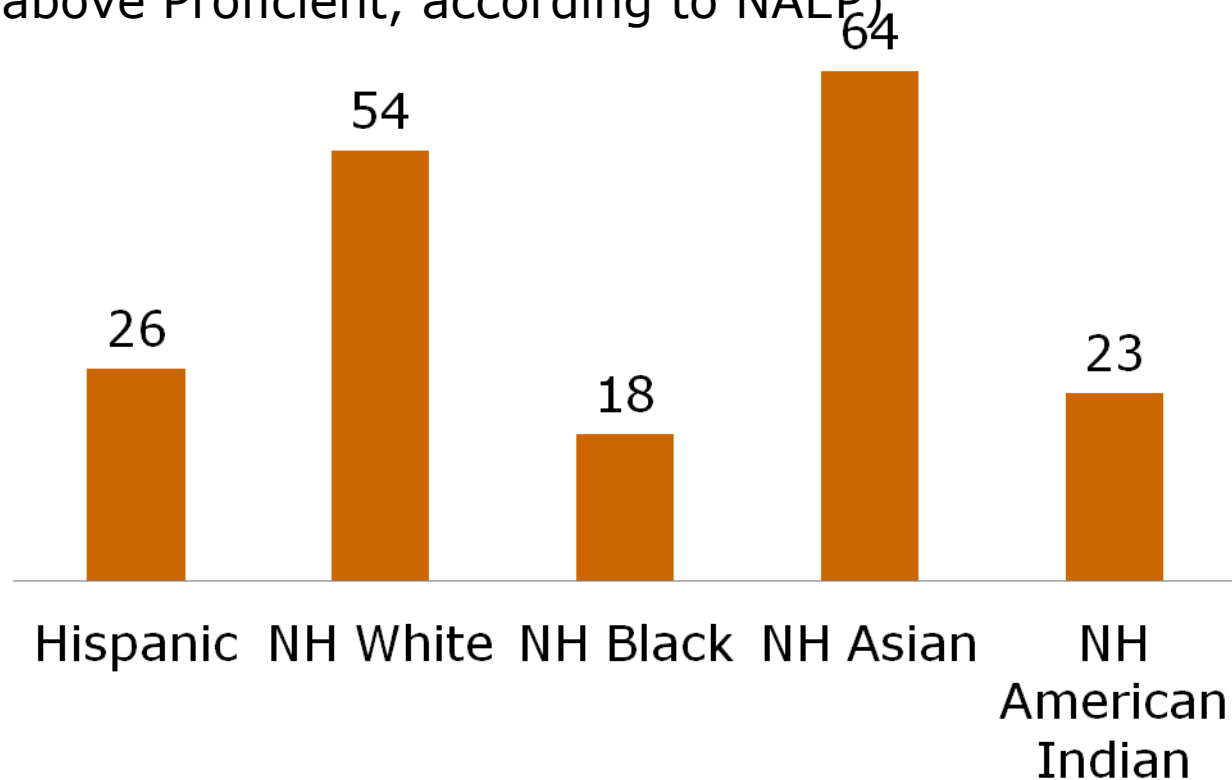
College Attainment of Hispanic 25- to 29-year-olds, 2014

(% with bachelor's degree or higher)



Mathematics Proficiency of 4th Graders, 2014

(% at or above Proficient, according to NAEP)



Montgomery County Public Schools

Demographic Trends

October 18, 2014

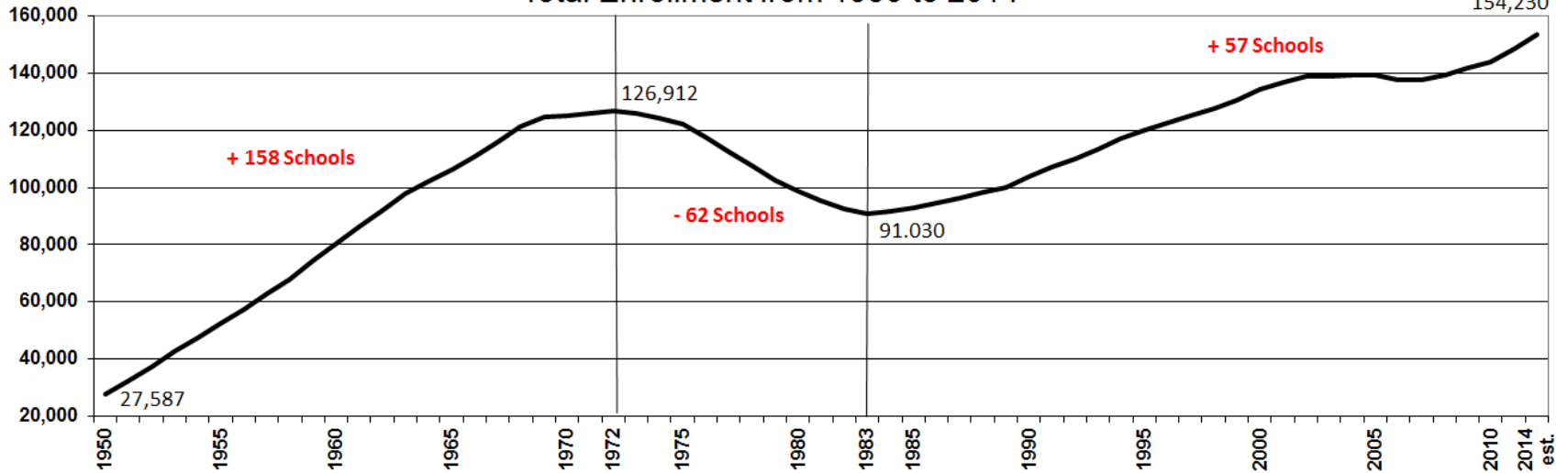
Presented by:

Mr. Bruce Crispell, Director, Division of Long-range Planning
Montgomery County Public Schools



