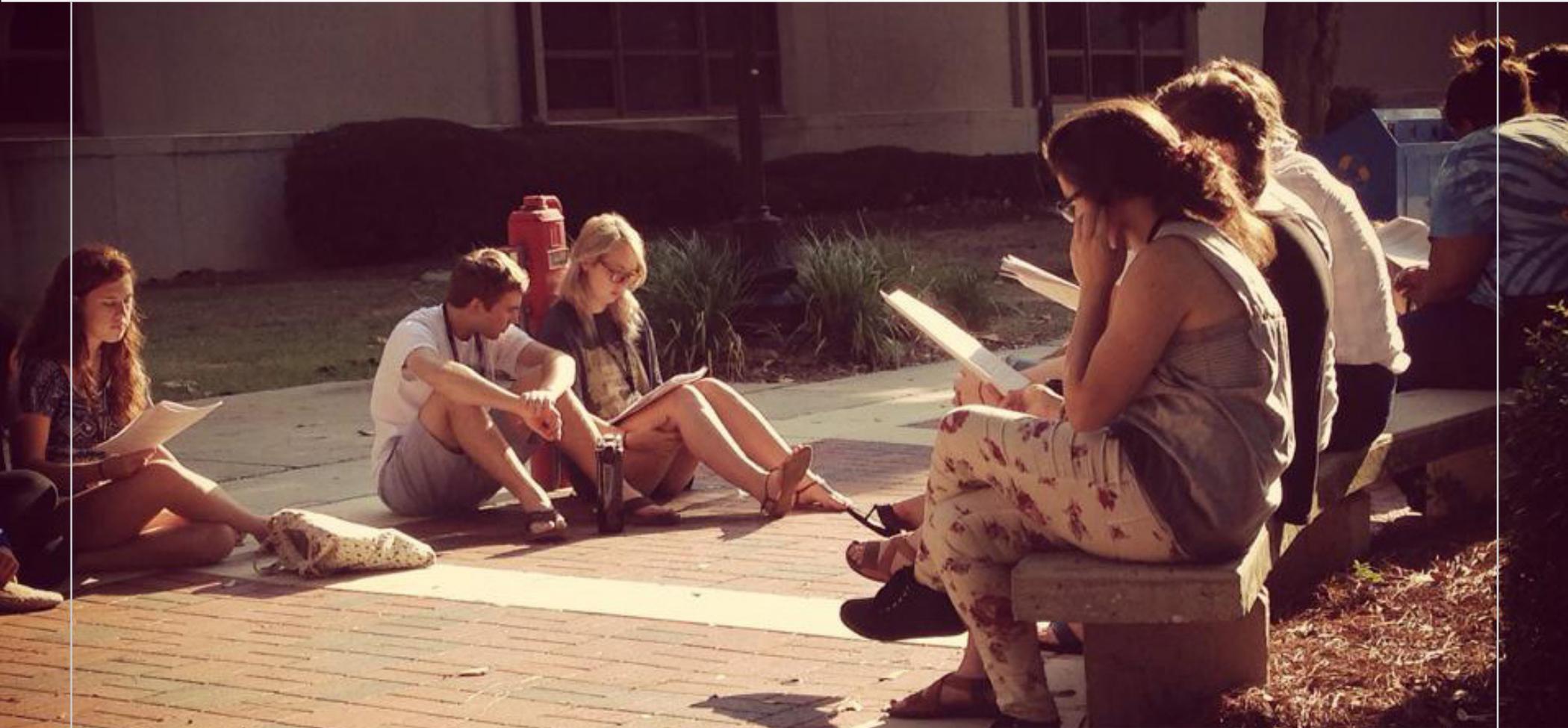


# Planning for the Future: The Governor's Honors Program

REPORT TO THE GOVERNOR'S OFFICE OF STUDENT ACHIEVEMENT



# Summary

The Governor's Office of Student Achievement (GOSA) engaged the Carl Vinson Institute of Government at the University of Georgia to provide assistance in collecting and analyzing data to inform GOSA's long-range planning efforts for the Governor's Honors Program (GHP). The Institute of Government gathered information through focus groups with GHP alumni, teachers, and university stakeholders; a GHP alumni survey; analysis of similar programs in other states; and analysis of GHP alumni demographics. Seven major themes emerged.

Within each theme are core strengths and ideas for GOSA to consider in its planning efforts.

## 1. Access to All Georgia Students

### Core Strengths:

- The historical diversity in geography, experience, race, ethnicity, gender, and economic background of the GHP student body as perceived by alumni.
- Meeting other students who have similar interests in learning.

### Considerations for the Future:

- Increase participation from underrepresented counties and high schools. In the past four years, a third of Georgia's counties (53) did not have a GHP finalist. Approximately 15% of GHP students came from a Title I school. The largest share (88%) of GHP alumni learned about the program from a high school teacher so targeting teachers would potentially have the greatest immediate impact (see Appendix B, p. 26).
- Increase female student participation in STEM classes. Mathematics and physics majors have significantly lower participation from female students. Some states provide specialized programs for STEM; one state offers incentives to attract female and minority participation in STEM majors.

## 2. Making Connections through a Rigorous Curriculum

### Core Strengths:

- Alumni report that a diversity of majors is a key component of the program; compared to most other states, the breadth of majors in Georgia is more extensive.
- A significant number of students selected to attend GHP are enrolled in specialized magnet schools, allowing for a much more rigorous high school experience than in earlier years of the program.

### Considerations for the Future:

- The curriculum and program design will likely need to be modified to align to the new mission and vision for the program and to the increasingly specialized experience many Georgia high school students are currently experiencing in their high schools.
- In some instances, the current construction of the minor may prove problematic to allowing students to participate in field trips.
- A three-tiered curriculum similar to a number of other states including 1) a major, 2) an interdisciplinary project, and 3) personal development may offer a way to increase cross-disciplinary learning and achieve the broader mission for the program.
- Alternative program designs for GHP to consider—to attract the brightest high school students and take advantage of the state's university resources—might be patterned after a state like Kentucky that has not only a large program with a variety of majors but also two smaller specialty programs focused on STEM and the Arts (see Appendix A, p. 23).

## 3. Quality Faculty Matters

### Core Strengths:

- GHP faculty are the backbone of the program. GHP has been able to retain and attract faculty who are willing to engage practically full-time in the academic and social aspects of the program and live in the dorms during the four-week program. Of the alumni surveyed, 96.26% rated the quality of teaching at GHP excellent or good.
- GHP faculty have a great deal of commitment to the program.

### Considerations for the Future:

- Involve more college-level faculty in teaching courses at GHP. On-line or in-person guest lecturers, visiting scholars, or field trips to visit with an eminent or prominent scholar were identified by university stakeholders as options to enhance student access to college faculty.
- As the curriculum is aligned with the new vision and mission for the program, the content and methods of instruction may need to change.

## 4. Program Setting, Operations, and Duration

### Core Strengths:

- The remoteness of the GHP location from the metropolitan Atlanta area.
- Students studying a variety of majors and minors in one location.

### Considerations for the Future:

- Determine if smaller cohorts of students yield similar benefits in terms of socialization, validation, and cross-disciplinary learning. Most other state programs are held in multiple locations with a maximum size of 300 to 400 students per location (see Appendix A).
- Alumni surveyed would like to see the program return to six weeks. Governor's schools across the country range from one week to seven weeks, with the majority of programs lasting three to four weeks. There are logistical and fiscal challenges to a longer program, including the wide range of commitments students at that age may have during the summer months and changes to school calendars that have greatly narrowed the available time in the summer for a residential program.

## 5. Evaluation and Data Analysis

### Core Strengths:

- Alumni appreciated being able to provide feedback and suggestions to GOSA as it develops long-range plans for the program.
- This research study provides a foundation of data that GOSA can build on and compare to annually.

### Considerations for the Future:

- GHP needs more than the statutory purpose to guide the future development of the program and differentiate it from other opportunities available to gifted high school students. One cannot assess the effectiveness of the program without a mission statement and both short-term and long-term program goals.
- Collecting evaluation data annually helps inform improvements to the program and is critical for sharing the story of GHP in marketing and fund-raising campaigns.

## 6. Engaging GHP Alumni

### Core Strengths:

- GHP alumni are passionate about their experiences and willing to give of their time and talents. Many describe the experience as "life-changing."
- The more recent alumni (60% of the alumni surveyed) are interested in being resident assistants, whereas older alumni are more inclined to assist with the interview process or with mentoring students.

- 70% of the alumni surveyed still live in Georgia and are leading professionals, including legislators, professors, engineers, lawyers, scientists, actors, performers, and entrepreneurs.

### Considerations for the Future:

- Engage alumni to assist with marketing the program, raising funds, mentoring students, and assisting the program as volunteers.
- Continuing to identify GHP alumni and completing an alumni directory are important first steps.

## 7. Marketing and Development

### Core Strengths:

- GHP has a compelling narrative about gifted and talented education in Georgia.
- Many influential alumni illustrate the importance of the program.

### Considerations for the Future:

- GHP requires significant financial resources in order to meet the unique needs of its student population. Additional financial assistance could be used on things such as faculty stipends, field trips, guest lectures, high tech equipment like 3-D printers, lab equipment, and supplies.
- GHP has a limited budget to meet these needs.
- Potential funders are not aware of the program.
- Teachers and school counselors provide the most influence in getting a student to apply. Marketing GHP to high school teachers and school counselors will likely have the greatest potential to increase the number and diversity of students applying to the program.
- GHP alumni are willing to volunteer and could be used in a coordinated marketing effort, including visiting schools and talking with teacher groups.
- Use social media to market the program and drive some fund-raising. GOSA could host the official GHP social media accounts.
- GOSA may consider the return on investment of a development position that would lead the fund-raising efforts and manage GHP's official social media presence.



# Purpose

The Governor's Office of Student Achievement (GOSA) is developing a long-range plan for sustainability of the Governor's Honors Program (GHP). The goal of the planning process is to ensure that GHP continues to be viewed as the premier summer honors program for Georgia's best and brightest high school students. GOSA engaged the Carl Vinson Institute of Government at the University of Georgia to provide assistance in collecting and analyzing data to inform GOSA's long-range planning efforts. The Institute of Government gathered information through focus groups with GHP alumni, teachers, and university stakeholders; a GHP alumni survey; analysis of similar programs in other states; and analysis of GHP alumni demographics. (The appendix of this report provides a summary of programs in other states and a map showing the home county of GHP participants from 2011 to 2014.)

