

The Student Affairs Program Review Narrative Report

1. COLLEGE: *Laney College*

Discipline, Department or Program: *Gateway to College*

Date: Due by November 13, 2012

Members of the Student Affairs Program Review Team: _____

2. BACKGROUND INFORMATION

A. Describe the Unit (Program or Service Area)

Gateway to College (GTC) is a small alternative education high school in the Oakland Unified School District (OUSD) that is located on the Laney College campus. GTC is a unique partnership between OUSD, Peralta/Laney and the GTC National Network. The GTC model is a nationally recognized education model serving youth who have dropped out of high school. The mission of GTC is to help high school dropouts, or students on the verge of dropping out, (ages 16-20) earn a high school diploma while also earning college credits toward a certificate program and or AA degree.

Like the other OUSD Alternative Education schools, GTC was designed as a small school where at-risk students can have a “second chance” at succeeding. Gateway is a school of high expectations and equally high levels of community support in order to ensure that vulnerable youth receive this second chance to re-engage in education in a meaningful way and create better lives for themselves. In a time where adult schools have had services drastically cut in Oakland, Gateway to College provides an opportunity for the dropout population to receive their high school diploma and credits toward a community college degree. Since most classes are taken on the community college campus, students are attracted to our school for the fact that they take college courses while at the same time earning dual credit toward their high school diploma.

GTC serves students from all over East, North and West Oakland-many of whom are formerly incarcerated, in foster care, homeless, teen parents and/or dealing with mental health/addiction issues . The vast majority are from low income backgrounds. Most students have high incidences of truancy

and behavioral problems with administration/peers and have often attended more than one high school.

At GTC, students come to school in a safe, inclusive, collegial atmosphere where they are accepted, challenged, nurtured, and supported with tough love and high expectations.

Unlike other alternative school students, our students are matriculated, full-time college students taking college transfer level classes once they are accepted into the program. Most classes taken by our students are Laney College are academically rigorous courses that meet UC transfer requirements.

Current Components

Foundation Courses and tutoring support:

50 new students are recruited for the program every semester and take “Foundation Courses” at Gateway to College(GTC). “Foundation Courses” are taught in Gateway to College classrooms by instructors paid for by GTC. Courses are as follows: English 269A/B, Math 253 and Counseling 224. Students also take a study skills, LRNR 280 course for English and Math. Students who successfully complete their first semester, “Foundation” term will be considered “continuing students” and will take the remainder of their courses on the Laney general college campus.

Gateway to College students are provided with tutoring support in their foundation courses as well as in their courses taken on the general campus. A sizeable portion of program budgeting is dedicated toward tutoring.

Counseling and support:

New and continuing students are provided with counseling that models best practices in a case management model. In addition to basic academic counseling(which includes high school transcript evaluation, creation of education plans and college course selection), counselors provide support services assessment and referral for mental health counseling, housing, job/internship, social services benefits, transportation etc. Additionally, counselors serve as academic mentors and work with students and instructors to address academic needs of the students.

Academic Intervention:

The program provides one on one and/or group tutoring in Math and English, as well as in other academic courses. In addition, the program refers students to the Math Lab and Writing Center for additional tutoring. In order to refer students to tutoring as well as monitor academic progress, progress reports are required to be submitted every three weeks. Counselors outreach to instructors regarding student attendance/academic progress to ensure timely intervention.

Unique aspects of the program

Gateway to College is a unique partnership between Oakland Unified School District and Laney College. The program is specifically designed to serve the high school dropouts population, ages 16-20. The program is a dual credit program that allow students to complete their high school diploma

while earning college credits. Students take all community college courses and can receive high school credit for their college courses passed.

Gateway to College Laney is a performance based program that provides students with high school credits toward their diploma for each college course that they pass. As a result, the program must meet strict performance objectives in the following areas as set by their funders(California Department of Education): 1) attendance rates 2)course completion/passage rates 3) term to term(Fall to Spring) as well as Fall to Fall persistence rates 4) high school credits earned based on passage of college courses. Gateway to College students come into the program basic skills deficient, yet must pass transfer level courses for high school credit.