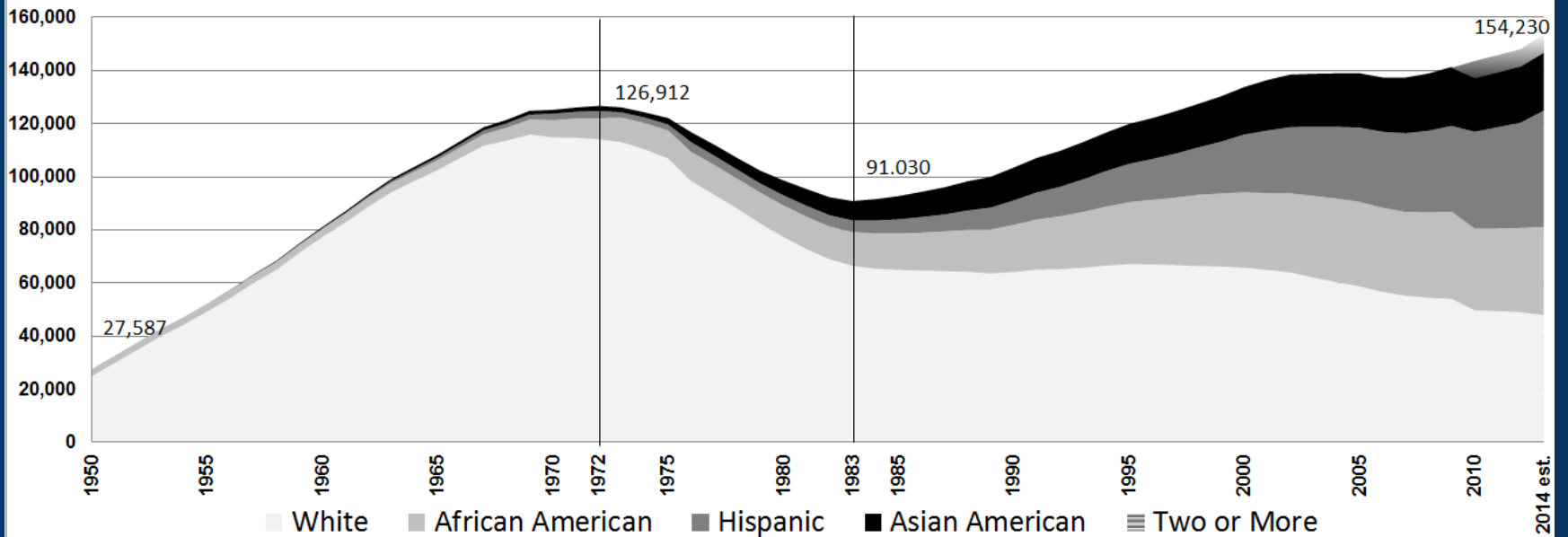
Montgomery County Public Schools

Total Enrollment from 1950 to 2014

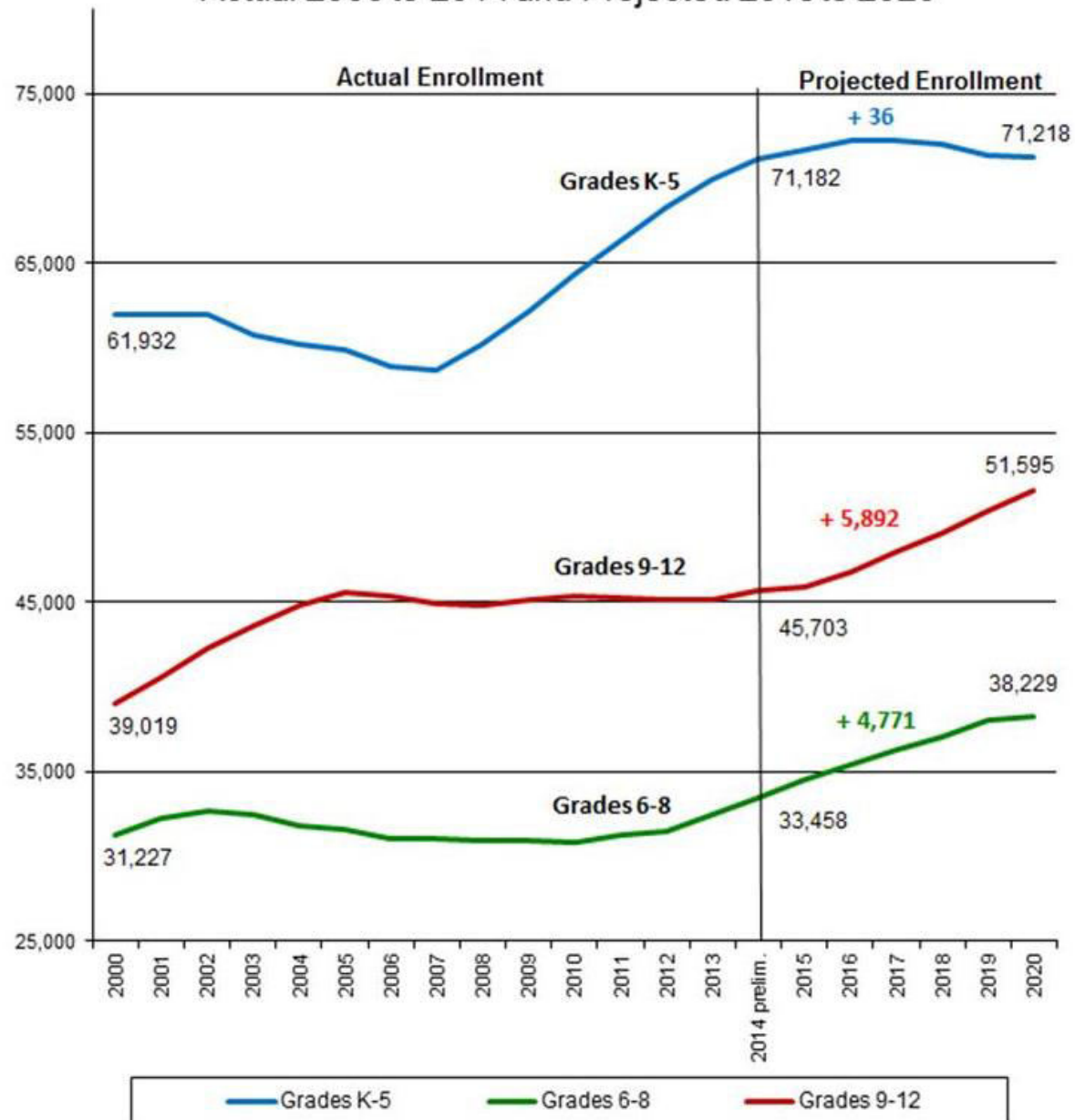


Montgomery County Public Schools

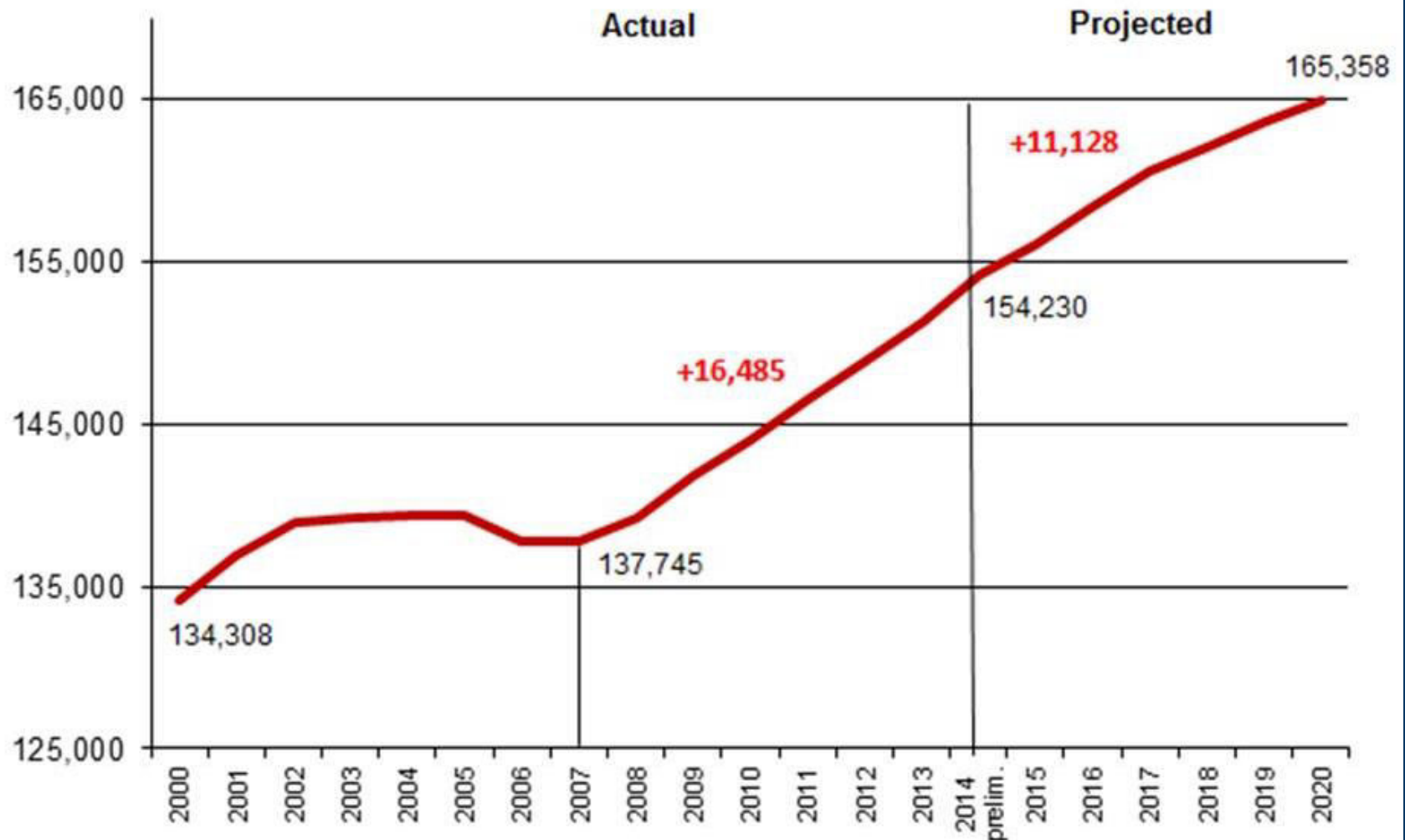
Total Enrollment by Race/ Ethnic Group, 1950 to 2014