The Institute of Government facilitated a series of nine focus groups in five locations around the state to collect input from alumni, students, faculty, educators, parents, and other concerned stakeholders on the design and programming of GHP. Additionally, GOSA provided survey information from the 2014 GHP participants.

A scientific survey of GHP alumni collected opinions and perspectives on GHP and solicited input and direction on the future design of the program. Out of the 2,680 attempted contacts, 1,374 completed the survey in full for an impressive responses rate of 54%. Nearly a supermajority (59%) of the survey respondents attended GHP between 2000 and 2013. It is important to note that the survey data is more reflective of alumni of more recent years, especially those attending in 2000 forward.

DATE	LOCATION	FOCUS GROUP
7 Jan. 2014	Georgia College and State University Library	University stakeholders, GHP alumni
9 Jan. 2014	Georgia Technical Research Institute Conference Center	Stakeholders, GHP alumni
25 Feb. 2014	Georgia Center for Continuing Education	Teachers, GHP alumni
26 Feb. 2014	Georgia Gwinnett College Heritage Room Library and Learning Center	Stakeholders, GHP alumni
13 May 2014	Berry College Krannert Hall	University stakeholders



## GHP TIMELINE

**WESLEYAN COLLEGE 1964-1975**

**WESLEYAN &  
NORTH GEORGIA 1976-1979**

**VALDOSTA STATE &  
NORTH GEORGIA 1980-1983**

**VALDOSTA STATE 1984-2014**

# Background

Created in 1963, the Governor's Honors Program is currently a four-week summer enrichment program for rising junior and senior high school students in Georgia. The purpose of GHP is to recognize exceptional high school students with an experience that is significantly different from high school in its curricula and teaching methods. GHP is fully funded by the Georgia General Assembly and operates at no cost to participants. Responsibility for administration of the program was moved by Executive Order from the Georgia Department of Education to GOSA in the summer of 2013.

In its 50 year history, the program has been hosted by three different universities or colleges. From 1964 to 1975, Wesleyan College was the host. In 1976, the program participants were split between two locations: Wesleyan College and what is now known as North Georgia College and State University. In 1980, Valdosta State University replaced Wesleyan College. Since 1984, the program has been hosted at Valdosta State University alone.

Students spend the majority of the day in classes focused on an academic or artistic major and participating in an academic or artistic minor subject. The configuration of the majors and minors has evolved over the duration of the program. Alumni from the focus groups may or may not have participated in minors, depending on their years of GHP attendance. The evening hours have been flexible, with a variety of special-interest forums and activities generally led by the resident assistants. Students have the ability to self-select the events that they would like to attend. GHP faculty live on campus during the program and are a mix of high school teachers, college faculty, and professionals in a particular discipline.

To fill the 2014 class, over 3,000 students competed for one of approximately 680 available slots through a state-level interview/audition process.



# Strategic Vision

The GHP steering committee consists of GHP alumni, GHP faculty, university officials, foundation representatives, legislators, and other education leaders. The steering committee recognized that the environment in which GHP operates has changed in 50 years.

During its inaugural meeting, attending members of the GHP steering committee discussed the available data collected about GHP, proposed a vision and mission statement, and provided ideas for GOSA to consider to align the program with its proposed vision and mission.

**Proposed Vision:** GHP provides the best young minds in Georgia a unique learning experience that cultivates and challenges the next generation of global critical thinkers, innovators, and leaders.

**Proposed Mission:** GHP leverages the best learning resources to provide access to significant academic, social, and cultural enrichment in a diverse community of learners who use their talents to serve and impact their local and state communities.

Aligning the program with the vision and mission will be an ongoing task for GOSA and the GHP steering committee.

## Steering Committee Retreat Attendees:

**Judy Agerton**, Regional Vice-President, ATT External Affairs

**Dr. Robert (Rob) Anderson**, Vice Chancellor for Educational Access and Success, Board of Regents

**Ben Crosby**, GHP staff member, Social Studies, Retired teacher

**Michael Giel**, GHP staff member, Fulton County Music Teacher

**Senator Tyler Harper**, Georgia Senate District 7 & GHP Alumnus, Georgia Senate

**Ingrid Hayes**, Vice President for Enrollment Management, Spelman College

**Anthony Hightower**, Senior Legal Advisor Georgia Regents University, GHP Alumnus

**Marlo Mong**, Innovative Program Specialist, GOSA

**Ricky Parmer**, GHP program manager, GOSA

**John Paul Rowan**, Vice President of Strategy and Innovation, Savannah College of Art and Design

**Rocky Sams**, Regional Vice President, Amplify Insight, GHP Alumnus

**Dr. Gavin Samms**, Principal, Fulton Leadership Academy

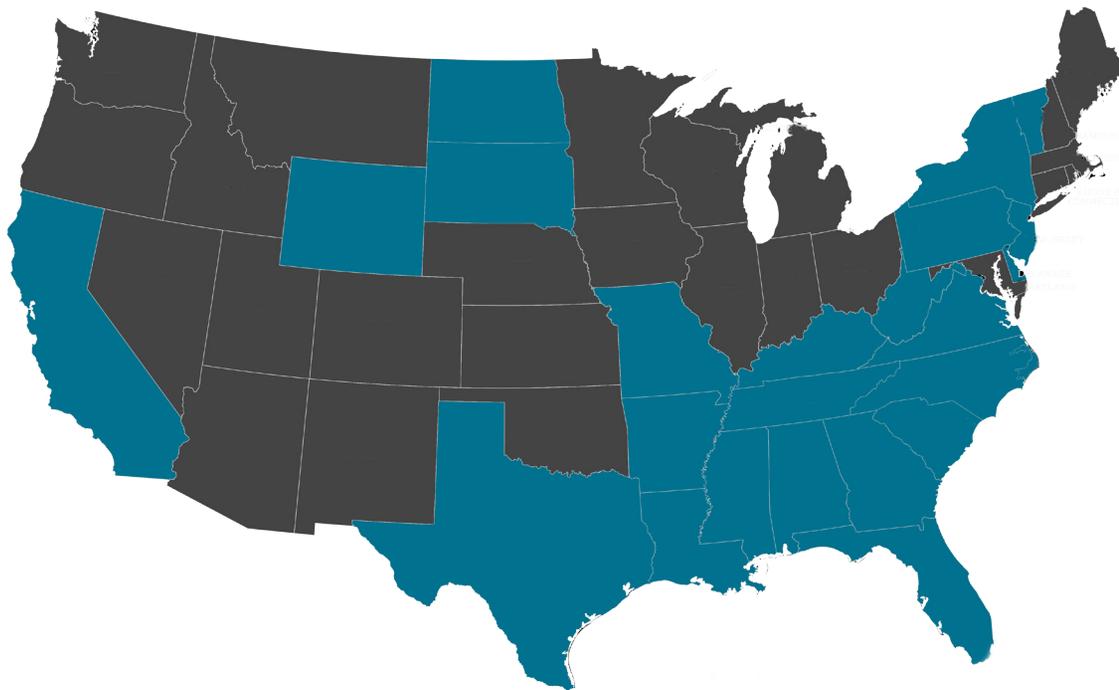
**Paige Spivey**, Assistant Head of School for Advancement, Rabun Gap Nacoochee School

**Heather Teilhet**, Manager-Government Relations, Georgia Electric Membership Corporation

**Kerri Wilson**, Coordinator-Education Division, Office of Planning and Budget

# Analysis of Other State Programs

■ States with governor's honors programs are shown in blue.



Twenty-three states have some form of a governor's school or governor's honors program for high-achieving high school age students. The size and scope of the programs vary. South Carolina has a boarding school that operates during the academic year. The other 22 governor's school programs are summer residential programs with, usually, rising junior and senior high school students living on campus from one week to seven weeks (see p. 9). The majority of states offer comprehensive summer programs with a variety of majors. Eight states conduct multiple programs in multiple locations. For example, Tennessee has twelve programs with eight universities hosting one or more of those programs.

Other states have designed programs that focus solely on science, technology, engineering, and math (STEM) or the arts. States like Kentucky and West Virginia have developed programs that offer three types of summer school experiences. Kentucky has three governor's schools: 1) The Kentucky Governor's Scholars Program—a five-week residential program with a variety of majors for 1,000 students who are divided between three locations, 2) The Kentucky School for the Arts—a three-week program for 220 students, and 3) the Governor's School for Entrepreneurs—a three-week program for approximately 50 students. Generally, each college campus hosting a governor's honors program in other states houses a maximum of 300 to 400 students at one time. In Kentucky, campuses compete every three years to be selected as a host campus.

Pennsylvania and New Jersey are states that have governor's schools that only offer STEM programs. The Governor's School of New Jersey offers two programs: the Governor's School of Engineering and Technology, and the Governor's School in Sciences. Alternatively, California and New York solely focus their governor's school programs on the arts. New York State Summer School of the Arts comprises seven schools that offer training in ballet, choral studies, dance, media arts, orchestral studies, theatre, and visual arts.

A common curriculum design in Arkansas, Kentucky, North Carolina, and Missouri is three-tiered with content in three focus areas. The first tier is a class in a major. The second tier is a class in a minor or an experiential or interdisciplinary class. The third tier focuses on personal and social develop-

ment. The common elements of these curriculum designs are that students have an opportunity to focus on a single discipline in the first class. In the second class, they are challenged to think about the connections between subject areas and their wider applications in the world. In the third class, students are able to hear from visiting scholars, develop personal and life skills, focus on leadership and civic engagement, or gain more insight into and understanding of their special abilities and their responsibilities to themselves and society.

The funding of governor's schools also varies. The majority of programs are funded through the state budget. Some states also charge tuition: Alabama (\$430), North Carolina (\$500), Texas (\$350), and Missouri (\$500). Those that charge tuition usually offer financial aid. In Vermont, programs are organized as a series of summer courses. One unique feature of the Vermont program is that differential tuition is charged to encourage females and minorities to participate in the STEM courses. States like California and Louisiana have programs open to both in-state and out-of-state students and fund the majority of the costs of their programs through tuition. A number of states also leverage foundation funding and donations to cover program expenses. Kentucky, Texas, Missouri, New Jersey, and California indicated that some portion of their programs is funded through donations, foundations, and private sources. Though we are not able to quantify the amounts, a number of states, like West Virginia, mentioned significant in-kind donations from the host campuses that help sustain the programs.

In addition to the learning and social benefits of governor's schools, a couple of state programs provide college scholarships or college credit. In Kentucky, each student selected to participate in the Kentucky Scholars Program is eligible for a scholarship to any in-state public university or a handful of private colleges. The Florida Governor's School for Space Science and Technology admits only 20 students but provides a scholarship in the amount of \$15,000 a year for four years to the Florida Institute of Technology for students who complete the program. Students who complete their program of study in the California State Summer School of the Arts receive three units of extended learning credit in the California State University System.

