Our special thanks for artistry and design goes to Kelly Noles of Noles Design for the Moving Forward logo and to Mary Jo Helms of CreativeMode for publication design.

This publication is supported by a grant from Lincoln Financial Foundation.
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### Guilford County Schools: by the numbers

<table>
<thead>
<tr>
<th>Category</th>
<th>2003</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>72,388 K-12 students</strong></td>
<td>65,118</td>
<td>72,388</td>
</tr>
<tr>
<td><strong>127 Schools</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3rd largest NC school district</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Among 50 largest in the U.S.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### DEMOGRAPHICS

- 40.7% black
- 37% white
- 12.4% Hispanic
- 6% Asian
- 3.9% Other
- 57% of students receive free or reduced lunch
- 117 languages/dialects spoken
- 95 countries represented
- 61 Title One Schools
- 10,000 special education students
- 13,000 advanced learners

### OPERATIONS

- 12 Million square feet of facilities
- 11.6 million meals served annually
- 10,404 employees
- 605 school buses
- 41,851 student riders daily
- 54,070 miles traveled daily
With the decrease in state funding, a drop in per student dollars from the county, increases in basic operational expenses like utilities and the added cost of key strategic initiatives, GCS faced a $20M gap for the 2013-2014 school year. To bridge the gap, GCS:

• eliminated programs and positions
• increased class size
• decreased number of work days for teacher assistants
• utilized carry over funds
• tapped reserves

One-time revenue sources of $7.5M from carry-over and reserve funds won’t be available again. The task at hand in building the 2014-15 budget is finding this additional $7.5M in cuts. What do we stand to lose? Things on the table include:

• ending magnet school bus transportation
• consolidating some schools
• reducing the number of student days in the school calendar (students are no longer required to attend 180 days, they are required to attend 1,025 hours)
• eliminating incentives for staff in hard-to-staff schools
• eliminating school resource officers at middle schools

Additionally with only $2M allocated from Guilford County this year for maintenance of the 12M square feet of facilities space, critical capital needs remain. GCS has identified $1 BILLION in capital needs with only $100M in funding that could be tapped by re-programming dollars originally planned for new construction and other now lower priority expenditures.
For the fifth consecutive year, GCS’ graduation rate has risen to a new high. The Class of 2013 had a graduation rate of 86.2 percent, besting last year’s rate of 84.5 percent and exceeding the 2013 state average of 82.5.

This year’s graduation rate is the highest yet since the state began calculating graduation based on a four-year cohort in 2006. At that time, GCS’ graduation rate was 74 percent, a difference of 12.2 percentage points from 2013. The four-year cohort essentially measures the number of students who entered ninth grade in 2009-10 and graduated four years later.

While worth celebrating, graduation rates don’t tell the whole story. When we break down the data there are disparities across race, ethnic and gender lines. We know there are gaps. Additionally, with higher common core standards, we are expecting to see lower proficiency rates across the board. Our success with graduation rates indicates we can rise to meet the new challenges.

### Guilford County Schools: 4-Year Cohort Graduation Rate

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guilford County</td>
<td>74.0</td>
<td>79.7</td>
<td>79.7</td>
<td>79.9</td>
<td>80.7</td>
<td>83.1</td>
<td>84.5</td>
<td>86.2</td>
</tr>
<tr>
<td>Schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charlotte-Mecklenburg</td>
<td>74.6</td>
<td>73.8</td>
<td>66.6</td>
<td>66.1</td>
<td>69.9</td>
<td>73.5</td>
<td>76.4</td>
<td>81.0</td>
</tr>
<tr>
<td>Cumberland</td>
<td>64.7</td>
<td>67.4</td>
<td>71.3</td>
<td>73.2</td>
<td>75.1</td>
<td>78.1</td>
<td>80.7</td>
<td>81.7</td>
</tr>
<tr>
<td>Durham</td>
<td>68.8</td>
<td>66.3</td>
<td>62.9</td>
<td>64.0</td>
<td>69.8</td>
<td>73.9</td>
<td>76.9</td>
<td>79.6</td>
</tr>
<tr>
<td>Forsyth</td>
<td>73.7</td>
<td>70.7</td>
<td>70.8</td>
<td>72.7</td>
<td>73.6</td>
<td>78.8</td>
<td>80.9</td>
<td>82.1</td>
</tr>
<tr>
<td>Wake</td>
<td>82.6</td>
<td>79.3</td>
<td>78.8</td>
<td>78.4</td>
<td>78.2</td>
<td>80.9</td>
<td>80.6</td>
<td>81.0</td>
</tr>
<tr>
<td>STATE</td>
<td>68.3</td>
<td>69.5</td>
<td>69.8</td>
<td>71.8</td>
<td>74.2</td>
<td>77.7</td>
<td>80.4</td>
<td>82.5</td>
</tr>
</tbody>
</table>

