

ENCLOSURE 1



Florida Learn & Serve Florida Service-Learning Leader Schools Recognition Program 2008-09 Application Form

Please respond to all items. Boxes will expand to accommodate text. Do not exceed specified word limits.

CONTACT INFORMATION

NAME OF DISTRICT: Bay	
NAME OF SUPERINTENDENT: Mr. William Husfelt	
ADDRESS: 1311 Balboa Avenue	
CITY: Panama City	ZIP CODE: 32401
PHONE: (850)872-4100	FAX: (850) 872-4367
E-MAIL: HUSFEWV@bay.k12.fl.us	
DISTRICT WEB SITE: www.bay.k12.fl.us	

School Service-Learning Contact

NAME OF SCHOOL: Chautauqua Learn and Serve Charter School/ Bay High School	
NAME OF CONTACT: CYNTHIA MCCAULEY	
ADDRESS: 1118 MAGNOLIA AVENUE	
CITY: Panama City	ZIP CODE: 32401
PHONE: (850) 785-5056	FAX: (850) 785-5071
E-MAIL: MCCAUCA@BAY.K12.FL.US	
SCHOOL WEB SITE: www.chautauqua-learn-serve.com	

ELECTRONIC CERTIFICATION

Because the application is being submitted electronically, and signed letters of support are required from the superintendent and building principal, a hard copy page with signatures is not required.

I hereby certify that, to the best of my knowledge, the information in this application is correct and complete.

Name of School Principal or Designee Cynthia McCauley	Date of Certification 12/04/08	Name of Superintendent or Designee William Husfelt	Date of Certification 12/04/08
--	-----------------------------------	---	-----------------------------------

Application must be received by close of business on December 17, 2008.

APPLICANT SCHOOL DATA

EVIDENCE OF MEETING MINIMUM ELIGIBILITY REQUIREMENTS

Provide assertions that minimum eligibility requirements to apply for Florida Service-Learning Leader School status are met. To be eligible to apply, you must be able to answer "Yes" to four of the following five statements:

- YES** **NO** Your school has at least four years of service-learning implementation/experience. Service-learning began at the school in the year **1993**
- YES** **NO** Your school has service-learning in multiple discipline/subjects.
- YES** **NO** Your school has service-learning in multiple grades.
- YES** **NO** Service-learning at your school is tied to course assessments and is not just co-curricular.
- YES** **NO** There is empirical/quantitative evidence of positive impacts of your school's service-learning activities on participating students (academic, social/behavioral, civic, skills acquisition) and the people or communities that have been served. Provide this evidence in the box under #6 (Impacts of Service-Learning at School) in the Narrative section below.

SCHOOL-SITE DATA

Number of students in school 50	Number and percent of students participating in service-learning 50	Number of teachers in school 4	Number and percent of teachers providing service-learning projects 4
------------------------------------	--	-----------------------------------	---

STUDENTS PARTICIPATING IN SERVICE-LEARNING

- Give the number of students in each grade level who are currently participating in service-learning activities in the school.

Kindergarten
 1st Grade
 2nd Grade
 3rd Grade
 4th Grade

5th Grade 6th Grade 7th Grade 8th Grade 9th Grade
 10th Grade 11th Grade 12th Grade

Total Number of Students Participating in Service-Learning Activities

- Calculate the average number of service-learning hours each student will conduct during this school year. Time actively spent by students on elements of course-based service-learning—project preparation, design, planning, action, demonstration, and reflection (recognition activities excepted) may be counted as service hours.

Average Number of Service-Learning Hours per Student during School Year

Total Number of Student Service-Learning Hours
Total # of Students Conducting S-L Activities x Average # of S-L Hours per Student

Monetary Value of Student Service-Learning Hours
Total # of Student S-L Hours x \$6.79 per Hour

TEACHERS CONDUCTING SERVICE-LEARNING ACTIVITIES

- Calculate the number of teachers in each grade who are conducting service-learning as part of their classes during this school year.

Kindergarten 1st Grade 2nd Grade 3rd Grade 4th Grade
 5th Grade 6th Grade 7th Grade 8th Grade 9th Grade
 10th Grade 11th Grade 12th Grade

RECIPIENTS OF SERVICE FROM SERVICE-LEARNING ACTIVITIES

- Estimate the number of people in each category who will be served by service-learning activities in this school year.

