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**Hamblen County
P-16 Council**

**Morristown Area Chamber
of Commerce**

**REPORT
RECOMMENDATIONS**

October 2008

1. Background

1.1 Introduction to the Economic and Education Summit

Economic, Education, Government, Community and Media leaders from Claiborne, Cocke, Grainger, Greene, Hamblen, Hancock, Hawkins, and Jefferson Counties convened on June 26, 2008, at The Country Club in Morristown to discuss the relationship between economic development and education and determine action steps. The Hamblen County P-16 Council and the Morristown Area Chamber of Commerce sponsored the Summit to build awareness of the link between economic success and quality education. Both organizations are involved in promoting local and regional prosperity through developing a skilled workforce.

Economic and education trends and key issues for the south generally and for Tennessee specifically were presented by Jim Clinton, Executive Director of Southern Policy Growth Board, and Dr. Matthew Murray, Center for Business & Economic Research, The University of Tennessee. Margaret Horn, co-chair of the “Tennessee Diploma Project,” and Dr. Katie High, University of Tennessee Vice President for Academic Affairs and Student Achievement, discussed Tennessee’s education plan, focusing on the “Tennessee Diploma Project.” This statewide response to the urgent need for strengthening of the public education system will be implemented in all Tennessee public high schools by the 2009-2010 school year. All freshmen entering high school during that academic year will complete a new state curriculum for graduation. Dr. Irene Jillson of Georgetown University assisted in the design of the deliberations and preparation of the report of findings and recommendations.

Prior to these presentations, eighteen business and civic leaders from Morristown and surrounding area counties met in a roundtable discussion to identify the three most important actions that manufacturers can take—and that their organization specifically can take – to help ensure that high school students in Tennessee are ready for post-secondary school and work. The presentations on economic and education trends were attended by 86 economic, education, government, community and media leaders from the eight-county area. Following the presentations, the attendees participated in work sessions to identify and select priorities for actions to help ensure that high school graduates in the eight-county area represented by the participants are ready for post-secondary education, work, and life in a changing world. In addition, they identified ways to build local and regional educational support toward that end. The participants also made explicit individual commitments to this goal.

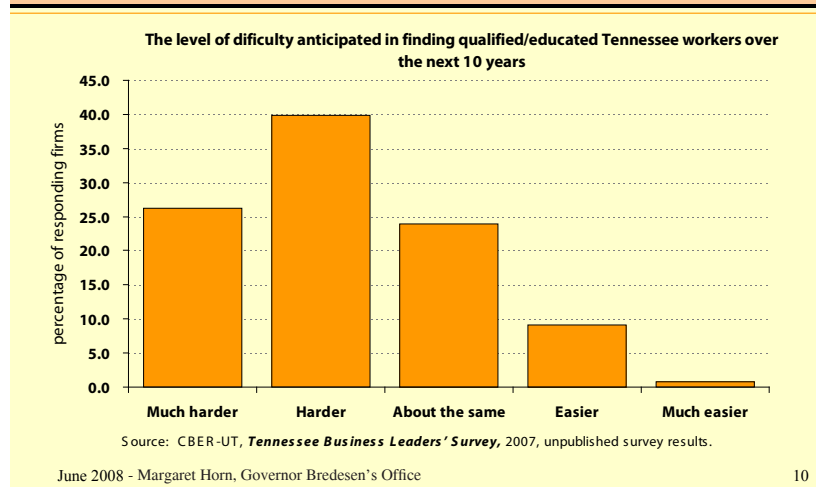
The potential for socioeconomic growth and for strengthening educational achievement in Tennessee is significant, building on a tradition of culture—crafts, music, the fine arts, knowledge, and innovation. The agrarian history of the state is laudable and manufacturing enterprises are expanding, but the economy has not consistently and adequately evolved with technological developments globally or in the U.S. This is critical: the U.S. is increasingly challenged in the global marketplace, and the south is increasingly challenged within the U.S.

