

Upstate Education & Economic Development Forum

November 10, 2016

Acting 10 times bolder, share your “big idea” to impact education & workforce in the Upstate along with a first step.

Each idea was scored by participants with a maximum of 25 points available:

Idea: Create flexibility in our system tailored to individual students’ needs (English 4 is not British Lit, but tailored to student needs) Points: 25

First Step: Start to develop a plan to make it happen within the constraints of the system we have in place.

Idea: No restriction to students taking courses and spending the rest of the day on the job or in apprenticeships. Points: 25

First Step: None provided

Idea: Run businesses out of our career centers like a conglomerate. Auto, Mechatronics, Body, Carpentry. Points: 25

First Step: Create business plan and receive board approval

Idea: Expand graduation opportunities through additional credentials. Points: 23

First Step: This has been a topic of conversation in SC for 30+ years. I’d run or serve at a level to effect movement.

Idea: Make internships more widely available to high school students. Not just aimed at high achievers, but available to all students. Have students planning to go to college do internships, preferably in an area which they do not plan to study. This would teach life skills and expose students to other people/careers/lifestyles. Points: 23

First Step: None provided

Idea: Create a website, much like the “Hands on Greenville” website, that links work-based learning opportunities at local businesses to high school students (shadowing, internships, co-ops). Points: 23

First Step: Chamber membership

Idea: Look into expanding paid internship programs for students to help match passion with what they are good at. Points: 23

First Step: Visit other schools and districts that have a more comprehensive program.

Idea: Require all juniors and seniors to participate in some type of internship. Points: 23

First Step: Sell it to the stakeholders.

Idea: Eighth grade class that rotated internships every day. Then had a pathway curriculum, WBL, dual credit to that lead career. Points: 23

First Step: Bring all industries to the table to help.

Idea: Require all students to have additional work-based learning experience every year from grades 8-12. Points: 23

First Step: Bring in employers.

Idea: Make apprenticeships or internships with an independent study project count as an AP or Dual Credit for GPA calculation towards graduation. Points: 23

First Step: Change early dismissals to work release programs senior year.

Idea: Have a career specialist in each CTE program area. Every student would job shadow in the 9th and 10th grade years, intern for 10-20 days in junior year with a summer intern or co-op before senior year. Follow-up with co-op in senior year. Points: 22

First Step: Businesses to buy-in and sponsor program.

Idea: Taking time out of instruction to cultivate a culture that reinforces and creates college and career readiness for all students. A culture where students are able to boldly and confidently explore who they are and how that would relate to their future career plans. Points: 22

First Step: Every teacher, counselor, and administrator would be trained in college and career options. Students would have a college/career curriculum course k-12.

Idea: Require internships for all High School and college students. Points: 22

First Step: Offer an internship at my office.

Idea: Recommend partnering with a local business (credit union, restaurant, marketing firm) to give hands on training to students that take interest in that specific field to better the community and the future graduates: Points: 22

First Step: Gather businesses that are interested to start discussing potential program.

Idea: Assemble classes inside companies. Teach right alongside industry in real time. Points: 22

First Step: Internships and Mentorships.

Idea: Assign student a mentor in community and require an internship. Points: 22

First Step: Solicit Support.

Idea: Increase focus in schools on soft skills/use a more liberal arts approach. Increase studies of arts, life skills. Points: 22

First Step: More focus on personal communication skills and less on technology communication.

Idea: Offer internships for all students. Points: 22

First Step: Create Business Partnership Pool.

Idea: Move from Hypothetical/Simulated to Real/Authentic Experience. Points: 22

First Step: None Provided.

Idea: Every high school student participate in event similar to Carolina High where all students visit workplace/college/university. Points: 22

First Step: Share with principals and secure funding.

Idea: Create alternate state certification for students unable to obtain SC diploma as they can still offer much to the workforce. Points: 21

First Step: Draft bill, secure primary author and support then educate, promote and advocate

Idea: Develop business program that has 7th and 8th graders serve one week apprenticeships in local businesses – like a career day on steroids. Points: 21

First Step: Develop sample one week syllabus.

Idea: Place a greater emphasis on aligning the way we teach (what and how) with the needs/expectations of business and industry in our global market. Points: 21

First Step: Move to a more project based approach embracing the world class skills a student needs.

