

**University System of Georgia President's African American Male Initiative
Middle School Focus Plan
Revised June 2007**

Charge

Identify feasible and measurable strategies aimed at the African American Male (AAM) middle school student population, which will result in enhanced preparation for, matriculation to, and graduation from college.

Members

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Definition of Excellence/ Intended Outcomes

The intended outcomes of the University System of Georgia African American Male Initiative – Middle School Focus are provided in Attachment C (pages 8-15). In order to reach these outcomes, changes are needed in four areas:

1. Building educational aspirations;
2. Increasing parental involvement in their child's middle school
3. Increasing parental knowledge of secondary and post-secondary schools requirements;
4. Professional learning for teachers, counselors, principals, and middle school graduation counselors.

Preliminary Quantitative and Qualitative Data Plan for the Intended Outcomes

The Georgia Criterion Referenced Competency Test will be used for grades 6, 7, and 8 in Mathematics, Science, English/Language Arts, Reading, and Social Studies to identify pass rates and achievement gaps between groups by race and gender. Once the students targeted through this initiative reach high school, their progress will continue to be tracked using the following data: Georgia End of Course Tests, Georgia High School Graduation Test, number of students in special education programs, enrollment counts beginning with the 6th grade and continuing through high school, number of drop outs and the rates, retention rates, graduation rates, HOPE eligibility, and number of students entering post-secondary. All of these data will be disaggregated by race/ethnicity and gender. The USG P-16 Department will provide these data reports to each participating institution for the service area served. (Provides information needed to measure the success of Intended Outcomes on tables 1 – 10. See Attachment C for specific data.)

Campus Coordinators (see Attachment B) would be responsible for keeping detailed records of number and types of activities provided for students, parents, and educators. Surveys will be used to evaluate progress towards meeting the intended outcomes that cannot be measured using existing databases. Survey data will be gathered whenever any professional learning course is offered to middle school guidance counselors, graduation coaches, teachers and principals. Parents will also be surveyed when they participate in any initiative-sponsored event. The P-16 Department will serve as host for an online survey and produce reports.

Work Plan

Recognizing the fact that many of USG institutions have ongoing programs underway, each participating institution will be asked to create a work plan (template – Attachment A) detailing the specific activities that will be provided to middle schools in their service area. These activities must be designed to meet the intended outcomes described in the previous section. The P-16 Department will take responsibility for the oversight of the program, the development of a collaborative relationship with the Georgia Department of Education, and will be responsible for receiving and reviewing required annual reports from each institution in order to provide a comprehensive report to the Chancellor annually.

Goal 1: Provide middle school AAMs a more in-depth understanding of the preparation necessary to be college and work ready.

The expected services may include: summer academies, after school enrichment programs, test-taking strategies, college mentor programs, college-visitation days, tutoring programs, career day programs, drop-out intervention programs, etc. For institutions without a program or activities underway, components from a former funded USG program, Post-Secondary Readiness Enrichment Program (PREP), could be used and information would be provided as needed. Drawing upon lessons learned through PREP and other successful initiatives, meaningful activities would include:

- Giving middle school students information on academic preparation needed for professions and careers.

- Engaging middle school students in meaningful interactions with college students, faculty, and business and community leaders to help them develop positive relationships with professional role models.
- Providing middle school students with opportunities to participate in decision-making, leadership development, problem solving, and conflict resolution workshops/exercises.

USG Annual Cost: Maximum \$1.7 million per year – To provide the salary for a full-time Campus Coordinator at each USG institution who would be responsible for managing the day to day activities for the AAMI- MS Program. (Job Description – Attachment B)

Goal 2: Provide parents of AAM middle school students access to educational and financial resources that will enable them to help their children raise their educational aspirations, succeed in academically rigorous courses in high school, and enter and complete some form of post-secondary education.