Economic and educational indicators in the South, and in Tennessee specifically, are now below the national average; indeed, indicators suggest that the situation is of crisis proportions. For example, 18% of Tennessee youth 18-24 years of age are below the poverty line, 24.1% of the adult population did not have a high school diploma in 2000; in 2004, just 63% of students had graduated from high school, and funding for K-12 education is well below the national average. The U.S. Chamber of Commerce uses educational indicators to create a report card for states: Tennessee’s grade in 2007 was a “D.”

What does this mean for the future in Tennessee? There are clear and compelling associations between educational attainment and average annual income, whether or not an individual is covered by health insurance (linked primarily to

1.2 Education, Work and Life in Tennessee

Expectations of the future Tennessee workforce

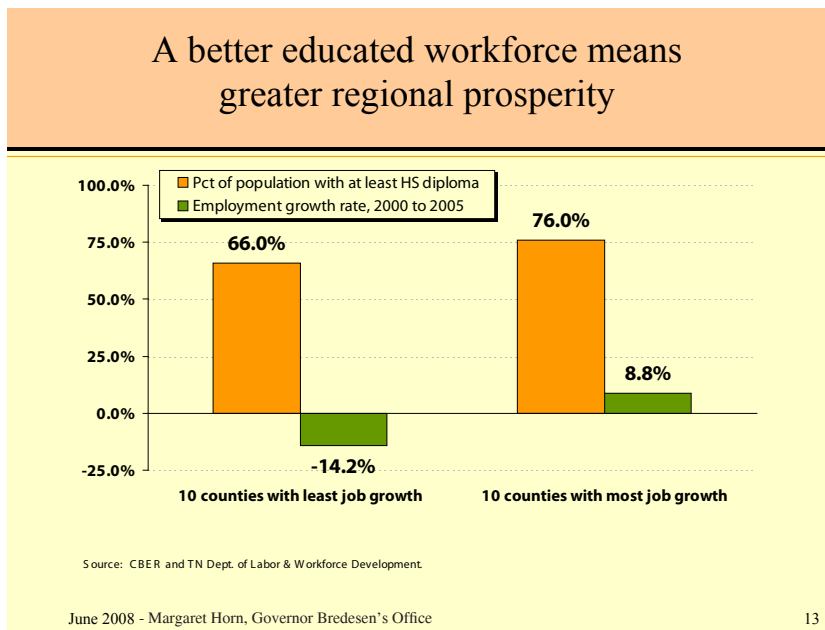


one's workplace), and health indicators. In the latter case, for example those with less than a high school diploma had a life expectancy of 78.2 years, in comparison with those with a college degree, whose life expectancy is 82.5 years. The infant mortality rate is more than twice as high for newborns of mothers with less than a high school education than those with 16 years or more of education.

To be fully engaged and competitive, the population in Tennessee must be self-reliant, bold, willing to experiment, have an adventurous spirit, and encourage and support ingenuity in education and enterprise. This last factor is critical: the accumulation and sharing of knowledge and its application to innovation is fundamental for a healthy economy and stable society. Success requires engagement on the part of parents, the immediate community, and stakeholders throughout society; this is a systemic problem, not solely the purview or responsibility of the educational system.

A recent survey of the Tennessee population indicates that there is an urgent need to address the social, economic and institutional barriers to educational achievement and economic growth. The survey also suggests that there must be clear connections between K-12 education and the needs of potential employers. Linking education with specific knowledge and skills needs requires partnerships between education, business and community groups to ensure that students, schools, and communities have adequate resources. To meet the needs of potential employers: in 2007, 40% of Tennessee business leaders surveyed indicated that it would be more difficult to find qualified/educated workers over the next 10 years.