**New Goal: 90%**

Increase ACT Scores from 18 – 20
GCS 2016 Strategic Plan:
personalizing learning

“Educational excellence – the successful combination of high academic achievement, strength of character, service to others and excellence in all that we do will drive our strategic plan.”

– Superintendent Maurice “Mo” Green

GCS seeks to increase performance in a wide range of academic areas and will establish all specific learning assessment baselines after receipt of the 2012-13 results from the NC Department of Public Instruction and after the NC General Assembly, State Board of Education and NCDPI finalize the new accountability system, including the assignment of school grades, A-F.

FOUR FOCUS AREAS:

Personalized Learning
Character Service & Safety
Parent, Family & Community
Education & Organizational Excellence
All students, no matter where they live, are prepared for success in college and careers – that’s the goal of the Common Core State Standards (CCSS), a state-led effort initiated by school superintendents and governors across the United States.

The purpose of the CCSS is to establish a rigorous, shared set of K-12 standards in English language arts and mathematics, clarifying what students are expected to learn so that parents and teachers know how to help them reach those goals. Applying the same standards across the country also helps educators share promising teaching practices to better meet students’ needs.

North Carolina joined the now more than 45 states and the District of Columbia in adopting the CCSS. Guilford County Schools students and teachers began using the CCSS for the 2012-2013 school year.

**MYTH:** The standards were created without input from teachers.

**FACT:** Thousands of K-12 teachers, college-level educators and experts in the fields of English-language learners, civil rights, and students with disabilities contributed to the CCSS. Additionally, nearly 10,000 public comments shared by teachers, parents, school administrators and other citizens concerned with education policy helped shape the final version. The CCSS also draw on scholarly and industry research identifying the skills students need in college and careers.

**MYTH:** Adopting common standards will bring all states down to the lowest common denominator.

**FACT:** Since this work began, there has been an explicit agreement that no state would lower its standards. The new standards are more rigorous than North Carolina’s earlier standards and student test scores on the new assessments are expected to be lower than scores from the old assessments.

**MYTH:** More standards mean more testing for students.

**FACT:** With the new shared standards, NC can pool information and resources to develop a shared set of high-quality tests to better evaluate student progress. The goal is not to have more tests, but to have better tests that accurately assess what students are learning.

**MYTH:** English teachers can’t teach literature anymore and must focus on non-fiction instead.

**FACT:** There is no required reading list under Common Core. A list of suggested texts – including fiction and non-fiction – includes classics from Shakespeare, Chaucer, Hemingway, Faulkner and many more authors traditionally taught in English classrooms. Choices about what titles students read in order to meet the standards are left to local educators. Because the CCSS emphasize reading, writing, speaking and listening in all courses, informational non-fiction texts are also incorporated into history, science and math.

**MYTH:** Math teachers can’t teach algebra in 8th grade and key math subjects have been removed from the curriculum.

**FACT:** Students prepared to take algebra in 8th grade may do so. The CCSS include the prerequisites for this course in grades K-7. Some topics may have shifted from one grade level to another, but none were deleted. Math standards emphasize understanding and solving real-life math problems. While the CCSS only cover three years of high school math, NC will continue to develop and support the fourth year of high school math as well as other math courses.

**MYTH:** School districts aren’t helping teachers prepare for the new standards.

**FACT:** During the 2011-12 school year, GCS trained all district math and English language arts teachers. Teacher leaders and administrators worked with curriculum specialists to create units and resources that connect standard, instruction and assessment. During 2012-13, teachers new to the district will participate in online professional development.
“The new standards focus on analytical-thinking skills and applying what students have learned, rather than simply memorizing information. We think that’s a good thing long-term.”