The course offerings and program designs vary among the 22 summer residential programs. Each program is designed to offer high-achieving high school students a residential college experience in an academic discipline of their choice. The number of participants ranges from 20 to 1,000 each summer, but the maximum number of students on one campus is usually no more than 400. Most programs are held at more than one location within a state, and the program length varies from one week to seven weeks, with the average program being approximately four weeks. A summary of other state programs is provided in Appendix A.

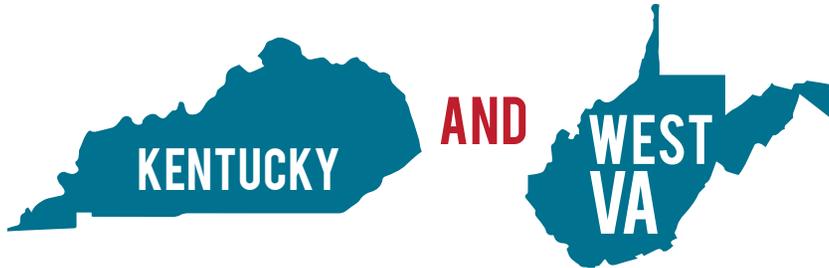


**23** states have some form of governor's school or honors program for high-achieving high school age students

**1** academic year boarding school  
**22** summer programs



has a boarding school that operates during the academic year.



both offer three types of governor's summer school experiences.

**8**

STATES CONDUCT PROGRAMS IN MULTIPLE LOCATIONS

**PENNSYLVANIA & NEW JERSEY HAVE GOVERNOR'S SCHOOLS THAT ONLY OFFER STEM PROGRAMS**

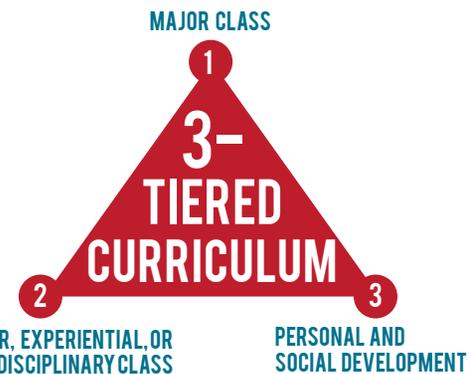


have programs open to both in-state and out-of-state students and fund the majority of the costs of their programs through tuition. A number of states also leverage foundation funding and donations to cover program expenses.



has **12** programs with **8** universities hosting one or more of those programs.

**THE MAJORITY OF GOVERNOR'S SCHOOL PROGRAMS ARE FUNDED THROUGH THE STATE BUDGET.**



A common curriculum design in Arkansas, Kentucky, North Carolina, and Missouri is three-tiered with content in three focus areas.

# Access for All Georgia Students

Diversity in the GHP cohort is seen as a critical strength of the program that needs to be emphasized throughout the selection process. Although public school systems and private schools receive one nomination for every 100 students enrolled in the 10th and 11th grades, statewide representation has not been an explicit goal of the program. Increasingly, many students who are selected for the program attend specialized magnet (Fine Arts, STEM, etc.) high schools in urban areas that may make them more competitive at the state-level interview. As a result, rural high school and Title I high school students appear to be traditionally underrepresented at GHP (see Appendix B, p. 27). Between 2011 and 2014, 53 of 159 Georgia counties did not have a GHP student selected to participate. Of those 53 counties without student representation, 77% contain a Title I high school. In comparing demographic trends, the 2014 GHP class (the first year in which ethnicity data are available for review) did not appear to be demographically reflective of Georgia's 15–18 year-old overall population or high school population in terms of race and ethnicity, according to U.S. Census Bureau Statistics.

The Steering Committee and focus groups recognize the inconsistencies in GHP promotion throughout the state. Of those surveyed, 88% of GHP alumni were encouraged to participate in the program by their high school teacher. Some schools may have staff members who are unaware of the program and therefore do not market it to deserving students. Revisiting the existing selection policy and possibly considering alternative methods for obtaining students from schools that historically do not participate or promote the program could address the selection disparities.

Finally, male and female participation varies significantly in certain majors, with males disproportionately enrolled in STEM disciplines and females in communicative and visual arts programs. The steering committee noted that more could be done to address the balance of male and female participation in STEM majors.



## GHP STUDENT DEMOGRAPHICS

RACE/ETHNICITY	GHP CLASS, 2014	GEORGIA PUBLIC SCHOOLS, 2013-14	15-18- YEAR-OLD POPULATION, GEORGIA
WHITE	53%	45%	49%
ASIAN/PACIFIC ISLANDER	20%	4%	3%
AFRICAN AMERICAN	18%	37%	36%
HISPANIC/LATINO	4%	11%	10%
MULTIRACIAL	4%	3%	2%
NATIVE AMERICAN / NATIVE ALASKAN	<1%	<1%	<1%

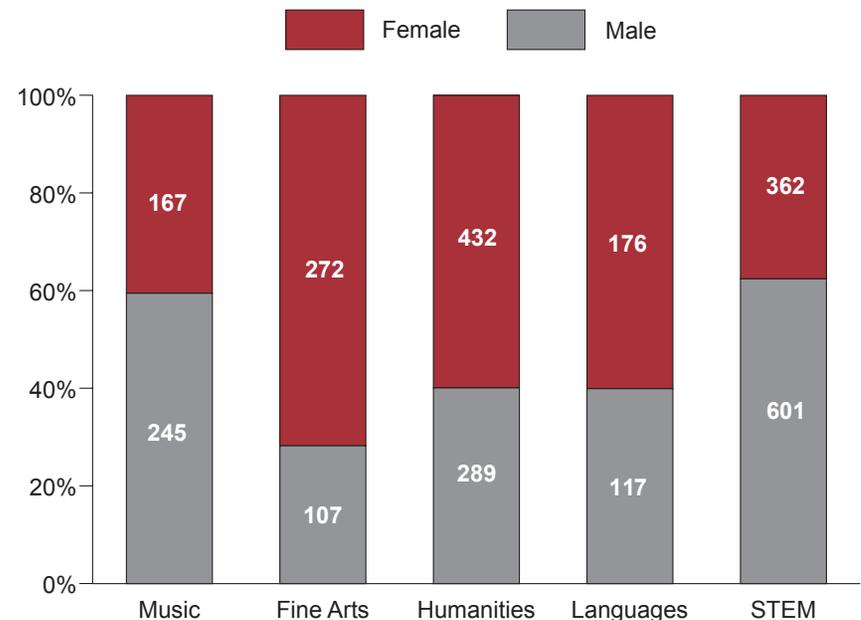
### Core Strengths:

- The historical diversity in geography, experience, race, ethnicity, gender, and economic background of the GHP student body as perceived by alumni.
- Meeting other students who have a similar interest in learning.

### Considerations for the Future:

- Increase participation from underrepresented counties and high schools. In the past four years, a third of Georgia's counties (53) did not have a GHP finalist. Approximately 15% of GHP students came from a Title I school. The largest share (88%) of GHP alumni learned about the program from a high school teacher so targeting teachers would potentially have the greatest immediate impact.
- Increase female student participation in STEM classes. Mathematics and physics majors have significantly lower participation from female students. Some states provide specialized programs for STEM; one state offers incentives to attract female and minority participation in STEM majors.

## FINALISTS BY GENDER, 2011-2014



# Making Connections through a Rigorous Curriculum

Alumni consistently report that the diversity of majors, together on one campus, is a core strength of the program. Alumni noted that the breadth of majors fosters a unique socialization experience among students in different academic programs. The number of majors in a governor's school varies across the U.S., with some states focusing on a handful of programs and others offering specialty programs for STEM, the arts, entrepreneurship, or engineering housed at separate institutions. Having all majors in one location is unique compared to most other states.

The GHP curriculum will need to adapt as the number of students who attend GHP continue to come from specialized high schools in large urban areas. From 2011 to 2014, fully 20% of the GHP student body attended a magnet school with a focus on either STEM or the fine arts. Investigating the curriculum at these high schools will be important if GHP wants to provide a differentiated experience from those students' traditional curricula. Many of these students are engaged with internship experiences, frequently interact with prestigious universities, and participate in sophisticated laboratory experiments. Five percent of the 2014 GHP finalists declined participation to attend other summer activities that they deemed "more prestigious." It is important to note that among these activities were participation in selective programs like the Joffrey Ballet in New York City, an internship with the State Department, and an internship with the Winship Cancer Center at Emory University.

The Steering Committee noted that, to be seen as a premier opportunity for the "best and brightest," GOSA must work to align the curriculum to meet the unique needs of those students. GOSA should ensure that the curriculum is rigorous and aligned to the articulated goal and mission. GOSA must grapple with determining whether the current time and expense associated with the minor negatively impacts the ability of students to delve as deeply as possible into their academic majors. Additionally, GOSA staff noted that students were unable to attend field trips for their academic majors if they were not back in time for the minors. In the 2014 participant survey a few students noted that they were locked into their minors for the duration of the program and would have appreciated an opportunity to explore several different types of minors during that time. Because the students are selected to attend GHP on the basis of their academic majors, GOSA must determine how it might best schedule adequate time in majors while still providing opportunities for students to explore other topics. A number of other states have adapted their honors programs to maintain subject matter rigor and address the need for interdisciplinary thinking and problem solving. A three-tiered



curriculum structure is common in these states, where participants' time is spent in three distinct areas—major classroom time, minor/interdisciplinary study, and personal development breakout sessions.

#### Core Strengths:

- Alumni report that a diversity of majors is a key component of the program; compared to most other states, the breadth of majors in Georgia is considerably more extensive.
- A significant number of students selected to attend GHP are enrolled in specialized magnet schools, allowing for a much more rigorous high school experience than in earlier years of the program.

#### Considerations for the Future:

- The curriculum and program design will likely need to be modified to align to the new mission and vision for the program, and to the increasingly specialized experience many Georgia students are currently experiencing in their high schools.
- In some instances, the current construction of the minor may prove problematic to allowing students to participate in field trips.
- A three-tiered curriculum similar to a number of other states including 1) a major, 2) an interdisciplinary project, and 3) personal development may offer a way to increase cross-disciplinary learning and achieve the broader mission for the program.
- Alternative program designs for GHP to consider—to attract the brightest high school students and take advantage of the state's university resources—might be patterned after states like Kentucky that have not only a large program with a variety of majors, but also two smaller specialty programs focused on STEM and the arts.