The PRISM Public Awareness Campaign is about “messaging.” Through a series of posters, billboards, banners, and public service announcements that feature children and youth excelling in science and mathematics, the goal is to help parents and community members understand their roles in setting high expectations, conveying the importance of a solid science and mathematics education, providing support in doing school work, and providing enrichment activities outside the classroom. The Campaign also features a grass-roots outreach program that supports hands-on opportunities for parents and students to work collaboratively on science and mathematics activities and links students to non-classroom oriented support that strengthens science and mathematics abilities. Extensive market research has conducted at the beginning of the implementation of PRISM found that parents have the greatest influence on their child with teachers ranked second. Therefore, the Campaign focused providing information and activities to parents. Through AAMI-MS the current Campaign Director will develop PRISM Public Awareness Campaign activities beyond science and mathematics to provide accurate messages for parents, students and school personnel about the importance of taking rigorous courses in high school, how to get help for struggling students, and how to be an advocate for students. Program components for parents would also include information about how to create a home environment that supports a child’s academic achievement, strategies for how to help a child at home, and how to get involved in school decision-making.

Participating institutions will be given the Education: Go Get It! curriculum materials. This program had a strong parent education component which can be repackaged and used for this project. Materials could also available for schools to use in their career centers or media centers.

USG Annual Cost: \$400,000 during the first year of implementation for developing new materials, printing, distributing campaign messages, repackaging of the Go curriculum, and initial training for the Campus Coordinators so they will be able to implement the repackaged Go curriculum in their service area schools. \$300,000 during subsequent years for continued printing, and distribution of campaign messages and implementation of the Go curriculum.

Goal 3: Provide principals, teachers, and counselors of AAM middle school students the tools needed to understand the culture of the AAM and to increase their own expectations of these students.

Each participating institution must provide professional learning designed for:

Middle School Teachers: to help teachers raise their expectations for children from diverse groups. They will learn strategies for helping children experience greater academic success. Recommend that participating institutions implement a course based on a P-16 pilot program, the "Cross Cultural Teaching Initiative," (which is an outgrowth of the BORs 2002-2003 African-American Male Initiative), as the preferred professional learning for middle school teachers. This initiative currently delivers a Cross Cultural Endorsement for in-service teachers who will train other teachers in the knowledge, skills, and understandings needed to close the achievement gap between ethnic minority students, economically disadvantaged students, and majority students. Based on lessons learned during the pilot phase, the new course will focus on closing the achievement gap between AAM students and majority students. Focus will also include the issues of overrepresentation of AAMs in Special Education.

School counselors and middle school graduation coaches (beginning 2007-08 pending legislative approval and funding): to teach strategies for encouraging increased numbers of students from diverse groups to consider taking the college preparatory curriculum in order to be ready for post-secondary education. The focus will also include the issues of overrepresentation of AAMs in Special Education. Participants will also learn how to work with teachers to raise their expectations.

School principals: will focus on dismissal, suspension, expulsion, and other disciplinary measures resulting in separation from school. This could be done in conjunction with the teacher and/or the school counselor and middle school graduation coach's professional learning. They will also receive an overview of the professional learning provided for teachers, counselors and coaches in order to ensure their awareness and help secure their support for the objectives of the AAMI- MS.

USG Annual Cost: Institutions will redirect existing funds to achieve this goal.

Goal 4: Develop a partnership with the Georgia Department of Education to help support the implementation of the AAMI-MS.

The P-16 Department will serve as a collaborative partner with the Georgia Department of Education to establish a network composed of the AAM Campus Coordinators, Middle School Graduation Coaches (if approved by the legislature), and the USG and DOE staff which will meet regularly, approve institutional workplans, monitor data elements and outcomes on a regular basis.

USG Annual Cost: none

System Leadership and Coordination: Coordination will be provided by the USG P-16 Department. The P-16 Department will assign one staff member to provide oversight leadership who will be responsible for supporting the work of Campus Coordinators, coordinating the development of AAMI-MS Work Plans, leading regular network meetings, travel to campuses to provide support and leadership.

USG Annual Cost: \$50,000 costs of implementation and travel as required for campus visits and network meetings.

