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The articles published in each issue of *PAGE ONE* magazine represent the views of the contributors and do not necessarily represent the views of PAGE, except where clearly stated.

You are invited to submit articles dealing with current education issues. The editor reserves the right to determine the appropriateness of articles for publication. Articles may be edited to meet space requirements. Georgia educators are encouraged to submit photographs for use as the cover for *PAGE ONE* magazine and other photographs to illustrate story subjects. Send manuscripts and photographs to: Tim Callahan, Editor, *PAGE ONE* magazine; PAGE; P.O. Box 942270; Atlanta, GA 31141-2270.

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Leading the Way

I am proud of our dedication to education professionals and students, as well as the manner in which we strive to improve education for the schools in Georgia by promoting what happens in the classrooms first.



DR. DIANE RAY

During the PAGE Fall Conference we had the opportunity to celebrate our membership of 61,000 strong. As the largest education organization in our state, this was quite an accomplishment for an association that was formed just 30 years ago. It was during this conference that I had the good fortune to talk with and listen to former PAGE presidents as they discussed the many reasons for the growth of our organization. These distinguished educators discussed with enthusiasm the characteristics they observed throughout the years and a common thread emerged—PAGE is leading the way in education throughout our state because of quality and service.

As I reflect upon the quality and service of our organization, I am proud of our dedication to education professionals and students, as well as the manner in which we strive to improve education for the schools in Georgia by promoting what happens in the classrooms first.

PAGE is leading the way for professionals by helping novice teachers become teacher leaders through the PAGE Teacher Academy. We are connecting these novice teachers with leaders and experts within our field to improve learning in our classrooms, in our schools and in our communities. As outlined in the last *PAGE ONE* magazine, these teachers are learning important strategies that will improve the achievement of students. However, I see another benefit—this academy has intensified its participants sense of pride in being a teacher. These academy participants have told me they are witnessing increased student development in their classrooms by putting into practice what they have learned and they are delighted with the results. They are coming away from each session with a greater degree of self-respect and respect for the learning process. Thank you, PAGE, for the quality of this academy and for developing teachers as leaders across our state.

Our work has not stopped with the develop-



ment of teaching professionals, however. Through the PAGE Foundation, we are leading the way by developing Future Educators of America (FEA) in Georgia schools by providing student leaders with opportunities to explore teaching as their career choice. We had over 500 students participate in our fall FEA conference. The quality of our FEA chapters and the service we offer by engaging students in this organization will improve education in our state. Add this initiative to our successful PAGE Academic Bowl for Middle Grades students and the PAGE Georgia Academic Decathlon for high school students, and the quality and service of our organization continues to shine. Our motto, “Kids Are Our Business,” is a reality of PAGE and reflects our commitment to what happens in the classroom first.

I am proud of being a teacher and representing over 61,000 PAGE educators throughout the state who are helping to lead the way. I am proud of the quality of programs we offer educators and students, and I am convinced that PAGE is doing the right things, at the right time, for the right reasons—which are improved learning for students and teachers in Georgia. Let me challenge you to reflect upon how you lead the way in your own classroom, school and community. As the saying goes, “Opportunity is like a slippery watermelon seed, once under your finger it can slip away quickly from your grasp.” Take every opportunity to provide the very best instruction to our students and lead the way with quality and service, one classroom at a time. ♦

New Year, New Session

The first major event for PAGE each new year is the opening of the General Assembly. While our lobbying team works with legislators, committees and task forces year round, their efforts at the Capitol really go into high gear with the opening gavel. As always, you can count on these dedicated individuals to represent your interests, advocating for education in PAGE's well-respected, positive and professional manner.

We will begin the session after three years of a declining state economy, reduced revenue collections and diminished resources for our schools. Finally, revenue collections appear to be increasing and early signs are that the economy is coming back, but the competition for slightly increased state resources from the many agencies which have absorbed substantial cuts in the preceding three years will be intense.

Funding of education will be a major topic of deliberation this year—by the governor's task force, by the legislature and even in the courts. We have been active participants in the work of the governor's task force, designed to establish new methods of funding what the governor has termed IE2 or Investing in Education Excellence. The work of that group and its sub-committees will continue throughout 2005, and we will be engaged with them in those efforts.

Legislative proposals have been discussed which would replace property tax funding of local schools with an increase in the state sales tax. You can expect to hear much about this during the 2005 legislative session. We believe that exploring new ways to fund schools is an important discussion to have. In fact, PAGE's 1996 report on school funding recommended a mix of funding sources for each of our 180 systems. However, we remain concerned about the volatility of the sales tax. When the economy begins to lag, sales taxes have historically experienced severe dips. Schools need a stable source of revenue, and over reliance on any one source is not prudent in our judgment. We anticipate being an active participant in these legislative discussions.

A number of school systems have joined together in a lawsuit seeking a more equitable and enhanced funding of education. We have spoken with leaders of this group and will keep abreast of their efforts. Many states across the nation have experienced similar legal challenges to their system of funding schools, and the

results have been mixed. We are not taking a position on the lawsuit but will remain in contact with this group, since the suit has been filed and will be a factor in the overall discussion of school funding.

Another controversial topic which is likely to be considered this legislative session—and garner a fair amount of media coverage—is the faith-based initiative promoted last year by the governor. This initiative, which would promote increased state funding of faith-based social service programs, was considered in the last session but did not move from committee to floor debate; it may well do so this year. While PAGE agrees that faith-based institutions and organizations do good works across the state every day, we want to be sure that any action to promote state funding of such groups does not presage a move to private school vouchers. Despite assurances from supporters of this initiative that such a move is not their objective, we believe that any such initiative should include language specifically exempting faith-based educational programs from receiving state funding.

We hope that you will stay involved with legislative activities as your time permits and share your views with us at every opportunity. Our legislative agenda, developed with strong statewide grassroots input, is on our webpage. I hope you will familiarize yourself with it. You can also e-mail members of the lobbying team to let us know your views as the legislative session progresses. We value this input, and we respond to your e-mails. You can also reach your legislators through our legislative web page.

Finally, please consider signing up for our legislative listserv. In the past few years we have communicated daily with members via our website and through direct e-mail communications to those who requested such communication. Legislative analysis, PAGE position statements, copies of our testimony, news releases, "op-ed" pieces and other forms of legislative information are all there daily for interested members.

We enter each legislative session with the same optimism and enthusiasm as PAGE members enter classrooms each new school year. While are mindful of the political, economic and judicial challenges that lay ahead, as educators we are positive and professional in our approach—and we expect to succeed. I hope that this New Year is a great one for you. ♦

We enter each legislative session with the same optimism and enthusiasm as PAGE members enter classrooms each new school year.



DR. ALLENE MAGILL



Today's School Counselors

More Than “Certified Nice People”

By Lee Raudonis

WHAT IS THE FIRST IMAGE THAT COMES TO MIND WHEN someone mentions the words “school counselor?” It probably depends a great deal on when you attended school and whether—or how long—you have worked in the field of education.

For many non-educators—particularly those who qualify for AARP membership—the words “school counselor” may conjure up images of men or women who served as “guidance counselors” at their high schools and helped students choose what courses to take and which colleges to attend. If these images seem a bit fuzzy to some, it could be because visits to the “Guidance Office” were fairly rare for a lot of students, possibly coming only once or twice in their senior year.

Those who attended school in the decades of the 1970s or 1980s, on the other hand, may recall the school counselor as the person who provided troubled teens with a sympathetic ear when they had personal or social problems to discuss. Visions of a softly lit room with quiet background music and contemporary wall posters may come to mind.

Whatever one's image of a school counselor may be, it is clear that the duties, mission and perception of these professionals have changed significantly over the past few decades.

“The school counseling field first came into being in the early 20th century, shaped by the social reform movement of that era,” says Pam Paisley, coordinator of school counseling pro-

grams at the Department of Counseling and Human Development in the University of Georgia's College of Education, “‘Guidance’ arose as one of several movements that addressed the turmoil created by the 19th-century Industrial Revolution. Early guidance counselors believed that education was the path to social reform.”

Gradually, guidance counselors took on new responsibilities.

“Over the 20th century, the guidance movement was transformed by the mental health movement that came to characterize the emerging counseling profession,” Paisley explains.

And what about today's school counselors? What are their duties?

“Today's school counselor is trained to be a school leader who advocates for the academic, career, social and personal success of every student,” says the Paisley. “This means moving from service provider to program and student advocate, from a focus on mental health to academic success, and from promoting individual adjustment and control, to fostering personal empowerment. This new vision of school counselor demonstrates a fundamental belief in the capacity of all students to achieve at high levels on rigorous and challenging academic course content when provided with the necessary encouragement and supports to ensure their success.”

If this description sounds as if it might have come straight from the pages of the No Child Left Behind (NCLB) law, it may be due to the fact



that the concept of accountability that permeates NCLB is also central to the modern mission of school counselors.

“American education is undergoing significant change,” says Paisley. “The public is no longer content to accept ‘effort’ as a substitute for ‘evidence,’ and the public demands that educators—including school counselors—make observable differences in the lives of every child, not just the high achievers.”

As a result, Paisley says that today’s school counselors must be educational leaders involved in the total mission of the school.

“Having kids feel good about themselves is not enough, and counselors cannot afford just to be ‘certified nice people.’ They have to help give kids the tools they need to be successful even if that means really challenging them.”

“This means that counselors need to be involved with all of the students in their school, not just the academically gifted or those with personal or social problems,” says Deryl Bailey, assistant professor in UGA’s Department of Counseling and Human Development. “They must help remove and alleviate systemic and personal problems to help all kids do better. For example, I feel that counselors are critical to bridging the achievement gap between students of color and white students by encouraging minority students to take tougher upper-level courses and removing barriers to their success.”

Moving beyond the days when counselors were primarily involved in guidance and person-

al counseling, the American School Counselor Association (ASCA) has established very specific standards indicating what students should know and be able to do as a result of participating in a school-counseling program (see box labeled “ASCA Standards”).

In a paper entitled “Transformations in School Counselor Preparation and Practice,” Paisley and colleague Richard Hayes describe ASCA efforts to develop a National Model for School Counseling Programs. The ASCA model envisions a counseling program in which school counselors switch their emphasis from service-centered for some of the students to program-

School counselors (left to right) Pat Marr, 1988 National Middle School Counselor of the Year; Gina Vines, 2004 National Middle School Counselor of the Year; and Susan Thompson, 2000 National Middle School Counselor of the Year, work with students at Richards Middle School in Gwinnett County.



Pam Paisley, coordinator of school counseling programs at the Dept. of Counseling and Human Development in the UGA’s College of Education.



Clarke Central High School Counselors (left to right) Jeremy Walkins, Sam Hicks, Chinwé Uwah, Lenore Katz, Matt Garrett, LaKeisha Gantt

centered for every student. Rather than being concerned with the question, “What do school counselors do?” the ASCA model wants school counselors to be able to respond to the question, “How are students different as a result of what we do?”

One approach to implementing the ASCA Model is a partnership between the School Counseling Program at UGA and the Clarke County School District in Athens, Ga. The mission of the program is to prepare and re-train counselors as “education leaders, self-reflective practitioners and advocates for all children.”

Lenore Katz, Sam Hicks, LaKeisha Gantt, Chinwé Uwah, Jeremy Watkins and Matt Garrett are counselors at Clarke Central High School and participants in the Classic City Counselors Collaborative. They are staunch supporters of the collaborative and of the ASCA standards.