***“Attending GHP was transformational to me. My parents were blue-collar, and I attended a rural high school. I was not aware that I could compete on a bigger stage. I attended a more academically challenging college because of going to GHP.”***



#### PROPOSED THREE-TIERED CURRICULUM

In the three-tiered curriculum model, time is spent in three distinct areas: major classroom time, minor/interdisciplinary study, and personal development breakout sessions.

# Quality Faculty Matters

GHP faculty are a core strength of the program. Of alumni surveyed, 96.26% rated the quality of teaching at GHP as “excellent” or “good.” The consensus among GHP alumni is that the selection of teachers is critical to program success. The teaching commitment at GHP is unique compared to other summer school teaching experiences; GHP faculty are required to immerse themselves in the academic and social aspects of the program for four weeks while living in dormitories at the host university. GHP has been successful in obtaining high-caliber educators from a variety of professional backgrounds. In the 2014 session, GHP faculty included high school teachers (68%), university/college personnel (22%), graduate assistants/teaching assistants (5%), and various other working professionals (5%).

Aligning the curriculum to meet contemporary objectives within the GHP’s new vision and mission will require an evaluation of current program content and instruction methods. It will be important for GHP instructors to have a firm grasp on how best to differentiate instruction for students who are already working at an advanced level within an advanced curriculum. Focus groups are interested in subject-matter innovation and suggest recruiting college faculty from prestigious universities across Georgia in order to simulate a college experience. Online or in-person guest lectures, visiting scholars, or field trips to visit with an eminent or prominent scholar are also suggested options to enhance student access to highly effective faculty.

The steering committee noted that attracting more college-level faculty to GHP would help create the significantly different experience from high school the program promises. To provide perspective on the potential cost of faculty, comparative salary data is provided in the table on page 15. GHP faculty compensation has ranged from \$2,500 to \$3,500, depending on faculty member’s educational training and experience. In comparison, compensation based on the latest Georgia Teacher Salary Schedule for K-12 teachers shows that a beginning teacher with a master’s degree makes \$3,203 per month. The monthly salaries are higher for teachers with more experience or a PhD or Ed.D. degree. An instructor at a public four-year college has an average monthly salary of \$5,003. Technical college faculty have an average monthly salary range of \$3,985 to \$5,229.





### Core Strengths:

- GHP faculty are the backbone of the program. GHP has been able to retain and attract faculty who are willing to engage practically full-time in the academic and social aspects of the program and live in the dorms during the four-week program. Of the alumni surveyed, 96.26% rated the quality of teaching at GHP excellent or good.
- GHP faculty have a great deal of commitment to the program.

### Considerations for the Future:

- Involve more college-level faculty in teaching courses at GHP. Online or in-person guest lecturers, visiting scholars, or field trips to visit with an eminent or prominent scholar were identified by university stakeholders as options to enhance student access to college faculty.
- As the curriculum is aligned with the new vision and mission for the program, the content and methods of instruction may need to change.

### Salary Comparison

Program	Duration	Salary
Georgia Governor's Honors Program	4 weeks	\$2,500–\$3,500
Arkansas Governor's School	6 weeks	\$3,600–\$4,250
Mississippi Governor's School	3 weeks	\$3,000
West Virginia Governor's School	3–4 weeks	\$5,000

		Instructor	Professor
Four-year college	4 weeks	\$5,504	\$11,653
Technical college	4 weeks	\$3,571	\$5,229

Source: SREB, [http://www.sreb.org/page/1126/srebstate\\_data\\_exchange.html](http://www.sreb.org/page/1126/srebstate_data_exchange.html)

		Teachers: years of experience		
		0–2	21+	Education
Georgia public schools	4 weeks	\$2,785	\$4,190	Bachelors Degree
	4 weeks	\$3,203	\$4,818	Masters Degree
	4 weeks	\$4,017	\$6,044	Ed.D Degree

Source: K-12 Georgia Teacher Salary Schedule, FY 2015 (not including county supplement)

*“GHP helped me to define my interests and passions; that self-knowledge has given me the confidence to attend and succeed at an academically rigorous college. Also being around so many driven students led me to find my best friends from high school, who I am still friends with today.”*

## Program Setting, Operations, and Duration

University location is essential to providing a meaningful program experience, and most alumni see the distance of the host university from the Metropolitan Atlanta area as a positive aspect. Alumni surveyed said a key component of the program is a mix of students together in an interdisciplinary setting on one college campus. The socialization experience is arguably what participants find most memorable in their GHP experience. 74.6% of alumni said that having all GHP participants at the same university, and on one campus, is one of the most important aspects of GHP, providing a rich cultural and social climate. However, in comparing Georgia’s program to programs in other states, a case can be made for specialized programs being held at locations where students have access to the latest state-of-the-art equipment and facilities to take greatest advantage of the state’s resources. Additionally, other states’ programs are held on multiple college campuses with the maximum size being 300 to 400 students per location.

In 2011, GHP shifted from a six-week structure to the current four-week format. Sixty-five percent of alumni responding to the survey recommend lengthening the program beyond the current four-week period. The length of other governor’s programs across the country range from one to seven weeks. Out of the twenty-two other states with similar programs, seven have longer summer terms, eight have shorter, four have the same, and three have various terms depending on the program offered. The largest share of programs run for three or four weeks.





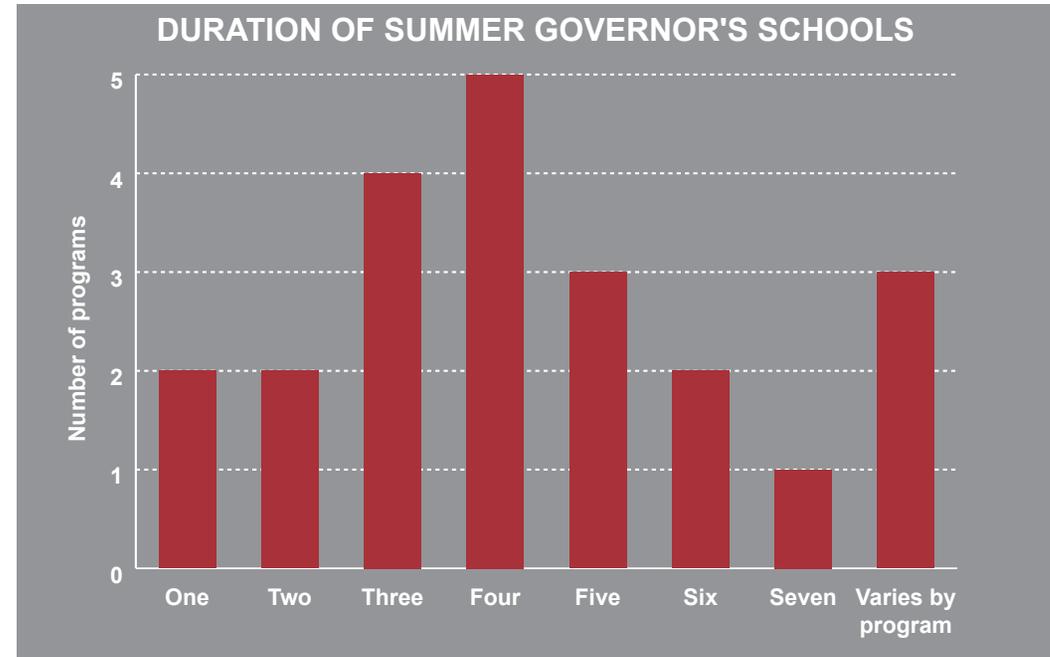
*“I wish my GHP experience would have been longer. I felt like I wanted more time to devote to my new best friends, and I yearned for a deeper connection that could only come with more time.”*

#### Core Strengths:

- The remoteness of the GHP location from the Metropolitan Atlanta area.
- Students studying a variety of majors and minors in one location.

#### Considerations for the Future:

- Determine if smaller cohorts of students yield similar benefits in terms of socialization, validation, and cross-disciplinary learning. Most other state programs are held in multiple locations, with a maximum size of 300 to 400 students per location.
- Alumni surveyed would like to see the program return to six weeks. Governor’s schools across the country range from one week to seven weeks, with the majority of programs lasting three to four weeks. There are logistical and fiscal challenges to a longer program, including the wide range of commitments students at that age may have during the summer months and changes to school calendars that have greatly narrowed the available time in the summer for a residential program.



Source: <http://ncogs.org/index.php/programs-by-state>

# Evaluation and Data Analysis

To build on the success of the last 50 years and make GHP better, the Steering Committee was asked to develop a vision statement encompassing what GHP provides to its participants and community through the state's investment. With the development of a vision and mission statement, the program is poised to move forward with a structured performance assessment process.

Annually surveying GHP participants is key to continual improvement, and participants' opinions must be sought following the conclusion of their sessions to evaluate GHP strengths and weaknesses. Through a structured evaluative survey process held at the campus before students leave, and electronically in follow-up, GOSA will be able to collect and analyze data on student experiences to not only improve the program but to also inform others about GHP.

## Core Strengths:

- Alumni appreciated being able to provide feedback and suggestions to GOSA as it develops long-range plans for the program.
- This research study provides a foundation of data that GOSA can build on and compare to annually.

## Considerations for the Future:

- GHP needs more than the statutory purpose to guide the future development of the program and differentiate it from other opportunities available to gifted high school students. One cannot assess the effectiveness of the program without a mission statement and both short-term and long-term program goals.
- Collecting evaluation data annually helps inform improvements to the program and is critical for sharing the story of GHP in marketing and fund-raising campaigns.



# Engaging GHP Alumni

There are thousands of GHP alumni who are passionate about their experience and are willing to share their time and talents. In an effort to celebrate GHP's 50th Anniversary, GOSA developed an alumni database, which has since accumulated close to 3,000 names. Of those surveyed, 70% of alumni still reside in Georgia, and the majority are highly educated, working professionals (71.5%) in leadership roles. Legislators, professors, engineers, lawyers, scientists, actors, performers, and entrepreneurs comprise the prestigious alumni list.

There are notable GHP alumni who have excelled in politics, academia, television and film, music, and business (described on p. 20). GOSA should determine how best to introduce these stories to the programming of GHP.

There is no shortage of alumni enthusiasm in becoming involved with GHP again. Approximately 84% of alumni indicated they are interested in volunteering in some capacity. More recent GHP graduates are more interested in becoming resident assistants (60%), whereas older alumni are more inclined to assist with the interview process or in a mentoring role. There are countless volunteer opportunities available for GHP alumni, and the new directory will greatly assist GOSA in its marketing and fund-raising efforts.

