



Race To The Top Innovation Fund Grant Proposal





TABLE OF CONTENTS

	Page
I. APPLICATION FACE SHEET.....	i
II. PROJECT NARRATIVE	
Executive Summary.....	1
SECTION 1: Partnership Overview.....	1
SECTION 2: Need for Project.....	5
SECTION 3: Quality of Project Design.....	7
SECTION 4: Quality of Project Evaluation.....	16
SECTION 5: Quality of Project Management.....	17
SECTION 6: Quality of Sustainability Plan.....	19
III. BUDGET AND BUDGET NARRATIVE/JUSTIFICATION.....	21
IV. ATTACHMENTS	
A-2. Memorandum of Understanding.....	29
A-3. Assurances.....	33
A-4. Non-Supplanting Certification.....	35
A-5. Immigration and Security Form.....	36
A-6. Certification Regarding Lobbying (ED 80-0013).....	37
A-7. Other Certifications.....	38
A-8. Race To The Top Innovation Fund Scope of Work	39
A-9. Race To The Top Innovation Fund Project Evaluation Plan	44
A-10. Drew Charter School, Inc. Financial Statements and Supplemental Information for the Year Ended June 30, 2010 with Independent Auditors' Report	48

V.	APPENDICES	
1.	Partner Missions and Expertise.....	66
2.	Drew Charter School Technology Grant: Key Outcomes.....	70
3.	Drew Charter School’s Math and Literacy Centers.....	73
4.	Georgia Tech Center for Education Integrating Science, Mathematics and Computing: Success in Improving Student Outcomes.....	75
5.	Goal 1, Activity 3: Expanded Description.....	76
6.	Goal 1, Activity 4: Expanded Description.....	78
7.	Goal 2, Activity 4: Expanded Description.....	83
8.	Goal 2, Activity 7: Expanded Description.....	85
9.	Goal 3, Activity 1: Expanded Description.....	88
10.	Drew Charter School: Principal Biographies.....	90
11.	Drew Charter School: Partner Support.....	91
VI.	Letters of Support	94

**GEORGIA RACE TO THE TOP
INNOVATION FUND
APPLICATION FACE SHEET**

SECTION 1: APPLICANT AGENCY

Applicant Agency (Legal Name): Drew Charter School, Inc.

Legal Mailing Address: 301 East Lake Boulevard

City: Atlanta County: DeKalb State: Georgia Zip: 30317

Federal Employer I.D. #: 58-2598098 DUNS #: NA

Congressional District #: 5

Executive Officer Name: Donald J. Doran Title: Principal, Charles R. Drew Charter School

Street Address: 301 East Lake Boulevard City: Atlanta State: Georgia Zip: 30317

Telephone: 404-687-0001 FAX: 404-687-0480 Email: don.doran@drewcharterschool.org

SECTION 2: PARTNERSHIP LEAD CONTACT

Contact Name: Boon Boonyapat Title: Project Director/Director of Teaching and Learning

Street Address: 301 East Lake Boulevard

City: Atlanta State: Georgia Zip: 30317

Telephone: 404-687-0001 ext. 2255 FAX: 404-687-0480 Email: boon.boonyapat@drewcharterschool.org

SECTION 3: FISCAL CONTACT

Contact Name: Donald J. Doran Title: Principal, Charles R. Drew Charter School

Street Address: 301 East Lake Boulevard

City: Atlanta State: Georgia Zip: 30317

Telephone: 404-687-0001 ext. 2222 FAX: 404-687-0480 Email: don.doran@drewcharterschool.org

SECTION 4: GRANT AMOUNT REQUESTED: \$1,039,969.84

SECTION 5: APPLICANT AGENCY FISCAL INFORMATION

1. Month of Fiscal Year End: June
2. Attach to the application, the applicant agency's financial audit.
3. Is applicant agency delinquent on any federal debt? NO X YES ☐ If yes, attach a detailed explanation.
4. Did applicant agency receive 80 percent or more of its annual gross revenue in federal awards in its preceding fiscal year; and \$25,000,000 or more in annual gross revenue from federal awards and in so doing is required to comply with "Federal Funding Accountability and Transparency Act"?

NO X YES ☐ If yes, attach names and total compensation of the five most highly compensated officers of the grantee.

SECTION 6: PARTICIPANT DATA:

Approximate number of students served: 800

Population of focus (i.e. age, gender, race): Students in grades K-8 (ages 5-14), male and female, 97% African-American, attending Charles R. Drew Charter School

SECTION 7: SERVICE DELIVERY AREA

Primary county or counties to be served: Fulton & DeKalb

List other counties to be served (if any): _____

Congressional District(s) to be served: 5

SECTION 8: PROGRAM ACTIVITIES

GOAL 1: Drew students will regularly engage in applied learning that strengthens their ability to acquire the skills required to be problem solvers and critical thinkers.

Activity #1: Offer math mentoring and tutoring to students, and develop a system for monitoring student progress.

Activity #2: Support teachers to improve the process by which Drew students engage in science, experimentation and engineering designs, and demonstrate those understandings.

Activity #3: Incorporate project-based and problem-based learning approaches into the instructional practices of Drew teachers (with a focus on STEAM).

Activity #4: Strengthen students' decision-making abilities through applied learning within Arts Integration partnerships.

GOAL 2: Drew staff will participate in professional development that is driven by the mission of the school, ongoing, embedded and consistent with National and Georgia Staff Development Standards.

Activity #1: Provide teachers with professional development opportunities that are sustained and focused on deepening content knowledge and instructional practice.

Activity #2: Utilize online tools for science teachers to improve content knowledge, build a resource database for units of study, develop ideas for hands-on experiments and enter into discussion forums with like-minded colleagues.

Activity #3: Train and support Drew faculty to work in professional learning communities (PLCs) throughout the school.

Activity #4: Develop teacher leaders who will help to build school capacity to respond to the Common

Core Standards (CCS).

Activity #5: Provide professional development in project and problem-based learning for all Drew faculty.

Activity #6: Provide professional development programs and seminars that improve and enrich content knowledge in STEAM disciplines.

Activity #7: Develop and implement a high-quality supervision model for supporting best practices in STEAM related teaching.

GOAL 3: Drew students will compete with students across the nation and the world in STEAM curricular areas.

Activity #1: Integrate Singapore Math strategies into the school math curriculum to more effectively address Georgia Performance Standards and Common Core Standards.

Activity #2: Support and expand Drew's robotics program while integrating engineering related topics in grades 4-8 curricula.

Activity #3: Connect two successful arts and STEM integration models for exploration of the use of music technologies by fifth grade students.

Activity #4: Provide one-to-one technology to advance 21st Century high-order skills for Junior Academy students.

SECTION 9: AUTHORIZING SIGNATURES

I, the undersigned, an authorized representative of the applicant, have read, understand, and agree to all relative conditions specified in the Race to the Top Innovation Fund Request for Proposals and having read all attachments thereto do submit this application on behalf of the applicant agency. If awarded a grant to implement the provision herein, I do certify that all applicable federal and state laws, rules, and regulations thereto will be followed.

APPLICANT AGENCY:

	<u>6.15.2011</u>
Signature and Title	Date

Donald J. Doran/Principal, Charles R. Drew Charter School	June 15, 2011
Print Name/Title	Date

**DREW CHARTER SCHOOL PARTNERS OF INNOVATION
RACE TO THE TOP INNOVATION FUND
PROJECT NARRATIVE**



Executive Summary

Educators throughout Georgia recognize the inherent struggle in providing educational experiences that prepare young people to compete in the extraordinarily complex global society of tomorrow while promoting core academic excellence today. The Drew Charter School Partners of Innovation (DCSPI) put forth a powerful solution. We are leading a movement to advance Science, Technology, Engineering, Arts and Mathematics (STEAM) outcomes by developing and delivering one-of-a-kind applied learning opportunities to approximately 800 K - 8 East Lake, Atlanta students and world-class professional development experiences to their 84 teachers. Ultimately, we will create a dynamic model for enrichment that is relevant and replicable in charter and other public schools throughout the city, state and beyond.

Spearheaded by Drew in partnership with the Georgia Tech Center for Education Integrating Science, Mathematics and Computing (CEISMC); the Georgia State University School of Music and the Westminster Schools' Center for Teaching (CFT), DCSPI seeks a \$1.040 million Enterprise Grant under Priorities 1 and 4 of the Race to the Top Innovation Fund to invest significant time and resources to create new pathways for 21st Century achievement and assess results. What makes our partnership truly unique is the firm and shared belief that one of the best ways to promote student success is through effective instruction. A full spectrum of grant activities has been designed to meet three key goals:

- 1) Drew students will regularly engage in applied learning that strengthens their ability to acquire the skills required to be problem solvers and critical thinkers;
- 2) Drew staff will participate in professional development that is driven by the mission of the school, ongoing, embedded and consistent with National and Georgia Staff Development Standards; and
- 3) Drew students will compete with students across the nation and the world in STEAM curricular areas.

SECTION 1: Partnership Overview

Entities that make up the partnership: Drew Charter School serves as the official applicant. The oldest charter school in the city of Atlanta, its mission is to work together as a community of teachers, staff, students, families and volunteers to provide a learning environment that emphasizes high achievement and character development. A gem in southeast Atlanta, Drew is an essential component of a community-wide initiative that helps families break the intergenerational cycle of poverty. The school is a key component in the "cradle-to-college" educational village. Students are provided access to people, programs and scholarships to help them attend and graduate from the best high schools and colleges.

Drew is divided into three academies to create communities within the school. Grades Pre-K-2 constitute the Primary Academy, grades 3-5 are the Elementary Academy and grades 6-8 are the Junior Academy. With smaller divisions within the school, teachers are able to work in teams and across grade levels to share knowledge and strategies. Drew's rich and academically challenging curriculum focuses on STEAM, incorporating high standards and expectations for student achievement. Drew also emphasizes language development as a gateway skill for success in all academic subjects. Ultimately, the school helps students build robust technical, oral and written communication skills that permit them to learn, think critically, express feelings, solve problems, articulate values, persuade, inspire and create.

Since its opening in August 2000, Drew has proven its innovative approach to education works. The school has shown consistently strong academic, financial and organizational performance and growth. Drew began as a school of low performance—bottom-ranked among Atlanta Public Schools. Today, Drew is rated in the city's top seven schools and has retained a "Distinguished School" rating by exceeding standards established by the State for Adequate Yearly Progress (AYP) for the last six years.

Drew is joined in this request by three grant partners—Georgia Tech CEISMC, Georgia State University School of Music and Westminster Schools' CFT—who will jointly develop and deliver pioneering applied learning and professional development opportunities to a collective total of 884 students and teachers each year. Together, DCSPi has made strong organizational commitments to use the multiple challenges of the current public education environment as a call to evolve our systems of teaching and learning support to the next level of sophistication. We recognize that increasing both the number and quality of innovative educational opportunities is crucial to advancing STEAM outcomes—particularly for young people from marginalized communities. All partners will strategically build upon our respective missions and expertise, which are summarized below and described in greater detail in Appendix 1.

- **Georgia Tech CEISMC:** CEISMC advocates and participates in efforts for systemic changes that lead to improved appreciation and performance in STEM education for all K-12 students, especially those under-represented in STEM education, and disseminates best practices to districts.
- **Georgia State University School of Music:** The mission of the School of Music is to provide a comprehensive, rigorous and innovative academic program that is consistent with the urban context and mission of Georgia State University and that serves the pursuit of artistic, professional and scholarly excellence through experiences of lasting value to all stakeholders.
- **Westminster Schools' Center for Teaching:** The mission of the Center for Teaching is to advance educators and the teaching profession in quality and professional stature through programs and resources which promote expertise in both the science and art of education.

Partnership's collective mission and vision: The mission of DCSPI is to provide Drew Charter School, the city of Atlanta, state of Georgia and nation with the next generation of problem-solvers, innovators and global citizens. Our vision is to: (1) serve as a model of excellence in applied learning that develops creative and critical thinkers who can communicate and collaborate in the 21st Century workplace; and, (2) create a world-class professional development model that will prepare teachers to deliver a comprehensive, innovative and challenging STEAM education for a community of 21st Century learners.

Past performance of eligible applicant in implementing large, complex and rapidly growing projects: Drew is widely regarded as a leader among the new architects of public education. The school considers student achievement to be its top priority. In 2000, when Drew opened its doors to replace a failing school, it served 250 K – 5 students in a community where only 5% of grade 5 students met minimum standards on standardized mathematics tests. In 2010, 99% of Drew 5th graders met or exceeded standards.

Drew has constantly adapted its structure and implemented rigorous programming to ensure long-term success. Following expansion to a K-8 school, in 2007 Drew partnered with Bright from the Start and the Rollins Center at the Atlanta Speech School to offer a preschool program which has become the lab site for preschool programs in metropolitan Atlanta. In 2009 Drew added a three-year-old preschool program, extending the cradle-to-college pipeline. For the 2011-2012 school year, children from birth to 3 years old will attend the East Lake Early Learning Academy located at the East Lake Family YMCA. Further, as a creative and much needed alternative to traditional intervention programs, Drew invested in the development of Literacy and Math Centers. Each Center has a staff of teachers and tutors to help students fill any academic gaps they demonstrate in class or on standardized tests.

