December 4, 2006

Dear All:

Attached you will find the complete set of recommendations that has been received from the community so far. You have worked very hard to create these solutions to address poverty in our community and to improve the quality of life for all Athenians. Thank you for your work!

There are over 100 recommendations addressing a variety of issues including Education, Early Learning, Dependent Care, the Economy, Housing, Health, Workforce, Mentoring, Service Providers, Transportation, and Adult Education.

Your participation and recommendations have made several things very clear. First, poverty affects all of us. It reflects negatively on our community and limits economic growth. Poverty makes government, education, health care, and social services more expensive not just for the poor, but for everyone.

As a community we have learned that the issues of poverty are interrelated and must be addressed with a holistic approach. High expectations must be maintained not only of our citizens, but also of our institutions. Business as usual is not working. To break the cycle of poverty we need innovation and creativity.

During the next two months we will continue working with the committee chairs and Steering Committee to research and refine the recommendations. The Steering Committee will agree upon the set of PPA recommendations at its retreat in February. These PPA recommendations will be posted on the web and discussed with you at Town Meetings in March prior to them being sent to the Co-Conveners for their approval. Your continued involvement is critical to ultimate success.

Thank you for your commitment to our community!

Sincerely,
Steve Jones, Chairman
Partners For A Prosperous Athens

# COMMITTEE RECOMMENDATION WORKSHEET

**I.**   **List the Learning(s) that this recommendation is addressing:**

1. A good education is one of the major factors in helping to overcome poverty.
2. Our schools do not do a good job of teaching children living in poverty

- **WRITE THE COMMITTEE RECOMMENDATION\*\* (limit focus to one subject or action item, more than one recommendation may be needed to address a particular learning ):**

Athens Clarke County School System develop a K-8 Neighborhood School Model.

- **Identify any research, or other kinds of information that was used to craft this recommendation.**  (add additional sheets as necessary)

    1. K-8 encourages the true intangibles in educating the whole person and establishing life long learners
    2. K-8 Neighborhood schools improve school attendance,parental involvement and achievement scores
    3. Leads parents to be more active.
    4. Accountability is key motivator
    5. Promotes cohesion and strong neighborhood communities
    6. Gives parents and kids a sense of belonging
    7. Builds Self esteem! Confidence! Increases Achievement Scores!
    8. K-8 models provide opportunities to close the achievement gap for minority students and prepares students to succeed in high school
    9. K-8 empowerment plan studies (controlled for the effects of poverty and race) found K-8th graders scoring significantly higher than those in middle school on standardized tests of achievement in reading, mathematics and science.
    10. There is support for a K-8 in the community
    11. CCSD middle schools are ranked 147 and 142 for reading and math out of 159 counties in Georgia.

- **Identify additional research or information that could help clarify this committee recommendation.  List potential sources if possible.**

- **Indicate people or groups that we need to talk to help clarify this committee recommendation.  List any recommended locations.**

- **What kind of action or resources would be necessary to implement the recommendation?**

II.  **Indicate what forces and influences are likely to occur that will support or oppose implementation.**

**Forces that support (please list):**

**Forces that oppose (please list):**

**\*\*As information is received and/or clarified, these potential recommendations may change or be discarded.**

<u>New Model Recommendation:</u>
Submitted by Rachel Julian and Megan Baer

# Create a K-8 Neighborhood School at Chase Street School to promote educational cohesion, increase student achievement, encourage neighborhood engagement and build a strong community of life long learners

## What is a K-8 School?

➢ A school where students progress from kindergarten through eighth grade together
➢ A school that offers appropriate curriculum and instruction at each grade level

## Why K-8 being considered?

➢ K-8 schools promote cohesion, neighborhood pride and increase accessibility for family engagement and provide a natural focal point for the value of civic engagement and social interconnectedness
➢ A neighborhood K-8 school will fit particularly well with "Smart Growth Community School Initiatives" by utilizing neighborhood community learning centers
➢ Students at K-8 schools show a greater growth in achievement, a decrease in absenteeism and have fewer discipline problems
➢ Students enrolled in small K-8 schools are less likely to "fall through the cracks"
➢ K-8 school models increase student achievement and provide opportunities to close the achievement gap for minority students and prepare them for high school
➢ Smaller neighborhood K-8 schools improve the academic achievement of non-traditional students, bringing about increase graduation rates, obtaining greater student involvement in school co-curricular activities, and reducing student discipline problems
➢ K-8 empowerment plan studies (controlled for the effects of poverty and race) found 8th graders who attended a K-8 school scoring significantly higher than those in middle school on standardized tests of achievement in reading, mathematics and science
➢ Neighborhood schools do not sort kids and their families by narrow focus, but rather ask people to come together and create a community school based on the best interest of all of the children, regardless of their background and interest to build strong connections within their communities
➢ The K-8 plan is intended to stem the exodus of students and sprawl from low performing districts after completing K-5 elementary schools
➢ Neighborhood schools make it easier for families to get involved with their child's education, develop a sense of pride in their community, discourage sprawl, decrease environmental impacts, allow for shorter bus rides, lower transportation costs, reduce parking requirements and encourage community engagement

## What kind of action or resources would be necessary to implement the recommendation?

- Local Community Support and a desire for high achieving schools, integrated design, and smart growth planning.
- Clarke County School District, Mayor and Commissioners, Clarke County Planning and Zoning, UGA, business community, nonprofit organizations, philanthropic foundations and individuals and private investors

## Forces That Support (please list):

Athens, Georgia, is a small but diverse city. Over the past decade, Athens-Clarke County, the University of Georgia, and surrounding counties have been growing at a tremendous pace. We are all at a critical point in our growth. Particularly vulnerable is (our gateway to downtown) the Prince Avenue neighborhood corridor with planned redevelopment of the Navy School and new neighborhood school. Our city needs careful planning in every avenue so that we can have "Smart Growth." One of the key elements for smart growth is strong and thriving school systems. Smart Growth will be crucial to our environment, health and well-being. Where and how schools are built is critical in every city for a strong economy. Community-centered schools, which invest in walkable neighborhoods and mixed land use plans, are being built across the nation by community leaders and their local school boards. One of the biggest challenges to Athens-Clarke County and the Clarke County School System are costs associated with planning transportation. Athens should not only work in the same manner, but strive to be one of the best examples in the nation for smart growth planning and new models in education.

It is our greatest hope to work with the Clarke County School District to become partners with Chase Street's School plans for expansion and make a K-8 neighborhood school. It is our belief that education for our children and hard work by our citizens are keys to success for a sustainable community for all. This is a golden opportunity for Athens to support education and urban planning. We have been given a challenge to grow and have the opportunity to excel.

The Prince Avenue Neighborhood corridor in which the Chase Street School zone is located has a multi-faceted development and revitalization strategy. Our community goal is to stabilize the historic neighborhood and greenspace, increase homeownership, encourage thriving mixed use developments and promote smart growth with multi modes of transportation. We support a pedestrian friendly neighborhood to serve our diverse urban community which supports a large number of University faculty, staff and students, hospital employees, medical professionals, small business owners, laborers, artists, retail workers, city employees, Clarke County School District employees, a growing retirement community and most importantly our school aged children.