MCPS Enrollment by Grade Level: Actual 2000 to 2014 and Projected 2015 to 2020

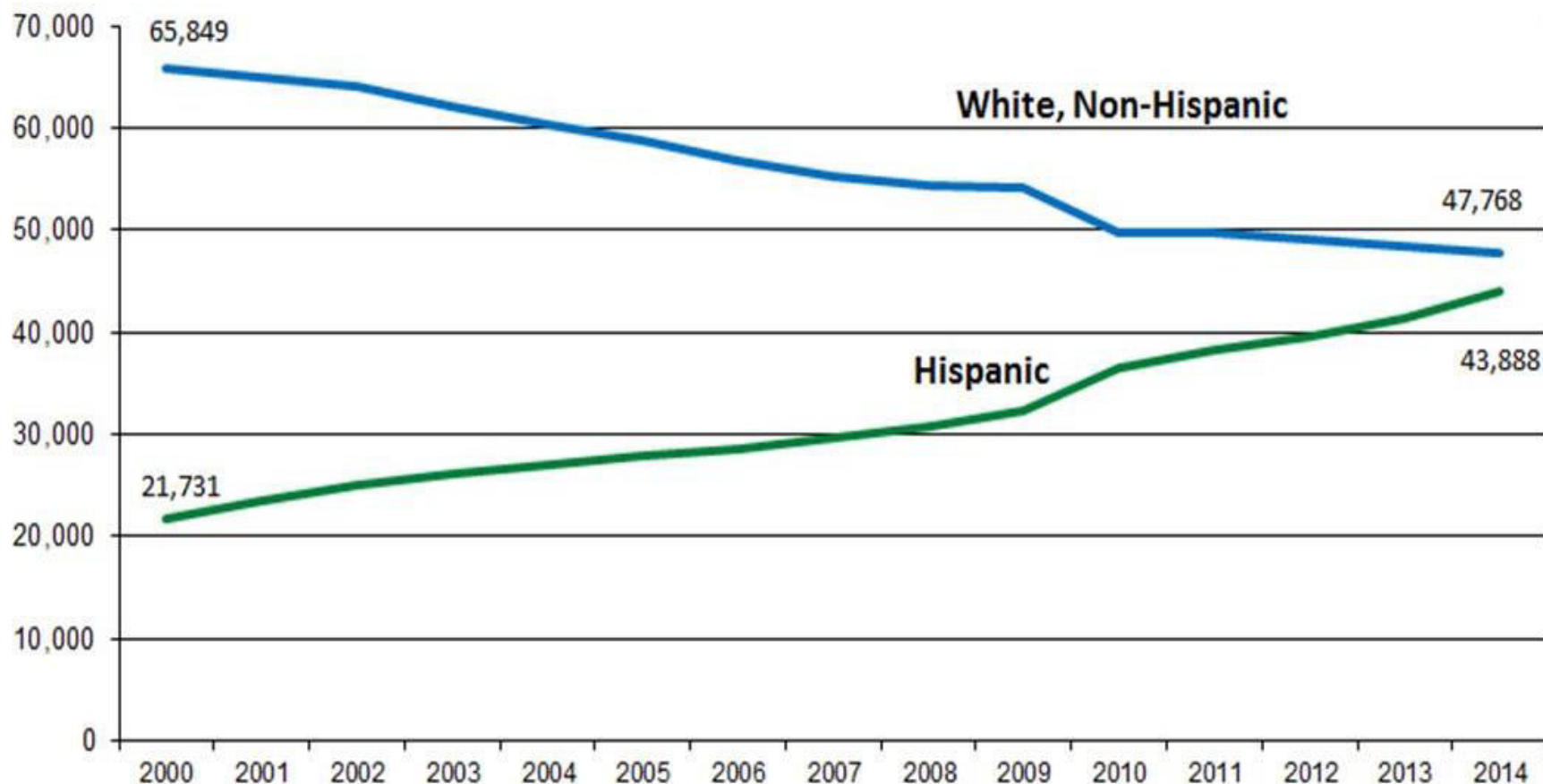


MCPS Total Enrollment: Actual 2000 to 2014 and Projected 2015 to 2020

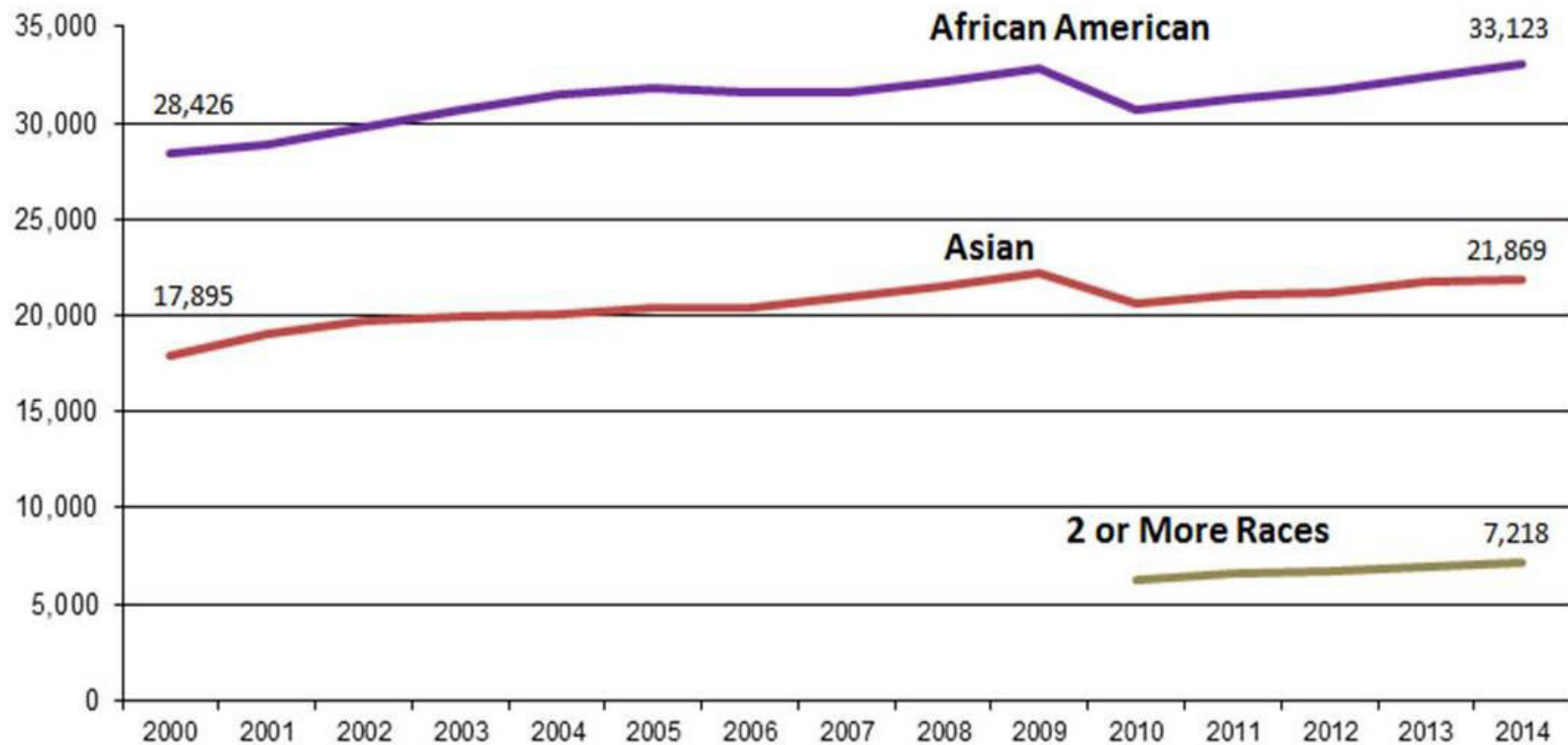


Race/Ethnic Trends

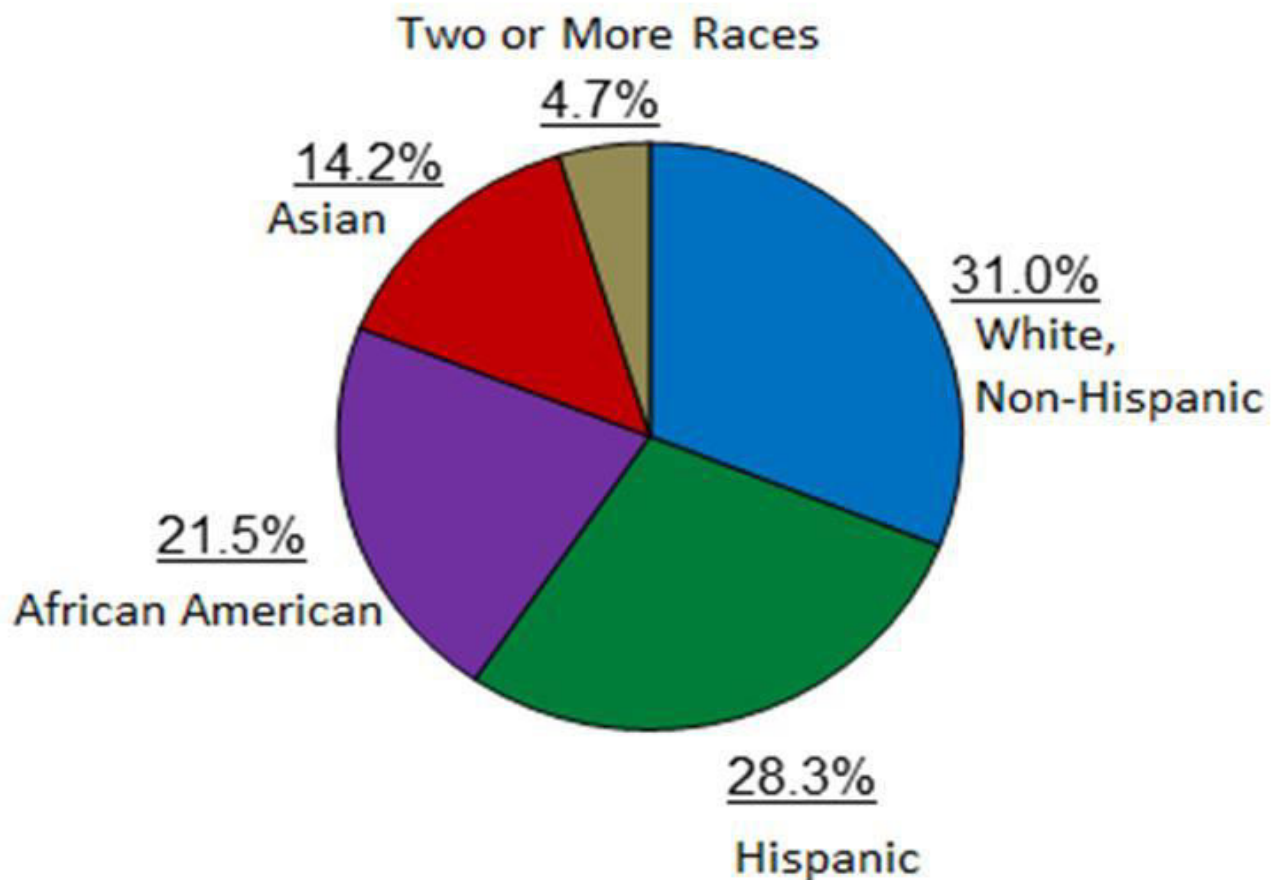
White, Non-Hispanic and Hispanic Enrollment Trends, 2000 to 2014



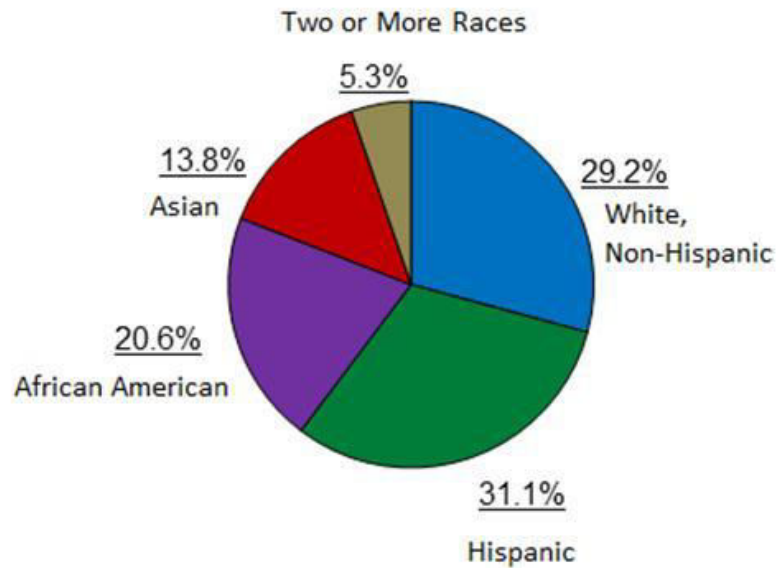
African American, Asian & Two or More Races Enrollment Trends, 2000 to 2014



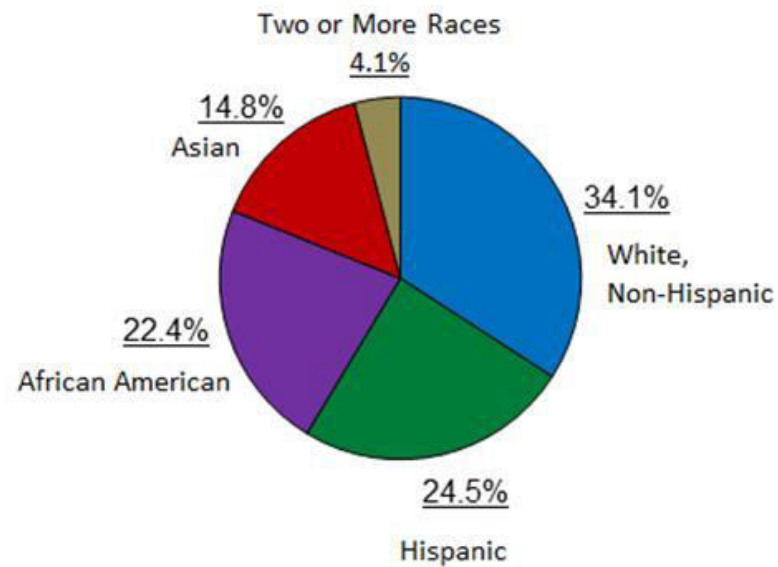
MCPS Percent Race/ Ethnic Composition, 2014-15



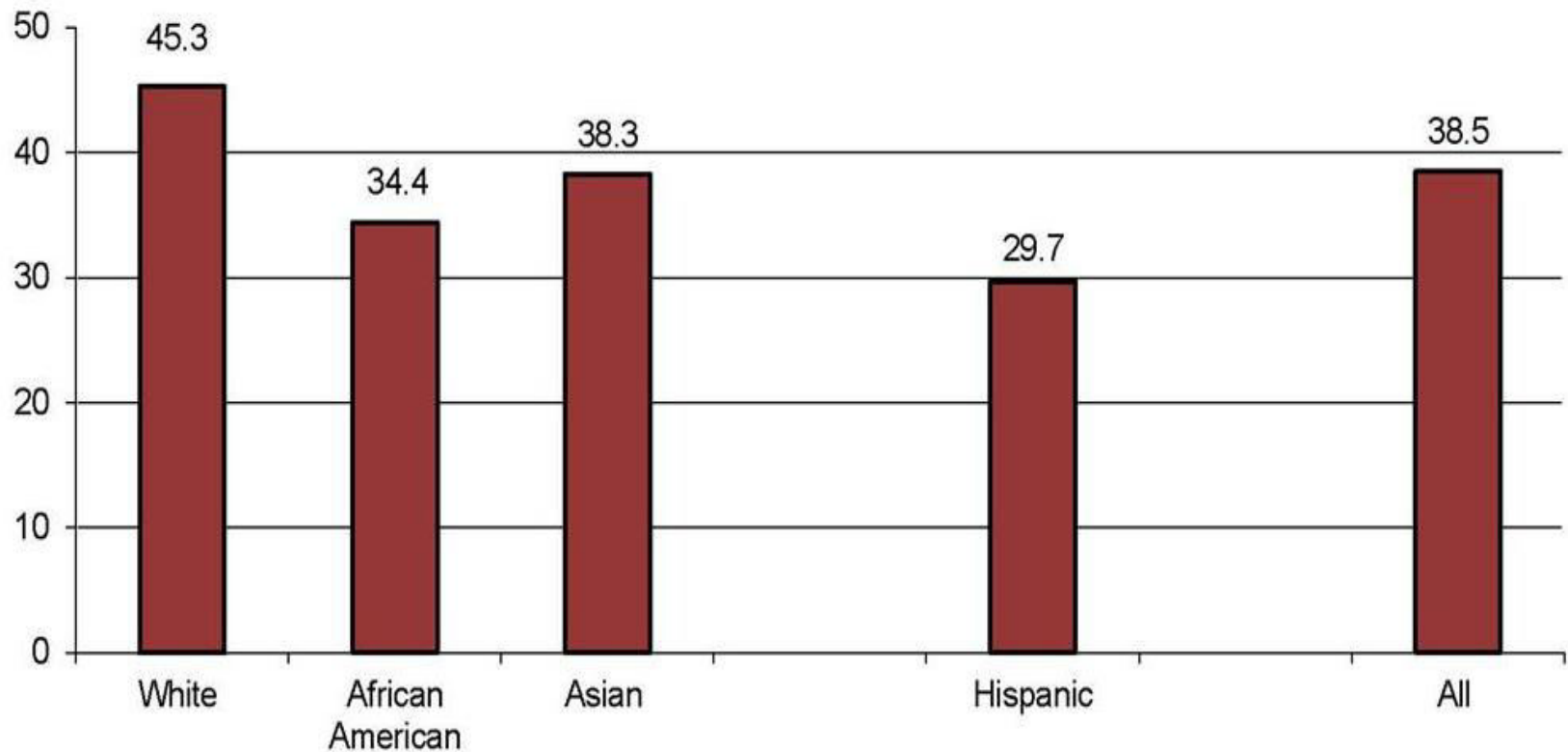
Kindergarten - Grade 2
Percent Race/ Ethnic Composition, 2014-15



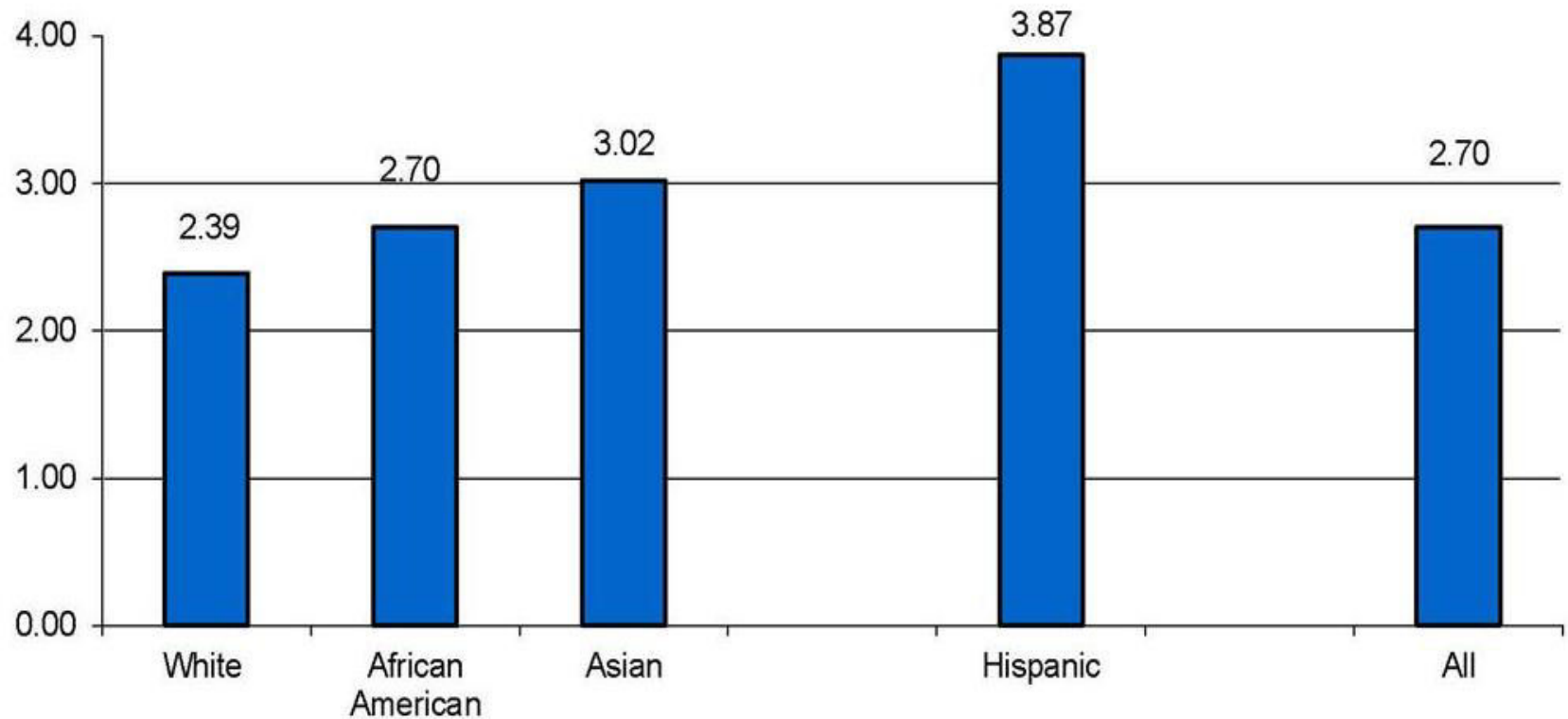
Grades 10 - 12
Percent Race/ Ethnic Composition, 2014-15