## Core Strengths:

- GHP alumni are passionate about their experiences and willing to give of their time and talents. Many describe the experience as "life-changing."
- The more recent alumni (60% of the alumni surveyed) are interested in being resident assistants, whereas older alumni are more inclined to assist with the interview process or with mentoring students.
- 70% of the alumni surveyed still live in Georgia and are leading professionals including legislators, professors, engineers, lawyers, scientists, actors, performers, and entrepreneurs.

## Considerations for the Future:

- Engage alumni to assist with marketing the program, raising funds, mentoring students, and assisting the program as volunteers.
- Continuing to identify GHP alumni and populate an alumni directory is an important first step.



## GHP ALUMNI TESTIMONIALS

*"GHP was life-changing for me. Growing up in a small town where academic curiosity and success were not 'popular,' GHP was a six-week glimmer of hope. GHP was the single best educational experience of my 13-year journey through the Georgia public school system."*

*"Although it has been 35 years since I attended GHP in Macon, Georgia, I can say it was the most important single event in allowing me to understand that I could do most anything that I wanted to do with my life."*

*"GHP allowed me to see that it was okay to be intellectual and 'smart.' Too often in today's high schools...well above average students are made to feel out of place and mocked for being 'smart.'"*

# Notable GHP Alumni

GHP alumni have excelled in politics, academia, television and film, music, and business. Randy Evans, a Mathematics major in 1975, was a longtime advisor to former Speaker of the House, Newt Gingrich. Senator Tyler Harper (Agriscience and Biotechnology 2003) represents the 7th District, which includes his home county of Irwin, where he is also a farmer and business owner. Jack McBrayer, a GHP Theatre major in 1990, starred as Kenneth Parcell in the Emmy-winning series *30 Rock*. Donald Glover, also known by his stage name Childish Gambino, is a popular American actor, writer, comedian, rapper, and producer who was a GHP Theatre major in 2000. Glover won three Writers Guild of America Television Award titles for his role in the series, *30 Rock*, in addition to being nominated for two others. Utilizing these connections could significantly bolster GHP's marketing strategy and provide an invaluable resource to be tapped.

Other alumni of note include:

- Beth Bailey (1974), Oscar Handlin ACLS Fellow, Professor of History, Temple University, author of *America's Army: Making the All-Volunteer Force*
- Scott Bryant (1985), Director of Development, Scheller College of Business, Georgia Tech
- Pamela Freund (1980), architect, co-founder EDGE Architecture, Taos, NM
- Jeff Greenstein (1979), Emmy-winning writer/producer, *Friends*, *Will & Grace*
- Andrew Harwell (2003), editor, HarperCollins
- Michael Edward Hoffman (1972), Professor of Mathematics, U. S. Naval Academy
- Jeffrey M. Kopita (1979), CMO, Baylor Medical Center
- George Kornegay (1980), Superintendent, Thomas County School System
- Edward Lindsey (1976), lawyer, Georgia House of Representatives, 2005–2014
- David McTier (1976), Professor of Theatre, Sam Houston State University, 2012 Fulbright Scholar
- Sarah Milford (2000), Youth United Coordinator, Habitat for Humanity International
- Michelle Morgan (1987), architect, founder HUB Atlanta
- Robert Duncan Neil (1980), actor/producer/director, *Star Trek: Voyager*
- Audra Levi Priluck (1991), Vice President at Ipsos OTX MediaCT, musician
- David Salie (1985), lawyer, U.S. Dept. of State, International Affairs (Iran)
- David Kelly Smith (1976), Superior Court Judge, Cherokee Judicial Circuit
- Jonathan Strickland (1992), senior writer for *How Stuff Works*
- Michael Warren (2005), reporter for *The Weekly Standard*, TV commentator
- Kat Zhang (2008), author of *What's Left of Me*



**Linda G. Griffith, PhD**, is the School of Engineering Teaching Innovation Professor of Biological and Mechanical Engineering and MacVicar Fellow at MIT, where she directs the Center for Gynepathology Research and the “Human Physiome on a Chip” project supported by the DARPA/NIH-funded Microphysiological Systems Program. Dr. Griffith received a Bachelor’s Degree from Georgia Tech and a PhD degree from the University of California at Berkeley, both in chemical engineering.

*“As an awkward high schooler, I knew I was smart, but never regarded myself as a future leader for my generation. GHP made me realize that we (the types of students at GHP) would be the future leaders.”*

## Marketing and Development

The steering committee emphasized that a concentrated marketing and development effort will assist GOSA in developing GHP into the kind of program envisioned in its mission and vision statement. Georgia teachers and high school counselors need to be made more aware of GHP, especially at underrepresented schools, because of their influence in getting students to apply. A third of Georgia’s high schools have not had a finalist in four years. A lack of awareness may be contributing to this statistic. The steering committee suggested that increased marketing efforts at the local level, spearheaded by GHP alumni, could help address the disparities in the recruiting process. High school GHP alumni could be recognized at their schools for their participation through a plaque or a special graduation cord. Social media is another powerful tool that could market GHP directly to prospective high school students.

GHP is solely funded by state appropriations, but additional financial resources could be used to recruit the best faculty possible, fund field trips, host guest lectures, and access high tech equipment. It is important to note that the 2014 student survey indicated that many of the GHP-owned resources (i.e., desktop computers and laboratory equipment) seemed dated compared to what students utilize in their high school settings. To sustain and enhance GHP in the future, additional funding from foundations, corporations, and alumni will be needed. Such fund-raising efforts could be led by a development officer who would oversee this campaign and manage GHP’s official social media presence. The committee noted that GHP must make an effort to educate stakeholders, such as legislators, public foundations, and nonprofits, who could potentially support the program.



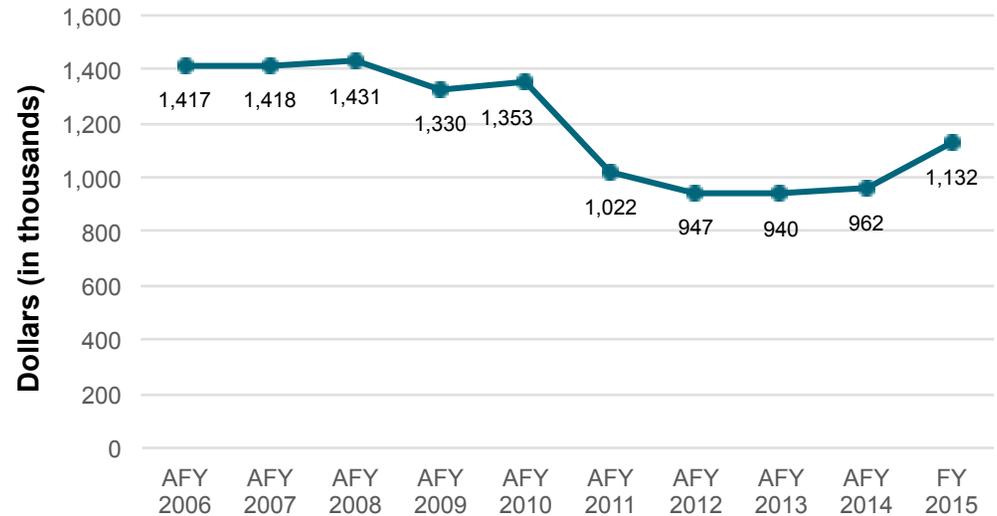
### Core Strengths:

- GHP has a compelling narrative about gifted and talented education in Georgia.
- There are many influential alumni who exemplify the importance of the program.

### Considerations for the Future:

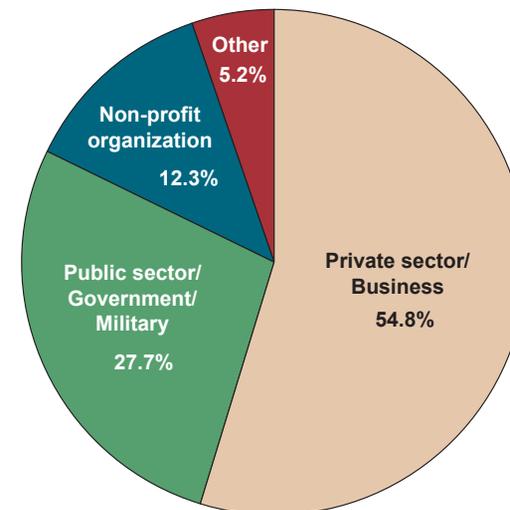
- GHP requires significant financial resources in order to meet the unique needs of its student population. Additional financial assistance could be used on things such as faculty stipends, field trips, guest lectures, high-tech equipment (like 3-D printers), lab equipment, and supplies.
- GHP has a limited budget to meet these needs.
- Potential funders are not aware of the program.
- Teachers and school counselors provide the most influence in getting a student to apply. Marketing GHP to high school teachers and school counselors will likely have the greatest potential to increase the number and diversity of students applying to the program.
- GHP alumni are willing to volunteer and could be used in a coordinated marketing effort, including visiting schools and talking with teacher groups.
- Use social media to market the program and drive some fund-raising. GOSA could host the official GHP social media accounts.
- GOSA may consider the return on investment of a development position that would lead the fund raising efforts and manage GHP's official social media presence.

### State Appropriation



### GHP ALUMNI: WHERE ARE THEY NOW?

The pie chart below shows the breakdown of GHP Alumni careers.



# Appendix A

## 50-STATE GHP COMPARISON

State	Number	Duration	Focus	Other Notes
Alabama	1	12 days	Interdisciplinary	Students are asked to pay \$430; 80 to 90 students per year attend.
Alaska	0			
Arizona				
Arkansas	1	6 week	Interdisciplinary	400 students participate in a 3-tiered curriculum. Students have a major (Area I) and two other tracks: General Conceptual Development (Area II), focused on teaching critical thinking and logic, and Personal and Social Development (Area III), focused on personal responsibility and participation in a democratic society.
California	1	4 weeks	Music, theatre, video and film, visual arts, dance, creative writing, and animation	Participants are selected on the basis of their talent and creativity as demonstrated through artistic assignments, high school transcripts, and teacher recommendations. Students who complete the Summer School of the Arts may receive three units of California State University System extended learning credit. The program is held at CalArts in Valencia, California. Tuition is \$1,550 for California residents, and \$5,000 for out-of-state residents.
Colorado	0			
Connecticut	0			
Delaware	1	1 week	Interdisciplinary	
Florida	1	2 weeks	Science and Technology	Unique because students must complete the interactive virtual speaker series (open to everyone whether they are eligible to apply to the two week residential school or not) as part of the eligibility requirements. Provides a scholarship of \$15,000 to the Florida Institute of Technology for 4 years to the 20 participants who complete the program.
Georgia	1	4 weeks	Interdisciplinary	
Hawaii	0			
Idaho	0			
Illinois	0			
Indiana	0			
Iowa	0			
Kansas	0			
Kentucky	3	5 weeks	Interdisciplinary/Arts/Business Innovation and Design	Kentucky has 3 governor's school programs: the Governor's Scholars Program, a 5-week program with a 3-tiered curriculum for 1,000 students divided among 3 locations; the Kentucky Center Governor's School for the Arts, a 3-week program for 220 students; and the Governor's School for Entrepreneurs, a 3-week program for 50 students. Each student selected is eligible for a scholarship to a Kentucky public university and a handful of private institutions. All 120 counties are represented. Potential campuses compete every 3 years to host the programs.