Drew's school day is approximately 90 minutes longer than other Atlanta Public Schools; its school year is five days longer. This gives students the equivalent of approximately 40 extra school days per year. It also gives teachers the opportunity to have two daily planning periods: one individual and one collaborative. The administration uses these sessions as an opportunity to implement professional development classes throughout the school year for teachers and staff. During these periods, students are in enrichment classes which include Spanish, dance, band, visual arts, music and physical education (including swimming and golf). These enrichment classes are an integral part of creating a learning environment that builds on all students' strengths in core curricular as well as extracurricular areas.

Drew's operational model is one that emphasizes grant funding to support both capacity building and new program development. This provides a critical way to augment annual operating budget revenue to support innovative programs that help us realize our Charter goals. It also offers a level of accountability to ensure that programming and resources acquired via grant sources resonate and add real value to the school. Drew has successfully administered grants that are proportionate to the Innovation

Fund. Most recently, the school was awarded \$400,000 in anonymous funding to take faculty, staff and students to the next level of 21st Century instruction and learning. This support was used to swiftly and strategically upgrade the entire technology infrastructure—improving the full range of school operations including security, instructional resources and internal/external communications. Appendix 2 provides additional information about these efforts.

The extent to which at least one member within the partnership has experience developing and/or implementing education programs that led to positive student outcomes: Drew has long recognized the priorities that the federal administration now emphasizes in its agenda for education: underserved public students, whole-school reform, STEM education, school technology innovation and improved analysis of student performance. The school has a solid track record for developing and delivering initiatives that produce positive student outcomes. Appendix 3 describes the development of Drew’s Math and Literacy Centers in direct response to achievement challenges along with the resulting student outcomes.

Drew has consistently demonstrated improvements and strong performance relative to Georgia standards. The following table reflects 4th grade gains over a ten-year period:

Drew 4 th graders who met or exceeded standards over the past decade	Reading		Language Arts		Mathematics	
	2000-01	2009-10	2000-01	2009-10	2000-01	2009-10
	31%	96%	44%	94%	21%	86%

Highlights from standardized testing of multiple grade levels at Drew in recent years include:

- 93% of Drew 8th graders met or exceeded Georgia writing standards in 2009-2010—compared to a state average of 79%. Results from 2010-2011 indicate 95% of Drew 8th graders met or exceeded Georgia writing standards—compared to a state average of 82%.
- The percentage of Drew 3rd-8th grade students who met or exceeded state standards in 2009-2010 as compared to preliminary results in 2010-2011 were: (1) 96% vs. 97% in Reading; (2) 96% vs. 97% in Language Arts; (3) 89% vs. 92% in Mathematics; (4) 83% vs. 87% in Science; and, (5) 89% vs. 94% in Social Studies.

In addition, grant partner CEISMIC has been involved since 2005 in planning and implementing professional learning programs for GaDOE Math/Science Partnership programs, impacting thirteen school systems (including Atlanta Public Schools) and hundreds of teachers each year. While each project design was different there was consistent qualitative and quantitative evidence that CEISMIC’s interventions had a positive impact on teachers and students (See Appendix 4).

The extent to which the lead partner has experience managing partnerships of similar size and scope that led to positive project implementation: One of the cornerstones of Drew is the multitude of

high-caliber partners with whom the school collaborates to offer programs and opportunities to students. One of the best examples of these collaborative partnerships was previously described: in 2007 with the Rollins Center of the Atlanta Speech School and Bright from the Start to implement a Pre-K program focused on language and literacy acquisition. As a result of this partnership Drew:

- Is the only public school in Atlanta serving students from three years old through eighth grade—giving children the opportunity to consistently experience the rigor, relevance and relationships of teaching and learning for 11 years in one school family;
- Has attracted attention from educators across the state where the Georgia Pre-K program is applying Drew's professional development and instructional model to improve literacy in 21 additional sites; and
- Will be jointly opening the East Lake Learning Academy with the Rollins Center and the East Lake Family YMCA during School Year 2011-2012 to offer classes for infants to three-year-olds, enhancing one of the school's most unique features: cradle-to-college support.

SECTION 2: Need for Project

Description of target population and geographic location: Drew Charter School serves over 800 students grades K-8. Roughly 42% reside within The Villages and 75% reside within two miles of the school. Approximately 97% of the student population is African-American; 78% qualify for free or reduced lunch. A full 97% of Drew graduates will be the first generation to attend college.

Drew is located in the East Lake community, five miles southeast of downtown Atlanta. Drew's current location has not always been a safe, vibrant or even viable community. Fifteen years ago the East Lake Meadows' public housing project was located where the Villages of East Lake is today. The housing project had a \$35 million annual drug trade, a crime rate 18 times higher than the national average, a 13.5% employment rate, 60% of adults receiving welfare assistance, an average age for a grandmother of 32, and only 5% of local elementary school fifth graders able to pass the state math exam.

According to Drew's charter, which has been renewed through 2015, the first priority attendance zone is the Villages of East Lake, a mixed income apartment community. Approximately 50% of families living in The Villages qualify for public housing subsidies. The second priority attendance zone is the surrounding community—East Lake and Kirkwood. Remaining spaces can be filled by students who live within the Atlanta Public Schools zone.

The extent to which the proposed project represents an exceptional approach to the priorities the eligible applicant is seeking to meet: Although Drew has made impressive gains given its challenging history, it must still make significant strides before its charter goals and high hopes of the community are met. According to charter goals approved by the district, 100% of Drew students must meet or exceed standards by 2014. In order to create a student body that is prepared to succeed in high school and

college, Drew must make a concerted effort to increase outcomes in math, science and technology. This is vital to the success of young people as they move forward in education and into the work world. As they compete with peers across the nation and world, it will quickly become apparent that both critical and creative thinking skills are needed to succeed in 21st Century careers.

Strengthening the STEM pipeline for minorities: According to the 2007 National Academies Report, *Rising Above the Gathering Storm: Energizing America for a Brighter Economic Future*, globalization has challenged the preeminence and competitiveness of the United States in science and technology (National Academy of Sciences, 2007). As noted by the Commission on the Advancement of Women and Minorities in Science, Engineering and Technology Development, investing in a diverse scientific workforce will lead to innovation and creativity that will sharpen the competitive edge of the nation (Commission on the Advancement of Women and Minorities in Science, Engineering and Technology, 2000). In order for the US to remain competitive, the nation will need to cultivate the STEM talents of underrepresented students (including women and children in poverty) to utilize all of its intellectual capital. In 2009 minorities made up 54% of the total K-12 student enrollment in the state of Georgia (Georgia Department of Education, 2009). Projected US population trends illustrate an increase in minority population from 30.6% in 2000 to 46.3% in 2040. Implementing research-based educational practices that prepare underrepresented students to be competitive and successful in future STEM careers is a top priority.

While current programming implemented by Drew has resulted in success for underrepresented students as measured by the CRCT, additional practices need to be implemented which will allow students to master content at the highest level. The average Scholastic Aptitude Test (SAT) mathematics score for students accepted for admission into Georgia Tech in fall 2010 was 703 out of a possible 800 (Georgia Tech, 2010). While the SAT is not the only factor used to determine success in STEM, it is an important component for admission into top STEM-focused higher education institutions. Additionally, according to the Partnership for 21st Century Skills, an advocacy organization focused on infusing 21st Century skills into education, a major focus of K-12 education should be to prepare students to compete in a global marketplace where success is measured by the ability to implement innovative practices. The Partnership for 21st Century Skills model encourages the linking of core subjects (reading/language arts, social studies, math and the sciences) to best practices that promote critical thinking and problem solving, communication, collaboration, creativity (the 4 C's) and innovation.

Applied learning for students and professional development for teachers: According to a study by the National Assessment of Educational Progress (NAEP), an organization that looks at state scores and creates a national comparison, "Only 38 percent of 4th graders and 33 percent of 8th graders are proficient or advanced in math. Moreover, the data show that many 4th and 8th graders seldom carry out or write

about science projects, that many math teachers lack a major or minor in math, and that few students take challenging Advanced Placement tests or make it through college” (Change the Equation, STEM Vital Signs, April 2011). Small hope is offered when trends in student performance are tracked for the past 15 years. “Scores in 4th grade math rose 16 points between 1996 and 2009 [and] gains among Black and Hispanic students were larger over the same period: 23 and 25 points, respectively” (Change the Equation, *ibid*). Further, there is concern regarding the preparation that elementary and middle school teachers have in math. For instance, the data show that “only 57 percent of the nation’s 8th graders have teachers with a major or minor in math” and “most states set passing scores on content licensure tests for elementary teachers well below the mean for all test takers” (Change the Equation, *ibid*).

Integration of the arts: “If creativity, collaboration, communication and critical thinking—all touted as hallmark skills for 21st-century success—are to be cultivated, we need to ensure that STEM subjects are drawn closer to the arts” (Piro, 2010). Research indicates that arts-based teaching and learning promotes 21st Century skills by students. According to Rooney (2004) and Burton (1999), arts-based instruction teaches students to solve problems, develop ideas and organize a variety of learning experiences. Research in the neurosciences indicates the arts provide opportunities to develop integrated sensory, cognitive, emotional and motor capacities. For example, music instruction synchronizes neural firing patterns in the brain. The increase in brain activity improves spatial reasoning, creativity and math skills (Jensen, 2001; President’s Committee on the Arts and Humanities, 2010). The No Child Left Behind Act of 2001 classified the arts as a “core academic subject” along with mathematics and science (Grey, 2010). According to Roberts (2007), NCLB is the “first legislation to designate the arts as one of five core learning areas.”

SECTION 3: Quality of Project Design

Number of people this partnership expects to serve: Drew serves approximately 800 students in K-8, with a student-teacher ratio of 20-to-1. There are 84 certified, instructional staff members (administrators, instructional specialists, regular and special education teachers, and paraprofessionals). Through distinctive integration of a Science, Technology, Engineering, Arts and Mathematics curricular focus with student applied learning and teacher professional development, approximately 884 students and instructional staff will benefit from this partnership.

Number of LEAs, schools, K-12 students and economically disadvantaged students: If granted, DCSPI will leverage the Race to the Top Innovation Fund for far-reaching impact. Not only will 800 students and 84 instructional staff members immediately benefit from our efforts but the school has enormous potential to act as a demonstration/lab site for schools throughout the state and nation who serve similar populations and/or have similar visions for a dynamic model of STEAM success. Through workshops, seminars and other co-learning opportunities, Drew will share knowledge and best practices

with schools that are developing their own roadmaps for 21st Century success. Setting our sights far beyond basic competencies and higher test scores, Drew will be revealed as a next-generation learning environment in which children are truly empowered to be problem solvers and critical thinkers—poised to successfully compete in the global arena.

Eligible applicant demonstrates evidence-based findings or a reasonable hypothesis, etc.: A growing body of theory has called for the shifting of instructional practices that emphasize deeper learning. DiSessa's (2000) assertion is that deeper learning occurs when students can "learn much more, learn it earlier and more easily, and fundamentally, learn it with a pleasure and commitment that only a privileged few now feel toward school learning." The applied learning activities proposed for this project will offer countless opportunities for young people to engage in deeper learning—incorporating key research-supported principles: active/authentic learning, project-based learning, social learning, contextual learning, ownership and engagement.

DCSPI also recognizes the significant role feedback plays in student learning. In a comprehensive review of 87 meta-analyses of studies of what makes a difference to student achievement, Hattie (1987) reports that the most powerful single influence is feedback. While many teachers are experts in their instructional subjects, a bottleneck often exists in effectively linking that knowledge to student engagement, performance and learning. Further, there is growing pressure for teachers to not only focus on core disciplines but to expand achievement to address such 21st Century skills as thinking critically and creatively, working collaboratively, using technology to learn and disseminate information, and communicating clearly and effectively.

This project will engage Drew teachers in a vibrant professional learning community centered on improving student engagement and achievement in a STEAM 21st Century context. Support for our professional development is drawn from Richard DuFour and Timothy Berkey (1995); The Critical Friends model of the Annenberg Institute of Reform (1994); Dr. Richard Elmore (2002); Grant Wiggins (2005); Carol Tomlison (1999); and Gardner, Perkins, Perrone et al. (1997). Five core principles will guide professional learning including:

- *Finding the Compelling Reason:* Teachers are motivated by the expectation that their students will learn more, better, faster and with greater enthusiasm. DCSPI believes teachers are more successful when they learn new instructional strategies in the context of advancing learning in their classrooms.
- *Affirming Professionalism:* Critical first steps involve establishing mutual trust and respect with teachers and recognizing the realities of their day-to-day lives. We further affirm their professionalism by providing opportunities to share best practice and develop a collaborative learning community.