GTC has taken various measures to promote and accelerate student learning. Based on years of practice at other GTC programs across the nation, the following are best practice strategies implemented over the past year to improve student outcomes:

- GTC faculty and staff expanded the use of its Professional Learning Community (PLC) to inform instructional improvements. The PLC met every week to discuss the learning needs of individual students and students, to analyze student work and test data¹ in order to guide classroom measures for accelerating learning, and to collaborate across subject areas and grade levels. The PLC focused on devising strategies to help students who were low performing so that they can be supported to reach academic proficiency. Another focus of the PLC was the continuing integration of reading, writing and mathematical skills development throughout the curriculum, supported by professional development for teachers
- Another important approach used to support student achievement is GTC's *learning community* strategy—in which each student takes all of their classes with a cohort of fellow students. This is very much like the “Advisory” approach employed by other OUSD alternative schools. Each cohort of students has a counselor who gets to know all of the students within the cohort. Another purpose of this strategy is for the students to develop a close relationship with each other in order to create an environment of positive peer support. Additionally, by each cohort having the same counselor, a stronger bond between staff and students starts to develop. This bond serves to empower and motivate students, help counselor's identify barriers to success and greater communication and follow to meeting the needs of students.
- One on one academic/personal counseling is also provided to students. This type of positive experience with an adult who serves as their mentor, supporter and advocate is new to many of our students. Students meet with their counselor at a minimum of once every other week, though daily and weekly contact with students is common. When meeting with students, counselors take a “solutions-based approach” to advising students, which consists of students coming up with concrete strategies to meet their academic and personal goals. Additionally, counselors use a case management approach to student advising as well, which consists of connecting students to services such as housing, mental health, childcare, and personal development. This holistic strategy of supporting the complex array of students' needs contributes to a small, familial learning environment in which students feel safe and supported.

- An additional approach that GTC takes is the creation of a Student Educational Plan (SEP). The student and counselor worked together to create this personalized plan, charting what educational goals the student needs to accomplish in order to graduate, and an agreed-upon course of action on how meet those goals. The student and counselor meet formally at least three or more times during the semester to discuss student progress toward their goals and to modify their plan, if appropriate. This practice, coupled with a “solutions-based approach” toward student counseling, empowers students to make better academic and personal choices.
- In its first year, GTC provided a special study period that was equipped with tutors, as well as with the actual instructors, so that students could receive additional individual academic support. Campus tutoring resources were also made available, as well as other resources such as computer labs, health and job services. It is a continual process to embed the program within the community college structure for the purposes of enhancing student supports.

Other strategies to support student learning at GTC include:

- Peer tutoring.
- Use of math computer lab tutorials
- CAHSEE test prep
- Use of Cyber High software to help students polish their skills and make up credits toward graduation(Currently collaborating with Dewey HS/Onsite capability Spring 2011)
- Use of a school-wide conflict mediation program, including mediation/no bullying training for students and staff to improve student behavior and school climate and thereby reduce barriers to learning
- Use of parent informational sessions, weekly progress reports, and frequent communication between instructor, counselor and students regarding academic progress

B. Provide your program/service area goals and how they are measured in light of the college’s priorities and goals.

Program goals mirror the high achievement goals for K-12 schools as articulated by Race to the Top initiative. As a result, Gateway to College Laney has high performance goals that need to be met for funding. Performance goals that must be met are listed below.

Program Outcome Goals	Indicators used to measure Outcome goal
FOUNDATION COURSE COMPLETION: 60%	Passage rates in 269 A/B, Math 253 and Counseling 224
Student Attendance	
• Average number of days per week on campus, fall semester; Goal is 4 days a week	• Measured weekly by sign in/out sheets as well as instructor attendance cards
• Average attendance rate, fall/sping semester: Goal is 80%	• Measured weekly by sign in/out sheets as well as by instructor attendance cards
Graduation Data	
• Number of students who graduated from the program at the end of the school year: AY	•

2012-2013- Goal is 6 graduates	
Student Achievement	
• Number of high school credits earned in Fall/Spring: Goal is 30 hs credits	• Measured after each semester grades
• Course completion rate: Goals is 60%	• Progress report at Withdrawal deadline
• Number of college credits earned in Fall/Spring: Goal is 9 credits per term	• Measured after each semester grades
• Number of courses attempted in fall/spring semester: Goal is 3 courses per term	• Measured at census, mid semester and after withdrawal date
• Number of courses completed in fall/spring semester: Goal is 2 per term	• Measured after each semester
• Number of students earning an A average	Measured by progress reports every three weeks.
• Number of students earning a B average	
• Number of students earning a C average	
• Number of students earning a D average	
• Number of students earning an F average	
Number of students earning a W	
Student Retention and Persistence	
• Fall to Spring persistence rate: Goal is 60%	• Measured before the semester start and enrollment at census
• Fall to Fall persistence rate: Goal of 60%	•

Gateway to College Student Demographics

As the data shows below, Gateway to College students are on average, 17.5 years old and are predominantly African American and Latino.