“This is our fourth year as a team,” says Katz, chair of the counseling department. “I believe we have become an integral part of the school, which includes being strong advocates for students and additional resources for teachers. This is especially important at an urban school like Clarke Central that is in many ways quite high-maintenance. It is very rewarding that teachers view us as an integral part of the community.”

And in the Clarke counseling program, the community includes all students, says Uwah.

“What I see as our role is to help increase student achievement through personal, social, academic and career counseling,” she says. “One of the things I like so much about this program is that it provides access to all kids, not just those with personal issues or high-achieving students.”

Hicks appreciates the counseling program’s child-centered systemic approach. “We help teachers make sure that the right kids get the right messages at the right time,” he says.

From helping with special programs for the 9th-Grade Academy ensuring that freshmen are off to a good start and remain on track, to guiding a multi-cultural college club for students that have the potential to go to college, but traditionally haven’t, to teaching test-taking skills or conducting anxiety and stress-management classes, the Clarke Central counseling team stays very busy.

“One of the basic premises of the ASCA model is that it is much more efficient to deal with groups as opposed to sitting in an office meeting with individual students,” says Katz.

Matt Garrett, a UGA student intern, has been impressed with what he has seen at Clarke Central.

“Today’s school counselor is trained to be a school leader who advocates for the academic, career, social and personal success of every student.”

—Pam Paisley

“The counselors here help foster a community of learning,” he says. “Teachers are so busy. There is a lot that they just don’t have time for, so the counselors help fill the void by providing the school with valuable additional resources. I really believe that counselors have a unique ability to touch the lives of every student in the school.”

One way that counselors touch the lives of Clarke Central’s students is to prepare them for academic success and their next step in life, says career counselor Gantt.

“Through our Career Pathways program, our goal is to match classroom theory with outside careers,” she explains.

“We are all about life lessons,” says Katz. “We try to help students become more resourceful and learn how to deal with all that is being thrown at them in our fast-paced society. Unfortunately, most families today don’t have the time or energy to do much more than just get through each day.”

How valuable is the counseling program at Clarke Central?

“We couldn’t function without them,” says Principal Maxine Easom. “All of us—parents, teachers, administrators and students—depend on them. They help build critical relationships in the school, and they play a crucial role in the academic success of our students.

“The counselors divide the students alphabetically, and each counselor works with the same students throughout their four years at Clarke Central,” she explains. “This means that they get to know their students extremely well and are in the position to help a student whenever something arises that might interfere with his or her academic success, whether that is an emotional or physical problem, or a problem with study skills. Their primary goal is to keep students academically focused and on the right track to graduation and beyond. We are particularly fortunate to have counselors who are not only extremely well trained, but who are also wonderful people.”

Clarke Central’s teachers share their principal’s enthusiasm for the counseling department.

“Counselors are extremely important to us,” says 9th-grade world history teacher Francine Dolan. “Compared to when I was in high school late ‘80s early ‘90s, our counselors seem more accessible and meaningful to teachers and students. Counselors come into our classrooms to conduct sessions on important issues in the lives of their students (e.g. goal setting, conflict resolution, diversity training). They are also involved in the development of our Advisement Program, which is a program in which all staff members have a group of 15-25 students for four years. Twice a month, advisors talk to our students about transcripts, overall academic progress, post-secondary options, etc. Most importantly, we form bonds with our kids without the pressure of the kids being our students.

This program has been an evolving process, gaining more and more success, due largely to the support and encouragement of our counseling department. Counselors today are faced not only with academic issues but also with mounting problems that our children face. They handle these issues with such care and professionalism that teachers are often unaware that the problems existed” Dolan added.

Student Safa’a LaRoche also has great things to say about the counseling program.

“Our counselors have played a major role in my life,” LaRoche says. “They helped guide me through many of my personal moments. Mrs. Katz is currently one of the most important people in my life. She has provided me with a lot of support, motivation and strength. She has developed a great relationship with my guardian and has played a motherly role in place of my absent mother. She gives me great support when I struggle academically. I have a short attention span, and I lose focus quickly, so Mrs. Katz is always there to guide me in the right direction. When I have difficulty in class she talks to my

teachers and always informs me on what I can do to make up work. She also puts me in group activities so I can meet new students and develop social skills. She’s always there to listen to me complain about how difficult it is to be a part-time worker and a full time student. She’s a very loving and caring person. All of our counselors make it easier for students to man-


age in high school.”

While school counselors have been involved in high schools since the early 1900s, the emergence of counselors in middle schools and elementary schools is much more recent. It would be very difficult, however, to find an elementary school or middle school principal who didn’t believe that counselors are at least as criti-



Counselor Chinwé Uwah (center) with Clarke Central students

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Counselors (left to right) Pam Paisely and Lenore Katz

cal to the well being of her students and teachers as those in the upper grades.

“Our counselor Sandi Griffin is indispensable,” says Laurie Stamsen, principal of Myers Elementary School in Hall County. “In an elementary school in this day and time, I couldn’t imagine being without someone to help students deal with the pressures of growing up, including issues of abuse and neglect and making sure that students are safe and have a minimum living standard.”

Does that mean that an elementary counselor’s role is more personal and social than academic?

Not in today’s environment of accountability, both counselor and principal agree.

“When I began in counseling, most of what I dealt with was personal and social,” Griffin explains, “but now, almost everything I do is designed to enhance the academic environment.”

“With No Child Left Behind, all students have to be on grade level by 2014, which means that Sandi has to help kids learn how to be successful on tests and make

sure that they are in attendance and academically prepared,” says Stamsen. “She is on the leadership team and the school improvement team. She is an integral part of our academic program.”

As Griffin is quick to point out, however, it is impossible to separate academic achievement from personal and social issues, because children cannot succeed academically if their personal lives are in disarray. And, she observes, things that might not seem very disruptive to adults can be traumatic to young children.

“Recently one of our students came to school extremely distraught because her family had to have an elderly cat put to sleep. That child could not concentrate on her schoolwork until she dealt with her grief over losing her pet. Other children come from unstable home situations, where abuse and neglect are problems. And there are those whose families face serious financial difficulties. While I ideally should spend more of my time on group guidance services, I find myself spending much of my time responding to individual student needs.”

Similar comments and concerns are heard from the principal and counselors at Richards Middle School in Gwinnett County.

“Our counseling program is academically based and emotionally driven,” says Richards’ principal, Judy Stephens. “If you think about the school being a machine, the counselors are the ones who help keep the machine running smoothly. Their goal is to take care of business and get children back in class and academically focused as soon as possible.

“If there is any level of school that truly

needs counselors, it is in the middle grades. They are invaluable in dealing with conflict resolution and crisis management, teaching study skills, meeting with parents, working on attendance issues, keeping data, and the list goes on and on. Counselors can do things that teachers can’t, because teachers just don’t have the time to deal with emotional crises. And, when a child is in crisis, his or her brain does not work very well.”

Gina Vines, the National Middle School Counselor of the Year for 2004, likes the new perception of counselors.

“I think it is wonderful how our image has changed from guidance and testing to being a resource to help children be successful academically,” she says. “Academic achievement is—and should be—our focus.”

Susan Thompson, National Middle School Counselor of the Year for 2000, agrees,

“Teachers in Gwinnett no longer have an image of counselors as sitting in a distant office drinking coffee and talking on the phone,” she says. “For many years now, we have been an integral part of the academic team and deal with all issues that affect learning.”

According to Thompson, Vines and their colleague Pat Marr (National Middle School Counselor of the Year for 1988), academic issues range the gamut, from attendance and test-taking skills, to conflict resolution, anger management, goal setting and helping provide school supplies and glasses to students in need.

“Teaching is one of the hardest jobs there is,” says Marr. “We help bridge the gaps and provide additional resources for teachers.”

Teachers at Richards appreciate the counselors’ support.

“My background is in law enforcement, and I know that we have to teach the whole child if we are going to succeed,” says 4th-year science teacher Robin Davis. “I also know that it is impossible for me to teach a kid who is preoccupied with outside problems, such as boyfriend-girlfriend issues, etc. It is no exaggeration to say that I could not do my job without our counselors, because they make it possible for kids to focus on what is happening in school. Without our counselors, it would be very difficult to teach science to a bunch of teenagers.”

Are today’s counselors being asked to do too much? Are they, as some critics claim,

“If you think about the school being a machine, the counselors are the ones who help keep the machine running smoothly. Their goal is to take care of business and get children back in class and academically focused as soon as possible.”

—Judy Stephens



Richards Middle School Principal Judy Stephens

ASCA Standards

Academic Development

- Students will acquire the attitudes, knowledge and skills that contribute to learning in school and across the life span.
- Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.
- Students will understand the relationship of academics to the world of work, and to life at home and in the community.

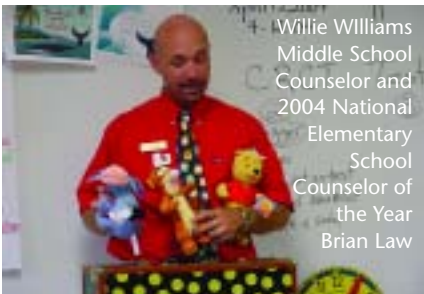
Career Development

- Students will acquire the skills to investigate the world of work in relation to self and to make informed career decisions.

- Students will employ strategies to achieve future career success and satisfaction.
- Students will understand the relationship among personal qualities, education and training, and the world of work.

Personal/Social Development

- Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.
- Students will make decisions, set goals and take necessary action to achieve goals.
- Students will understand safety and survival skills.



vision is to "show students success and make learning meaningful in order to plan for a productive, self-supporting future."

"My job is to work with the 35 or so students who are having serious academic and social problems," Law says. "I help them with goal setting and academic and behavior motivation in an effort to mainstream them as much as possible. I also do

everything I can to serve as a resource for their teachers."

Law's program stresses character education, personal assessment and awareness, interpersonal relations, academic issues (tutoring and study skills), decision-making, career planning, vocational development and transitional issues. In addition,

Continued on page 26

shielding students from the real world and problems that they will soon have to face alone? And are counselors taking on responsibilities that rightly belong to parents?

"We try to give kids the skills to deal with life's problems and tragedies themselves," says Vines. "We know we can't do everything for them."

"I think parents welcome our interventions," says Thompson, "because many of them are struggling with day to day existence, and their children are being bombarded with all kinds of challenges. We live in a changing society, and we are just responding to the changes."

Not all middle school counseling programs are structured the same. Scott Michie, principal of Willie Williams Middle School in Colquitt County, recruited Brian Law, the 2004 National Elementary School Counselor of the Year, to run an alternative program for students who had been unsuccessful in the school's traditional classes. Michie encouraged Law to develop a program that was therapeutic, rather than punitive.

According to its mission statement, the Williams Middle Alternative Program "provides an alternative educational opportunity for students encountering barriers in the traditional school setting." WMAP's

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A Special Thanks To 2004 PAGE Foundation Donors

The PAGE Foundation is very grateful for the individuals, associations, corporations and foundations that supported its work on behalf of teachers and students in 2004, and it is my privilege as president to recognize our loyal and generous donors. Our thanks always go first to the more than 61,000 members of PAGE who constitute our largest single group of contributors every year. We rely on the generosity of PAGE members to form the base of sustained support that enables us to deliver services that improve the quality and quantity of teachers in Georgia and raise achievement among students. Many PAGE members choose to make multiple gifts to the foundation throughout the year, and under the leadership of former PAGE President Lamar Scott, we have even seen supporters remember the PAGE Foundation in their estate planning.