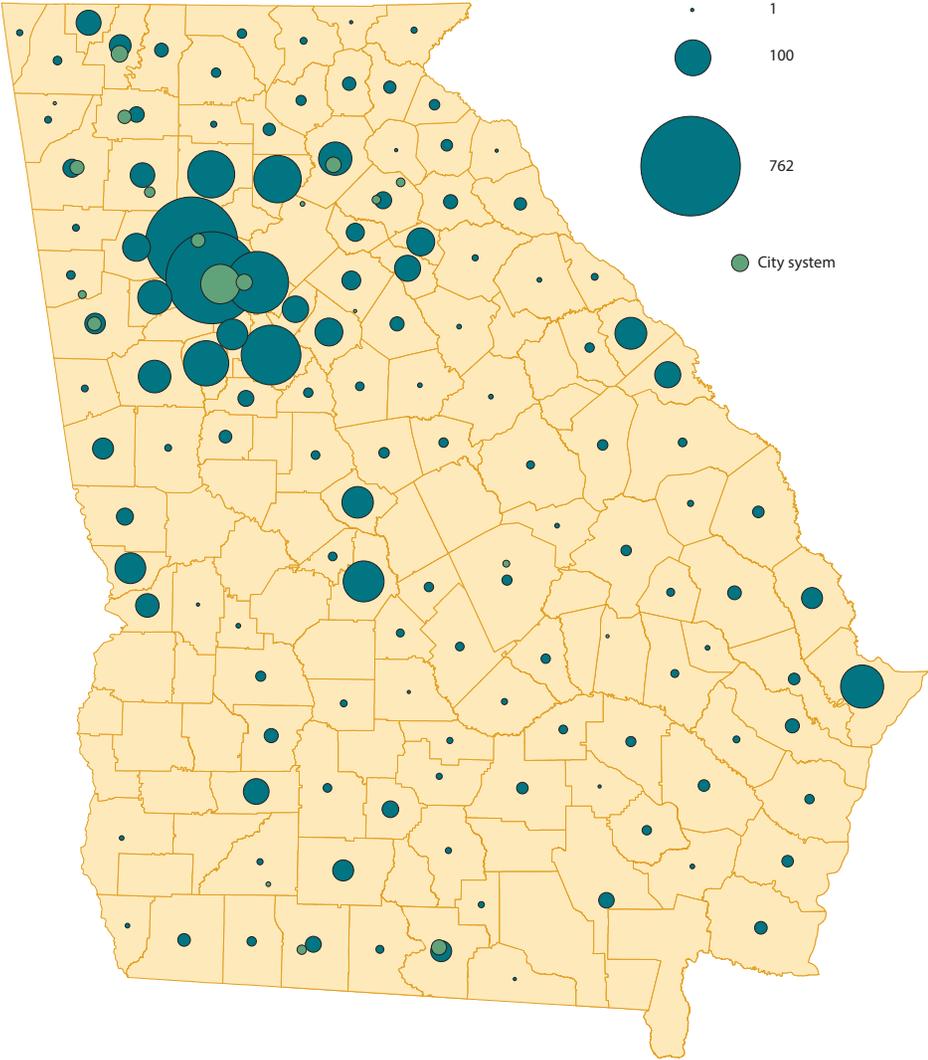
State	Number	Duration	Focus	Other Notes
Louisiana	1	7 weeks	Interdisciplinary	Tuition is charged (\$2,600 for in-state and \$3,600 for out-of-state students) with financial aid available. The curriculum is grounded in independent and group projects with an emphasis on problem solving and thinking skills.
Maine	0			
Maryland	0			
Massachusetts	0			
Michigan	0			
Minnesota	0			
Mississippi	1	3 weeks	Interdisciplinary	Students who complete the program are awarded 3 hours of college elective honors credit.
Missouri	2	3 weeks	Arts/Interdisciplinary	Missouri offers 2 governor's schools programs: the Missouri Fine Arts Academy and the Missouri Scholars Academy. Both have a 3-tiered curriculum. Students in the Scholars Academy select a major in one of 4 areas (Math, Science, Social Studies, or Humanities), a minor, and attend a 1 hour per day class on personal and social dynamics. Scholars Academy charges \$500 per student; Fine Arts Academy waits for budget numbers before establishing a program fee.
Montana	0			
Nebraska	0			
Nevada	0			
New Hampshire	0			
New Jersey	2	4 weeks/3 weeks	Engineering/Sciences	New Jersey offers 2 programs: the Governor's School of Engineering and Technology and the Governor's School in Sciences. The cornerstone of the Governor's School of Engineering and Technology experience is a small group research and design project, completed under the tutelage of an experienced research mentor from academia or industry. In groups of 3 or 4 students, the Governor's Scholars investigate and attempt to solve a complex and novel problem. Programs are offered at Rutgers and Drew University.
New Mexico	0			
New York	7	Varies by Program	Arts	New York State Summer School of the Arts comprises 7 schools offering training in the specific disciplines of ballet, choral studies, dance, media arts, orchestral studies, theatre and visual arts.
North Carolina	1	5 weeks	Interdisciplinary	2 colleges (west and east) with a 3-tiered curriculum in 3 focus areas. Students have a major (Area I) and interdisciplinary focus time (Areas II and III). Tuition is \$500 per student with scholarships available. The program accepts 600 students.
North Dakota	1	6 weeks	Interdisciplinary	
Ohio	0			
Oklahoma	0			
Oregon	0			
Pennsylvania	1	5 weeks	Science/STEM (science, technology, engineering and math)	The governor and legislature of Pennsylvania eliminated all Pennsylvania Governor's Schools for Excellence in 2009; however, the Governor's School for the Sciences has been brought back.

State	Number	Duration	Focus	Other Notes
Rhode Island	0			
South Carolina	2	Academic year and summer	Arts and Humanities/STEM	South Carolina has 2 academic-year residential governor's school programs that originated from summer residential governor's school programs: the South Carolina Governor's School for Arts and Humanities and the South Carolina Governor's School for Science and Mathematics.
South Dakota	1	1 week	Interdisciplinary	for grade 7,8, or 9
Tennessee	12	Varies by Program	Arts, Humanities, International Studies, Engineering, Science, Prospective Teachers, Scientific Exploration of Tennessee Heritage, Business and IT Leadership, Emerging Technologies, Agricultural Science, Computational Physics, and Scientific Models and Data Analysis.	After having eliminated the program, Tennessee now provides 12 summer governor's school programs at 8 university campuses for gifted and talented high school students. Some of the 12 programs award college credit. Several hundred students are selected to participate each year.
Texas	1+	3 weeks	Leadership, Interdisciplinary(Lamar)/ STEM, urban leadership (Texas A&M)/Science and Technology (North Texas)	The status of Texas Governor's Schools is somewhat unclear. Lamar University hosts an active program. A student fee of \$350 is charged; 100 students are selected. Texas A&M University is awaiting word on funding. The program at Midwestern State University appears to be dormant, and the program at University of North Texas was suspended for 2013 for lack of funding.
Utah	0			
Vermont	10	Varies by Program	Arts, Engineering, Information Technology, Environmental Science and Technology, Mathematics, Asian Cultures, Food and Farm, and Current Issues and Youth Activism	Most programs are 5 days with a couple lasting 8 and 14 days. Tuition is charged on a sliding scale based on family income. Incentive scholarships are available to females participating in the STEM classes.
Virginia	3	4 weeks	Agriculture, Humanities, Mathematics, science, and technology, Medicine and health sciences, Visual and Performing Arts and mentorship in Engineering and Marine Science	Virginia offers 3 types of governor's school programs: academic year programs, summer regional programs for elementary and middle school age gifted students in 20 locations, and 7 summer residential programs for gifted high school juniors and seniors in 5 locations. The summer residential program is funded through state appropriations; school divisions from which selected students come are charged a portion of the tuition. Host colleges and universities make in-kind contributions with additional support often provided by foundations and the host communities.
Washington	0			
West Virginia	3	3 or 4 weeks	Interdisciplinary, Arts, STEM	The Governor's Schools consist of three programs: Honors Academy, School for the Arts, and School for Math and Science.
Wisconsin	0			
Wyoming	1	3 weeks	Interdisciplinary	