Pre-K – Elementary School Middle School High School
 Higher Education Community Members

Total Number of People Served by Service-Learning Activities

CLASSES/COURSES UTILIZING SERVICE-LEARNING

List the classes/courses that include service-learning activities, and indicate the level of activity and integration of service-learning into each course, on a scale of 1-5 (these ratings should differ in some cases). Time actively spent by students on elements of course-based service-learning—project preparation, design, planning, action (conducting service), demonstration, and reflection (recognition activities excepted)—should be included in determining levels of frequency as well as integration with course curricula and assessment.

- A. Class/Course:** Name of class or course, noting levels for different grades and if the course has multiple sections with service-learning.
- B. Type(s) of Project(s) in Class/Course:** Environmental, intergenerational, tutoring, technology, history, foreign language, disaster-related, health, human needs, etc.
- C. Activity Level/Frequency:** On a scale of 1-5, rate how much and how often service-learning occurs in each class/course: 1 = 1-2 times a semester. 2 = 1-2 times per 9 weeks. 3 = At least 1 time each 2 weeks. 4 = Weekly. 5 = At least 2 days a week.
- D. Level of Service-Learning Integration with Curricula and Assessment:** On a scale of 1-5, rate the degree to which service-learning activities are formally linked with standards, curricula, and students' grades in the class/course: 1 = Primarily co-curricular. 2 = Link with some course standards, at least 10% of grade. 3 = Link with multiple standards, at least 20% of grade. 4 = Significantly linked with curricula/standards, at least 33% of grade. 5 = Primary vehicle for delivery of curricula, more than 50% of grade.

			1	2	3	4	5
A. Course/Class: Career Experiences -3.5 hr block	B. Type(s) of Project(s) intergenerational, tutoring, health, human needs, environmental Disaster-related	Grade 12	C. Activity Level/Frequency				Daily
			D. Integration of S-L				100%
A. Course/Class: Preparation for Post School Adult Living 3.5 hr block	B. Type(s) of Project(s) intergenerational, tutoring, health, human needs, environmental. Disaster-related	Grade 12	C. Activity Level/Frequency				Daily
			D. Integration of S-L				50+
A. Course/Class: Philosophy Gym with Oxford University Bay High School and Chautauqua	B. Type(s) of Project(s) Tutoring and human services	Grade 11- 12	C. Activity Level/Frequency				****
			D. Integration of S-L			***	
A. Course/Class: Leadership-GCCC	B. Type(s) of Project(s) Human services and tutoring	Grade 12	C. Activity Level/Frequency			***	
			D. Integration of S-L			***	
A. Course/Class:	B. Type(s) of Project(s)	Grade	C. Activity Level/Frequency				
			D. Integration of S-L				
A. Course/Class:	B. Type(s) of Project(s)	Grade	C. Activity Level/Frequency				
			D. Integration of S-L				
A. Course/Class:	B. Type(s) of Project(s)	Grade	C. Activity Level/Frequency				
			D. Integration of S-L				

Copy and paste more boxes as needed for additional classes/courses. You may include more detail about individual courses (descriptions of activities, syllabi, lesson plans, rubrics, etc.) in your narrative and/or attachments.

APPLICATION NARRATIVE

1. History of Service-Learning at School

In the box below and in no more than 350 words, provide information on the origins, history, development, growth, improvement, challenges, and successes of your school's service-learning program.

Chautauqua Learn and Serve Charter School is a service-learning product. It grew out of the service learning traditions of Bay High School. This tradition began in 1993 with Bay High School's first project, Teen Court. It was an inclusive. Students of all abilities-gifted to disabled – worked to make the Bay County Teen Court a national model. Two tragic student deaths in 1996 expanded the scope and mission of Bay High School's service-learning. A single Teen Court project quickly grew to 13 high –quality initiatives. All projects are inclusive. A 1999 class action lawsuit set the stage for the charter school. The suit practically eliminated any transition options for the disabled. In short, once they aged out of public education those with more severe disabilities had nowhere to go.

After working and achieving so much good in the community with their disabled peers, regular education students could not accept that the disabled, for whom they had worked to develop skills and talents, would lose all they had learned by vegetating alone at home. But, since they had aged-out of public education, this was the only option. With the help of the principal, students started a day program in the school's old cafeteria. Older disabled individuals came every day. Students in Leadership or Career Experiences classes were staffed per class period into the old cafeteria. It became the service-learning command center. The older disabled were the support volunteers. As these “volunteers” grew in number and severity, it became obvious that a method to sustain this “project #14” was necessary.