The business community has also been very generous throughout the years, and 2004 was no exception. Corporations such as Wachovia, BellSouth, AIG-VALIC, Atlanta Gas Light, Copeland Insurance Services, Synovus, The Coca-Cola Company, Georgia-Pacific, Georgia Power, Myron F. Steves & Co., Equifax and others have been steadfast in their commitment to our work, and words seem inadequate to thank the representatives of those companies for their advocacy on our behalf.

It is also difficult to say thank you often enough for the gifts we received from individuals this past year. We have witnessed some extraordinary acts of generosity often within the "Honor Your Favorite Teacher" campaign as individuals have donated gifts to honor or memorialize outstanding educators who made a profound difference in the lives of students. I was especially moved in 2004 by the donations we received to memorialize Dr. Alton Crews, one of the key figures in the founding of PAGE. Dr. Crews was an ardent advocate for the creation of a future teachers organization, so we began work in 2003 to create the Dr. Alton

Crews Memorial Scholarship Fund to assist members of the PAGE Foundation Future Educators of America (FEA) in Georgia who deserve financial assistance as they pursue a career in teaching. In 2004 several additional and substantial gifts were received toward the goal of endowing this scholarship, and I am hopeful that we can completely raise the \$20,000 we need for this scholarship fund in 2005. Equally moving to me were the gifts we received in 2004 from individuals who wanted to memorialize the late Gail Leddy, who passed away last year after serving PAGE so ably as a Membership Services Representative. Gail was a great believer in encouraging young people to pursue a career in teaching, so the gifts that honor her are being used to expand our FEA program.

On a happier note, we also received numerous gifts from individuals who wanted to honor former PAGE Executive Vice President Barbara Christmas and veteran educator Betty J. Phillips for their many years of outstanding service to public education in Georgia. We have so many things to be thankful for, and I am glad that the PAGE Foundation can play a role in recognizing the people who make a difference in education. I hope you will join me in thanking our donors for their generous support, and I hope you will consider using the products of those businesses that make the services of the PAGE Foundation available to teachers and students. Best wishes to you in 2005! ♦



Tom Wommack,
PAGE Foundation president

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 Daniel W. Wright, Jr.
 Laura L. Zoll

If your name does not appear on this list of donors for 2004, and you made a contribution, please notify us immediately and we will correct our records. Send your corrections to John Varner via e-mail at jevvarner@mindspring.com.

Interview with Carolyn Lovett

PAGE: *You are the senior director of external affairs for BellSouth in Georgia. What does that mean in terms of major responsibilities? From the vantage point of your position at BellSouth, where do you see public education fitting in among the state's priorities?*

Carolyn Lovett: BellSouth has a long and proud history of contributing to the communities where we work and live. It is my responsibility along with the team of 11 regional external affairs managers who work and live throughout Georgia to support BellSouth's involvement in Georgia communities and to make a contribution to those communities. We do this by providing both human and financial resources to the community. A great example of this is my involvement with the PAGE Foundation. However, my responsibilities and those of my team do not end there, although the community relations aspect of our jobs is what most people think of when they think of external affairs. As a "for profit" company, we are charged with supporting the goals and objectives of our company in our communities. Very importantly, we are responsible for supporting BellSouth's growth in our communities. After all, we cannot



Carolyn Lovett, PAGE Foundation chair

bring resources to support community needs if we don't remain a viable company. Our support for this growth ensures

that communities throughout Georgia have telecommunications network infrastructure and services that consumers and businesses need so BellSouth is positioned to compete fairly and effectively for your business when you are making a telecommunications decision. Additionally, we work in support of both state legislative and regulatory needs as well as federal

legislative needs to ensure that BellSouth can operate effectively throughout our franchise. We have responsibilities for customer service, local government relations and local media relations.

I think public education is paramount among Georgia priorities, as indicated by its high percentage of the total state budget and the importance assigned to it by Governor Perdue's Commission for a New Georgia. It seems to me that we have made some real progress in raising student achievement, but we still have a lot of work to do and this means that education



must remain a top state priority. If you look at the number of Georgia schools showing adequate annual progress under the No Child Left Behind law, we see a 14 percent increase last year in comparison to 2003. That's good news to business people, but another statistic that illustrates the need for us to remain focused is one published by the Governor's Office of Student Achievement that puts the state's high school completion rate at approximately 65 percent. The direct economic impact of students not completing high school is more than \$17 billion each year in Georgia.

In my opinion we must keep education a top priority, working hard to lower the dropout rate and continue to achieve consistent improvement in core subjects such as reading, writing and mathematics.

PAGE: *BellSouth has been one of America's corporate leaders in improving public education not only in Georgia but everywhere it does business. Why does the company remain focused on education*

Our commitment to strengthening education is a commitment to each and every student in Georgia.

improvement when other corporations have turned their attention to environmental concerns or other worthy issues?

Carolyn Lovett: Thank you for recognizing our longstanding commitment to education. In 1986 the company established the BellSouth Foundation to improve education across the southeast. We believe it is the most fundamental requirement affecting the quality of life for all Georgians. Our commitment to strengthening education is a commitment to each and every student in Georgia. Each individual student's quality of education has a direct relationship to their employment and earnings opportunities throughout their life.

Secondly, improving the education system is good for our state, and when

Georgia grows and thrives, BellSouth grows and thrives. As our state's education system improves, our company has access to highly knowledgeable employees and to highly educated and savvy consumers.

In addition, the state needs to have a solid and fruitful education system to attract companies to Georgia. Education is a key area that businesses evaluate when considering the relocation or expansion of their company. Employers want an educated and well prepared workforce to pick from when hiring, and they want to be able to put their own children in excellent schools if they relocate.

PAGE: *Why is improving public education a personal concern for you?*


Carolyn Lovett: In my own life, education was instilled as a privilege and a responsibility by my parents, Aaron and Alene Lovett. As children of the Great Depression, my parents began their married lives with very little monetarily. Nonetheless, some of my earliest memories are of both of them telling me that I was going to college. They set the example for me that a good education is an important priority.

I'm also very close to education in Georgia through another family member, my sister, Sandy Lovett Cohen, who is a teacher at Radium Springs Elementary School in Albany, Ga. She has dedicated her career to teaching, and I admire her commitment to each and every student who comes through her classroom. I know she is making a difference in the lives of young children, as are many teachers in Georgia today.

At this stage of my career I readily understand the difference that education has made in my life. I want every child from all walks of life to have that same support and opportunity for a quality education. Education is the great equalizer.

PAGE: *After spending eight months leading the PAGE Foundation Planning Committee, you've been elected chair of the Foundation for a two-year term. What recommendations did your committee bring to the Board of Trustees, and how will those ideas affect the Foundation during your two-year term as chair?*

Carolyn Lovett: Most importantly, I



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believe, the committee brought forward a five-year strategic roadmap regarding what we want to do, how we want to go about it, and where we are headed. Inherent to that plan is the recognition that the PAGE Foundation is committed to supporting teaching professionals.

The committee defined goals and key initiatives that focus on the needs of teaching professionals. We elevated the Foundation's existing commitment to teacher recruitment, retention, development and assigned a high priority to critically important recognition programs for teaching professionals. In addition, we recommended that our public relations efforts to raise the profile of the teaching profession in Georgia be strengthened and accelerated.

PAGE: *What do you think you have learned from your years at BellSouth that will benefit you in your new role as chair of the PAGE Foundation?*

Carolyn Lovett: I'm in an industry where the first thing you learn is that things change—and they can change rapidly. I've learned to not just embrace change when it arrives, but to anticipate it and plan for it. That is how companies and organizations not only survive, but get better in the process.

At BellSouth, our employees and our customers are two of our greatest values and priorities. These values and priorities are also my guiding principles as I undertake the work of the PAGE Foundation. There is nothing more important than our employees and our customers, the teaching professionals. This perspective will ensure that we make the right decisions for the right reasons.

Finally, my experience at BellSouth, a company with whom I am proud to be associated, has taught me to be accountable and drive for results in all that I do. It would be easy to get comfortable in a very large company like BellSouth and to convince yourself that one person does not make "that much difference." What I know from my experience is for a company, large or small, to make a difference, each one of us has to be accountable at the individual level and committed to delivering results.

PAGE: *You were elected Foundation chair the same day that the Board of Trustees elected former Governor Joe*

Your classroom is a safe haven for a child in need. It is the place where they are accepted and encouraged. It is the place where they gain the knowledge and the skills that will affect their lives forever.

Frank Harris to a three-year term on the board. What does it mean to have someone like Governor Harris on the board and what does this portend for the future effectiveness of the PAGE Foundation?

Carolyn Lovett: First of all, it's an honor for me to chair this board. As I have gotten to know many of the trustees who comprise the board; I am inspired by their strong commitment to supporting teaching professionals throughout Georgia and the range of talents and capabilities that they bring to the organization. I've also been impressed by the talents of the PAGE Foundation and PAGE staff and their commitment to making a difference. We have a lot of "depth" on our team, and we're not leaving anyone on the bench!

The addition of Governor Harris to the Board is very significant. He brings with him a wealth of invaluable experiences, including his experience as a former Governor and a depth of understanding regarding the issues and needs of education in our state. During his tenure as Governor he demonstrated his commitment to education and critically to Georgia teaching professionals.

I had the privilege of meeting Governor Harris for the first time recently when we discussed the work of the PAGE Foundation. He expressed his strong commitment to actively working with us to support the goals of the Foundation. I believe Governor Harris' decision to join the PAGE Foundation Board of Trustees reflects his confidence in the PAGE Foundation and PAGE.

PAGE: *Did you have a favorite teacher growing up, and if so, what did he or she do that made them especially influential in your development?*

Carolyn Lovett: I actually had several favorite teachers throughout the course

of my education: Miss Allen in the fourth grade, Mrs. Ghenm in the sixth grade at Magnolia Elementary School and Miss Linton in the 10th grade at Albany High School; all in Albany, Ga. All of these teachers had several things in common; each made me feel valuable in their classroom. I have vivid memories of each of them because they reached out to me and made me feel special just as they did for every other student in their classroom. Next, each of these teachers challenged me. They knew my capabilities and encouraged me to achieve. Finally, they had fun, and so did we. Looking back I now realize that they had such a strong commitment to what they were doing and such a love for it. That's why I still think of them and thank them for touching my life.

PAGE: *If you had a chance to sit down and talk individually with the members of PAGE, what would you say to them on behalf of BellSouth and all the trustees of the PAGE Foundation?*

Carolyn Lovett: Teachers are leaders. Each of you leads your classroom in a way that none of the rest of us can do. You have the awesome responsibility of developing the minds and touching the hearts of each student who sits in your classroom. Your classroom is a safe haven for a child in need. It is the place where they are accepted and encouraged. It is the place where they gain the knowledge and the skills that will affect their lives forever.

Your influence can mean the difference in whether a student stays in school. It can be the difference in what a student ultimately aspires to do with his or her life. There is no limit to how you can affect the world through your dedication to teaching.

