

TO: The High Point Community
FROM: The Workforce Development Strategic Planning
Project Team
DATE: November 7, 2006
SUBJECT: *The High Point Workforce Development Strategic Plan*

We are pleased to present you with a set of strategies and plans to improve workforce development, training, and education for all people of all ages in High Point.

For the last six months, we have been wrestling with some very difficult problems and challenges. As you know, High Point has suffered because of job losses in the textile, apparel, and furniture industries. At the same time, our public schools are struggling to meet requirements mandated by the 2002 No Child Left Behind law.

While we are optimistic about the future prospects of the Piedmont Triad Region, we are concerned about the serious economic and employment issues facing many people in High Point today. We know that for every new job gained, there are High Pointers who face an uncertain future in a global economy defined by education and skill. We cannot forget that 15% or more of adults in High Point lack the basic high school or GED credentials required for obtaining jobs leading to head-of-household wages. We are extremely concerned about the performance of High Point public schools. Like you, we want to see every young adult graduate with the required knowledge and skills needed to succeed in a job and career.

We are also mindful that other social and economic issues challenge our community. For example, poverty is one issue that cuts across all ethnic groups and affects many children and families in High Point. It is an issue that must be addressed in a future community-based planning effort if we expect to sustain improvements coming out of this Workforce Development Strategic Plan.

While we are confident of the strategic priorities we've identified, we know that strategy must be managed and put into action in order to sustain improvement. There are no "quick fixes" for the educational, workforce preparedness, and socioeconomic challenges facing High Point. This both humbles us and steels our resolve to make a difference for everyone in the community.

So we ask for your commitment to take action and get involved in helping to implement *The High Point Workforce Development Strategic Plan*. We ask that you put education, training, and workforce development at the top of your "urgent concerns list." We ask that you carefully read and consider our recommended strategies and action plans. Then, help us achieve our Vision of having the best prepared workforce of any community in the Southeast!

Thank you.

The Workforce Development Strategic Planning Project Team

The High Point Workforce Development Strategic Plan

I. Introduction: The High Point Workforce Preparedness Project

During 2006, we participated in a strategic planning process focused on improving the results of education, training, and workforce development in High Point, North Carolina. We expect our effort to support local and regional economic development projects to create quality jobs and sustain long-term economic growth.

Our strategy planning process was sponsored by the High Point City Council and funded by five organizations: the City of High Point, Guilford County Workforce Development Board, Guilford County Commissioners, High Point Partners, and the High Point Regional Health Care System.

This process was implemented in response to a consulting study conducted in 2005 that focused on the level of preparedness by our community and its workforce to respond to current and future economic challenges. **Appendix A** (on page 35) presents the 15 major findings from *The High Point Workforce Preparedness Study*. The primary conclusion reached by The Herman Group, the Greensboro-based consulting firm who conducted the study, was:

“High Point is not positioned as strongly as it needs to be to take advantage of economic development and employment growth projected in the Piedmont Triad Region in the next 5-7 years.”

The full *Study* report can be found at the City of High Point’s website (www.highpoint.net). We encourage you to read it and think about the implications for our community and your job, family, and employer.

To address the primary findings of *The Workforce Preparedness Study*, a strategic planning process was organized. It brought together 50 folks from a diverse group of organizations across High Point and Guilford County. As members of the **Strategic Planning Project Team**, we volunteered a total of 12 days over a six month time frame to develop the enclosed strategies and action plans. There were other community leaders who participated as members of a **Workforce Preparedness Task Force**. They reviewed our progress and helped to guide the overall effort.

Appendix B (on page 38) presents the *Strategic Planning Process Charter* which identifies each of us who participated in the strategy planning process. The *Charter* also outlines:

- Our roles and responsibilities.
- The objectives we needed to address.
- The key deliverable we were asked to produce.

Before we present our results, we want to ask you two important questions about workforce development and preparedness:

1. *Why does workforce preparedness matter?*
2. *What's in it for you, and your family, employer, and community?*

To answer these two questions, we invite you to take a quiz about workforce preparedness.

The Workforce Preparedness Quiz

1. The extent to which the money in your pocket or personal bank account relates to your level of education and training is _____:
 - a. partially related
 - b. strongly related
 - c. not related
 - d. indirectly related
2. True or False. The more education and training you have beyond a high school diploma or GED, the more income from work you will earn over your lifetime.
3. True or False. The level of academic readiness required of high school graduates who go directly to work is the same as those graduates who go straight to college.
4. Identify which of the following statements could be related to a lack of workforce development and/or preparedness:
 - a. "Do you know where I can find some good employees?"
 - b. "Will I ever receive good customer service?"
 - c. "My organization is getting hammered by the competition."
 - d. All of the above.
5. True or False. Parents, employers, churches, and other organizations in High Point have a direct and positive influence on academic performance of children/young adults and overall school success.
6. Identify the average number of employers a recent High Point high school graduate or area college graduate will have during their working career:
 - a. 1
 - b. 2-4
 - c. 5-7
 - d. 9+
7. True or False. Economic growth and prosperity, quality of life in High Point, and the level of education are all related to each other.
8. True or False. Folks in High Point only need to worry about school and education when they're young.
9. True or False. The "issues" in High Point and Guilford County are faced by every other community in the United States. So, get a grip, we're doing all the right things.
10. True or False. High Point and the Piedmont Triad Region can never compete with Raleigh and the Research Triangle Park for high-paying jobs.

We provide you with our answers in **Appendix C** (on page 44). We hope this quiz will start you thinking about the “why it matters” and “what’s in it for me” questions.

Now, let’s talk very briefly about our planning process.

II. The Strategy Planning Process

Strategic planning is a fancy name for a systematic process to help make good decisions about the future. We used this process to identify key areas where we think High Point needs to spend time, money, and energy to significantly improve education, training, and workforce development. We weren’t interested in taking shortcuts in our planning which is why it took us six months. And, we weren’t interested in coming up with quick, “politically acceptable” solutions either. We wanted to stretch our thinking about this urgent and serious problem facing High Point.

We learned a lot about strategic thinking and planning during this process. For example, we learned that good strategies and effective plans are sometimes in short supply. This occurs in a lot of planning efforts because people fail to elevate their thinking from short-term or tactical problems to a higher “point of view.” We also learned that many planners do a poor job of thinking about how to implement their strategies. They fail to consider how to measure progress or how they will change the thinking and behavior of people. And finally, we learned that our task wasn’t going to end with the publication of a document. We learned that the hard work really starts with implementing and managing strategy.

So, in order to meet these planning issues and address the challenging education and workforce preparedness problems in High Point, consultants from The Herman Group kept us focused on answering five questions:

1. Where do you want to be in the future?
2. What key strategies will take you there?
3. How will you know when you get there?
4. How will you go from here to there?
5. How will you sustain change and improvement?

A strategy planning and management system called **The Balanced Scorecard System** was used as the structure or foundation to focus our lively debates and serious discussions. We ultimately reached consensus on these primary elements of a Balanced Scorecard System, including:

- Vision, Core Values, and Mission
- Strategies and Strategic Objectives
- Performance Measures
- Short-Term Targets and Long-Term Goals
- Strategic Initiatives and Action Plans

We outline each of these elements in the following pages. **Appendix D** (starting on page 48) organizes this information for each priority presented in the strategic plan.

III. Vision, Core Values, and Mission

If our recommended strategies are going to make a difference in High Point, they must support a “picture” of what the community intends to become in the future. This “word picture” of the future is called a “Vision.”

You can’t underestimate the power of vision. For example, are you not still moved 43 years later by the impassioned oratory of the Rev. Martin Luther King Jr.’s “I Have a Dream” speech? Or, what about the simple elegance of President John F. Kennedy’s plea to have the United States commit to sending a man to the moon? At that time, the idea of manned space travel was thought to be impossible.

So, as a planning team, we gave careful thought to **Vision** and considered the question: “Where does High Point need to be in the future regarding workforce preparedness?” Our answer: ***“High Point will have the best prepared workforce of any community in the Southeast United States.”***

We created ***The High Point Vision Story*** to explain what we mean by this Vision Statement (see Table 1 on page 6).

An important consideration in making the High Point Vision Story a reality is **Core Values** (sometimes called “guiding principles”). Values are essential behaviors or ways of thinking that if demonstrated and taken seriously, will align the actions of people and organizations in High Point and Guilford County around the Vision and Strategic Plan.

Here are the five Core Values we think most important to support the Vision and Vision Story:

- ***Commit to Life-Long Learning***
- ***Collaborate and Partner with Others***
- ***Involve Parents and the Community***
- ***Ensure Readiness for Success***
- ***Reinforce the Basics***

The final component in identifying where we think High Point needs to be in the future regarding workforce preparedness focuses on Mission. A Mission (and Mission Statement) speaks to the single achievement we want to see accomplished as we begin our journey toward the Vision. You can anticipate what might happen if we as a community have different purposes or missions regarding this strategic plan.

Our **Mission** is: ***“to meet the evolving workforce development needs of our community by establishing a culture of life-long learning.”***

Table 1

The High Point Vision Story

The year 2015 has arrived and High Point is recognized by its community, state and local business leaders, and government officials to have the best prepared workforce in the Southeast United States. The presence and support of an “education ethic” and “life-long learning culture” in High Point has resulted in higher levels of educational attainment and significant growth of family income across all socioeconomic groups.

High Point has gained recognition for increasing the learning readiness of every child to succeed in school. A significant investment has been made in affordable quality daycare and Pre-K education delivered through well-trained staff and strong parental support. Common assessment tools and intervention programs are used to determine each child’s developmental stage and progress to ensure readiness for school.

High Point’s involvement in and support of schools is clearly evident. Individuals, faith community, and businesses are actively engaged in numerous partnerships with every school, supporting the needs of staff, students, and parents. Students are continually challenged at all grade levels with rigorous and relevant coursework that emphasize the basics of reading, writing, math, and science.

Career counseling services and volunteer-based programs are effective tools used in each school to assist young adults in academic and career preparation. Non-traditional programs focused on career specific academies and technology based applications exist to enhance the transition from school to work and/or post-secondary training and education.

Schools are staffed with fully qualified teachers in a safe, drug-free and positive learning environment. Every high school graduate demonstrates readiness for post-secondary training as evidenced by exceptional assessment scores. Academic scholarship funding is available to pay for area college education and career training for every high school graduate. The success of High Point’s achievement in education serves as a regional model and supports the WIRED (Workforce Innovations in Regional Economic Development) initiative that was successfully implemented years earlier.

Both job seekers and employers are served by a highly effective and comprehensive JobLink Career Center System. The System is a partnership among education, government, businesses and human service agencies to prepare and transition adults into new careers. Its primary focus is to resolve employability barriers and raise occupational skill levels to meet current and future workforce needs. Individual skills and abilities are assessed through common measures and expert counseling is provided to guide job seekers into training opportunities and new jobs.

Employers actively utilize the JobLink Career Center System to fill job openings with qualified candidates and to increase skill levels of employed workers to meet work skills of an intensely competitive global economy. Local training providers work closely with employers to align training with business needs to sustain productivity and profitability.

The commitment to a high performing education system where every child is valued and the commitment to continuous workforce development and life-long learning is evident across a unified High Point. Strategic investments and good works by the community in the last 10 years have resulted in economic prosperity and a higher quality of life for everyone. The phrase “**High Point Works**” is a reality!

IV. Strategies and Strategic Objectives

When you hear the term strategy, just think “direction.” Strategies provide direction. They represent the priority areas where we as a planning team recommend the High Point community spend time, money, and energy. We are recommending these investments in order to achieve the **Mission** of “establishing a culture of life-long learning” and to realize the **Vision** of “having the best prepared workforce of any community in the Southeast.”

We carefully considered all of the issues, obstacles, and challenges facing education and workforce development in High Point. We thought seriously about what it will take over the next 10 years to achieve the Vision.

Ultimately, we came up with seven **Strategies** aligned with four different age groups: (1) Children, (2) Young Adults, (3) Adults, and (4) Older Adults. The strategies are:

- Promote a Culture of Life-Long Learning
- Raise Academic Expectations and Achievement
- Promote Early Childhood Development
- Maximize Community Support of Schools
- Attract and Retain Quality Teachers
- Align Job Preparation and Placement with Employer Needs
- Develop and Utilize Older Adults

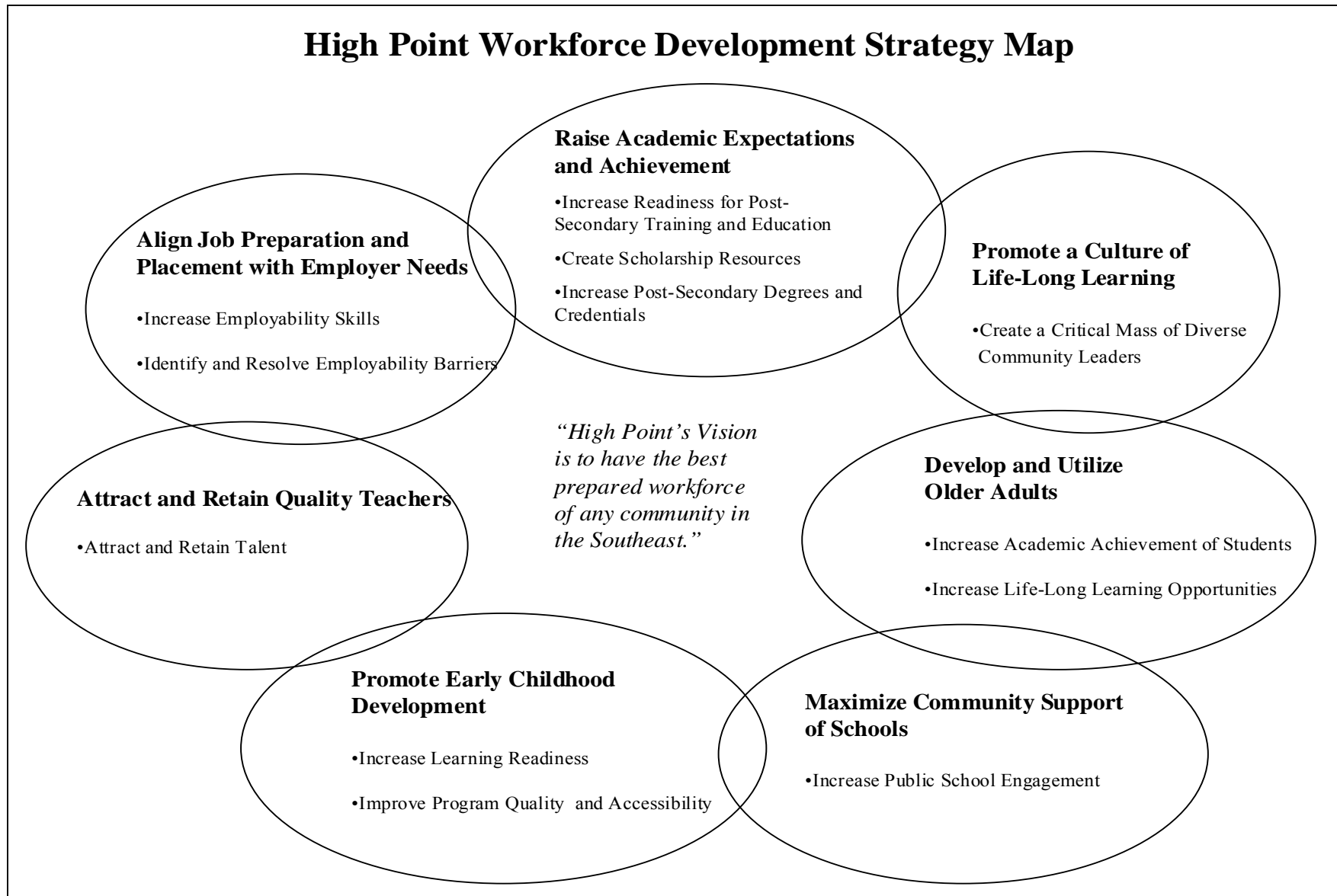
Figure 1 on page 8 shows the *High Point Workforce Development Strategy Map*. A **Strategy Map** is a one-page graphical display of our 7 Strategies and 12 Strategic Objectives. **Strategic Objectives** define what High Point must do extremely well in the years ahead to achieve the Mission and Vision. They are the competencies or capabilities that High Point must develop and demonstrate better than any community in the Southeast.

Each Strategic Objective is defined by what we call a **Strategic Objective Statement**. These Statements provide you with an idea of what we believe the High Point community will achieve by the year 2015.

The 12 Strategic Objectives of *The High Point Workforce Development Strategic Plan* are very important. Why? As you will see in a later section, each of the Performance Measures, Short-Term Targets, Long-Range Goals, and Action Plans of our overall Strategic Plan are aligned with one or more of these Objectives.

The recommended Strategies and Strategic Objectives are found on pages 9-13.

Figure 1



Our Mission is to meet the evolving workforce development needs of our community by establishing a culture of life-long learning.

➤ **Strategy #1: Promote a Culture of Life-long Learning**

In order to achieve a Vision of “having the best prepared workforce of any community in the Southeast”, we must have a large number of people leading efforts to implement *The High Point Workforce Development Strategic Plan*. Our definition of a community leader is: “any individual that has the ability to disseminate information and/or influence the actions of groups across one or more segments of the High Point community.” A more specific definition for this Strategic Plan is: “a person of influence within his or her circle of associates who is an ‘ambassador’ of and advocate for *The High Point Workforce Development Strategic Plan*.”

This strategy focuses on recruiting community leaders to help us communicate the Vision and Mission, implement action plans, and manage strategy. We have one very important Strategic Objective:

- **Create a Critical Mass of Diverse Community Leaders**

In order to build and sustain a culture of life-long learning in High Point, a group of diverse and accountable community leaders will be needed to communicate and promote the Workforce Development Strategic Plan. This group will be representative of the entire community and receive training and support to communicate the Strategic Plan’s vision of change and achievement. This diverse group of community leaders will be instrumental in helping to implement Action Plans that reinforce a “community culture” dedicated to education and life-long learning.

➤ **Strategy #2: Raise Academic Expectations and Achievement**

The Workforce Preparedness Study encouraged High Point to raise its expectations about educational excellence and academic achievement. This strategy focuses on strengthening the “pathway” and “incentives” for High Point students to obtain post-secondary training and education. We know the jobs of tomorrow in the Piedmont Triad Region will demand more than a high school education. These jobs will require constant upgrading and re-training as global competition grows.

Three very important Strategic Objectives are:

- **Increase Readiness for Post-Secondary Training and Education**

Academic achievement in the 21st century matters. We will offer community volunteer support to help students achieve high scores on required reading, math, and science assessments. We will offer supplemental career counseling services to all High Point students and families to plan for post-secondary

training and education opportunities. We will also work to align high school assessment standards with entrance requirements of area colleges and work expectations of area employers.

- **Create Scholarship Resources**

Our vision of life-long learning in High Point includes establishing financial resources to ensure every academically prepared High Point high school graduate can afford post-secondary education and training. This will involve the creation of a substantial pool of sustainable scholarship funds for those young adults who demonstrate academic preparedness. Imagine the possibilities if every family in High Point with school-age children had the means to pay for post-secondary training and education!

- **Increase Post-Secondary Program Completion**

We recognize the need to support students in completion of post-secondary training, certificate, and 2- or 4-year degree programs. To accomplish this, we will work to establish a system with area employers to provide High Point high school graduates who attend Guilford Technical Community College with paid internships during their community college career.