Idea: Revamp/reduce number of curriculum standards to allow more time to focus on skills/characteristics. Points: 21

First Step: Get buy-in from stakeholders.

Idea: More job embedded opportunities and real life opportunities for students to explore future career paths. Points: 21

First Step: Elimination of seat time and factory model of education.

Idea: Require all students to do some sort of WBL activity such as an internship. Help Superintendents create an ad to encourage more companies to partner in these internships. Points: 21

First Step: Require vocational/career emphasis and project-based learning as part of the standards.

Idea: Focus less on curriculum/extensive reading & writing & math and more on the path individuals want to take. Points: 20

First Step: Provide real-life learning for interpersonal skills. Let students take control but with genuine guidance.

Idea: Create a “Bank Within a School” type opportunity for every career area (1 clusters) for every student. Points: 20

First Step: Requires partnerships, funding and space.

Idea: Have a CDF for each program area (20 areas). Points: 20

First Step: Ask businesses to sponsor/support each program area with placements.

Idea: Integrate all CTE programs into every high school. Require that every student take a minimum number of career specific classes and have an internship or work related experience. Points: 20

First Step: Expand the programs in schools currently and require students to take a class.

Idea: Bring career knowledge studies closer to schools and students, enabling them true to life experience in a (simulated) work environment or allowing students to apprentice jobs. Bringing a focus to career choice learning from a younger age. Allowing students to develop ideas and choose to follow a choice aside from normal or usual learning/school choices. Points: 19

First Step: Have a meeting with chosen district’s superintendents about possible outcomes or viability.

Idea: A job shadow or training program that students and educators can experience to learn more about lesser-known career opportunities. Example: a week in automotive manufacturing, distribution, laboratory testing, etc. Points: 19

First Step: Convene business representatives and educators to meet and explore the possibilities for implementation.

Idea: Develop packets for graduating seniors. Include a packet list of local employers which offer either tuition reimbursement or apprenticeship opportunities. Points: 19

First Step: None provided.

Idea: To have actual labs or classes that teach soft skills and emulate business skills, interpersonal skills, with team building and roles and real life scenarios.

First Step: Run mock business scenarios using real issues and “supplies” such as the bank. Being tech savvy is good, but students must be able to communicate.

Idea: Develop a process to help someone find their passion. Points: 19

First Step: Do an interest inventory and skills assessment.

Idea: Pick and choose the students that would benefit from the Career and Technology Center. Points: 19

First Step: Panel or committee review applicants and designate a recruiter for those students.

Idea: Implement the "5 to 10" rule. Points: 19

First Step: None given.

Idea: Non-graded school system focused on personalization and a proficiency system. Points: 19

First Step: None given.

Idea: Statewide Interactive Online Platform: Introduces careers, interacts with employees and employers, charts a career path with links to internships, academic guidance, summer jobs and online courses. Points: 19

First Step: Provide high school credits for using the platform

Idea: South Carolina International Distinguished Education Global and Business Leadership Program. Points: 19

First Step: GSCI Diplomacy Program.

Idea: Create a center that houses school counselors, higher education financial aid & admissions and Human Resources professionals who are all employed by businesses in one place and have evening, weekend and weekday hours for accessibility and transportation opportunities from all around the community. They would be accessible to chart paths for students and employees of all ages. Points: 18

First Step: None given.

Idea: Bigger Public-private partnerships. Points: 18

First Step: Businesses commit support to school districts and create internship program on steroids.

Idea: Create a personalized learning school based solely on student needs and abilities. Students would matriculate to teachers when they were academically/socially ready. Teachers would be experts in their grade/subject and imbed SC Profile characteristics along the spectrum. Points: 18

First Step: Approval from Superintendent and School Board.

Idea: Mandatory Professional Development/career courses at all levels. Points: 18

First Step: None given.

Idea: Require students to document 20 hours of internships prior to graduation. Points: 18

First Step: None given.

Idea: Performance Reviews with each student focusing on strengths/weaknesses starting in 9th grade. Points: 18

First Step: Training teachers in personality/DISC/or how to deliver a performance review.

Idea: Control class sizes and create a culture that values the skills and attributes of a SC graduate. Encourage and expect students to communicate, contribute and collaborate. Points: 17

First Step: Establish culture of expectations for the teachers.