1.3 Tennessee Diploma Project Update



In January 2007, Tennessee joined the American Diploma Project (ADP), a coalition of 33 states involved in aligning the high school curriculum and standards to meet the demands of both college and work. ADP is an initiative of Achieve, Inc., a bipartisan nonprofit organization that supports states to raise academic standards. States in the ADP Network, which are funded primarily by the Bill & Melinda Gates foundation, the GE Foundation and the IBM Corporation, have four key priorities:

1. Align high school standards with the demands of college and work;
2. Require all students to complete a college and work-ready curriculum so that earning a diploma ensures that a student is ready for post-secondary opportunities;

3. Build college- and work-ready measures into statewide high school assessment systems; and
4. Hold high schools and post-secondary institutions accountable for student preparation and success.

The Tennessee Diploma Project (TDP) is supported by the Tennessee Business Roundtable and the Hyde Family Foundation. Guided by the Tennessee Alignment Committee –comprised of state and local officials and business, post-secondary and K-12 leaders from throughout the state— the TDP has three goals:

1. Clearly define skills needed for work and college in Tennessee;
2. Communicate information to state officials working to make changes in the curriculum; and
3. Replicate national research and follow a national blueprint for higher education and business community outreach.

The TDP time schedule is shown in Figure 3. TDP has organized roundtable discussions with human resource professionals, senior executives, and others to identify expectations with respect to education and skills and has aligned high school standards with these, focusing on basic requirements. TDP is in the process of carrying out new assessments to create increasingly difficult standards, including re-defining “proficiency” and its measures. Cooperation and partnership are seen as fundamental to the success of this initiative and are embedded in PC 459, a broad bill

“...to authorize public postsecondary institutions and local educational associations (LEAs) to jointly establish cooperative innovative programs in high schools and public postsecondary institutions.”

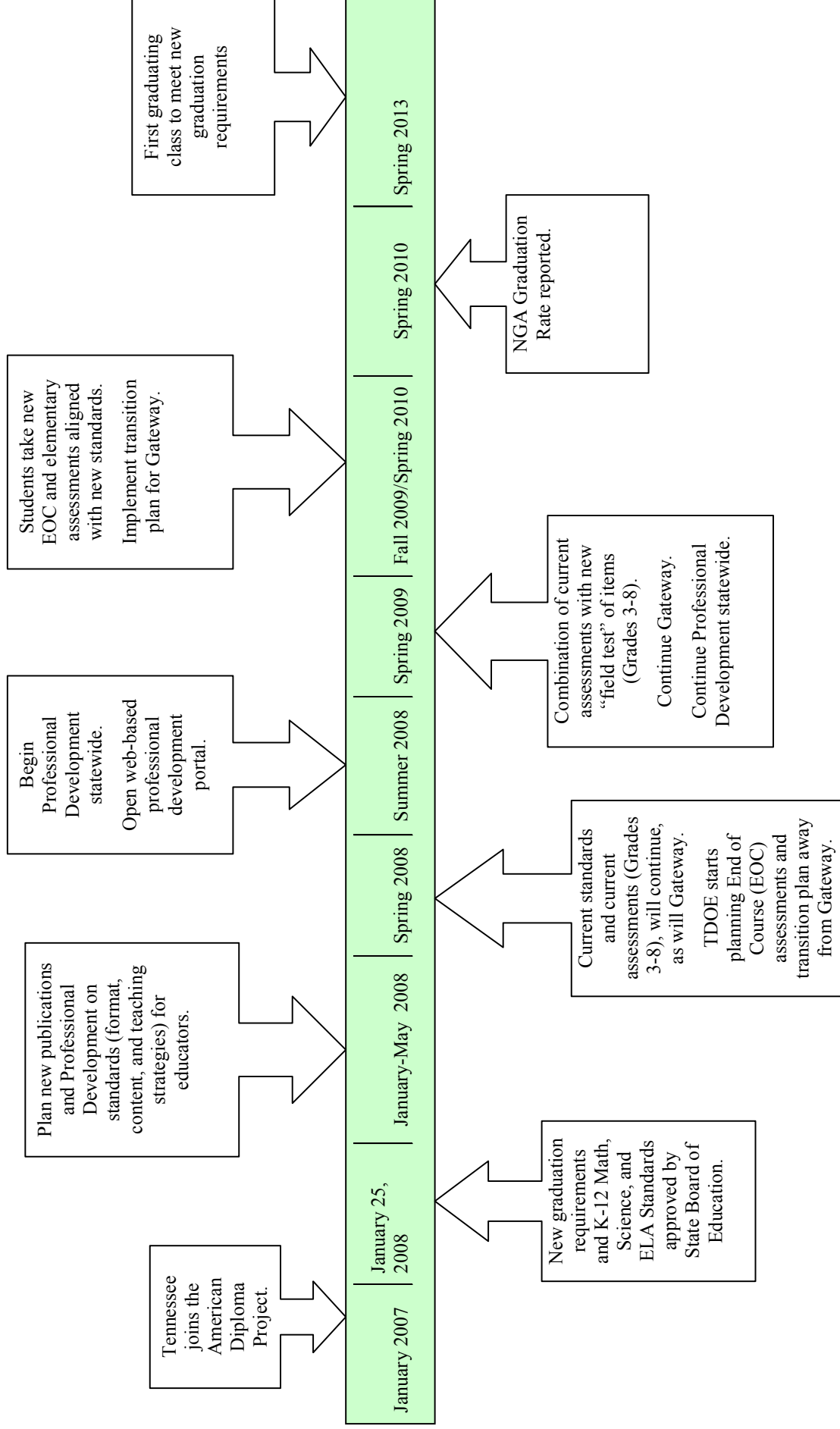
The next steps for the TDP are:

