

DEEPENING THE DIALOGUES

Utilize the existing disciplinary focus groups to begin dialogues between high school faculty, community college faculty, and university faculty regarding the following topics:

1) Attitudes and attributes of students at-risk for dropping out of school

- Truancy, lack of parental support, low-ability academically, generational poverty, lack of academic motivation, students who can't meet one size fits all standards, apathy, don't see value of education (want to enter work force)
- Truancy, feeling of being unsuccessful, lack of home support, poor reading skills, feeling overwhelmed, "enabling" at home, financial difficulties at home, lack of value of education, lack of relevance
- Peer's attendance, no family support, poverty, no supplies, apathy, tobacco use, don't fit in, bullying, lack of encouragement from family because family lacks educational background
- Students think as long as they pass the EOC, they don't have to do anything else, social promotions, lack of parental support
- Generational poverty, truancy, parental attitudes, apathy towards educational value

2) Creation and implementation of freshman success courses, summer bridge academic enrichment, and career enrichment programs that challenge and support educational achievement

- Teaching rural students to use public transportation and map skills, visiting local bookstores to select and purchase a book for school library (each student selects a book and the school purchases), Freshman Academy or orientation for at risk population, Characteristics of Freshman Academy: small class size, focus on core classes
- JUMPSTART program to get students ahead before they get behind, students would be paid to attend this orientation, must maintain a B average, San Antonio program: give students advantage coming in by completing essays before standard class begins
- Career Enrichment programs, co-op jobs with students, senior project should fulfill this requirement, community building, freshman mentor programs where upperclassman pair with underclassman, funds for school supplies, project based learning, literacy courses, 3 week mini courses,

forming vocational cohorts, pathway for courses, consideration for vocational interest within content areas,

3) Educational partnerships and their role in strengthening public schools

- Finding ways to fund Early Colleges, making partnerships with businesses for job shadowing or monetary support, WCU students work at High School summer orientations, A-B Tech's partnership: communication among high schoolers re: lack of writing skills; kids may not be retaining skills.
- Require students to do 100 hours of community service gets students involved in community and builds business relationships, Early College, GEAR UP, ARC College Summit, WCU & SCC partnerships for lectures and activities, dual enrollment, Continue programs like English Curriculum, Dialogues where teachers at the high school level can collaborate with college faculty to bridge the gap.
- Partnership at AHS with students from Denmark, 20-30 students from Denmark visit AHS & Asheville for ten days, our students host them, during summer or students visit them in Denmark, they come to classes and take day trips in area.
- Partnerships AHS and UNCA – tutors in AVID program, cohorts with community – business- students visit businesses do internships at Mission Hospital, Biltmore Estate (to name a few), AHS – business class conducts activities that involve guests from business community “Mad City Money” – community members participate. More small business involvement, marketing the educational aspects – make school activities visible

4) Closing the achievement gaps for all students

- Opportunities to build community among students and teachers, activities, clubs, etc. of interest to others who are not “mainstream, native-born” students, Opportunities for our ESL students.
- “Multicultural” week – parents nights to develop skills for parents, summer initiatives and mentoring programs, weekly writing assignments with graduated requirements as to page # for higher grades, mandatory literacy class for all freshman.
- Vocational track offered that would include core subjects geared at lifetime literacy vs. college bound, smaller class sizes, maximum of 18 students per class, technology- access to this for students and teachers. Have more collaborative activities to create cohesive student populations.

5) Marketing high expectations for educational attainment to underrepresented populations

- Exposure- news reports (on local TV & in the newspaper) to positively market the good things going on in our high schools.
- Informing parents weekly, grades posted on-line, parent night, student-led conferences, college night, senior project parent night, freshman orientation, go to leader schools, homebound visits.
- High-interest programs for non-traditional student, students should have choice to be on vocational or college-bound track with courses that are geared to these individuals rather than all students under one umbrella for English curriculum; community involvement; 1 day per week students attend school half day then go to job shadowing; program access.
- Partnership with other countries with sister schools, multi-cultural recognition events.