Our neighborhood school needs to be competitive academically with the best public and private schools in the area. Without a neighborhood preference for enrollment, the school's ability to attract homeowners to the neighborhood is greatly diminished. A well-designed new school building that supports an integrated multiple intelligence curriculum is important for generating interest and enrollment to Chase Street School, particularly among our diverse middle-class parents with choices. Strategies to improve public education relate directly to our future goals. Attracting homebuyers to live in our neighborhood and enroll their children in Chase Street School is a primary goal of neighborhood stabilization. The Boulevard, Cobbham, and Normaltown neighborhood students, parents and community members in Chase Street Attendance zone are very supportive of K-8 neighborhood schools and integrated building design.

## Why does a K-8 Configuration Work at Chase Street?

- A Chase Street K-8 configuration fits well with the planned expansion capacity for 525 pupils because the projected 10 year growth for K-5 is 265 students according to the MGT audit that says that Chase Street School will be at 65% utilization after Splost II.
- The Chase Street attendance zone is in an urban neighborhood with sidewalk connections and many opportunities for alternative transportation modes, which promote health and well being. Our neighborhood school capacity should not be designed for dependence on busing or vehicle transportation of students.
- The Chase Street School zone is an urban walking neighborhood that strongly supports safe routes to school and does not support expansion that increases traffic associated with student transportation that endangers our pedestrian and biking children and citizens.
- Supported neighborhood schools will substantially decrease CCSD transportation cost, promote health and well being and encourage safer pedestrian neighborhoods.
- CCSD is the smallest district in the state and spends nearly double the state average (6.8%) on transportation. Saved cost from transportation can be used more appropriately for education in the classroom to address the 65% spending mandate.
- Chase Street is currently not a neighborhood school. Approximately 50 children (18% of school population) currently enrolled live in the neighborhood zone and around 175 students are transported from attendance Zone One.
- Approximately 100 children live in the Chase Street School zone are enrolled at Barrow Elementary, which provides the quality and type of educational programs our students and parents desire.

## Forces that oppose (please list):

1.  School Choice with transportation provided is counter to the promotion of walking neighborhood schools and smart growth planning.

- Current student assignment policies designed for UGA/CCSD partnership with transportation provided to Chase Street School are no longer appropriate because the partnership has ended. This policy is counter to neighborhood cohesion, has increased traffic in our neighborhood, increased CCSD transportation cost, and divided our community with no significant gain in holistic achievement.
- "Open school choice" options, which can be beneficial to increase diversity and enrollment in neighborhood zones, are no longer necessary with a K-8 configuration at Chase Street. School choice options should not prohibit the school from instituting a preference for children in neighborhood zones.

2.  Lack of space in attendance zone one

- Inadequate space is available for students in attendance zone one. There is a clear need for a new school to be built immediately in attendance zone one to accommodate overflow of students that are currently attending Chase (estimated 175 students or 63%), Oglethorpe and Timothy.
- A current study is needed to pinpoint number of students attending Chase Street, Timothy, and Oglethorpe schools to determine associated transportation burdens, traffic patterns and costs.
- A new K-8 school location would support a diverse community and promotes family engagement.  Easy access to school and facilities in attendance zone one would reduce transportation time for students and families.

## Additional Elements Key to Facilities and Long Range Community Planning:

1.  Green Building and Integrated Design

Chase Street School's location by historic design and neighborhood desires qualifies it for many funding opportunities by meeting the requirements for many LEED Standards in developing high performance sustainable buildings.

2.  Investing in Neighborhood Schools and our future

Many communities are discovering the benefits of using Smart Growth principles in creating Smart Growth Schools that meet the needs of both parents and students.

## 3. Integrating School Reform and Neighborhood Revitalization: Opportunities and Challenges

> *Without good schools that deliver a sound instructional program to students, neighborhoods go from revitalized to demoralized. It would not matter how magnificent the dwellings, over time, residents would stop sending their most valued possessions – their children – to schools that do not function. The next step would then be a mass exodus of residents to areas with better performing schools, which would shrink the tax base and keep those schools in disenfranchised areas in a downward spiral.*
> – Testimony of Dr. Beverly Hall, Superintendent of Atlanta Public Schools, before the Millennial Housing Commission, March 2001.

## 4. Health and wellness plans and safe routes to school

Land development and transportation investments are interactive processes that collectively have a tremendous influence in shaping the built environment. New school locations serve as a bridge that interfaces the built environment between physical activity and health; transportation systems and physical activity; and land development patterns and physical activity.

**COMMITTEE RECOMMENDATION WORKSHEET**

I.      **List the Learning(s) that this recommendation is addressing:**

- **WRITE THE COMMITTEE RECOMMENDATION\*\* (limit focus to one subject or action item, more than one recommendation may be needed to address a particular learning ):**
Develop a Bio-Science K-8 magnet or charter school.

- **Identify any research, or other kinds of information that was used to craft this recommendation.** (add additional sheets as necessary)

- **Identify additional research or information that could help clarify this committee recommendation. List potential sources if possible.**

- **Indicate people or groups that we need to talk to help clarify this committee recommendation. List any recommended locations.**

- **What kind of action or resources would be necessary to implement the recommendation?**

II.      **Indicate what forces and influences are likely to occur that will support or oppose implementation.**
        **Forces that support (please list):**

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**COMMITTEE RECOMMENDATION WORKSHEET**

I.      **List the Learning(s) that this recommendation is addressing:**

- **WRITE THE COMMITTEE RECOMMENDATION\*\* (limit focus to one subject or action item, more than one recommendation may be needed to address a particular learning ):**
Organize a meeting with Athens Clarke County School System, Athens Technical College, and the University of Georgia to develop the most effective means of incorporating a strong area of focus in the biosciences within the existing Career Academy.  This could also involve hosting the facility at a location other than the Athens-Clarke County High School campus.

- **Identify any research, or other kinds of information that was used to craft this recommendation.**  (add additional sheets as necessary)

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# COMMITTEE RECOMMENDATION WORKSHEET

**I.** **List the Learning(s) that this recommendation is addressing:**

1. A good education is one of the major factors in helping to overcome poverty.
2. Our schools do not do a good job of teaching children living in poverty

- **WRITE THE COMMITTEE RECOMMENDATION\*\* (limit focus to one subject or action item, more than one recommendation may be needed to address a particular learning ):**

  Athens Clarke County School System and the University of Georgia pursue an Early College Program.

- **Identify any research, or other kinds of information that was used to craft this recommendation.** (add additional sheets as necessary)
1. The Bill and Melinda Gates Foundation were looking for a site for an Early College program in Georgia to start in fall of '08.
3. Early College Programs involve partnerships between colleges and small high schools and middle schools to allow students to graduate high school with an associate degree (60 hours)
4. Early College target first generation college students from low income families.

- **Identify additional research or information that could help clarify this committee recommendation. List potential sources if possible.**

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# Early College High Schools

Early college high schools provide a unique opportunity for traditionally underserved students to earn a high school diploma and two years of college credit, which can be applied toward an associate's or a bachelor's degree. The design of early college high schools is intended not only to increase high school graduation rates but also to raise the level of college-readiness, particularly among minority and low-income youth.

