

K-12 Group Follow-up Recommendations

Notes from Each Sub-group

MENTORING

- 1. Actively recruit more mentors to join the mentoring program set up in Clarke County. Contact churches, businesses, clubs, and the university.**
- 2. Expand mentor programs. Have mentors who know both student's school family as well as home family. (Mentor programs that I know of work with the student either at home or at school but not both-although some individual mentors might do both.)**
- 3. Mentor Program**
Tamal Harvey Target ethnic communities on campus to be examples for minority students. "Black children from the ghetto in trouble for being loud."- Contact the Black Affairs Council for positive Black role models and mentorship opportunities.

C. (Teens specifically) (Leader)

INNOVATIVE PROGRAMS

- 1. At the local elementary schools hold regular (1 a month or every other month) career days, whether during or after school, where people with interesting jobs come to talk to the students emphasizing the need to graduate and even go on to college. Particularly minority speakers. To help create role models for those in homes without family members who graduated or have gone to college.**

If there were enough volunteers, have a mentor per classroom to come and visit regularly in the classroom or enough to rotate between the classrooms.
- 2. Create local need-based scholarships for higher education to facilitate college going and post secondary education for those who can't get HOPE but want to go on. This could supplement federal need based aid that has failed to keep pace with tuition increases. Early knowledge of this money's availability may serve to raise aspirations for marginal students.**
- 3. Sex education is a must, not only in public schools but also from the churches. Teen pregnancy can be battled with religious and faith-based explanations as well as safe sex "how tos".**
- 4. Find ways to relax the requirements for standardized testing.**
 - a. Stop the 5 state graduation tests required for graduation in Georgia.**
 - b. Withdraw from participating in the No Child Left Behind Program.**
- 5. Community Schools-where health and dental care, GED programs, athletics, flexible class hours, parenting training, etc. Schools open from 7 a.m. to 9 p.m. or later.**

6. Sustained, comprehensive, systemic early literacy education that crosses the schoolhouse door and includes pre-k (and earlier) screenings, extended learning, enrichment opportunities, summer programs, targeted instruction, and family and community literacy outreach. Focus on catching up students before they fall behind.

Umbrella/Superstructure

7. I believe charter schooling should be an option for our parents and youth to create/demonstrate innovative ways of educating our children.

8. Cut down on redundant programs in schools-(L.T. E. departments) and useless spending. ex. Computers, financing , which are all the same. Increase diversity of classes, avoid overlapping classes (i.e. computer applications and web design).

More balanced elective choices between fine arts, LTE, Physical Education

9. Teach parents of all children, but especially young children
 - a. Skills for strengthening vocabulary and expressive language.
 - b. Techniques for socializing children.
 - c. Skills for teaching their children about the world –i.e. talking to children about the grocery store, etc. the things they see around them, the feelings they have

10. Address Drop out Problem—INN. PROG.

A good education is one of the major factors in helping to overcome poverty. Raise expectations/Hands on Learning

11. Emphasize reading by having at least one hour a day where each child can work on it, one on one with a caring adult, beginning in grade one. Use “experience” words that children provide and make a booklet of the child’s story about that word.

PROFESSIONAL LEARNING—Poverty and Diverse Cultures—high expectations

1. A good education is one of the major factors in overcoming poverty.
2. Improve discipline standards and enforce them in a way that will greatly reduce the amount of class time being spent on discipline issues. Expectations high for behavior.
3. Educate the community about the importance of being a registered voter.
4. Teachers need to be aware of how they teach and instruct the children living in poverty. Every child deserves the same opportunity for achievement. Be aware of how you teach the children as a teacher. Do you discriminate?
5. Teach parents of all children, but especially young students,
 - a. skills for strengthening vocabulary and expressive language.
 - b. Techniques for socializing children.
 - c. Skills for teaching their children about the world—i.e. talking to children about the grocery store, etc., the things they see around them, feelings they have
6. Time must be allowed outside the school year (180 days) for professional learning—with pay.

7. **Have teachers attend “in-service” workshops to better deal with diverse cultures. Include motivational techniques for involving students in their own learning.**

EXTENDED LEARNING

1. **Expansion of after school programs for children living in poverty. Many of these kids can't afford it and/or don't have a ride home.**
2. **Expand ACC Leisure Service Summer Programs like Project START.**
3. **Use summer school to enrich students' lives.**
4. **Provide more challenging learning situations for students. Create an accountability system where everyone knows what student grades are and can tell how their child is doing week to week. How does he/she compare to other students?**