— Dr. Beth Folger
Chief Academic Officer
Guilford County Schools
As an English teacher, I often ask students to examine how diction reveals much about literature and universal themes. When Dr. Atkinson posed the question “How can we move beyond 20th century artifacts into the 21st century?” at a State Board of Education meeting, I immediately thought about how an understanding of language can shape how we move public education forward.

“Education” comes from the Latin educare, “to bring up or raise” and educere, “to bring out and lead forth.” Teachers, parents, and the community work together to “bring out” the best in our students and to serve as guides to “lead [them] forth” in their educational journeys to becoming culturally sympathetic, life-long learners.

Although most people understand the definition and role of education, many people confuse reform and progress. They believe educational reform is needed, but I am convinced that we do not need reform—we need progress.

Think about it: reform starts with “re-,” which means “back to the original place, again, once more.” If we want to improve our schools and bring about positive change, do we really want to rework, reuse, and repeat what we’ve been doing for over one hundred years? Should we really attempt to prepare students the same way we did when public education first became compulsory and automobiles were becoming a primary form of transportation? Our students today learn at a different pace in a different world. What we need is progress and not reform.

Progress comes from “pro-,” which means “forward, toward the front,” “in advance,” and “taking care of.” We want our students to move “forward,” and we want their education to place them “toward the front” in a globally competitive world. If we want to see our students advance, our educational policies must also be forward-thinking. We cannot become a nation of educators that like Lot’s wife or Orpheus look back too much and lose the opportunity to move forward. We must also “[take] care of” our young people so they can be the best that they can be.

Finally, artifact has two primary meanings. First of all, it is “anything made by human art.” Our educational system over the past one hundred years has been a beautiful work of art that serves the majority of our citizens and makes our nation stronger. However, we cannot let education fall into the second definition of artifact, “an object...of archeological or historical interest.” Let us not get so caught up in the history of having summers off, an A-F grading scale, traditional testing, or a fragmented K-12 model that we become a nation of relics compared to other countries that are moving forward.

In thinking about education, reform and progress, it becomes clear that we have to make some changes. Is change scary? Absolutely. Is it necessary in public education? Without a doubt, but only if we are attempting to progress instead of to reform.

“How can we move beyond 20th century artifacts into the 21st century?”

– Dr. June Atkinson
State Superintendent
NC Public Schools
Guilford County Schools is a state and national leader in providing specialized public school choice programs that reach beyond what is typically found in a public school system.

The menu includes:

- **53 magnet and choice programs** focused in global studies, cultural and performing arts, math & science, foreign language, aviation, agriculture, health sciences, traditional education and Montessori
- The **Twilight School**, which serves students who are at risk of dropping out
- The **High School Ahead Academy**, a school serving over-aged middle school students
- Four **special education schools**
- Two **SCALE sites**, which provide an alternative to students on long-term suspensions
- The **Newcomers School** serving recently arrived immigrant students

GCS also offers a variety of **Career and Technical Education** (CTE) courses. Traditionally known as vocational subjects, they provide hands-on career training for fields such as:

- culinary arts
- automotive technology
- information technology
- engineering,
- architecture
- nursing
- agriculture
- construction
- advanced manufacturing.

In 2011-12, GCS students earned 3,190 certifications which means these students enter the workforce with industry and recognized credentials.
All GCS students in kindergarten through second grade now learn to read, spell and write with Fundations, a phonics, spelling and handwriting program. Before, approaches varied from school to school.

“The long-term data we have for kindergarten through third grade showed that we weren’t preparing students to be life-long successful readers,” said Whitney Oakley, GCS executive director of K-8 curriculum and instruction.

In Fundations, students take a building-blocks approach, first learning about simple and complex sounds, then words, then how words fit into sentences. Skills developed include letter formation, phonics, vocabulary, comprehension and writing. Students learn why words are spelled the way they are, instead of memorizing lists.

Think of it like math: Students learn and practice a skill; they don’t memorize a list of 10 examples. In the same way, a Fundations teacher wants to be sure students learn to spell, not just memorize a list.

Research shows this approach works. With every child in every school learning through Fundations, the numbers will tell us where we are making clear progress and where we need more intervention.

The more you read, the more things you will know.
The more you learn, the more places you’ll go.”

– Dr. Seuss

Fundations: K-3 reading

More than 1/3 of GCS elementary students do not read at grade level.
Nearly 1/2 of African American and Hispanic/Latino elementary students do not read at grade level.