Since 2001, more than $124 million has been committed by foundations to support the creation of more than 170 early college high schools in 25 states. Each high school works closely with a partner college or university to expose its students to the resources, rigor, and intensity of college-level academics, while still providing appropriate personal support.

In addition to preparing students for college academically, the program will reduce the time and the money ultimately needed to earn a postsecondary degree. By 2008, early college high schools are expected to serve more than 65,000 students nation-wide.

## Approaches

● **Students take college courses, frequently on a college campus.**

● **Schools set high expectations for all students.**

● **Schools assist and guide students through the college admissions and financial aid processes.**

**Facts at a Glance**
Early college high schools are serving students who are least likely to graduate prepared for work or college:

- Nearly three-fourths of early college high schools have at least a 50 percent minority student body.
- Half of early college high school students are eligible for free and reduced lunch.
- Nearly two-thirds of early college high schools enroll at least 5 percent of their students with Individualized Education Plans.

Early college high schools are already having a significant impact on underserved youth:

- Existing schools report average attendance rates over 90 percent, indicating high levels of student engagement and commitment to the academic program.
- Most ninth graders in early college high schools enroll in one to two college-level courses and earn grades of C or better.
- Promotion rates at existing schools exceed 90 percent.

# COMMITTEE RECOMMENDATION WORKSHEET

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2. Our schools do not do a good job of teaching children living in poverty

- **WRITE THE COMMITTEE RECOMMENDATION\*\* (limit focus to one subject or action item, more than one recommendation may be needed to address a particular learning ):**

  Athens Clarke County School System and the University of Georgia pursue an Early College Program beginning at 7$^{th}$ grade.

- **Identify any research, or other kinds of information that was used to craft this recommendation.** (add additional sheets as necessary)
1. The Bill and Melinda Gates Foundation were looking for a site for an Early College program in Georgia to start in fall of '08.
3. Early College Programs involve partnerships between colleges and small high schools and middle schools to allow students to graduate high school with an associate degree (60 hours)
4. Early College target first generation college students from low income families.


- **Identify additional research or information that could help clarify this committee recommendation. List potential sources if possible.**

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- **What kind of action or resources would be necessary to implement the recommendation?**

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- Promotion rates at existing schools exceed 90 percent.

**COMMITTEE RECOMMENDATION WORKSHEET**

**I.      List the Learning(s) that this recommendation is addressing:**
1.  Our schools do not do a good job of teaching our children living in poverty.
2.  Many teachers, parents, and students have low academic expectations for children coming from poverty.
3.  We need to do more to recruit and retain highly qualified teachers.
4.  Focus on the children and why they are not achieving.

- **WRITE THE COMMITTEE RECOMMENDATION** (limit focus to one subject or action item, more than one recommendation may be needed to address a particular learning ):

To implement a Charter School Forum to introduce the charter school concept to the Athens community.

- **Identify any research, or other kinds of information that was used to craft this recommendation.** (add additional sheets as necessary)

1. Several members of the Education Committee visited charter schools in Atlanta (i.e. Drew Charter School, KIPP, and CEC- SEE BELOW). They were impressed with the models.

- **Identify additional research or information that could help clarify this committee recommendation.  List potential sources if possible.**
1.  Additional research needs to be done to determine pros and cons.
2.  What are the ingredients for a successful school?

- **Indicate people or groups that we need to talk to help clarify this committee recommendation.  List any recommended locations.**
1.  We need to meet with the Charter school association.
2.  We need to meet with representatives from ACC School System toget their thoughts.
3.  We need to meet with parents and community leaders to get their input.
- **What kind of action or resources would be necessary to implement the recommendation?**
1.  To conduct a forum we would need to develop a strategy and invite the appropriate representatives to discuss charter schools.
2.  We would need to begin thinking about possible models we are interested in.
3.  We would need to develop strategies for inviting the community.
- **Indicate what forces and influences are likely to occur that will support or oppose implementation.**
  **Forces that support (please list):**
1.  Parents who are interested in new models would likely support.
2.  Education reformers
3.  Business people would likely support the concept.
4.  Probably some teachers

**Forces that oppose (please list):**
1. **The school system would likely oppose the idea at least initially.**
2. **District administration would likely oppose the idea.**
3. **Public school enthusiasts would likely oppose the idea.**

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# Charter Schools

Charter schools are independent public schools of choice. Nearly 4,000 new charter schools have been launched since state legislatures began passing charter legislation in the 1990s. The number of charter schools in the United States is up 11 percent over last year, with schools in 40 states and the District of Columbia educating more than 1.15 million children in the 2006-2007 school year. Chartering is an educational innovation that is moving states beyond reforming existing schools to creating something entirely new. Chartering is at the center of a growing movement to redefine public education.

Chartering allows schools to run independently of the traditional public school system and to tailor their programs to community needs. The schools are run by independent nonprofit community boards. Policymakers, parents, and educators are looking at chartering as a way to increase educational choice and innovation within the public school system. A 2004 report commissioned by the U.S. Department of Education found that charter schools are smaller than conventional public schools and serve a disproportionate and increasing number of poor and minority students.[1]

Nationally, charter schools are designed to meet the independent needs of students in specific schools. Some charters have extended school years and school days. Some charters have a strong vocational-technical focus to address the workforce needs of its community. Some schools focus on early literacy. Some schools have a strong technology focus. Charter schools participate in state and federal testing and accountability systems – the same as other public schools.

Charter schools offer a governance model that gives them the opportunity to innovate without many of the obstacles evident in many school systems. Charter schools have the freedom to spend their funds in the ways that most benefit their particular students. There is no tenure in charter schools. Most charter schools provide year to year contracts, and can provide merit and bonus pay to high performing teachers and administrators. Participants at charter schools are there by choice. No student or staff person is assigned to a charter school.

Charter schools are operated according to the provisions of a charter document. The charter document is a contract that gives the charter petitioner the authority and the public funding to operate the charter school and states how the charter school will be run. In order to continue to operate the charter school the charter petitioner is required to meet the performance objectives stated in the charter document. In Georgia, the local school board is the primary granter of the charter, although an appeal can be made to the state board. Georgia has 55 charter schools.

In Georgia there are 2 primary types of charter schools:

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[1] Center for Education Reform

1. Conversion charter schools. An existing traditional public school can become a charter school if the faculty and parents at the school vote to convert the school to a charter school.
2. Start-up charter schools. Individuals and organizations can submit a petition to start a new charter school from scratch.

Nationally and locally there are some great charter school models. KIPP (Knowledge is Power Program) is a national model with schools in Atlanta focusing on at-risk urban middle school students. The average KIPP fifth-grader enters at the 28th percentile nationally, and the average eighth-grader leaves at the 74th percentile. Nearly 80 percent of KIPP alumni **w**ho graduated from the eighth grade have matriculated to college in communities where less than 25 percent reported having plans to do so.