I hold your profession in the highest esteem. You are often times the unsung heroes. One of my goals as chair of the PAGE Foundation is to ensure that during my two-year tenure the Foundation builds the capability to deliver teacher recognition programs that honor your contributions at many levels.

Finally, I would like to say to each Georgia teacher that it is a great privilege for me to serve you as the chair of the PAGE Foundation. It's a responsibility that I take very seriously. ♦

Number of National Board Certified Teachers Grows in Georgia

The National Board for Professional Teaching Standards has announced that 453 Georgia educators obtained National Board Certification this year, increasing the total number of National Board Certified Teachers (NBCT) to 1,780 statewide.

This is a statistic that should be encouraging to Georgia citizens interested in the quality of education, according to Tom Wommack, president of the PAGE Foundation.

“Educators who pursue National Board Certification must devote 200 to 400 hours in a rigorous professional learning process that has been compared to the pursuit of a master’s degree. It is an outstanding achievement for these teachers and a boon to Georgia’s classrooms,” said Wommack.

The PAGE Foundation, through charitable donations from corporations, foundations and its members, offers support for teachers who pursue this prestigious award through mentoring workshops, pre-certification courses, scholarships and

grants. Of those awarded PAGE Foundation scholarships in 2004, 65 percent successfully completed the program. Nationwide only one in three candidates earn the prestigious award on their first attempt.

“It is the hope of the PAGE Foundation that our support programs assisted these teachers in their successful completion of the National Board Certification program, and we offer our congratulations to all teachers who earned their national certification this year,” said Wommack. “Many teachers who finished this program have said that it provided a vehicle for self-assessment and gave them the opportunity to understand and improve their teaching practices. This opportunity for self-evaluation and enhancement of teaching skills will be of direct benefit to Georgia students, and these educators should be applauded for their hard work.”

The following PAGE members earned their National Board Certification this year:

ART

Early Adolescence through Young Adulthood
Emily Barba, Floyd County
Lisa Casey, Cobb County
Donna Holder, Effingham County
Carol Mohor, Clayton County
Marsha Parm, Whitfield County

CAREER & TECHNICAL EDUCATION

Early Adolescence through Young Adulthood
Carmen Bennett, Effingham County
Kimberly Burgess, Troup County
Daniel Campagna, Cobb County
Sara Clark, Whitfield County
Lynne Cook, Tift County
Sherry McCallister, Marion County
Michelle Nichols, Muscogee County
Jamie Norred, Fayette County
Kimberly Orrick, Seminole County
Lehanna Singleton, Marion County
Sara Spires, Wheeler County

ENGLISH LANGUAGE ARTS

Adolescence and Young Adulthood
Betty Benner, Wayne County
Constance Cannon, Social Circle City
Lisa Tilley, Gwinnett County
Aurelia Tippet, Laurens County
Juanita Tipton, Lumpkin County

Early Adolescence
Cindy Gordon Cordero, Gwinnett County
Teresa Lawson, Muscogee County
Melanie Mares, Lowndes County
Wendy Pierce, Camden County

Leah Satterfield, Hall County
Penny Spivey, Bleckley County

EXCEPTIONAL NEEDS SPECIALIST

Early Childhood through Young Adulthood
Diana Brown, Fulton County
Kathy Carnow, Fayette County
Susan Earnhardt Henson, Peach County
Leslie Fowler, Gwinnett County
Anona Hemming, Fannin County
Linda Jaramillo, Lowndes County
Sharon Johnson, DeKalb County
Mica Kirby, Cherokee County
Virginia Kocher, Chatham County
Joy Lachance, Lamar County
Ruth McNally, DeKalb County
Lisa Mooney, Rabun County
Mildred Patterson, Gwinnett County
Jane Marie Stilwell, Fayette County
Peggy White, Muscogee County

GENERALIST

Early Adolescence
Amy London, Monroe County

Early Childhood
Lynette Branch, Barrow County
Vicki Brown, Turner County
Beth Brown Smith, Franklin County
Bonnie Crumley, Hall County
Ann Curtis, Vidalia City
Alisa Taylor Daniel, Screven County
Elizabeth Ehrhart, White County
Patricia Foley, Chatham County
Vickie Fore, Chatham County
Ronna Jean Fultz, Crisp County
Stacy Henson, Paulding County
Katherine Jarman, Muscogee County
Susanna Johnson, DeKalb County
Marilyn Joyce Williams, Chatham County

Simone Kelly, DeKalb County
Tomi Kiser, Newton County
Ann Markners, Oglethorpe County
Karen Mitchell, Rockdale County
Kendra Murray, Fulton County
Candace Oliver, Franklin County
Barbara Pitts, Chatham County
Kellay Rice, Oconee County
Pamela Rogers, Valdosta City
Patsy Sanders, Bulloch County
Annadee Sebaly, Paulding County
Georglyn Stephens, Bibb County
Laurie Sutton, Camden County
Gina Thomason, Franklin County
Darlene Timms Turner, Hart County
Rebecca Westerman, Muscogee County

Middle Childhood

Joan Adkins, Columbia County
Jacqueline Alicea, Columbia County
Pamela Bailey Cox, Burke County
Shirley Bennett, Cobb County
Sonya Bennett, Ware County
Mary Bridges, Columbia County
Carolyn Byrd, Cobb County
Karen Cipullo, Clayton County
Stacey Covey, Gwinnett County
Jan Cross, Bulloch County
Teresa Cross, Whitfield County
Lynne Cunningham, Forsyth County
Mary Beth Davison, Columbia County
Carole Dibble, Cobb County
Rose Ellis, Houston County
Susan Goins, Bibb County
Judy Grover Rollins, Stephens County
Marian Guidry, Bartow County
Marshea Holmes, Columbia County
Jennifer Howell, Stephens County
Cherry King, Burke County
Michelle Lanier, Chatham County

Rhonda Lee, Camden County
Terry Lee, Gwinnett County
Pamela Lillis, Columbia County
Kelli Mahany, Chatham County
Nancy Martin, Henry County
Carol Montgomery, Troup County
Barbara Murphy, Harris County
Judy Mutter, Bulloch County
Deborah Myrick, Fulton County
Julie Nelson, Gwinnett County
Cathy O’Neill Dollar, Floyd County
Constance Parker, Burke County
Karin Patterson, Richmond County
Tammy Shiflett, Paulding County
Mary Smith, Laurens County
Patricia Snyder, Camden County
Deborah Sommer, Union County
Kimberly Stanley, Harris County
Denise Taylor, Laurens County
Amy Thompson, Muscogee County
Tonya Tolbert, Fulton County
Carol Turner, Coweta County
Anna Uhde, Clarke County
Diane Ward, Bulloch County
Lucretia Wright, Camden County

LIBRARY MEDIA

Early Childhood through Young Adulthood
Rebecca Amerson, Cherokee County
Anne Arden, Chatham County
Cawood Cornelius, Gordon County
Ruth Fleet, Polk County
Scott Walter Heaton, Treutlen County
Margaret Helmly, Effingham County
Mary Hickey, Bibb County
Diane King, Chatham County
Laura Miller Frizzell, Tift County
Teresa Minish, Madison County
Susan Murphy, Cherokee County
Janice Peck, Madison County
Linda Wade, Newton County

LITERACY:

READING-LANGUAGE ARTS

Early and Middle Childhood
Leslie Dial, Columbia County
Suzanne Sucher, Effingham County

MATHEMATICS

Adolescence and Young Adulthood
James Brock, Lumpkin County
Michael Crumley, Lumpkin County
Patricia Daniel, Atlanta City
Ouida Dillon, Oconee County
Patricia Lauderdale, Oconee County
Suzanne Lusk, Fayette County
Kathleen Maddox, Clarke County
Pamela Ann Mason, Grady County
Carol Wiley, Hall County
Amanda Woodell, Miller County

Early Adolescence

Merrie Albrecht, Muscogee County
Linda Allemani, Newton County
Simone Burke, Fulton County
Lawanda Gillis, Dodge County
Gayle Higley, Fayette County
Carolyn Jones, Fayette County
Peggy Leonard, Fayette County
Jane Turner Hannon, Fayette County

MUSIC

Early Adolescence through

Young Adulthood

Paula Gibson, Habersham County

Early and Middle Childhood

Letha Hankins, DeKalb County
Gary Wildeboer, Fulton County

PHYSICAL EDUCATION

Early and Middle Childhood
Allen Cox, Bryan County

SCHOOL COUNSELING

Early Childhood through Young Adulthood
Susan Brock, Lowndes County

SCIENCE

Adolescence and Young Adulthood
Kimberly Bird, Clayton County
Nancy Brim, DeKalb County
Leslie Hayes Powell, Cobb County
Jennifer Howard, Whitfield County
Donna Johnson, Troup County
Dawn Jordan, Henry County
Carol Lester, Bibb County
Amanda Lockhart, Decatur City
Rochelle Lofstrand, Fulton County
Robert Magee, Stephens County
Walter Snow, Gwinnett County
Pamela Wilder, Oconee County

Early Adolescence

Rhonda Baldwin, Douglas County
Jeanne Bayer, Fulton County
Zoe Evans, Carroll County
Suzanne Lamb, Fulton County
Lynn Robertson, Muscogee County
Lisa Skinner, Muscogee County
Elizabeth Tokarska, Columbia County

SOCIAL STUDIES-HISTORY

Adolescence and Young Adulthood
Gwen Kaminsky, Fulton County
Loretta Mirandola, Gwinnett County
Philip Parker, Wheeler County
Cathy Powell, Bulloch County
Deborah Rasnake, Fayette County
Lynn Suggs, Hall County

Early Adolescence

Theresa Seader, Columbia County

WORLD LANGUAGES OTHER THAN ENGLISH

Early Adolescence through Young Adulthood
Donna Jimenez, Gwinnett County
Eugenia Mc Millan, Bibb County
Robert Patrick, Coweta County
Mary Angela Reed, Fulton County
Gayle Thomas, Cobb County

NBPTS News



PAGE NBPTS scholarship information for candidates is currently on our website, www.pageinc.org.

The scholarship amount for a candidate is \$1,000. A person must be a PAGE member to receive a scholarship. It is recommended that scholarship materials be sent to the PAGE Office, P.O. Box 942270, Atlanta, Georgia 31141-2270 by FedEX or UPS guaranteed delivery. Materials received after the close of business on the deadline date will not be processed. ◆

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Honor Your Favorite Teacher

By Gayle U. Wooten
PAGE, Director of Human Resources

Teachers teach us lifelong lessons. It is amazing how much influence they have on their students. In fact, they never really know where their influence ends. Although I had many good teachers during my school years, there is one that made a lasting impression on me—Mrs. Mary Nell Hays.

Mrs. Hays was my government teacher during my senior year at Jeff Davis High School in Hazlehurst, Georgia. I remember her classes as if I stepped out of them yesterday. She was a firm, fair and consistent educator. Her 1:30 p.m. class began after recess, where we could be found socializing on the patio. But we knew that when we walked into Mrs. Hays' classroom we were to leave the socializing at the door. She was a good disciplinarian, and we respected her rules. To this day, I feel flushed with embarrassment when I recall her catching me primping with my compact. She simply shot me a look and shook her head. No loud, humiliating comments—just a signal was enough to make me feel remorseful.