Montgomery County Median Age by Race/ Ethnic Group in 2010



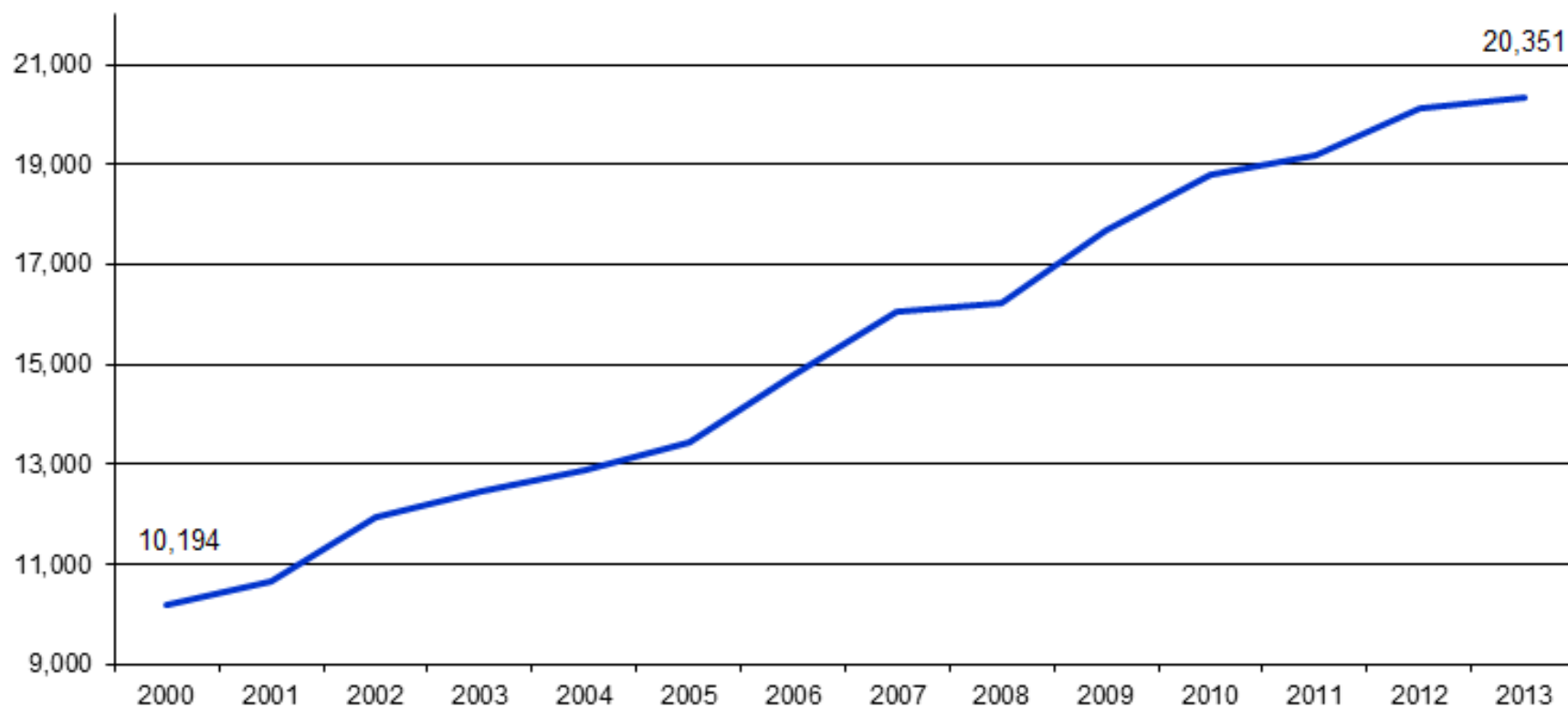
Montgomery County Average Household Size by Race/Ethnic Group in 2010



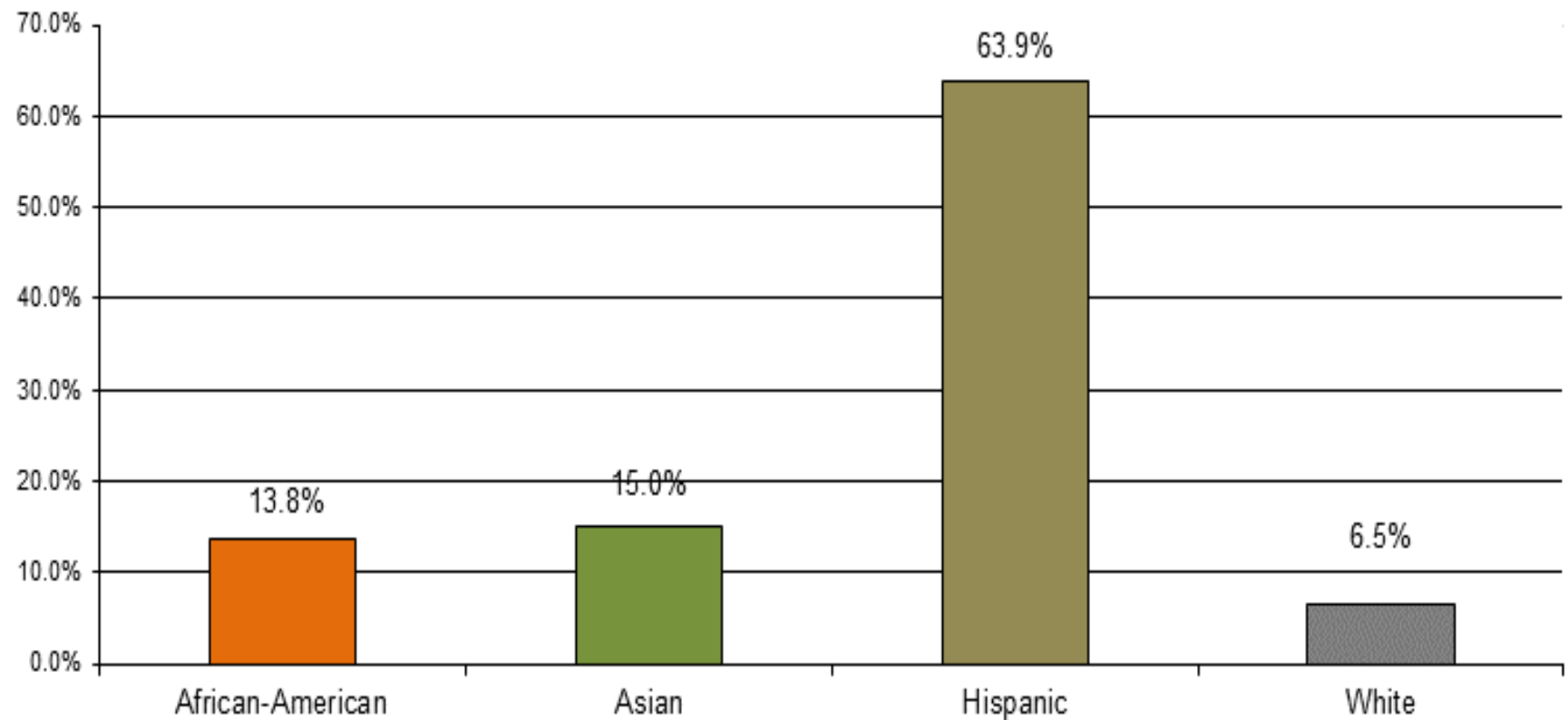
ESOL and FARMS Trends

MCPS English for Speakers of Other Languages (ESOL) Enrollment Trend, 2000 to 2013