Central Educational Center (CEC) is a publicly-funded charter high school in Newnan, Coweta County, Georgia. It is also the county's "workforce development center" for teens and adults. CEC is a joint venture between Coweta County Schools, West Central Technical College, and business and industry, providing learners from high school through adulthood a seamless education for life. Since opening in 2000, CEC has played a major role in the community by helping to reduce the drop-out rate, raise test scores, graduate more students, place more graduates in higher-paying jobs or in additional postsecondary education, improve the local workforce, and attract and better serve industry.

Charter schools are not magic answers to the challenges of public education. As of February 2006 there had been a total of approximately 400 charter school closures since their inception in the early 1990s (about 9% of the charter schools that have opened). The major reason for charter school closures have been related to financial difficulties. Charter schools have traditionally not received facility funding, resulting in less per pupil funding than regular schools. The other two major components to help assure an excellent charter school are strong school leadership and a strong board committed to the vision of the school.

Some initial steps and guide lines for starting a charter school would include:

1. Determine the educational focus that will be addressed (i.e. early literacy, vo-tech, experiential learning, etc.).
2. Get community support and buy-in at the grassroots level. Provide community meetings focused not only on your educational program, but also educate the community groups about charter schools.
3. Do your best to introduce the idea to your school system as soon as possible. Encouraging their involvement and participation can be very helpful. If the school system becomes a barrier, persevere and build grassroots support-and maintain communication with your school system.
4. Develop a strong, strategic community board to support your vision. This Board should be diverse with representation for the school community, an attorney, accountant, parents, etc.
5. Realize that the process of developing a great charter school will likely take at least one to two years. Be patient.
6. During your planning process, focus on excellence and accountability.
7. Have fun!

**KIPP**

KIPP was founded in 1994 in Houston by two idealistic teachers, Mike Feinberg and Dave Levin, after completing their commitment to Teach For America. KIPP has grown to a national network of 52 public schools in 16 states and the District of Columbia. KIPP schools have been widely recognized for narrowing the achievement gap in public education and putting underserved students on the path to college. A report by The Educational Policy Institute in August 2005 found that KIPP made "large and significant gains" compared to traditional urban schools. More than 80 percent of KIPP students nationally are low-income and more than 95 percent are African American or Hispanic. KIPP schools use a combination of higher expectations, greater structure, more time in school, rigorous teacher training and even spirited songs to engage students in learning. **The average KIPP fifth-grader enters at the 28th percentile nationally, and the average eighth-grader leaves at the 74th percentile.** Nearly 80 percent of KIPP alumni who graduated from the eighth grade have matriculated to college in communities where less than 25 percent reported having plans to do so. KIPP's Internet address is: www.kipp.org.

**KIPP Ways Academy- West Atlanta Young Scholars**
David Jernigan- Founding Principal
Partners Representatives: Vivian Fisher, Pam Swayne, Danny Brewington, Delene Porter
Wednesday, August 28, 2006

KIPP, the Knowledge Is Power Program, is a national charter school model started in 1994 in Texas.  There are 52 KIPP Academies around the U.S. and Atlanta has two of them.  90% of the students from the first two schools have gone to college.  The West Atlanta school was started in 2003 and it has 5th through 8th grade.

Its mission is based on having high expectations, high time commitments, a focus on leadership and organization, a focus on results, and is a choice that requires commitment of the staff, parents, and students.

KIPP's school day lasts from 7:30-5pm and Saturday School every other Saturday as well as 2 hours of homework each night.  There is also an extended school year, so only 5 weeks off in the summer.  The pay scale for teachers is15% higher than Atlanta Public Schools, but turn over is high.

The school day is broken up into morning work, reading, math intensive, decoding skills- (3 hours and 45 minutes) is spent on literacy.  The 5-6th graders work on reading comprehension, vocabulary development, and mechanics for 90 min, 90 min of math, 45 of science, 45 of social studies, and 50 of arts or PE.  The 7-8th graders no longer need to split reading and writing up- so they integrate them, then spend 90 min on math, 90 on science, 90 on social studies.

West Atlanta was using teachers to do the electives but it was contributing to burn out and they wanted more focus, so this year they brought in three teachers for band, theater, and visual arts.

There is a focus on college prep- teachers' rooms are named after the college they went to and each class is referred to as the class of the year they are expected to graduate high school.  So this year's 5$^{th}$ grade class is called the Class of 2014.

West Atlanta KIPP serves 80% Free and Reduced Lunch and mostly African American student body.  The school is now at 300 students.

West Atlanta uses a monetary system of scholar dollars for life lessons.They treat school like a job, being on time and having work done correctly adds up.  Parents get record for week with how children are doing in relation to KIPP values.  Scholar dollars can be used at school and they must have a certain amount to go on the monthly field trips (this raised concern about weather the field trips should be for everyone if they are considered part of their experiential development rather than using them for a reward only).  No system manages kids- it's about the instruction.

Teachers have a lot of professional development- 2 weeks in the summer, site visit to original KIPP School, talk about building culture of their school, and they have conferences in different content areas. They also have a summit every year and teachers sit in on each others' classes.

Teachers get 2 to 2.5 hours of planning (per day?, per week?) and team planning is usually 1 hour.  West Atlanta does not require that its teachers do curriculum mapping but they try to integrate.  Many times the science and math teachers coordinate and the English and social studies teachers coordinate lessons. They let it happen organically.

West Atlanta does student assessments with the standardized tests and other methods.

West Atlanta just had children reach 8$^{th}$ grade so they have hired a High School placement director. This person researches and tries to match students up with magnet schools, charter high schools, boarding and private schools.  Find best fit- develop relationship with these High Schools, take students on field trips.  Have a High School placement course where students learn about AP classes, SATs, and what GPA is.  They also work on Financial Aid.

Take the SSAT for private schools- work with A Better Chance program in Atlanta.

West Atlanta works with Dubois Society- mentors who take them to college campus.

Atlanta had political backing for charter schools from Barnes. He wanted a KIPP Academy so that made it a little easer with the superintendent.

The founding principal had been a Teach for America volunteer in the area. When his two years were done he decided to start the KIPP School.  He opened an office at the YMCA to recruit kids and parents. Parents from his old classes introduced him around. He met with community leaders and went to Neighborhood Planning Unit meetings to build trust.

It took about 6 months to form this KIPP School because much of the ground work had been laid within the community- an abandoned school building had become available and there was political support from Governor Barnes.

It is still not easy with the Atlanta Public School System though. They will give the per pupil allotment, but no money for Special Ed, Transportation, or Food.  And kids don't have access to sports teams, etc.  You want autonomy, but there are some things you miss.

West Atlanta contracts out for its bus services and owns two buses for activities.

In theory, charter schools should run with only the per pupil allotment from the district, but there are federal and state grants that you can take advantage of. Many charter schools have a development officer.  West Atlanta now runs on its allotment of 7500-8000 per student because they have budgetary freedom to spend money how they want (unlike public schools).

They also can hire and fire at will- so if a teacher isn't working, they can fire them the next day and hire a new teacher right away.

There used to be a 3$^{rd}$ KIPP School in Atlanta but it had financial troubles.  KIPP revoked their name from the school and the school returned its charter to the district.  There are currently 7 charter schools in the Atlanta Public Schools System (2 are KIPP).