When Mrs. Hays taught her lessons she was always well-prepared and brought new excitement to each class. I became intrigued by the working agencies associated with our government. She made the entire political process come alive. She had a real passion for exercising the right to vote. She instilled in her students the importance of voting. To this day, I am driven by that advocacy of Mrs. Hays. She made sure that we were all registered to vote. I'll never forget the satisfaction I had when I voted in my first election. Upon leaving the polling place I wanted to call Mrs. Hays and say, "I voted!" After 40 years I still have an urgency to do that.

When Mrs. Hays retired in the early 1970s after a 15-year stint of "filling in," I was shocked to learn that she never planned to teach. On a recent visit, she told me that the high school principal called her and urged her to "fill in" for a history teacher who had left. She was, in fact, a child welfare worker from Atlanta who married and moved to the rural southeast Georgia town of Hazlehurst. Although she had graduated from the University of Georgia and received an additional degree in social work from Tulane University, she had to return to school for education courses and her teaching certification. She explained that while she had never intended to teach, the opportunity afforded her a new, enjoy-



Gayle U. Wooten



Mary Nell Hays

able experience that escalated into 15 years. She told me the best thing about teaching was her students. She liked the students and that was evident—we always knew she liked us. She respected our opinions, laughed with us, and always showed us sensitivity. What she did not like was the grading process. She related that the six-week grading period was the most unpleasant part of teaching each year.

If I had to pick one thing that I liked least about Mrs. Hays class, it would have to be her tests. The comprehensive exams included true-false questions, multiple choice questions and two or three discussion questions. I pleaded with her to omit the tricky true-false section, but to no avail. She explained to me that many of her students liked true-false questions, because they were not comfortable with the discussion format. This is a prime example of how she always made an effort to accommodate all of her students' needs.

There is one day in Mrs. Hays' class that is emblazoned in my mind, and that day was Nov. 22, 1963. I will never forget the look on her face when the class began. She folded her arms and said very softly, "Our president has been shot – we have just experienced a national tragedy." Her composure was remarkable. Immediately after she shared the sad news, the principal announced over the intercom that President John F. Kennedy had died. Silence fell on the classroom. Then, quiet discussions and questions followed. The rest is a blur.

Teachers possess certain talents and skills to teach lifelong lessons. What makes the lessons impressionable? Natural talent and skill coupled with a burning passion result in making certain lessons effective. It's been many years since I learned the value of voting in local, state and national elections (general and run-off), and I still have that same vigor as when I voted in my first election. Although my teacher never led a publicized voter registration march, she was a passionate crusader for this important cause in her own classroom in Hazlehurst. Thank you, Mrs. Hays, for teaching me this valuable lifelong lesson. I only wish all the apathetic voters had been in your government class. What a difference it would make!

FEA in GA Fall Conference Hosts Record Numbers of Students

Overflow Crowd Attends Fall Conference; BellSouth, Wachovia Provide Generous Support

Nearly 600 students from 28 high schools gathered on Oct. 19 for the 2004 FEA Fall Conference, making it the largest gathering to date for Future Educators of America in Georgia (FEA in GA). Held at the George Busbee Center in Lawrenceville, the event was co-sponsored by the PAGE Foundation and Gwinnett County Public Schools (GCPS) with financial assistance from BellSouth and Wachovia.

“Enthusiasm continues to build around FEA in GA,” said PAGE Foundation President Tom Wommack. “We hope to have more than 1,000 students at the FEA Fall Conference next year. We are well on our way to establishing FEA chapters in every Georgia school system.” ♦



Students gather and compile information from colleges of education.



FEA members from Dawson County High School listen to words of inspiration from Dr. Brook Whitmire, Gwinnett County public schools.



Ebony Booker, Gwinnett County public schools, leads students as they cast their votes on “What Makes a Great Teacher Great.”

PAGE Georgia Academic Decathlon Advisory Board Holds Annual Meeting



The PAGE Georgia Academic Decathlon (GAD) Advisory Board held its annual meeting on Friday, Nov. 12, at the Atlanta Marriott Gwinnett Place. State Director Ruth Cowan provided the Advisory Board members with information about important Decathlon events scheduled during the 2004-2005 school year. The main item of business was a presentation by John Varner, director of the PAGE Foundation, which focused on the organization's desire to secure corporate and/or academic sponsors for its various student programs. Members of the Advisory Board will take part in the student awards presentations at the Awards Banquet following the state competition, Feb. 26, 2005. Attending the meeting were (back row, left to right) John Varner, PAGE Foundation director; Karen Suddeth, GAD district coordinator for Carroll County Schools; Ruth Cowan, GAD state director; Sarita Denny, GAD alumni representative and educator in Sumter County; Dr. James Kelley, Apple Computer, Inc. representative and member of United States Academic Decathlon Board of Directors; (front row, left to right) Tom Wommack, PAGE Foundation president, Cynthia Cox, GAD coach for Carroll County Schools and GAD coach representative to the Advisory Board; Dr. Diane Ray, PAGE president; Paula Gault, superintendent of Forsyth County Schools; and Dr. Milton Stomblor, director of the Georgia Science Olympiad (not pictured, Dr. Elaine Connell, superintendent of Dublin City Schools; and Jim Markham, principal of Mill Creek High School).

F. E. A. S. T.

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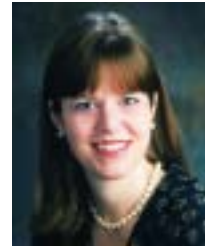


A special thanks to BellSouth for sponsoring this event.

Volunteers Needed for the PAGE Georgia Academic Decathlon

February 25-26 at
Berkmar High
School

Register online at
[www.page
foundation.org](http://www.pagefoundation.org).



JILL HAY

Maximum Class Size

Maximum individual class sizes and student-teacher ratios are frequently debated subjects each year during legislative session. The positive correlation between smaller class sizes and improved student achievement, particularly in the lower grades, is widely accepted across party lines, but in Georgia, like most states, it has been an issue of funding. Lowering the student-teacher ratio has not only been a top legislative priority of PAGE over the years, it has also been the subject of many legal calls we receive from members. Therefore, this article will address specific Georgia laws, rules and regulations that govern maximum class sizes.

When the laws and rules address class size, it is important to note that there is a difference between “funding class size” and “maximum class size.” With regard to the funding class size, the A-Plus Education Reform Act of 2000 set the student-teacher ratios for state funding purposes as follows: 15:1 for kindergarten; 17:1 for grades one through three; 11:1 for EIP grades kindergarten through three; 23:1 for grades four and five and for grades six through eight (unless the school qualifies as a middle school program, in which case 20:1); 23:1 for the general high school program; and 20:1 for the vocational laboratory program. O.C.G.A. section 20-2-161(b). Ratios for the special education and gifted classes vary depending upon the type class. Id.

In addition to setting the funding class size, Georgia law requires the State Board of Education to adopt by rule for each instructional program, the maximum number of students which may be taught by a teacher in an instructional period and such maximum class size shall not exceed the funding class size by more than 20 percent, unless specifically authorized by the State Board. O.C.G.A. section 20-2-182(i). However, in no case shall the 20 percent maximum be exceeded for math, science, social studies or English classes, or for grades one through three except in art, music or PE classes. For kindergarten, the maximum class size may increase from 18 to 20 with the use of a paraprofessional during the 2003-04 and 2004-05 school years. O.C.G.A. section 20-2-182(k).

With the passage of the A-Plus Education Reform Act of 2000, the legislature required the State Board to begin a four-year phase in of these maximum class size requirements beginning

with the 2000-01 school year. The phase-in was delayed by the legislature in the 2003-04 and 2004-05 school years for grades four through twelve. O.C.G.A. section 20-2-182(k). For these two school years, the legislature also allowed for compliance with the maximum class size requirements to be determined by the system average, provided that no class shall exceed the applicable maximum by more than two students. Id.

As required by law, the State Board has adopted rule 160-5-1-.08 to implement the maximum class size requirements. You can find this rule

The positive correlation between smaller class sizes and improved student achievement, particularly in the lower grades, is widely accepted across party lines, but in Georgia, like most states, it has been an issue of funding.

and all appendices at www.doe.k12.ga.us/_documents/doe/legalservices/160-5-1-.08.pdf, or on the Page website, www.pageinc.org. Click on Legal Services and then on Class Size.

According to State Board of Education Rule 160-5-1-.08, the number of students taught by a teacher at any time after the first 15 days of a school year may not exceed the maximum number unless authorization for a specific larger number is requested of the state board, along with the educational justification for granting the requested exemption, and the state board has approved the request. Local boards of education not complying with maximum class size requirements shall be subject to a loss of funding for the entire class or program that is out of compliance. The maximum class size for kindergarten and primary grades programs is defined as the number of students in a physical classroom.

Finally, in August 2004, the state board voted to amend the class size rule to permit a maximum individual class size of 30 for grades 9-12 science classes for the 04-05 school year. The maximum system average class size for grades 9-12 science classes still remains at 28. PAGE members with questions about the maximum class size requirements should call the PAGE legal department. ♦

Grant Writing: Improving Your Chances for Funding



DR. EDIE BELDEN

Today, teachers are expected to improve the achievement of all students even though there are shrinking dollars to buy the resources needed to address the student diversity in the classrooms. Consequently, teachers are once again turning to grant writing as a way to get funding to buy materials and provide instructional programs and activities for students. Jim Quick, a successful grant writer and author of *Grantseeker's Toolkit* (John Wiley & Sons, 1998) stated in *Edutopia* (Premier Issue, 2004), that "K-12 funding is going up, up, up." He also adds that the odds are not in favor of an organization or school system being funded because there are so many applications for the same money. However, Quick does believe there are grant writing techniques and resources that can improve the chances for funding.

There are two very important maxims in grant writing. The author of the grant must always keep in mind that the submitted proposal is the only way to tell the funding agency reviewers about the idea(s)—therefore, the grant must be researched, well-prepared, thoughtfully planned and concisely packaged. Secondly, the reader of the grant is a real person and not an organization. The grant reviewer will only read as long as the directions are meticulously followed, spelling and grammar are flawless and the proposed project has relevance, substance and clarity. Numerous sources indicate that approximately one-third of the proposals for any funding opportunity are thrown out because of failure to follow directions.

IDEAS FOR FUNDING

Magazines, conferences, books and journals are all good places to find ideas for funding. Action research in a school or school system can establish a researched-based need for a funding idea. A needs assessment can also provide ideas for funding grants. These ideas do not need to be original ideas. The request for funding can be to replicate a project previously completed, to implement an idea rather than develop a new idea, to apply a different technique or approach to a project previously studied or to use technology now available to study an ongoing concern. Once the idea is formulated, it is important to find a funding source that reflects the major

components of the idea. The submission of a grant proposal that does not reflect the grantor's initiatives is a waste of time and energy.

A major funding trend in the past few years has been the joint venture. A joint venture is a proposal made between two agencies or groups; for example, a school system and the local fire department write a proposal on fire safety in the home.

It is important to remember that the goal of writing is not to secure more money, but to fund programs that are central to carrying out the goals established by the school and/or school system.

SOURCES OF FUNDING

The Catalog of Federal Domestic Assistance (CFDA) is considered to be the foremost guide on government funding and has information (who may apply, amount of funds, average awards, contacts, rules and regulations) on approximately 1,400 different programs. This document is better for finding sources of funding than the Federal Register, which contains mostly rule changes to existing programs. The document is very easy to use on the internet and can be accessed at 12.46.245.173/cfda/cfda.html.