Gender	#	%
Female	58	53%
Male	49	47%

Ethnicity	%
White	2%
Latino	30%
Black/African American	52%
Asian/Pacific Islander	13%

Average age	Average High School GPA
17.5 years old	1.5

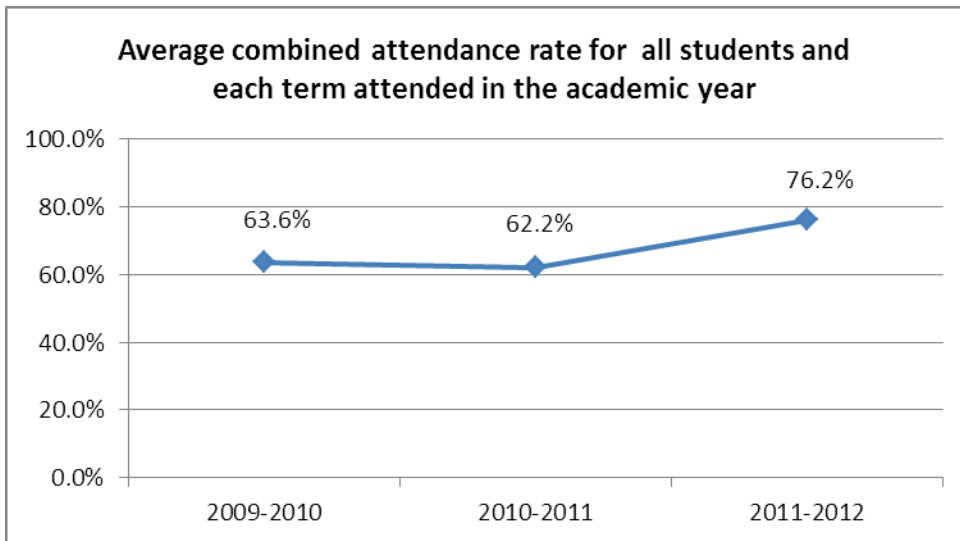
3. STUDENT PERFORMANCE AND FEEDBACK

Below are initial statistics of how Laney College students as a whole perform in courses offered to Gateway to College students. Data is still forthcoming regarding Gateway student performance in the courses below. Additionally, Gateway course completion and persistence rates are still forthcoming.

Courses	Passage rate Laney General Campus:		Gateway to College Data	
	Fall 2011	Spring 2012		
269 A	53	48		
269 B	75	55		
201A	55	49		
201B	75	78		
Math 253	42	57		
Math 201	45	46		
Math 202	61	70		
Math 203	56	56		
Math 15	67.6	81.3		
Anthropology 1	76.4	57.6		
Astronomy 1				
Astronomy 10	39.4	71.4		
Biology 10	69.3	76.7		
Biology 11	61.5	54.1		
Biology 24	65.6	53.4		
Chemistry 50	37.5	50		
Counseling 224	55.1	48.9		
Geography 1	66.7	71.1		
Geography 5				
Geography 9				
Geology 10	43.2	46.3		
Physics 10	73.7	71.1		
Physical Science 15	41.7	46.9		
Physical Science 20	37.7	38.7		
History 3	58.4	40.4		
History 7B	56.3	53.2		
Political Science 1	61	72		
Economics 1	70	65.3		
Spanish 1	59.1	49.6		
French 1A	61%	60%		