There is a Charter School Directors network. They mainly meet up for a job fair- to recruit teachers. They are now also considering a sports league program.

We got a group tour and went in the class rooms.  The students seemed engaged and interested.  One teacher used a song to teach the countries of Africa- this is part of the KIPP instructional model.

We ate with the kids. They talked about liking that they felt safe; there is no bullying allowed. It is very strict.  They weren't happy with all the homework and the long hours. One doesn't get off the bus until 7pm and then has to eat. The student usually gets up at 5 am to finish work.  One also said they didn't know any of the kids in their neighborhood, because they took the bus across town to KIPP.  They also talked about the books they were reading and had in-depth interests and reasons for liking things.
West Atlanta uses uniforms. Parents choose to send their students to the KIPP school. It is a school of choice.

## Central Educational Center

Central Educational Center (CEC) is a publicly-funded charter high school in Newnan, Coweta County, Georgia. It is also the county's "workforce development center" for

teens and adults.  CEC is a joint-venture partnership between Coweta County Schools, West Central Technical College, and business and industry, providing learners from high school through adulthood a seamless education for life.

High School aged "team members" (students) attend Central Educational Center voluntarily from one of three high schools in Coweta County and may still participate in regular high school activities. These team members graduate from the high school in which they are enrolled, just like other students. Courses they take at CEC seamlessly combine traditional and applied academics with career and technical education, providing opportunities for work-based and project-based learning, teamwork, and a high set of expectations for personal and professional achievement. Team members receive two grades per course – one for their academic performance (deducting points for poor attendance, if necessary), and a separate grade for work ethic. Team members may also take dual-enrollment classes in conjunction with West Central Technical College, earning simultaneous credit in high school and college. High school team members take classes with adult learners in these dual-enrollment classes, and adults also enroll at CEC for GED, night technical college courses, and customized training for local corporations.

CEC is a charter school in its seventh year teaching students in Coweta County. CEC's mission is "to ensure a viable 21st century workforce." Since opening in 2000, CEC has played a major role in our community by helping to reduce the drop-out rate, raise test scores, graduate more students, place more graduates in higher-paying jobs or in additional postsecondary education, improve the local workforce, attract more and better higher education, and attract and better serve industry. In one case alone, a major industry decided to create 300 new higher-paying technical jobs in our community because CEC was begun. In 2004, we were named a national Model High School. We have received a grant from the state Department of Education to disseminate and replicate our successful model throughout Georgia.

Central Educational Center SEAMLESSLY combines academics with career and technical education … high school with college … and education with businesses. It is a charter school serving grades 9-12, and our "team members" (CEC jargon for "students") attend voluntarily from our county's three base high schools for all or part of every school day. The curriculum is designed around the needs and expectations of business, using a needs assessment. As a result, we focus as much on soft skills (work ethic) as we do on courses, offering a work ethic grade in every class in addition to a course grade. Work-based learning opportunities are provided to hundreds of team members each year. We typically provide more than 400 work-based learning opportunities (job-shadowing, internships and apprenticeships) with the help of about 100 local businesses each year. And we offer high school students the chance to take dual-enrollment classes with the local technical college (which is located on our campus), learning alongside adults. CEC is also a center for lifelong learning, teaching adults with technical college and GED courses day and night, housing the county's evening high school, and providing customized training to local corporations. In a typical year, some 1000 high school students and 300 adults will take advantage of the various offerings at CEC.

In a typical year, 100 + among those high school students will earn Technical College Certificates while still high school students (dual enrollment).  Both University of Georgia and Florida State University researchers have concluded that dual enrollment leads to 98% high school completion rates.  100% of those who have both earned Technical College Certificates and graduated from high school (dual enrollment) are successfully entered into additional post-secondary education, or into the workforce, within 120 days of graduation from high school, according to the research from UGA and FSU.

**CEC has most recently helped Walton County (Walton Career Academy), Whitfield County (Whitfield Career Academy) and Douglas County (Douglas College and Career Institute) to begin "CEC replications."** CEC and its partners provided technical assistance to these communities with the goal of starting a new charter school in each. These new charter schools will feature a strong collaboration among local business, a regional technical college, and the local public school system. Since opening in the year 2000, more than 460 groups from across the US and from 15 other nations have visited CEC to study this unique educational model.

The school is primarily funded through the State/School District per pupil student allotment and money provided by the Technical College.  The HOPE Grant (separate from HOPE Scholarship) provides funding for students earning Technical College Certificates or Diplomas.

CEC is a part of the three local public high schools and of West Central Technical College.  This collaborative relationship with the local school system, and with the Technical College, helps CEC to be viewed as a unique supplement to the school system, not a competitor.

The school is the workforce development center for the county. Businesses have provided capital and instruction to train students. CEC uses the online Worldwide Interactive Network (WIN) to train students in academic skills needed to succeed on WorkKeys (ACT assessments).  These assessments match academic skills directly with some 13,000 jobs in the US economy. This approach highlights the notion of Instructional System Design so important to the development of CEC.  In such design, the needs of employers allow educators to develop what meets those needs.  It is an "employment base backward approach" rather than the traditional "theoretical forward approach."

**In short, at CEC, You can graduate from high school on Friday, graduate from Technical College on Saturday, and go to work on Monday.  CEC has created a skilled workforce that attracts industry to Newnan.**

**COMMITTEE RECOMMENDATION WORKSHEET**

I.      **List the Learning(s) that this recommendation is addressing:**

- **WRITE THE COMMITTEE RECOMMENDATION\*\* (limit focus to one subject or action item, more than one recommendation may be needed to address a particular learning ):**
Implement a Charter Montessori School.

- **Identify any research, or other kinds of information that was used to craft this recommendation.**  (add additional sheets as necessary)

- **Identify additional research or information that could help clarify this committee recommendation.  List potential sources if possible.**

- **Indicate people or groups that we need to talk to help clarify this committee recommendation.  List any recommended locations.**

- **What kind of action or resources would be necessary to implement the recommendation?**

II.      **Indicate what forces and influences are likely to occur that will support or oppose implementation.**
          **Forces that support (please list):**

          **Forces that oppose (please list):**


 **\*\*As information is received and/or clarified, these potential recommendations may change or be discarded.**

**COMMITTEE RECOMMENDATION WORKSHEET**

I.      **List the Learning(s) that this recommendation is addressing:**

- **WRITE THE COMMITTEE RECOMMENDATION\*\* (limit focus to one subject or action item, more than one recommendation may be needed to address a particular learning ):**
  Explore the possibility of a Bi-Lingual charter school.