After winning the National Leader School status in 2000, Bay High School applied for and received two AmeriCorps VISTA positions. This helped, but sustainability was needed. It was the School Superintendent who suggested the charter option. This option was seen as a way to support the adult program. At the time we had no idea the flexibility and financial potential the charter option provides. The service learning charter benefits are fantastic! Staff is bare bones so all funds can support service-learning.

2. Current Service-Learning Status and Activity at School

In the box below and in no more than 500 words, provide information on the current status of service-learning at your school, to include addressing the following areas:

- Descriptions of activities/projects;
- Student and community needs the projects address;
- Roles of students, teachers, administrators, parents, and partners in activities; and
- Unique aspects/strengths of your projects.

The Empty Bowl, Meals on Wheels, tutoring and mentoring pre-K and early education students in readiness and reading skills, training and

advocacy for public transportation and affordable housing, cleaning and personal services to the elderly, knitting sweater and repairing Coats for Kids, and sewing old t-shirts into reusable grocery bags are just **half** projects students with disabilities and their regular education mentors have designed and implement daily through “Learn and Serve is Second Nature.” All projects apply knowledge, deepen standard-based skills, explore careers, are reciprocal and empowering to all, and develop the skills necessary for the disabled to transition into semi-independent living and work by providing service to the greatest **NEEDS** of the community. The Empty Bowl alone (growing exponentially annually) involves: 13 schools with 1000 students grades k-12 learning about hunger, homelessness, and disabilities while creating beautiful ceramic bowls, as well as government, business, civic leaders, community and parent volunteers, and 25 restaurants-all engaged in this community-wide event in service and learning. Chautauqua’s Second Nature project has 48 students with disabilities, 30 adult participants with disabilities (our AmeriCorps VISTA project) approximately 100 Bay High School mentors, 70 Holy Nativity Middle and elementary students, and 20 Jinks students, all students’ teachers, administrators, community members, and parents-all working together to learn and serve. The regular education students address a spectrum of reading, math, science, and social studies standards while completing our projects. The disabled students meet their functional learning needs in the domains of daily living skill, social/personal skills, and occupational skills through sunshine state access points for special learners. Projects address the intergenerational, mentoring, tutoring, poverty, transportation, environmental, energy, and human services needs of the community. Our projects are numerous, respected, broad-based and valued in the community. Support among the Bay District Schools community, the general community, students and parents is amazing. We are even a placement site for the Junior Service League and have four League volunteers gathering more and more support and awareness for our projects. The aspects that make Chautauqua Learn and Serve Charter School uniquely suited for this recognition are reflected in the name. Chautauqua is an Indian word that means “working together.” All students enrolled in Chautauqua are disabled. To fully participate in society they are dependant upon an enlightened community. The school mentors who helped them learn the skills for independence through service today are committed to being their partners and voice in the future to build an inclusive society. Learn and Serve is our name because it is our methodology. The daily schedule format is quality service learning practices and elements. Finally, the charter school concept is a perfect vehicle for structuring the flexibility and financial sustainability necessary to both implement and expand this concrete, real-world service-learning methodology that is so valuable to the disabled.

3. Infrastructure to Sustain Service-Learning at School

In the box below and in no more than 400 words, provide evidence of effort and current status on the following indicators of sustainability:

- Ongoing programming—describe mechanisms in place to continue existing and initiate new service-learning projects;
- Financial support—detail sources of support to conduct new and sustain existing service-learning activities;

- Dedicated staff—describe roles of faculty and/or administrators with recognized and supported responsibilities as service-learning leaders or coordinators;
- Links with policy—detail how service-learning is formally recognized and encouraged in the school or district as a way to help the school meet its mission and fulfill its vision of education;
- Training/technical assistance—describe systems to provide ongoing service-learning training and/or professional development to key stakeholders (teachers, administrators, students, etc.); and
- Long-term partnerships—describe activities and successes in garnering long-term collaborations for service-learning efforts.