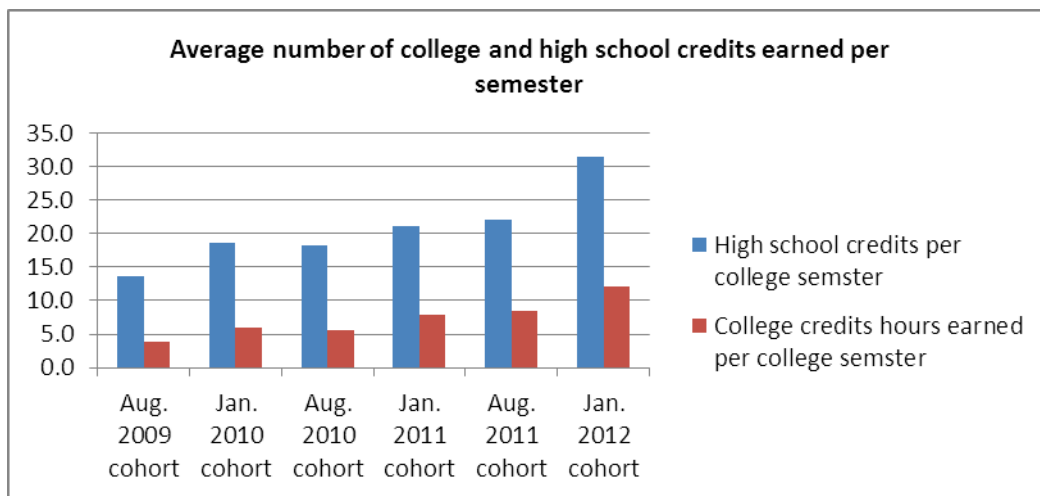
Attendance Rates

Since the California Department of Education is the sole funding source for Gateway to College, attendance rate data is extremely important data to collect and improve upon. Attendance is based on student sign in to the front office on days that they have class (for continuing students) and attendance rosters provided by Gateway to College instructors for new students. Gateway to College had the highest attendance last year (AY 2011-2012). Gateway to College has improved its attendance dramatically last year over the previous two years with an overall 76.2% attendance rate.



CREDITS EARNED

Over the last three years, Gateway to College students have seen an increase in high school credits earned for each college class passed. Last year, AY 2011-2012, Gateway to College students earned more high school and college credits than the previous two years. On average, Gateway to College students earned over 30 high school credits and 14 college credits over the year, a drastic increase from the previous two years.

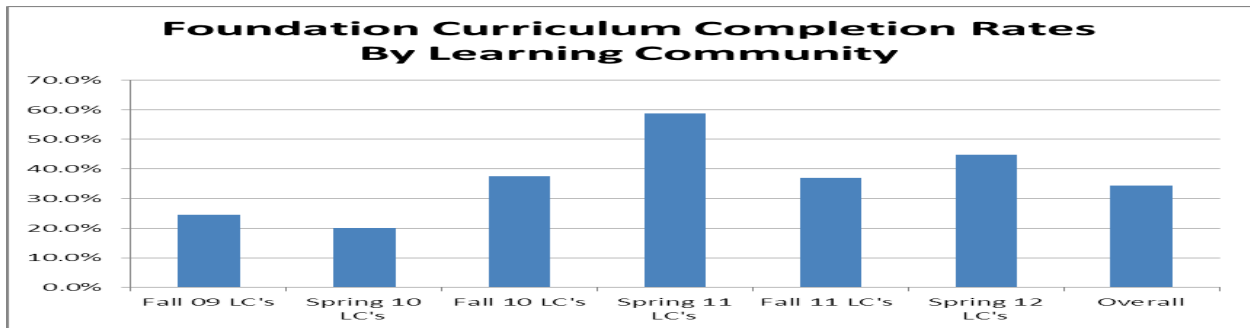


	High school credits earned to date	College credits hours earned to date		High school credits per college semester	College credits hours earned per college semester
Jan. 2010 cohort	92.7	29.80	Jan. 2010 cohort	18.5	6.0
Aug. 2010 cohort	72.5	22.33	Aug. 2010 cohort	18.1	5.6
Jan. 2011 cohort	63.5	23.43	Jan. 2011 cohort	21.2	7.8
Aug. 2011 cohort	43.96	16.73	Aug. 2011 cohort	22.0	8.4
Jan. 2012 cohort	31.5	12.19	Jan. 2012 cohort	31.5	12.2

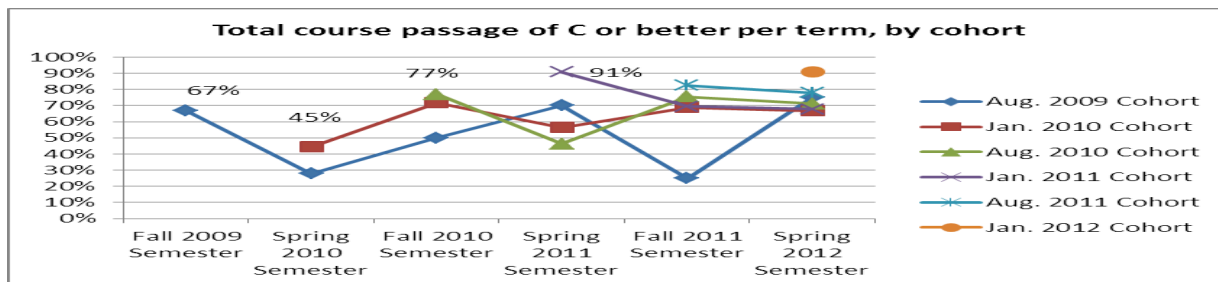
Course Completions

Foundation courses are offered to first semester Gateway to College students. The courses include English 269 A/B, Math 253 and Counseling 224. Students “pass” foundation if they are able to successfully complete all three courses. Students who complete all three courses take all of their courses on the Laney campus at large.