FedWorld Information Network Home Page also has information on federal programs and has direct links to federal agencies. (www.fedworld.gov/firstgov.html, then enter the keyword Educational Grants and click on search.)

GuideStar is a database of over 40,000 American non-profit organizations, plus approximately 500,000 other charitable groups. It is a rich source of information for joint venture initiatives. (www.guidestar.org)

Other funding sources include some of the more familiar, U. S. Department of Education, (www.ed.gov/fund/data/award/index.html); National Science Foundation, (www.nsf.gov); and U. S. Department of Health and Human Services (dhhs.gov, scroll to grants and funding).

THE LANGUAGE AND FORMAT OF GRANT WRITING

Every grant proposal has very specific language and format requirements. Generally a grant has three basic sections: narrative, costs or

budget and miscellaneous requirements.

Narrative: The purpose of the narrative is to demonstrate the need, urgency and/or significance of the problem as well as its feasibility. The narrative contains subsections, such as needs statement, problem statement, goals and objectives, plan of operation and evaluation.

The needs statement must indicate how the need was identified by citing research, statistics, requests from groups/parents/communities and/or incidents related to the identified need. Demographic information is useful in describing who is affected by the problem or who will benefit from the project's implementation.

The problem statement must be related to the mission and goals of the school and/or school system. The problem statement must be narrowly defined and concisely written. A vague statement such as, "There is a need to define math and science education in American schools..." is too ambiguous. Using data from the National Assessment of Educational Progress (NAEP), gender data on the number of males versus females in classes and ethnicity data on completion rates of students in science and math classes considerably strengthens the problem statement.

The goals are broad-based statements and must reflect the impact of the problem, anticipated overall changes, changes to the community/school and consequences if the problem is not solved.

The objectives are more narrowly defined and must describe the anticipated outcomes. It is important to have goals that can be accomplished and quantified within a specific timeframe. Only one result should be stated in an objective. An objective should not include the method for obtaining the result.

The plan of operation is a very detailed explanation of activities that will be implemented to obtain the results. Failure to explain start and finish times of activities, persons responsible for activities, selection of participants and use or need for facilities and technology will usually result in the grant being rejected.

Evaluation is critical to every grant proposal. The evaluation ensures to the grantor that the project is meeting its goals and objectives and that the money was spent on the problem. The evaluation should provide data to verify that the results were positive, negative or insignificant. Specific data collection methods, data analysis procedures and feedback mechanisms (written reports, presentations and reports to specific groups) must be spelled out in the evaluation section.

COSTS AND BUDGET

The budget must include all the costs necessary to complete successfully the activities described in the previous section. The budget section is usually divided into two subsections, direct costs and indirect costs. Direct costs are those which can be specifically documented such as salary, cost of computer and printer, and workshop materials. Two major areas of direct costs are personnel and operating expenses. If a person is to be employed once the



grant is awarded, the proposal must also include the salary plus fringe benefits. Fringe benefits usually run about 30-35 percent above the salary; therefore, a position paying \$40,000 costs approximately \$52,000. Operating costs are associated with space rental, communications (postage, shipping, faxing), travel and lodging and contractual services. Grants with high administrative and operating costs do not receive favorable reviews because the grantor desires the money to be spent on the activities designed to address the problem.

Indirect costs are those costs which help support the project. Many times these costs may be part of a larger operation. For instance, money granted to establish a literacy center in a school may be used to reimburse the school for utilities, telephone charges, and copy machine charges. Indirect costs are real costs in a project and should be included in any proposal.

Sometimes the funding agency or organization requires that the school or school system pay a portion of the costs. This is known as cost sharing. The most common form of

cost sharing is matching and is usually specified by the granting agency. The matching requirement can be met through a cash match (dollars not committed to another program or project) or an in-kind match. An in-kind match can be met in a variety of ways, such as releasing a faculty member to coordinate the project, waiving indirect costs, or providing clerical assistance. Cost sharing should only be included in the budget when it is required by the funding agency.

MISCELLANEOUS REQUIREMENTS

Grant applications often require letter of commitment and letters of support. Each type of letter is very important, but very different in purpose. Letters of support express to the funding agency that other persons, groups or organizations believe the project is worthwhile. Letters of support do not include financial assistance. Letters of commitment confirm the worthiness of the project and also commit personal, corporate or financial resources to the project if awarded. If letters of commitment are allowed by the funding agency, they should be included. Letters of commitment indicate to the reviewers that the project has support among parents, in the community, and/or the business community.

GETTING THE GRANT APPLICATION APPROVED

Novice grant writers often make the mistake of writing a proposal only to find they cannot meet the deadline because they have not gotten required approval signatures. There are several steps in the approval process so it is not a task to be left unattended.

• Develop one-two page concept paper

The concept should describe the idea and why it is a concern or problem. Possible sources of funding should be included. It is also important to identify in-school or school system resources that will be needed if the grant is funded.

RESOURCES

Help in Writing Grant Proposals: Sources and Resources

Grant writers, both experienced and inexperienced, will find many websites, even on-line courses, to help polish grant writing skills and to locate sources of grants.

fdncenter.org/learn/classroom provides an extensive array of services. One of the most interesting is the Virtual Classroom which contains tutorials on such topics as Orientation to Grantseeking, Proposal Budgeting Basics, and Proposal Writing Short Course. Services are available to the public.

www.dcs.wisc.edu/pda/online/writing_grants.htm is an online course offered by the University of Wisconsin-Madison. The content includes research on funding sources, developing a needs statement, goals and objectives, developing budgets, and evaluation strategies. There is fee for this course.

grants.gov/ posts over 900 grant programs offered by the 26 Federal grant funding agencies. The agency postings must include all 27 standard items of information contained in grant proposals and a link to the full grant announcement.

schoolgrants.org contains bountiful information on grant writing tips, grant opportunities, sample proposals and an index of links to grants. Schoolgrants also

publishes a biweekly newsletter for which there is a charge.

npguides.org/index.html is designed for non-profit organizations and schools. This site provides web-based guides on basic grant writing skills, grant resources and glossaries.

grantproposal.com provides resources for both advanced and inexperienced grant writing consultants. A unique feature of this website is a section entitled, Advice from Funders.

eduplace.com/grants/ is very helpful website from the Houghton Mifflin Company which contains a list of more than 25 terms used in grant proposals. Each term is defined and an explanation of its use is provided. It also provides links to private, state and federal grant sites.

grantanswers@polarisgrants.org provides grant writers the opportunity to receive e-mail responses to grant questions.

- **Discuss with principal**

Discuss the idea with the principal using the concept paper. The principal should provide feedback on the idea and notify the proper central office staff member of the possible grant proposal.

- **Discuss with superintendent/central office staff**

Some school districts require the superintendent to be informed of all grant requests; others delegate this to a central office staff member. Be sure proper procedure is followed or the grant could be delayed.

- **Write draft**

The entire application should be completed.

- **In-house review**

The grant proposal should be reviewed by in-house by a team of colleagues. If someone on the faculty has had a grant funded, be sure to include him/her on the review team. The purpose of the in-house review is to critique the ideas, clarify the sentence structure, and correct the punctuation and grammar.

- **Submit complete application for approval**

The final approval process will be dictated by both the application requirements as well as local school system procedures. Many applications require the superintendent's signature and in many cases the chairman of the board of education; therefore, it is necessary to plan ahead for board meetings and the availability of the superintendent to sign the proposal.

- **Mailing the proposal**

Before inserting the grant proposal in the envelope, an inspection should be made to see that the proposal components are in the order outlined in the application guidelines. Reviewers will not search through the papers to find the next section. Proposals should be sent registered mail which secures for the sender documentation of the date the package was mailed and also the name of the person who received the package at the point of delivery.

- **Rejection of the grant proposal**

The difference in unsuccessful grant writers and successful grant writers is that they learn from their mistakes, refine and submit their original proposal again, or use their newly learned skills to develop a new proposal. If a grant proposal is rejected, it is proper protocol and a smart move to request the reviewer's comments. These comments can provide valuable information for improving writing style, budget preparation and refining the project's scope.

It is also possible to submit a flawless proposal and still be rejected. Most often, the number of applications for any one idea or project is numerous, and the dollars are limited. Consequently, it is realistic, and not pessimistic, to anticipate that the proposal may be rejected.

Rejection of a grant proposal is a familiar situation to most grant writers. Regardless of the reason for rejection, educators should take the rejection as a professional challenge and not as a personal insult.

A WORTHWHILE EFFORT

It may seem with all the grant writing requirements, technical terms, approval procedures, deadlines and high rejection rates that grant writing is not a very worthwhile endeavor. Before making that decision, it should be noted that over \$240 billion in project, discretionary and block grants is available from the government. Another \$10 billion is available from charitable organizations, foundations, corporations and individuals (www.grantwriters.com/advice.htm). Almost all include some reference to creating a better future for America and its children, our students. Successful grant writing can help create that future in our schools for our students. ♦

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Members in the News

SOUTH GEORGIA'S DUPREE AWARDED 2004 ASSISTANT PRINCIPAL OF THE YEAR

The Georgia Association of Middle School Principals has named **Steven Dupree**, former assistant principal at Washington Middle School, Grady County, as its 2004 Assistant Principal of the Year. Dupree worked as assistant principal at WMS from 1999-2004 and is now in his first year as assistant principal at Thomas County Central High School.



Steven Dupree

Nominated by WMS Principal Arthur Anderson, Dupree thanked his mentor in November when awarded this honor. He commented, "I appreciate the opportunities that Grady County provided for me to grow as a teacher and then as assistant principal. Working under Arthur Anderson gave me the chance to work with someone who allowed me to take on new responsibilities, provided me with their wisdom and allowed me to learn."

TCMS TEACHER NAMED 2004 GEORGIA SECONDARY MATHEMATICS TEACHER OF THE YEAR

On November 10, 2004, State School Superintendent Kathy Cox named Towns County Middle School Teacher **Heather Marshall**, 2004 Georgia Secondary Mathematics Teacher of the Year. Prior to receiving this honor, Marshall was also the recipient of the 2003 Presidential Award for Excellence in Mathematics and Science, the nation's highest honor for math teachers.



Heather Marshall

Marshall, who considers herself "a facilitator of learning" is a National Board Certified teacher; she serves as an instructional resource specialist for the Georgia Teacher Center; is adjunct faculty for the mathematics department of North Georgia College and State University (NGC&SU); collaborates with the University of Georgia on creative teaching initiatives; serves on the board of the Professional Education Committee of NGC&SU and is currently completing her

Ph.D. in Mathematics Education.

PHYSICS TEACHER PUTS WHEELS IN MOTION

Meadowcreek High School, Gwinnett County, teacher **Joe Cox** was recently interviewed by the Atlanta Journal-Constitution for his unique approach to teaching physics. It seems Cox's students never know what they can expect when they enter his classroom. On the day the AJC called upon him, he was demonstrating centripetal force by spinning a bucket of water on a string overhead.



Joe Cox

Cox, who has been teaching science at Meadowcreek since 1996 explained that he "can teach a whole physics class just around driving." He credits the use of real-life examples for his success in keeping his students engaged.

PRINCIPAL PROUD AS SCHOOL RECEIVES NCLB BLUE RIBBON

The Lincoln Fundamental Magnet School, Dougherty County, celebrated the distinction of being one of only eight schools in the state to win the title of No Child Left Behind Blue Ribbon School.