- To continue to roll-out new standards to K-12, higher education and the business communities;
- Cultivate strong partnerships with PTAs, community organizations, youth support organizations; and
- In partnership with Achieve, Inc. and with support from the GE Foundation, determine a sustainability plan and responsibilities.

Three factors are considered imperative to ensure success of TDP; these are:

- Ensuring that there is strong leadership on the part of government, K-12, higher education and that business leaders are working toward the common goal of ensuring that all students are ready for college and work;
- A sense of urgency, that solving this challenge is critical to Tennessee's ability to compete in a global economy; and
- A long-term commitment to seeing the agenda implemented.

TDP Timeline



During the discussion that followed the presentations, the following key points were made, some of which specifically related to the eight-county area:

- The participants in the summit – and those they represent – can make a difference to move the state and country forward by
 - Accepting that it is their individual and organizational responsibility to do so—that they must “own” this responsibility
 - Become involved and create change
 - Think outside the box – including new approaches to the delivery of education
 - Invest resources, including funds, in education and economic development (modeling after North Carolina, for example, which has invested in and strengthened education since 1970)
 - Manufacturers must partner with schools and the community, engaging with others
 - Frequent contact with educational leaders, teachers and students to communicate the knowledge and skills needed and types of courses that are appropriate to meet these needs
- Overcome obstacles, perceived by many as including:
 - Business having “stepped away” from their responsibility to the community
 - Educational leaders not listening or being responsive to the community
 - Community moving away from its commitment to education: perhaps because the public does not value education and leaders who do not have post-secondary education are not valuing it
 - Responsibility to communicate to the public why education matters: its role in social and economic development
 - Reducing the “brain drain”
- In the first half of 2008, Hamblen County had a 35% industrial employment rate – how to sustain this indicator:
 - Must diversify—think broadly when recruiting industries to the area
 - Manufacturing should seek technological change –innovation—in industry and education and support the latter
- Education must be a priority 365 days of the year and the broad community must be committed to it:
 - Educating parents about the value of post-secondary education, including college and technology schools
 - Communication with broader community through the print and other media
 - Educating the community about technology; e.g., robotics tends to preserve jobs in the area by ensuring global competitiveness of industries based in eight-county area.

2. ENSURING ECONOMIC SUCCESS AND QUALITY EDUCATION IN THE EIGHT-COUNTY AREA

The results of the two participatory sessions are presented in this section of the report: 1) the business roundtable results, in which 18 business leaders from the Morristown area met to identify actions they could take; and 2) the results of roundtable discussions among the 90 economic, education, government, community, and media leaders from the eight-county area following the presentations.