➤ **Strategy #3: Promote Early Childhood Development**

We think it's critical for our community's well-being and future economic prosperity to assure every High Point child is ready to succeed in school. We know this is consistent with the **Core Value** of "*Ensure Readiness for Success.*" Two Strategic Objectives support the strategy of strengthening High Point's investment in early childhood development:

- **Increase Learning Readiness**

The readiness of High Point children to learn is a leading indicator of future educational achievement. By promoting readiness assessment and early child intervention and development programs, we will ensure children arrive at kindergarten or first grade ready for success.

- **Improve Program Quality and Accessibility**

In order to increase learning readiness, High Point will expand the number of 4- and 5-Star early childhood development classrooms. And, we will increase the financial resources available for low-income families in High Point to participate in these quality programs.

➤ **Strategy #4: Maximize Community Support of Schools**

We know that strong partnerships among schools, teachers, the community, and parents are an essential ingredient for educational excellence. This Strategic Objective focuses on the strategy of strengthening parental and community involvement in all High Point schools. This objective is consistent with our **Core Value** of “*Involve Parents and the Community.*”

- **Increase Public School Engagement**

The involvement of parents, businesses, faith-community, non-profits, civic organizations, community volunteers, and political leaders is essential for achieving educational excellence. We will increase the number and quality of formal partnerships and community volunteers in each of the 22 High Point schools. We will reach out to High Point parents and teachers/administrators to facilitate communication and learn how to maximize community-school collaboration.

➤ **Strategy #5: Attract and Retain Quality Teachers**

We have an opportunity, as a unified community, to support Guilford County Schools in finding and retaining qualified teachers who want to help High Point schools achieve educational excellence.

This Strategic Objective seeks to supplement the recruiting and retention efforts of Guilford County Schools with a package of incentives provided by the High Point community. The strategy is to never worry about a shortage of qualified teachers in High Point schools.

- **Attract and Retain Talent**

Increasing academic achievement in High Point depends on our ability to attract and retain quality talent. We will support efforts to develop and provide financial incentives and other resources to attract fully qualified teachers. And we will establish a pool of funds to provide financial support for talented teachers to finish and/or continue their educational degrees.

➤ **Strategy #6: **Align Job Preparation and Placement With Employer Needs****

This strategy focuses on strengthening the JobLink Career Center System in High Point. It is essential we reach the 15% or more of adults in High Point who lack a high school or GED credential. We also know that some High Point residents and families are not aware of services available to help them resolve other issues affecting ability (or willingness) to pursue education and/or post-secondary training.

The Core Value of “*Collaborate and Partner with Others*” will be tested as government, human service agencies, and non-profit organizations in High Point and Guilford County are asked to collaborate and focus intensively on the job preparation and placement needs of our community.

There are two Strategic Objectives in this area:

- **Increase Employability Skills**

We will improve alignment of job preparation and placement services provided by the JobLink Career Center System with employer needs. Our aim is to provide a “single-shop” experience for satisfied customers of all ages seeking employment and life-long, career development assistance. The JobLink System will invest resources to deliver skills training solutions which improve the productivity and profitability of area business and industry. Increasing employer demand for employability credentials will help prospective job candidates prepare for high-skill, high-wage jobs and careers.

- **Identify and Resolve Employability Barriers**

There are population and community groups within High Point with specific needs preventing full employment and/or career opportunity. We will design and implement a Community Needs Assessment Process to reach these individuals and determine what barriers and gaps exist in current services and programs. Our aim is to provide outreach to these underserved populations on a person-by-person basis to provide the marketable credentials and support services needed to attain employment.

➤ **Strategy # 7: Develop and Utilize Older Adults**

We value the contribution that older adults in High Point have made to our community and nation. We know there's a tremendous wealth of experience in High Point that we can all learn from. This strategy focuses on utilizing the knowledge and experience of older adults to help us achieve our Vision of "having the best prepared workforce in the Southeast."

The two Strategic Objectives in this area include:

- **Increase Academic Achievement of Students**

With the presence of older adults as role models and career mentors in the lives of High Point students, we will raise educational attainment levels and school performance. We will design and implement a career mentoring process specifically designed to tap into the life and career experience of carefully selected older adult school volunteers.

- **Increase Life-Long Learning Opportunities**

Consistent with our vision of a community that values life-long learning, we will expand the opportunities available to older adults to participate in general interest and/or occupational-related courses or programs. As Baby Boomers retire, they will seek communities that take an interest in their needs and provide opportunities to continually learn, grow, and develop. The quality of life in High Point will be enhanced with the active and growing involvement of this vital group of residents.

V. The High Point Workforce Preparedness Scorecard

We trust you now have a good understanding of the priority Strategies and Strategic Objectives that will guide and move High Point toward "the best prepared workforce in the Southeast" and "a culture of life-long learning."

The rest of our Workforce Development Strategic Plan focuses on Performance Measures, Short-Term Targets, Long-Term Goals, and Strategic Initiatives (or Action Plans). In order to quickly communicate how each of these elements supports our 12 Strategic Objectives and 7 Strategies, we created ***The High Point Workforce Preparedness Scorecard***.

The Scorecard is found on pages 14-17.

You read the Scorecard section-by-section and from left to right. After you study it, we'll point out some important details, starting on page 18.

Table 2

The High Point Workforce Preparedness Scorecard

Strategic Priorities:	Strategic Objectives:	Performance Measures:	Short-Term Targets:	Long-Term Goals (2015):	Strategic Initiatives:
<p>Promote Early Childhood Development</p> <p><i>“Strengthen High Point’s investment in early childhood development”</i></p>	<p>Increase Learning Readiness</p> <p>Improve Program Quality and Accessibility</p>	<ul style="list-style-type: none"> • Early Child Health Assessments • Nurse-Family Participants • Child Program Scholarships 	<ul style="list-style-type: none"> • By 2007, 100% of all High Point pre-K children assessed prior to start of school. • By 2008, 100 High Point children participate in Nurse-Family Partnership Program. • By 2008, the number of children served by 4- and 5-star classrooms increase by 10%. 	<ul style="list-style-type: none"> • 100% of identified concerns receive intervention and follow-up. • 60% of low-income, first-time mothers in High Point participate in the Nurse-Family Partnership Program. • Children served by 4- and 5-star classrooms grow 10% per year. 	<p>Shared Indicators for School Readiness Initiative/Kindergarten Health Assessment</p> <p>Nurse-Family Partnership Program</p>
<p>Maximize Community Support of Schools</p> <p><i>“Strengthen parental and community involvement in all High Point schools”</i></p>	<p>Increase Public School Engagement</p>	<ul style="list-style-type: none"> • Volunteer Partnership Agreements • Community Volunteers • Parent Teacher Conferences 	<ul style="list-style-type: none"> • By 2008, 44 formal partnerships across all High Point schools. • By 2008, 27,000 visits from volunteers in High Point schools per year. • By 2008, 100% of student’s parents participate in conferences. 	<ul style="list-style-type: none"> • 200 formal partnerships across all High Point schools. • 117,000 visits from volunteers in High Point schools per year. • 100% of student’s parents participate in conferences. 	<p>Volunteer Partnership Agreement Process</p> <p>Communities in Schools Strategic Planning Process</p> <p>Support Our Schools Action Plan</p>

The High Point Workforce Preparedness Scorecard

Strategic Priorities:	Strategic Objectives:	Performance Measures:	Short-Term Targets:	Long-Term Goals (2015):	Strategic Initiatives:
<p>Raise Academic Expectations and Achievement</p> <p><i>“Strengthen the pathway and incentives for High Point students to obtain post-secondary training and education”</i></p>	<p>Increase Readiness for Post-Secondary Training and Education</p> <p>Create Scholarship Resources</p> <p>Increase Post-Secondary Program Completion</p>	<ul style="list-style-type: none"> • Student Achievement Scores • SAT Achievement Scores • Students With Academic Scholarships • Academic Scholar Funds • GTCC Student Internships 	<ul style="list-style-type: none"> • By 2008, 70% of High Point students score proficient on state reading, math, and science assessments. • By 2010, High Point SAT scores meet the Guilford County average. • By 2010, 33% of all High Point graduating seniors receive academic scholarships. • By 2010, funding is available to support GTCC scholarships for all High Point high school graduates with a GPA of 2.5 and who meet entrance requirements. • By 2010, 50% of High Point students attending GTCC complete paid internships. 	<ul style="list-style-type: none"> • 100% of High Point students score proficient on state reading, math, and science assessments. • High Point SAT scores meet the national average. • 100% of all High Point graduating seniors receive academic scholarships. • Funding is available to support post-secondary education and training scholarships to area colleges for all High Point high school graduates with a GPA of 3.0. • 100% of High Point students attending GTCC complete paid internships. 	<p>FOCUS Guilford Family Involvement Initiative</p> <p>Career Counseling Centers</p> <p>Readiness Standards Definition Process</p> <p>Futures 4 Kids Program</p> <p>Reading/Math/Science Assessment Program</p> <p>The Academy @ Central Advisory Board</p> <p>The High Point Academic Scholar Program</p> <p>GTCC Student Internship System</p>

The High Point Workforce Preparedness Scorecard

Strategic Priorities:	Strategic Objectives:	Performance Measures:	Short-Term Targets:	Long-Term Goals (2015):	Strategic Initiatives:
<p>Develop and Utilize Older Adults</p> <p><i>“Use the knowledge and experience of older adults to help achieve our Vision”</i></p>	<p>Increase Academic Achievement of Students</p> <p>Increase Life-Long Learning Opportunities</p>	<ul style="list-style-type: none"> • Older Adult School Volunteers • Older Adult Course Enrollments 	<ul style="list-style-type: none"> • By 2010, 325 older adult volunteers in High Point classrooms. • By 2007, the number of older adults participating in learning opportunities will increase 10% per year. 	<ul style="list-style-type: none"> • 650 older adult volunteers in High Point classrooms. • Older adults participating in learning opportunities increase 10% per year. 	<p>Older Adult School Volunteer Program</p>
<p>Promote a Culture of Life-Long Learning</p> <p><i>“Recruit community leaders to help achieve our Vision and implement the Strategic Plan”</i></p>	<p>Create a Critical Mass of Diverse Community Leaders</p>	<ul style="list-style-type: none"> • Community Leaders 	<ul style="list-style-type: none"> • By end-of-year 2007, 500 community leaders. 	<ul style="list-style-type: none"> • 2,150 community leaders (increase of 20% per year). 	<p>Workforce Development Strategy Management System</p> <p>Strategic Plan Education and Marketing Process</p> <p>Community Leadership Development Program</p>

The last four columns of information on *The High Point Workforce Preparedness Scorecard* focus on:

- Performance Measures
- Short-Term Targets
- Long-Term Goals
- Strategic Initiatives

Performance Measures

The 24 **Performance Measures** identified on the Scorecard tell us how successful we will be in putting *The High Point Workforce Development Strategic Plan* into action. These performance measures indicate whether we are moving in the right direction (or not). They help us understand what “evidence” we will accept that our Strategic Objectives and Strategies are successful (or not).

We know that none of these measures are perfect (no measure is). During the next few years we may even decide to eliminate a measure or add another one. Of course, as we begin to develop and report progress, we may find that collecting information on one or more of these measures isn’t worth the time or hassle.

But, it’s a start. If you have any ideas for us to consider, we tell you later how to communicate these ideas and suggestions for a quick response.

Each of these 24 performance measures is defined in detail. **Appendix D** outlines the **Performance Measurement Definitions** for each measure. Some of these Performance Measures require additional definition as we figure out exactly where and how we are going to gather the data. This includes establishing a “baseline” to document the current level of performance in High Point.

We know that ongoing data-collection, tracking, and reporting of these Performance Measures is an important element of strategy management. We address this requirement later.

Short-Term Targets and Long-Term Goals

The next two columns of *The Workforce Preparedness Scorecard* tested our ability to set goals related to each of the performance measures. We decided to come up with **Short-Term Targets**, ranging in time from 1-4 years. Then, we looked ahead to the year 2015. We call these **Long-Term Goals** because they relate to the final year mentioned in *The High Point Vision Story* (on page 6).

Setting measurable goals is related to accomplishment of Strategies and Strategic Objectives! It makes sense, doesn’t it? After all, if you don’t know where you’re going, then any road will get you there!

As a planning team, we decided to accept High Point Mayor Becky Smother’s challenge to us. She told us to “be bold” in developing this Workforce Development Strategic Plan and changing how High Point looks at education and life-long learning!

Table 3 (pages 20-22) highlight the “bold” goals we think – no, we know - the High Point community can rally around and commit to achieving in the next few years.

Can you imagine the possibilities in High Point for students, families, employers, as well as our future economic prosperity if we all pull together to achieve these goals?

Strategic Initiatives and Action Plans

The last column on *The High Point Workforce Preparedness Scorecard* focuses on **Strategic Initiatives**. The 23 Initiatives on the Scorecard represent various projects, programs, action plans, processes, or systems we recommend be implemented in the High Point community to support achievement of the Short-Term Targets and Long-Term Goals.

All of these Action Plans should be considered “first drafts” until specific individuals, organizations, and project teams have a chance to thoroughly review assignments, make needed revisions, and begin work. Also, some Action Plans still need to be developed and documented. These Plans are awaiting input and collaborators in High Point or Guilford County. And several depend on decisions related to approval of this overall Strategic Plan.

We have identified several Action Plans that build on proven programs or projects already underway in High Point or Guilford County or in other communities across North Carolina and the United States. The issue for some of these programs and initiatives is one of “expansion” (that is, how do we start-up or scale-up or pay for these programs to reach more children, more schools, and more people in the community?).

A few examples of Strategic Initiatives in this category include:

- **Communities In Schools of High Point** is present in 13 of the 22 High Point schools. As children and young adults are moved into other schools because of redistricting, the absence of CIS support (i.e., programs and volunteers) makes improving student achievement and school performance more difficult. The mission of Communities in Schools is to “connect community resources with schools.” This proven program needs to be in all High Point schools as soon as possible with sustainable, long-term funding independent of Guilford County Schools.
- Greenville, North Carolina (Pitt County) has implemented over 200 **Volunteer Partnership Agreements** between county schools, area employers, and non-profit organizations. If Greenville can do it, so can High Point!

Table 3 24 Short-Term Targets and Long-Term Goals

Performance Measures:	Short-Term Targets/Long-Term Goals:	Current Baseline (9-06):
Volunteer Partnership Agreements	<ul style="list-style-type: none"> By 2008, 44 formal partnerships across all High Point schools (two per school)! By 2015, 200 formal partnerships! 	<ul style="list-style-type: none"> Some partnerships now exist, but none are formally documented and not all schools have partnerships.
Community Volunteers	<ul style="list-style-type: none"> By 2008, 27,000 visits from volunteers in High Point schools (per year). By 2015, 117,000 visits (one volunteer every day in each High Point classroom)! 	<ul style="list-style-type: none"> 16,000 estimated visits reported for the 2004-2005 academic year (total of 29,167 hours).
Student Achievement Scores	<ul style="list-style-type: none"> By 2008, 70% of High Point students score proficient (3's and 4's) on state assessments. By 2015, 100% of students score proficient 	<ul style="list-style-type: none"> See page 26 for the current percentage of High Point high school students scoring proficient on EOC or EOG assessments.
Students With Academic Scholarships	<ul style="list-style-type: none"> By 2010, 33% of High Point graduating seniors with academic scholarships! By 2015, 100% with scholarships! 	<ul style="list-style-type: none"> 480 academic scholarships (a duplicate number) awarded to graduating seniors (June 2006).
Academic Scholar Funds	<ul style="list-style-type: none"> By 2010, funding is available to support GTCC scholarships for all High Point graduates with a GPA of 2.5! 	<ul style="list-style-type: none"> A community-based academic scholarship program does not currently exist.
GTCC Student Internships	<ul style="list-style-type: none"> By 2010, 50% of High Point students attending GTCC complete paid internships! By 2015, 100%! 	<ul style="list-style-type: none"> Some internships and co-op opportunities are available to High Point high school graduates.
GED Credentials	<ul style="list-style-type: none"> By 2008, 560 GEDs awarded! By 2015, reduce the % of adults in High Point without GEDs by 50%. 	<ul style="list-style-type: none"> Estimated 15-22% of High Point adults without GED credentials (approximately 14,000-20,000).
Community Leaders	<ul style="list-style-type: none"> By end-of-year 2007, 500 community leaders! By 2015, 2,150 (20% increase per year)! 	<ul style="list-style-type: none"> 50 individuals currently working to develop <i>The High Point Strategic Workforce Development Plan.</i>

Table 3 24 Short-Term Targets and Long-Term Goals (continued)

Performance Measures:	Short-Term Targets/Long-Term Goals:	Current Baseline (9-06):
Parent Teacher Conferences	<ul style="list-style-type: none"> By 2008, 100% of student's parents participate in conferences. 	<ul style="list-style-type: none"> To be determined using 2005-2006 school year data.
Early Child Health Assessments	<ul style="list-style-type: none"> By 2008, 100% of all High Point pre-K children assessed prior to start of school and by 2015, 100% of identified concerns receive intervention and follow-up. 	<ul style="list-style-type: none"> To be determined using September 2006 data from each High Point kindergarten.
Nurse-Family Participants	<ul style="list-style-type: none"> By 2008, increase the number of High Point children participating in the Nurse-Family Partnership Program. By 2015, 60% of first-time, low-income mothers participate! 	<ul style="list-style-type: none"> 75 High Point children currently participate in the Nurse-Family Partnership Program.
Child Program Scholarships	<ul style="list-style-type: none"> By 2008, increase the number of children served by 4- and 5-star classrooms by 10% (and annually thereafter). 	<ul style="list-style-type: none"> To be determined.
SAT Achievement Scores	<ul style="list-style-type: none"> By 2010, High Point SAT scores will meet the Guilford County average. By 2015, SAT scores meet the national average. 	<ul style="list-style-type: none"> Current Guilford County average is 994 (verbal and math sections). Current national average is 1021 (verbal and math).
WorkKeys® Employers	<ul style="list-style-type: none"> By 2008, 50 employers will use the WorkKeys® System. By 2010, 400 employers. 	<ul style="list-style-type: none"> Currently, 10 employers are using the WorkKeys® System.
WorkKeys® Credentials	<ul style="list-style-type: none"> By 2008, 1,000 WorkKeys® credentials awarded. By 2015, 15,000 credentials awarded! 	<ul style="list-style-type: none"> No official information available. This is a new initiative.
JobLink Customer Satisfaction Score	<ul style="list-style-type: none"> By 2008, 90% satisfaction. 95% by 2010. 	<ul style="list-style-type: none"> No official information available.