- **Identify any research, or other kinds of information that was used to craft this recommendation.** (add additional sheets as necessary)

- **Identify additional research or information that could help clarify this committee recommendation. List potential sources if possible.**

- **Indicate people or groups that we need to talk to help clarify this committee recommendation. List any recommended locations.**

- **What kind of action or resources would be necessary to implement the recommendation?**

II.     **Indicate what forces and influences are likely to occur that will support or oppose implementation.**
        **Forces that support (please list):**

        **Forces that oppose (please list):**

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<div align="center">**COMMITTEE RECOMMENDATION WORKSHEET**</div>

**I. List the Learning(s) that this recommendation is addressing**
1. Only 28.6% of African American males who enter ninth grade graduate on time 4 years later.
2. Students who are reading below grade level in third and fourth grades are more likely to drop out of school.
3. Family engagement and parent involvement

- **WRITE THE COMMITTEE RECOMMENDATION** **(limit focus to one subject or action item, more than one recommendation may be needed to address a particular learning ):**

To create a 3 yrs. to first grade community school that would grow through fifth grade. The school would focus on developing language and would be operated as a community charter school.

- **Identify any research, or other kinds of information that was used to craft this recommendation.** (add additional sheets as necessary)

- **Identify additional research or information that could help clarify this committee recommendation. List potential sources if possible.**

- **Indicate people or groups that we need to talk to help clarify this committee recommendation. List any recommended locations.**
  1. Research on community schools (Caryl)
  2. Research on charter schools (Jim)
  3. Research on teaching language (Martha)
  4. Neighborhoods and communities who have a need for this educational approach
  5. **What kind of action would be necessary to implement the recommendation?**

  6. **Indicate what forces and influences are likely to occur that will support or oppose implementation.**
     **Forces that support (please list):**
     **Forces that oppose (please list):**

 **As information is received and/or clarified, these potential recommendations may change or be discarded.**

**Curriculum Information:**

The Community School for 3-6 year old children will provide a curriculum focused on developing students' language and social skills in the following ways:

1.  Organizing curriculum content around units of study that broaden each child's understanding of the world around them.

2.  Furnishing classrooms with materials and equipment that allow children to work together in activities that are appropriate to their development as well as activities that extend the content of the units of study.

3.  Allowing numerous opportunities for children to have meaningful conversations about their work with their peers as well as with adults.

4.  Teaching children to respect their peers, the adults in their lives, and their physical environment.

5.  Treating each child with respect and preserving their dignity at all times.

6.  Supporting field trips and class visitors that extend the curriculum content and expose children to numerous experiences in the community.

7.  Putting language with all activities. Explaining everything to children. Giving them new vocabulary.

8.  Enabling children to record their experiences and express their thoughts through art work, drama, dictation to an adult, and attempts at writing using Wonder Spelling[1].

9.  Employing group dictation around a given topic. Adult records and spells aloud as she writes.

10. Reading to children a variety of outstanding children's literature on a daily basis.

11. Making books available to children during the school day as well as to be taken home.

12. Including children's families in all of the school's activities.

13. Coaching parents to expand the language capacities of their children.

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[1] Wonder Spelling is spelling words the way they sound. It is like text messaging.

## COMMITTEE RECOMMENDATION WORKSHEET

**I.      List the Learning(s) that this recommendation is addressing:**

- **WRITE THE COMMITTEE RECOMMENDATION\*\* (limit focus to one subject or action item, more than one recommendation may be needed to address a particular learning ):**
  Look at Magnet Schools, with a focus on parental involvement, as an option as we seek new public education solutions.
- **Identify any research, or other kinds of information that was used to craft this recommendation.**  (add additional sheets as necessary)

- **Identify additional research or information that could help clarify this committee recommendation.  List potential sources if possible.**

- **Indicate people or groups that we need to talk to help clarify this committee recommendation.  List any recommended locations.**

- **What kind of action or resources would be necessary to implement the recommendation?**

**II.      Indicate what forces and influences are likely to occur that will support or oppose implementation.**
       **Forces that support (please list):**

       **Forces that oppose (please list):**


 **\*\*As information is received and/or clarified, these potential recommendations may change or be discarded.**

**COMMITTEE RECOMMENDATION WORKSHEET**

**I.     List the Learning(s) that this recommendation is addressing:**
1.  33% of Athens Clarke County high school students did not graduate on time in 2006.
2.  A good education is one of the major factors in helping to overcome poverty.
3.  Our schools do not do a good job of teaching children living in poverty
4.  Only 28.6% of African-American males who enter ninth grade graduate on time four years later.
5.  Many teachers, parents, and students have low academic expectations for children coming from poverty.
6.  Students who are reading below grade level in 3rd and 4th grades are more likely to drop out of school.
7.  Students who are retained once are 60% more likely to drop out of school, while students who are retained twice are 90% more likely to drop out of school.

- **WRITE THE COMMITTEE RECOMMENDATION\*\* (limit focus to one subject or action item, more than one recommendation may be needed to address a particular learning ):**
  Implement a comprehensive remedial reading program, with comprehensive teacher training, for all students beginning in fourth grade who do not meet CRCT expectations . Recommended comprehensive programs include Corrective Reading, Wilson, and Language!.

- **Identify any research, or other kinds of information that was used to craft this recommendation.** (add additional sheets as necessary)
  1. Florida Center for Reading Research provided individual reports on recommended programs and their effectiveness. (See www.fcrr.org)

- **Identify additional research or information that could help clarify this committee recommendation. List potential sources if possible.**
  1.  Additional research needs to be done on Power4Kids Initiative by the Hahn Foundation.

- **Indicate people or groups that we need to talk to help clarify this committee recommendation. List any recommended locations.**
  1. Follow-up with schools who have implemented successful programs.

- **What kind of action or resources would be necessary to implement the recommendation?**
  1.  Community and School System support for a comprehensive reading approach to our students with reading  needs.

- **Indicate what forces and influences are likely to occur that will support or oppose implementation.**
  **Forces that support (please list):**
  **Forces that oppose (please list):**


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**COMMITTEE RECOMMENDATION WORKSHEET**

I.      **List the Learning(s) that this recommendation is addressing:**

- **WRITE THE COMMITTEE RECOMMENDATION** (limit focus to one subject or action item, more than one recommendation may be needed to address a particular learning ):
Implement a comprehensive (elementary through high school) Junior Achievement Program in Clarke County.

- **Identify any research, or other kinds of information that was used to craft this recommendation.** (add additional sheets as necessary)

- **Identify additional research or information that could help clarify this committee recommendation. List potential sources if possible.**

- **Indicate people or groups that we need to talk to help clarify this committee recommendation. List any recommended locations.**

- **What kind of action or resources would be necessary to implement the recommendation?**

II.      **Indicate what forces and influences are likely to occur that will support or oppose implementation.**
        **Forces that support (please list):**

        **Forces that oppose (please list):**

**As information is received and/or clarified, these potential recommendations may change or be discarded.**

**COMMITTEE RECOMMENDATION WORKSHEET**

I.    **List the Learning(s) that this recommendation is addressing:**

- **WRITE THE COMMITTEE RECOMMENDATION\*\* (limit focus to one subject or action item, more than one recommendation may be needed to address a particular learning ):**
  **Seek web-focused entrepreneurship opportunities in order to introduce students to tap into the global economy.**
- **Identify any research, or other kinds of information that was used to craft this recommendation.** (add additional sheets as necessary)

- **Identify additional research or information that could help clarify this committee recommendation. List potential sources if possible.**

- **Indicate people or groups that we need to talk to help clarify this committee recommendation. List any recommended locations.**

- **What kind of action or resources would be necessary to implement the recommendation?**

II.    **Indicate what forces and influences are likely to occur that will support or oppose implementation.**
       **Forces that support (please list):**

       **Forces that oppose (please list):**


 **\*\*As information is received and/or clarified, these potential recommendations may change or be discarded.**

**COMMITTEE RECOMMENDATION WORKSHEET**

I. **List the Learning(s) that this recommendation is addressing:**

- **WRITE THE COMMITTEE RECOMMENDATION\*\* (limit focus to one subject or action item, more than one recommendation may be needed to address a particular learning ):**
Explore opportunities to improve the Juvenile Justice System and Criminal Justice System as they relate to education and poverty.