The mechanisms for continuing existing programs and initiating new service-learning projects were built into the structure of the charter school's charter. The comprehensive plan for the school—its fiscal priorities, staff, facilities, policy, methodology, mission, and training—are directly tied to service-learning. A recent audit stated that Chautauqua is exceptional when compared to other schools in the United States in two significant ways. First, Chautauqua is frugal to the point of being miserly when it comes to administrative expenses and funds spent on facilities. Secondly, it is exceptional in the very high percent of funds spent on student learning. Of course, for Chautauqua, learning means service-learning. The staff was hired specifically for their dedication to educating the disabled through the researched-based successes of the service-learning methodology. All staff members are philosophically attuned and empowered by the demands of this constructionist, facilitative technique. Chautauqua is sponsored by Bay District Schools and it partners closely with its parent school, Bay High School. But, Chautauqua has its own school board and policies that formally recognize service-learning as its methodology. The school's mission, "to educate the disabled for the demands of the world they are about to enter and to educate and enlighten the world about the needs of the disabled who are seeking to enter this world with as much independence as possible" speaks to the service-learning method. Students learn the skills of the world by providing service in the world. The world comes to understand the strengths and weaknesses of the disabled through their service. For the Chautauqua students the question is not, "how much can I get," but, "how much can I give." Our motto is, "Everyone has the right to know all that he can know (learn) and be all that he can be (serve). This is also the motto of the Chautauqua Institution—another critical element is the vision of Chautauqua Learn and Serve. The Chautauqua Movement emphasizes civic engagement. The movement asked that we: 1. learn 2. identify needs 3. serve the needs and 4. through civic engagement change the policies that cause the needs. In short, the charter school provides the financial flexibility to provide the training and form the partnerships necessary to conduct both service learning and civic engagement. Our projects' depth and intensity because the three elements in our name: Chautauqua, Learn and Serve, and charter truly reflect a whole greater than its parts.

4. Sustainability Index

Complete the State Education Agency K-12 Service-Learning Network (SEANet) Sustainability Index (a 60-question online survey at www.slqualityindex.com/index.cgi). Make and save an electronic copy of your completed Index, and submit it with your application as an attachment.

5. Fidelity to Standards for Service-Learning at School

In the box below and in no more than 300 words, provide evidence that the activities at the school adhere to national standards for service-learning (see Enclosure 2 for detail on standards and indicators). If a standard is adequately addressed elsewhere in your application, indicate where it is addressed and do not repeat the text here.

1. **Duration and Intensity** Service-learning is focus of our school schedule. There are just two three-hour class blocks. One block is for service—action. One block for preparation, reflection, and celebration. The preparation is in-depth and involves significant community needs and their causes. Reflection and celebration often require community presentations. The projects last for months and years.
2. **Link to Curriculum:** All Chautauqua students have IEPs. Our students are special needs students. Their IEPs are linked to our curriculum and our service learning projects. We have developed software to record mastery of these linked objectives in real time.
3. **Partnerships:** Our service-learning has a wide and diverse group of partners. These include parents, community organizations, government agencies, business, civic organizations, and other schools and students. We share a vision for our community and world and work together to be sure we are moving toward making this vision a reality.
4. **Meaningful Service:** Our projects are extremely meaningful. They not only help our students learn the skills they need to be independent, but the projects make the world our disabled students will enter more accessible and welcoming to all with challenges.
5. **Youth Voice:** Our service learning projects are designed, implemented, and evaluated for success by our students for the effectiveness and impact. Students make decisions and display strong leadership skills. Chautauqua demonstrates an environment of openness and mutual respect where new ideas are valued.
6. **Diversity:** It would be difficult to find a school that values diversity more than Chautauqua. Not only from our students but from our service recipients, we enjoy diversity of perspectives and views. Discussion is valued.
7. **Reflection:** Reflection is structured into our daily schedule. It occurs before, during, and after the service experience.
8. **Progress Monitoring:** Students measure and improve service projects through constant monitoring.

6. Impacts of Service-Learning at School and in Community(ies) Served

In the box below and in no more than 250 words, provide empirical/quantitative, as well as qualitative evidence of positive impacts of your school's service-learning activities on participating students (academic, social/behavioral, civic, skills acquisition) and the people or communities that have been served. Additional data may be included as an attachment.