Table 3 24 Short-Term Targets and Long-Term Goals (continued)

Performance Measures:	Short-Term Targets/Long-Term Goals:	Current Baseline (9-06):
Employers Using JobLink	<ul style="list-style-type: none"> By 2008, 800 High Point employers use JobLink. By 2015, 2,000 employers! 	<ul style="list-style-type: none"> To be determined at end of 2006.
Job Seekers Using JobLink	<ul style="list-style-type: none"> By 2008, 600 new clients per month identified. By 2015, 750 new clients per month. 	<ul style="list-style-type: none"> To be determined at end of 2006.
Unemployment Rate by Segment	<ul style="list-style-type: none"> To be determined. 	<ul style="list-style-type: none"> To be determined.
Employment Income by Segment	<ul style="list-style-type: none"> To be determined. 	<ul style="list-style-type: none"> To be determined.
Open Teacher Positions	<ul style="list-style-type: none"> By 2008, zero positions are open at start of academic year. By 2010, a waiting list of teachers exists. 	<ul style="list-style-type: none"> To be determined using open teacher positions as of September 2006.
Teachers With Advanced Degrees	<ul style="list-style-type: none"> To be determined. 	<ul style="list-style-type: none"> To be determined using the % of teachers with advanced degrees as of September 2006.
Older Adult School Volunteers	<ul style="list-style-type: none"> By 2008, 325 older adult school volunteers in High Point classrooms. By 2015, 650 older adult school volunteers. 	<ul style="list-style-type: none"> 96 older adult school volunteers participate in Communities In Schools programs.
Older Adult Course Enrollments	<ul style="list-style-type: none"> By 2007 and after, the number of older adults participating in learning opportunities will increase 10% per year. 	<ul style="list-style-type: none"> To be determined at end of 2006.

- The **Nurse-Family Partnership Program** is a Guilford County-wide initiative headed by Guilford Child Development of Greensboro. Currently, 75 High Point children are participating in the Nurse-Family Partnership Program. We'd like to see an increase in the number of High Point families and children participating in this proven program which provides health care and life-skills support for first-time mothers.
- The **WorkKeys® System** is a basic work skills assessment system that has been implemented successfully in nine other states, including Virginia. The **North Carolina Career Readiness Certificate Program**, which uses WorkKeys® as the basis for skills assessment and skills training, has been successfully implemented in Randolph County, North Carolina.

In other cases, we've identified Action Plans that need to be developed from scratch (or perhaps modified from approaches used in other communities in North Carolina or the United States).

A few of these examples include:

- **The High Point Academic Scholar Program.** This is an exciting initiative that aims to establish a sustaining fund of money to pay for the post-secondary education and training of every High Point high school graduate who does well in school (as we said, academic achievement and grades matter!). Other cities and states have similar programs (e.g., Kalamazoo, Michigan and Georgia).
- **The Shared Indicators for School Readiness Initiative.** This is a proposed project developed by organizations across Guilford County dedicated to early childhood development. This proposal is now seeking funding to create a family of performance indicators that High Point and Guilford County can use to identify early learning readiness within each school. An important part of this School Readiness Project is the **Kindergarten Health Assessment Process**. This project will provide school, government, and business decision makers with accurate information about the "current state" of childhood development in Guilford County. We think this Action Plan needs to be funded!
- **Career Counseling Centers.** The idea here is to assess and design an effective community-wide program to meet the needs of young adults for career counseling, mentoring, and support. Other initiatives that will link with these Centers include the **Futures 4 Kids Program**, the **WorkKeys® System**, and the **JobLink Career Center System**. Guidance counselors in High Point schools do a great job, but each counselor handles hundreds of students at a time. The High Point community can supplement their efforts and support young adults as they make the move from school to work and/or post-secondary education.
- **The Readiness Standards Definition Process.** This effort needs to involve Guilford County Schools, Guilford Technical Community College, Guilford County Workforce Development Board, and area employers to establish a

common definition of the term “college and work ready.” If we have a common standard, then we’ll all be working toward a common goal – successful transition of our young adults into jobs and careers with growth opportunities.

- **The FOCUS Guilford Family Involvement Initiative.** The focus of this Action Plan is to train low-income parents in skills and practices to support academic success and college readiness. This Initiative addresses barriers to parental involvement through community, workplace, and faith-based parent training, education, and support. It’s focused on the families of children in 13 High Point Title 1 schools who qualify as low income. Currently, 76% of children attending these schools qualify as low income.
- **The Academy @ Central Advisory Board.** This new Middle College in High Point focuses on developing the academic skills and knowledge of students interested in health science, public safety, or culinary arts careers. A strong **Advisory Board** consisting of parents, teachers, students, and area employers will ensure success of this innovative approach to high school education. It will also serve as a model for other advisory boards in Guilford County and North Carolina that seek to build collaborative partnerships among parents, school, and community.
- **The JobLink Strategic Planning Process.** The JobLink Career Center System is probably one of the best kept secrets in High Point. But that’s about to change! A strategic planning process will be implemented with partners that make up the JobLink System. As part of this strategic plan, you can expect to see a **Community Needs Assessment Process**, a **Business Needs Assessment Process**, a **JobLink Marketing and Promotion Plan**, and other new processes and systems (including a new facility) to help High Point job seekers find employment and area employers find good employees. This initiative will help achieve the Long-Range Goal of reducing by 50% the number of adults in High Point without a GED or high school credential.
- **The High Point Teacher-Scholar Incentive Program.** High Point teachers are no different than anyone else in this region faced with the need to continuously update knowledge and skills. If we want to retain these top teachers in High Point, then we need to help them pay for advanced education and training. Obviously, standards of **The Teacher-Scholar Incentive Program** will require these outstanding community leaders to stay in High Point schools to continue helping us achieve the Vision and Mission.

Appendix D (starting on page 48) provides background information on each of these draft Strategic Initiative Action Plans. **Appendix E** (on page 134) provides a brief summary of **Strategic Plan Resource Requirements** needed for those Action Plans that have been sufficiently developed (as of this date). We anticipate additional resources (people, time, money, and energy) will be needed for these (and future) Action Plans.

As you read the Action Plans, understand they are “high level” plans. This means that more work will need to be done to “flesh out” specific details by the individuals or organizations with assigned responsibility. This may include changing the dates identified in the Action Plan. In addition, other organizations or individuals not yet identified or listed may want to get involved.

And - you’ll notice that many (but not all) of the Action Plans have a “Champion.” These individuals/community leaders have committed to lead efforts to further develop these Action Plans and/or begin project implementation once this Strategic Plan has been approved.

By the way, if you see an opportunity to get involved with any of these plans, we’d love to have your help. Let us know what your area of expertise is or what action plan you’re interested in learning more about. There may be a good “fit” between your talents and one or more of these plans.

VI. Putting Strategy Into Action

So, how do we put this Strategic Plan into motion? Can High Point do everything at once?

You know the answer to that – no! Many of the draft Action Plans will take several months to get the right people together and begin work on development or implementation. And, we’ll probably make a few false starts before we really get a good feel for how to implement a Strategic Plan as “bold” as this one. Remember, changing the culture of High Point to focus on education and life-long learning won’t be easy.

However, there is one immediate, short-term action that High Point can – and must - take to improve education and workforce preparedness.

THIS ISSUE DEMANDS OUR IMMEDIATE AND URGENT ATTENTION!

If we are successful in addressing this issue, then we will be successful in implementing several important Action Plans in this Workforce Development Strategic Plan at the same time. Sometimes, that’s the best way to go. Focus on one critical issue and leverage resources (people, time, energy, money) to get a benefit in other areas.

We want you to focus attention on current Student Achievement Scores in the three High Point high schools (grades 9-12). If we look at these scores, we find the following “gaps” between current performance and the Short-Term Target of having (at a minimum) 70% of students score proficient (that is, score 3’s and 4’s) on state assessments by May 2008.

The “difference” or “gap” can be seen in the following table as we compare current and expected performance:

High Point High School:	Current % of Students Scoring Proficient:	State Expectations of Achievement by May 07:	State Expectations of Achievement by May 08:
Andrews High School	42.1%	60%	70%
Central High School	61.1%	70%	75%
Southwest High School	70.7%	70%	75%

By the way, these expectations of student achievement come from Guilford County Schools and the North Carolina Department of Public Instruction. They’ve been reported regularly, so this information is not new.

What needs to be new is our community’s reaction to this enormous challenge facing the dedicated principals, teachers, administrators, and support staff in the 3 High Point high schools and 5 middle schools. Note that the current group of 8th graders attending classes at the 5 High Point middle schools need to be considered as they will be starting high school in one short year. These schools include: Welborn, Ferndale, Allen Jay, Penn Griffin, and Southwest.

So, why should we care about Student Achievement Scores? What are the consequences to High Point if our students and schools do not “make the grade”?

Consider the following implications if we turn away from this situation:

- 700+ young adults in grades 8-12 across eight schools in High Point “struggle” with poor reading, writing, math, and science test results! You are reading that right.... 700+ students in High Point upper grades are struggling. They are scoring 1’s and 2’s on state proficiency tests, not 3’s and 4’s as expected. Think about it this way. These 700+ students are almost the size of the entire graduating class from all three High Point high schools last June!
- While our students continue to struggle, employers (with jobs) “struggle” to find skilled entry-level employees with the ability to learn new skills and challenging technology. What a shame – jobs go begging or go to folks outside High Point because our young adults can’t perform at the level expected of area employers.
- Andrews High School continues to struggle as one of the lowest performing schools in North Carolina with the possibility of being closed. That would be catastrophic for our community!
- Teachers and school administrators “struggle” to meet the needs of a large number of students who know they will be leaving high school ill prepared for the demands of work and/or post-secondary training and education.

- Parents continue to be frustrated with the pace of change and improvement and wonder if it's worth even continuing to live in High Point or worth supporting Guilford County Schools.
- Prospective employers get the message that the High Point community accepts educational mediocrity and is not willing to invest in preparing young adults for the world of work and for the jobs they have waiting and/or will be creating.
- The High Point community sends a very clear signal that it is willing to see a percentage of its population (and future) fail in meeting educational standards required to live and work in a global economy.

Are we willing to tolerate 700+ students “struggling” their way through high school? Are we willing to accept mediocrity and frustration? Are we willing to accept a potential high school closure in High Point?

As the Workforce Development Planning Project Team, we do not want High Point to continue experiencing this “struggle.” We do not see High Point in this way at all (remember the Vision Story on page 6?). We do not want to see High Point schools continue to struggle or parents frustrated or young adults not able to be “all they can be.”

We’ve had enough!

As a community, we have an opportunity to “walk the talk” and support the dedicated principals, teachers, administrators, and support staff that have taken on the enormous task of improving Student Achievement Scores in the next 1-2 years.

Let’s be crystal clear. We strongly believe that High Point teachers, students, and parents will get the job done, but only if we as a total community come together to help those high school students and 8th graders – who need it - get ready to meet this learning and assessment challenge.

To jumpstart implementation of this Workforce Development Strategic Plan, two of our Strategic Planning Project Team members – Debra Barham from Guilford County Schools and Cerise Collins from Communities In Schools – have drafted a **Support Our Schools Action Plan**. The first draft of this plan was recently presented to the Workforce Preparedness Task Force. It involves mobilization of parents and community volunteers to assist Andrews High School and Welborn Middle School students, teachers, and counselors in development and implementation of tutoring and coaching plans to improve student achievement scores.

Implementing the Support Our Schools Action Plan will be a key test for the High Point community and a good indication of whether education and workforce development is in fact, an “urgent concern.” Please reference page 32 for a discussion of “next steps” to implement *The High Point Workforce Development Strategic Plan*.

VII. Strategy Management

Before we talk about the steps needed to begin implementation of this Strategic Plan, let's shift gears for a second and talk about Strategy Management.

The Strategies and Action Plans we're recommending are not rocket science – do you agree? In fact, High Point demonstrated its ability in 1998 to focus on a critical need in its public schools and mobilize 600+ community volunteers to help third graders pass end-of-grade reading tests. The positive consequences of this dedication and commitment – led by a group of 20 community leaders called the Non-Group – were incredible. This is how the successful JumpStart Reading Program began and why it continues to make a difference for High Point children today.

But strategy must be organized and managed in order to be successful over the long-term. The High Point community has implemented a number of projects through the years, but sustaining focus, effort, and results have been a real challenge.

We have said that this planning process does not end with publication of a document. Strategy has to be managed. **Figure 2** (on page 31) shows a “framework” for how we propose the High Point community manage and improve this Strategic Plan through the year 2015.

The High Point Workforce Development Strategy Management System has four major roles and sets of responsibilities focused on:

- Governance
- Community Leadership
- Action Plan Development and Implementation
- Strategic Plan Administration

Governance focuses on those key individuals in High Point who will “oversee” the Strategic Plan and Strategy Management System. These individuals need to play a visible role in communicating urgency, building community support, reviewing and making changes to the Strategic Plan, tracking performance measures, and holding people and organizations accountable for results. We need a variety of people with both leadership and management skills that have the credibility and commitment to make sure this Strategic Plan stays “on the radar screen” and to lead the “change in culture” required of the entire community.

Community Leadership focuses on the hundreds and hundreds of influential people from all ethnic groups, neighborhoods, and walks of life in High Point who will be needed to help communicate the Strategic Plan and its Mission and Vision. These individuals are already in every part of the High Point community. We will need to reach out and ask them to help promote the message, formally communicate progress and results, provide feedback, and suggest improvement ideas.

Action Plan Development and Implementation focuses on the individuals and teams that will be given the responsibility (and accountability) to work the Action Plans. As you see in Appendix E, there are a variety of plans that need to be designed, developed, and/or implemented. We need dedicated people to “step up” and take ownership of these Action Plans, identify resource needs, proactively communicate progress, improve the execution of these plans, achieve results, and help High Point get ready for the next “wave of change.”

Strategic Plan Administration focuses on the support activities that will be needed to help individuals perform their tasks in the Governance, Community Leadership, and Action Plan Development/Implementation areas. We will need one individual - or perhaps several people - to help collect data on a quarterly basis, track results of performance measures, write proposals for grant funding requests, prepare quarterly communication materials, consult with Action Plan teams as needed, identify lessons learned, and help facilitate implementation of this Strategy Management System.

Sounds like a lot of work, right? Well – it is. Nothing comes easy in life and implementing and managing this Strategic Plan will be no exception.

So, we’ve identified the critical tasks for management of the Strategic Plan. Now we have to ask the million dollar question: Who will be the primary owner of this Strategic Plan?

As the Strategic Planning Project Team, we looked at a variety of options for ongoing management of *The High Point Workforce Development Strategic Plan*. After some debate, we concluded that the City of High Point must take on primary ownership and management of this Strategic Plan.

The City of High Point – better than any other organization in the area – has the “power” to get people to the table (and stay at the table) to work the variety of issues which this comprehensive Strategic Plan addresses. It will take dedicated and committed focus to keep this Strategic Plan on the “community radar screen” during its first two years of life and through the year 2015.

Bottom line, the City Council, Mayor, City Manager, and Director of Economic Development – as stewards of the “public good” in High Point – possess influence and power to make things happen in a focused and sustainable manner. While other organizations and individuals in High Point are just as influential and just as capable of making things happen, they have organizational missions and plans that only speak to a portion of this comprehensive Strategic Plan.

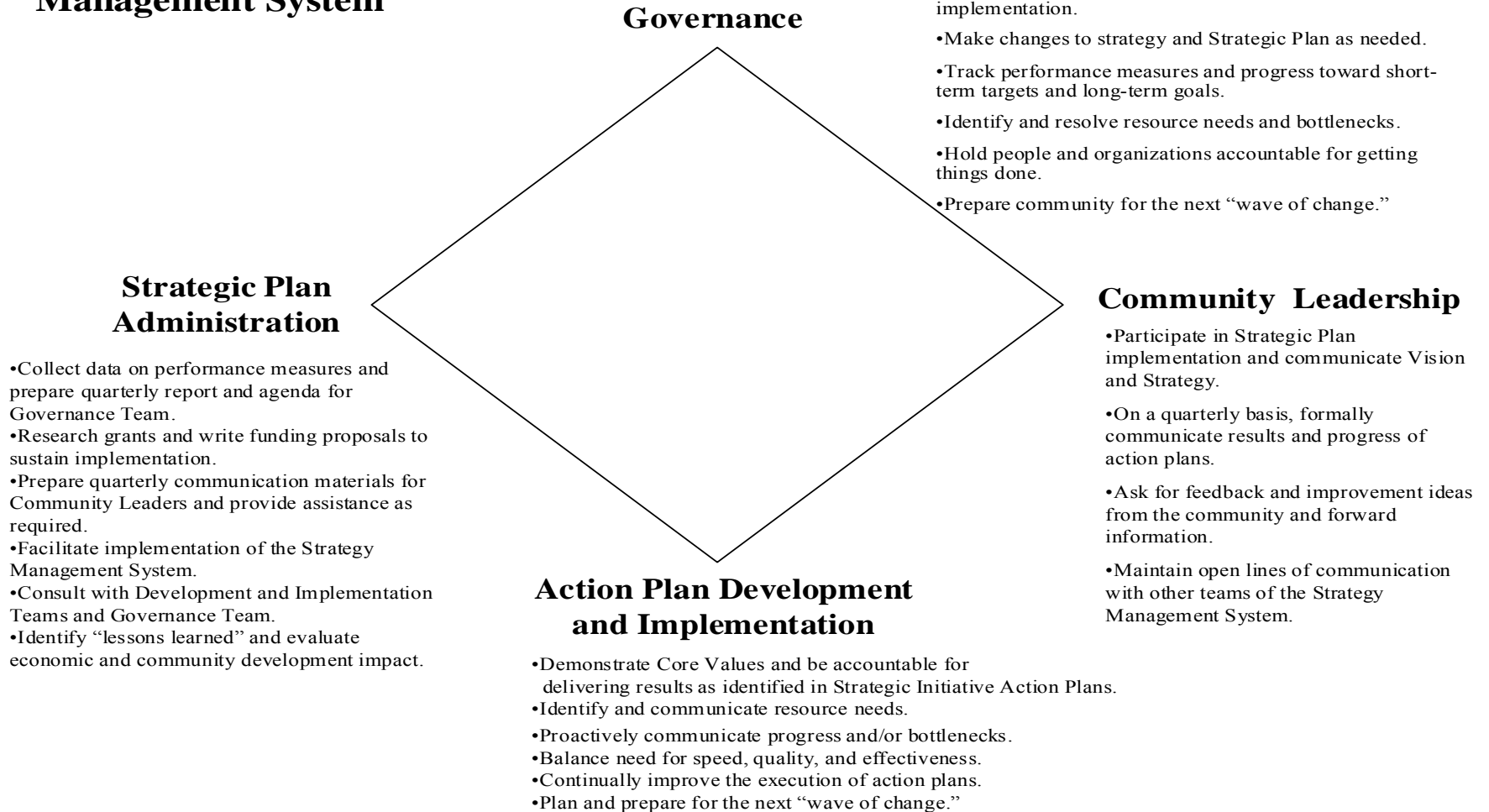
There is a critical need for an “integrative” force to bring all the right people in the room, lock the door, and begin to solve the urgent and challenging education and workforce development issues now facing this community. We know the City of High Point can do this and do it very well! This High Point Workforce Preparedness Project is an example of what can be done when city government and the community come together!