2.1 Morristown Area Business Roundtable Results

The two broad questions addressed during this roundtable were:

1. What are the three most important actions that manufacturers can take to help ensure that high school students in Tennessee are ready for post-secondary school and work?
2. What action can your organization take to help ensure that high school students in Tennessee are ready for post-secondary school and work?

As part of this discussion, the participants addressed the skills and cultural shifts needed by the manufacturers; these were:

Employees

- Communication
- Basic computer skills
- Learning other languages (most populations among our global competitors speak multiple languages)
- Metrics
- Technical Survey courses: expanding technical education

- Critical thinking/learning skills on the part of students

Employees and community

- Work ethic
- Value for education: appreciation for its “real life” application as well as education for its own sake
- Cultural understanding on the part of the community

The three most important skills were

seen as: communication, critical thinking, and “soft skills” (motivation, being a self-starter). The question raised was: What can they, as manufacturers in the community, together with the educational system, do specifically to help ensure that these skills are available among the workforce in Morristown? The consensus reached was with respect to the following:

Three most important skills needed by manufacturers:

- Communication
- Critical thinking
- “Soft skills” – work ethic, motivation, being a self-starter

What industry can do?

- Speaking to students, parents and community
- Mentoring students
- Arranging for students to visit manufacturing sites – plant tours
- Teacher externships in manufacturing

What educational system and community can do?

- Strengthen critical learning/thinking education throughout K-12
- Enhance problem-based learning; provide “real world examples” with courses, e.g., mathematics
- Arrange for and support manufacturing-based internships
- Support in-school arts curriculum in grades K-5
- Exposure to other cultures
- Enhanced language programs
- Arrange for mentoring by manufacturers
- Communicate importance of education and making the correct choices to match the individual student’s talents with educational choices
- Have a renewed emphasis on the appropriate course of action for curriculum changes to meet goals

2.2 Education Summit Participant Discussion and Findings

Following the Summit presentations and discussion, the participants worked in ten roundtables to identify priority actions that could be taken, the agency or organization that should be primarily responsible, when the action should be taken, and indicators to measure if the action has had impact. At the end of the group discussions after the panel presentations, participants made commitments to ensuring promoting local and regional prosperity through developing a skilled workforce.

2.2.1 Actions to be Taken

Appendix 1 presents the priority actions to be taken and impact indicators for the actions for each of the ten roundtables. The most commonly mentioned actions to be taken were:

- Create cultural change to value education
 - engaging all stakeholders – students, parents, businesses, the school system and citizens— in the process and making them **accountable**
- Share information with citizens on the key indicators related to education – such as income, health status, civic engagement, and regional prosperity—and the intrinsic value of education
- Align and update curriculum with knowledge, skills, and behaviors required for the workforce, irrespective of post-high school educational attainment
 - training and re-training educators and guidance counselors to the newly aligned and updated curriculum
- Engaging parents to ensure their support for education generally and for their children specifically
- Making funding for education a community priority
 - improve physical plant of schools, equipment, technology

Virtually all indicated that the action should be taken “now,” ASAP,” or immediately. Some recorded individual actions that could be taken by group members. These included, for example,

- Increasing visibility of education and its relationship to regional prosperity through publishing newspaper articles, including for example regarding the Tennessee Diploma Project
- Engaging and strengthening Parent Teacher Associations (PTAs)—including a focus on their role in advocacy
- Manufacturers sponsoring and participating in mentoring projects, visiting schools, and engaging in student discussions regarding manufacturers' needs for job-related knowledge, skills, behavior and summer internships
- Investing in education.