Total Projected Costs for Annual Implementation of AAMI-MS

Goal 1	\$1,700,000
Goal 2	400,000
Goal 3	0
Goal 4	0
Project Coordination	50,000
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Total	\$2,150,000

**Attachment A:
Sample Work Plan Template for Institutions Participating in the AAMI-MS**

Goal Addressed	Activity to Address Goal	Timeline for Implementation of Activity	Intended Outcomes Addressed	Person(s) Responsible	Documented Results Upon Completion of Activity

Attachment B:

Job Description for Campus Coordinator

- Regular visits to middle schools in the USG institution's service area
- Coordinate as appropriate with campus constituencies
- Provide information sessions for parents about financial aid and college attendance
- Develop printed materials as needed to target middle school audiences
- Coordinate summer programs for middle school youth
- Conduct workshops to enhance academic success of middle school students
 - Prepare college applications
 - HOPE scholarship opportunities
- Coordinate and/or deliver all AAMI-MS professional learning for teachers, principals, and counselors
- Work with communities to support the Awareness Campaign and provide information and materials about the need to graduate from school – college and work ready
- Make presentations to middle school students, parents, faculty and community organizations as appropriate
- Market college programs to this specific audience
- Coordinate academic assistance, including tutoring/mentoring program for middle school students
- Provide information and conduct workshops to help middle school youth understand that certain cultural issues are not acceptable to the mainstream
- Secure teachers, counselors, principals, and parents to complete online surveys needed to measure the success of AAMI-MS
- Seek additional funding whenever possible
- Conduct recruitment activities geared toward middle school students and parents

Base Salary projection - \$40,000 plus a travel allowance and fringe benefits

Qualifications: Masters degree preferred, bachelors required, energetic, excellent communication skills, excellent technology skills.

Attachment C: Intended Outcomes

Table 1: Middle Grades Criterion Reference Competency Test Data

Item #	Intended Outcomes	Baseline	Baseline Year	Target	Target Year
1a	Percent of AAMs meeting or exceeding state standards on the Mathematics Criterion Referenced Competency Tests (CRCT) will increase	Grade 6 46.3%	2007		
		Grade 7 57.4%			
		Grade 8 69.3%			
1b	Percent of AAMs meeting or exceeding state standards on the Science CRCT will increase	Grade 6 39%	2007		
		Grade 7 52.3%			
		Grade 8 57.9%			
1c	Percent of AAMs meeting or exceeding state standards on the English/Language Arts CRCT will increase	Grade 6 75.5%	2007		
		Grade 7 80.3%			
		Grade 8 79.5%			
1d	Percent of AAMs meeting or exceeding state standards on the Reading CRCT will increase	Grade 6 79.3%	2007		
		Grade 7 72.7%			
		Grade 8 79.6%			
1e	Percent of AAMs meeting or exceeding state standards on the Social Studies will increase	Grade 6 70.3%	2007		
		Grade 7 74.2%			
		Grade 8 74.4%			

Bold depicts grade where score is lowest in that particular subject.

Table 2: Achievement Gap Between AAM and AAF on CRCT

Item #	Intended Outcomes	Baseline	Baseline Year	Target	Target Year
2a	Achievement gap on the Mathematics CRCT will decrease between AAM and AAF	Grade 6 7%	2007		
		Grade 7 8.5%			
		Grade 8 7.3%			
2b	Achievement gap on the Science CRCT will decrease between AAM and AAF	Grade 6 3.7%	2007		
		Grade 7 6.6%			
		Grade 8 4.4%			
2c	Achievement gap on the English/Language Arts CRCT will decrease between AAM and AAF	Grade 6 12.2%	2007		
		Grade 7 10.7%			
		Grade 8 9.3%			
2d	Achievement gap on the Reading CRCT will decrease between AAM and AAF	Grade 6 10.7%	2007		
		Grade 7 10.4%			
		Grade 8 7.6%			
2e	Achievement gap on the Social Studies CRCT will decrease between AAM and AAF	Grade 6 9.1%	2007		
		Grade 7 9.9%			
		Grade 8 7.5%			