Nearly 1/2 of African American and Hispanic/Latino elementary students do not read at grade level.
Success at school and outside the classroom requires more than strong academics. Students must learn to make good choices, to engage in the community, to partner and to serve.

- **Character education** is the intentional integration of 7 key character traits into routine instruction and school-related activities like sports, the arts and school clubs. To make good choices, students learn and practice responsibility, respect, kindness, courage, integrity, self-discipline and perseverance.

- **Civic education** gives students the knowledge, skills, virtues and confidence to actively participate in democratic life. Students explore the importance of partnering with government, businesses and non-profits to make a stronger community.

- **Service Learning** calls teachers and students out of the classroom and into the lives of others and the community. It includes reading and analysis to cement the connection between classroom learning and real life.

GCS high school students performed **227,000 hours** of service learning last year.
Loretta Rowland-Kitley and her nine siblings are the first generation in her family to go to college. So this principal knows what she’s talking about when she tells her students at the Early/Middle College at GTCC Jamestown they can get there too.

“We have students who were on the verge of dropping out going on to be valedictorians of their universities and succeeding in big companies,” Rowland-Kitley says. “Our graduates are going places, including one who earned a full scholarship to Duke as a first-generation college-going student.”

Often located on the campus of a two- or four-year college or university, these innovative schools aim to graduate students who earn a high school diploma as well as two years of transferable college credit or an associate degree – all at no cost to their families. The target population for early colleges is typically first-generation college-goers, those at-risk of dropping out or other historically underserved populations. Though, Guilford County is also home to the Early College at Guilford which has a competitive application process targeted at high achievers. Because students earn two years of college credit without paying tuition, early colleges also lift the financial barrier students and families face when considering college.

The STEM Early College at N.C. A&T opened in August of 2012 to serve highly motivated, high-performing students with an interest in science, technology, engineering and math. The college offers a fast-paced curriculum rich in technology that emphasizes rigor and relevance. Students take honors and Advanced Placement (AP) courses in ninth and 10th grades. In addition to required high school courses, the STEM curriculum incorporates courses such as robotics and scientific visualization.

The schools are proving to be effective by setting expectations high – both for students and teachers – and focusing on the essential need to ensure that every student graduates well prepared for college and career. \textbf{Graduation rates are high and dropout rates low.} Ongoing study by the SERVE Center at UNCG provides persuasive evidence of the effectiveness of the model. The study now in its 8th year compares the progress of more than 2000 students enrolled in early college to a control group. Findings show early college students are on track for college; have higher graduation rates, more likely to enroll in and graduate from college. The data shows that “under-performers”, students who failed the state’s 8th grade year end exam in math or reading, do significantly better.

“We are starved for engineers,” says Kip Blakely, VP of Industry and Government affairs for aviation leader TIMCO. “We see great young minds here and that’s driving our investment in programs like the STEM Early College and the Andrews Aviation Academy.”

Outcomes demonstrate that creating a seamless curriculum between high school and college and providing students work-based learning experience works. The call now is to take the strategies and culture of the early-middle colleges and inject those into traditional high schools. That work is already underway in Guilford County. In addition to the early/middle colleges, Guilford County Schools offers a range of high school options, including schools with focus on performing and visual arts, engineering, health sciences and aviation and International Baccalaureate programs at Grimsley, Page, Smith and High Point Central.
Guilford County Schools High School Options

- The Academy at Central
- The Academy at Smith
- Andrews Aviation Academy
- Andrews Early College of Health Sciences
- The Advanced Placement Academy at Western
- Dudley Academy of Engineering, Education, and Health Sciences
- The Early College at Guilford
- Greensboro College Middle College
- International Baccalaureate at Grimsley, Page, Smith and High Point Central
- The Middle College at Bennett
- The Middle College at GTCC - Greensboro
- The Middle College at GTCC - High Point
- The Early/Middle College at GTCC - Jamestown
- The Middle College at N.C. A&T
- The Middle College at UNCG - Health & Medical Science
- Southern Academy of Education and Advanced Sciences
- The STEM Early College at N.C. A&T
- Weaver Academy for the Performing and Visual Arts

“When it comes to educating more than 72,000 students, the one-size-fits-all philosophy does not apply in Guilford County.”