2.2.2 Commitment

Thirty-six participants made commitments; they were both broad—such as help with fund raising — and specific—such as create an externship program in his/her enterprise. The most frequently mentioned were:

Commitments made by participants:
<ul style="list-style-type: none"> ▪ Providing resources ▪ Sponsoring or conducting mentoring and comparable programs ▪ Advocating for education ▪ Engaging students in the change process becoming involved in the educational system

- Providing resources or help to expand, including providing funds, equipment, and technical assistance and helping to align curriculum and skills with the needs of industry;
- Sponsoring or conducting mentoring, internship/externship programs, job “shadowing” and/or career fairs;
- Being an advocate for education generally through public awareness campaigns and civic engagement through a variety of mechanisms, including HC*EXCELL;
- Support for engaging students in the change process; and
- Becoming involved in and strengthening personal involvement in the educational system and its support networks (e.g., P-16 Council, school PTAs).

Other commitments included, for example:

- Adopting a school
- Use the mall as a possible venue to address issues
- Monitoring and tracking student progress toward mastery
- Showing the video, Ripple Effect
- Suggest to Tennessee Press Association that they focus some resources on explaining the Tennessee Diploma Project and reasons for it
- Communicate importance of strengthening the educational and economic development of Tennessee and the eight-county area to the public, including information about the Tennessee Diploma Project to the community (e.g., through the local newspaper)
- Represent this initiative in Jefferson County, Rotary, County Commission; work with local school system to increase communication and allocation
- Attempt to increase the value that our stakeholders place on education by increasing communication
- Serve on regional organizations to seek initiatives that will encourage excellence in education—one should be formed

Appendix 1: Recommended Actions to be Taken

Group 1 Report

Action to be taken	What agency or organization is primarily responsible for this action?	What indicators can be used to measure if the action had impact?
Cultural Change – create value for education	County Government or Hamblen County P-16 Council	Dept of Ed Information on Diploma Project
Share info on income vs education level		Series of newspaper columns Internet 3-5 articles 750 words
Share DVD with employees	Hamblen County P-16 Council	
Individual Actions <ul style="list-style-type: none"> • Support School System/TN Dept of Ed • Newspaper articles explaining TN Diploma Project • Use Alumni newsletters • PTA Groups 		

Group 2 Report

Action to be taken	What agency or organization is primarily responsible for this action?	What indicators can be used to measure if the action had impact?
Engage & educate parents and citizenry about the importance of education	Alliance B/T School Board, Chamber, P-16, HC*EXCELL, Government	Drop Out PTA Funding Increased Educational Funding
Guidance of students toward access & Opportunities, starting at 8 th grade	School System Mentorship Parents	Placement Method Drop Out
Align Curriculum, soft skills, education with Educational applications	State BOE	Placement Method Drop Out

Group 3 Report

Action to be taken	What agency or organization is primarily responsible for this action?	What indicators can be used to measure if the action had impact?
Update curriculum; educate community to build appreciation		Implementation of internships, money
Interaction between industry and education is everybody's job	Parents, business	Grad rate/income levels Improvements in test scores, change in attitudes toward mechanical

Group 4 Report

Action to be taken	What agency or organization is primarily responsible for this action?	What indicators can be used to measure if the action had impact?
Counselors must be trained to guide those students not college bound through CTE program	School System	Lower Drop Out Rate
Educate public to support education with better funding and encourage their kids to stay in school	Community leaders from all facets of life	Comparisons to other systems
Use media, comedy, text messaging & other "language" of this generation of teens to communicate the need to stay in school	Combination of school system, industry, community leaders, student leaders	Lower Drop Out Rates

Group 5 Report

Action to be taken	What agency or organization is primarily responsible for this action?	What indicators can be used to measure if the action had impact?
Communicate value of education to parents relative to jobs, etc.		
Engage parents!!		
<p>Individual Actions</p> <ul style="list-style-type: none"> • Get involved (even if children are out of school) • Increase visibility through promoting education agenda in newspaper • Communicate importance of education through mayor's office • Participate in student discussions relative to job skills and expectations • Educate parents with regard to advocacy (importance) 		