1. Impact(s) on Participating Students: Our curriculum has three parts(volumes): Daily Living Skills, Social Personal Skills, and Occupational Guidance Skills. Daily Living and Occupational Guidance skills are easier to link objectively with service learning projects. For example, students clean the Bay High Café daily. They are learning many skills of career exploration and Occupational Guidance. Our Daily Living Skills volume has nine units. Unit #9 is Getting Around Town. Obviously, our service learning work in teaching the elderly and others with disabilities to use the trolley helps master these objectives. But, as a transition school, the most important skills seem to be found in the units advancing the social personal skills. There has been research stating that social intelligence may be as important as cognitive intelligence.

For the disabled this must be true. Service learning advances the social personal. The skills of this volume include concepts like: self-confidence, self-awareness, adequate decision making, developing independence, communicating with others, and more. These are the skills that must be mastered for the disabled to be independent. These are the skills that reduce discipline problems. Chautauqua enrolls students with severe discipline records; some have even been on home delivery. Each year we have no more than 2 discipline reports.

2. Impact(s) on Those/Community(ies) Served: Continued trolley service-daily and evenings, 5 tons of food, \$10,000 for the Rescue Mission, elementary students tutored in reading and math, elderly helped with homemaker services, funds for homeless women, recycled plastic and cans, public water advocating, and services for older disabled adults.

7. Activity Plans as a Leader School for 2009-2010

Florida Service-Learning Leader Schools are expected to share their service-learning knowledge and experience with other schools, teachers, administrators, and students. In the box below and in no more than 400 words, describe plans for activities you will conduct as a Florida Service-Learning Leader School during the 2009-10 school year. These activities may include, but are not limited to, the following:

- Developing/providing training/technical assistance for other teachers and schools
- Creating and disseminating service-learning materials (curricula, publications, brochures, web sites, lesson plans, how-to guides, etc.)
- Convening educators from its community for service-learning forums or in-service training
- Giving local presentations on activities, service-learning, etc.
- Outreach to schools in your feeder pattern
- Advocating for service-learning
- Participation in service-learning events (such as the national service days and the annual Learn & Serve Challenge, <http://www.learnandservechallenge.org>, to raise awareness of and build support for service-learning)
- Presenting at local, state, and national professional conferences on service-learning efforts
- Seeking and arranging for media coverage of service-learning
- Training of trainers
- Meeting with or presenting to legislators, the school board, district administration, local elected officials, etc.
- Seeking additional financial support for service-learning
- Providing assistance to future applicants to the Florida Service-Learning Leader School program
- Contributing to local, state, and national service-learning policy and implementation
- Collaborating with nearby colleges of education
- Serving as a teaching lab for preservice teachers

- Chautauqua Learn and Serve Charter School will commit to doing all those items listed above.
- Developing/providing training/technical assistance for other teachers and schools
- Creating and disseminating service-learning materials (curricula, publications, brochures, web sites, lesson plans, how-to guides, etc.)
- Convening educators from its community for service-learning forums or in-service training
- Giving local presentations on activities, service-learning, etc.
- Outreach to schools in your feeder pattern

- Advocating for service-learning
- Participation in service-learning events
- Presenting at local, state, and national professional conferences on service-learning efforts
- Seeking and arranging for media coverage of service-learning
- Training of trainers
- Meeting with or presenting to legislators, the school board, district administration, local elected officials, etc.
- Seeking additional financial support for service-learning
- Providing assistance to future applicants to the Florida Service-Learning Leader School program
- Contributing to local, state, and national service-learning policy and implementation
- Collaborating with nearby colleges of education
- Serving as a teaching lab for preservice teachers
- In fact, we do these things already. We are a little weak in web site updates, but we work to improve that aspect of our outreach. Because we are a charter school and a program for individuals with disabilities, we feel we have two additional venues for advocating for service learning. Most important to this application, the staff of Chautauqua is passionate believers in service learning.

8. Student Roles in Application

Because student leadership is a significant component to successful service-learning, students should participate in the creation and/or assembly of this application. Roles can include gathering information for the application, helping write the narrative, brainstorming ideas for Leader School roles and activities, creating the project web site referenced in the application, creating the video required for the application, creating the required display, etc. In the box below and in no more than 150 words, describe student roles in the application:

The first role students played in this application was dedication and passion for service learning. By vote, the students decided they would make the commitment to follow through on all leader school dissemination activities listed above. This is important. Chautauqua is the students' school. Students fulfill many important roles in the running of the school. Chautauqua students are limited in their writing ability but they certainly were able to brainstorm ideas, work on the video, create the display board, and help download pictures for the website (the website service learning section was done by twins with Downs Syndrome with great skills—far beyond their teacher). One student was asked what had service learning done for her. Her response was immediate and strong. She said, "it has made me more confident and more independent!"