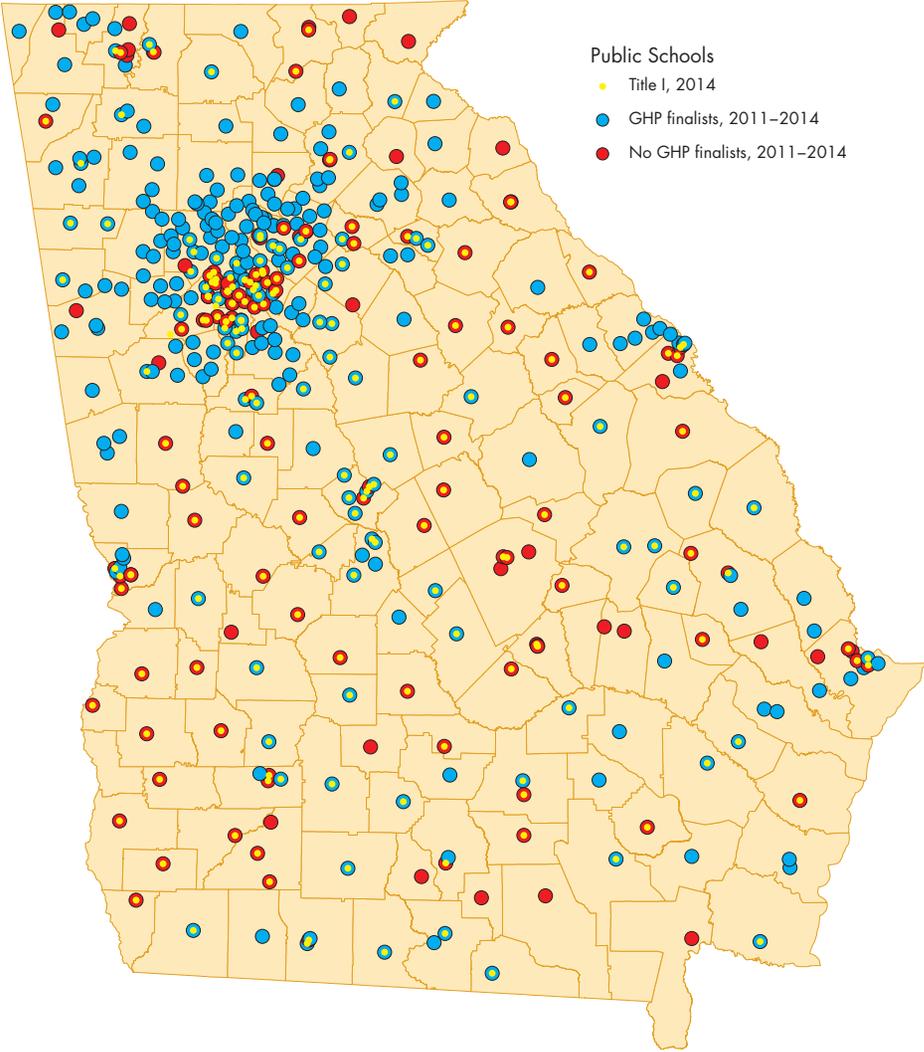
# Appendix B

## WHERE GHP PARTICIPANTS COME FROM

Governor's Honors Program Finalists, 2009–2014



Public Schools: GHP Participation and Title I Funding



# Public Schools: GHP Participation, 2011–2014, and Title I Funding, 2014

Title I—Improving the Academic Achievement of the Disadvantaged is a federal program that provides funds through the Georgia Department of Education to eligible local educational agencies and public schools. Eligibility is determined by the number of poor students enrolled.

System	School	GHP	Title I
Appling County			
	Appling County High School	2	
Atkinson County			
	Atkinson County High School	0	Title I
Atlanta Public Schools			
	Booker T. Washington High School	0	Title I
	Coretta Scott King Young Womens Leadership Academy	0	Title I
	Douglass High School	3	Title I
	Early College High School at Carver	0	Title I
	Henry W. Grady High School	31	Title I
	KIPP Atlanta Collegiate	0	Title I
	Maynard Holbrook Jackson High School	2	Title I
	Mays High School	2	Title I
	North Atlanta High School	10	Title I
	School of Health Sciences and Research at Carver	0	Title I
	School of Technology at Carver	0	Title I
	South Atlanta School of Computer Animation and Design	0	Title I
	South Atlanta School of Health and Medical Science	0	Title I
	South Atlanta School of Law and Social Justice	0	Title I
	The Best Academy at Benjamin S. Carson	0	Title I
	The School of the Arts at Carver	0	Title I
	Therrell School of Engineering, Math, and Science	0	Title I
	Therrell School of Health and Science	0	Title I
	Therrell School of Law, Government and Public	0	Title I
Bacon County			
	Bacon County High School	1	
Baker County			
	Baker County K12 School	0	Title I
Baldwin County			
	Baldwin High School	0	Title I
Banks County			
	Banks County High School	0	
Barrow County			
	Apalachee High School	6	Title I
	Snodon Preparatory High School	0	Title I
	Winder-Barrow High School	0	Title I
Bartow County			
	Adairsville High School	2	

System	School	GHP	Title I
	Cass High School	1	
	Woodland High School	11	
Ben Hill County			
	Fitzgerald High School	0	Title I
Berrien County			
	Berrien Academy Performance Learning Center	0	Title I
	Berrien High School	1	
Bibb County			
	Central High School	18	Title I
	Howard High School	9	Title I
	Hutchings College and Career Academy	0	Title I
	Northeast High School	1	Title I
	Rutland High School	2	Title I
	Southwest High School	0	Title I
	Westside High School	2	Title I
Bleckley County			
	Bleckley County High School	3	Title I
Brantley County			
	Brantley County High School	1	
Bremen City			
	Bremen High School	3	
Brooks County			
	Brooks County High School	3	Title I
Bryan County			
	Bryan County High School	0	
	Richmond Hill High School	2	
Buford City			
	Buford High School	1	
Bulloch County			
	Portal Middle/High School	0	Title I
	Southeast Bulloch High School	8	
	Statesboro High School	5	
Burke County			
	Burke County High School	0	Title I
Butts County			
	Jackson High School	1	Title I
Calhoun City			
	Calhoun High School	5	Title I

System	School	GHP	Title I
Calhoun County			
	Calhoun County Middle/High School	3	Title I
Camden County			
	Camden County High School	7	Title I
Candler County			
	Metter High School	1	Title I
Carroll County			
	Bowdon High School	4	
	Central High School	3	
	Mt. Zion High School	0	
	Temple High School	2	
	Villa Rica High School	2	
Carrollton City			
	Carrollton High School	11	
Cartersville City			
	Cartersville High School	4	
Catoosa County			
	Heritage High School	6	
	Lakeview-Fort Oglethorpe High School	8	
	Ringgold High School	4	
Charlton County			
	Charlton County High School	0	
Chatham County			
	Beach High School	0	Title I
	Groves High School	0	Title I
	H. V. Jenkins High School	3	
	Islands High School	1	
	Johnson High School	0	Title I
	New Hampstead High School	0	
	Savannah Arts Academy	57	
	Savannah Early College	2	
	School of Liberal Studies at Savannah High School	1	Title I
	Windsor Forest High School	3	
	Woodville Tomkins Technical & Career High School	0	
Chattahoochee County			
	Chattahoochee County High School	1	
Chattooga County			
	Chattooga High School	0	Title I

# Public Schools: GHP Participation, 2011–2014, and Title I Funding, 2014 (continued)

System	School	GHP	Title I	System	School	GHP	Title I	System	School	GHP	Title I
Cherokee County				Sprayberry High School				Decatur County			
	Cherokee High School	4			Walton High School	46			Bainbridge High School	8	Title I
	Creekview High School	14			Wheeler High School	39		DeKalb County			
	Etowah High School	16		Coffee County					Arabia Mountain High School	7	
	River Ridge High School	5			Coffee County Career Academy	0	Title I		Cedar Grove High School	0	Title I
	Sequoyah High School	13			Coffee High School	1	Title I		Chamblee Charter High School	29	
	Woodstock High School	20		Colquitt County					Clarkston High School	0	Title I
Chickamauga City					Colquitt County High School	12	Title I		Columbia High School	1	Title I
	Gordon Lee High School	0		Columbia County					Cross Keys High School	3	Title I
Clarke County					Evans High School	3			Dekalb Early College Academy	0	Title I
	Cedar Shoals High School	14	Title I		Greenbrier High School	7			DeKalb School of the Arts	18	
	Clarke Central High School	14	Title I		Grovetown High School	4			Destiny Academy of Excellence Charter School	0	Title I
	Classic City Performance Learning Center	0	Title I		Harlem High School	2			Druid Hills High School	22	
Clayton County					Lakeside High School	15			Dunwoody High School	31	
	Charles Drew High School	0	Title I	Commerce City					Gateway to College Academy	0	
	Elite Scholars Academy	1	Title I		Commerce High School	2			Lakeside High School	27	
	Forest Park High School	0	Title I	Commission Charter Schools					Lithonia High School	0	Title I
	Jonesboro High School	3	Title I		CCAT School	0	Title I		Martin Luther King, Jr. High School	0	Title I
	Lovejoy High School	1	Title I		Ivy Preparatory Academy	0			McNair High School	0	Title I
	Morrow High School	8	Title I	Cook County					Miller Grove High School	1	Title I
	Mount Zion High School	11	Title I		Cook High School	0			Redan High School	0	Title I
	Mundy's Mill High School	2	Title I	Coweta County					Southwest DeKalb High School	1	Title I
	North Clayton High School	0	Title I		Central Education Center	2			Stephenson High School	0	Title I
	Riverdale High School	3	Title I		East Coweta High School	14			Stone Mountain High School	0	Title I
Clinch County					Newnan High School	6	Title I		Towers High School	1	Title I
	Clinch County High School	0			Northgate High School	12			Tucker High School	4	Title I
Cobb County				Crawford County				Dodge County			
	Allatoona High School	5			Crawford County High School	0	Title I		Dodge County High School	1	Title I
	Campbell High School	34		Crisp County				Dooly County			
	Harrison High School	18			Crisp County High School	1	Title I		Dooly County High School	0	Title I
	Hillgrove High School	15		Dade County				Dougherty County			
	Kell High School	21			Dade County High School	1			Albany High School	0	Title I
	Kennesaw Mountain High School	36		Dalton City					Dougherty Comprehensive High School	1	Title I
	Lassiter High School	22			Dalton High School	7	Title I		Monroe High School	0	Title I
	McEachern High School	5			Morris Innovative High School	0	Title I		Westover High School	11	
	North Cobb High School	22		Dawson County				Douglas County			
	Osborne High School	1	Title I		Dawson County High School	6			Alexander High School	4	
	Pebblebrook High School	33	Title I	Decatur City					Chapel Hill High School	11	
	Pope High School	17			Decatur High School	9	Title I		Douglas County High School	12	
	South Cobb High School	0							Lithia Springs Comprehensive High School	1	