Group 6 Report

Action to be taken	What agency or organization is primarily responsible for this action?	What indicators can be used to measure if the action had impact?
Re-engage the stakeholders and make them all accountable; parents/ families, education, community leaders (elected, appointed, Business/Industry and students of education)	Community as a whole Starts with elected officials Think globally	Graduation rate
Make funding a priority	Make elected officials educators, parents, children, etc. realize that education is an investment not an expense	Graduates return to the community Per capita income rise
Train educators, recruit, retain good teachers	Quality college graduates committed to lifelong School Board, Funding Bodies	Age level of community lowers Young people are attracted to high paying jobs

Group 7 Report

Action to be taken	What agency or organization is primarily responsible for this	What indicators can be used to measure if the action had impact?
Involve parents in education; develop program to educate parents on how to encourage kids to achieve more	Business, Chamber, legislature	Graduation rates # that go to college # who bring knowledge back home
Find ways to fund schools	Tax increases are not popular; need to educate citizenry, business, elected officials; Those in opposition speak louder, but are not necessarily more representative	
Set standards for county commission and school board members (elected office) Soft skills – manage debt, proposed financial motivators, role models, Financial management	Target people who value higher education and industrial progress Rural communities = culture of “Good ole Boy” mentality	

Individual actions

- Invest in education: it opens more doors
- Manufacturers Adopt-A-Graduate
- Mentors- to go to schools & talk realistically about what life takes
- Summer internship for students to show them about the working world
- Economic incentives for kids to graduate – should we consider it.
- Help them find what they like to do & don't like
- Provide mentors from business community target groups with less family support, comparable to the Big Brother/ Sister program

Group 8 Report

Action to be taken	What agency or organization is primarily responsible for this action?	What indicators can be used to measure if the action had impact?
Redefine the role of guidance, social issues; increase staffing	High School/DOE	Change with 2013 graduation
Increase parental development and involvement; educate public on long-range planning	Community leaders/faith based/ PTO's	Graduate rate Job placement (unemployment rate)
Breaking cycle of lack of success	Community; Advertising campaign Raise, not cut taxes	Data to show where the tax increases can benefit public Tax Structure
Individual Actions <ul style="list-style-type: none"> Education: tell business leaders that we want to partner/engage to achieve goal 		

Group 9 Report

Action to be taken	What agency or organization is primarily responsible for this action?	What indicators can be used to measure if the action had impact?
Model of communication to all stakeholders of the importance of educating our future workforce; develop and disseminate in one year	Chamber of Commerce (Identifying key speakers to promote a quality workforce); complete in one year	
<ul style="list-style-type: none"> Create and award a Challenge/ Recognition/Reward Creating local list of experts to speak with students in the area of importance for preparing for post-secondary school and work Initiate within one year 	P-16 Council Chamber of Commerce	

Group 10 Report

Action to be taken	What agency or organization is primarily responsible for this	What indicators can be used to measure if the action had impact?
Teacher Training Must understand new standards Roll Out Video	State Department of Education Individual School Systems Companies/ Higher Ed	Test TCAP & ACT Teacher Survey Evaluations
Better facilities, Equipment & Technology	Local companies County Commission – Tax Legislature – Tax payers	Student referrals; employee surveys

Appendix 2 Participants in Business Roundtable Discussion

Howmet	Alexander Alford
Vifan	Greg Gillis
ConAgra	Troy Nicholas
JTEKT	Mike Davidson
International Paper	Mike Thompson
Jefferson Federal	Andy Smith
Citizen Tribune	Jack Fishman
Morristown City Council	Kay Senter
City of Morristown	Robb Neill
Tennessee Technology Center at Morristown.....	Lynn Elkins
WSCC	Tom Sewell
Flexible Packaging Sonoco	Eric Oliver Franz
Colortech, Inc.	Alex Rom-Roginski
Mayor, City of Morristown	Barbara "Sami" Barile
Daniel Paul Chairs	Pete Barile
Rich Foods	Derwood Brady
HC*Excell	Tish Jones
Facilitator:	Jim Clinton