158 countries and 127 languages represented

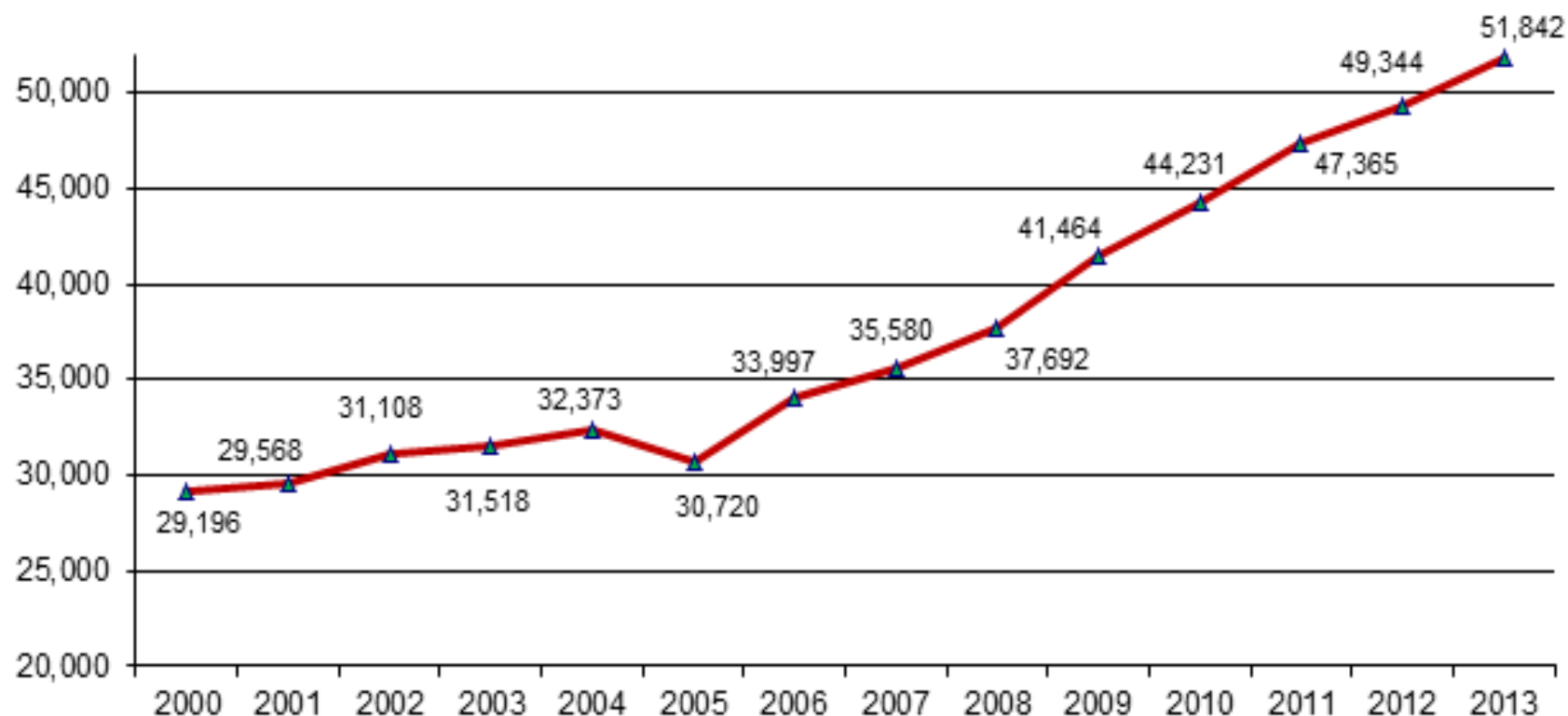


ESOL Enrollment by Race/ Ethnic Group: 2013–14

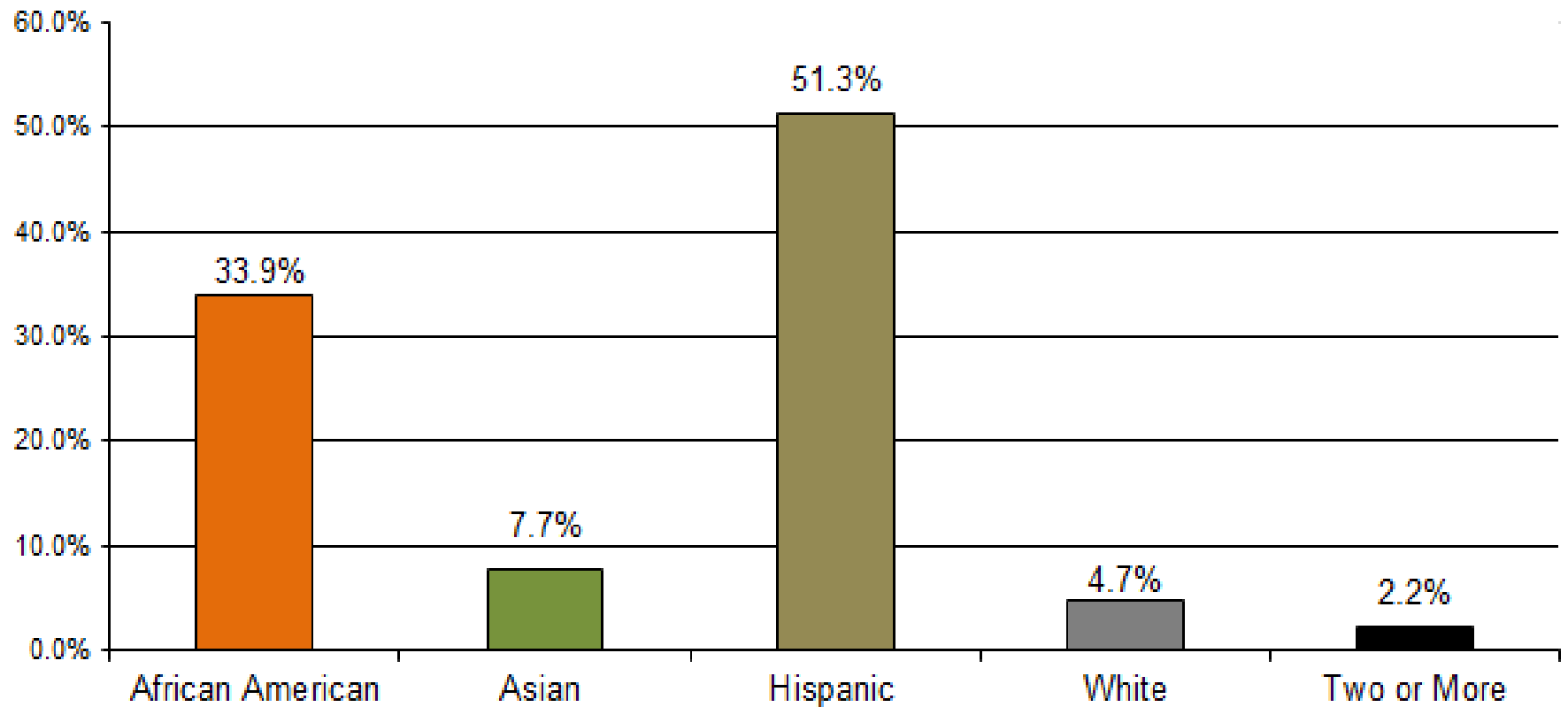


MCPS Free and Reduced-Price Meals System (FARMS)

81% of FARMS students received free meals in 2013





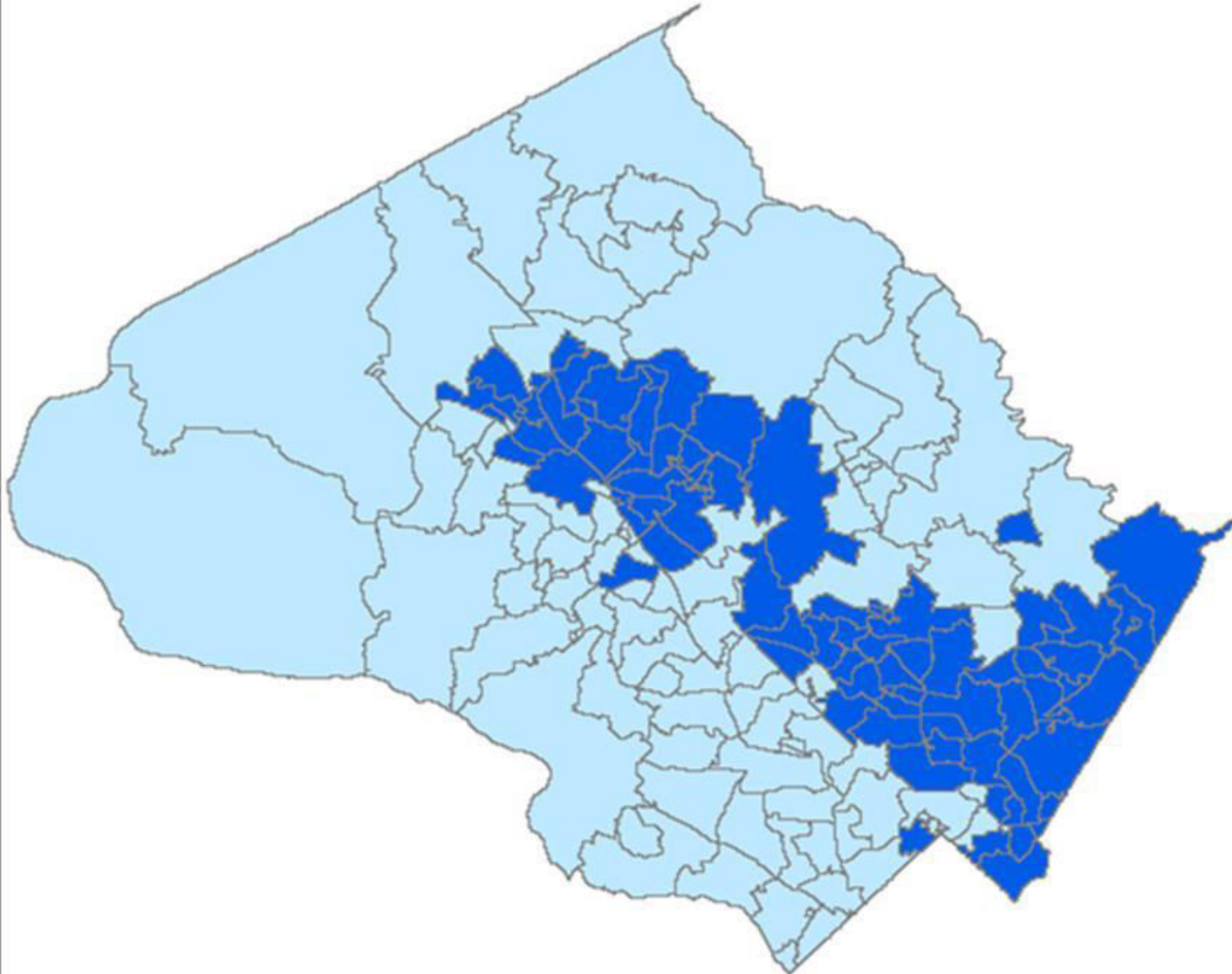
FARMS Enrollment by Race/ Ethnic Group: 2013–14