We respectfully ask the City Council, Mayor, and City Manager to review and consider the following recommendations:

- Create a new job and position in the City of High Point for an individual to spearhead implementation of *The High Point Workforce Development Strategic Plan*. This individual could report directly to the City Manager or become part of the Economic Development Corporation (EDC). If it becomes part of EDC, the role can help in linking local economic and workforce development strategy in a manner that parallels what is now taking place at the Piedmont Triad Partnership as it implements the regional WIRED project (i.e., Workforce Innovations in Regional Economic Development).
- This director-level position (at a minimum) can be included in the fiscal year 2008 budget set to begin in July 2007. A modest budget could be included to support activities required of Strategic Plan Administration.
- The City of High Point would not be responsible for funding of priority Strategic Initiative Action Plans. This funding would come through employer organizations, community resources, charitable foundations, and grants obtained from county, state, or national sources (government and non-government).
- The person in this position would be a driving and integrative force to keep this Strategic Plan on the community's radar screen and ensure integrity of Plan implementation. This includes ensuring equal representation from all members and socioeconomic groups of the High Point community, including citizens, business organizations and employers, non-profit organizations, and faith community.
- The Governance role and responsibilities could include members of the High Point City Council and potentially members of the Economic Development Corporation Board, and other community residents facilitated by the individual performing as Director of Workforce Development (or equivalent title).

Figure 2

High Point Workforce Development Strategy Management System



VIII. Strategy Implementation

So, what are the short-term actions required in October, November, and December to get *The High Point Workforce Development Strategic Plan* up and running?

We recommend the following seven actions be started and/or completed by December 31, 2006.

1. Review and approve recommendations presented in *The High Point Workforce Development Strategic Plan*.
2. Identify the “primary owner” of the *Strategic Plan* and begin transition of responsibility and accountability to this organization (and key individuals within this organization).
3. Identify 10 individuals who will “oversee” implementation and management of the Strategic Plan and Strategy Management System.
4. Right away, start implementation of the Support Our Schools Action Plan and provide support to Debra Barham (Guilford County Schools) and Cerise Collins (Communities In Schools) who are “Co-Champions” of this Action Plan.
5. Prioritize all other recommended Action Plans and discuss development and/or implementation schedules with Action Plan “Champions.” This includes a review of needed resource requirements and/or strategies for obtaining needed resources.
6. Quickly develop and implement plans to educate the High Point community on results of the *Strategic Plan*, including identification and recruitment of “community leaders” to assist in this process. Note: Strategic Planning Project Team and Workforce Preparedness Task Force members will take the lead in this education and communication process. In addition, an e-mail account will need to be established on the City of High Point’s website for residents to submit questions or inquiries (see page 34). Responsibility for answering inquiries from the community will need to be identified.
7. Recruit local advertising/marketing firms to design (on a pro bono basis) a formal marketing campaign (including a logo) to communicate and promote key messages and themes within the Workforce Development Strategic Plan.

Responsibility for initial implementation of this Strategic Plan belongs with the 50 individuals who are members of either the Workforce Preparedness Task Force or Strategic Planning Project Team. The Herman Group, as project consultants, will help these two groups to implement the seven actions listed above. However, the primary role of The Herman Group during October – December 2006 is to facilitate actions that need to take place in order for the High Point community to “own” the Strategic Plan and Strategy Management System.

IX. Summary: A Call to Action!

Whew....! We have certainly given you a lot to think about in the last 32 pages.

Let's summarize.

The High Point Workforce Development Strategic Plan answers five important questions:

1. Where do we want to be in the future regarding workforce preparedness?
2. What key strategies will take us there?
3. How will we know when we get there?
4. How will we go from here to there?
5. How will we sustain change and improvement?

The **Vision** we propose is: *“High Point will have the best prepared workforce of any community in the Southeast United States.”* The focus we wanted to have in accomplishing this Vision is stated by the **Mission**: *“to meet the evolving workforce development needs of our community by establishing a culture of life-long learning.”*

We offer five **Core Values** important for the High Point community to demonstrate in order to achieve the Vision and **Vision Story**:

- *Commit to Life-Long Learning*
- *Collaborate and Partner with Others*
- *Involve Parents and the Community*
- *Ensure Readiness for Success*
- *Reinforce the Basics*

The High Point Workforce Development Strategy Map and Workforce Preparedness Scorecard outline 7 Strategies, 12 Strategic Objectives, and 24 **Performance Measures, Short-Term Targets, and Long-Term Goals** necessary to improve education and workforce development in our community.

We outline 23 **Action Plans** to guide High Point forward to success, including the **Support our Schools Action Plan**. The Support Our Schools focus will help get us started in implementing the Workforce Development Strategic Plan. And, it will support eight High Point schools in reaching student achievement expectations.

Did we forget anything? Oh yes. We offer a **Strategy Management System** and recommendations to the City of High Point that will put this plan into action, model the Core Values, and sustain the journey toward “having the best prepared workforce of any community in the Southeast”!

Before we sign off, we want to ask four straightforward questions.

These questions are personal, but asked in a spirit of love for our High Point community, its people, and the city we know it will become.

- Question #1:** *What attitude change is going to take place in your mind regarding the state of education and workforce development/preparedness in High Point?*
- Question #2:** *What are you going to do about improving the performance of High Point schools and addressing the critical workforce preparedness issues in our community?*
- Question #3:** *Are you committed to helping High Point achieve the Vision of “having the best prepared workforce of any community in the Southeast?”*
- Question #4:** *If you are not committed, why not?*

How to Contact Us

You can reach us at strategy@high-point.net if you have any questions, comments, ideas, or suggestions. And if you're ready to sign-up and help implement the Workforce Development Strategic Plan, that's great! Just indicate in your e-mail how you would like to get involved. We and your fellow High Pointers appreciate your commitment!

Thanks for letting us share *The High Point Workforce Development Strategic Plan* with you.

Very Respectfully,

The High Point Workforce Development Strategic Planning Project Team

Appendix A

Key Findings from The High Point Workforce Preparedness Study

Appendix A

Key Findings from *The High Point Workforce Preparedness Study*

The November 2005 report from The Herman Group presented 15 key findings:

1. There are too many middle school students in High Point not ready for a rigorous high school curriculum aligned to college expectations and there are not enough High Point students graduating “college or work ready.”
2. The concept of a single K-14 educational “pipeline” does not exist in High Point and hinders the seamless transition of students from school to college to careers with head-of-household wages.
3. An uncomfortable percentage of High Point parents, educators, business owners, and civic leaders express the belief that a high school education is sufficient for success in today’s global economy.
4. Parents and/or caregivers are not demanding academic excellence or involvement in High Point public schools or in the school governance process.
5. Educational mediocrity has been tolerated by many in the High Point community. As a result, a city-wide education culture – an expectation of continuous learning – has not been created by business, education, and civic leadership.
6. Retention of community college students in the K-14 education pipeline needs improvement to meet expected employment growth in the region.
7. Financial resources are not available on a timely basis for Guilford Technical Community College to invest proactively in innovative student retention, adult literacy/basic skills development, curriculum design, workforce preparedness, or worker dislocation training programs and services.
8. A large percentage of African-Americans, Hispanics, and other minorities in High Point do not have the high school credentials, basic literacy, or English-speaking skills required to complete job training programs and compete for higher-paying jobs.
9. Many current (and future) dislocated workers in High Point are not ready – academically or financially – for mid-life career changes or job transitions.
10. Financial resources are insufficient for community-based organizations in High Point that provide early intervention programs and services to increase educational attainment, health, and reduce poverty, particularly in minority communities.

11. A large percentage of the High Point business community is not partnering with public schools, area community colleges, or community-based organizations to increase educational attainment levels.
12. A large percentage of High Point business and industry – particularly small business – is not investing the resources to develop a highly-skilled workforce or to prepare their workplaces to compete with global competition.
13. Measures of effectiveness for educational programs and workforce preparedness projects need refinement. These measures need to be aligned to goals developed by civic, education, business, and community leaders.
14. Worthwhile efforts and initiatives in High Point to improve educational attainment and workforce preparedness have either failed or were not sustained due to a lack of collaboration and integration of activities between economic development, education, and community organizations and leaders.
15. High Point's strengths and assets – including progress made in the public school system – has not been communicated sufficiently within or outside of the community.

Appendix B

Strategic Planning Process Charter and Participants

Appendix B

STRATEGIC PLANNING PROCESS CHARTER and Participants

BACKGROUND

Efforts by local and regional developers to diversify the economy and employment base are dependent on the availability of a workforce ready and prepared to learn new jobs. However, the high-tech jobs and workplaces of newly relocated employers to the Piedmont Triad Region or growing businesses in High Point are requiring knowledge and skill levels higher than those typically found in a high school education.

Given the historical dependence on manufacturing jobs which did not require high school degrees, there is now a large percentage of adults in High Point who do not have the high school credentials, basic literacy, English-speaking, or job search skills to complete job training programs or compete for higher-paying jobs.

At the same time, approximately 25-33% of incoming high school graduates at local community colleges require remedial education. This indicates high school students are not academically prepared for college-level programs. In addition, recent studies show the level of academic preparation required of students moving directly into the workforce is the same as those transitioning to college or university programs.

The success of economic and community development efforts in High Point require improving the effectiveness of education, training, and workforce preparedness efforts. There is a need to develop an education or learning culture, one that builds on strengths and assets of the High Point community, but which considers the challenges of job creation and business/employment growth in a global marketplace.

As a result, a community-based strategic planning process has been chartered to address these and other issues. This Strategic Planning Process Charter outlines:

1. The roles and responsibilities of three important groups in the planning process.
2. The common objectives to be accomplished by these groups.
3. The key outcome or deliverable to be produced by these groups.

ROLE AND RESPONSIBILITIES

The Workforce Preparedness Task Force

The Workforce Preparedness Task Force has the primary role to provide oversight and guidance for the community-based strategic planning process. As a steering committee, its responsibility is to:

- Review direction and track progress of the planning process.

- Evaluate results and recommendations, ensuring the final product meets all objectives and is capable of being implemented and sustained long-term.
- Ensure the final deliverable – The High Point Workforce Development Strategic Plan – addresses issues raised in *The High Point Workforce Preparedness Study* as well as other studies conducted locally and regionally.
- Assist in developing alternatives and options for funding of plan recommendations.
- Check for alignment of plan recommendations with county or regional economic, community, or workforce development initiatives.
- Resolve issues (if any) that may develop during the planning process.

The Strategic Planning Project Team

The Strategic Planning Project Team has the primary role to create, document, and present a comprehensive strategic workforce development plan to address key issues identified in *The High Point Workforce Preparedness Study* by Labor Day 2006. As representatives of High Point and Guilford County, this team is responsible to:

- Address all major findings of *The High Point Workforce Preparedness Study*.
- Think strategically beyond the confines of their respective organizations and individual interests.
- Solve complex organizational and community problems in creative and innovative ways.
- Participate collaboratively as part of a cohesive team effort.
- Take personal and professional risks to think beyond “conventional wisdom.”

The Herman Group

The Herman Group has the primary role to facilitate and guide the strategic planning process so that the primary deliverable – The High Point Workforce Development Strategic Plan – is produced by Labor Day 2006. As external consultants, The Herman Group is responsible to:

- Meet with High Point communities and organizations to update progress on planning results and gather ideas for improvement.
- Facilitate sub-teams that address specific issues or action plans to support the overall strategic planning process.
- Keep funding organizations up-to-date on project progress and results.
- Assist the Task Force and Project Team to perform their role and responsibilities.
- Provide processes which help planning participants use their time efficiently to make high quality decisions.
- Guide group discussion to keep it on track.
- Help the group understand its own processes to work effectively.
- Make sure assumptions are brought to the surface and tested.
- Use consensus to help make decisions which take all members’ opinions into account.

- Manage conflict using a collaborative approach.
- Help the group communicate more effectively.
- Assist in final documentation and presentation of strategic plan results.

OBJECTIVES OF THE STRATEGIC PLANNING PROCESS

The High Point Workforce Development Strategic Plan must address the following objectives, at a minimum:

1. Increase capacity and potential of all segments of the High Point workforce to obtain higher-paying jobs in the community and region.
2. Increase the number and percentage of High Point students who graduate from high school “college and work ready.”
3. Increase the number and percentage of High Point elementary and middle school students who demonstrate proficiency on the bi-annual National Assessment of Educational Progress (NAEP).
4. Increase the retention and graduation rate of community college students at GTCC.
5. Increase the number of High Point high school students able to afford college education or technical training programs.
6. Reduce and/or eliminate barriers or bottlenecks which prevent efficiency and effectiveness of education, training, workforce development, and job search systems in High Point.
7. Align and integrate the missions, systems, and performance measures of organizations in High Point that focus on early childhood development, education and academic preparedness, community development, and job growth/economic development.
8. Develop a strong “education culture” in High Point that reinforces education and training beyond high school through life-long learning and investment in workforce development.
9. Develop a marketing and promotion campaign to communicate High Point’s strengths and assets, including its Vision, Mission, Values, and commitment to education and training of all residents with emphasis on preparing its workforce for productive employment in head-of-household jobs.
10. Assure all segments of the High Point community are actively involved in implementation of *Strategic Plan* recommendations, strategies, and actions.
11. Obtain the financial resources needed to successfully implement *The High Point Workforce Development Strategic Plan*.

STRATEGIC PLANNING PROCESS DELIVERABLE

The desired outcome at conclusion of the community-based strategic planning process is The High Point Workforce Development Strategic Plan. This plan must address:

- Improvement strategies and specific action plans or initiatives.
- Measures and standards to track progress across the community and between key organizations in the community, county, or region.
- Implementation and monitoring plans to track progress.
- Funding and budgetary requirements to sustain success long-term.
- Issues which sustain long-term viability of improvement strategies and plans.

STRATEGIC PLANNING PARTICIPANTS

The Strategic Planning Project Team:

- Joe Alston, JobLink Career Center System
- Sylvia Anderson, Guilford County Schools
- Margaret Arbuckle, Guilford Education Alliance
- Debra Barham, Guilford County Schools
- Dr. Eric Becoats, Guilford County Schools
- Roy Berrier, Mannington Floors
- Tania Castellero, The Hispanic Center
- Cerise Collins, Communities In Schools
- Sonya Conway, Guilford County Schools
- Larry Craven, High Point Chamber of Commerce
- Rev. Steve Fails, Greater First United Baptist Church
- Barbara Frye, United Way of Greater High Point
- Al Heggins, City of High Point
- Steve Jones, Guilford County Training and Employment Services
- Philip King, Guilford Technical Community College
- Karen Leonard, Employment Security Commission
- Debbie Maines, Parent Teacher Association President
- Joe Oots, RBC Centura Bank
- Lillian Plummer, Guilford County Workforce Development Board
- Channel Reynolds, retired SCALES Principal
- Karen Schrader
- Carole Ricker, High Point Regional Health Care System
- Ellen Whitlock, Senior Resources of Guilford
- Angela Wilson-Newsome, Ark of Safety

The Workforce Preparedness Task Force:

- Strib Boynton, City of High Point
- Doug Brown, Mannington Floors
- Cuyler McKnight, Guilford Technical Community College
- Pamela Palmer, High Point University
- Bruce Davis, Guilford County Commissioners
- Tom Dayvault, High Point Chamber of Commerce
- John Faircloth, High Point City Council
- Dr. Terry Grier, Guilford County Schools
- Ken Hughes, K & S Tool & Manufacturing Company
- Dot Kearns, Guilford County Board of Education
- Father Philip Kolilthanath, Christ the King Catholic Church
- Eleanor Lea, Banner Pharmacaps
- Paul Lessard, High Point Community Foundation
- Bill McGuinn, High Point Community Foundation
- David Miller, D.S. Miller, Inc.
- Jeff Miller, High Point Regional Health Care System
- Jim Morgan, Morgan, Herring, Morgan, Green, Rosenblutt & Gill
- Ruffin Price, Allstate Insurance
- John Shore, Guilford County Department of Social Services
- Bernita Sims, High Point City Council
- Honorable Becky Smothers, Mayor of High Point
- Lisa Stalhmman, High Point City Council
- David Wall, Jarrett Stationery Company
- Joan White, Guilford County Workforce Development Board
- Rick Bean, High Point Enterprise (ex-officio)
- Alan Duncan, Guilford County Board of Education (ex-officio)

The Herman Group:

- Roger Herman, Chief Executive Officer
- Joyce Gioia, President
- Mark Livingston, Project Director; President, Strategic Management Systems, LLC

Appendix C

Answers to The Workforce Preparedness Quiz

Appendix C

Answers to *The Workforce Preparedness Quiz*

1. **The extent to which the money in your pocket or personal bank account relates to your level of education and training is _____:**

- a) partially related
- b) strongly related
- c) not related
- d) indirectly related

The correct answer is **B, strongly related**. In a story reported by the Associated Press on September 12, 2006, “adults who do not finish high school in the U.S. earn 65% of what people who have high school degrees make. No other industrialized nation had such a severe income gap.”

The AP report went on to say that “adults without a high school diploma typically make about 80% of the salaries earned by high school graduates in nations across Asia, Europe, and elsewhere.”

These findings, according to Ben Feller, the AP education writer, “underscore the cost of a persistent dropout problem in the U.S. It is rising as a national concern as politicians see the risks for the economy and for millions of kids.”

2. **True or False. The more education and training you have beyond a high school diploma or GED, the more income from work you will earn over your lifetime.**

The correct answer is **True**. Studies indicate that the higher the level of education, the greater the earning potential. A college degree actually adds \$1 million to the lifetime earning potential. That’s an average return of 12% annually (Arizona State University, 2000).

3. **True or False. The level of academic readiness required of high school graduates who go directly to work is the same as those graduates who go straight to college.**

The correct answer is **True**. As reported in *The High Point Workforce Preparedness Study* (page 145), “Achieve, Inc. has found in nationwide benchmarking projects across the United States that academic preparedness requirements of college-bound students is the same as those required by employers of students seeking work immediately after graduation.”

In addition, *The High Point Workforce Preparedness Study* discussed this issue of academic preparedness in detail on pages 83-89 in the section titled “Academic Preparedness” and in Appendices B, C, and D. A copy of this Study can be found on the City of High Point’s website at www.high-point.net. Check it out!

- 4. Identify which of the following statements could be related to a lack of workforce development and/or preparedness:**
- a) “Do you know where I can find some good employees?”
 - b) “Will I ever receive good customer service?”
 - c) “My organization is getting hammered by the competition.”
 - d) All of the above.

The correct answer is **D, all of the above**. Each of the three statements is a reflection of training and/or education or the lack thereof. Have you said these things recently?

- 5. True or False. Parents, employers, churches, and other organizations in High Point have a direct and positive influence on academic performance of children/young adults and overall school success.**

The correct answer is **True**. Study after study indicates that support from parents and caregivers and/or other interested parties makes a substantial difference in the academic performance and overall school success of students.

- 6. Identify the average number of employers a recent High Point high school graduate or area college graduate will have during their working career:**
- a) 1
 - b) 2-4
 - c) 5-7
 - d) 9+

The correct answer is **D**. In fact, most young adults will change jobs at least 11 times and have at least five different careers over the 40 years of their working life (U.S. Department of Labor). This is why the Strategic Planning Project Team has stressed life-long learning as the focus of our Mission (“meet the evolving workforce development needs of our community by establishing a culture of life-long learning”).

7. True or False. Economic growth and prosperity, quality of life in High Point, and the level of education are all related to each other.

The correct answer is **True**. The University System of Georgia in 2004 found that the level of education in a community determines the economic growth and quality of life in that community. High Point is no exception.

8. True or False. Folks in High Point only need to worry about school and education when they're young.

The correct answer is **False**. To optimize the results of this Strategic Workforce Development Plan, the High Point community *must* be oriented toward “life-long learning.” We must provide learning opportunities for residents from pre-school through “older adulthood.”

9. True or False. The “issues” in High Point and Guilford County are faced by every other community in the United States. So, get a grip, we're doing all the right things.