Last year (AY 2011-2012), Gateway to College had 41% of their students pass all three “Foundation” courses. On average, Laney College had an overall passage rate of 50% for all three of these courses. Unfortunately, comparison data could not be found (age 16-20 and by ethnicity).



Data that supports overall course passage rates is still being determined. The graph below shows the passage rates by cohorts.



Student Satisfaction Survey Results; Spring 2012

The survey satisfaction survey is completed at the end of the year by all Gateway to College students. GTC's average student enters the program at 17.5 years of age with a 1.5 GPA and less than half of the high school credits needed to graduate—essentially a senior in terms of age but a sophomore in terms of credits earned. GTC students come from all over Oakland. Risk factors and barriers to education include involvement with the child welfare or juvenile justice systems, teen parenthood, and mental health and/or addiction issues. The vast majority of GTC students are from low income and families, and have a history of chronic truancy, behavioral problems.

- Living situation and working status of students responding to the satisfaction survey compared to their responses to new student survey

	New student survey	Student satisfaction survey
Live independently	3%	10%
Have children	7%	10%
Have a job	20%	40%
▪ work less than 21 hrs/week	▪ 83%	▪ 84%
▪ work 21-40 hrs/week	▪ 17%	▪ 16%
▪ work more than 40 hrs/week	▪ 0%	▪ 0%

- ⇒ The number of students that report having a job increased from the New Student survey to the Student Satisfaction Survey.

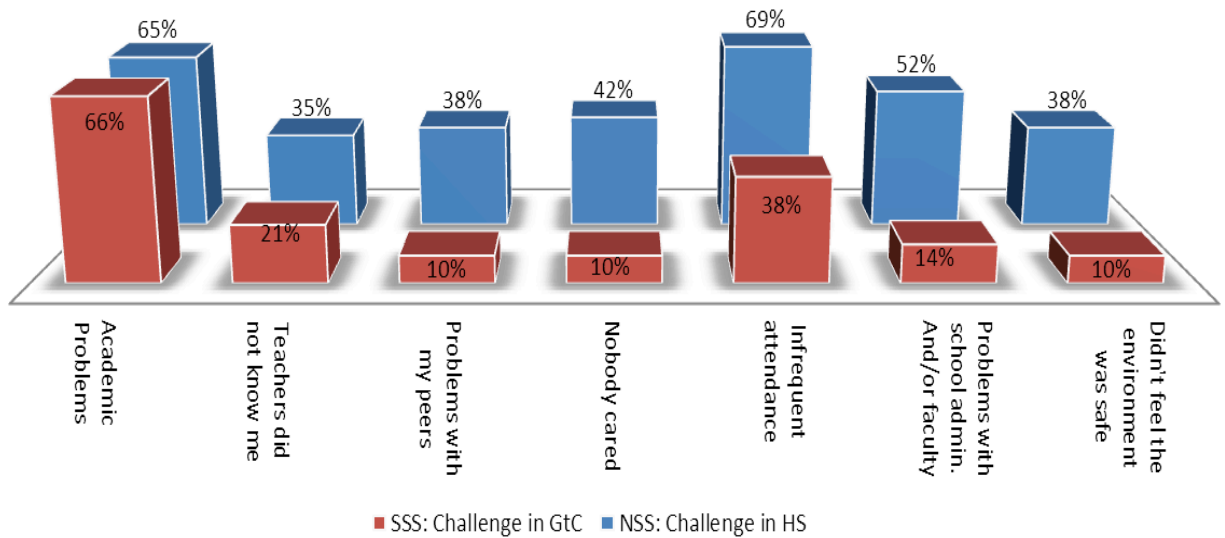
- Challenges affecting students while enrolled in GtC compared to challenges they had in HS

	New student survey (Challenge in HS)	Satisfaction survey (Challenge in GtC)
<i>School Oriented Challenges</i>		
Academic problems	65%	66%
Teachers did not know me	35%	21%
Problems with my peers	38%	10%
Nobody cared	42%	10%
Infrequent attendance	69%	38%
Problems with school admin. and/or faculty	52%	14%
Didn't feel the environment was safe	38%	10%
(continued)		
	New student survey (Challenge in HS)	Satisfaction survey (Challenge in GtC)
<i>Non-School Oriented Challenges</i>		
Homelessness	3%	3%
Health problems not related to drugs or alcohol	28%	17%
Problems with substance abuse	7%	3%
Problems with family or household	48%	52%
Problems with the legal system	14%	7%
Conflict with work/ need more work hours	10%	32%
Too many family responsibilities	41%	45%