- **Identify any research, or other kinds of information that was used to craft this recommendation.** (add additional sheets as necessary)

- **Identify additional research or information that could help clarify this committee recommendation. List potential sources if possible.**

- **Indicate people or groups that we need to talk to help clarify this committee recommendation. List any recommended locations.**

- **What kind of action or resources would be necessary to implement the recommendation?**

II. **Indicate what forces and influences are likely to occur that will support or oppose implementation.**
  **Forces that support (please list):**

  **Forces that oppose (please list):**

**\*\*As information is received and/or clarified, these potential recommendations may change or be discarded.**

## COMMITTEE RECOMMENDATION WORKSHEET

I.      **List the Learning(s) that this recommendation is addressing:**

- **WRITE THE COMMITTEE RECOMMENDATION\*\* (limit focus to one subject or action item, more than one recommendation may be needed to address a particular learning ):**

  **To study the reasons why UGA education graduates choose to stay in Athens or go elsewhere.**

- **Identify any research, or other kinds of information that was used to craft this recommendation.** (add additional sheets as necessary)

- **Identify additional research or information that could help clarify this committee recommendation. List potential sources if possible.**
  **1.** Contact Julia Atiles at UGA to find out if they have a survey.
  　　Can we create a survey?
  2. Is there any current data?
  3. Do a survey of all UGA and other college student teachers at the end of the year to get their reasons for staying or going.

- **Indicate people or groups that we need to talk to help clarify this committee recommendation. List any recommended locations.**

- **What kind of action or resources would be necessary to implement the recommendation?**

- **Indicate what forces and influences are likely to occur that will support or oppose implementation.**
  **Forces that support (please list):**
  **Forces that oppose (please list):**

**\*\*As information is received and/or clarified, these potential recommendations may change or be discarded.**

**COMMITTEE RECOMMENDATION WORKSHEET**

I.      **List the Learning(s) that this recommendation is addressing:**

- **WRITE THE COMMITTEE RECOMMENDATION\*\* (limit focus to one subject or action item, more than one recommendation may be needed to address a particular learning ):**
  Explore Teach For America as a possible source for teachers in Clarke County.

- **Identify any research, or other kinds of information that was used to craft this recommendation.** (add additional sheets as necessary)

- **Identify additional research or information that could help clarify this committee recommendation. List potential sources if possible.**

- **Indicate people or groups that we need to talk to help clarify this committee recommendation. List any recommended locations.**

- **What kind of action or resources would be necessary to implement the recommendation?**

II.      **Indicate what forces and influences are likely to occur that will support or oppose implementation.**
         **Forces that support (please list):**

         **Forces that oppose (please list):**

 **\*\*As information is received and/or clarified, these potential recommendations may change or be discarded.**

# COMMITTEE RECOMMENDATION WORKSHEET

**I.      List the Learning(s) that this recommendation is addressing:**

- **WRITE THE COMMITTEE RECOMMENDATION\*\* (limit focus to one subject or action item, more than one recommendation may be needed to address a particular learning ):**
  Develop incentives to recruit and retain high quality teachers in Athens Clarke County.

- **Identify any research, or other kinds of information that was used to craft this recommendation.**  (add additional sheets as necessary)

- **Identify additional research or information that could help clarify this committee recommendation.  List potential sources if possible.**

1.  How do we define a high quality teacher? What is the objective criteria for defining "high quality teacher"?
2.  What is the subjective criteria? TBD
3.  What incentives does Clarke County have in place to retain all teachers? High quality teachers? Is it the same? (Check with Tasha Graham.)
4.  Are there any type of bonus incentives correlated to test scores, etc.?
5.  Research national incentive models.

- **Indicate people or groups that we need to talk to help clarify this committee recommendation.  List any recommended locations.**

- **What kind of action or resources would be necessary to implement the recommendation?**

- **Indicate what forces and influences are likely to occur that will support or oppose implementation.**
  **Forces that support (please list):**
  **Forces that oppose (please list):**

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**COMMITTEE RECOMMENDATION WORKSHEET**

I.      **List the Learning(s) that this recommendation is addressing:**

- **WRITE THE COMMITTEE RECOMMENDATION\*\* (limit focus to one subject or action item, more than one recommendation may be needed to address a particular learning ):**
  Explore the merits of using the Georgia Partnership for Excellence in Education's strategic planning process for school improvement (www.GPEE.org) as a possible tool to guide our strategic planning efforts, incorporating the education /workforce development recommendations derived through the PPA initiative.

- **Identify any research, or other kinds of information that was used to craft this recommendation.** (add additional sheets as necessary)

- **Identify additional research or information that could help clarify this committee recommendation. List potential sources if possible.**

- **Indicate people or groups that we need to talk to help clarify this committee recommendation. List any recommended locations.**

- **What kind of action or resources would be necessary to implement the recommendation?**

II.     **Indicate what forces and influences are likely to occur that will support or oppose implementation.**
         **Forces that support (please list):**

         **Forces that oppose (please list):**

**\*\*As information is received and/or clarified, these potential recommendations may change or be discarded.**

**COMMITTEE RECOMMENDATION WORKSHEET**

I.    **List the Learning(s) that this recommendation is addressing:**


- **WRITE THE COMMITTEE RECOMMENDATION** (limit focus to one subject or action item, more than one recommendation may be needed to address a particular learning ):
  In career development programs, use GACollege411.org as a career development/ management tool, beginning no later than the middle school grades.  Note that plans to further expand the scope of GACollege411.org are being considered, and, eventually, this could be used to by all students as soon as they enter school and maintained indefinitely, facilitating a life-long learning process.

- **Identify any research, or other kinds of information that was used to craft this recommendation.**  (add additional sheets as necessary)


- **Identify additional research or information that could help clarify this committee recommendation.  List potential sources if possible.**


- **Indicate people or groups that we need to talk to help clarify this committee recommendation.  List any recommended locations.**


- **What kind of action or resources would be necessary to implement the recommendation?**

II.   **Indicate what forces and influences are likely to occur that will support or oppose implementation.**
      **Forces that support (please list):**

      **Forces that oppose (please list):**

# COMMITTEE RECOMMENDATION WORKSHEET

## I.     List the Learning(s) that this recommendation is addressing:

- **WRITE THE COMMITTEE RECOMMENDATION\*\* (limit focus to one subject or action item, more than one recommendation may be needed to address a particular learning ):**
  Develop a Boarding School to serve students who are at-risk of dropping out of school.
- **Identify any research, or other kinds of information that was used to craft this recommendation.** (add additional sheets as necessary)

A SEED school is based on a model created by The SEED Foundation that integrates a rigorous academic program with a nurturing boarding program. The academic program is college preparatory in focus, while the boarding program teaches life skills and provides a safe and secure environment 24 hours a day. SEED students live on campus and benefit from a collaborative network of families, faculty, staff and community members. A SEED school is located in the student's local community, which nurtures positive contact with family and community leaders and provides students with the opportunity to serve as role models.