- *The Teaching is in the Learning*: DCSPI takes responsibility for how well people acquire new knowledge. In other words, if it has not been learned then it has not been taught. We will encourage teachers to take the same approach and look at student work and data to inform their own practice.
- *Cultivating Habits of Mind*: Essential to new thinking and new teaching is an environment that is alive with good questions. This kind of setting stimulates boundary-crossing conversations in which participants see new avenues to excellence through expanded vision. Learning to ask good questions is critical to supporting inquiry-based instruction and supporting students in development of 21st Century thinking skills.
- *Assessment Informs Practice*: DCSPI believes that educators must analyze actual student outcomes to improve instruction. Only by understanding what is working and not working is it possible to develop plans for improvement. We will collaborate with teachers to examine multiple forms of evidence that include student achievement data and examples of student work.

Description of how proposal will advance the State's RT3 strategy and/or other plans to improve student performance

GOAL 1: Drew students will regularly engage in applied learning that strengthens their ability to acquire the skills required to be problem solvers and critical thinkers.

Activity #1: Offer math mentoring and tutoring to students, and develop a system for monitoring student progress. CEISMC students will provide mentoring/tutoring in math to Drew students in grades 3-8 during the school day. CEISMC students will meet with each of their mentees' math teachers to regularly discuss areas of concern throughout the school year. Students will also visit Georgia Tech's campus during National Engineers Week and work with their mentors to design and implement a community service project on Global Youth Services Day.

For the past two years, CFT has supported a project sponsored by Drew's math coordinator and Westminster's advisor to Mu Alpha Theta, a high school math club. These two math teachers collaborated on designing an after-school math club for a diverse group of Drew students in grades 6-8 who are interested in improving their math skills, led by Westminster high school students, who are members of Mu Alpha Theta. Together, the teachers and high school tutors have developed a supplemental curriculum for solving age-appropriate math problems. Using the Innovation Fund we will build on the success of this program and develop a system for monitoring student progress as a result of participation in the math club and develop and purchase curricular materials to support the work.

Activity #2: Support teachers to improve the process by which Drew students engage in science experimentation and engineering designs, and demonstrate those understandings. Collaborating with Drew's Math and Science Task Forces, CEISMC and CFT will assist math and science teachers in introducing basic understandings of the scientific methods and engineering processes (grades K-2) and

developing an improved process for engaging 3rd-8th grade students in hands-on science and engineering projects. We will use grant resources to host workshops and presentations at monthly Math and Science Task Force meetings and upgrade Drew's science lab materials to facilitate more effective implementation of a hands-on science lab curriculum across all grade levels. Topics will include writing lab reports, developing hands-on experiments aligned with Georgia Performance Standards (GPS) and Common Core Standards (CCS), learning the design criteria used in engineering process, and using National Science Teachers Association's (NSTA) Science Learning Center as a resource for building a robust science and engineering program built around performance assessments. In addition, we will run two training seminars in the fall of 2011: (1) a day-long faculty training seminar to prepare for Science Fair; and (2) a Saturday training seminar for parents and students on how to prepare a comprehensive Science Fair project. A key aim of this activity will be to evaluate, improve and standardize the protocols teachers use to have students process and present their work on science experiments and engineering designs. We anticipate improved student outcomes in applied contexts including more effective lab write-ups and better performance in the Science and Engineering Fair.

Activity #3: Incorporate project-based and problem-based learning approaches into the instructional practices of Drew teachers (with a focus on STEAM). As Drew teachers receive more professional development in project-based and problem-based approaches (see Activity #5 under Goal 2) to teaching and learning, they will need guidance in actually developing and implementing interdisciplinary projects.

In grades K-8, grade-level teams will collaborate to integrate project-based learning into the curriculum. During the first year of the grant, each grade level will identify one major interdisciplinary project that students will implement. During years two and three, Drew faculty will scale up their efforts to integrate project-based learning into curricula. CFT will support grade-level teams to develop and implement project ideas by providing professional development and resources tied to making project-based learning a part of each student's learning.

Grade 6-8 teachers will explore how artistic design integrates with STEM to increase understanding of art and STEM concepts at the middle grades level. Project STEM faculty, doctoral students and teachers will design and implement applied thematic projects using the Georgia Tech College of Architecture's Common First Year program as the framework. These projects will be incorporated as integrated thematic units into the middle school instructional program. A more detailed description of the proposed activity can be found in Appendix 5.

Activity #4: Strengthen students' decision-making abilities through applied learning within Arts Integration partnerships. Sound Learning is a program that enables Drew students to strengthen their decision-making abilities by engaging in hands-on music and classroom curriculum focused upon developing vocabulary, higher-order thinking, and synthesis between subject areas. Through the

partnership between Drew and GSU, artists-in-residence (through four visits to Drew) work collaboratively with teachers and students in grades 1-5 to create learning goals, integrated projects and lesson content. The projects are assessed by rubric guides and observation charts that are completed by Drew teachers. There is also a qualitative assessment based on student responses during site visits and informal interviews with classroom teachers, site coordinators and resident musicians (See Appendix 6).

GOAL 2: Drew staff will participate in professional development that is driven by the mission of the school, ongoing, embedded and consistent with National and Georgia Staff Development Standards.

Activity #1: Provide teachers with professional development opportunities that are sustained and focused on deepening content knowledge and instructional practice. The Faculty Cohort Program has been the centerpiece of the collaboration between CFT at Westminster Schools and Drew. It provides teachers with professional development opportunities that are sustained and focused on deepening content knowledge and instructional practice. The cohort will include six teachers from each school. Team-based programs are recognized as the most effective way to move teachers along a continuum of growth and development. Further, these types of efforts have the greatest impact on student achievement.

During the first year of the cohort, participants will engage in research, professional discourse and personal reflection. To determine the focus of the cohort's work, members will review the school's strategic plans and select a topic that is aligned to the strategic interests at Drew and Westminster. The theme will address students' learning needs related to key priorities for the schools—including but not limited to 21st Century education, inquiry-based and project-based teaching, integrating the arts into other disciplines and developing a service learning curriculum. As teachers deepen their understanding, they will select a topic for a Teacher Action Research (TAR) project through which they will apply theory to improving instruction and student achievement. The project will connect their study and learning back to the cohort theme, their classroom practice and the strategic needs of their school. The CFT leadership will work with cohort members to assure that the projects reflect a level of substance and quality that will benefit the teachers conducting them as well as their fellow faculty members. During the second year of the cohort, teachers will be expected to translate what they learned in their year of study into classroom practice. Formal assessments of their work and resulting student performance will also be conducted.

Finally, as teachers realize that enhancing their teaching practice improves the quality of their classroom interactions and results in increased student achievement, they will act as leaders and agents for change in their divisions and schools.

Activity #2: Utilize online tools for science teachers to improve content knowledge, build a resource database for units of study, develop ideas for hands-on experiments and enter into discussion forums with like-minded colleagues. Drew science teachers in grades 4-8 began piloting use of NSTA's Science

Learning Center—an Internet resource that supports all elements of this activity—18 months ago under the direction of CFT. Early use has produced positive results that suggest the potential for significant impact on improved teaching and learning. We will use a portion of the Innovation Fund to continue our commitment to the NSTA Science Learning Center as a mechanism to promote 21st Century professional development for Drew science teachers.

Under the continued direction of CFT, in collaboration with CEISMC, a cohort of Drew science teachers in grades 4-8 will meet monthly to work on their professional development using the Learning Center. Teachers will design a Professional Development Portfolio using tools embedded in the Learning Center website with seven areas for development: (1) content knowledge; (2) content pedagogy; (3) assessment and evaluation skills; (4) technology skills; (5) leadership skills; (6) management skills; and (7) impact on student learning. Each cohort member will develop a portfolio in each area, provide copies of the certificates they earn and submit portfolios as part of their end-of-year faculty evaluation.

Activity #3: Train and support Drew faculty to work in professional learning communities (PLCs) throughout the school. Drew Charter began to experiment with PLCs with its SMART Board training sessions two years ago. Teams of teachers, under the guidance of the Technology Instructional Specialist, learned together about using SMART Notebooks effectively and collaborated on integrating SMART Boards into their lessons. With Innovation Fund resources, Drew, in collaboration with CFT, will train a cohort of faculty in the theory and practices of a PLC during year one of the grant. Ten faculty will be targeted—including one per grade-level in grades K-8—to lead the work. In years two and three, the school will begin implementing PLCs in their grade level structure with this cohort of teachers acting as teacher leaders. Teachers will collaborate on improving student achievement by focusing on the five essential guideposts of a formal PLC:

1. What knowledge, skills and disposition must each student acquire as a result of this course, grade level and/or unit of instruction?
2. What evidence will we gather to monitor student learning on a timely basis?
3. How will we provide students with additional time and support in a timely, directive and systematic way when they experience difficulty in their learning?
4. How will we enrich the learning of students who are already proficient?
5. How can we use our SMART goals and evidence of student learning to inform and improve our practice?

Solution Tree, a professional development organization, sponsors a series of workshops and institutes on building PLCs and supports professional development on assessment.

Activity #4: Develop teacher leaders who will help to build school capacity to respond to the Common Core Standards (CCS). With the introduction of the CCS, it will be important for Drew to receive

training, especially as the school builds curricular maps, a scope and sequence of 21st Century skills and its STEAM priorities. CFT sponsored three Drew administrators to participate in CCS 2011 Tour, a workshop designed by The Leadership and Learning Center—led by nationally recognized educator, author and speaker Dr. Douglas B. Reeves (see Appendix 7 for details). In collaboration with CEISMC and CFT, Drew will use grant resources to support members of the school’s Leadership Team to become educated in CCS. We will engage such groups as The Leadership and Learning Center, Georgia Department of Education officials and consultants to provide the education Drew teacher leaders need. Through in-service workshops, trained teacher leaders will collaborate with CFT and CEISMC to disseminate information to all faculty.

Activity #5: Provide professional development in project and problem-based learning for all Drew

faculty. In order to build a robust STEAM curriculum focused on applied student learning, DCSPI seeks to more intentionally integrate these two methods into teachers’ repertoire. CEISMC, GSU and CFT will collaborate with Drew to provide training for Drew faculty in problem- and project-based learning. Over the three year cycle of the grant, DCSPI will design and implement workshops during in-service days and assist faculty in the integration of these techniques into their curriculum. Drew faculty will also have the opportunity to participate in online courses, developed through a partnership between CEISMC and NASA, which focus on different aspects of problem-based learning.

Activity #6: Provide professional development programs and seminars that improve and enrich content knowledge in STEAM disciplines.

In August of 2011 CFT is sponsoring a two-day workshop with Dan Meyer, a nationally recognized math educator who works with teachers to develop ideas on how to apply math to real world problems that are of interest to students. Four Drew faculty members will attend this two-day workshop. The partners will use Innovation Fund resources to provide Drew faculty with rich, forward thinking professional development experiences that assist them in making changes to classroom teaching that better engage learners and increase student achievement.

Activity #7: Develop and implement a high-quality supervision model for supporting best practices in STEAM related teaching.

CFT will collaborate with Drew’s leadership team to embed two well-researched programs into its structure: DATA WISE and instructional coaching. The DATA WISE improvement process, developed through a collaboration of Harvard’s Graduate School of Education and the Boston Public School district, trains teachers to become proficient users of student achievement data. CFT has successfully run a series of ten, one-hour workshops for Drew’s seven-member leadership team on using the DATA WISE improvement process. The process has also been piloted with two grade-level teams under the leadership of two mid-level administrators. Over the three-year grant cycle, CFT will use resources to help Drew’s administrative team launch the DATA WISE improvement process at all grade

levels. More information about the DATA WISE approach, including detailed implementation steps, is provided in Appendix 8.

As part of its increased focus on tracking whether teachers are applying what they learn in their classrooms, CFT facilitates classroom observations. Coaches play an important role—assessing whether the teacher has made adjustments, whether the change has been effective and what can be done to further enhance the change in practice. The coaching process is invaluable to creating an objective way of determining whether professional development opportunities are truly creating a shift in the learning environment and helping to support student achievement. CFT will develop an Instructional Coaching program that will be launched at Drew beginning in 2011-12. A discussion of CFT's conceptual framework and strategic approach to instructional coaching also appears in Appendix 8.

GOAL 3: Drew students will compete with students across the nation and the world in STEAM curricular areas.

Activity #1: Integrate Singapore Math strategies into the school math curriculum to more effectively address Georgia Performance Standards and Common Core Standards. Drew began exploring the value of integrating Singapore Math strategies into its math program in grades K-6 in the summer of 2010. (Please see Appendix 9 for the program's exceptional research support from Houghton Mifflin Harcourt.) Ten faculty attended the National Singapore Math Conference and seven Drew faculty attended a conference hosted by Staff Development for Educators (SDE). During the 2010-2011 school year these trained faculty began sharing their knowledge with their grade-level colleagues, integrating the strategies into math lessons.