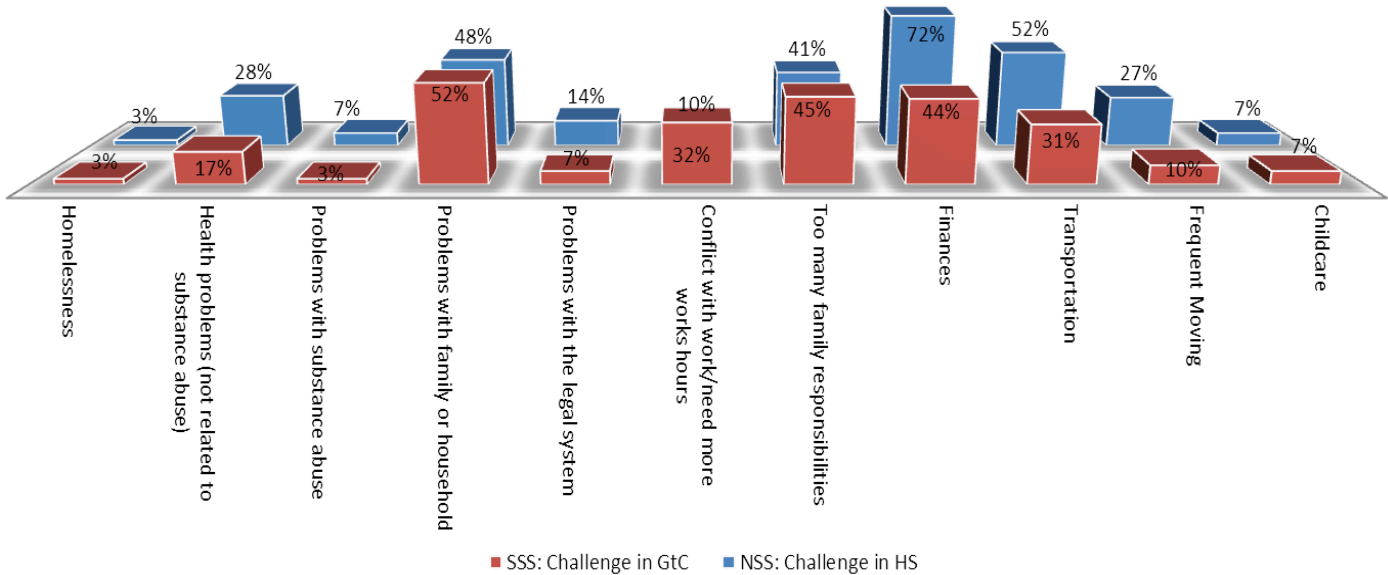
Finances	72%	44%
Transportation	52%	31%
Frequent moving	27%	10%
Childcare	7%	7%

↳ The percent of students reporting all school oriented challenges as problems dropped significantly with the exception of academics.

School Oriented Challenges



Non-School Oriented Challenges



4. SERVICE AREA OUTCOMES

Gateway to College Laney and the California Department of Education are currently negotiating the most effective outcomes that the program will be evaluated by. So far, the following outcomes are

being considered: 1) Course passage rates 2) attendance rates 3) persistence rates and 3) high school credits earned are the main measures of success. Outcome goals will be established at a December 3, 2012 meeting between Laney, OUSD, Gateway National and CDE. (See above data)

Integrated Project Planning and ILO's

Gateway to College has planned an integrated project that incorporates the learning of skills that are aligned to the Institutional Learning Outcomes. Students will engage in research around the theme "How do you find your passion?" Our English 269A/B, Math 253 and Counseling 224 Instructors have created an integrated project that has students researching careers (internet, library, interviewing professionals etc.) while engaging in life/career planning. The project will culminate in the writing of a research paper and the presentation of a power point presentation. All three courses will be sharing common assignments for the project that utilize core content in their respective courses. The integrated project incorporates elements of the ILO's, such as communication, academic research as well as community research, reflective inquiry and higher order thinking skills embedded in all levels of the curriculum..

5. PROGRAM EFFECTIVENESS

(How do you know that your program/service area is effective?)

Ultimately, we are looking at our Outcome data as the main measure of program effectiveness. 1) Course passage rates 2) attendance rates 3) persistence rates and 3) high school credits earned are the main measures of success for the program. Since overall graduation and achievement rates are the goal of all public high schools, Gateway to College Laney measures its effectiveness by these measures.(see above data)

Since GTC does not have the funding to operate as a closed system, collaboration with other programs and utilization of all campus resources are key to sustained success. GTC collaborates with other learning communities such as Ubaka, Puente and APASS, who accept some of our students into their program once they complete their first semester. This provides continuity of support services and a structured cohort model that facilitates higher course completion. We are also currently working with EOPS to better connect our students to social services, including housing and childcare resources. Additionally, we have partnered with the Writing Center and the Math Lab to provide additional tutoring in both locations, paid for by Gateway to College funds.