– Rebecca Buffington, Guilford County Schools Board of Education, District 7
Brains are built not born. The brain is the only organ not fully developed at birth. In fact, 700 new neural connections are formed every second during the first few years of a child’s life. Experience during the first 2000 days of life determines how brains are wired and how ready a child is to learn when entering kindergarten.

Today, we have 35,000 children in Guilford County from birth to 5 years old. Here’s how they spend their first 2000 days:

1/3 -- in high quality licensed childcare centers.
1/3 -- getting good care at home with parents, relatives or friends.
1/3 -- live in poverty and because their parent(s) are working, the children are somewhere - at an unlicensed center or in some other care arrangement – getting further behind each day.

It is not just a coincidence that more than 1/3 of elementary students in our county’s public schools are not reading on grade level.

“The wisest path for public education “reform” won’t be found in “fixing” the fourth grade, or the seventh grade, or the junior year of high school, but rather by delivering the children in far better shape to formal school.”

– David Lawrence, Former Editor of the Charlotte Observer and President of the Early Childhood Initiative Foundation

Annual Investment of Public Funds*

2000 days from birth to the start of kindergarten = $
2405 days children are in school from kindergarten - 12th grade = $$$$$$$$$$$

*Guilford County’s annual combined total of state and federal Smart Start, NC Pre-K, Head Start and Early Head start funding ($26M) divided by number of children ages 0-5 (35,000) compared to Guilford County Schools annual budget of $680M divided by number of school age children in Guilford County (84,000).

“We are making important investments in K-12 education. And yet, we’re undermining that investment by not bringing students into school ready to learn.”

– Susan Schwartz, Cemala Foundation
2000 children are on the waiting list for the help Guilford County Partnership for Children provides low-income working families so they can afford good quality, licensed child care.

Smart Start NC Pre-K

administers the state funded Smart Start and NC Pre-K programs for children which provide:

• Subsides to low income working families for high quality licensed childcare;
• Wage supplements that help centers hire and retain good teachers;
• Technical assistance to teachers and centers including training and childcare health nurses;
• Support and programs to families with children not in a childcare center.

It Works

A UNC Chapel Hill* study included 512 children in 110 child care programs of varying levels of quality that had participated in Smart Start services (e.g., on-site technical assistance, workshops, lending libraries) from 4 to 7 years.

Key Findings

• 76% of children who attended high quality centers scored average or high on standardized language test, compared to 45% in low quality centers.
• 79% of children who had attended high quality centers scored average or high on standardized math test compared to 55% from low quality centers
• The greater the participation of a center in Smart Start services, the higher the quality of the care.

Guilford Child Development utilizes federal funding to provide Head Start and Early Head Start programs to help us reach more children than we could with state dollars alone. Those programs’ results are also impressive.


“If we care about the economic viability of our community, we must care about the healthy development of our youngest children. This requires a community-wide commitment to invest in early childhood initiatives and to use data to drive our decision making, measure our impact, and hold ourselves accountable to our children and our community.”

– Cindy Watkins, Executive Director, Guilford County Partnership for Children
With outstanding colleges and universities in our midst, we have opportunity and choice in Guilford County when it comes to life-long learning. Despite this, the numbers tell us that there are barriers and disconnects that hinder our progress. The link between education and prosperity has never been stronger. This has inspired new work on multiple fronts.

**Degrees Matter** is bringing together industry, education and community stakeholders to take action to increase the percentage of adults in our community with high quality degrees and advance competencies that meet workforce needs.

Launched by a collaborative partnership of UNCG, the Community Foundation, the United Way and Opportunity Greensboro, Degrees Matter has been awarded a major start-up grant from the Indianapolis based Lumina Foundation which places Greensboro in a pilot group with 28 cities across the country out in front with this work.

The effort is guided by the Future Talent Council, chaired by Rev. Odell Cleveland, and includes leaders from businesses, non-profits, colleges and universities. The first focus is on the 67,000 Guilford County residents who have been to college but not finished a degree or certification. “Ultimately, we have to get adult students on a clear path to jobs here in the Piedmont and figure out the funding equation,” says Steve Moore, UNCG’s lead on the project. “Partnership is the name of the game.”

By 2018, 63% of U.S. jobs will require a college degree or credential.

35% of working adults in Guilford County hold an associate degree or higher.

67,000+ Guilford County residents have some college but no degree or certification.