In June 2011 CFT is hosting three-day workshop, Singapore Strategies: Developing Number Sense & Improving Problem Solving, taught by Catherine Kuhns, a trained SDE leader of Singapore Math workshops, with Drew K-8 faculty in attendance. After this event Drew K-8 faculty will be well-positioned to rewrite their math curriculum using Singapore Math strategies to effectively teach GPS and CCS in math. With grant funding, CFT will assist Drew in curricular redesign and integration and the purchase and integration of math manipulatives into the program over the next three years. Grade-level meetings and ½-day workshops will be hosted to complete the curricular redesign process with the final production of scope and sequence that lays out how Singapore Math strategies are being used to support teaching and learning. In addition, Drew will continue benchmark assessments and tracking student progress to determine how these new strategies impact student achievement in math.

Activity #2: Support and expand Drew's robotics program while integrating engineering related topics in grades 4-8 curricula. The LEGO Robotics program will increase applied learning and project-based STEM science curriculum in grades 3-8. Students are required to develop and apply their skills in writing, collaborating, communicating, designing, programming, constructing, critically and creatively thinking,

and problem-solving. DCSPI firmly believes the effective integration of LEGO Robotics into Drew's science curriculum will advance teaching and learning in positive ways.

We propose using the grant to support a strategic integration of LEGO Robotics into the science curriculum in grades 3-8. Funds will be used to provide professional development for the science teachers who are leading the initiative as well as for rewriting and designing engineering lesson plans that make use of LEGO Robotics components. We will also use the grant to purchase additional LEGO Robotics sets to retrofit targeted science classrooms. Our goal is to create embedded lessons that provide engineering, programming and design elements throughout grades 3-8. Both CFT and CEISMC will provide key support.

Activity #3: Connect two successful arts and STEM integration models for exploration of the use of music technologies by fifth grade students. The Inspire project will expand to include the Georgia Tech Center for the Arts (Ferst Center) Art Tech project whereby Drew students will be positioned as innovative cultural producers and developers by integrating music technology with other arts. Over the three years, students will develop their capacity for the use, production and development of music technology (Carlisle, 2011). In year one, students will learn to use music notation software (Sibelius) and iPad applications focused upon music generation and composition. For example, students will use SMART technology applications to capture sounds found in downtown Atlanta and then use those sounds to compose an original music piece using iPad Band. In year two, students will focus upon producing cultural artifacts with these technologies while teachers and faculty engage in professional development in the Massachusetts Institute of Technology coding program, Scratch. Scratch enables users to develop source code in simple ways for sound and animation. In year three, teachers will participate in a five-day training session in Scratch conducted by experts; students will be taught Scratch coding to develop music composition skills in ways aligned with STEM approaches. Student compositions using Scratch will be employed in Inspire projects. In addition, Drew students will also participate in The Georgia Tech Arts Education Program that uses SOM Sound Learning principles. This initiative targets 5th grade students and their families—exposing participants to a variety of art forms (in collaboration with mainstream performing artists) on a year-round basis, tailored to their specific learning interests and needs.

Activity #4: Provide one-to-one technology to advance 21st Century high-order skills for Junior Academy students. A one-to-one computing environment will provide each Drew student access to a wireless computer, empowering them to learn anytime and anywhere. The schooling experience of these students will move from teacher-centered instruction to student-centered learning. Students will be better able to collaborate, communicate with teachers and peers, and develop critical thinking skills to research and solve problems. Further, a one-to-one environment will help teachers facilitate daily integration of innovated technology applications and interact with students to expand learning beyond the pages of a

textbook or the walls of a classroom. The increased motivation among students and the exponential growth in opportunities for authentic learning and performance tasks will be evident through improved standardized test scores. To maximize the effectiveness of the one-to-one computing environment participating teachers will receive extensive and ongoing professional development to ensure that the role of technology at Drew evolves beyond that of infrastructure to a wellspring for delivering rigorous and highly responsive learning experiences. Please refer to Attachment 8 (A-8, Scope of Work).

SECTION 4: Quality of Project Evaluation

Extent to which methods of evaluation will provide high-quality implementation data and performance feedback etc.: The primary aim of the evaluation will be to determine whether and to what extent goals and objectives have been met. Following guidelines suggested by Mertens' (2009) framework for transformative research and evaluation, the program evaluators will take an approach that "prioritizes community involvement, mixed methods, and a cyclical approach to evaluation such that findings of one inquiry feed into subsequent decisions for studies and/or community action." With this transformative approach in mind, the evaluation is designed to provide both formative and summative assessment data regarding the progress and impact of the program at logical time points. The longitudinal evaluation will provide formative guidance to assess initial and ongoing project activities, and to provide for adaptations over the course of implementation as well as summative evidence of program effectiveness. A synthesis including ongoing performance data and summative results will be delivered to program staff annually. Evaluators will maintain an ongoing relationship with school and DCSPI members in order to refine and enhance evaluative measures over the course of program implementation.

Extent to which evaluation will provide sufficient information about key elements and approach of project to facilitate replication or testing in other settings: As detailed in the Project Evaluation Table, the evaluation will utilize a variety of qualitative and quantitative data sources to document the extent to which DCSPI's activities are progressing toward the intended outcomes of the Innovation grant. Data will be collected at three levels: student, teacher and administrative. Data sources at the student level will include multiple measures of student achievement in STEAM disciplines (e.g., CRCT scores, ITBS scores, National Educational Technology Standards or NETS scores, student portfolios), periodic assessment of student critical thinking skills and documentation of student engagement in STEAM activities (e.g., Science and Engineering Fair, LEGO Robotics Competition). At the teacher level, data sources will include classroom observations, surveys, focus groups and interviews with participating teachers as well as products generated through grant activities (e.g., portfolios, curriculum documents). At the administrative level, data sources will consist primarily of individual interviews with principals, instructional leaders, lead teachers and other school-level administrators and partners involved in implementing the grant. Additionally, whenever possible, evaluators will attend events (e.g., workshops,

staff meetings, Science and Engineering Fair) to gain additional insight into the degree to which the school is meeting the project goals and objectives.

Extent to which proposed project plan includes sufficient resources to carry out project evaluation effectively: DCSPi will devote the necessary time and resources to ensuring that the project evaluation can be carried out effectively. Specifically, the grant will fund one-half of the salary for the Research Associate along with additional funds for travel, materials and supplies associated with the evaluation. In addition to funding implementation of the proposed evaluation plan, this level of support will allow the program evaluators to foster productive relationships with stakeholders.

Extent to which proposed evaluation is rigorous: Activities undertaken as part of this grant will be evaluated by evaluators at CEISMC. Research Scientist and Lead Evaluator Dr. Meltem Alemdar, who has direct experience leading evaluations of STEM initiatives and innovations, will supervise the evaluation process. Research Associate Jessica Gale, a doctoral candidate at Emory University who has extensive experience in STEM policy implementation and mixed methods research, will assume primary responsibility for the collection, analysis and reporting of evaluation data. The rigor of evaluation is appropriately detailed in the Project Evaluation Table. (Attachment 9 (A-9) Project Evaluation Table).

SECTION 5: Quality of Plan Management

The partnership's capacity to achieve the objectives of the proposed project on time and within budget: DCPSi will successfully implement this project on time and within budget because of the enormous amount of experience among the partners. The leaders within CEISMC, GSU School of Music and the CFT are experts in their respective fields. CEISMC has extensive experience with state Race to the Top grants. Each partner has dedicated at least one faculty member to work with Drew to ensure that all project activities are in line with current research and up-to-date methods of instruction, and that our project design continually follows the proper trajectory to meet stated goals and objectives for the priorities in the application. Innovation Fund grant planning meetings have been regularly held with these representatives and key stakeholders.

Qualifications, relevant training and experience of key personnel: Drew's Director of Teaching and Learning, Boon C. Boonyapat, will serve as project director. He earned his bachelor and master degrees in physics and mathematics and worked in the field of nuclear research for several years. Mr. Boonyapat started his career in education at Grady High School as a physics and mathematics teacher. He was the science department chairman for five years and later became mathematics department chairman for five more years. He worked for 17 years in middle and high school education. He was selected as the APS Teacher of the Year and the Georgia Teacher of the Year Finalist in 1997.

Mr. Boonyapat served in the APS Office of High Schools as a Director of Post Secondary Readiness and later as a Project Administrator for the High School Transformation Initiative sponsored by

the Bill and Melinda Gates Foundation grant. He then joined the Mathematics and Science Department as a Program Administrator working under a General Electric (GE) Foundation grant. Throughout his tenure with APS he was involved with STEM initiatives with the Georgia Tech, GSU, Emory University, Kennesaw State University, Morehouse College and Spelman College.

Throughout his career, Mr. Boonyapat has served on the Board of Directors for the Association of Teacher Educators in teacher preparation at the state, national and international levels. He also served with the Georgia Department of Education as an advisory expert to develop the Georgia Performance Standards (GPS) for mathematics and science.

In addition to a project director, Lindsey James, Director of Strategic Partnerships at Drew Charter School, will administrate the grant. Lindsey has been a program director at Drew for six years—leading a large-scale, dynamic after-school program, coordinating the volunteer efforts at Drew and maintaining strong relationships with Drew’s partners. Before joining the team at Drew Charter School, Lindsey received a Master’s degree from Stanford University in the Sociology of Education and worked as the community outreach coordinator with the “I Have a Dream” Foundation in East Palo Alto, CA.

The support of Drew’s school administration will also be vital to the success of this grant. With over 80 years of combined experience in education, the three principals at Drew bring essential knowledge to the table in terms of teacher training and implementation at the school/classroom level. (Please see Appendix 10 for brief biographies of each.) In addition, our grant will be supported by Drew’s Board of Directors, several foundations, the Literacy and Mathematics Coordinators, the School Operations Manager and the Teaching and Learning Committee.

The leadership structure and clearly defined responsibilities for meeting timelines and milestones as included in project’s Scope of Work: Drew will be able to successfully achieve the objectives stated within this proposal because of the structure and forethought surrounding leadership and preparation within the school. The administration holds biweekly meetings with the leadership team (lead teachers, program directors and building administrators) in order to disseminate information and get feedback from faculty and staff. Before the start of the school year, the administration and program directors create a calendar of professional development throughout the school year in order to make sure there is a layered and consistent plan to train the teachers in new and innovative areas of education.

Drew has a Director of Strategic Partnerships who will serve as the grant administrator to ensure that the school follows all timelines for the grant activities and reports. This person will regularly meet with and share information with all DCSPI partners for a continuous and accurate flow of information regarding all project developments. With such a strong leadership structure within the administration and a true dedication to student achievement, Drew and its partners will meet all goals and objectives stated in this grant.

SECTION 6: Quality of Sustainability Plan

Extent to which applicant demonstrates it has the resources to implement the plan beyond the length of the grant: Drew Charter School can clearly demonstrate that it has the resources to operate this project beyond the grant period based on 11 years of sustainability and financial stability. Drew is a central part of the holistic revitalization of the East Lake community. Since its creation by the CF Foundation in 1995, the East Lake Foundation has led the comprehensive revitalization of the East Lake neighborhood. Among its extensive investments, The Foundation raised \$31.5 million to build the Education Village including the East Lake Family YMCA, East Lake Sheltering Arms Early Education and Family Center and Charles R. Drew Charter School. These funds were raised in partnership with local foundations, corporations and individuals in addition to donations from the CF Foundation directly. Both the CF and the East Lake Foundations remain committed to the success and achievement of Drew's students. The CF Foundation continues to make significant grants to organizations and partners to support Drew. East Lake Foundation raises funds towards significant special programming at the school. Drew currently receives approximately \$1.6 million through grants from the East Lake and CF Foundations for extracurricular programming including after-school and summer programs as well as a teen support program. While the school operates on the public dollars allocated to deliver the core curriculum, the school has the support and commitment of the CF Foundation and East Lake Foundation into perpetuity.

Drew Charter School has effectively managed an annual budget of over \$9 million per year. Despite recent cuts to Quality Based Education (QBE) funding and austerity reductions, Drew has built and maintained an operating reserve. Funds from the operating reserve will not only be used to sustain Drew's operations through an emergency situation but can be used to fund future projects that evolve from Innovation Fund efforts or sustain activities that require additional funding after the three-year grant term concludes. Drew's proactive approaches to budgeting and finance demonstrate best practices in financial health for charter schools. Members of Drew's Board of Directors and Finance Committee have strong backgrounds in finance – they bring the skills and experience to budget effectively with strong oversight. The school's fiduciary responsibilities are clearly delineated. Internal controls and procedures are in place. The East Lake Foundation provides Drew with a top notch, state of the art facility on a long-term, low-cost basis which allows the school to operate debt-free.

Demonstrated commitment from additional partners or funders to advance the plan: Through a generous grant from the East Lake Foundation, Drew has created the Office of Extended Services. In addition to providing one of the state's most comprehensive after-school programs, the Office provides for the coordination of efforts among Drew's partners to ensure the success and achievement of all students. The Office has the capacity to be reorganized and repurposed to incorporate new partnerships throughout Innovation Fund duration. Further, Drew is committed to extending coordination beyond the

grant term. Because of its reputation as an excellent school and an effective partner, Drew continues to attract support from top local foundations, universities and companies—all dedicated to helping Drew students. In addition to the East Lake Foundation and CF Foundation, please see Appendix 11 for a list of diverse partners who support Drew.