The award recognizes schools that achieve in one of two areas: those that have at least 40 percent of the student body coming from disadvantaged backgrounds, or those that score in the top 10 percentile on state assessment tests, according to the U.S. Department of Education. "Lincoln fit both categories, scoring in the 90th percentile on state tests," said Principal **Sheryl Holmes**, "and 40 percent of the student body is in free or reduced lunch programs."

The distinction of Blue Ribbon School was bestowed upon just over 200 schools nationwide in 2004. Lincoln, its principal, faculty, students and parents all received kudos from Albany Mayor Willie Adams Jr. as well as from Dougherty County School Superintendent Sally Whatley. ♦

PAGE Planner 2004-05

February 2005

- 5 NBPTS Workshops, St. Marys Elem. School, Northside H.S. and Columbia Co. Admin. Complex
- 7 PAGE Academic Bowl Final Competition
- 8 PAGE/SPAGE Day on Capitol Hill
- 12 NBPTS Workshops, North Ga. RESA, Macon State College, Callanwolde Fine Arts Ctr. and Turner Co. Spec. School
- 15-17 Drive-In Conferences*
- 25-26 PAGE GAD State Championship
- 26 NBPTS Workshop, Callanwolde Fine Arts Ctr.

March 2005

- 5 NBPTS Workshops, Turner Co. Spec. School, St. Marys Elem. School, Northside H.S., North Ga. RESA, and Columbia Co. Admin. Complex
- 12 NBPTS Workshop, Macon State College
- 15 FEA Day on Capitol Hill
- 15-17 Drive-In Conferences*
- 19 NBPTS Workshop, Northside H.S.
- 26 NBPTS Workshop, Callanwolde Fine Arts Ctr. and North Ga. RESA

April 2005

- 2 NBPTS Workshop, St. Marys Elem. School
- 9 NBPTS Workshops, Turner Co. Spec. School and Macon State College
- 13-16 USAD National Competition, Chicago, IL
- 30 PAGE Scholarship Application Deadline
- Last Week TBA PAGE State STAR Banquet

May 2005

- 7 NBPTS Workshop, Macon State College
- 14 NBPTS Workshop, Turner Co. Spec. School

June 2005

- 6-8 FEA in GA Summer Institute, GA College & State University, Milledgeville, GA
- 21-23 Pre-conference (Mentoring)
- 24-25 Summer Conference

* For a complete listing of topics, speakers and locations go to www.pageinc.org and click on the heading Professional Learning, then go to "A Year of Learning with PAGE."

A Conversation With Michael Drake

Michael Drake is the executive director of the Georgia Independent Schools Association. The GISA represents 138 independent schools that educate nearly 70,000 of the state's 90,000 non-public students.

Many PAGE members who began their careers in public schools have maintained their membership when moving to a non-public school teaching or administrative position. PAGE benefits and insurance coverage are extended to independent school educators, although their members are not covered under the Fair Dismissal Act.

Recently, *PAGE ONE* magazine interviewed Michael Drake on a variety of topics of interest to both public and non-public school educators.

Q—How do you see the relationship between public schools and the members of the GISA?

A—Good independent schools and their teachers have the greatest admiration for public schools and public school teachers. We recognize that public schools must educate all children who come to them, whereas independent schools are free to choose to meet the needs of certain specific students. For example, some of our schools stress high academic achievement, while others try to meet the needs of students with various special education needs. We don't pretend that our schools can meet the needs of all students, and we appreciate the good job that the public schools do in dealing with such a diverse student population.

From the standpoint of GISA, we certainly do not think of our members and the public schools as being in competition in any way. There are plenty of children who need to be educated, and public and non-public schools have the same mission and are fighting many of the same battles.

Q—What do you see as the potential benefits for independent school educators in joining PAGE?

A—I see a major benefit for our teachers who join PAGE as becoming part of a louder voice for educators. If a large portion of our 7,000 member teachers were to join with PAGE's 61,000 members, that would make PAGE's voice even stronger than it already is. After all, there are far more issues about which public and non-public educators agree than about which they disagree. It would be beneficial for all of us to work together on a common agenda.

Another major benefit for our teachers would certainly be the outstanding insurance programs that PAGE offers. In our litigious society, public school teachers are not the only ones who have to live with the

threat of legal action. Unfortunately, our teachers are just as vulnerable. I know that PAGE has an outstanding team of lawyers in its network, because one of those lawyers has an office in our building, and he is extremely capable.

Q—As you know, PAGE opposes vouchers—that is, public education funds going to non-public and religious schools. What is the GISA position on this issue?

A—As of now, GISA has taken no position on vouchers. We will address that issue if it ever becomes a serious legislative



proposal in the Georgia General Assembly. I can tell you—and PAGE's members—that the National Association of Independent Schools, while supporting the concept of school choice, opposes any voucher plan that could be detrimental to public education or interfere with the independence of non-public schools. I personally share the view that no voucher plan should be implemented that harms public schools or threatens the independence of non-public schools.

Q—What are your organization's key

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GEORGIA ON MY MIND
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legislative concerns for the upcoming session?

A—In general, what GISA normally wants from the General Assembly is to be left alone. However, we are always interested in issues of equity among public and non-public school students. For example, we appreciate the fact that HOPE Scholarships have always been made available to public and non-public students on the same basis, and we will gladly work with PAGE to ensure that the General Assembly takes whatever action is necessary to protect HOPE's viability well into the future

There are bound to be other issues on which we can work together. With the dramatic change in the state's political landscape, both PAGE and GISA will have to work overtime to establish relationships with the new leadership. Both organizations have traditionally had good bi-partisan relations in the General Assembly, and I believe those positive relations will continue.

Q—How do you see PAGE and GISA working cooperatively with regard to professional issues?



skills. I hope our organizations can find ways to work together on this common need.

Q—Are there other common goals that public and non-public educators share?

A—There are many, but perhaps the greatest shared goal is to change the perception of education and educators in Georgia. I feel as if schools and educators in our state are getting a bad rap from people who don't understand what goes on in our schools. It is unfair to all of our schools and teachers to judge education in our state on the basis of one test. Our organization would be pleased to work with PAGE to continue to do good things for all children of Georgia and to change the unfair perception of education in our state. ♦

SCHOOL COUNSELORS

Continued from page 9

they receive an educational curriculum using NovaNET educational software.

"Brian's program is an effort to address the whole child in a positive manner," says Michie. "We are hopeful that this approach will be successful."

Another counselor who is trying to reach students in a rather unique way is Brad Zimmerman of Baggett Elementary School in Paulding County. According to Principal Mark Crowe, Zimmerman helps improve the self-esteem of Emotional Behavior Disorder (EBD) students by helping them learn to play African drums, and eventually perform before audiences of students, faculty and parents.

"There is a lot of competition in school as in life and, quite frankly, these students don't experience a lot of winning," explains Zimmerman. "I don't believe, however, that you can give someone self-esteem by just telling him that he is great. He has to actually

accomplish something. African drumming is something these children can master and, with a little work, they can become the best African drummers in the school. This does help their self esteem, and it makes them feel part of the school community."

"The results have been amazing," says Crowe. "The students really enjoy being part of the group and performing at various school events. Brad is an outstanding counselor who has a real gift for what he does."

Given all that counselors do, is it possible to describe in just a few words a counselor's primary responsibility?

"Being an advocate for children," says B.J. Thomas McBride, the 2004 president of the Georgia School Counselors Association. "Counselors are the heart of their school. They tie all of the elements of the school together by advocating for children and providing the personal touch that is so important."

School counselors may no longer be just "certified nice people," but they clearly haven't lost their personal touch. ♦

Misconceptions in the **Financing of Our Schools**

The State of Georgia is not making the sustained commitment that is needed to provide an adequate education for all of our students. That is the reason for the recent lawsuit to require the state to fulfill its responsibilities under the Georgia Constitution.

The state's investment in education, which was already inadequate, has been slashed in recent years. Even though some systems suffer more than others, every system is being harmed. The current problems will only get worse, however, unless three entrenched misconceptions are changed.

The first is the common belief that education is a local responsibility. According to the Georgia Constitution, the "provision of an adequate public education for the citizens shall be a primary obligation of the State of Georgia." Every child in Georgia is guaranteed the opportunity to receive an adequate education regardless of where the student may live. This opportunity is not tied to the resources of a local community or limited by the amount of revenues at the state level. Our schools are financed through a combination of state and local funds, but the state is still ultimately responsible. The "local share" that every system is required to contribute is actually a state tax, since it is used to support the basic program prescribed by the state. No local system "subsidizes" any other system, anymore than is the case when the residents of one county pay more income and sales taxes into state treasury than the taxpayers in another county.

The second misconception is that addi-

tional funding by the state means greater control by the state. Our constitution expressly delegates the "management and control" of our schools to local boards of education. Local control can be a disaster if school systems can do anything they want, but local discretion is vital for effective instruction. Although the state must set the appropriate goals, the decisions about how to achieve them should be left to the local level. We must unshackle our schools from top-down restrictions, but should not hesitate to impose sanctions for the lack of academic progress.

The third misconception is that excellence in education can be achieved at little cost, especially for the children who need extra help. Money isn't everything. It has to be spent wisely, and there is no substitute for dedicated, capable teachers. But adequate funding is a necessary condition.

Here again, the Georgia Constitution is clear. The state is required to provide an adequate education for all students, but the formula it uses to calculate the cost of an adequate education is at least 20 percent less than what is required to meet even the minimum standards set by the state. An increase in state funds would permit local systems to reduce property taxes by the amount that is being used to cover deficits in the funding of the basic program. Local systems could then decide how much to add in terms of higher salaries and extra programs.

All of these misconceptions can be corrected by upholding the Georgia Constitution. This is the decisive action

that must be taken to provide an adequate education for all of our children.

The Consortium is a non-profit corporation, which currently has 51 Georgiaschool systems as members. It was formed in 2001 to improve the financing of K-12 education in Georgia. The initial emphasis was on equity in the financing of Georgia's public schools, but in late 2003 the focus shifted to adequacy. The purpose of the Consortium is to seek adequate funding for Georgia's schools. Consortium members believe that the current level of funding is not sufficient to prepare all of our students for constructive citizenship, meaningful employment, and life-long learning. "The State of Georgia has a constitutional obligation to provide an adequate education for every child in Georgia, but is not fulfilling this responsibility. The QBE Formula is no longer a realistic measure of the cost of providing an adequate education. Local school systems are being forced to absorb an increasing share of the required cost. Although this problem is particularly severe for those systems without a substantial local tax base, it affects all local school systems. The recent cuts in State funding have made this situation even worse." To achieve its goal, the Consortium has adopted an action plan with the following tasks: Prepare credible research on the financing of education in Georgia; provide policy-makers and the general public with information about the severity of the financial crisis affecting Georgia's schools; and pursue remedies through litigation if necessary. ♦

In Memoriam

Wayne County Counselor Remembered

Former Wayne County High School Counselor John W. Williams Jr. was remembered by his family, friends and colleagues in a dedication ceremony, held on Friday, Oct. 22, 2004. Williams, who died of a heart attack last July, was honored by his Wayne County High School principal, Mike Rowland as well as Matt Flannigan, minister of students at First Baptist Church, where Williams had been a deacon. Also in attendance was PAGE Foundation President Tom Wommack, who unveiled the plaque and presented it to

(Left to right) Tom Wommack with Williams' widow Lynica Williams, father Wayne Williams, mother Elise Williams, son Kade Williams, sister Sharon Perry and son Zach Williams.