# Public Schools: GHP Participation, 2011–2014, and Title I Funding, 2014 (continued)

System	School	GHP	Title I	System	School	GHP	Title I	System	School	GHP	Title I
	New Manchester High School	3		Fulton County					Collins Hill High School	32	
Dublin City				Alpharetta High School		48			Dacula High School	4	
	Dublin High School	0	Title I	Banneker High School		0	Title I		Duluth High School	23	
	Moore Street School	0	Title I	Cambridge High School		5			Grayson High School	8	
Early County				Centennial High School		18			Gwinnett InterVention Education (GIVE) Center East	0	Title I
	Early County High School	0	Title I	Chattahoochee High School		50			Gwinnett InterVention Education (GIVE) Center West	0	Title I
Echols County				Creekside High School		0	Title I		Gwinnett Online Campus	0	
	Echols County High School	0	Title I	Fulton Science Academy High School		1			Gwinnett School of Mathematics, Science and Technology	66	
Effingham County				Hapeville Charter Career Academy		0	Title I		Lanier High School	1	
	Effingham County High School	1		Johns Creek High School		37			Meadowcreek High School	1	Title I
	South Effingham High School	5		Langston Hughes High School		1	Title I		Mill Creek High School	37	
Elbert County				Milton High School		48			Mountain View High School	7	
	Elbert County High School	6	Title I	North Springs High School		21			Norcross High School	39	Title I
Emanuel County				Northview High School		75			North Gwinnett High School	43	
	Emanuel County Institute	2	Title I	Riverwood International Charter School		21			Parkview High School	27	
	Swainsboro High School	1	Title I	Roswell High School		25			Peachtree Ridge High School	27	
Evans County				Tri-Cities High School		6	Title I		Phoenix High School	0	
	Claxton High School	0	Title I	Westlake High School		2			Shiloh High School	1	Title I
Fannin County				Gainesville City					South Gwinnett High School	0	Title I
	Fannin County High School	1		Gainesville High School		6	Title I	Habersham County			
Fayette County				Wood's Mill Academy		0	Title I		Habersham Central High School	5	
	Fayette County High School	9		Gilmer County				Hall County			
	McIntosh High School	32		Gilmer High School		1	Title I		Chestatee High School	9	
	Sandy Creek High School	9		Glascocock County					East Hall High School	2	Title I
	Starr's Mill High School	18		Glascocock County Consolidated School		0	Title I		Flowery Branch High School	7	
	Whitewater High School	15		Glynn County					Johnson High School	4	
Floyd County				Brunswick High School		5			North Hall High School	1	
	Armuchee High School	4		Glynn Academy		11			West Hall High School	9	
	Coosa High School	1		Gordon County				Hancock County			
	Model High School	2		Gordon Central High School		2			Hancock Central High School	2	Title I
	Pepperell High School	2		Sonoraville High School		3		Haralson County			
Forsyth County				Grady County					Haralson County High School	2	Title I
	Forsyth Central High School	13		Cairo High School		2		Harris County			
	i-Achieve Academy	0		Greene County					Harris County High School	10	
	Lambert High School	25		Greene County High School		0	Title I	Hart County			
	North Forsyth High School	6		Gwinnett County					Hart County High School	0	
	South Forsyth High School	33		Archer High School		1		Heard County			
	West Forsyth High School	21		Berkmar High School		5	Title I		Heard County High School	1	
Franklin County				Brookwood High School		34		Henry County			
	Franklin County High School	1		Central Gwinnett High School		2	Title I		Dutchtown High School	14	

# Public Schools: GHP Participation, 2011–2014, and Title I Funding, 2014 (continued)

System	School	GHP	Title I	System	School	GHP	Title I	System	School	GHP	Title I
	Eagle's Landing High School	14			West Laurens High School	0		Morgan County			
	Henry County High School	1		Lee County					Morgan County High School	6	
	Locust Grove High School	7			Lee County High School	8	Title I	Murray County			
	Luella High School	13		Liberty County					Mountain Creek Academy	0	
	Ola High School	9			Bradwell Institute	2			Murray County High School	2	Title I
	Patrick Henry High School	0			Liberty County High School	2			North Murray High School	2	Title I
	Stockbridge High School	3		Lincoln County				Muscogee County			
	Union Grove High	32			Lincoln County High School	0	Title I		Carver High School	0	Title I
	Woodland High School	6		Long County					Columbus High School	49	
Houston County					Long County High School	1	Title I		Early College Academy of Columbus	0	Title I
	Houston County High School	23		Lowndes County					Hardaway High School	5	
	Northside High School	8	Title I		Lowndes High School	16			Jordan Vocational High School	0	Title I
	Perry High School	9	Title I	Lumpkin County					Kendrick High School	0	Title I
	Veterans High School	12			Lumpkin County High School	5			Northside High School	9	
	Warner Robins High School	8	Title I	Macon County					Shaw High School	1	
Irwin County					Macon County High School	0	Title I		William Henry Spencer High School	0	Title I
	Irwin County High School	1		Madison County				Newton County			
Jackson County					Madison County High School	4			Alcovy High School	3	Title I
	East Jackson Comprehensive High School	2		Marietta City					Eastside High School	5	Title I
	Jackson County Comprehensive High School	8			Marietta High School	9	Title I		Newton High School	7	Title I
Jasper County				Marion County				Oconee County			
	Jasper County High School	2	Title I		Marion County Middle/High School	1	Title I		North Oconee High School	14	
Jeff Davis County				McDuffie County					Oconee County High School	15	
	Jeff Davis High School	2	Title I		Thomson High School	2		Oglethorpe County			
Jefferson City				McIntosh County					Oglethorpe County High School	0	Title I
	Jefferson High School	3			McIntosh County Academy	0	Title I	Paulding County			
Jefferson County				Meriwether County					East Paulding High School	2	
	Jefferson County High School	2	Title I		Greenville High School	0	Title I		Hiram High School	6	
Jenkins County					Manchester High School	0	Title I		North Paulding High School	5	
	Jenkins County High School	2	Title I	Miller County					Paulding County High School	1	
Johnson County					Miller County High School	0	Title I		South Paulding High School	3	
	Johnson County High School	0	Title I	Mitchell County				Peach County			
Jones County					Baconton Community Charter School	0			Peach County High School	2	Title I
	Jones County High School	4	Title I		Mitchell County High School	0	Title I	Pelham City			
Lamar County				Monroe County					Pelham High School	0	Title I
	Lamar County High School	0	Title I		Mary Persons High School	1		Pickens County			
Lanier County				Montgomery County					Pickens High School	3	
	Lanier County High School	0			Montgomery Academy	0		Pierce County			
Laurens County					Montgomery County High School	0	Title I		Pierce County High School	0	Title I
	East Laurens High School	0									

# Public Schools: GHP Participation, 2011–2014, and Title I Funding, 2014 (continued)

System	School	GHP	Title I
Pike County			
	Pike County High School	5	
Polk County			
	Cedartown High School	3	Title I
	Rockmart High School	2	Title I
Pulaski County			
	Hawkinsville High School	1	
Putnam County			
	Putnam County High School	0	Title I
Quitman County			
	Quitman County High School	0	Title I
Rabun County			
	Rabun County High School	0	
Randolph County			
	Randolph Clay High School	0	Title I
Richmond County			
	A. R. Johnson Health Science and Engineering Magnet High School	1	
	Academy of Richmond County High School	2	
	Butler High School	0	Title I
	Cross Creek High School	1	
	Davidson Fine Arts Magnet School	36	
	Glenn Hills High School	0	Title I
	Hephzibah High School	0	
	Laney High School	0	Title I
	T.W. Josey Comprehensive High School	0	Title I
	Westside High School	1	
Rockdale County			
	Heritage High School	4	
	Rockdale County High School	10	
	Salem High School	2	
Rome City			
	Rome High School	6	Title I
Schley County			
	Schley Middle High School	0	
Screven County			
	Screven County High School	5	Title I
Seminole County			
	Seminole County Middle/High School	0	Title I
Social Circle City			
	Social Circle High School	0	

System	School	GHP	Title I
Spalding County			
	AZ Kelsey Academy	0	Title I
	Griffin High School	3	Title I
	Spalding High School	1	Title I
State Charter			
	Georgia Connections Academy	0	Title I
	Mountain Education Charter High School	0	Title I
	Odyssey School (Georgia Cyber Academy K-12)	0	
	Provost Academy Georgia	0	
Stephens County			
	Stephens County High School	5	
Stewart County			
	Stewart County High School	0	Title I
Sumter County			
	Americus Sumter County High South	3	Title I
Talbot County			
	Central Elementary/High School	0	Title I
Taliaferro County			
	Taliaferro County School	0	Title I
Tattnall County			
	Tattnall County High School	2	
Taylor County			
	Taylor County High School	0	Title I
Telfair County			
	Telfair County High School	0	Title I
Terrell County			
	Terrell County High School	0	Title I
Thomas County			
	Bishop Hall Charter School	0	Title I
	Thomas County Central High School	8	
Thomaston-Upson County			
	Upson-Lee High School	2	Title I
Thomasville City			
	Thomasville High School	6	Title I
Tift County			
	Tift County High School	8	Title I
Toombs County			
	Toombs County High School	0	
Towns County			
	Towns County High School	0	

System	School	GHP	Title I
Treutlen County			
	Treutlen Middle/High School	0	Title I
Trion City			
	Trion High School	1	
Troup County			
	Callaway High School	1	
	LaGrange High School	8	
	Troup County High School	3	
Turner County			
	Turner County High School	0	
Twiggs County			
	Twiggs County High School	0	Title I
Union County			
	Union County High School	0	
	Woody Gap High/Elementary School	0	Title I
Valdosta City			
	Valdosta High School	5	Title I
Vidalia City			
	Vidalia Comprehensive High School	0	
Walker County			
	LaFayette High School	1	
	Ridgeland High School	2	
Walton County			
	Loganville High School	4	
	Monroe Area High School	6	Title I
	Walnut Grove High School	3	Title I
Ware County			
	Ware County High School	9	Title I
Warren County			
	Warren County High School	0	Title I
Washington County			
	Washington County High School	2	
Wayne County			
	Wayne County High School	6	Title I
Webster County			
	Webster County High School	0	Title I
Wheeler County			
	Wheeler County Middle + High School	0	Title I
White County			
	White County High School	7	

# Public Schools: GHP Participation, 2011–2014, and Title I Funding, 2014 (continued)

System	School	GHP	Title I
Whitfield County			
	Coahulla Creek High School	0	
	Northwest Whitfield County High School	9	
	Phoenix High School	0	
	Southeast Whitfield County High School	3	
Wilcox County			
	Wilcox County High School	0	Title I
Wilkes County			
	Washington-Wilkes Comprehensive High School	2	
Wilkinson County			
	Wilkinson County High School	0	Title I
Worth County			
	Worth County High School	1	Title I

# ACKNOWLEDGEMENTS

## Contributing CVIOG Faculty and Staff

David H. Tanner, Project Manager

Stacy Bishop Jones

Jan Coyne

Mike Hourihan

Morgan Bishop

Michael Pizarek

## CVIOG Survey Research

Theresa Wright

Molly Longstreth

Minsoo Kim

## Governor's Office of Student Achievement

Martha Ann Todd, Director, Governor's Office of Student Achievement

Cayanna Good, Director of Innovative Programs, Governor's Office of Student Achievement

## Special Thanks

In completing this report, we want to thank the GHP alumni who helped test the GHP alumni survey, the GHP alumni and university and college officials who participated in the focus groups, the universities and colleges that graciously hosted focus groups, and the steering committee participants for their insights and assistance.

The quotes used throughout the report are from the GHP alumni survey.



201 N Milledge Avenue | Athens, GA 30602 | (706) 542.2736 | <http://www.cviog.uga.edu/>