Evidence of broad support from community stakeholders that are critical to the charter school's long-term success: The demonstrated commitment from DCSPI, other Drew partners and funders will help Drew to sustain success. Through its partnership with the historic East Lake Golf Club, the school has access to 100 of America's most successful corporations who are members of the club and share the motto, "Golf with a Purpose." All proceeds from operation of the East Lake Golf Club support the East Lake Foundation and its programs including Drew Charter School.

Two of Drew's key Innovation Fund partners, Georgia State University School of Music and CFT, have a five-year history of funding grants through the Cousins and CF Foundations. Although the Foundations' respective Boards of Directors must approve new grants at the required cycle of funding, we are optimistic regarding the continuation of our collaboration based on our remarkable history of success. Drew and CEISMC are completely committed to a long-term collaborative relationship, and to appropriating the required funding to ensure the project's long-term success.

In summary, Drew has an 11 year record of successful operation, continually improving its test scores, building an admissions' wait list and accumulating success stories. All evidence supports that Drew is sustaining revitalization of the community. People move to and stay in East Lake to be able to enroll their children at Drew. The school and its partners are committed to use of the Race to the Top Innovation Fund to bolster applied learning and professional development for all 884 students and teachers in support of the school's top-flight STEAM curriculum.

Ultimately, Drew and its partners will sustain Innovation Fund activity by evolving it into a formalized, replicable model for educational improvement—continuously evaluating both student and teacher progress while participating in offerings and refining our approach as needed. We will disseminate these findings throughout the city, state and nation by serving as a demonstration model to other charter and public schools in Atlanta and throughout the Purpose Built Communities network (an organization supported by the CF Foundation with a mission to catalyze and accelerate community revitalization across the nation). As a result, our efforts will have maximum efficiency, transparency and scalability.

**GOVERNOR'S OFFICE OF PLANNING AND BUDGET
RACE TO THE TOP INNOVATION FUND BUDGET FORM**

Name of Partnership:
Drew Charter School – Partners of Innovation

Applicants requesting Venture grants should complete the column under "Project Year 1." Applicants requesting funding for Enterprise grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
INNOVATION FUND COSTS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Total (d)
1. Personnel	\$47,840.00	\$52,005.00	\$47,840.00	\$147,685.00
2. Fringe Benefits	\$7,770.00	\$7,770.00	\$7,770.00	\$23,310.00
3. Travel	\$9,000.00	\$8,719.00	\$9,200.00	\$26,919.00
4. Equipment	\$109,295.00	\$89,550.00	\$86,000.00	\$284,845.00
5. Supplies	\$6,949.00	\$7,114.00	\$6,949.00	\$21,012.00
6. Contractual	\$107,894.80	\$126,942.80	\$130,725.80	\$365,563.40
7. Construction	\$0	\$0	\$0	\$0
8. Other	\$16,450.00	\$18,993.00	\$20,207.00	\$55,650.00
9. Total Direct Costs (lines 1-8)	\$305,198.80	\$311,093.80	\$308,691.80	\$924,984.40
10. Indirect Costs*	\$30,519.88	\$31,109.38	\$30,869.18	\$92,498.44
11. Training Stipends	\$6,710.00	\$8,720.00	\$7,057.00	\$22,487.00
12. Total Costs (lines 9-11)	\$342,428.68	\$350,923.18	\$346,617.98	\$1,039,969.84

**SECTION B - BUDGET SUMMARY
NON-INNOVATION FUND COSTS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Total (d)
1. Personnel	\$176,670.00	\$204,670.00	\$176,670.00	\$558,010.00
2. Fringe Benefits	\$28,950.00	\$28,950.00	\$28,950.00	\$86,850.00
3. Travel	\$800.00	\$5,101.00	\$800.00	\$6,701.00
4. Equipment	\$105,000.00	\$105,000.00	\$105,000.00	\$315,000.00
5. Supplies	\$7,293.00	\$10,128.00	\$7,293.00	\$24,714.00
6. Contractual	\$6,500.00	\$6,500.00	\$6,500.00	\$19,500.00
7. Construction	\$0	\$0	\$0	\$0
8. Other	\$12,783.00	\$20,831.00	\$12,783.00	\$46,397.00
9. Total Direct Costs (lines 1-8)	\$337,996.00	\$381,180.00	\$337,996.00	\$1,057,172.00
10. Indirect Costs*	\$33,799.60	\$38,118.00	\$33,799.60	105,717.20
11. Training Stipends	\$4,640.00	\$5,630.00	\$4,640.00	\$14,910.00
12. Total Costs (lines 9-11)	\$376,435.60	\$424,928.00	\$376,435.60	\$1,177,799.20

SECTION C – BUDGET NARRATIVE (see instructions)

Section C -- Budget Narrative for Race to the Top Innovation Fund

In partnership with Drew Charter School as the lead partner, Georgia Tech Center for Education Integrating Science, Mathematics and Computing (CEISMC); the Georgia State University School of Music and the Westminster Schools' Center for Teaching (CFT) will form a partnership, Drew Charter School Partners of Innovation (DCSPI), and apply for a \$1,039,969.84 Enterprise Grant under Priorities 1 and 4 of the Race to the Top Innovation Fund.

Each partner is already engaged with Drew Charter students, faculty, and administrators to further Drew's strategic vision by helping the school achieve some of its charter goals through improving faculty professional development and student achievement in areas of Science, Technology, Engineering, Arts, and Math (STEAM).

In school year 2011-2012 (Year 1 of the grant), the DCSPI partnership plans on spending \$342,428.68 to design, implement, and evaluate the programs outlined under the three goals that we explain in grant narrative and Scope of Work document. Under goals 1, 2, and 3, there are 4, 7, and 4 activities, respectively, that the DCSPI partners will design, implement and evaluate. Some activities are carried out within a one-year timeframe, while other activities extend over the grant's three-year term. In school year 2012-2013 (Year 2 of the grant), the DCSPI partnership will spend \$350,923.18. Finally, in school year 2013-2014 (Year 3 of the grant), the partnership will spend \$346,617.98. The total expenditures over the three-year term are \$1,039,969.84.

Requested funds will be allocated to the following categories: (1) conferences, workshops, seminars, or institutes for training Drew Charter faculty in the areas outlined in the activity; (2) registration and travel costs to activities in (1); (3) stipends for Drew Charter faculty to attend local workshops or seminars that are run outside the normal school day; (4) paying for substitute teachers when faculty are participating in professional development related to the grant activities; (5) curriculum development resources for activities that will require Drew Charter faculty to design lessons; (6) materials (books, food, etc.) to support meetings through the grant cycle; (7) membership costs to organizations like NSTA Learning Center; (8) support for some Georgia Tech and Georgia State professors or graduate students to work collaboratively with Drew Charter faculty and students; (9) support for Drew Charter to be the lead partner of the grant; and (10) resources to evaluate whether the grant goals and activities are successfully implemented.

While Drew Charter School is involved in every activity, the other three partners are involved in some of the 15 activities in the grant. For example, Georgia Tech CEISMIC will collaborate with the Center for Teaching on the robotics and science activities and Georgia Tech CEISMIC and Georgia State School of Music will collaborate on the technology and music activities. In a few of the activities one of the three partners will collaborate solely with Drew Charter. However, all three partners will be connected through regular DCSPI meetings and their coordination with the Project Director and Project Evaluator.

In the support of the three-year, \$1,039,969.84 grant, the DCSPI partnership will contribute in-kind resources totaling \$1,177,799.20. The in-kind resources will be used to support all 15 activities outlined under goals 1, 2, and 3 in the grant and Scope of Work.

This amounts to the partnership contributing approximately \$1.13 for every \$1.00 requested through the Innovation Fund grant. We believe the in-kind contribution on behalf of the DCSPI partnership represents a significant commitment. All three partners, in collaboration with Drew Charter School, the lead partner, desire positive outcomes that will increase teacher quality and student achievement.

RT3 Innovation Funds - Grant Year 1 (2011-2012)					
Category	Partnership Total	Specific Funds by Partner	Subtotal by Category	Description of ways the funds will be used.	Subtotal by Activity
Personnel	\$ 47,840.00	Drew Charter School	\$ 37,000.00	Grant manager (half-time employee)	
		Center for Teacher	10,000.00	Substitute teachers	
			840.00	Substitute teachers	
Fringe benefits	7,770.00	Drew Charter School	7,770.00	Benefits for grant manager	
Travel	9,000.00	Center for Teacher	4,200.00	Kansas coaching project workshop at KU	\$ 4,200.00
		GSU School of Music	4,800.00	Interdisciplinary conference at Unmass (2 GSU Faculty)	2,400.00
				MENC national conference (Drew and GSU faculty)	2,400.00
Equipment	109,295.00	GSU School of Music	17,384.00	20 Apple iPads and site licenses for Sibelius	17,384.00
		Drew Charter School	91,911.00	One-to-One Computers for 6th graders	60,000.00
				ITBS tests for grades 2-8	6,000.00
				Technology - testing, software, licenses, and upgrades	11,911.00
				Equipment (K-8) to support STEM hands-on science experiments and math manipulatives	14,000.00
Supplies	6,949.00	Center for Teacher	4,949.00	books, math games, resource/curricular materials	
		CEISM AT Georgia Tech	2,000.00	resources	
Contractual	107,894.80	Drew Charter School	107,894.80	GT CEISM Project Director (10% of salary)	8,880.00
				GT CEISM Arts Coordinator	4,000.00
				Evaluator	23,800.00
				GT CEISM College of Architecture (3) faculty (stipend for each/three years)	30,000.00
				GT CEISM Doctoral Students	11,040.00
				GT CEISM Fringe Benefits	17,491.80
				Center for Teaching at Westminster Schools - stipends	330.00
				GSU SOM associate project director (stipend)	5,000.00
				GSU graduate assistant	6,000.00
				GSU fringe benefits	1,353.00
Construction	-				
Other	16,450.00	GT CEISM	150.00	copies	150.00
		Center for Teaching	14,550.00	Workshop & seminar fees, curriculum development planning resources, food for workshops	14,550.00
		GSU School of Music	1,750.00	Harvard Project Zero conference	1,750.00
TOTAL DIRECT COSTS	305,198.80				
Indirect Costs	30,519.88	Drew Charter School	35,000.00		
Training Stipends	6,710.00	Center for Teacher	\$ 6,710.00	Drew faculty stipends to participate in workshops and day-long meetings outside the school day	
TOTAL COSTS	\$ 342,428.68				

RT3 Innovation Funds - Grant Year 2 (2012-2013)					
Category	Partnership Total	Specific Funds by Partner	Subtotal by Category	Description of ways the funds will be used	Subtotal by Activity
Personnel	\$ 52,005.00	Drew Charter School	\$ 37,000.00	Grant manager (half-time employee)	
		Center for Teacher	10,000.00	Substitute teachers	
			5,005.00	Substitute teachers	
Fringe benefits	7,770.00	Drew Charter School	7,770.00	Benefits for grant manager	
Travel	8,719.00	Center for Teacher	6,319.00	Kansas coaching project workshop at KU	\$ 4,200.00
		GSU School of Music	2,400.00	Solution Tree workshop on PLCs (3 days in Little Rock, AK)	2,119.00
				Attend interdisciplinary conference at Umass with GSU faculty/grad student	2,400.00
Equipment	89,550.00	Drew Charter School	70,500.00	One-to-One Computers for 6th graders	50,000.00
				ITBS tests for grades 2-8	5,000.00
				Technology - testing, software, licenses, and upgrades	1,500.00
				Equipment (K-8) to support STEM hands-on science experiments and math manipulatives	14,000.00
		GSU School of Music	19,050.00	20 Apple iPads and site licenses	
Supplies	7,114.00	GT CEISMC Center for Teacher	2,000.00	resources	
			5,114.00	books, math games, resource/curricular materials, robotics materials	
Contractual	126,942.80	Drew Charter School	126,942.80	GT CEISMC Project Director (10% of salary)	8,880.00
				GT CEISMC Arts Coordinator	4,000.00
				Evaluator	23,800.00
				GT CEISMC College of Architecture (3) faculty (stipend for each/three years)	30,000.00
				GT CEISMC Doctoral Students	11,040.00
				GT CEISMC Fringe Benefits	17,491.80
				Center for Teaching at Westminster Schools	13,330.00
				GSU SOM associate project director (stipend)	5,000.00
				GSU graduate assistant	12,000.00
				GSU fringe benefits	1,401.00
Construction	-				
Other	18,993.00	GT CEISMC Center for Teacher	150.00	copies	
			18,843.00	Workshop & seminar fees, curriculum development planning resources, food for workshops	
TOTAL DIRECT COSTS	311,098.80				
Indirect Costs	31,109.38	Drew Charter School	35,000.00		
Training Stipends	8,720.00	Center for Teacher	\$ 8,720.00	Drew faculty stipends to participate in workshops and day-long meetings outside the school day	
TOTAL COSTS	\$ 350,928.18				