6. RESOURCES - Describe the Current Resources of the Unit

Staffing

Currently, Gateway to College Laney is understaffed compared to other Gateway to College program models. Due to the unique funding structure, Gateway to College receives less money per student compared to FTES (college) and other high schools(ADA). As a result, Gateway to College has a full-time Director and part-time staff (see staffing schedule below).

Name	Position*	FTE
Anthony Flores	Director	1
Janelle Tillotson	Counselor	.5
Elizabeth Paniagua	Counselor	.5
Aaliyah Muhaimin	Counselor	.5
Ray Sutton	Consultant	40 hrs per week
E. Economides	English Instructor	.5
K. Staten	English Instructor	.5
P. Sheehan	English Instructor	.5
Otto Bischoff	LRNR 280(cyber high)	.25

CLASS AND STAFFING SCHEDULE

TIME	L C #	RESOURCE SPECIALIST	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MORNING (cohort 11 & 12)			English 269A (E. Economides cohort 11) Katrina Staten cohort 12) 9:00 am -12 pm Lunch 12:00-12:30 pm LRNR 280 (k. Staten) 12:30-2pm	Math 253(cohort 7) Pam Sheehan 9:00 – 10:30 am Counseling 224 Paniagua/Tillotson 9:00- 10:30 am Math 253(cohort 8) Pam Sheehan 10:30 – 12:00 pm Counseling 224 Paniagua/Tillotson 10:30 – 12:00 pm Lunch 12:00-12:30pm Math Lab (Pamela Sheehan) 12:30-2pm Cyber high(learning resource 280) : Otto Bischoff 2-3:30pm	English 269A (E. Economides cohort 11) Katrina Staten cohort 12) 9:00 am -12 pm Lunch 12:00-12:30 pm LRNR 280 (k. Staten) 12:30-2pm	Math 253(cohort 7) Pam Sheehan 9:00 – 10:30 am Counseling 224 Paniagua/Tillotson 9:00- 10:30 am Math 253(cohort 8) Pam Sheehan 10:30 – 12:00 pm Counseling 224 Paniagua/Tillotson 10:30 – 12:00 pm Lunch 12:00-12:30pm Math Lab (Pamela Sheehan) 12:30-2pm Cyber high(learning resource 280) : Otto Bischoff 2-3:30pm	<ul style="list-style-type: none"> • Works hops • Study lab • Independent Study time

Times each RS is on Campus for Student/Team Meetings and Outreach/Recruitment	Anthony Flores Director	7:50-	7:50-	7:50-	7:50-	7:50-
	Elizabeth Paniagua (New students) 25 new students	9:00am-3:30pm	9:00 am-3:30 pm	9:00am-3:30pm	9:00 am - 3:30 pm	
	Ray Sutton(Consultant)	10:00am-2pm	9:00am-5:30pm	9:00 am -5:30pm	9:00am-5:30pm	
	Aaliyah Muhaimin (continuing) 20 students	9:00am-3:30pm	9:00am-4:30pm	9:00am- 4:30pm		
	Janelle Tillotson (continuing) 20 students	9:00 am-4:30pm	9:00am-4:30pm		9:00am-4:30pm	
Student workers(front office support)	9-11am 3-5pm	9-11:30 12-1	9-11am 3-5	9-11:30 12-1		

Resource needs

In the current environment of reduced resources, Gateway to College has been greatly challenged. Currently, Gateway to College operates out of two classrooms, A-203 and A-204. Gateway to College makes copies at IMC and utilizes the fax in the Financial Aide office. Gateway to College Students utilize resources offered to all other Laney College students

Leveraging campus resources

In order to continue on the trajectory of improved student success, GTC must embed itself within all existing resources, departments, programs and learning communities. This has been a slow process but the collaborations currently made are encouraging.

Funding

Gateway to College funding will be cut due to a recent cap on enrollment for Gateway students(11 unit maximum). Since maximum per pupil funding(ADA) is based on students enrolled in 15 units, the 11 unit cap will result in a loss of roughly 1000 per student per year- which equals an **overall loss of roughly \$100,000**. A three to four unit academic course needs to be created that would allow students to take cyber high(online credit recovery courses). This would result in a recoup of roughly \$60,000.

Hardware

. There are only 8 computers for classroom use and there is no copy machine or fax machine. Hardware is aging/breaking down so additional computers, phones, printers are needed.