Appendix 3 Participants in Education Summit

Ron Ailey	Burke-Ailey
Alexander Alford	Howmet-Alcoa
April Ball	International Paper
Peter Barile.....	Daniel Paul Chairs
Sami Barile	City of Morristown
Max Biery.....	Morristown Utility Systems
Chris Black	Positive Youth Development Initiative
Larry Blazer	Cocke County School System
Archie Bone	Jefferson County Board of Education
Derwood Brady.....	Rich Products
Charlotte Britton.....	Hawkins County School System
Nicole Buchanan	Hamblen County Government
Sherry Butler.....	Cocke County Partnership
John B. Cagle.....	Jefferson County High School
Lisa Caldwell	Jefferson County Chamber of Commerce
Connie Campbell	Jefferson County School System
Alvaro J. Cantillo.....	Colgate-Palmolive
Margaret Childress	Hawkins County School System
Richard Clark.....	Morristown Hamblen Healthcare System
Jim Clinton.....	Southern Growth Policy Board
Justin Cook.....	Regions Bank
Jim Crumley.....	City of Morristown
Michelle Davenport.....	Tennessee Technology Center at Morristown
Mike Davidson	JTEKT
Karen Davis	Public School Forum
Laura Dickerson	HC*EXCELL
Jerry Dillard	MAHLE
Darris Doyle.....	First United Methodist Church

Lynn Elkins	Tennessee Technology Center at Morristown
Jim Ely	DCEA
Jim Feltman	Greeneville Sun
Ralph Fielder	City of Morristown
Mike Fishman	Citizen Tribune
R. Jack Fishman	Economic/Education Summit Committee
Eric Frantz	Sonoco
Dale Gentry	The Standard Banner
Gregg Gillis	Vifan USA
Sheryl Gray	Carson-Newman College
Clay Greene	Positive Youth Development Initiative
Breck Habeggar	First Tennessee Bank
W.T. Hale	PFG Hale
Randy Harrell	
Katie High	University of Tennessee
Carolyn S. Holt	Hamblen County Board of Education
Margaret Horn	Governor Bredesen's Office
Paul Hyde	H.E.A.T.
Cynthia Jackson	Congressman David Davis's Office
John M. Jones, Jr.	The Greeneville Sun
Tish Jones	HC*EXCELL
Michael Kaufman	CBL & Associates
Patricia Kraft	Carson-Newman College
Paul LeBel	Hamblen County Commission
Robert Lydick	Rose Center
Dale Lynch	Hamblen County School System
Nolan McDaniel	Positive Youth Development Initiative
Iliff McMahan	Cocke County Mayor
Sandy McNeace	Colortech, Inc.
Nancy B. Moody	Lincoln Memorial University
Manney Moore	Cocke County School System
Matt Murray	University of Tennessee Knoxville
Troy Nichols	Con Agra
David Noonkesser	Jefferson County High School
Thom Robinson	Morristown Area Chamber of Commerce
Don Rogers	Rogers Petroleum
Alex Rom-Roginski	Colortech, Inc.
Clark Rucker	Morristown Utility Systems
Gary W. Seal	Hancock County School System
Kay Senter	City of Morristown
Tom Sewell	Walters State Community College
Barbara Simmons	Central Services
Andy Smith	HC*EXCELL
Stanley Smith	Town of White Pine
Roni Snyder	Career Professionals
Susan Stansberry	Tennessee Technology Center at Morristown
Sherrie Storer	Tusculum College – Greene County
Tom Strate	Strate Insurance Company
Michael Thompson	International Paper
Mike Tuten	Claiborne County Mayors Office
Don Watson	The Greeneville Sun
Murrell Weesner	HC*EXCELL
Anne Williams	Cocke County Government
Debra Williams	Morristown Area Chamber of Commerce
Tim Woodward	Positive Youth Development Initiative
Deb Wooley	Tennessee Chamber of Commerce and Industry
Bobbie Young	Citizen Tribune