SEED's **academic program** offers a skills-focused, standards-based middle school curriculum, followed by a college preparatory upper school curriculum. Students receive individualized attention to ensure that they achieve their academic potential.

SEED's **student life program** teaches students independence and life skills. The program encourages each student to take on personal responsibilities, such as budgeting, laundry, work and time management, mentoring younger students and community service.

The **college & career counseling program** works in conjunction with the academic and boarding programs to identify each student's interests, ambitions and skill level and to assist the student throughout the college application process.

**Athletics** and **extracurricular activities** round out students' experience on campus. In addition staff work with students to identify summer opportunities that will enhance students' skills and provide them with valuable life experiences.

To learn about The SEED Foundation's initiatives to establish additional SEED schools to serve students nationwide, **click here**.

View the "**essential components**" of any SEED school.

- **Identify additional research or information that could help clarify this committee recommendation.  List potential sources if possible.**

- **Indicate people or groups that we need to talk to help clarify this committee recommendation.  List any recommended locations.**

- **What kind of action or resources would be necessary to implement the recommendation?**

II.      **Indicate what forces and influences are likely to occur that will support or oppose implementation.**
**Forces that support (please list):**

**Forces that oppose (please list):**


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**COMMITTEE RECOMMENDATION WORKSHEET**

I.      **List the Learning(s) that this recommendation is addressing:**

- **WRITE THE COMMITTEE RECOMMENDATION\*\* (limit focus to one subject or action item, more than one recommendation may be needed to address a particular learning ):**
  Explore vouchers as a means of reallocating public education dollars.
- **Identify any research, or other kinds of information that was used to craft this recommendation.** (add additional sheets as necessary)

- **Identify additional research or information that could help clarify this committee recommendation. List potential sources if possible.**

- **Indicate people or groups that we need to talk to help clarify this committee recommendation. List any recommended locations.**

- **What kind of action or resources would be necessary to implement the recommendation?**

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**COMMITTEE RECOMMENDATION WORKSHEET**

I.      **List the Learning(s) that this recommendation is addressing:**

- **WRITE THE COMMITTEE RECOMMENDATION\*\* (limit focus to one subject or action item, more than one recommendation may be needed to address a particular learning ):**
  Have an open enrollment policy in public universities for Georgia high school graduates.
- **Identify any research, or other kinds of information that was used to craft this recommendation.** (add additional sheets as necessary)

- **Identify additional research or information that could help clarify this committee recommendation. List potential sources if possible.**

- **Indicate people or groups that we need to talk to help clarify this committee recommendation. List any recommended locations.**

- **What kind of action or resources would be necessary to implement the recommendation?**

II.      **Indicate what forces and influences are likely to occur that will support or oppose implementation.**
    **Forces that support (please list):**

    **Forces that oppose (please list):**

 **\*\*As information is received and/or clarified, these potential recommendations may change or be discarded.**

**COMMITTEE RECOMMENDATION WORKSHEET**

I.     **List the Learning(s) that this recommendation is addressing:**

- **WRITE THE COMMITTEE RECOMMENDATION** (limit focus to one subject or action item, more than one recommendation may be needed to address a particular learning ):
Provide education programs and counseling to prison/jail inmates.
- **Identify any research, or other kinds of information that was used to craft this recommendation.** (add additional sheets as necessary)

- **Identify additional research or information that could help clarify this committee recommendation. List potential sources if possible.**

- **Indicate people or groups that we need to talk to help clarify this committee recommendation. List any recommended locations.**

- **What kind of action or resources would be necessary to implement the recommendation?**

II.     **Indicate what forces and influences are likely to occur that will support or oppose implementation.**
        **Forces that support (please list):**

        **Forces that oppose (please list):**

**As information is received and/or clarified, these potential recommendations may change or be discarded.**

**COMMITTEE RECOMMENDATION WORKSHEET**

**I.**     **List the Learning(s) that this recommendation is addressing:**

1. A good education is one of the major factors in helping to overcome poverty.
2. Our schools do not do a good job of teaching children living in poverty

- **WRITE THE COMMITTEE RECOMMENDATION** (limit focus to one subject or action item, more than one recommendation may be needed to address a particular learning ):

Incorporate Green Principles as new schools are built in Athens.

- **Identify any research, or other kinds of information that was used to craft this recommendation.** (add additional sheets as necessary)
    1. New school buildings would have integrated designs which would lower operational costs and enhance health and well being.
    2. This should lower costs and increase student achievement and productivity.
    3. This should improve the environment.
    4. There are apparently grant incentives. Clarke County and UGA are doing it -- no reason the CCSD shouldn't do it with Chase St. and the 2 new schools.
    5. The schools should have effective water systems and be environmentally friendly.

- **Identify additional research or information that could help clarify this committee recommendation. List potential sources if possible.**

- **Indicate people or groups that we need to talk to help clarify this committee recommendation. List any recommended locations.**

- **What kind of action or resources would be necessary to implement the recommendation?**

**II.**     **Indicate what forces and influences are likely to occur that will support or oppose implementation.**
     **Forces that support (please list):**

     **Forces that oppose (please list):**

**COMMITTEE RECOMMENDATION WORKSHEET**

I.       **List the Learning(s) that this recommendation is addressing:**

- **WRITE THE COMMITTEE RECOMMENDATION\*\* (limit focus to one subject or action item, more than one recommendation may be needed to address a particular learning ):**

    To aggressively confront negative/destructive icons, images and life-style choices that lead to the adoption of behaviors and mindsets that discourage personal responsibility, perseverance, self-discipline, good citizenship, respect for self and others, and a recognition of the importance of education.
        This recommendation would include an education program focusing on the advantages of working hard in school, waiting to have children after marriage, staying away from drugs, etc. In comparison, statistical material focusing on the results of poor life choices including the effects of father absent homes would also be made available.
        Churches, schools, community groups, and individual role models could work together to develop programs and strategies to implement this recommendation.

- **Identify any research, or other kinds of information that was used to craft this recommendation.**  (add additional sheets as necessary)

- **Identify additional research or information that could help clarify this committee recommendation.  List potential sources if possible.**

- **Indicate people or groups that we need to talk to help clarify this committee recommendation.  List any recommended locations.**

- **What kind of action or resources would be necessary to implement the recommendation?**

II.      **Indicate what forces and influences are likely to occur that will support or oppose implementation.**
        **Forces that support (please list):**

        **Forces that oppose (please list):**

 **\*\*As information is received and/or clarified, these potential recommendations may change or be discarded.**