9. Project Web Site

Because communication with others is a hallmark of Leader Schools, every winning school must have a Web site—or a section on the school or district Web site—that describes its service-learning efforts. In the box below, put the link to this web site:

www.chautauqua-learn-serve.com

10. School Service-Learning Video

Again, because communication and outreach are roles that Leader Schools will play, each Leader School needs to have a short (3-5 minute) video that highlights aspects of its efforts and activities. Include or produce this video and submit with application. If possible, put the video on your Web

site or onto YouTube so reviewers can access it electronically. If necessary, mail a DVD of the video by the deadline to the address provided. Describe in the box below how the video will be accessible or sent:

YouTube videos –Chautauqua Learn and Serve Second Nature

11. Service-Learning Display

Every Leader School needs to have a free-standing, tri-fold display that highlights aspects of its efforts and activities. Create a display, but **DO NOT SUBMIT IT WITH YOUR APPLICATION.** Photograph the display, and then either (1) include the digital image/photo with your application as an attachment, (2) place the image on your web site, or (3) include clear footage of it in your video. Describe in the box below how the image of the display will be accessible or sent.

Attachment

12. Bonus Points—Submittal of Logo Design for Florida Service-Learning Leader Schools Program

Every applicant is invited to submit a student design (in electronic form if possible) for a logo for the new Florida Service-Learning Leader Schools program. This design must incorporate/include the Florida Learn & Serve Logo (see top of application for logo). Every application that submits a design will receive 2 bonus points, and the application submitting the winning design will receive 5 bonus points. If you elect to submit a logo design, indicate in the box below and then include the design as one of your attachments.

We are submitting a logo design

13. Attachments

Applicants may provide additional relevant information to supplement the required narrative and data elements required on this form. There are two required attachments: one support letter each from the (1) school principal and the (2) district superintendent. Additional attachments can include letters of support from others, background information/data, media coverage, scans of artifacts from projects, photographs, scans of products made by students, rubrics, lesson plans, samples of reflection, and other related supporting materials.

In the box below, provide a table of contents for your attachments.

1. Sustainability Index p. 11
2. Display boards p. 16 and 17
3. Students attending college to learn to test readiness skills to pre-school students p. 18
4. recycling p. 19
5. learning yoga to help teach preschool children readiness skills p. 20
6. trolley advocacy p. 21 & 22
7. signs for advocating for disability rights p. 23
8. Empty Bowl p. 24
9. Hospice Project p. 25

10. Public transportation advocacy p. 26, 27, and 28
11. Conference presentation-Florida Arts Alliance pp 29-31
12. Jamaica Water Project with Rotary International p. 32
13. Trolley and State Farm Disaster Preparedness work p. 33
14. Caribbean Night fundraiser for service learning p. 34
15. Florida Chautauqua event with Karl Rove PP. 35-36
16. Community Market fundraiser organized by Bay County Bar Association p. 37
17. Empty Bowl funds pp. 38 & 39
18. Festival of Trees fundraiser for homeless women and children pp. 40-42
19. Hospice event and Harvest Trolley p. 43
20. Harvest Trolley p. 44
21. Top Five Para Award for her service learning work p. 45
22. Community Support donation p. 46
23. Use of facilities for free to support service learning p. 47
24. transportation advocacy pp. 48-53
25. Ongoing support for Walter Reid Disabled Veterans p. 54
26. Harvest Trolley pp. 55 & 56
27. Advocacy for funding for disabled-Rep. Patronis and Tallahassee plaza pp. 57 & 58
28. Raising Voices Conference p. 59
29. Very Special Arts p. 60
30. Director's support letter p.61
31. Superintendent's support letter p. 62
32. Hurricane Preparedness book p. 63
33. student designed logo idea p. 64

SEANet Quality Review Tool/Sustainability Index

Report for School: Chautauqua Learn and Serve Charter Panama City, FL 8/1/2008 - 2/28/2009

Report printed 12/15/2008

Implementation Factors: Policy and Leadership

Fall 2008; not achieved: 0; partially achieved: 0
 mostly achieved: 0; completely achieved: 7
 total responses: 7; don't know: 0; no ans: 0

3.00