RT3 Innovation Funds - Grant Year 3 (2013-2014)					
Category	Partnership Total	Specific Funds by Partner	Subtotal by Category	Description of ways the funds will be used	Subtotal by Activity
Personnel	\$ 47,840.00	Drew Charter School	\$ 37,000.00	Grant manager (half-time employee)	
			10,000.00	Substitute teachers	
		Center for Teaching	840.00	Substitute teachers	
Fringe benefits	7,770.00	Drew Charter School	7,770.00	Benefits for grant manager	
Travel	9,200.00	Center for Teaching	4,200.00	Kansas coaching project workshop at KU	\$ 4,200.00
		GSU School of Music	5,000.00	Presenters of Scratch Residency Workshop	5,000.00
Equipment	86,000.00	Drew Charter School	86,000.00	One-to-One Computers for 6th graders	60,000.00
				ITBS tests for grades 2-8	5,000.00
				Technology	7,000.00
				Equipment (K-8) to support STEM hands-on science experiments and math manipulatives	14,000.00
Supplies	6,949.00	GT CEISMC	2,000.00	resources	
		Center for Teaching	4,949.00	books, math games, resource/curricular materials, robotics materials	
Contractual	130,725.80	Drew Charter School	130,725.80	GT CEISMC Project Director (10% of salary)	8,880.00
				GT CEISMC Arts Coordinator	4,000.00
				Evaluator	23,800.00
				GT CEISMC College of Architecture (3) faculty (portion of salary)	30,000.00
				GT CEISMC Doctoral Students	11,040.00
				GT CEISMC Fringe Benefits	17,491.80
				Center for Teaching at Westminster Schools (stipends)	13,330.00
				GSU SOM associate project director (stipend)	8,000.00
				GSU graduate assistant	12,000.00
				GSU fringe benefits	2,184.00
Construction					
Other	20,207.00	Center for Teaching	17,057.00	Workshop & seminar fees, curriculum development planning resources, food for workshops	
		GT CEISMC	150.00	copies	
		GSU School of Music	3,000.00	Scratch conference - food, facilities, registrations	
TOTAL DIRECT COSTS	308,691.80				
Indirect Costs	30,869.18	Drew Charter School	35,000.00		
Training Stipends	7,057.00	Center for Teaching	\$ 7,057.00	Drew faculty stipends to participate in workshops and day-long meetings outside the school day	
TOTAL COSTS	\$ 346,617.98				

In-Kind Funds - Grant Year 1 (2011-2012)							Subtotal by Activity
Category	Partnership Total	In-Kind Funds	Funds by Partner	Description of ways the funds will be used			
Personnel	\$ 176,670.00	\$ 28,670.00	Center for Teaching	CFT faculty cohort stipends for year-long cohort work		\$ 12,000.00	
		240,000.00	GSU SOM	2 grad students - Sound Learning and INSPIRE Consultants		12,000.00	
		124,000.00	Drew Charter School	Grants Administrator		37,000.00	
				Technology, math, and science personnel (25% of each salary)		60,000.00	
				25% of Project Director salary (Director of Teaching and Learning)		27,000.00	
Fringe benefits	28,950.00	3,180.00	GSU SOM				
		25,770.00	Drew Charter School				
Travel	800.00	800.00	Center for Teaching	Kansas coaching project workshop at KU			
Equipment	105,000.00	5,000.00	GSU SOM	office and technology SOM faculty		50,000.00	
		100,000.00	Drew Charter School	technology maintenance		50,000.00	
				technology sinking fund			
Supplies	7,293.00	7,043.00	Center for Teaching	books, math games, resource/curricular materials, robotics materials			
		250.00	GSU SOM	paper, office supplies			
Contractual	6,500.00	6,500.00	Center for Teaching	Center for Teaching - stipends for Drew faculty in 12 Innovation Fund activities			
Construction	-						
Other	12,783.00	12,783.00	Center for Teaching	workshop fees, curriculum development resources, food for day-long workshops			
TOTAL DIRECT COSTS	337,996.00						
Indirect Costs	33,799.60						
Training Stipends	4,640.00	\$ 5,630.00	Center for Teaching	Drew faculty stipends for workshops and day-long meetings outside the school day			
		\$ 4,640					
TOTAL COSTS	\$ 376,435.60						

In-Kind Funds - Grant Year 2 (2012-2013)					
Category	Partnership Total	In-Kind Funds	Funds by Partner	Description of ways the funds will be used	Subtotal by Activity
Personnel	\$ 204,670.00	\$ 56,670.00	Center for Teaching	CFI faculty cohort stipends for year-long cohort work	
		24,000.00	GSU SOM	2 grad students - Sound Learning and INSPIRE Consultants	\$ 12,000.00
		124,000.00	Drew Charter School	Grants Administrator	12,000.00
				technology, math, and science personnel (25% of each salary)	37,000.00
				25% of Project Director salary (Director of Teaching and Learning)	60,000.00
					27,000.00
Fringe benefits	28,950.00	3,180.00	GSU SOM		
		25,770.00	Drew Charter School		
Travel	5,101.00	5,101.00	Center for Teaching	Kansas coaching project workshop at KU	
Equipment	105,000.00	5,000.00	GSU SOM	office and technology SOM faculty	
		100,000.00	Drew Charter School	technology maintenance	50,000.00
				technology sinking fund	50,000.00
Supplies	10,128.00	9,878.00	Center for Teaching	books, math games, resource/curricular materials, robotics materials	
		250.00	GSU SOM	paper, office supplies	
Contractual	6,500.00	6,500.00	Center for Teaching	Center for Teaching - stipends for Drew faculty in 12 Innovation Fund activities	
Construction	-	-			
Other	20,831.00	20,831.00	Center for Teaching	workshop fees, curriculum development resources, food for day-long workshops	
TOTAL DIRECT COSTS	381,180.00				
Indirect Costs	38,118.00				
Training Stipends	5,630.00	\$ 5,630.00	Center for Teaching	Drew faculty stipends for workshops and day-long meetings outside the school day	
TOTAL COSTS	\$ 424,928.00				

In-Kind Funds - Grant Year 3 (2013-2014)						
Category	Partnership Total	In-Kind Funds	Funds by Partner	Description of ways the funds will be used		Subtotal by Activity
Personnel	\$ 176,670.00	\$ 28,670.00	Center for Teaching GSUSOM	CFT faculty cohort stipends for year-long cohort work	\$	12,000.00
		24,000.00		2 grad students - Sound Learning and INSPIRE Consultants		12,000.00
		124,000.00	Drew Charter School	Grants Administrator		37,000.00
				technology, math, and science personnel (25% of each salary)		60,000.00
				25% of Project Director salary (Director of Teaching and Learning)		27,000.00
Fringe benefits	28,950.00	3,180.00	GSUSOM			
		25,770.00	Drew Charter School			
Travel	800.00	800.00	Center for Teaching	Kansas coaching project workshop at KU		
Equipment	105,000.00	5,000.00	GSUSOM	office and technology SOM faculty		
		100,000.00	Drew Charter School	technology maintenance		50,000.00
				technology sinking fund		50,000.00
Supplies	7,293.00	7,043.00	Center for Teaching	books, math games, resource/curricular materials, robotics materials		
		250.00	GSUSOM	paper, office supplies		
Contractual	6,500.00	6,500.00	Center for Teaching	Center for Teaching - stipends for Drew faculty in 12 Innovation Fund activities		
Construction						
Other	12,783.00	12,783.00	Center for Teaching	workshop fees, curriculum development resources, food for day-long workshops		
TOTAL DIRECT COSTS	337,996.00					
Indirect Costs	33,799.60					
Training Stipends	4,640.00	4,640.00	Center for Teaching	Drew faculty stipends for workshops and day-long meetings outside the school day		
TOTAL COSTS	\$ 376,435.60					

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the Governor's Office of Planning and Budget (OPB) and Drew Charter School, Inc. (Partnership). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of approved Innovation Fund projects.

I. SCOPE OF WORK

Exhibit 1, the Preliminary Scope of Work, indicates the work that the Partnership is agreeing to implement.

II. PROJECT ADMINISTRATION

A. PARTNERSHIP RESPONSIBILITIES

The Partnership agrees to:

- 1) Implement the plan as identified in Exhibit I of this agreement;
- 2) Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by OPB, the Georgia Department of Education, the Governor's Office of Student Achievement and the US Department of Education;
- 3) Post to any website specified by the State in a timely manner, all non-proprietary products and lessons learned using funds associated with the Innovation Fund;
- 4) Participate, as requested, in any evaluations of this grant conducted by the State or agency conducting business on behalf of the State;
- 5) Be responsive to State requests for information including the status of the project, project implementation, outcomes, and any problems anticipated or encountered; and
- 6) Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Innovation Fund grant period, and (d) other matters related to the Innovation Fund grant and associated plans.

B. STATE RESPONSIBILITIES

The State agrees to:

- 1) Timely distribute the Partnership's grant during the course of the project period;
- 2) Provide feedback on the Partnership's status updates, annual reports, any interim reports, and projects plans and products; and
- 3) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) OPB and the Partnership will each appoint a key contact person for the Innovation Fund grant.
- 2) These key contacts from OPB and the Partnership will maintain frequent communication to facilitate cooperation under this MOU.
- 3) State and Partnership grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) State and Partnership grant personnel will negotiate in good faith to continue to achieve the overall goals of the Innovation Fund.

D. STATE RECOURSE FOR PARTNERSHIP NON-PERFORMANCE

If OPB determines that the Partnership is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, OPB will take appropriate enforcement action, which could include a collaborative process between OPB and the Partnership, or any of the enforcement measures

that are detailed in 34 CFR section 80.43 including putting the Partnership on reimbursement payment status, temporarily withholding funds, or disallowing costs.

III. ASSURANCES

The Partnership hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute this MOU;
- 2) Agrees to implement the work indicated in Exhibit I, if funded;
- 3) Will comply with all terms of the grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top program and the applicable provisions of EDGAR (34 CFR Parts 74, 75, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98 and 99).

IV. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved.

V. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VI. SIGNATURES

Partnership Executive Official – required:



Signature/Date

Donald J. Doran, Principal, Charles R. Drew Charter School

Print Name/Title

Partnership Member

Partnership Member – required:

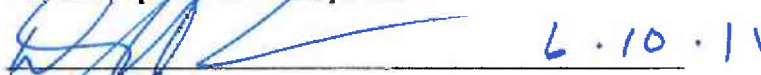
 6/10/11

Signature/Date **Please refer to addendum for additional language required by GTRC

Vanessa Daniels, Division Manager, Georgia Tech Research Corporation

Print Name/Title

Partnership Member – required:

 6.10.11

Signature/Date

Dwight Coleman, Director, Georgia State University School of Music

Print Name/Title

Partnership Member – required:

Robert Ryshke 6/13/2011

Signature/Date

Robert Ryshke, Executive Director, Center for Teaching, Westminster Schools
Print Name/Title

Governor's Office of Planning and Budget – required:

Signature/Date

Print Name/Title

ADDENDUM TO MOU FOR GEORGIA TECH RESEARCH CORPORATION

- It is understood and agreed that the term “partnership” as used in this RFP is considered to mean a collaborative relationship amongst the parties as opposed to a “legal partnership” as defined by law. All parties are and shall remain separate entities and nothing in the Memorandum of Understanding or Exhibit 1 shall be construed to create a joint venture or partnership. No party shall act as the agent for another except for the purpose of submitting the proposal. If an award is made, written definitive agreements among the parties shall govern their future relationship.
- Each party will bear all costs of preparation and publication of the final proposal to be submitted.
- Each party agrees that it will be responsible for its own acts and the results thereof and shall not be responsible for the acts of the other party and the results thereof. Each party will assume all risks and liability to itself, its agents, or employees for any injury to persons or property resulting solely from the conduct of its own operations or the operations of its agents or employees under this agreement and for any loss, costs, damages or expenses due to any acts, negligence or the failure to exercise proper precautions, solely by itself or its agents or employees.

ASSURANCES

The Applicant hereby assures and certifies compliance with all federal statutes, regulations, policies, guidelines and requirements, including OMB Circulars No. A-21, A-87, A-110, A-122, A-133; E.O. 12372 and Uniform Administrative Requirements for Grants and Cooperative Agreements 28 CFR, Part 66, Common rule, that govern the application, acceptance and use of federal funds for this federally-assisted project.