Bold depicts grade with largest gap for that subject

Table 3: Achievement Gap Between AAM and WM on CRCT

Item #	Intended Outcomes	Baseline	Baseline Year	Target	Target Year
3a	Achievement gap on the Mathematics CRCT will decrease between AAM and WM	Grade 6 29.8%	2007		
		Grade 7 24.9%			
		Grade 8 17.6%			
3b	Achievement gap on the Science CRCT will decrease between AAM and WM	Grade 6 36.1%	2007		
		Grade 7 28.5%			
		Grade 8 28.2%			
3c	Achievement gap on the English/Language Arts CRCT will decrease between AAM and WM	Grade 6 12.5%	2007		
		Grade 7 10.2%			
		Grade 8 11%			
3d	Achievement gap on the Reading CRCT will decrease between AAM and WM	Grade 6 11.9%	2007		
		Grade 7 17.1%			
		Grade 8 12.9%			
3e	Achievement gap on the Social Studies CRCT will decrease between AAM and WM	Grade 6 18.3%	2007		
		Grade 7 13.5%			
		Grade 8 16.4%			

Bold depicts grade with largest gap for that subject

Table 4: AAM Retained in Middle and High School

Item #	Intended Outcomes	Baseline Data	Baseline Year	Target	Target Year
4	The number of AAMs retained will decrease	Grade 6 2713 (12.3%)	2006		
		Grade 7 2605 (11.6%)			
		Grade 8 7985 (49.2%)			
		Grade 9 8795 (44.5%)			
		Grade 10 4441 (27.1%)			
		Grade 11 2803 (21.3%)			
		Grade 12 1556 (11.7%)			

See graph – Attachment

Table 5: AAM Drop Out Rate

Item #	Intended Outcomes	Baseline Data	Baseline Year	Target	Target Year
5	The number of AAMs who dropout from school will decrease	Grade 8	2006		
		Grade 9			
		Grade 10			
		Grade 11			
		Grade 12			

Table 6: End of Course Tests (EOCT) Data

Item #	Intended Outcomes	Baseline	Baseline Year	Target	Target Year
6	Percent of AAMs passing EOCTs will increase	Algebra 1	2007		
		Geometry			
		Phy. Sci.			
		Biology			
		U.S. History			
		Economics			
		9 th Lit.			
		American Lit.			

Table 7: High School Graduation Test Data

Item #	Intended Outcomes	Baseline	Baseline Year	Target	Target Year
7	Percent of AAMs passing the Georgia High School Graduation Test will increase	Mathematics 84.5%	2007		
		English/LA 92.3%			
		Science 61.2%			
		Social Studies 79.3%			

Bold depicts lowest pass rate

Table 8: Achievement Gap Between AAM and AAF on High School Graduation Test

Item #	Intended Outcomes	Baseline Data	Baseline Year	Target	Target Year
8	Achievement gap on the Georgia High School Graduation Test will decrease between AAM and AAF	Mathematics 2.1%	2007		
		English/LA 3.6%			
		Science NA*			
		Social Studies NA*			

*AAM outscored AAF on these two tests in Spring 2007

Bold depicts subject with largest gap

Table 9: Achievement Gap Between AAM and WM on High School Graduation Test

Item #	Intended Outcomes	Baseline Data	Baseline Year	Target	Target Year
9	Achievement gap on the Georgia High School Graduation Test will decrease between AAM and WM	Mathematics 11.1%	2007		
		English/LA 5.1%			
		Science 25.4%			
		Social Studies 14.3%			

Bold depicts subject with largest gap

Table 10: Post-Secondary Readiness Data

Item #	Intended Outcomes	Baseline Data	Baseline Year	Target	Target Year
10a	Percent of AAM graduating from high school will increase		2006		
10b	Percent of AAM eligible for HOPE will increase				
10c	Percent of AAM entering post-secondary will increase		2007		

Table 11: Parental/Teacher Influence and Support Data

Item #	Intended Outcomes	Baseline Data	Baseline Year	Target	Target Year
11a	Parents of AAM middle school students will receive information about admission requirements and costs for post-secondary education	TBD	2008		
11b	Parents of AAM middle school students will receive the information needed to serve as the advocate for their child's academic preparation for post-secondary education	TBD	2008		
11c	Middle school graduation coaches and counselors will be provided the opportunity to participate in professional learning aimed at improving graduation rates of the AAM	TBD	2008		
11d	Middle school teachers and principals will be provided the opportunity to participate in professional learning designed to help teachers be successful in bringing students from diverse groups to achieve at high levels	TBD	2008		

Attachment D: Graph showing comparison of number of students retrained in each grade by ethnicity and gender