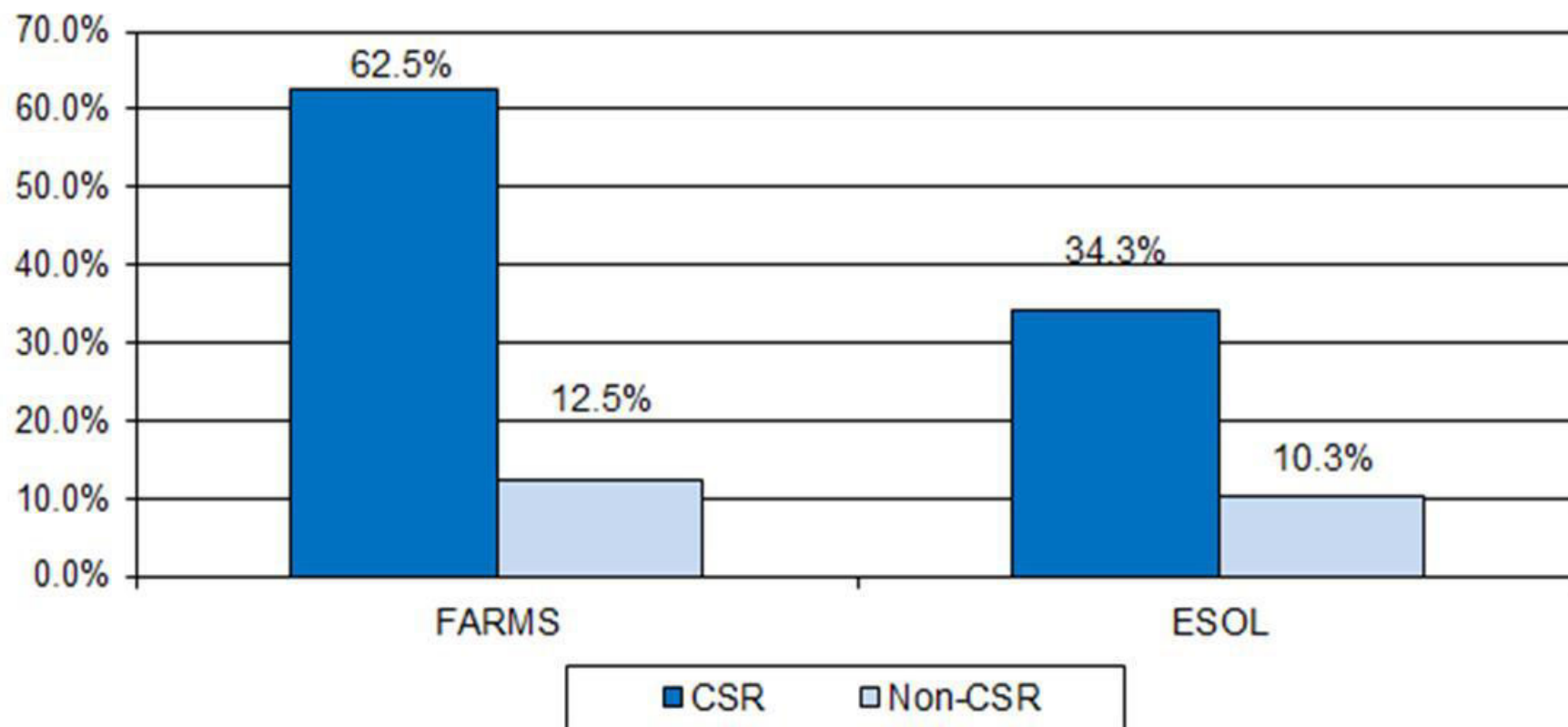
Geography of Student Diversity

MCPS Elementary Schools

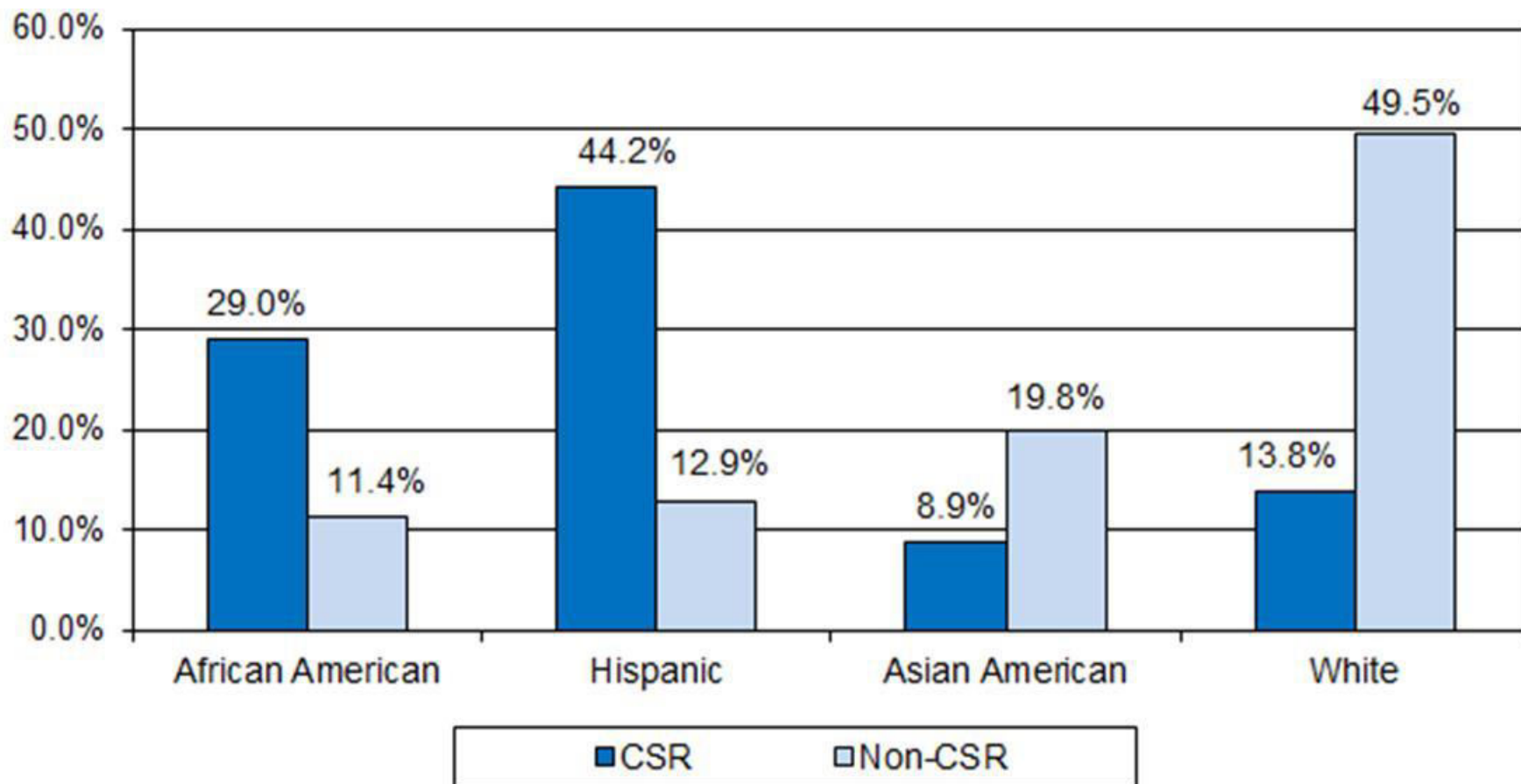
-  Class Size Reduction (CSR) Schools
-  Regular Class Size Schools (Non-CSR)



Percent FARMS and ESOL Enrollment at CSR and Non-CSR Schools in 2013–14



Percent Race/ Ethnic Enrollment CSR and Non-CSR Schools in 2013–14

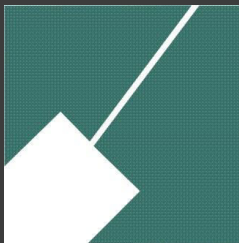


Discussion



Demographics, economic development, and the workforce

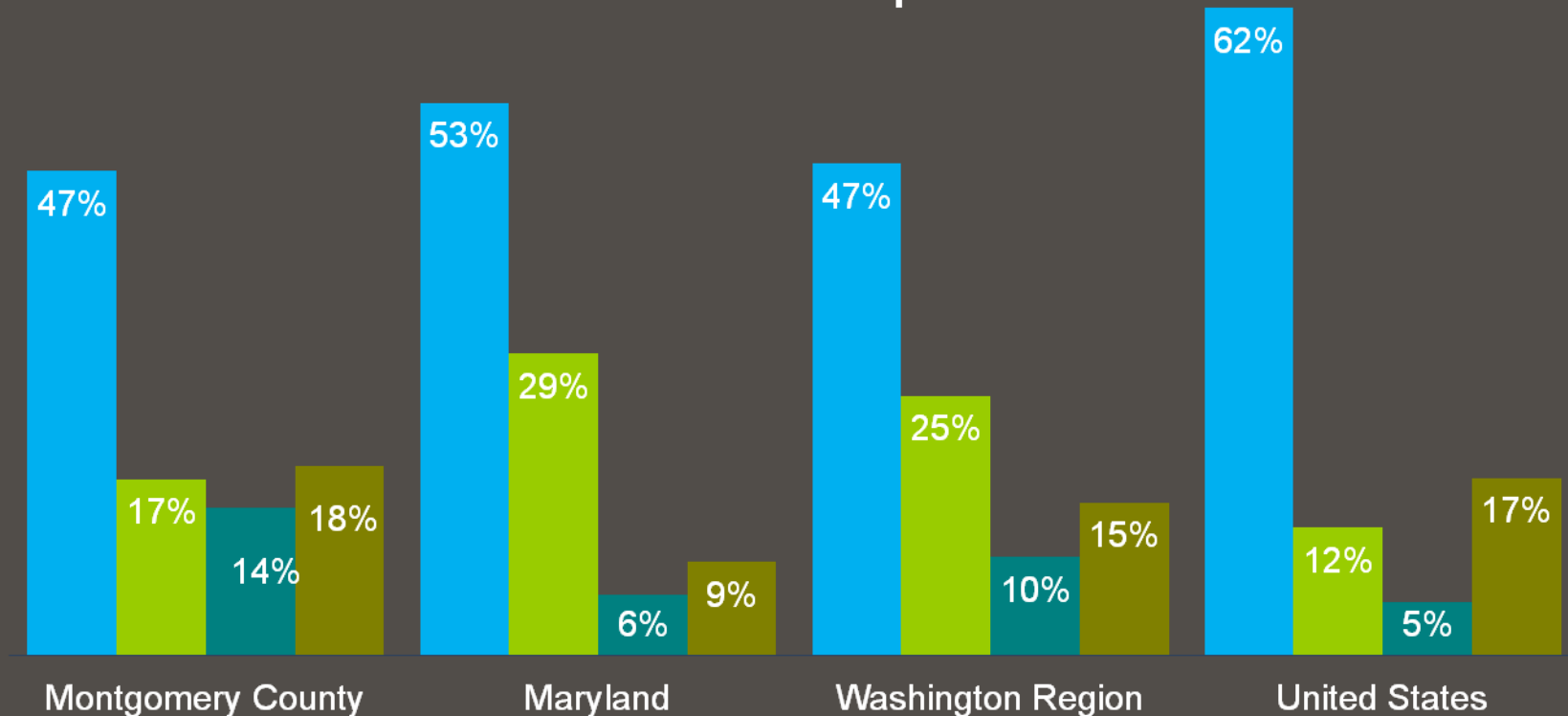
Casey Anderson, Chair Montgomery County Planning Board (M-NCPPC)



Demographic Diversity

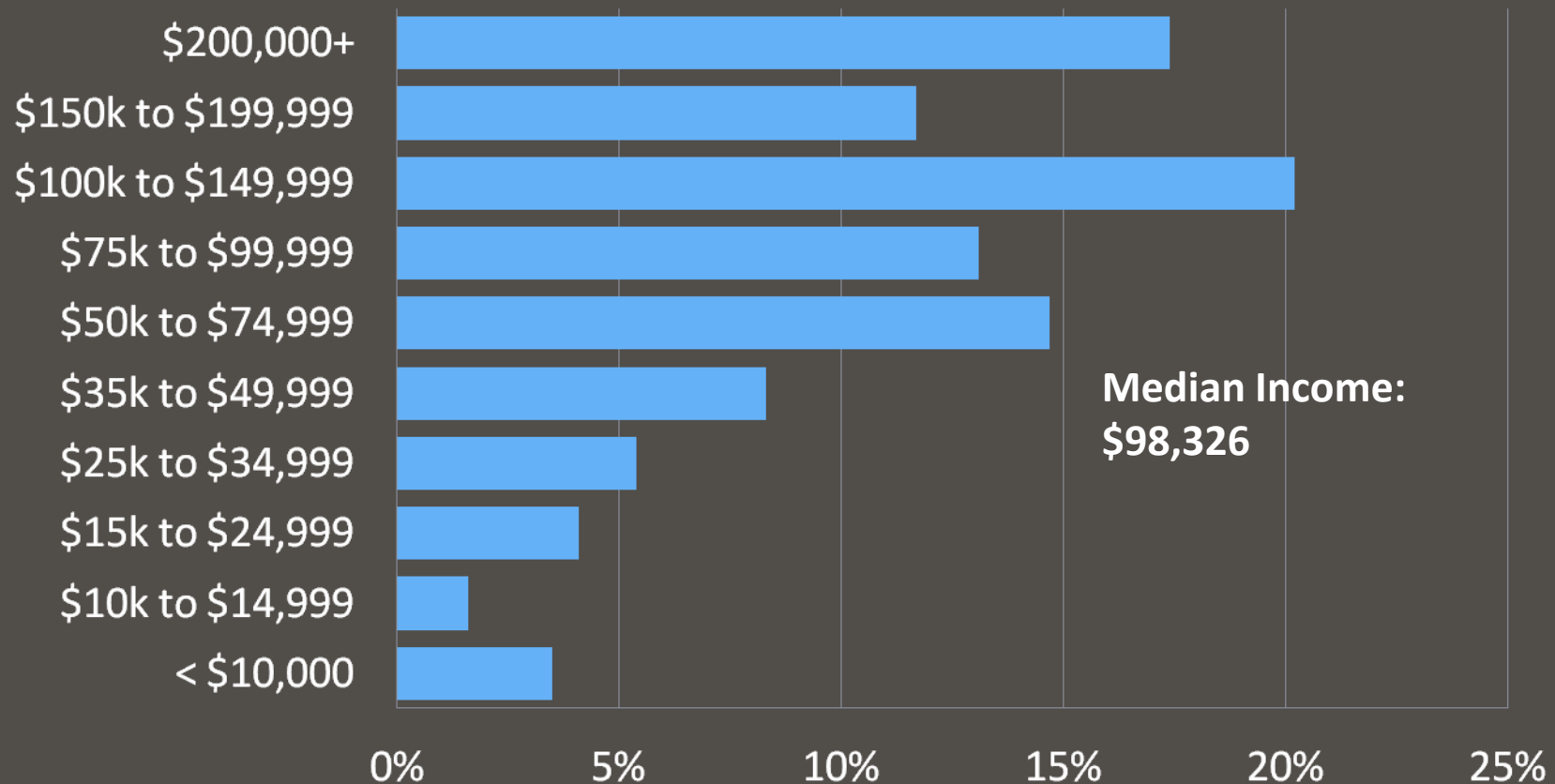
Race & Hispanic origin percent of population (2013)

