

Don Herriott

Pathways Success for *Every* Student in the 21st Century Workplace

APPENDIX 1A

GOVERNOR HODGES' EXECUTIVE ORDER (2000-17) ESTABLISHING THE WORKFORCE EDUCATION TASK FORCE

WHEREAS, South Carolina businesses and industries are increasingly concerned by the disparity between our workforce needs and the supply of qualified high school graduates; and

WHEREAS, the *Skills That Work 1998* survey indicates that the greatest challenge facing companies is the "availability of a prepared workforce"; and

WHEREAS, many high school graduates need remedial help to succeed in post-secondary educational programs; and

WHEREAS, State policy should be reevaluated to ensure support for better preparation of high school graduates to meet the needs of the workplace.

NOW, THEREFORE, I hereby establish the Workforce Education Task Force (hereinafter referred to as "the Task Force"), that shall have the following responsibilities:

To conduct an assessment of:

- current workforce education initiatives;
- the "best practices" in workforce education in South Carolina and in the nation;
- workforce demands;
- activities provided in schools that contribute to meeting workforce needs;
- educational barriers that deter transition into the workforce.

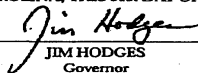
To recommend actions to be undertaken to better prepare our students for the workforce or for postsecondary education.

It is further provided that an interim report shall be submitted to the Governor and the General Assembly no later than November 1, 2000. A final report shall be submitted to the Governor and General Assembly no later than October 1, 2001, at which time the Task Force shall dissolve.

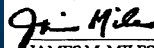
The membership of the Task Force referenced herein will be designated by the Governor within 30 days from the date of this Executive Order.

This Order shall take effect immediately.

GIVEN UNDER MY HAND AND THE GREAT SEAL OF THE STATE OF
SOUTH CAROLINA, THIS 31st DAY OF MAY, 2000.


JIM HODGES
Governor

ATTEST:


JAMES M. MILES
Secretary of State



State of
South Carolina
Office of the Governor

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- 1) While only 32 percent of our ninth graders will pursue a two-year degree or certification, the majority of jobs-65 percent- will require one;
- 2) Another 28 percent of our ninth graders will pursue a four-year degree, yet only 20 percent of jobs will require one; and
- 3) The final 40 percent of our ninth graders will pursue an “unskilled” job-because they either drop out of high school or simply lack the skills needed for employment-but only 15 percent of jobs available will be considered “unskilled.”

These figures reflect an enormous mismatch of education and workplaces needs that our state simply cannot afford, a gap that is growing daily.

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The Workforce Gap

Where 9th Graders
Are Headed*

VS.

Where the Jobs Are**



28% will enter a 4-year college



20% require a 4-year college degree



32% will enter an associate degree program or advanced training



65% require an associate's degree or advanced training



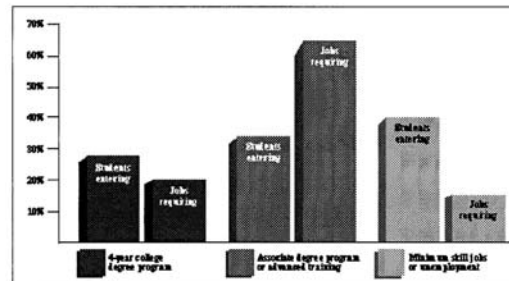
10% will lack the skills needed for employment



15% require minimum skills



30% will drop out before completing high school



*Source: 1998-1999 State Department of Education Special Survey sent to each high school, 1985-1999 State Department of Education Enrollment Data, and 1989-1999 High School Completer Data

**Source: Carol D'Amico, *Workforce 2020: Work and Workers in the 21st Century*. Task Force believes jobs requiring a 4-year college degree could be higher than 20 percent.

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Conclusions:

The Task Force also concludes that this future is possible only with basic education reforms that are both student-centered and based on workforce needs. A properly educated workforce prepared through college, technical college, or high school is fundamental in creating and maintaining the vibrant economic environment needed to turn our vision into reality. Equally strong is the Task Force's conviction that failure to fully implement and sustain requisite educational reforms will have a profound negative social and economic consequences.

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Recommendation 6:

New doors must be opened for students at high risk of dropping out by offering additional educational opportunities that lead to gainful employment and life long learning.