Idea: Drop AP and go 100% to dual enrollment. Points: 17

First Step: All grads should leave HS with two years of college credits or a career skill.

Idea: Introduction of work-like accountability measures within the k12 system for students. Points: 17

First Step: Introduction of curriculum that incorporates collaboration and projects.

Idea: Require all students to spend time in whichever career they think they want to pursue and spend time in the workplace prior to graduation. Points: 17

First Step: Connect high schools/community colleges to industry.

Idea: Create career and technology centers at every high school. Points: 17

First Step: parents required to continue involvement throughout education process.

Idea: Every student would be required to participate in weekly service projects beginning in elementary school and also gain exposure to career opportunities. Points: 17

First Step: Secure funding and transportation needed. Provide a list of organizations and begin to invite them in grade 4.

Idea: Partner with local businesses to provide authentic experiences for your students while in high school. Points: 16

First Step: Ask for assistance from business organizations to assist with networking.

Idea: Trying careers so students could find their passion before college. Points: 15

First Step: Job shadowing.

Idea: Hire more non-traditional teachers with business and industry experience to work in public schools and pay them. Points: 16:

First Step: None given.

Idea: Every student have a plan, in writing, of their goals leaving high school and schools/communities/businesses commit to helping each student get there. Points: 15

First Step: Start with the current juniors.

Idea: Expose students to companies. Points: 15

First Step: Prepare a list of companies with career pathways and job offerings.

Idea: Create situations throughout school that exhibit real world situations. How does factor X play into the way I handle communications, relations, speaking, etc. This could either be activities or classes dedicated to the idea. Points: 15

First Step: Gather information from students, faculty and businesses to see if they're interested.

Idea: Develop school cultures that teach/build the life & career characteristics. Points: 15

First Step: None given.

Idea: Classes that discuss the "real world". More guidance counselors, job shadowing, more interactive. Points: 15

First Step: A separate guidance building with classes that discuss life characteristics.

Idea: We are using computers and smart phones for more operations. I would like to invent an app for voting without walking into a voting booth. Points: 15

First Step: None given.

Idea: Pursue youth apprenticeships/internship model around stem-related fields for seniors.

First Step: Develop a funding plan and a list of companies.

Idea: 8th graders participate in career center courses, exposure training, to develop interest. This could take place during the school day for students who were looking for opportunities outside of 4 year college. Points: 14

First Step: Work with CTE Director to evaluate current capacity for offerings at career centers.

Idea: Every student in 8th grade would spend a week shadowing/visiting/interning in 5 different organizations. Points: 14

First Step: Relief from 8th grade accountability systems – make it focused like an exploratory gap year.

Idea: Move away from grade levels and mediocrity and NCLB-like ESSA practices to a competency-based system with badges and micro-credentials. Points: 14

First Step: Identify desirable competencies for world class skills and attitudes and badges to document their attainment.

Idea: Promote more creativity rather than restrict it. Points: 14

First Step: Taking specific ideas that have been implemented and replacing or changing them to make people think more.

Idea: Look for ways to enhance communication in our schools among students. Points: 13

First Step: Work with teachers to determine way to do that.

Idea: Make sure that faculty have a direct relationship with industries/business that allows for constant communication and partnership. Points: 13

First Step: Host industry specific opportunities for the faculty to meet the local businesses and develop relationships. Continuing education for faculty by business partners.

Identifying Obstacles, Challenges, & Opportunities

- Rural School District Challenge– no employers to implement internships in rural counties.
- Hire interns within the school/district (example of credit union at Greenville High School and Anderson 2 hiring students for various support positions)
- Need to market the opportunities for partnerships.
- Liability issues for students who are not 18. Particular barrier in manufacturing.
- Utilize ReadySC
- Changing role of faculty – gain time to connect them to employers/careers.
- Give teachers and administrators the Work Keys test.
- Give graduates a copy of their Work Keys certificate near time of their graduation.
- Students, faculty and parents are not provided thorough explanation of the importance of the Work Keys test, what it means and how to access the results. Better illustrating the value of the test as part of a career path would help enhance the understanding.
- The Upstate Workforce Boards and other partners have created a regional presentation on the value of the Work Keys test that could be given to parents, teachers, students and employers.
- Multiple pathways to graduation – instead of one size fits all. Occupational diploma not a recognized credential. Students still have to take the GED.