This is a trick question, **it's both True and False!** Yes, the issues facing High Point are in fact challenging communities all over There are many communities that have received national recognition for their efforts to address education and workforce training, including Kalamazoo, Michigan, Yonkers, New York, and Pittsburgh, Pennsylvania.

On the other hand, if High Point and Guilford County were doing all the right things, you wouldn't be reading this Strategic Workforce Development Plan or hearing about the various issues in the news day after day. So, let's quickly congratulate ourselves on recent progress and then get back to work! There are still serious education, workforce training, and socioeconomic issues to be addressed in High Point.

10. True or False. High Point and the Piedmont Triad Region can never compete with Raleigh and the Research Triangle Park for high-paying jobs.

The correct answer is **False**. We know that high-paying jobs are more than likely held by people with high levels of skill and training. So when we educate our community very well, high-paying jobs and career opportunities likely follow. If this Initiative results in a long term push to raise educational achievement, there is no reason why High Point and the Piedmont Triad Region cannot compete with Raleigh and the Research Triangle Park. The jobs and employers that create these jobs may be different than in Raleigh, Durham, Cary, and Chapel-Hill. So we'll have our own unique regional identity and long-term competitive advantage!

Appendix D

Workforce Preparedness Scorecard, Strategic Objectives, Performance Measures, and Initiatives

Appendix D

Workforce Preparedness Scorecard, Strategic Objectives, Performance Measures, and Initiatives

The High Point Workforce Preparedness Scorecard (pages 50-53)

Strategy #1: Create a Culture of Life-long Learning

Strategic Objective (page 54)

Performance Measure (page 55)

Strategic Initiative Action Plan (pages 56-58)

Strategy #2: Raise Academic Expectations and Achievement

Strategic Objectives (page 59)

Performance Measures (pages 60-64)

Strategic Initiative Action Plans (pages 65-82)

Strategy #3: Promote Early Childhood Development

Strategic Objectives (page 83)

Performance Measures (pages 84-86)

Strategic Initiative Action Plans (pages 87-90)

Strategy #4: Maximize Community Support of Schools

Strategic Objective (page 90)

Performance Measures (pages 91-93)

Strategic Initiative Action Plans (pages 94-99)

Strategy #5: Attract and Retain Quality Teachers

Strategic Objective (page 100)

Performance Measures (pages 101-102)

Strategic Initiative Action Plan (page 103-105)

Strategy #6: Align Job Preparation and Placement with Employer Needs

Strategic Objectives (page 106)

Performance Measures (pages 107-114)

Strategic Initiative Action Plans (pages 115-126)

Strategy #7: Develop and Utilize Older Adults

Strategic Objectives (page 127)

Performance Measures (pages 128-129)

Strategic Initiative Action Plans (pages 130-132)

The High Point Workforce Preparedness Scorecard

Strategic Priorities:	Strategic Objectives:	Performance Measures:	Short-Term Targets:	Long-Term Goals (2015):	Strategic Initiatives:
<p>Develop and Utilize Older Adults</p> <p><i>“Use the knowledge and experience of older adults to help achieve our Vision”</i></p>	<p>Increase Academic Achievement of Students</p> <p>Increase Life-Long Learning Opportunities</p>	<ul style="list-style-type: none"> • Older Adult School Volunteers • Older Adult Course Enrollments 	<ul style="list-style-type: none"> • By 2010, 325 older adult volunteers in High Point classrooms. • By 2007, the number of older adults participating in learning opportunities will increase 10% per year. 	<ul style="list-style-type: none"> • 650 older adult volunteers in High Point classrooms. • Older adults participating in learning opportunities increase 10% per year. 	<p>Older Adult School Volunteer Program</p>
<p>Promote a Culture of Life-Long Learning</p> <p><i>“Recruit community leaders to help achieve our Vision and implement the Strategic Plan”</i></p>	<p>Create a Critical Mass of Diverse Community Leaders</p>	<ul style="list-style-type: none"> • Community Leaders 	<ul style="list-style-type: none"> • By end-of-year 2007, 500 community leaders. 	<ul style="list-style-type: none"> • 2,150 community leaders (increase of 20% per year). 	<p>Workforce Development Strategy Management System</p> <p>Strategic Plan Education and Marketing Process</p> <p>Community Leadership Development Program</p>

Strategy #1: Promote a Culture of Life-long Learning

In order to achieve a Vision of “having the best prepared workforce of any community in the Southeast”, we must have a large number of people leading efforts to implement *The High Point Workforce Development Strategic Plan*. Our definition of a community leader is: “any individual that has the ability to disseminate information and/or influence the actions of groups across one or more segments of the High Point community.” A more specific definition for this Strategic Plan is: “a person of influence within his or her circle of associates who is an ‘ambassador’ of and advocate for *The High Point Workforce Development Strategic Plan*.”

This strategy focuses on recruiting community leaders to help us communicate the Vision and Mission, implement action plans, and manage strategy. We have one very important Strategic Objective:

- **Create a Critical Mass of Diverse Community Leaders**

In order to build and sustain a culture of life-long learning in High Point, a group of diverse and accountable community leaders will be needed to communicate and promote the Workforce Development Strategic Plan. This group will be representative of the entire community and receive training and support to communicate the Strategic Plan’s vision of change and achievement. This diverse group of community leaders will be instrumental in helping to implement Action Plans that reinforce a “community culture” dedicated to education and life-long learning.

Performance Measurement Definition: Community Leaders

Perspective:	Adults	Measure Name:	Community Leaders	Owner:	TBD
Strategy:	Promote a Culture of Life-Long Learning	Objective:	Create a Critical Mass of Diverse Community Leaders		
Description:	The purpose of this measure is to track progress in recruiting and developing community leaders to communicate progress of The High Point Workforce Development Strategic Plan (and other strategic initiatives). For purposes of this Strategic Plan, we are defining a community leader as: "a person of influence within their circle of associates who are 'ambassadors' of and advocates for the High Point Workforce Development Strategic Plan.				
Lag/Lead:	Lead	Frequency:	Annual	Unit Type:	#
				Polarity:	High values are good
Formula and Data Source:	At the end of each year, count the number of "community leaders" who participated in quarterly communication sessions and/or participated in strategic plan/action plan implementation. The number of community leaders will grow as a variety of Community Leadership Development Programs are implemented and expanded. These programs will help in recruitment of a diverse group of community leaders needed to help implement the High Point Workforce Development Strategic Plan.				
Baseline:	50 community leaders participated in the workforce strategic planning process.	Target:	By end-of-year 2007: 500. By 2015: 2,150 (increase of 20% per year).		
		Initiatives:	1. Workforce Development Strategy Management System 2. Strategic Plan Education and Marketing Process 3. Community Leadership Development Program		
Data Collector:	TBD				

WORKFORCE PREPAREDNESS INITIATIVE ACTION PLAN

Title of Action Plan: The High Point Community Leadership Development Program

Date: September 16, 2006

Action Plan Champion:

Don Cameron, President, Guilford Technical Community College

Link to Strategic Objective(s):

Create a Critical Mass of Diverse Community Leaders

Link to Measure(s) and Target(s):

Measures: Community Leaders

Short-Term Target:

- **By end-of-year 2007, 500 community leaders.**

Long-Term Goal:

- **By 2015, 2,150 community leaders (increase of 20% per year).**

Purpose of Strategic Initiative Action Plan:

The purpose of this Action Plan is to strengthen leadership skills of High Point citizens to become “community leaders” and help implement education/workforce development initiatives and address other issues of importance in the community. A special focus of this initiative is to engage younger people in the community who have not been heavily involved in leadership, but who have potential for growth and influence.

The High Point Community Leadership Development Program will be a joint project of the High Point Chamber of Commerce and Guilford Technical Community College.

Action	Start	End	Expected Outcome	Responsibility
1. Design curriculum	12/06	1/07	Create training program, determine content, length, requirements	Don Cameron, GTCC
2. Prepare list of potential participants	1/07	1/07	Using list of graduates of Leadership High Point, establish prospects. Open participation by considering citizens who have not been thru LHP	Larry Craven and other organizations as needed
3. Schedule first session of leadership classes	1/07	1/07	Arrange locations, dates, times	Don Cameron, Larry Craven
4. Recruit instructors	1/07	1/07	Establish faculty	Don Cameron
5. Prepare marketing Materials	1/07	2/07	Positioning for promotion	TBD
6. Distribute marketing materials to prospects	2/07	3/07	Promote participation	Larry Craven, GTCC, and other organizations
7. Multi-faceted promotion	3/07	4/07	Recruit participants	Craven, Cameron, other organizations, media
8. register participants	3/07	4/07	Confirm class I	Craven, GTCC
9. Conduct class sessions	4/07	5/07	Sessions conducted	Cameron and faculty

Estimated Resource Requirements (People, Time, Money, Materials, Space, etc.):

- People:** Time to design and develop leadership course and follow-through program
Faculty—from GTCC, the community, other organizations
Interested citizens to participate in the leadership training, then apply what they learned
- Resources:** Lists of graduates from Leadership High Point, as well as lists of citizens who have not yet participated—invited or not
Curricula from other leadership development programs held at GTCC and elsewhere
Developmental resources from Dr. Cameron's study of leadership
- Time:** Time required to complete each of the tasks. The timeline could be accelerated, but is presented as shown in recognition that those involved will have other projects of higher priority to work on
- Materials:** Marketing pieces to be created and distributed, course materials
- Space:** Office space already in use by people who will work on this project, classroom space at GTCC High Point campus, other locations. Would be valuable to offer the classes in community centers and/or churches to reach special target populations

Participating Organizations:

High Point Chamber of Commerce
Guilford Technical Community College

Perhaps faith-based and other organizations to help recruit participants for the classes.

Identification and Mitigation of Risks (if any):

Lack of citizen interest ... could be overcome by one-on-one recruiting by community leaders

Background Information and/or General Comments:

Leadership High Point has for years familiarized local citizens with organizations, local government agencies and functions, and community issues. The local program is part of a national network of similar community programs supported by The Community Leadership Association (formerly known as the National Association for Community Leadership). More training and curriculum/materials support are available under a new relationship with the Fanning Institute at the University of Georgia, 1240 South Lumpkin Street, Athens, GA 30602. Phone: 706-542-0301. Fax: 706-542-7007 www.communityleadership.org

Strategy #2: Raise Academic Expectations and Achievement

The Workforce Preparedness Study encouraged High Point to raise its expectations about educational excellence and academic achievement. This strategy focuses on strengthening the “pathway” and “incentives” for High Point students to obtain post-secondary training and education. We know the jobs of tomorrow in the Piedmont Triad Region will demand more than a high school education. These jobs will require constant upgrading and re-training as global competition grows.

Three very important Strategic Objectives are:

- **Increase Readiness for Post-Secondary Training and Education**

Academic achievement in the 21st century matters. We will offer community volunteer support to help students achieve high scores on required reading, math, and science assessments. We will offer supplemental career counseling services to all High Point students and families to plan for post-secondary training and education opportunities. We will also work to align high school assessment standards with entrance requirements of area colleges and work expectations of area employers.

- **Create Scholarship Resources**

Our vision of life-long learning in High Point includes establishing financial resources to ensure every academically prepared High Point high school graduate can afford post-secondary education and training. This will involve the creation of a substantial pool of sustainable scholarship funds for those young adults who demonstrate academic preparedness. Imagine the possibilities if every family in High Point with school-age children had the means to pay for post-secondary training and education!

- **Increase Post-Secondary Program Completion**

We recognize the need to support students in completion of post-secondary training, certificate, and 2- or 4-year degree programs. To accomplish this, we will work to establish a system with area employers to provide High Point high school graduates who attend Guilford Technical Community College with paid internships during their community college career.

Performance Measurement Definition: Student Achievement Scores

Perspective:	Children and Young Adults	Measure Name:	Student Achievement Scores	Owner:	Debra Barham		
Strategy:	Raise Academic Expectations and Achievement	Objective:	Increase Readiness for Post-Secondary Training and Education				
Description:	The purpose of this measure is ensure High Point students are progressing academically every year on state assessments in reading, math, and science. We seek to understand what percentage of students in each High Point school are demonstrating proficiency in end-of-grade or end-of-course assessments. The intent is to provide recognition and support from the community to do even better during the next academic year.						
Lag/Lead:	Lag	Frequency:	3x per year	Unit Type:	%	Polarity:	High values are good
Formula and Data Source:	This measure is compiled from various databases at Guilford County Schools. The number of students per grade per High Point school who achieve 3's and 4's on state assessments of reading, science, and math will be totaled. This number will be divided by the total number of students per grade per High Point school taking end-of-grade and end-of-course assessments. This information will be available for all 14 elementary school, 5 middle schools, and 3 high schools in High Point.						
Baseline:	2005-2006 school year results.	Target:	By 2008, 70% of High Point students score 3's and 4's on state reading, math, and science assessments. By 2015, 100% of students score 3's and 4's.				
Data Collector:	Guilford County Schools	Initiatives:					
		1. Reading/Math/Science Assessment Program					
		2. Volunteer Partnership Agreement Process					
		3. Communities In Schools Strategic Planning Process					
		4. Support Our Schools Action Plan					

Performance Measurement Definition: SAT Achievement Scores

Perspective:	Young Adults		Measure Name:	SAT Achievement Scores		Owner:	Debra Barham
Strategy:	Raise Academic Expectations and Achievement			Objective:	Increase Readiness for Post-Secondary Training and Education		
Description:	The purpose of this measure is to track progress of High Point students in their preparation for college. The SAT is a valid predictor of college success only (and not work performance). It provides an indication that those High Point students preparing for college are ready to handle a rigorous curriculum program and course of study.						
Lag/Lead:	Lag	Frequency:	Annual	Unit Type:	#	Polarity:	High values are good
Formula and Data Source:	The composite average of all students taking the SAT in their senior year will be compiled across all three High Point high schools and reported. This information is available from each High Point high school in Excel spreadsheets.						
Baseline:	2005-2006 school year results.		Target:	By 2010, High Point SAT scores will meet the Guilford County average. By 2015, High Point SAT scores will meet the national average.			
			Initiatives:				
Data Collector:	Guilford County Schools		1. Reading/Math/Science Assessment Program				
			2. Volunteer Partnership Agreement Process/Older Adult School Volunteer Program				
			3. Communities In Schools Strategic Planning Process				
			4. Support Our Schools Action Plan				

Performance Measurement Definition: Students With Academic Scholarships

Perspective:	Young Adults		Measure Name:	Students With Academic Scholarships		Owner:	Debra Barham
Strategy:	Raise Academic Expectations and Achievement			Objective:	Increase Readiness for Post-Secondary Training and Education		
Description:	The purpose of this measure is to track the number of High Point students who graduate with one or more academic scholarships to finance post-secondary training and education plans. This measure is important because it will tell the community whether efforts to raise academic expectations and increase readiness for post-secondary training and education are paying off.						
Lag/Lead:	Lagging	Frequency:	Annual	Unit Type:	%	Polarity:	High values are good
Formula and Data Source:	This measure is based on the number of High Point students receiving academic scholarships at graduation divided by the total number of graduating High Point seniors multiplied by 100 to get a percentage figure.						
Baseline:	2005-2006 school year results		Target:	By 2010, 33% of High Point students will graduate with one or more academic scholarships. By 2015, 100% will graduate with academic scholarships.			
			Initiatives:				
Data Collector:	Guilford County Schools		1. Readiness Standards Definition Process				
			2. Reading/Math/Science Assessment Program				
			3. The High Point Academic Scholar Program				

Performance Measurement Definition: Academic Scholar Funds

Perspective:	Young Adults		Measure Name:	Academic Scholar Funds		Owner:	Jim Morgan
Strategy:	Raise Academic Expectations and Achievement			Objective:	Create Scholarship Resources		
Description:	The purpose of this measure is to track the amount of financial resources available to fund academic scholarships to Guilford Technical Community College for High Point seniors graduating with a minimum GPA of 2.5 It is important because we need to create financial incentives for High Point families to ensure young adults graduate from high school and pursue post-secondary training and education.						
Lag/Lead:	Lead	Frequency:	Semi-Annual	Unit Type:	\$	Polarity:	High values are good
Formula and Data Source:	The High Point Academic Scholar Program will need to be developed no later than July 1, 2007. The initial goal is to raise enough funds to support scholarships for High Point students accepted into GTCC academic or career-oriented training programs. A minimum GPA of 2.5 from one of the three High Point high schools is expected and all students must meet entrance requirements. Academic Scholar Funds will not be available for remedial/developmental courses. In the future, funding may be available to support post-secondary education and training scholarships to area colleges for all High Point high school graduates with a GPA of 3.0.						
Baseline:	The # of High Point graduating students with academic scholarships in June, 2007.		Target:	By 2010, funding is available to support GTCC scholarships for all High Point high school graduates with a GPA of 2.5.			
			Initiatives:				
Data Collector:	To be identified.		1. Readiness Standards Definition Process				
			2. Reading/Math/Science Assessment Program				
			3. The High Point Academic Scholar Program				

Performance Measurement Definition: GTCC Student Internships

Perspective:	Young Adults		Measure Name:	GTCC Student Internships		Owner:	Philip King
Strategy:	Raise Academic Expectations and Achievement			Objective:	Increase Post-Secondary Program Completion		
Description:	This measure tracks the % of High Point high school graduates attending Guilford Technical Community College who have available to them internships with area employers during their academic career. This is important because (1) it establishes a potential "pipeline" to employment, (2) provides students with hands-on work experience, and (3) gives High Point employers an opportunity to hire local entry-level talent.						
Lag/Lead:	Lead	Frequency:	Annual	Unit Type:	%	Polarity:	High values are good
Formula and Data Source:	Tabulate once per year the % of High Point students attending full-time at GTCC who completed paid internships with area businesses and organizations.						
Baseline:	Use 2005-2006 academic year data if available.		Target:	By 2009, 50% of High Point students attending GTCC complete paid internships. By 2015, 100% of High Point students complete paid internships.			
			Initiatives:				
Data Collector:	GTCC Office of Academic and Student Services		1. GTCC Student Internship System				
			2. Career Counseling Centers				
			3. The High Point Academic Scholar Program				

WORKFORCE PREPAREDNESS INITIATIVE ACTION PLAN

Title of Action Plan: FOCUS Guilford Family Involvement Initiative

Date: September 8, 2006

Action Plan Champion: Margaret Arbuckle, Guilford Education Alliance Executive Director

Link to Strategic Objective(s):

Increase Public School Engagement; Increase Readiness for Post-Secondary Training and Education

Link to Measure(s) and Target(s):

Measures: Student Achievement Scores and SAT Achievement Scores

Short-Term Targets:

- **By 2008, 70% of High Point students score 3's and 4's on state reading, math, and science assessments.**
- **By 2010, High Point SAT scores meet the Guilford County average.**

Long-Range Goals:

- **By 2015, 100% of High Point students score proficient.**
- **By 2015, High Point SAT scores meet national average.**

Purpose of Strategic Initiative Action Plan:

The purpose of this Action Plan is to train low-income parents in skills and practices to support academic success and college readiness. This Initiative addresses barriers to parent involvement through community, workplace, and faith-based parent training, education, and support. It is focused on the families of children in 13 High Point Title 1 schools which qualify as low-income (currently, 76% of children attending these schools).