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**Dual Admissions Programs**

Dual admissions programs provide one of the greatest values in higher education, while providing clear pathways to degree completion. GTCC and NC A&T developed the Triad’s first dual admission program in the fall of 2013 which allows engineering students to start and complete the first two years of a bachelor’s of engineering degree at GTCC followed by two years at NC A&T. This new partnership improves access for undergraduates to the STEM fields.

Extending this innovation, GTCC and UNCG will begin dual admissions in the fall of 2014 for degrees in Psychology and Business Administration.

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**College and Career: lifelong learning**
Higher Education as an Economic Driver

A key initiative of Opportunity Greensboro, phase one of the Downtown University Campus brings together UNCG, NC A&T, GTCC and Cone Health, along with a non-profit LLC, in a national model of collaboration. The health care focused program will engage nurses and nursing students at almost every level: RN, BSN, doctoral study and continuing education. Providing expansion space to programs now constrained on their home campus and new space for programs without a home, the project also allows for shared lab space and equipment. No one player alone could garner the resources required for the kind of state of the art simulation lab leaders are now exploring together. Innovative ventures like this and the Gateway Research Park which houses the NC A&T and UNCG Joint School of Nano-science and Nano-engineering, put higher education and economic development in lock step. This game changing model amplifies the investment.

“This is about so much more than a building. This is about identifying and acting on opportunities to transform our wealth of educational assets into commercial success.”

– Ed Kitchen, Joseph M. Bryan Foundation
Moving forward to ensure all students achieve their potential requires all of us. The ways you can be engaged are as varied as the educational offerings in Guilford County. The three organizations highlighted here use their own unique approach to make connections in the community and involve a wide range of stakeholders.

**AchieveGuilford** aligns community resources to achieve its mission of Every Child Ready: Cradle to Career. Collective impact working groups address student success factors like literacy, critical thinking, character development and college or career preparation.

**Businesses for Excellence in Education** has provided more than $6 million in donations since 2001 to support key GCS programs like Cool to Be Smart, Cool to Serve, Montlieu Academy of Technology, and the STEM Early College at NC A&T.

**Guilford Education Alliance** works to make quality public education the top priority in our community by engaging champions for education with its Principal for a Day, Education Leadership Academy, Community Forums, and annual Education Summit. Its Teacher Supply Warehouse and STEM Fellows Program directly support teacher and student excellence.

The result is amplified when we align the work to address a common challenge – like helping students and teachers **connect to the future economy**.
Achieve Guilford’s Future Economy Work Group tapped Junior Achievement, two high schools and local business leaders to develop job shadowing and internship opportunities at TIMCO and Ralph Lauren. The pilot program, slated for expansion, helps 11th graders chart their career path and companies identify future employees.

Businesses for Excellence in Education raised over a $1 million to get the new STEM Early College at N.C. A&T up and running. The college serves highly motivated, high-performing students. With an interdisciplinary approach, students use critical thinking to solve real world issues in a STEM problem-based, learning environment.

Guilford Education Alliance’s STEM Fellows program places teachers in STEM related industry externships over the summer to explore the connections between the real world of work and what they teach in the classroom. Teachers also collaborate with curriculum experts to develop dynamic new learning modules to engage and challenge students.

Key leaders from these organizations are working together with input from Guilford County Schools to find ways to be even more effective. With this serious commitment to collaboration and partnership, we can provide every student a pathway from cradle to career.

“Coming together is a beginning; keeping together is progress; working together is success.”

– Henry Ford
Meaningful education successfully moves us forward academically, socially, emotionally, and professionally. It begins long before a child sets foot in a classroom and continues beyond graduation throughout life. Bringing this “cradle to career” concept to life is the responsibility of the whole community.

This environment of excellence is created collectively from the work of our public schools, foundations, universities, businesses, nonprofits and the entire community. Together we can prepare children for school and provide every opportunity for them to succeed in school, college and their career.

The key to moving forward is community engagement combined with strategic partnerships. Everyone across Guilford County must realize the connection among excellence in education, a strong local economy and a thriving community. What’s more, we must cultivate an environment in which today’s children are prized as tomorrow’s leaders.

Join us. Find your connection points. Let’s Move Forward.
“Educational success is a community responsibility. It takes all of us to meet the challenges.”

– Skip Moore, Weaver Foundation