**Carver Early College**

**Date: May 10, 2023**

**Time: 5:00 PM**

**Location: Zoom**

1. **Roll Call**

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| **Role** | **Name** *(or Vacant)* | **Present or Absent** |
| **Principal** | Christina Rogers | Present |
| **Parent/Guardian** | Stephanie Flowers | Present |
| **Parent/Guardian** | Shiqueta Watson | Absent |
| **Parent/Guardian** | Donald Prater | Absent |
| **Instructional Staff** | Jacqueline Robinson | Absent |
| **Instructional Staff** | Dennis Humphrey | Present |
| **Instructional Staff** | Tammie Jones | Absent |
| **Community Member** | Wykeisha Howe | Absent |
| **Community Member** | Vacant |  |
| **Swing Seat** | Candace Roberts | Absent |
| **Student** *(High Schools)* | Destiny Hudson | Absent |
| **Student** *(High Schools)* | Annie Ware | Absent |
| **Instructional Staff-elect** | Amonie Rucker | Present |

1. **Discussion Items** *(add items as needed)*
   1. **Discussion Item 1**: Early College Scholar Profile—Academics, Signature Programming, Whole-child.

**Session I. Profile of an Early College Scholar**

                                                Profile of an Early College Scholar

* Motivated to learn
* Criteria: MAP Data / EOC Data
* Extra curricular and co-curricular activities
* Intrinsically motivated
* Positive competition
* Critical thinkers
* Resilient
* Growth mindset
* Natural and ethical leadership
* Change agent - Initiating change
* Community ambassador (global, continental)
* Committed to the vision
* Self-correctors
* Self-driven
* Variable backgrounds (not monolithic); diversity
* Reflective
* Physically attentive
* Commit to attendance goal (exceptional attendance)
* Responsible decision-making
* Creative Problem Solving
* Excel academically
* Investigate thoroughly
* Collaborate strategically
* Ambassador of  technology
* Communicate effectively
* Curious and Inquisitive Learners (IB Profile)
* Teachable
* Respectful
* Maintain a Minimum GPA (TBD)

*This list was compiled by the Continuous Improvement Team (Leadership Team) as a working list of characteristics. It was presented and discussed with the Go Team representatives at the work session. The consensus was that the characteristics are germane to the mission and purpose but need to be truncated and presented to parents and students in a less overwhelming list. The list will be distributed to allow for further input and feedback.*

**Session II. What defines an Early College**

“Early Colleges are small schools where students can earn a high school diploma with the potential to earn an Associate’s Degree or two years of college credit towards a Bachelor’s Degree in five years or less. This is accomplished by offering students a challenging high school curriculum along with college courses through the partnering college or university.

Early College is an intervention strategy for students who may not be well served by traditional high schools. The initiative also seeks to change the face of higher education by targeting those students traditionally underrepresented on college campuses.”

<https://www.georgiaearlycolleges.org/>

*Information was shared about the literal language and framework for early colleges. It was discussed that Carver Early College wants to give access and equity to all students with academic potential. Furthermore, these potential scholars are those who would excel in a non-traditional setting but still would embrace the rigor needed to prepare them for post-secondary education options that they are underrepresented in and limited access to due to factors beyond their control. The discussion further involved looking at Early College as a whole school model as opposed to a small component of the school. Furthermore, diversity, equity, and inclusion were brought up and it was discussed that there is diversity amongst the potential scholars and that race is not the only characteristic to be considered in diversity discussions. Also, it was discussed that high achieving students deserve the same equitable access to academic intervention strategies that are sometimes missed in the large traditional school settings.*

**Session III. What are some criteria used at Early Colleges around the state of Georgia.**

Soft Criteria for Early College Model Research

**DECA- Dekalb Early College Academy Admissions Criteria:**

* Adherence to uniform expectations
* Satisfactory attendance (90% or better)
* One page letter of Interest
* Sealed copy of Discipline, Academic and and Attendance Transcripts from previous school
* Teacher or Counselor Recommendation
* Scores on the 7th, 8th, 9th or previous years Georgia Milestones Assessment
* Six Common Early College Instructional Practices: *(Collaborative Group Work, Literacy Groups & Circles, Writing to Learn, Classroom Talk, Questioning Strategies, and Scaffolding)*

**Albany Early College Admissions Criteria:**

* CLOSED IN 2010

**Early College Academy of Columbus (ECAC) Admissions Criteria:**

* Unable to find school website or info. Will have to contact school personnel.