Action	Start	End	Expected Outcome	Responsibility
1. Launch workplace family involvement.	Oct. 2006	Dec. 2006	Specific Project Plans and Schedules identified	FOCUS Guilford staff, Education Trust staff Community volunteers
2. Conduct workshops, education, coaching, and follow-up sessions.	Jan. 2007	June 2007	Sessions scheduled and completed	FOCUS Guilford staff, Education Trust staff Community volunteers
3. Continue recruitment of parents and continue outreach programs.	July 2007	Dec 2007	Sessions scheduled and completed	FOCUS Guilford staff, Education Trust staff Community volunteers
4. Monitor program implementation and conduct formal evaluation.	Jan. 2007	Dec. 2007	Project milestones achieved; Program report produced	Guilford Education Alliance

Expected Resource Requirements (People, Time, Money, Materials, Space, etc.):

- \$38,000 project funding required

Participating Organizations:

For this project, Guilford Education Alliance has communicated with:

- Guilford County Council of PTAs
- Communities in Schools in High Point
- Guilford County Schools
- The Hispanic Center
- High Point Regional Housing Authority

This project will collaborate extensively with the faith-based community and other community-based organizations as required.

Identification and Mitigation of Risks (if any):

- The project makes extensive use of collaboration to share resources, in-kind contributions, and utilization of existing community resources

Background Information and/or General Comments:

There are four expectations of this Initiative:

1. Increase the number and diversity of parents who are trained by parent leaders in parent involvement.
2. Increase parent knowledge on how to support student success and become more involved in their children's education.
3. Build and strengthen collaborations to promote and sustain family involvement.
4. Increase awareness of and commitment to family involvement and its sustainability.

WORKFORCE PREPAREDNESS INITIATIVE ACTION PLAN

Title of Action Plan: Career Counseling Centers

Date: September 8, 2006

Action Plan Champion:

Link to Strategic Objective(s):

Increase Readiness for Post-Secondary Training and Education

Link to Measure(s) and Target(s):

Measures: Student Achievement Scores, SAT Achievement Scores, Students With Academic Scholarships

Short-Term Targets:

- **By 2008: 70% of High Point students score 3's and 4's on state reading, math, and science assessments.**
- **By 2010, High Point SAT scores meet the Guilford County average.**
- **By 2010, 33# of all High Point graduating seniors receive academic scholarships.**

Purpose of Strategic Initiative Action Plan:

Point young
plan and prepare

The purpose of this Action Plan is to meet the needs of High adults for counseling, mentoring, and support as they for future careers.

Action	Start	End	Expected Outcome	Responsibility
1. Assess and design an effective program to meet the needs of High Point young adults for career planning and preparation.			Program design	Communities In Schools Junior Achievement Guilford County Schools Guilford County Workforce Development Board
2. Develop each part of Career Counseling Centers, including identification of physical space requirements.			Center plans developed	Communities In Schools Junior Achievement Guilford County Schools Guilford County Workforce Development Board
3. Plan for and begin implementation of the Career Counseling Centers.			Utilization of the Career Counseling Centers	Communities In Schools Junior Achievement Guilford County Schools Guilford County Workforce Development Board
4. Measure and evaluate results of the Career Counseling Centers.			Key performance measures achieved	Communities In Schools Junior Achievement Guilford County Schools Guilford County Workforce Development Board

Estimated Resource Requirements (People, Time, Money, Materials, Space, etc.):

Participating Organizations:

Communities In Schools
Guilford County Workforce Development Board
Junior Achievement
Guilford County Schools

Identification and Mitigation of Risks (if any):

Funds aren't available
Resources aren't available
Space Constraints

Background Information and/or General Comments:

WORKFORCE PREPAREDNESS INITIATIVE ACTION PLAN

Title of Action Plan: Futures 4 Kids Program

Date: September 8, 2006

Action Plan Champion:

Link to Strategic Objective(s):

Increase Readiness for Post-Secondary Training and Education

Link to Measure(s) and Target(s):

Scores, **Measures: Student Achievement Scores, SAT Achievement Students With Academic Scholarships**

Short-Term Targets:

- **By 2008, 70% of High Point students score 3's and 4's on state reading, math, and science assessments.**
- **By 2010, High Point SAT scores meet the Guilford County average.**
- **By 2010, 33% of all High Point graduating seniors receive academic scholarships.**

Purpose of Strategic Initiative Action Plan:

High Point
appropriate career

The purpose of this Action Plan is to help every young adult in learn about different career options and develop an pathway.

Action	Start	End	Expected Outcome	Responsibility
1. Introduce Futures 4 Kids Program to Guilford County Schools.			Program introduction	Debra Barham
2. Meet with Principals and guidance counselors in each High Point school. Invite the program advisor to present the program.			Principals and guidance counselors are open and receptive to the program	Carole Ricker
3. Implement the Futures 4 Kids Program in all 9 th grade classrooms at Andrews, Central, and Southwest High Schools.	Fall 2007	Spring 2008	9 th grade students identify career interests and match these interests to an occupation Students will continue to utilize Futures 4 Kids throughout high school	High School Guidance Counselors
4. Track the number of 9 th grade students participating in the Futures 4 Kids Program.	Fall 2007	Spring 2008	Student Utilization	Futures 4 Kids Program Advisor
5. Create a student survey and evaluation.	Spring 2008		Effectiveness documented	Futures 4 Kids

Estimated Resource Requirements (People, Time, Money, Materials, Space, etc.):

Participating Organizations:

GCS Employees
Futures 4 Kids Representative
Classrooms

Identification and Mitigation of Risks (if any):

Students will not utilize the program.
It will not help the students decide on a career path.

Background Information and/or General Comments:

WORKFORCE PREPAREDNESS INITIATIVE ACTION PLAN

Title of Action Plan: Reading/Math/Science Assessment Program

Date: September 8, 2006

Action Plan Champion:

Link to Strategic Objective(s):

Increase Readiness for Post-Secondary Training and Education

Link to Measure(s) and Target(s):

Measures: Student Achievement Scores, SAT Achievement Scores, Students With Academic Scholarships

Short-Term Targets:

- **By 2008, 70% of High Point students score 3's and 4's on state reading, math, and science assessments.**
- **By 2010, High Point SAT scores meet the Guilford County average.**
- **By 2010, 33% of all High Point graduating seniors receive academic scholarships.**

Purpose of Strategic Initiative Action Plan:

children and
grade level in reading, math,

The purpose of this Action Plan is to ensure all High Point
young adults become proficient and stay on
and science subject matter.

Action	Start	End	Expected Outcome	Responsibility
Design a plan to assess students in reading and math at K, 1 st , and 2 nd grade.			To provide assistance to students needing help in reading and math	Guilford County Schools Junior Achievement Communities In Schools Community Volunteers
Implement the reading and math plan K, 1 st , and 2 nd grade.			To increase the number of students who are proficient in reading and math	Guilford County Schools Junior Achievement Communities In Schools Community Volunteers
Utilize state test scores to assist students identified as not being on grade level in reading and math at 3 rd – 8 th grade.			To help all students become proficient and on grade level in reading and math	Guilford County Schools Junior Achievement Communities In Schools Community Volunteers

Estimated Resource Requirements (People, Time, Money, Materials, Space, etc.):

Participating Organizations:

GCS
Tutors
Volunteers
Junior Achievement

Identification and Mitigation of Risk (if any):

Not enough funds to achieve the desired outcomes
Not enough volunteers and tutors to achieve the make the difference

Background Information and/or General Comments:

WORKFORCE PREPAREDNESS INITIATIVE ACTION PLAN

Title: The Academy @ Central Advisory Board

Date: September 8, 2006

Action Plan Champions: Debra Barham, Curriculum Improvement Officer, Guilford County Schools and Bonnie Kosicsky, Principal of The Academy @ Central Middle College

Link to Strategic Objective(s): Increase Readiness for Post-Secondary Training and Education

Link to Measure(s) and Target(s):

Measures: Student Achievement Scores, SAT Achievement Scores, Students with Academic Scholarships
Short-Term Targets: By 2008, 70% of High Point students score 3's and 4's on state reading, math, and science assessments; By 2010, High Point SAT scores meet the Guilford County average; By 2010, 33% of all High Point graduating seniors receive academic scholarships.

Purpose of Strategic Initiative Action Plan:

The purpose of this Action Plan is to support the mission of High Point Central High School and The Academy @ Central Middle College. Another purpose is to serve as a model for other school-parent-community advisory boards in High Point and Guilford County.

Action	Start	End	Expected Outcome	Responsibility
1. Create an Advisory Board Charter document.	Oct. 2006	Oct. 2006		Bonnie Kosicsky, Principal, Academy @ Central Middle College Debra Barham
2. Identify potential Advisory Board participants.	Oct. 2006	Oct. 2006		Bonnie Kosicsky, Debra Barham
3. Recruit Advisory Board participants.	Nov. 2006	Dec. 2006		Bonnie Kosicsky, Debra Barham
4. Provide orientation for Advisory Board members.	Jan. 2007	Jan. 2007		Bonnie Kosicsky, Debra Barham
5. Implement charter of the Academy @ Central Advisory Board.	Jan. 2007	May 2007		Bonnie Kosicsky, Debra Barham
6. Evaluate first year (partial) implementation of the Advisory Board. Set plans for 2007-2008 Academic Year.	June 2007	June 2007		Bonnie Kosicsky, Debra Barham

Estimated Resource Requirements (People, Time, Money, Materials, Space, etc.):

Advisory Board participants will represent:

- Parents
- Students
- Teachers
- Professionals and Employers from medical/health, culinary arts, and fire/public safety occupations

It will be important to include assistant principals and curriculum improvement officers from two other High Point high schools in development of this pilot project.

Participating Organizations:

Identification and Mitigation of Risks (if any):

Background Information and/or General Comments:

WORKFORCE PREPAREDNESS INITIATIVE ACTION PLAN

Title of Action Plan: The High Point Academic Scholar Program

Date: September 8, 2006

Action Plan Champion: Jim Morgan

Link to Strategic Objective(s): Create Scholarship Resources

Link to Measure(s) and Target(s):

Measures: Academic Scholar Funds

Short-Term Targets: By 2010, funding is available to support GTCC scholarships for all High Point high school graduates with a GPA of 2.5.

Long-Term Goals: By 2015, funding is available to support post-secondary education and training scholarships to area colleges for all High Point high school graduates with a GPA of 3.0.

Purpose of Strategic Initiative Action Plan:

The purpose of this Action Plan is to establish a sustaining fund of money to pay for the post-secondary education and training of every High Point high school graduate who does well in school (minimum GPA of 2.5).

Action	Start	End	Expected Outcome	Responsibility
1. Establish an Advisory Committee and Charter.	Oct. 2006	Jan. 2007	Charter Document	Jim Morgan
2. Recruit Advisory Committee members.	Jan. 2007	Feb. 2007	Committee members	Jim Morgan
3. Design Academic Scholar Program parameters and standards	Feb. 2007	July 2007	Academic Scholar Program	Jim Morgan
4. Develop Academic Scholar Program fundraising strategies, including marketing materials.	Feb. 2007	July 2007	Fundraising Strategy	Jim Morgan
5. Implement Academic Scholar Program fundraising strategies and marketing.	July 2007	Ongoing	Fundraising Strategy	Jim Morgan

Estimated Resource Requirements (People, Time, Money, Materials, Space, etc.):

Participating Organizations:

Identification and Mitigation of Risks (if any):

Background Information and/or General Comments:

Strategy #3: Promote Early Childhood Development

We think it's critical for our community's well-being and future economic prosperity to assure every High Point child is ready to succeed in school. We know this is consistent with the **Core Value** of "*Ensure Readiness for Success.*" Two Strategic Objectives support the strategy of strengthening High Point's investment in early childhood development:

- **Increase Learning Readiness**

The readiness of High Point children to learn is a leading indicator of future educational achievement. By promoting readiness assessment and early child intervention and development programs, we will ensure children arrive at kindergarten or first grade ready for success.

- **Improve Program Quality and Accessibility**

In order to increase learning readiness, High Point will expand the number of 4- and 5-Star early childhood development classrooms. And, we will increase the financial resources available for low-income families in High Point to participate in these quality programs.

Performance Measurement Definition: Early Child Health Assessments

Perspective:	Children		Measure Name:	Early Child Health Assessments	Owner:	Margaret Arbuckle	
Strategy:	Promote Early Childhood Development			Objective:	Increase Learning Readiness		
Description:	The purpose of this measure is to ensure all High Point children receive a developmental assessment prior to the start of kindergarten. It is important because learning readiness and school success may be negatively affected by illnesses or developmental problems left undiagnosed.						
Lag/Lead:	Lead	Frequency:	Annual	Unit Type:	%	Polarity:	High values are good
Formula and Data Source:	A Kindergarten Health Assessment is administered by family practitioners to all children entering the public school system. Individual plans are developed and implemented from the assessment process as needed. Guilford County Schools retains a copy of each assessment and tracks percentage completion for each school.						
Baseline:	Use the % assessments completed in High Point kindergarten classes as of 9-15-06.		Target:	By 2007, 100% of High Point children assessed prior to school. By 2015, 100% of identified concerns receive intervention and follow-up.			
Data Collector:	Guilford County Schools		Initiatives:				
			1. Shared Indicators for School Readiness Initiative/Kindergarten Health Assessment				
			2. Nurse-Family Partnership Program				

Performance Measurement Definition: Nurse-Family Participants

Perspective:	Children		Measure Name:	Nurse-Family Participants		Owner:	Robin Britt
Strategy:	Promote Early Childhood Development			Objective:	Increase Learning Readiness		
Description:	The purpose of this measure is to track the number of High Point children from low-income families who are participating in early childhood intervention and development programs. It is important to ensure these children develop socially, physically, and emotionally in order to be successful in school and in life.						
Lag/Lead:	Lag	Frequency:	Annual	Unit Type:	#	Polarity:	High values are good
Formula and Data Source:	Each year, we will report the number of High Point children participating in the Nurse-Family Partnership Program administered by Guilford Child Development of Greensboro. The Nurse-Family Partnership Program is a proven, evidence-based program with 30 years of research focused on low-income, first-time mothers. The Program follows a structured process of pre-birth visits followed by in-home visits by a registered nurse for the first two years of a child's life.						
Baseline:	75 children from High Point in Nurse-Family Partnership Program.		Target:	By 2008, increase the number of children by 25 (one nurse). By 2015, achieve a 60% penetration rate of low-income, first-time mothers in High Point.			
Data Collector:	Guilford Child Development		Initiatives:				
			1. Shared Indicators for School Readiness Initiative/Kindergarten Health Assessment				
			2. Nurse-Family Partnership Program				

Performance Measurement Definition: Child Program Scholarships

Perspective:	Children		Measure Name:	Child Program Scholarships		Owner:	Barbara Frye
Strategy:	Promote Early Childhood Development			Objective:	Improve Program Quality and Accessibility		
Description:	The purpose of this measure is to ensure all children have access to high quality early care and education. It is important to increase the number of children, especially children of low-income families, who receive scholarship funds to attend early care programs in 4- and 5-star classrooms.						
Lag/Lead:	Lag	Frequency:	Annual	Unit Type:	#	Polarity:	High values are good
Formula and Data Source:	Each year, we will count the number of eligible children who receive scholarship funds to 4- and 5-star childcare facilities.						
Baseline:	# of children served by subsidy/scholarship funds in 4 and 5-star facilities in 2006-2007.		Target:	By 2008, increase the # of children with scholarships in 4- and 5-star classrooms by 10% (and annually after that).			
			Initiatives:				
Data Collector:	Guilford County Dept. of Social Services		1. FOCUS Guilford Family Involvement Initiative				
			2. Nurse-Family Partnership Program				

WORKFORCE PREPAREDNESS INITIATIVE ACTION PLAN

Title of Action Plan: Shared Indicators for School Readiness Initiative/Kindergarten Health Assessment

Date: September 8, 2006

Action Plan Champion: Margaret Arbuckle, Guilford Education Alliance Executive Director

Link to Strategic Objective(s):

Increase Learning Readiness

Improve Program Quality and Accessibility

Link to Measure(s) and Target(s):

Early Child Assessments, Child Program Participants, Child Program Scholarships

Short-Term Targets:

- By 2007, 100% of all High Point pre-K children assessed prior to start of school.

Long-Term Goal:

- 100% of identified concerns receive intervention and follow-up.

Purpose of Strategic Initiative Action Plan:

The purpose of this Action Plan is to enable Guilford County to use carefully researched and data to describe children's readiness for school across Guilford County. This information in turn will serve as a catalyst to develop policies, programs, and procedures that support children's development and health so they are prepared to enter school ready to succeed. The long-term goal of this Initiative is to develop an assessment process that can be used periodically to measure how well our community is supporting the development of school readiness for our youngest children.

Action	Start	End	Expected Outcome	Responsibility
1. Convene Early Childhood Think Tank.	TBD		Agreement on which indicators best apply to local community	Guilford Education Alliance (as project coordinator)
2. Collect, compile, analyze, and publish measures and indicators of early childhood school readiness.			Compiled data available at state and county level	Guilford Education Alliance Action for Children
3. Pilot test revised Kindergarten Health Assessment in Guilford County.			School-by-school data on health and development of kindergarten students	Guilford Education Alliance
4. Develop and publish Guilford County School Readiness Report Card.			School Readiness Report Card	Guilford Education Alliance
5. Plan and convene School Readiness Summit			School Readiness Summit planned and presented	Guilford Education Alliance

Estimated Resource Requirements (People, Time, Money, Materials, Space, etc.):

\$46,000 project funding required

Participating Organizations:

Partners in this Initiative include:

- **Guilford Partnership for Children**
- **Guilford County Schools**
- **The United Way of Greater Greensboro and High Point**
- **The Center for Youth**
- **Family and Community Partnerships at UNC – Greensboro**
- **Action for Children**
- **Guilford Child Development**
- **Guilford Child Health**
- **NC Division of Public Health (NC Department of Health and Human Services)**

Identification and Mitigation of Risks (if any):

Sustainability of the Shared Indicators for School Readiness Initiative will require additional funding to periodically collect and compare data over time.

Background Information and/or General Comments:

Research shows that the first five years of life are critical to a child's life-long development. Early experiences establish the brain connections that provide the foundation for language, reasoning, problem solving, social skills, behavior and emotional health. Studies show that half of the educational achievement gap between poor and non-poor children already exists at the time a child enters kindergarten.

Strategy #4: Maximize Community Support of Schools

We know that strong partnerships among schools, teachers, the community, and parents are an essential ingredient for educational excellence. This Strategic Objective focuses on the strategy of strengthening parental and community involvement in all High Point schools. This objective is consistent with our **Core Value** of “*Involve Parents and the Community.*”

- **Increase Public School Engagement**

The involvement of parents, businesses, faith-community, non-profits, civic organizations, community volunteers, and political leaders is essential for achieving educational excellence. We will increase the number and quality of formal partnerships and community volunteers in each of the 22 High Point schools. We will reach out to High Point parents and teachers/administrators to facilitate communication and learn how to maximize community-school collaboration.

Performance Measurement Definition: Volunteer Partnership Agreements

Perspective: Children and Young Adults	Measure Number/Name: Volunteer Partnership Agreements	Owner: Cerise Collins
Strategy: Maximize Community Support of Schools	Objective: Increase Public School Engagement	
Description: The purpose of this measure is to strengthen academic and school performance by increasing the number of formal, written partnership agreements between volunteering organizations and Guilford County Schools in High Point. These written agreements will include, but are not limited to volunteer partnerships with area business, faith-community, non-profit, civic, and/or political organizations.		