■ NH White ■ NH Black ■ NH Asian ■ Hispanic



Incomes are high —

2012 HOUSEHOLD INCOME

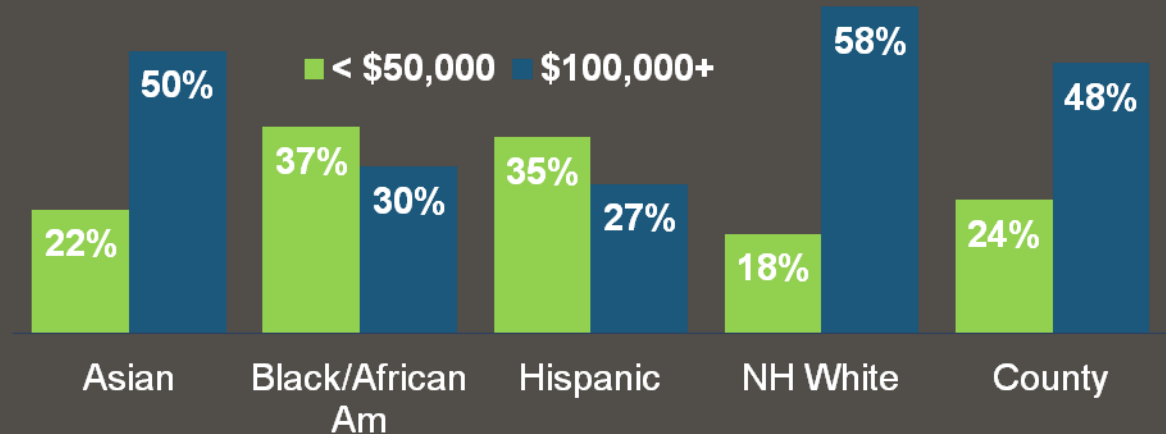


-- but unevenly distributed

2012 Median HH Income:

Not Hispanic White	\$117,707
Asian	\$100,639
County	\$94,965
Black or African Am.	\$67,814
Hispanic	\$63,660

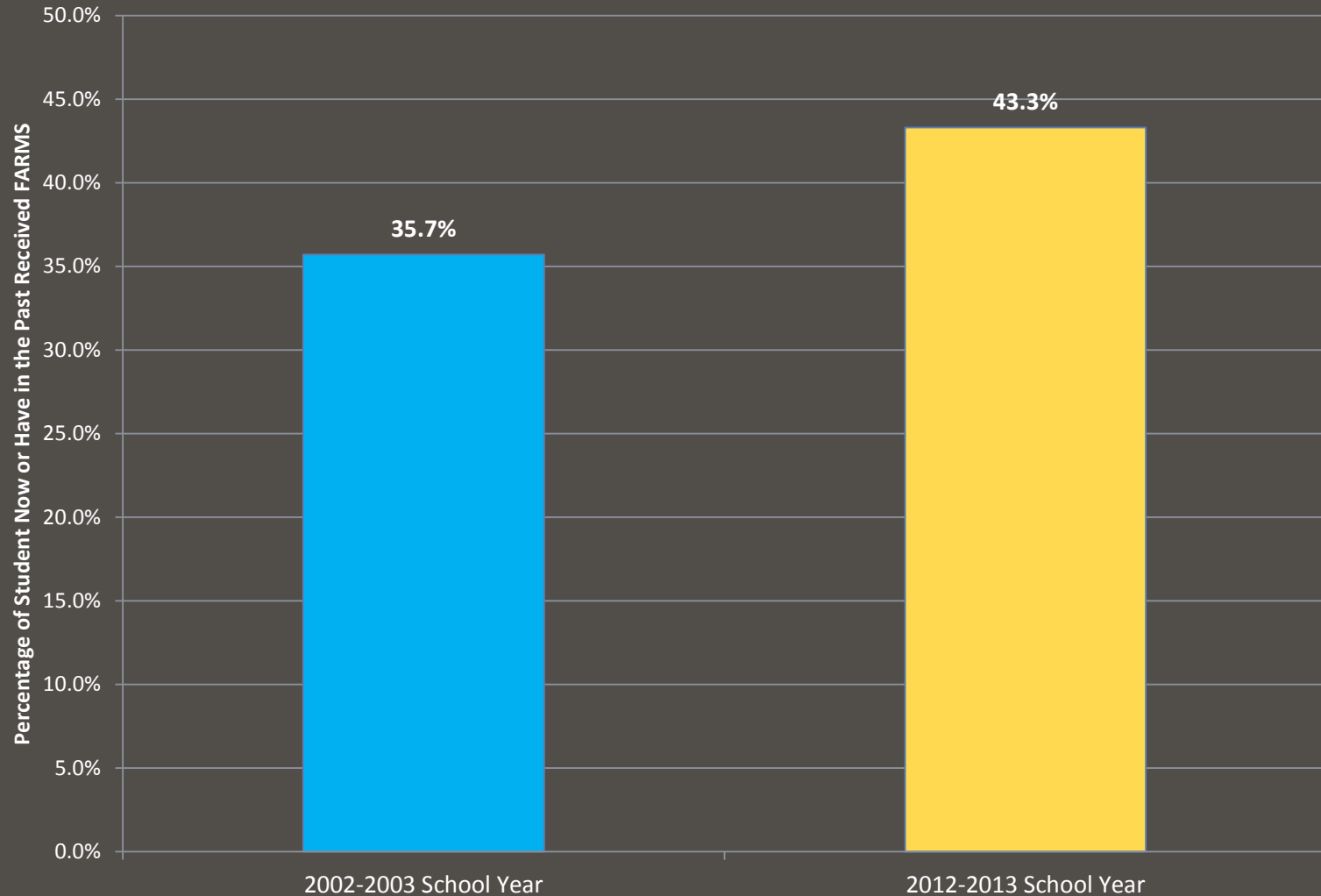
1 in 4 County Households Earn Less than \$50,000



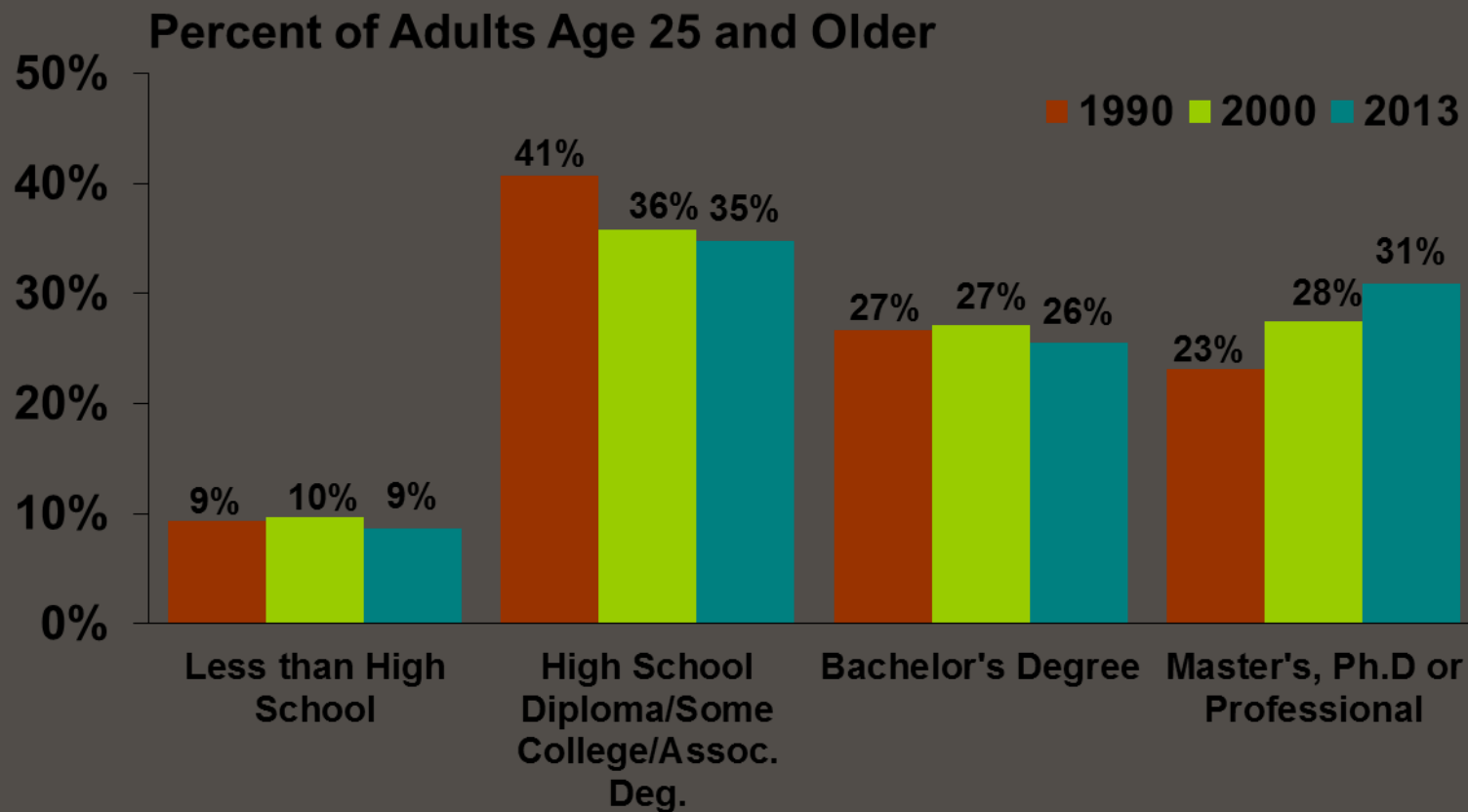
Source: U.S. Census Bureau, 2012 American Community Survey

Montgomery County Public Schools, Free and Reduced-price Meals System (FARMS)