**Engineering Early College Academy at Maynard Jackson High School**

* Unable to find it on the school website. Will have to contact school personnel.

**Georgia College Early College (GCEC)**

* Must have EOC/EOG score at proficient level of higher for Math and ELA
* Lexile score for universal screener must be no more than one grade level below
* Overall positive disciplinary record
* Positive recommendation from current principal, counselor, or teacher

**Savannah Early College Academy**

* Six Common Early College Instructional Practices: *(Collaborative Group Work, Literacy Groups & Circles, Writing to Learn, Classroom Talk, Questioning Strategies, and Scaffolding)*

**Sumter County Schools-Georgia Southwestern Early College (SCS-GSW Early College)**

**-**Unable to find it on the school website. Will have to contact school personnel.

**Valdosta Early College Academy (VECA)**

* Copy of standardized test results
* Copy of attendance and behavior records
* Recommendations from current teachers, administrators, and members of the community.

**Washington Early College Soft Criteria:**

* Core Grade Point Average of 85 or higher
* Georgia Milestone Score of 515 or higher in English Language Arts and Mathematics
* Attendance Rate of 90% or better
* Discipline (solely based on APS student guidebook with a maximum of two level 1 or 2 offenses)

**Soft Criteria Recommendations for CEC:**

* Attendance Rate of 90% or better
* Sealed copy of Discipline, Academic and and Attendance Transcripts from previous school **OR** Discipline (solely based on APS student guidebook with a maximum of two level 1 or 2 offenses)
* Core Grade Point Average of 85 or higher
* Georgia Milestone Score of 515 or higher in English Language Arts and Mathematics **OR** Must have EOC/EOG score at proficient level of higher for Math and ELA.
* Lexile score for universal screener (MAP) must be no more than one grade level below
* One page letter of Interest
* Adherence to Uniform Policy

*It is duly noted that Carver Early College is the first early college in the state of Georgia and has been operational since 2005. In an effort to evaluate how to ensure that all students who choose early college are successful, other sites were researched and future site visits are planned. The discussion again led to access and equity. It was discussed that creating soft criteria and expectations allow both parents and students to know what to expect from an academic experience at Carver Early College. It was discussed that language be included to explicitly state that early college is a whole school model and after year 1 and year 2 of accelerated learning, ALL students are expected to participate in one of the college options by the fall of their third year. In aligning with expectations and academic prowess, students can then select from four partner school experiences at this time. The immediate and long-term goal is for students to not only earn a minimum of 30 hours of college credit but be in a position to be conferred an associate’s degree as well. Likewise, the stakeholders raised concerns about students who may also be interested in military careers. The discussion then included they still would take college classes and gain knowledge and leadership skills that could help them. It was further discussed that those students could be presented with options that combine college with the military such as participating in ROTC and Officer’s Training.*

*In summary, all stakeholders have been given a voice on this subject. The Go Team first discussed this and heard input from student members, teacher members, parents, and community partners. Also, it has been discussed in Administrative Team Meetings, Instructional Committee Meetings, and in the Continuous Improvement Team meetings. There is a need for Carver Early College to be supported as a small non-traditional high school that gives access to college and career readiness using intervention strategies and college access in a more unique and specialized offerings than a traditional school can offer. Furthermore, in order to do this effectively and with fidelity, characteristics (student attributes) and high expectations for collaboration are of utmost importance.*

1. **Announcements**
2. **Adjournment**

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**Minutes Taken By:** Dennis L. Humphrey

**Position:** Chairman