Lag/Lead: Lead	Frequency: Annual	Unit Type: #	Polarity: High values are good
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Formula and Data Source:	Tabulate the total number of written volunteer partnership agreements in place each year across all 22 High Point schools. The partnership agreement will be formally documented in order to identify clear expectations and standards between both the volunteering organization who is providing "resources" for free and High Point schools. Resources can include, but are not limited to the time of volunteers and/or funds for school materials, activities, or programs. The partnership agreement can include a desire on the part of an organization to "adopt a school."
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Baseline: The number of formal written partnerships with High Point public schools as of 9-1-06.	Target: By 2008, 44 partnerships (two per school). By 2015, 200 formal partnerships. Increase the # of partnerships by 5% per reporting period.	
	Initiatives:	
Data Collector: Communities In Schools	1. Volunteer Partnership Agreement Process	
	2. FOCUS Guilford Family Involvement Initiative	
	3. Communities In Schools Strategic Planning Process	
	4. Support our Schools Action Plan	

Performance Measurement Definition: Community Volunteers

Perspective:	Children and Young Adults	Measure Number/Name:	Community Volunteers	Owner:	Cerise Collins		
Strategy:	Maximize Community Support of Schools	Objective:	Increase Public School Engagement				
Description:	The purpose of this measure is to increase the number of volunteers in High Point schools. The aim to increase volunteers will include, but is not limited to parents and individuals from business, faith-community, non-profit, civic, and/or political organizations. This activity is important because volunteerism in schools is directly related to sustained increases in academic achievement and school performance.						
Lag/Lead:	Lead	Frequency:	Semi-Annual	Unit Type:	Number	Polarity:	High values are good
Formula and Data Source:	This number is calculated by the number of volunteer visits during each semester and totaled for the academic year. There will be an estimated 650 classrooms in High Point in the years ahead and there are currently 180 school days on the school calendar (650 x 180 = 117,000 total possible visits from volunteers).						
Baseline:	16,000 visits reported for the 2004-2005 school year across all High Point schools.	Target:	By 2008, 27,000 visits from volunteers per year. By 2015, 117,000 visits from volunteers in High Point schools per year.				
			Initiatives:				
Data Collector:	Communities In Schools	1. Volunteer Partnership Agreement Process					
		2. FOCUS Guilford Family Involvement Initiative					
		3. Communities In Schools Program					
		4. Support Our Schools Action Plan					

Performance Measurement Definition: Parent Teacher Conferences

Perspective:	Children and Young Adults	Measure Name:	Parent Teacher Conferences	Owner:	Margaret Arbuckle		
Strategy:	Maximize Community Support of Schools	Objective:	Increase Public School Engagement				
Description:	The purpose of this measure is to encourage interactive conversations on a regular basis between parents and teachers regarding academic performance. Feedback is a critical requirement for building trusting relationships and improved performance.						
Lag/Lead:	Lead	Frequency:	Semi-Annual	Unit Type:	%	Polarity:	High values are good
Formula and Data Source:	During each semester, at least two interactive conversations will take place between parents/caregivers and teachers regarding academic performance and progress of each child/young adult in High Point schools. An interactive conversation can include, but is not limited to formal parent-teacher conferences, phone calls, e-mails, etc. The primary focus is on encouraging two-way conversations regarding learning progress.						
Baseline:	Use 2005-2006 school year data as initial baseline period.	Target:	By 2008, 100% of parent-teacher conferences conducted in High Point schools.				
			Initiatives:				
Data Collector:	Data will be collected from each classroom teacher by the Guilford Education Alliance with assistance from GCS.	1. FOCUS Guilford Family Involvement Initiative					
		2. Support Our Schools Action Plan					

WORKFORCE PREPAREDNESS INITIATIVE ACTION PLAN

Title: Volunteer Partnership Agreement Process

Date: September 8, 2006

Action Plan Champion: Cerise Collins, Communities In Schools Executive Director

Link to Strategic Objective(s): Increase Public School Engagement

Link to Measure(s) and Target(s):

Measure: Volunteer Partnership Agreements

Short-Term Target: By 2008, 44 formal partnerships across all High Point schools.

Long-Range Goal: By 2010, 200 formal partnerships across all High Point schools.

Purpose of Strategic Initiative Action Plan:

The purpose of this Action Plan is to develop long-term, mutually beneficial relationships between organizations in High Point and Guilford County focused on strengthening academic achievement and school performance. The mission of the non-profit Communities In Schools is "to connect community resources with school needs." As a result, CIS is in an ideal position to facilitate win-win partnerships across all High Point schools.

Action	Start	End	Expected Outcome	Responsibility
Identify Current Partners and Expectations	Oct. 2006	Oct. 2006	List of Partners	GCS, GEA and CIS
Identify Potential Partners and Expectations	Oct. 2006	Ongoing	Contact List	GCS, GEA, Chamber of Commerce, UW, CIS
Create Volunteer Partnership Agreement Template	Oct. 2006	Ongoing	Partnership Template	Chamber of Commerce, GCS, CIS, GEA, UW, Current Partners
Create Marketing and Networking Plan	Oct. 2006	Ongoing	Marketing Campaign	Chamber of Commerce, GCS, CIS, GEA, UW, Advertising Agency, Current Partners
Coordinate Process with Workforce Development and CIS Strategic Plan Implementation	Oct. 2006	June 2007	CIS Coordinator in each HP school	CIS Board, GEA, UW, City Govt., Chamber of Commerce, HPCF

Estimated Resource Requirements (People, Time, Money, Materials, Space, etc.):

Office space for CIS Coordinators

Participating Organizations:

Guilford County Schools (Cecilia Adams)
Guilford Education Alliance
Communities In Schools
Chamber of Commerce
United Way
Advertising/Marketing Agency
HP Community Foundation
HP City Government
Current School Partners

Identification and Mitigation of Risks (if any):

Turf Protection
Lack of buy-in by Leadership
The "Hook"
Lack of funding to support CIS positions to coordinate partnerships

Background Information and/or General Comments:

The goal is to have CIS Coordinators fully funded by community resources outside of GCS.

WORKFORCE PREPAREDNESS INITIATIVE ACTION PLAN

Title: Communities In Schools Strategic Planning Process

Date: September 8, 2006

Action Plan Champion: Cerise Collins, Communities In Schools Executive Director

Link to Strategic Objective(s):

Increase Public School Engagement

Increase Readiness for Post-Secondary Training and Education

Link to Measure(s) and Target(s):

Measures: Volunteer Partnership Agreements, Community Volunteers, Student Achievement Scores, SAT Achievement Scores

Short-Term Targets:

- By 2008, 44 formal partnerships across all High Point schools.
- By 2008, 27,000 visits from volunteers in High Point schools per year.
- By 2008, 70% of High Point students score proficient on state reading, math, and science assessments.

Long-Range Goals:

- By 2015, 200 formal partnerships.
- By 2015, 117,000 visits from volunteers.
- By 2015, 100% of High Point students score proficient on state assessments.

Purpose of Strategic Initiative Action Plan:

The purpose of this Action Plan is to re-evaluate the Communities In Schools strategic plan given the expectations established by *The High Point Workforce Development Strategic Plan*. In order for CIS to meet their mission of “connecting community resources with the needs of High Point schools”, CIS will need to increase their visibility in the community and sustain permanent funding independent of Guilford County Schools.

Action	Start	End	Expected Outcome	Responsibility
Develop a strategic planning review process with staff members and Executive Board.			Review process	Cerise Collins
Confirm participation			Commitment to planning schedule and outcome	Cerise Collins
Conduct an assessment of current CIS performance given expectations of the Workforce Strategic Plan.			Documented baseline and identification of SWOT	Cerise Collins and CIS Staff Executive Board
Evaluate current CIS strategic plan for areas of improvement, including fundraising and development of strategic partnerships.			Strategic Plan redesign and modification	Cerise Collins and CIS Staff Executive Board
Create a CIS Balanced Scorecard to monitor performance and manage strategy.			Strategic objectives, measures, targets, and initiatives	Cerise Collins and CIS Staff Executive Board
Document any revisions to the CIS Strategic Plan.			CIS Strategic Plan	Cerise Collins
Implement the Strategic Plan.			Performance measures achieved	Cerise Collins and CIS Staff Executive Board

Estimated Resource Requirements (People, Time, Money, Materials, Space, etc.):

Participating Organizations:

Identification and Mitigation of Risks (if any):

Background Information and/or General Comments:

Strategy #5: Attract and Retain Quality Teachers

We have an opportunity, as a unified community, to support Guilford County Schools in finding and retaining qualified teachers who want to help High Point schools achieve educational excellence.

This Strategic Objective seeks to supplement the recruiting and retention efforts of Guilford County Schools with a package of incentives provided by the High Point community. The strategy is to never worry about a shortage of qualified teachers in High Point schools.

- **Attract and Retain Talent**

Increasing academic achievement in High Point depends on our ability to attract and retain quality talent. We will support efforts to develop and provide financial incentives and other resources to attract fully qualified teachers. And we will establish a pool of funds to provide financial support for talented teachers to finish and/or continue their educational degrees.

Performance Measurement Definition: Open Teacher Positions

Perspective:	Children/Young Adults	Measure Name:	Open Teacher Positions	Owner:	Debra Barham				
Strategy:	Attract and Retain Quality Teachers		Objective:	Attract and Retain Talent					
Description:	The purpose of this measure is to ensure all High Point schools are completely staffed with fully qualified teachers at the start of each school year. This is important because children and young adults are positively influenced by a stable learning environment led by dedicated, competent teachers interested in academic and personal success.								
Lag/Lead:	Lag	Frequency:	Annual	Unit Type:	%	Polarity:	High values are good		
Formula and Data Source:	We will count the number of open teacher positions in each High Point school after the 10th day of school year enrollment. This data collection process will take place in mid-September of each year.								
Baseline:	We will use the % of open teacher positions as of September 15, 2006 as the baseline.		Target:	0% by September 2008. By 2010, a waiting list of teachers who want to work in High Point schools.					
			Initiatives:						
Data Collector:	Guilford County Schools (Human Resources Department)		1. The High Point Teacher-Scholar Incentive Program 2. Support Our Schools Action Plan						

Performance Measurement Definition: Teachers With Advanced Degrees

Perspective:	Children/Young Adults	Measure Name:	Teachers With Advanced Degrees	Owner:	Debra Barham		
Strategy:	Attract and Retain Quality Teachers		Objective:	Attract and Retain Talent			
Description:	The purpose of this measure is to track the number and percentage of teachers in High Point schools with advanced education degrees. This is important for several reasons: (1) it demonstrates the commitment to life-long learning that we want to instill in our community, (2) it shows dedication to the teaching profession, and (3) it provides deeper understanding and knowledge to pass along to our children and young adults.						
Lag/Lead:	Lead	Frequency:	Annual	Unit Type:	%	Polarity:	High values are good
Formula and Data Source:	We will count the number of teachers in High Point schools with advanced degrees after the 10th day of school year enrollment. This data-collection process will take place in mid-September of each year.						
Baseline:	The % of teachers with advanced degrees as of September 15, 2006 will be the baseline.	Target:	By 2010, _____. By 2015, _____.				
			Initiatives:				
Data Collector:	Guilford County Schools (Human Resources Department) and High Point Public Schools	1. The High Point Teacher-Scholar Incentive Program					

WORKFORCE PREPAREDNESS INITIATIVE ACTION PLAN

Title of Action Plan: The High Point Teacher Scholar/Incentive Program

Date: September 12, 2006

Action Plan Champion:

Link to Strategic Objective(s): Attract and Retain Talent

Link to Measure(s) and Target(s):

Measures: Open Teacher Positions, Teachers with Advanced Degrees

Short Term Targets:

- **By 2008, zero open positions at start of academic year.**
- **By 2010, a waiting list of teachers who want to work in High Point**

Purpose of Strategic Initiative Action Plan:

The purpose of this Action Plan is to develop sustainable financial resources to support current and future High Point teachers who are pursuing education degrees (either at undergraduate or graduate level). In addition, we will offer tangible incentives from the High Point community that will help Guilford County Public Schools in High Point attract, recruit, hire, and retain qualified teaching talent.

Action	Start	End	Expected Outcome	Responsibility
Incorporate this Action Plan into activities of the Teacher Incentive Workgroup.	Oct. 2006	Nov. 2006	Charter and Mission Statement	Martha Snavelly and Melissa Hooker (GCS), High Point Chamber of Commerce, other partner organizations
Provide orientation and kick-off project.	Dec. 2006	Dec. 2006	Project Plan and Schedule	Workgroup
Complete planning activities needed to develop Teacher Scholar/ Incentive Program	Jan. 2007	March 2007	Teacher Scholar/Incentive Program recommendations	Workgroup
Present Teacher Scholar/Incentive Program recommendations	April 2007	April 2007	Program recommendations approved	Chamber of Commerce and other Partner Organizations
Implement Teacher Incentive Program, including giving packages to High Point principals	March 2007	Ongoing	Action Plan and Milestones approved	Chamber of Commerce or other representative(s) of Business and Industry GCS/HP Principals
Implement Teacher Scholar Program	July 2007	Ongoing	The High Point Teacher Scholar Program	Chamber of Commerce and other Partner Organizations

Estimated Resource Requirements (People, Time, Money, Materials, Space, etc.):

- Time available for Workgroup participation
- Recruitment and public relations materials (including quantified list of incentives)
- Meeting and storage space for collected materials

Participating Organizations:

- Guilford County Schools Human Resources
- High Point Chamber of Commerce
- Other Partner Organizations (TBD)

Identification and Mitigation of Risks (if any):

- Attracting high quality teachers from high performing schools
- Creating political stress in the community between the have's and the have-not's

Background Information and/or General Comments:

Questions:

1. What are the requirements for mentoring new teachers? Mentoring program in place)
2. What are the resources available through GCS?
3. What has been done to date as incentives?
4. What incentives seem to be the most popular with the group?

Sample list of Items:

- Free banking
- Purchase of car at cost
- Coupons/certificates for dinner
- Discounts for shopping
- Movie and theatre passes
- Waiver of utilities
- Waiver on first parking ticket
- Free car wash
- Free tire rotation
- Waiver of security deposits for utilities
- Financial planning—show budget and how tangible incentives will save real money
- Supermarket Teacher Day (teachers receive 10% discounts)
- Office Depot—Star Teacher Card

Have financial planner train High Point principals to discuss quantified package of incentives.

Need to find out about NC Teaching Fellows Program: Add to or create separate program for High Point.

Get copy of survey results, e.g., memberships to Ys, discounts on car and renter's insurance; \$5 off prescription drugs?

High Point Teacher Scholar Program will feature contracts/work agreements to insure ROI.

Strategy #6: Align Job Preparation and Placement With Employer Needs

This strategy focuses on strengthening the JobLink Career Center System in High Point. It is essential we reach the 15% or more of adults in High Point who lack a high school or GED credential. We also know that some High Point residents and families are not aware of services available to help them resolve other issues affecting ability (or willingness) to pursue education and/or post-secondary training.

The Core Value of “*Collaborate and Partner with Others*” will be tested as government, human service agencies, and non-profit organizations in High Point and Guilford County are asked to collaborate and focus intensively on the job preparation and placement needs of our community.

There are two Strategic Objectives in this area:

- **Increase Employability Skills**

We will improve alignment of job preparation and placement services provided by the JobLink Career Center System with employer needs. Our aim is to provide a “single-shop” experience for satisfied customers of all ages seeking employment and life-long, career development assistance. The JobLink System will invest resources to deliver skills training solutions which improve the productivity and profitability of area business and industry. Increasing employer demand for employability credentials will help prospective job candidates prepare for high-skill, high-wage jobs and careers.

- **Identify and Resolve Employability Barriers**

There are population and community groups within High Point with specific needs preventing full employment and/or career opportunity. We will design and implement a Community Needs Assessment Process to reach these individuals and determine what barriers and gaps exist in current services and programs. Our aim is to provide outreach to these underserved populations on a person-by-person basis to provide the marketable credentials and support services needed to attain employment.

Performance Measurement Definition: WorkKeys® Employers

Perspective:	Adults	Measure Name:	WorkKeys® Employers	Owner:	Philip King
Strategy:	Align Job Preparation and Placement with Employer Needs	Objective:	Increase Employability Skills		
Description:	The purpose of this measure is to track the number of High Point employers adopting the WorkKey® basic skills assessment and certification system. WorkKeys® is a system that both determines and then assesses the basic work skills required of employees at a specific worksite/workplace.				
Lag/Lead:	Lag	Frequency:	Annual	Unit Type:	#
				Polarity:	High values are good
Formula and Data Source:	The number of local employers who have adopted the WorkKeys® System will be tabulated annually by the JobLink Career Center System and GTCC.				
Baseline:	10 employers currently using WorkKeys®.	Target:	By 2008, 50 employers using WorkKeys®. By 2015, 400 employers using the WorkKeys® System.		
		Initiatives:			
Data Collector:	JobLink Career Center System and GTCC Business and Industry Training	<ol style="list-style-type: none"> 1. WorkKeys® System 2. JobLink Strategic Planning Process 3. North Carolina Career Readiness Credential Program 			

Performance Measurement Definition: WorkKeys® Credentials

Perspective:	Adults	Measure Name:	WorkKeys® Credentials	Owner:	Philip King		
Strategy:	Align Job Preparation and Placement with Employer Needs	Objective	Increase Employability Skills				
Description:	The North Carolina Career Readiness Credential is a method of measuring and improving employability skills. It is based on WorkKeys® assessments of math, reading, and locating information skills. This measure is important because it recognizes the number of people in Guilford County who have been assessed and awarded a certificate and credential of employability.						
Lag/Lead:	Lag	Frequency:	Quarterly	Unit Type:	#	Polarity	High values are good
Formula and Data Source:	The number of certificates issues by GTCC and the Guilford County Workforce Development Board will be posted on a quarterly basis and compared to the previous period.						
Baseline:	This is a new initiative.	Target:	By 2008, 1,000 WorkKeys® credentials have been awarded. By 2015, 15,000 WorkKeys® credentials awarded.				
			Initiatives:				
Data Collector:	GTCC Human Resource Development	1. WorkKeys® System					
		2. North Carolina Career Readiness Credential Program					
		3. JobLink Strategic Planning Process					
		4. Community Needs Assessment Process					

Performance Measurement Definition: JobLink Customer Satisfaction Scores

Perspective:	Adults		Measure Name:	JobLink Customer Satisfaction Scores		Owner:	Lillian Plummer
Strategy:	Align Job Preparation and Placement with Employer Needs		Objective	Increase Employability Skills			
Description:	The JobLink Career Center is the premier location for increasing the employability skills of High Pointers and aligning talent with job openings. In order to do so, both individuals and business/employer customers must be delighted with the process and outcomes. The Customer Satisfaction Survey Process will allow us to systematically assess the satisfaction of JobLink customers.						
Lag/Lead:	Lag	Frequency:	Quarterly	Unit Type:	%	Polarity	High values are good
Formula and Data Source:	The number of clients surveyed who are satisfied or delighted divided by the total number of clients who responded to the survey.						
Baseline:	This is a new initiative.		Target:	By 2008, 90% customer satisfaction achieved. By 2015, 95% customer satisfaction achieved.			
			Initiatives:				
Data Collector:	JobLink Career Center System (Steve Jones).		1. JobLink Strategic Planning Process				
			2. Business Needs Assessment Process				
			3. Community Needs Assessment Process				
			4. JobLink Facility Feasibility Study				