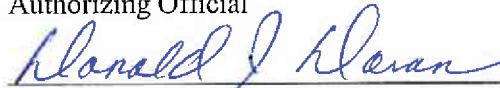
Also the Applicant assures and certifies that:

1. It possesses legal authority to apply for the grant; that a resolution, motion or similar action has been duly adopted or passed as an official act of the applicant's governing body, authorizing the filing of the application, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of the applicant to act in connection with the application and to provide such additional information
2. It will comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of federal and federally - assisted programs.
3. It will comply with provisions of federal law which limit certain political activities of employees of a State or local unit of government whose principal employment is in connection with an activity financed in whole or in part by federal grants. (5 USC 1501, et seq.)
4. It will comply with the minimum wage and maximum hours provisions of the Federal Fair Labor Standards Act if applicable.
5. It will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.
6. It will give the sponsoring agency or the Comptroller General, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the grant.
7. It will comply with all requirements imposed by the federal sponsoring agency concerning special requirements of law, program requirements, and other administrative requirements.
8. It will insure that the facilities under its ownership, lease or supervision which shall be utilized in the accomplishment of the project are not listed on the Environmental Protection Agency's (EPA) list of Violating Facilities and that it will notify the federal grantor agency of the receipt of any communication from the Director of the EPA Office of Federal Activities indicating that a facility to be used in the project is under consideration for listing by the EPA.
9. It will comply with the flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973, Public Law 93-234, 87 Stat. 975, approved December 31, 1976, Section 102(a) requires, on and after March 2, 1975, the purchase of flood insurance in communities where such insurance is available as a condition for the receipt of any federal financial assistance for construction or acquisition purposes for use in any area that has been identified by the Secretary of the Department of Housing and Urban Development as an area having special flood hazards. The phrase "federal financial assistance" includes any form of loan, grant, guaranty, insurance payment, rebate, subsidy, disaster assistance loan or grant, or any other form of direct or indirect federal assistance.
10. It will assist the federal grantor agency in its compliance with Section 106 of the National Historic Preservation Act of 1966 as amended (16 USC 470), Executive Order 11593, and the Archeological and Historical Preservation Act of 1966 (16 USC 569 a-1 et seq.) by (a) consulting with the State Historic Preservation Officer on the conduct of investigations, as necessary, to identify properties

listed in or eligible for inclusion in the National Register of Historic Places that are subject to adverse effects (see 36 CFR Part 800.8) by the activity, and notifying the federal grantor agency of the existence of any such properties, and by (b) complying with all requirements established by the federal grantor agency to avoid or mitigate adverse effects upon such properties.

11. It will comply, and assure the compliance of all its sub-grantees and contractors, with the applicable provisions of Title I of the Omnibus Crime Control and Safe Streets Act of 1968, as amended, the Juvenile Justice and Delinquency Prevention Act, or the Victims of Crime Act, as appropriate; the provisions of the current edition of the Office of Justice Programs Financial and Administrative Guide for Grants, M7100.1; and all other applicable federal laws, orders, circulars, or regulations.
12. It will comply with the provisions of 28 CFR applicable to grants and cooperative agreements including Part 18, Administrative Review Procedure; Part 20, Criminal Justice Information Systems; Part 22, Confidentiality of Identifiable Research and Statistical Information; Part 23, Criminal Intelligence Systems Operating Policies; Part 30, Intergovernmental Review of Department of Justice Programs and Activities; Part 42, Nondiscrimination/Equal Employment Opportunity Policies and Procedures; Part 61, Procedures for Implementing the National Environmental Policy Act; Part 63, Floodplain Management and Wetland Protection Procedures; and federal laws or regulations applicable to Federal Assistance Programs.
13. It will comply, and all its contractors will comply, with the nondiscrimination requirements of the Omnibus Crime Control and Safe Streets Act of 1968, as amended, 42 USC 3789(d), or Victims of Crime Act (as appropriate); Title VI of the Civil Rights Act of 1964, as amended; Section 504 of the Rehabilitation Act of 1973, as amended; Subtitle A, Title II of the Americans with Disabilities Act (ADA) (1990); Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975; Department of Justice Non-Discrimination Regulations, 28 CFR Part 42, Subparts C, D, E, and G; and Department of Justice regulations on disability discrimination, 28 CFR Part 35 and Part 39.
14. In the event a federal or state court or federal or state administrative agency makes a finding of discrimination after a due process hearing on the grounds of race, color, religion, national origin, sex, or disability against a recipient of funds, the recipient will forward a copy of the finding to the Office for Civil Rights, Office of Justice Programs.
15. It will provide an Equal Employment Opportunity Program if required to maintain one, where the application is for \$500,000 or more.
16. It will comply with the provisions of the Coastal Barrier Resources Act (P.L. 97-348) dated October 19, 1982 (16 USC 3501 et seq.) which prohibits the expenditure of most new federal funds within the units of the Coastal Barrier Resources System.
17. It will comply with all ARRA requirements. All funds must be spent with an unprecedented level of transparency and accountability. Accordingly, recipients of ARRA funds must maintain accurate, complete, and reliable documentation of all ARRA expenditures.

Authorizing Official



Signature and Title

6-15-2011

Date

Donald J. Doran/Principal, Charles R. Drew Charter School

CERTIFICATION:

I further certify that the program proposed in the grant application meets all the requirements of the applicable Race to the Top Innovation Fund Request for Proposal; that all the information presented is correct and that the applicant will comply with the provisions of the Governor's Office of Planning and Budget, all applicable federal and state laws, and the above mentioned certification should a grant be awarded.

Harold J. Heran

Principal, Charles R. Drew Charter School	6-15-2011
Title	Date

IMMIGRATION AND SECURITY FORM

A. In order to insure compliance with the Immigration Reform and Control Act of 1986 (IRCA), D.L. 99-603 and the Georgia Security and Immigration Compliance Act OCGA 13-10-90 et.seq., Contractor must initial one of the sections below:

Contractor has 500 or more employees and Contractor warrants that Contractor has complied with the Immigration Reform and Control Act of 1986 (IRCA), D.L. 99-603 and the Georgia Security and Immigration Compliance Act by registering at <https://www.vis-dhs.com/EmployerRegistration> and verifying information of all new employees; and by executing any affidavits required by the rules and regulations issued by the Georgia Department of Labor set forth at Rule 300-10-1-.01 et.seq. Contractor has 100-499 employees and Contractor warrants that no later than July 1, 2008, Contractor will register at <https://www.visdhs.com/EmployerRegistration> to verify information of all new employees in order to comply with the Immigration Reform and Control Act of 1986 (IRCA), D.L. 99-603 and the Georgia Security and Immigration Compliance Act; and by executing any affidavits required by the rules and regulations issued by the Georgia Department of Labor set forth at Rule 300-10-1-.01 et.seq. Contractor has 99 or fewer employees and Contractor warrants that no later than July 1, 2009, Contractor will register at <https://www.visdhs.com/EmployerRegistration> to verify information of all new employees in order to comply with the Immigration Reform and Control Act of 1986 (IRCA), D.L. 99-603 and the Georgia Security and Immigration Compliance Act; and by executing any affidavits required by the rules and regulations issued by the Georgia Department of Labor set forth at Rule 300-10-1-.01 et.seq.

B. Contractor warrants that Contractor has included a similar provision in all written agreements with any subcontractors engaged to perform site under this Contract.

Authorizing Official:

 6-15-2011
Signature and Title Date

Donald J. Doran
Principal, Charles R. Drew Charter School

CERTIFICATION REGARDING LOBBYING (ED 80-0013)

Certification for Contracts, Grants, Loans and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

- 1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.
- 2) If any funds other Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form – LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.
- 3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a member of Congress, an officer or employee of Congress or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Authorizing Official:

 6-15-2011
Signature and Title Date

Donald J. Doran
Principal, Charles R. Drew Charter School

OTHER CERTIFICATIONS

Regulations require certification to the effect that grant funds will not be used to increase state or local funds that would, in the absence of such grant aid, be made available for the purpose of this grant program.

1. Any person associated with the program that has reasonable cause to believe that a child has been or is being abused, shall be required to report or cause report to be made with regard to the abuse as provided in O.C.G.A. 19-7-5.

2. Background investigations (Georgia Crime Information Center) are required on all persons with direct contact with children and youth. It is left to the discretion of the Partnership to determine the methodology for completing these investigations.

3. Establish/enforce an Internet Security Policy when minor participants and/or staff have online access (supervised or unsupervised). This includes any technology provided by PLC funding and technology used by participants.

4. The grantee agrees to comply with Public Law 103-227, also known as the Pro-Children Act of 1994, which requires that smoking not be permitted in any portion of any indoor facility owed or leased or contracted for by the grantee and used routinely or regularly for the provision of healthy care, day care, early childhood development site, education or library site to children under the age of 18. Failure to comply with the provisions of the law may result in the imposition of a civil monetary penalty up to \$1,000 for each violation and/or the imposition of an administrative compliance order on the grantee.

Authorizing Official:


Signature

Donald J. Doran

Principal, Charles R. Drew Charter School 6-15-2011

Title

Date

RACE TO THE TOP INNOVATION FUND SCOPE OF WORK

A-8

RACE TO THE TOP INNOVATION FUND SCOPE OF WORK				
NAME OF PARTNERSHIP: DREW CHARTER SCHOOL PARTNERS OF INNOVATION (DCSPI)				
GOAL 1: Drew students will regularly engage in applied learning that strengthens their ability to acquire the skills required to be problem solvers and critical thinkers				
ACTIVITY	IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY	FUNDING SOURCE
#1: Offer math mentoring to students, and develop a system for monitoring student progress	<ul style="list-style-type: none"> -Georgia Tech students will provide math mentoring to grades 3-8 Drew students during the school day - Georgia Tech students will meet with their mentees' math teachers to regularly discuss concerns. - Drew students will visit Georgia Tech's campus during National Engineers Week, and work with their mentors to design and implement a community service project on Global Youth Services Day -Drew and Westminster teachers working on the CFT math tutoring program will develop a system for monitoring student progress as a result of participation in the math club and develop and purchase curricular materials to support the work. 	- All three years, each school year	CEISMC faculty, CFT and DCSPI Project Director	RT3 Innovation Fund and in-kind funds from Drew Charter School
#2: Support teachers to improve the process by which Drew students engage in science experimentation and engineering designs, and demonstrate those understandings	<ul style="list-style-type: none"> - Georgia Tech CEISMC and CFT host workshops and presentations at monthly Math and Science Task Forces meetings - Georgia Tech CEISMC and CFT will run two training seminars in the fall of 2011: (1) a day-long faculty training seminar to prepare for Science Fair; and (2) a Saturday training seminar for parents and students in how to prepare and implement an extended Science Fair project - Georgia Tech CEISMC, CFT and Drew will jointly evaluate, improve and standardize the protocols teachers use to have students process and present their work on science experiments and engineering designs. 	<ul style="list-style-type: none"> - All three years, each school year - Starting first semester of SY 2011-2012 - All three years, each school year 	CEISMC faculty, CFT and DCSPI Project Director	RT3 Innovation Fund, in-kind funds from Drew Charter School and in-kind funds from CFT

#3: Incorporate project-based and problem-based learning approaches into the instructional practices of Drew teachers (with a focus on STEM and arts integration)	<ul style="list-style-type: none"> - CFT will support grade-level teams to develop and implement project ideas including resources for professional development and logistics tied to making project-based learning a part of each student's learning - Drew Grade 6-8 teachers will explore how artistic design integrates with STEM to increase understanding of art and STEM concepts at the middle grades level - Project STEM faculty, doctoral students and teachers will design and implement applied thematic projects using the Georgia Tech College of Architecture's Common First Year program as the framework - Each Drew grade-level team will identify one major interdisciplinary project that students will implement. (Year 1) - Drew faculty will scale up their efforts to integrate project-based learning into curricula (Years 2, 3) 	<ul style="list-style-type: none"> - All three years, each school year - All three years, each school year - All three years, each school year - Year 1 - Years 2 and 3 	CFT Faculty, CEISMC faculty and DCSPi Project Director	RT3 Innovation Fund, in-kind funds from Drew Charter School and in-kind funds from CFT
#4: Strengthen students decision-making abilities through applied learning within arts integration partnerships	<ul style="list-style-type: none"> -During Fall semester Drew teachers, GSU site coordinators, and resident musicians design four sequenced site visits per year to create learning goals, integrated projects and lesson content. -The projects take place Spring semester and are assessed by rubric guides and observation charts that are completed by Drew teachers. 	<ul style="list-style-type: none"> - Fall semester project planning - Spring semester Residencies take place on site. 	Katie Carlisle from GSU SOM; DCSPi Project Director	RT3 Innovation Fund, in-kind funds from Drew Charter School and in-kind funds from GSU SOM
GOAL 2: Drew staff will participate in professional development that is driven by the mission of the school, ongoing, embedded and consistent with National and Georgia Staff Development Standards				
ACTIVITY	IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY	FUNDING SOURCE
#1: Provide teachers with professional development opportunities that are sustained and focused on deepening content knowledge and instructional practice	<ul style="list-style-type: none"> - Drew faculty cohort members will engage in research, professional discourse and personal reflection - Cohort members will review the school's strategic plans and select a theme that is aligned to the strategic interests at Drew and Westminster - Cohort members will review current literature on the theme and complete assignments related to the readings to prepare for monthly meeting - Cohort members will use technology to keep in contact with one another and in dialogue between meetings - Cohort members will begin the process of selecting a 	<ul style="list-style-type: none"> - Year 1 - Year 1 - Year 1 - Year 1 	CFT Faculty and DCSPi Project Director	RT3 Innovation Fund, in-kind funds from Drew Charter School and in-kind funds from CFT