Abbeville v. State

515 S.E.2d 535, 539 (S.C. 1999)

We hold today that the South Carolina Constitution's education clause requires the General Assembly to provide the opportunity for each child to receive a minimally adequate education. (emphasis added)

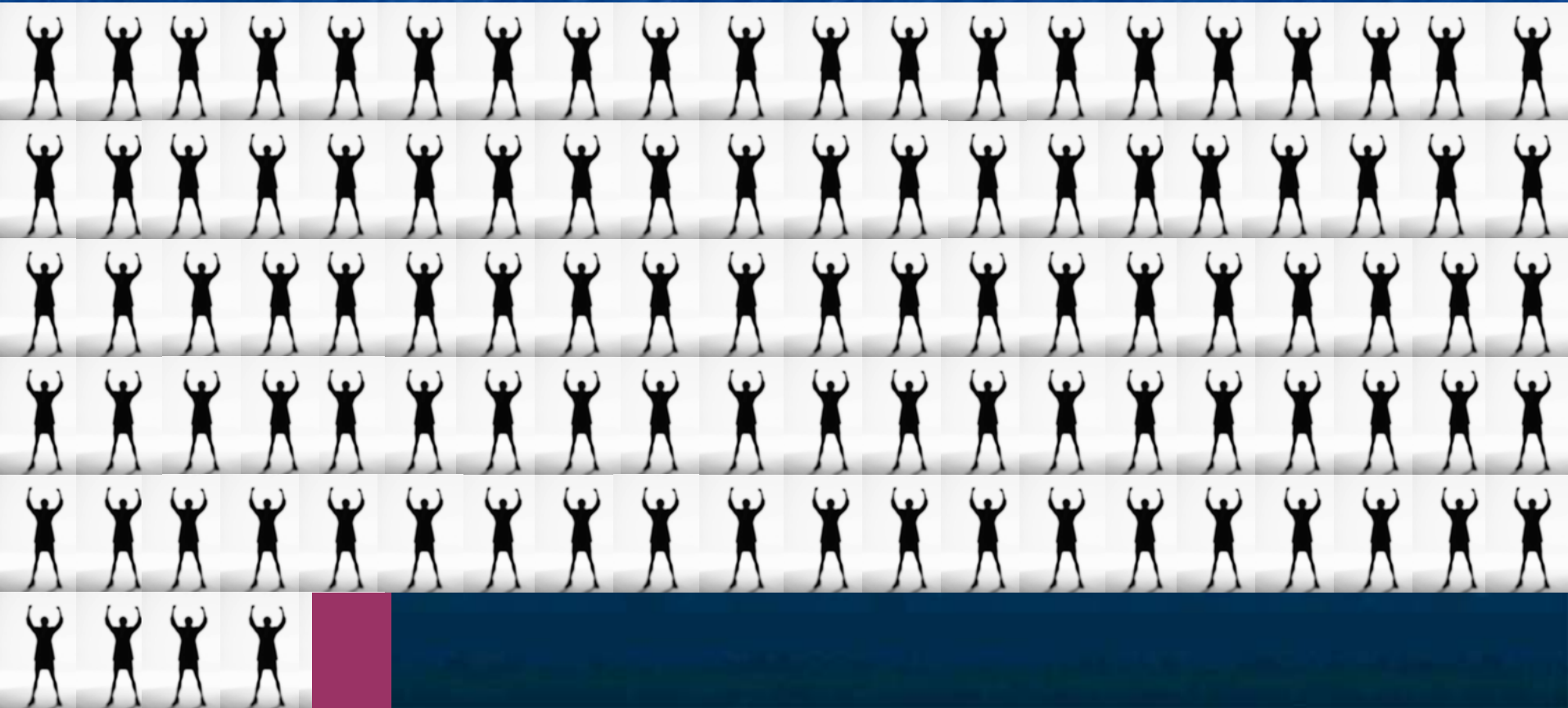
Roche Carolina's Hiring Efforts for 20 Job Openings

1,474	Applications Received
1,200	High School Graduates
737	Signed Up for Testing
549	Showed Up for Testing
63	Passed Test
44	Interviewed
18	Began Program
14	Completed Program

Roche Carolina's Hiring Efforts for 20 Job Openings



= 14 applicants



Governor Ransome J. Williams 1947

The children of South Carolina are her most valuable investment and priceless resource. They are the very foundation of our future, and we can make no better investment than to see that the children of our State are kept healthy, and are properly educated to cope with the problems of tomorrow. I need not call to your attention the gravity and the immensity of the problem of education.

Governor Richard W. Riley 1984

Industrial development truly begins in the classroom. Being 50th in support of education sends a message: it tells potential industries that we don't expect much from ourselves or our future. It says that Georgia and North Carolina have more confidence in their children than we do.

Abbeville v. State

515 S.E.2d 535, 539 (S.C. 1999)

The purpose of providing a public education is to benefit not just the individual receiving it, but also the public at large.

Abbeville v. State

515 S.E.2d 535, 539 (S.C. 1999)

We define this minimally adequate education required by our Constitution to include providing students adequate and safe facilities in which they have the opportunity to acquire:

* * *

3) academic and vocational skills.