Instruction/Counseling

Gateway to College has had high turnover of instructors and counselors. Gateway to College needs college department heads to prioritize the hiring of quality instructors for Gateway to College.

Hiring of a full time faculty member to work with Gateway and another learning community/basic skills could be a way to keep continuity of quality instructors.

- A. Please provide any other recommendations and priorities. *(Use the appropriate request forms within Attachment D.)*

7. PROGRAM IMPROVEMENT PLAN

Strategy #1: Attendance Monitoring and Intervention

Monitoring and accurate reporting of daily attendance is expected of the Gateway to College program. For new students at Gateway, the task of attendance gathering is relatively easy since all courses are held at A-203 and A-204. The challenge rests with our continuing students, who take courses at varying times all over campus

- ***Students are required to attend every class and sign in at the office at the beginning of class and sign out at the end of the day.*** The sign in/out sheet will have the days the students have classes. Students will be required to sign in before their first class and sign-out at the end of the day. The front office will ensure that students are signing in only for the day they are coming into class, and not for any future or past day. If students are absent from a class they are required to contact both their instructor/s **and** the Gateway office. Computer record of the student attendance will be maintained by Gateway staff.
- **Counselors will monitor on a daily basis the attendance of their students based on the sign-in/out sheets.**
- **Counselors will also do their best to check on students in their classes and with their instructors via in person/phone/email to determine if students are coming to their classes regularly.**

For students who are not signing in/out and/or absent for 1 day, the student's counselor will: 1) call/email the student/parent/supporter inquiring as to why the student is absent on that day/s. A reminder will be given and strategies to improve attendance will be discussed 2) If the student doesn't sign in and/or is absent a second day, the student's counselor will call/email the student/parent/supporter to discuss absence AND an **academic probation letter** will be sent to the students/parent/supporter's home indicating the student has missed two or more days of classes and that a meeting must be held. During this meeting between the counselor, student and parent/supporter, the student will be put on a **Student Success Contract** where the student identifies causes of their non-attendance and agrees to strategies to improve attendance. 4) If the student continues missing courses, the student may be dropped from their courses (depending on instructor recommendation) and/or may be exited from the program if they do not meet the terms of the Student Success Contract. Records of all correspondence will be maintained in both the student file and the Gateway to College database.

Strategy #2: EARLY ACADEMIC ALERT

New "Foundation Students"

All foundation course instructors for new Gateway students will be required to utilize the dynamic grading system called Engrade. Instructors will update the grading system so that students may know their grades every two weeks. Counselors will work directly with instructors to monitor their student's academic progress. When students are identified as struggling (with grades below a C), they will be required to attend additional tutoring provided by Gateway to College.

Continuing Students

Continuing students take all of their courses on the Laney College general campus. These students will be required to turn in a course "course syllabus" synopsis card to their counselor, which includes their instructors contact information, major assignments due(with dates). This will ensure that counselors will be able to quickly call/email their students instructors. Students will be required to submit progress reports to their counselors every three weeks, start with the beginning of the semester. Students who are performing below expectations (below a C) will be required to attend additional tutoring (provided by Gateway to College), attend instructor office hours. Students who have two or more consecutive progress reports with grades below a C will be put on academic probation. Additional tutoring resources will be provided.

Strategy #3: Foundation Curriculum Improvement

Gateway to College plans to continuously improve the Foundation curriculum to be more skills based, culturally responsive/contextualized, differentiated instruction to address various learning styles and more dynamic assessments of skills learned. Our goal is to create a community college standards based, backwards planning model of instruction in order to create a more skills focused Foundation Curriculum that is aligned with the new Core Content Standards. Additionally, we will continue to strengthen our integrated curriculum project planning and include more best practice strategies.

Strategy #4: Improved Tutoring

Gateway to College plans to hire tutors in the core areas of Math and English, as well as in courses that students take for their high school diploma completion. Additionally, Gateway plans to implement a "peer tutoring" component next semester where Gateway students who have been successful in courses will provide tutoring to their peers.

Over the next three years our Goal is to....

Create a summer transition program to orient incoming students in the GTC program and to impart skills (e.g., study skills, note taking, time management) needed to succeed in their foundation term.

- Engage students in meaningful ways in shaping their educational experience and in the school's educational reform work, via surveys, focus groups, internships, community service and other leadership development activities.
- Aggressively reach out to enlist parents/guardians/supporters in positive ways at GTC.
- Further develop GTC's relationships with various departments and certificate programs (ie. Green JOBS, CTE) on campus to provide greater academic support to students, as well as to link academic courses with student exploration of various majors and career choices.