Williams' widow and two sons. Wommack commented, "You will long remember his legacy in the community through his students."

A Dedication of Life

Parents, students and friends of David Scott Jones, former Cobb County educator and PAGE building contact, joined to celebrate his life back in Dec. 2003. Although Jones had died suddenly of a heart attack in May of 2002, his students at Green Acres Elementary School along with the school's principal found a fitting tribute to their beloved teacher and coach. At the December PTA meeting, PAGE Executive Director Dr. Allene Magill presented the school with a bench in his honor.



David Scott Jones surrounded by his students

Looking for some great places to take your students for fun and educational field trips this year?

Here's a list of exciting and interesting field trip destinations in the Georgia and Atlanta area:

Atlanta Braves

Turner Field
Atlanta, GA 30302
(404) 614-2310
atlantabraves.com

Atlanta Symphony

1292 Peachtree Street
Suite 300
Atlanta, GA 30309
(404) 733-4870
atlantasymphony.org

CNN Studio Tours

One CNN Center
Atlanta, GA 30348
(877) 4 CNN TOUR
cnn.com/StudioTour/

Elachee Nature Science Center

2125 Elachee Drive

Gainesville, GA 30504
(770) 535-1976
elachee.org

Georgia State Parks and Historical Sites

2 MLK Jr. Dr., Suite 1354
Atlanta, GA 30334
(404) 656-2770
www.GeorgiaStateParks.org

Imagine It! —

Children's Museum of Atlanta

275 Centennial Olympic Drive
Atlanta, GA 30313
404-659-KIDS
childrensmuseumatl.org

Jimmy Carter Presidential Library and Museum

441 Freedom Parkways



Atlanta, GA 30307
(404) 865-7101
jimmycarterlibrary.org

Port Columbus

Columbus, GA 30075
(706) 327-9798
portcolumbus.org

Roswell Magnolia Storytelling Festival

617 Atlanta Street
Roswell, GA 30075
(770) 640-3253

Southeastern Railway Museum

Duluth, GA 30096
(770) 476-2013
www.srmduluth.org

Tennessee Aquarium

One Broad Street
Chattanooga, TN 37401
(800) 262-0695
tnaqua.org

U.S. Space Camp

One Tranquility Base
Huntsville, AL 35805
(800) 637-7223
spacecamp.com

World of Coca-Cola

55 Martin Luther King Drive
Atlanta, GA 30303
(404) 676-6074
woccatlanta.com

Zoo Atlanta

800 Cherokee Avenue
Atlanta, GA 30315
(404) 624-5822
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Bright from the Start: Georgia Department of Early Care and Learning

One of the First Links in the Chain

Bright from the Start: The Georgia Department of Early Care and Learning (www.osr.state.ga.us) is a new department of state government with the goal of ensuring that every child in Georgia enters kindergarten ready to succeed. The new department was formed by the merger of the Office of School Readiness, the child care licensing section of the Office of Regulatory Services (Department of Human Resources), and the Georgia Child Care Council.

Created to reduce bureaucracy, eliminate duplication of services, blend resources and coordinate efforts between federal, state and lottery-funded early care and education programs, the department is one of the first of its kind in the country to special-



ize in the design, administration, and implementation of programs for children, birth through 5-years-old, and their families.

The new department administers Georgia's Pre-K Program; licenses center-based and home-based child care, administers federal nutrition programs; houses the Head Start Collaboration Office; funds and works closely with the state's resource and referral agencies; administrates federal funds for improving qual-

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Marsha Moore

Governor Perdue named Marsha H. Moore as the first Commissioner of the Department. Moore served as the executive director of the Office of School Readiness since August 2003. She has also served as the agency's interim director, director of programs and division director for Child Care Services.

ity of services to infants, toddlers, and after-schoolers; and works collaboratively with Smart Start Georgia to blend federal, state, and private dollars to enhance early care and education.

Governor Perdue named Marsha H. Moore as the first Commissioner of the Department. Moore served as the executive director of the Office of School Readiness since August 2003. She has also served as the agency's interim director, director of programs and division director for Child Care Services. Moore has worked 23 years in state government and has extensive practical and policy development experience in early care and education. Moore was selected as a fellow of the National Child Care Leadership Forum, which adds national perspective to her local and state experience.

The department has identified six elements on which to build the foundation for a statewide, high quality educational system for preschool children. These elements are based on research, best practices and identified needs in the state:

1. Training and technical assistance provided to child care personnel and programs
2. Personnel training both internal and external
3. Evaluation and accountability
4. Data systems
5. Communication/parent education
6. Program standards

The department has used these elements to design and implement a number of initiatives that link to the K-12 educational system. These initiatives are intended to enhance services to all preschool children and their families and prepare Georgia's children to enter kindergarten with the necessary skills to be successful. These initiatives include:

Georgia Early Learning Standards—The department, with the guidance of state and national experts, is developing early learning standards for children birth through three years of age. The standards will answer the question, "What should children from birth through three years of age know and be able to do?" The standards will be aligned with the Pre-K Content Standards, which are aligned with the kindergarten standards. These standards can be used to guide instructional development, teacher preparation and parent education.

Working Together for Young Children Pre-K Inclusion—The department has initiated a partnership with the Georgia Department of Education Division of Exceptional Students to increase the number of successful inclusion classrooms for Pre-K children. Research shows that all children, those with special needs children as well as normally developing children, benefit from enrollment in inclusive classrooms. Special education teachers and Pre-K teachers are receiving inclusion training and support as part of this initiative.

Pre-K Pilot Assessment Project—Georgia's Pre-K Program has implemented a Pilot Assessment Project during the 2004-05 school year. The Work Sampling System, along with additional school readiness indicators, will be used to assess children's progress, individualize instruction and increase parent participation in their child's educational experience. Teachers participating in the pilot received training during summer 2004.

Statewide Comprehensive Training System—The department will work with the University of Georgia to develop a professional career ladder for early childhood education. This system will have multiple entry points so that persons can enter the

system based upon educational level and continue to earn credentials, certifications, and degrees to further their professional development. All training will count toward certification/credentialing.

Parent Awareness/Education—The department is currently reviewing successful parent awareness/education models in other states. The Department will publish and post early learning standards on the web for parents and teachers and provide parenting information encouraging parents to take an active role in the education and development of their preschool children.

Pre-K "Mentor" Teacher Program—During 2003, Georgia's Pre-K Program identified exemplary Pre-K teachers to serve as "mentors" to other teachers across the state. The mentor teachers facilitate various training activities sponsored by the Pre-K program and mentor other teachers who need support and coaching.

Family Services/Resource Coordination Training Summit—This collaborative training model was developed by the department to provide high-quality training for state-funded Pre-K Resource Coordinators and Head Start Family Services Workers. The model has been used to train more than 1,000 Pre-K and Head Start staff who work with families of children enrolled in programs in Georgia. The 2004 Training Summit also included staff from the Georgia Department of Education's Even Start program.

Pre-K Pilot Summer Enrichment Program—The department implemented a summer enrichment program for 200 "at-risk" children enrolled in the 2003 Pre-K programs. The purpose of the program was to ensure that Pre-K students did not lose the gains they made in Pre-K during the summer before kindergarten. Because research shows that at-risk children lag behind middle-class children in expressive language development, language and literacy was emphasized in the summer pilot program.

Georgia Early Childhood Professional Development—This initiative, a partnership between the department, the Georgia Department of Technical and Adult Education, Smart Start Georgia and Region IV ACF is to help staff who work in Pre-K, Head Start and other early care and education programs to complete their education and improve their qualifications to work with young children. ♦

Educating Children for a Profoundly Different Future

PAGE members and staff assembled at Sea Palms Golf and Tennis Resort, St. Simons Island, November 5-7, for the fall conference. In keeping with PAGE's commitment to professional learning, the fall meeting has changed its format and content from a retreat to a learning conference. The fall conference, like the summer conference, will feature national and state presenters.

Georgia's 2005 Teacher of the Year, Chase Puckett, Screven County Middle School, opened the conference with his inspiring and serious message, punctuated with wit and humor, that it is the responsibility of teachers to teach all children regardless of their circumstances or backgrounds. Puckett is a first generation college graduate.

Dr. Gary Marx, a former teacher and administrator and now president of the Center for Public Outreach and a futurist, articulated the theme of the conference by presenting 10 trends that he believes will change how, what, when, where and why children are taught. Dr. Marx says what children should know and be able to do in the future is very different from the usual curriculum taught in today's schools. Each person attending the conference received a copy of Dr. Marx's book, *Ten Trends: Educating Children for a Profoundly Different Future*.

Lisa Stueve and Becky Nunnally, administrators responsible for on-line learning in Gwinnett County and Cobb County respectively, concluded the conference with a presentation on on-line learn-

ing. Each of these school systems has developed courses for students to complete on-line. Students usually take the courses when they have a scheduling conflict, want to graduate earlier than their classmates, are ill and cannot attend school, or have family responsibilities that prevent them from attending regular school.

A highlight of the conference was the reception for the teacher academy members. The members of the academy were congratulated by PAGE members and staff on their nominations by their principals and superintendents and their selection by the review committee composed of PAGE staff and board of directors. Dr. Diane Ray, 2004-2005 President of PAGE and a member of the application review team, commented "Now that I have met these novice teachers in person, I am even more impressed with their quality and enthusiasm. I know they will make a difference in the education of students."

A very important session at the fall conference is the legislative session, led by Tom Wommack, President of the PAGE Foundation. Conference attendees are encouraged to attend this session because legislative priorities are discussed and adopted for the upcoming legislative session which begins in January.

PAGE members mark your calendars for the 2005 fall conference which will be held on November 4-6 at the DeSoto Hilton in Savannah, Georgia. ◆



PAGE President Dr. Diane Ray (left) and PAGE Executive Director Dr. Allene Magill (right) present PAGE Past President Deena Hoch (center) with a silver bowl honoring her service to PAGE as 2003-04 president and Academic Bowl Science Finals Coordinator.



PAGE Membership Services Reps Sonja Jackson (left) and Linda Woods (right) with Markeita Irvin, Glynn Middle School, Glynn County, PAGE's 60,000th member (center).



2005 Georgia Teacher of the Year Chase Puckett



Keynote speaker and author of *Educating Children for a Profoundly Different Future*, Dr. Gary Marx



Deputy Superintendent for Technology, Georgia DOE, Dr. Mike Hall

PAGE Letters

Dear PAGE Staff Attorney

Thank you so much for your help. From my first call, where you helped me write my statement, to my phone call where you put me in touch with an excellent attorney within 20 minutes (I still can't believe it all happened so quickly), you were a great help. I especially appreciate your patience when I was so upset.

Thank you and PAGE for all you did.

Sincerely,
Joann Pollock

Dear PAGE Staff Attorney

I wanted to thank you for speaking to our cluster. I, for one, was very anxious to hear what you had to say, and I learned a lot! Listening to you actually gave me an urge to give law school a try.



Thanks again. Hopefully you have prevented us all from loosing our certificates!

Sincerely,
Marla Acree

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