Performance Measurement Definition: Employers Using JobLink

Perspective:	Adults		Measure Name:	Employers Using JobLink		Owner:	Lillian Plummer
Strategy:	Align Job Preparation and Placement with Employer Needs		Objective	Increase Employability Skills			
Description:	In order to get the right information on target employability skills, employers have to be involved with JobLink and satisfied with the results. Employers who place jobs with the Center and participate in developing operational definitions of workforce readiness will contribute to an increase in employability skills.						
Lag/Lead:	Lag	Frequency:	Quarterly	Unit Type:	#	Polarity	High values are good
Formula and Data Source:	The unduplicated count of companies actively involved with the JobLink Career Center during the quarter.						
Baseline:	This is a new initiative.		Target:	By 2008, 800 High Point employers use the JobLink Career Center. By 2015, 2,000 High Point employers use JobLink.			
			Initiatives:				
Data Collector:	JobLink Career Center System (Steve Jones).		1. Business Needs Assessment Process				
			2. JobLink Strategic Planning Process				
			3. JobLink Facility Feasibility Study				

Performance Measurement Definition: Job Seekers Using JobLink

Perspective:	Adults		Measure Name:	Job Seekers Using JobLink		Owner:	Lillian Plummer
Strategy:	Align Job Preparation and Placement with Employer Needs		Objective:	Identify and Resolve Employability Barriers			
Description:	The JobLink Career Center System is Guilford County's primary linkage of business and employers with prospective employees. Assessments, counseling, and targeted skills training increase the employability skills of individuals and help to resolve barriers to finding jobs leading to head-of-household wages. More people need to be aware and take advantage of career services provided by JobLink.						
Lag/Lead:	Lag	Frequency:	Quarterly	Unit Type:	#	Polarity:	High values are good
Formula and Data Source:	The total number of unduplicated users of the center will be tracked. The data will come from the intake information in the JobLink database.						
Baseline:	150 new clients per month.		Target:	By 2008, 600 new clients per month. By 2015, 750 new clients per month identified.			
			Initiatives:				
Data Collector:	JobLink Career Center System		1. JobLink Strategic Planning Process				
			2. Community Needs Assessment Process				
			3. Business Needs Assessment Process				
			4. JobLink Facility Feasibility Study				

Performance Measurement Definition: Unemployment Rate By Segment

Perspective:	Adults		Measure Name:	Unemployment Rate By Segment		Owner:	Karen Leonard
Strategy:	Align Job Preparation and Placement with Employer Needs		Objective	Identify and Resolve Employability Barriers			
Description:	A result of the Community Needs Assessment Process will be the identification of groups who have barriers to employment. The measure of success at identifying and resolving the barriers will be improved employment rate of each group. This measure tracks the unemployment rate of each of the groups targeted for intervention.						
Lag/Lead:	Lag	Frequency:	Quarterly	Unit Type:	%	Polarity	Low values are good
Formula and Data Source:	Total number in the group minus the number employed divided by the total number in the group multiplied by 100. The data will be tracked in the Employment Security Commission database.						
Baseline:	To be developed.		Target:	Unemployment rate to be determined.			
			Initiatives:				
Data Collector:	Employment Security Commission (Karen Leonard)		1. JobLink Strategic Planning Process				
			2. Community Needs Assessment Process				
			3. Business Needs Assessment Process				
			4. JobLink Facility Feasibility Study				

Performance Measurement Definition: Employment Income By Segment

Perspective:	Adults		Measure Name:	Employment Income By Segment		Owner:	Karen Leonard
Strategy:	Align Job Preparation and Placement with Employer Needs		Objective	Increase Employability Skills			
Description:	The result of increasing employability skills is obtaining employment that leads to head-of-household income. Tracking employment income by demographic segment and by community groups will give us an indication of whether workforce development and skills training programs are paying off for High Point residents.						
Lag/Lead:	Lag	Frequency:	Annual	Unit Type:	%	Polarity	High values are good
Formula and Data Source:	The average wage of employed skills training participants for each year (as of June 30) divided by the median income reported by the Bureau of Labor Statistics.						
Baseline:	To be established on 6-30-07.		Target:	Employment income to be determined.			
			Initiatives:				
Data Collector:	Job Link Career Center System		1. JobLink Strategic Planning Process				
			2. Community Needs Assessment Process				
			3. Business Needs Assessment Process				
			4. JobLink Facility Feasibility Study				

Performance Measurement Definition: GED Credentials

Perspective:	Adults		Measure Name:	GED Credentials		Owner:	Leroy Stokes
Strategy:	Align Job Preparation and Placement with Employer Needs		Objective:	Identify and Resolve Employability Barriers			
Description:	High Point and Guilford County have a large percentage of the available workforce without high school credentials. We seek to establish a workforce that has the GED at a minimum. This is important because the jobs of tomorrow will require a high school credential (or equivalent) as a basic requirement to even apply for employment.						
Lag/Lead:	Lag	Frequency:	Annual	Unit Type:	%	Polarity:	Low values are good
Formula and Data Source:	The estimated number of High Point adults, age 18-85, who do not have a high school education or GED, reduced by the number who completed the GED on an annual basis.						
Baseline:	Estimated 15% of the adult population (or 14,000).		Target:	By 2008, 560 GEDs awarded (10% annual reduction). By 2015, 50% reduction in adult population with GEDs.			
			Initiatives:				
Data Collector:	Guilford Technical Community College		1. JobLink Strategic Planning Process				
			2. Community Needs Assessment Process				
			3. North Carolina Career Readiness Credential Program				
			4. JobLink Facility Feasibility Study				

WORKFORCE PREPAREDNESS INITIATIVE ACTION PLAN

Title of Action Plan: Community Needs Assessment Process

Date: September 8, 2006

Action Plan Champion: Lillian Plummer, Guilford County Workforce Development Board Executive Director

Link to Strategic Objective(s):

Identify and Resolve Employability Barriers

Link to Measure(s) and Target(s):

Measures: Unemployment Rate by Segment, Employment Income by Segment
Short-Term Target: By 2008, 10% reduction in unemployment rate by segment per year.

Purpose of Strategic Initiative Action Plan:

The purpose of this Action Plan is to identify population and community groups within High Point with specific needs preventing full employment and/or career opportunity. This process will help determine what barriers and gaps exist in current services and programs. Our aim is to provide outreach to these underserved populations on a person-by-person basis to provide the marketable credentials and support services needed to attain employment.

Action	Start	End	Expected Outcome	Responsibility
Conduct survey of Human Service Agencies			Identify groups in High Point served	United Way
Identify appropriate entry opportunities through the business needs assessment			Documented pathway of employment for the employment barrier groups	JobLink Leadership Team
Integrate results into the JobLink strategic plan			Proactive reach to groups to increase employment of groups with barriers	JobLink Leadership Team
Follow-up with Agencies and customers with barriers annually			Measured improvement	JobLink Leadership United Way

Estimated Resource Requirements (People, Time, Money, Materials, Space, etc.):

United Way support.
JobLink Leadership Team utilization

Other Participating Organizations:

Identification and Mitigation of Risks (if any):

Lack of resources to eliminate barriers identified.

Background Information and/or General Comments:

WORKFORCE PREPAREDNESS INITIATIVE ACTION PLAN

Title of Action Plan: Business Needs Assessment Process

Date: September 8, 2005

Action Plan Champion: Lillian Plummer, Guilford County Workforce Development Board Executive Director

Link to Strategic Objective(s):

Increase Employability Skills

Link to Measure(s) and Target(s):

Measures: WorkKeys® Credentials, JobLink Customer Satisfaction Scores, Employers Using JobLink
Short-Term Targets: By 2008, 700 WorkKeys® credentials awarded; By 2008, 98% JobLink customer satisfaction achieved; By 2008, ___ of High Point employers using JobLink

Purpose of Strategic Initiative Action Plan:

The purpose of this Action Plan is to establish a vital link with the business community so that current and future skills needed for the High Point workforce are clearly defined.

Action	Start	End	Expected Outcome	Responsibility
Develop Instrument for assessment	1		Common tool for meaningful results	Chamber Core Group
Create common database	2		Synergy, Teamwork	TES
Market Segment Assignment	3		Complete the assessment without overlap	JobLink Leadership Team
Implement quarterly focus group meetings	4		Defining needs and keeping current	WDB
Publicizing Results	5		Awareness, Support, Application, and Improvement	JobLink Leadership Team
Wired Connection	6		Full utilization of outcomes.	WDB

Estimated Resource Requirements (People, Time, Money, Materials, Space, etc.):

Chamber and employers, JobLink Leadership Team, WDB, WIRED Project
The Herman Group participation in developing valid instrument (pro bono)
Printing / Postage / Clerical - \$3500 annual

Participating Organizations:

Identification and Mitigation of Risks (if any):

Businesses unresponsive / limited response – tied to marketing plan, advertising

Buy-in from Leadership Team – include in assessment responsibility, identify key players

Background Information and/or General Comments:

WORKFORCE PREPAREDNESS INITIATIVE ACTION PLAN

Title: JobLink Strategic Planning Process

Date: September 8, 2006

Action Plan Champion: Lillian Plummer, Guilford County Workforce Development Board Executive Director

Link to Strategic Objective(s):

Increase Employability Skills, Identify and Resolve Employability Barriers

Link to Measure(s) and Target(s):

Measures: WorkKeys® Credentials; JobLink Customer Satisfaction Scores; Employers Using JobLink; Job Seekers using JobLink; Unemployment Rate By Segment; Employment Income By Segment; GED Credentials Short-Term Targets (partial list): By 2008, 700 WorkKeys® credentials awarded; By 2008. 98% JobLink Customer Satisfaction; By 2008, 600 new clients per month identified.

Purpose of Strategic Initiative Action Plan:

The purpose of this Action Plan is to put in place a comprehensive strategic planning process involving partners of the JobLink Career Center System. The goal of the process is to increase the utilization and effectiveness of the JobLink Career System in service of High Point job seekers and area employers.

Action	Start	End	Expected Outcome	Responsibility
Develop a strategic planning charter and process			Charter statement and plan	Guilford County Workforce Development Board
Confirm participation			Commitment to planning schedule and outcome	WFDB
Conduct an assessment of current JobLink System performance			Documented baseline and identification of SWOT	Planning Team
Create a shared vision of the future of JobLink System performance			Revise and update the vision and mission of the JobLink Career System.	Planning Team
Create the JobLink Balanced Scorecard			Strategic objectives, measures, targets, and initiatives	Planning Team
Document the strategic plan			JobLink System Strategic Plan	Planning Team
Implement the strategic plan			Performance measures achieved	Implementation Team

Estimated Resource Requirements (People, Time, Money, Materials, Space, etc.):

Up to 100 hours for all involved including the facilitator

Participating Organizations:

Identification and Mitigation of Risks (if any):

Developing plan without funds to implement
Failing to develop full partnership and therefore lack of commitment

Background Information and/or General Comments:

WORKFORCE PREPAREDNESS INITIATIVE ACTION PLAN

Title of Action Plan: WorkKeys System

Date: September 8, 2006

Action Plan Champion:

Link to Strategic Objective(s): Increase Employability Skills

Link to Measure(s) and Target(s):

Measure: WorkKeys® Credentials

Short-Term Targets: By 2008, 700 Workkeys® credentials awarded.

Long-Term Goals: By 2015,

Purpose of Strategic Initiative Action Plan:

The purpose of this Action Plan is to develop a common understanding and language across High Point in order to accurately assess and measure skill proficiency in the workforce.

Action	Start	End	Expected Outcome	Responsibility
Formalize oversight team for WorkKeys			Coordinated implementation	GTCC, TES
Educate and develop support in the JobLink Leadership Team			Increased support and utilization of the WorkKeys system	GTCC
Develop and implement a marketing plan			Increased awareness and speed implementation	JobLink Leadership
Develop a group of champion businesses to promote WorkKeys			Businesses understand and value the WorkKeys System and utilize it for employment practices.	The JobLink Leadership Team
Develop mechanism for on-going WorkKeys profiling financial support			Overcome barriers to implementation within businesses	JobLink Leadership Team
Promulgate the CRC as portable credentials for the workforce.			Creating interest in credentialing and value of defining skills	JobLink Leadership Team

Estimated Resource Requirements (People, Time, Money, Materials, Space, etc.):

Marketing / Advertising - \$100,000 per year.
Phase 2 profiling (25 companies * 5 positions) \$112,500

Participating Organizations:

Identification and Mitigation of Risks (if any):

Background Information and/or General Comments:

Strategy # 7: Develop and Utilize Older Adults

We value the contribution that older adults in High Point have made to our community and nation. We know there's a tremendous wealth of experience in High Point that we can all learn from. This strategy focuses on utilizing the knowledge and experience of older adults to help us achieve our Vision of "having the best prepared workforce in the Southeast."

The two Strategic Objectives in this area include:

- **Increase Academic Achievement of Students**

With the presence of older adults as role models and career mentors in the lives of High Point students, we will raise educational attainment levels and school performance. We will design and implement a career mentoring process specifically designed to tap into the life and career experience of carefully selected older adult school volunteers.

- **Increase Life-Long Learning Opportunities**

Consistent with our vision of a community that values life-long learning, we will expand the opportunities available to older adults to participate in general interest and/or occupational-related courses or programs. As Baby Boomers retire, they will seek communities that take an interest in their needs and provide opportunities to continually learn, grow, and develop. The quality of life in High Point will be enhanced with the active and growing involvement of this vital group of residents.

Performance Measurement Definition: Older Adult School Volunteers

Perspective:	Older Adults	Measure Name:	Older Adult School Volunteers	Owner:	Ellen Whitlock		
Strategy:	Develop and Utilize Older Adults		Objective	Increase Academic Achievement of Students			
Description:	The purpose of this measure is to track the number of older adults volunteering in High Point schools. It is important because we want to increase the presence of older adults as role models and mentors in High Point schools. Research shows that a one-on-one relationship between an adult and child increases student performance.						
Lag/Lead:	Lead	Frequency:	Annual	Unit Type:	#	Polarity:	High values are good
Formula and Data Source:	Tabulate the total number of volunteers from each area of service during each time period						
Baseline:	Baseline is 96 (the # of older adult volunteers in CIS programs in the last two school years).	Target:	By 2015, one older adult volunteer in every High Point classroom (estimate of 650).				
			Initiatives:				
Data Collector:	Communities In Schools of High Point	1. Older Adult School Volunteer Program					
		2. Volunteer Partnership Agreement Process					
		3. Communities In Schools Program/Jump Start Reading Program/GrandPal Program					

Performance Measurement Definition: Older Adult Course Enrollments

Perspective:	Older Adults	Measure Name:	Older Adult Course Enrollments	Owner:	Ellen Whitlock
Strategy:	Develop and Utilize Older Adults	Objective:	Increase Life-Long Learning Opportunities		
Description:	Older adults need to maintain physical health and mental acuity by taking advantage of ongoing learning opportunities. This will help them increase their level of self-sufficiency and if they choose, to re-enter the workforce in meaningful full- or part-time job opportunities.				
Lag/Lead:	Lag	Frequency:	Annual	Unit Type:	#
				Polarity:	High values are good
Formula and Data Source:	On an annual basis, research the participation of older adults (age 55+) in educational activities at institutions of higher learning in Guilford County. Activities will include the learning of skills to obtain gainful employment as well as leisure and/or recreational learning opportunities.				
Baseline:	Baseline to be determined at end of 2006.	Target:	By 2007, increase the number of older adults participating in learning opportunities by 10% every year.		
		Initiatives:			
Data Collector:	High Point University Evening Degree Department	<ol style="list-style-type: none"> 1. JobLink Strategic Planning Process 2. Community Needs Assessment Process 3. Business Needs Assessment Process 			

WORKFORCE PREPAREDNESS INITIATIVE ACTION PLAN

Title: Older Adult School Volunteer Program

Date: September 8, 2006

Action Plan Champion: Ellen Whitlock, Senior Resources Center Executive Director

Link to Strategic Objective(s): Increase Academic Achievement of Students

Link to Measure(s) and Target(s):

Measure: Older Adult School Volunteers

Short-Term Target: By 2010, 325 older adult volunteers in High Point classrooms.

Long-Term Goal: By 2015, 650 older adult volunteers in High Point classrooms.

Purpose of Strategic Initiative Action Plan:

The purpose of this Action Plan is to increase the number of community volunteers in High Point schools by utilizing the knowledge and expertise of older adults. Able and willing older adults can mentor children and young adults as they work to master rigorous courses and set goals for post-secondary education and training.

Action	Start	End	Expected Outcome	Responsibility
1. Create a marketing plan that will include a unique name for the project.	Sept. 2006	Sept. 2006	Tagline for programming to attract older adults to volunteer in H.P. Schools	Sonya Conway-GCS Ellen Whitlock – Sr. Resources Center
2. Assess current volunteer opportunities in High Point schools.	Sept. 2006	Sept. 2006	Identify at least 5 different opportunities are available for older adults	Cerise Collins/Leigh Ayers - CIS
3. Survey schools to identify student needs.	Sept. 2006	Oct. 2006	# of students needing volunteers	Cerise Collins/Site Coordinators – CIS Curriculum Facilitators - GCS
4. Design job descriptions for volunteer opportunities.	Sept. 2006	Oct. 2006	Job Descriptions for each volunteer opportunity for older adults	Ellen Whitlock – Sr. Res. Leigh Ayers - CIS
5. Recruit volunteers.	Oct. 2006	ongoing	Increased number of older adult volunteers in the H.P. schools	Senior Resources, Senior Centers, GCS, PTA's, CIS, Community organizations
6. Train volunteers.	Oct. 2006	Ongoing training sessions	Retention of volunteers	CIS, UW Volunteer Center
7. Place volunteers in schools.	Oct. 2006	Ongoing throughout school year	90% of students needing volunteers will be paired with older adult volunteer	CIS Site Coordinators, Designated school personnel
8. Monitor, evaluate, and continue to improve program.	Jan. 2007	Ongoing	Improvement in student achievement scores.	GCS, CIS, Senior Resources

Estimated Resource Requirements (People, Time, Money, Materials, Space, etc.):

Participating Organizations:

Identification and Mitigation of Risks (if any):

Background Information and/or General Comments:

Appendix E

Strategic Plan Resource Requirements

Appendix E

Strategic Plan Resource Requirements (as of November 7, 2006)

Strategic Initiative Action Plan (Champion):	Estimated Resource Needs:	Comments:
Shared Indicators for School Readiness Initiative (Guilford Education Alliance)	\$46,000	
Support Our Schools Action Plan (Communities In Schools)	To be determined	Background Checks take up to 4-6 weeks to complete
FOCUS Guilford Family Involvement Initiative	\$38,000	
Business Needs Assessment Process	\$3,500 survey administration costs	
JobLink Strategic Planning Process	To be determined	100 hours potentially required by JobLink partners in plan development and implementation
WorkKeys® System	\$100,000 for marketing and advertising; \$112,500 for project roll-out	
The High Point Teacher-Scholar Incentive Program	Cost of incentive package to be determined	
The High Point Academic Scholar Program	To be determined	
Community Leadership Development Program	Need to determine cost of program design and development, including faculty costs	