Students now or have in the past received FARMS

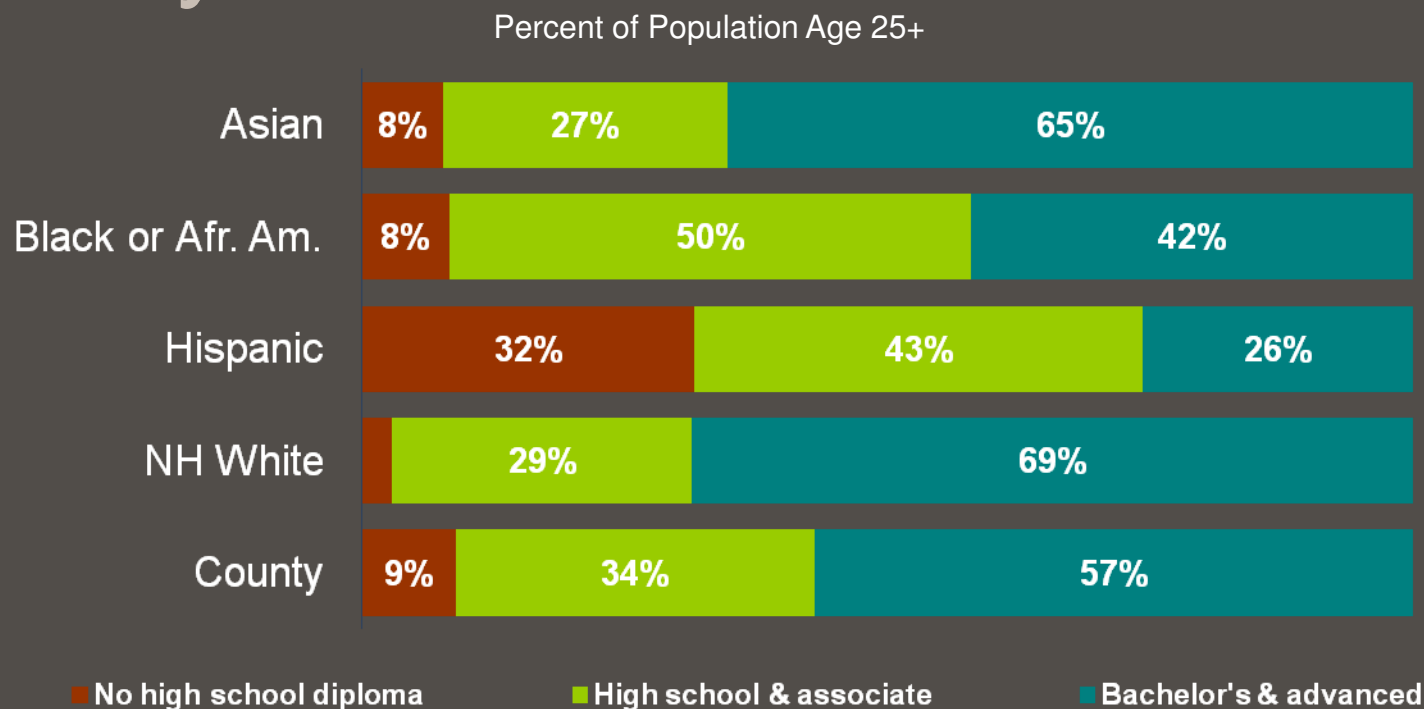


Education levels are high –



Source: 1990-2000 U.S. Census, 2013 American Community Survey, 1 year estimate

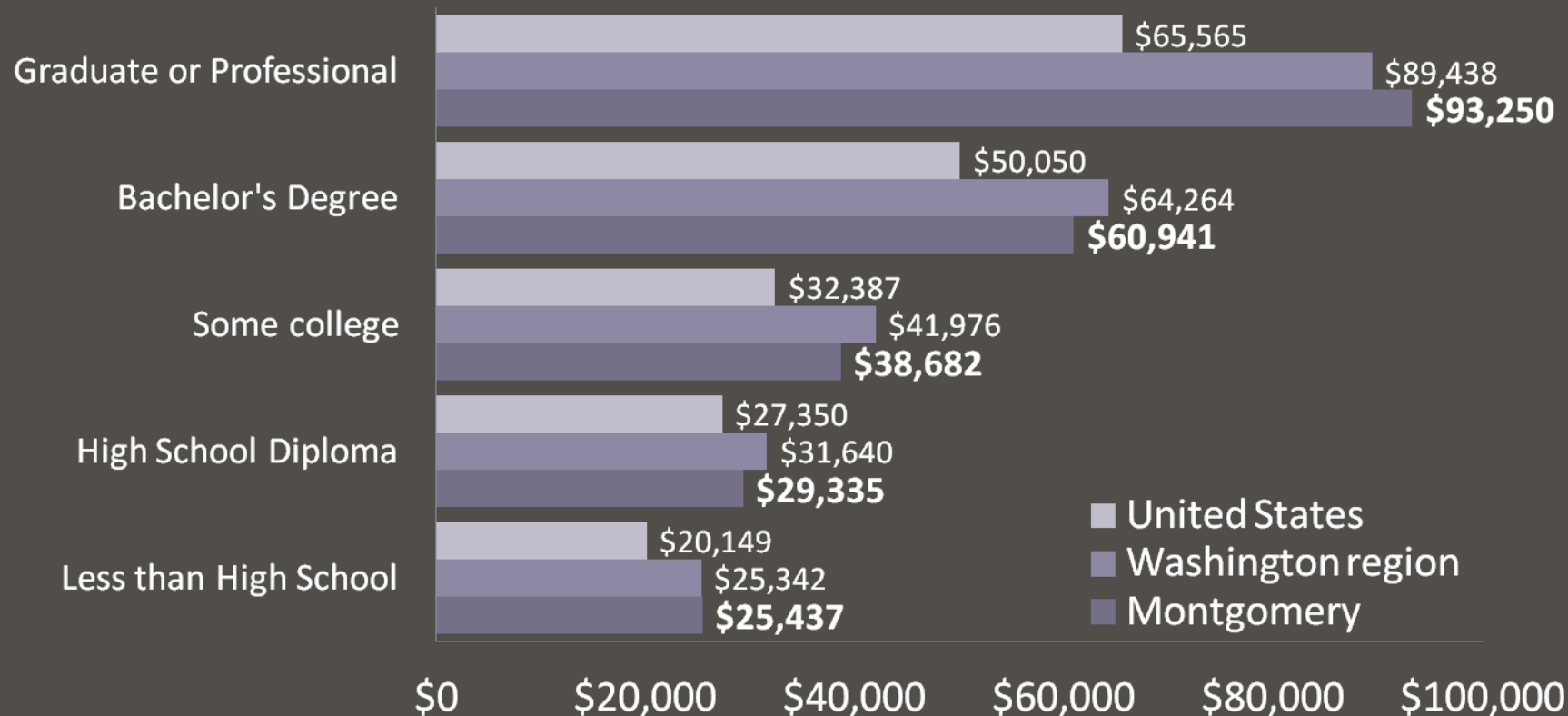
-- but vary widely by race and ethnicity.



Source: U.S. Census Bureau, 2012 American Community Survey

2013 Median Earnings by Education

Percent of adults age 25 and older



Source: 2013 American Community Survey, 1 year estimate, U.S. Census Bureau

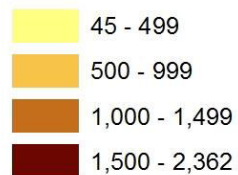
Achievement gap is geographic as well as racial/ethnic

- “Red zone” and “green zone”
- OLO Report – April 2014 – again documented achievement gap in high poverty consortia schools in East County (and high poverty non-consortia school in other areas) vs. rest of MCPS

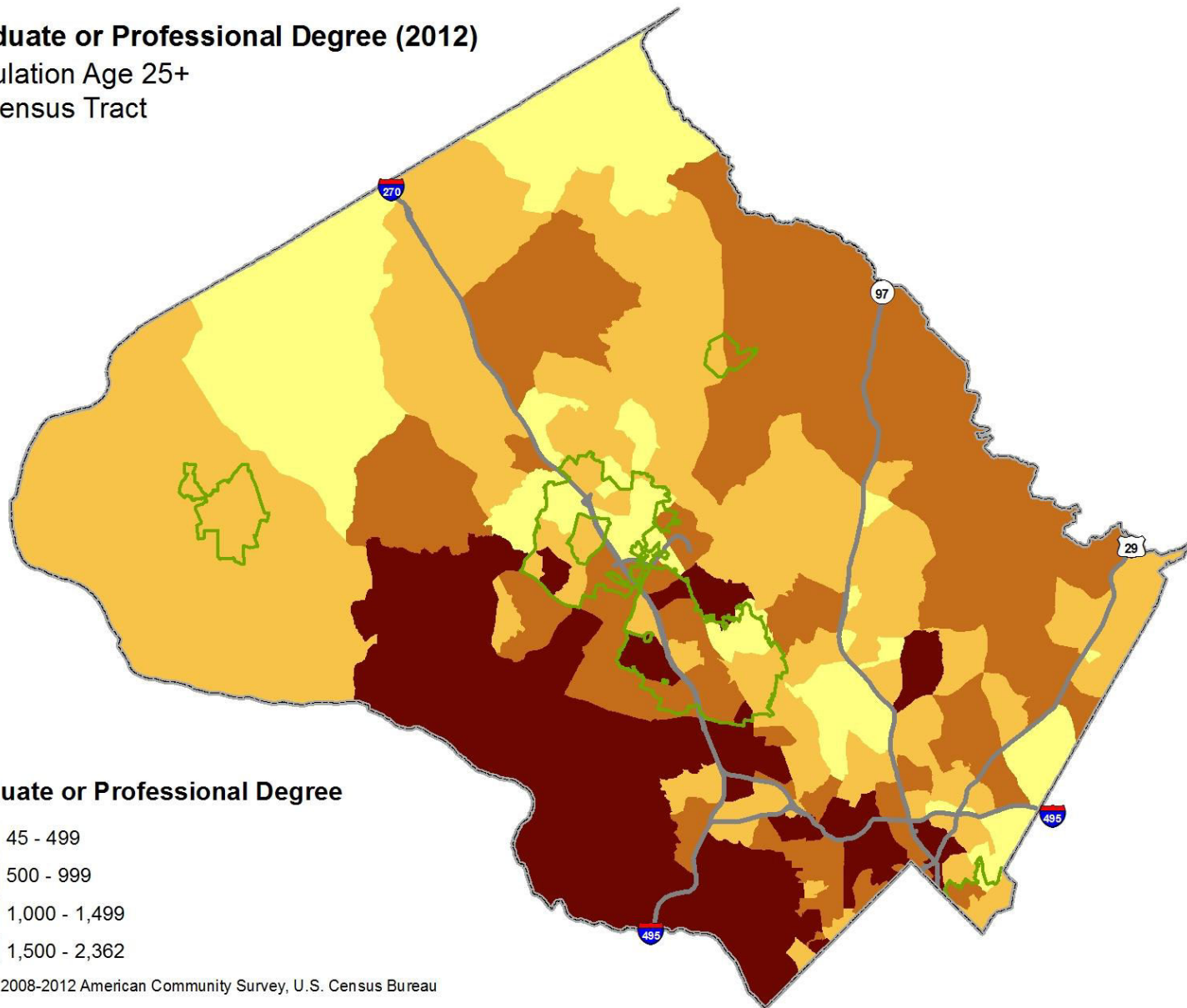
Graduate or Professional Degree (2012)

Population Age 25+
by Census Tract

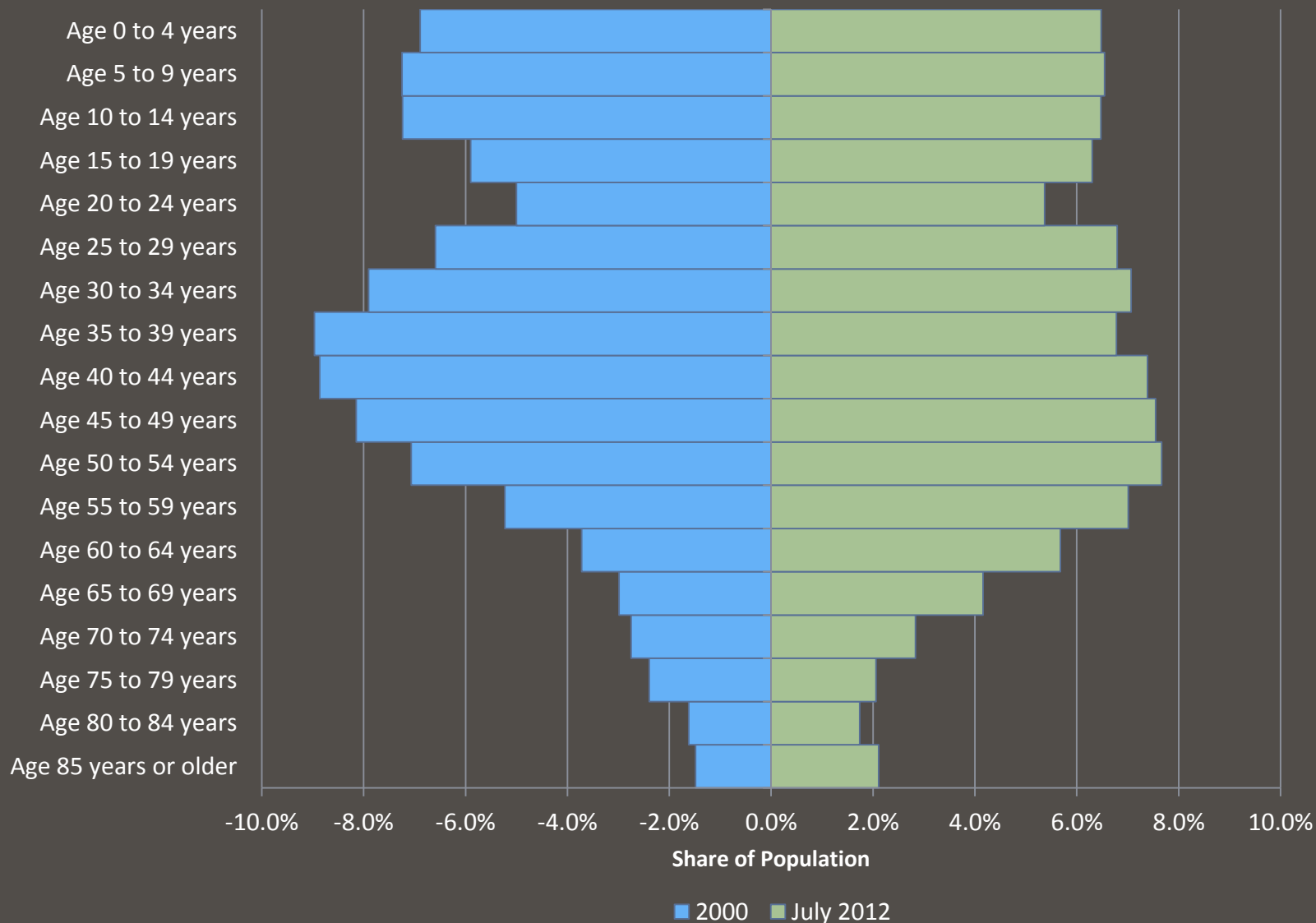
Graduate or Professional Degree



Source: 2008-2012 American Community Survey, U.S. Census Bureau



Share of the Population by Age, 2000 and July 2012



Major Job Sectors Percent Share of Total Jobs