	<p>topic for a Teacher Action Research (TAR) project through which they will apply theory to improving instruction and student achievement</p> <ul style="list-style-type: none"> - CFT leadership will work with cohort members to assure that the projects reflect a level of substance and quality that will benefit the teachers conducting them as well as their fellow faculty members - Cohort members will continue to collaborate to provide and receive support to evaluate the efficacy of their program and make necessary changes to ensure they are maximizing student learning - Select cohort members will lead professional development sessions to broaden impact - CFT will conduct formal, ongoing assessments of cohort members' work and resulting student performance. 	<ul style="list-style-type: none"> - Year 1 - Year 1 - Years 2 and 3 - Years 2 and 3 - Years 2 and 3 		
#2: Utilize online tools for science teachers to improve content knowledge, build a resource database for units of study, develop ideas for hands-on experiments and enter into discussion forums with like-minded colleagues	<ul style="list-style-type: none"> - Under the direction of CFT and Georgia Tech CEISMC, assemble a cohort of Drew science teachers in grades 4-8 who will meet monthly to work on their professional development using NSTA's Science Learning Center - Cohort members will be design a Professional Development Portfolio using tools embedded in the Learning Center website with seven areas for development: (1) content knowledge; (2) content pedagogy; (3) assessment and evaluation skills; (4) technology skills; (5) leadership skills; (6) management skills; and (7) impact on student learning - Cohort members will develop their portfolio in each area and provide copies of the certificates they earn in each area - Cohort members will be expected to submit portfolios as part of their end-of-year faculty evaluation 	<ul style="list-style-type: none"> - All three years, each school year 	CFT Faculty, CEISMC Faculty and DCSPJ Project Director	RT3 Innovation Fund, in-kind funds from Drew Charter School and in-kind funds from CFT
#3: Train and support Drew faculty to work in professional learning communities (PLCs) throughout the school	<ul style="list-style-type: none"> - Drew in collaboration with CFT will train a cohort of faculty in the theory and practices of a PLC - Ten Drew faculty will be targeted—including one per grade-level in grades K-8—to develop a core group to lead the work - Drew will begin implementing PLCs in the grade 	<ul style="list-style-type: none"> - Year 1 - Year 1 - Years 2 and 3 	CFT Faculty and DCSPJ Project Director	RT3 Innovation Fund, in-kind funds from Drew Charter School and in-kind funds from CFT

	level structure with this cohort of teachers acting as teacher leaders, guiding others to collaborate on improving student achievement				
#4: Develop teacher leaders who will help to build school capacity to respond to the Common Core Standards	<ul style="list-style-type: none"> - In collaboration with Georgia Tech CEISMC and CFT, Drew will vet and select external non-DCPSI candidates to provide Common Core Standards (CCS) training to Drew teachers - Members of Drew's Leadership Team will become educated in the CCS - Through in-service workshops trained teacher leaders will collaborate with CFT and Georgia Tech CEISMC to disseminate information to all faculty 	- All three years, each school year	CFT Faculty, CEISMC Faculty and DCSPi Project Director	RT3 Innovation Fund, in-kind funds from Drew Charter School and in-kind funds from CFT	
#5: Provide professional development in project and problem-based learning for all Drew Charter faculty	<ul style="list-style-type: none"> - Georgia Tech CEISMC, Georgia State University and CFT will collaborate with Drew to design and implement workshops during in-service days on problem and project-based learning - Georgia Tech CEISMC, Georgia State University and CFT will assist faculty in the integration of these techniques into their curriculum - Drew faculty will take advantage of ongoing opportunities to participate in online courses, developed through a partnership between Georgia Tech and NASA, that focus on different aspects of problem-based inquiry learning - CFT will work with experienced and interested Drew teachers to build the leadership that is necessary for teachers to train teachers 	- All three years, each school year	CEISMC Faculty, GSU Faculty, CFT Faculty and DCSPi Project Director	RT3 Innovation Fund, in-kind funds from Drew Charter School and in-kind funds from CFT	
#6: Provide professional development programs and seminars that improve and enrich content knowledge in STEAM disciplines	<ul style="list-style-type: none"> - Four Drew Charter faculty members will attend a two-day workshop In August 2011 sponsored by CFT with Dan Meyer, a nationally recognized math educator who works with teachers to develop ideas on how to apply math to real world problems that are of interest to students 	- Fall of 2011	CFT Faculty and DCSPi Project Director	RT3 Innovation Fund, in-kind funds from Drew Charter School and in-kind funds from CFT	
#7: Develop and implement a high-quality supervision model for supporting best practices in STEAM related teaching	<ul style="list-style-type: none"> - CFT will collaborate with Drew's leadership team to embed two well-researched programs into its structure: DATA WISE and instructional coaching - CFT will develop an Instructional Coaching program that will be launched beginning in 2011-12 	- Year 1	CFT Faculty and DCSPi Project Director	RT3 Innovation Fund, in-kind funds from Drew Charter School and in-kind funds from CFT	

GOAL 3: Drew students will compete with students across the nation and the world in STEAM curricular areas.

ACTIVITY	IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY	FUNDING SOURCE
#1: Integrate Singapore Math strategies into the school math curriculum to more effectively address Georgia Performance Standards and Common Core Standards	<ul style="list-style-type: none"> - All Drew K-8 faculty will attend a three-day workshop, Singapore Strategies: Developing Number Sense & Improving Problem Solving, taught by Catherine Kuhns and hosted by CFT (June 2011) - CFT will assist Drew in the curricular redesign and integration process - Grade-level meetings and ½-day workshops will be hosted to complete the curricular redesign process with the final production of scope and sequence that lays out how Singapore Math strategies are being used to support teaching and learning - Benchmark assessments and student progress tracking will continue to determine how these new strategies impact student achievement in math 	<ul style="list-style-type: none"> - Summer of 2011 - All three years, each school year - All three years, each school year - All three years, each school year 	CFT Faculty and DCSPJ Project Director	RT3 Innovation Fund, in-kind funds from Drew Charter School and in-kind funds from CFT
#2: Support and expand Drew Charter's robotics program while integrating engineering related topics in grades 4-8 curricula	<ul style="list-style-type: none"> - CFT and CEISMC will provide seminars for grade 3-8 Drew science teachers who are leading the school's existing LEGO Robotics initiative - CFT and CEISMC will work with teachers to design engineering lessons that use LEGO Robotics - Drew will purchase additional LEGO Robotics sets to retrofit targeted science classrooms 	<ul style="list-style-type: none"> - All three years, each school year 	CEISMC Faculty, CFT Faculty and DCSPJ Project Director	RT3 Innovation Fund, in-kind funds from Drew Charter School and in-kind funds from CFT
#3: Connect two successful arts and STEM integration models for exploration of the use of music technologies by fifth grade students and resident visits by performing artists	<ul style="list-style-type: none"> - The Georgia State University School of Music's Inspire project and the Georgia Tech Center for the Arts' (First Center) Art Tech project will collaborate to examine how music technologies are used in music, dance and theatre production - Drew 5th grade students and their families will be exposed to, create and present original pieces using the selected technologies - Drew 5th grade students will create and present original pieces using the selected technologies (iPads) 	<ul style="list-style-type: none"> - All three years, each school year 	GSU SOM grad students, GT Center for the Arts Faculty and DCSPJ Project Director	RT3 Innovation Fund, in-kind funds from Drew Charter School and in-kind funds from GSU SOM
#4: Provide one-on-one technology to advance 21 st century high-order skills for all students	<ul style="list-style-type: none"> - Drew's network manager, user support technician and instructional technology specialist will work with project staff to identify resources to purchases for a \$50,000 sinking fund to support a school-wide one-on-one technology environment 	<ul style="list-style-type: none"> - All three years, each school year 	DCSPJ Project Director	RT3 Innovation Fund and in-kind funds from Drew Charter School

Race to the Top Innovation Fund Project Evaluation Plan

A-9

GEORGIA BENEFITS FROM A MEASURABLY STRONGER COMMITMENT FROM PUBLIC SECTORS TO SUPPORT AND ADVANCE POSITIVE ACADEMIC OUTCOMES FOR STUDENTS			
INDICATOR(S)	DATA COLLECTION METHOD(S)	FREQUENCY OF DATA COLLECTION/REVIEW	
In addition Innovation Grant funds, Drew and its partners have committed to contributing over \$350,000 per year to support ongoing implementation of the proposed initiative.	School administrator survey	School administrator surveys will be conducted at the end of each program year (Spring of 2012, 2013, and 2014). Data will be analyzed for inclusion in the end-of-year report.	
GEORGIA BENEFITS FROM AN INCREASED NUMBER AND PERCENTAGE OF STUDENTS AND TEACHERS WHO WILL HAVE ACCESS TO INNOVATIVE PROGRAMS, STRATEGIES, AND PRACTICES RELATED TO APPLIED LEARNING AND TEACHER/LEADER RECRUITMENT AND DEVELOPMENT			
PROGRAM GOAL 1: Drew students will regularly engage in applied learning that strengthens their ability to acquire the skills required to be problem solvers and critical thinkers.			
INDICATOR(S)	DATA COLLECTION METHOD(S)		
100 students (approximately 10 students per 3-8 th grade classroom) will participate in math tutoring provided by GA Tech CEISMC students each program year.	Annual teacher survey – teachers will report how many of their students participated in math tutoring.	Teacher surveys will be conducted at the end of each program year. Data will be analyzed for inclusion in the end-of-year report.	
100% of 4 th – 8 th grade students (approximately 450 students) will participate in annual Science and Engineering Fair each program year.	Annual teacher survey – teachers will report how many of their students participated in the Science and Engineering Fair.	Teacher surveys will be conducted at the end of each program year. Data will be analyzed for inclusion in the end-of-year report.	
Increase the number of students participating in Lego Robotics program from 31 students in 2010-2011 to 50 students in 2011-2012, 70 students in 2012-13, and 90 students in 2013-14.	Annual teacher survey – teachers will report how many of their students participated in the Lego Robotics program.	Teacher surveys will be conducted at the end of each program year. Data will be analyzed for inclusion in the end-of-year report.	
100% of 1 st through 5 th grade students will participate in GA State Sound Learning each program year.	Annual teacher survey – teachers will report how many of their students participated in the GA State Sound Learning program.	Teacher surveys will be conducted at the end of each program year. Data will be analyzed for inclusion in the end-of-year report.	
40 5 th grade students will create music project through the GA State Inspire project each program year.	Annual teacher survey – teachers will report how many of their students completed Inspire music projects.	Teacher surveys will be conducted at the end of each program year. Data will be analyzed for inclusion in the end-of-year report.	
PROGRAM GOAL 2: Drew staff will participate in professional development that is driven by the mission of the school, ongoing, embedded and consistent with National and Georgia Staff Development Standards			
INDICATOR(S)	DATA COLLECTION METHOD(S)		
Twelve teachers will participate in the Center for Teaching's	Center for Teaching surveys	Mid- and end-of-year teacher surveys will be	

Faculty Cohort program - Six teachers will participate for two years as members the 2011-12 cohort and six teachers will participate for two years as members of the 2012-13 cohort.		conducted by the Center for Teaching each program year. Data will be analyzed for inclusion in the end-of-year report.
100% of 4 th – 8 th grade science teachers will participate in NSTA Science Learning Center professional development activities each program year.	Annual Teacher Survey – Participating teachers will report on their experiences with the NSTA Science Learning Center.	Teacher surveys will be conducted at the end of each program year. Data will be analyzed for inclusion in the end-of-year report.
35 teachers will attend in-service training workshops on the Common Core Standards	Annual Teacher Survey – Participating teachers will report on their experiences with the Common Core Standards training workshops.	Teacher surveys will be conducted at the end of each program year. Data will be analyzed for inclusion in the end-of-year report.
Beginning in SY 2012, 84 teachers in grades K-8 will attend workshops on project-based learning.	Annual Teacher Survey – Participating teachers will report on their experiences with the project-based learning workshops.	Teacher surveys will be conducted at the end of each program year. Data will be analyzed for inclusion in the end-of-year report.
GEORGIA BENEFITS FROM A STRONGER UNDERSTANDING OF THE TYPES OF INNOVATIVE PROGRAMS, STRATEGIES, AND PRACTICES THAT WILL LEAD TO POSITIVE IMPROVEMENTS IN APPLIED LEARNING, TEACHER INDUCTION, AND HOME-GROWN TEACHER PIPELINE EFFORTS		
PRIORITY 1: PROVIDE NEW OPPORTUNITIES FOR STUDENTS TO BENEFIT FROM STEM-FOCUSED APPLIED LEARNING OPPORTUNITIES		
INDICATOR(S)	DATA COLLECTION METHODS(S)	FREQUENCY OF DATA COLLECTION/REVIEW
Students' problem-solving, communication, and self-management skills will be measured using the 21 st Century Skills Assessment. By 2014 100% of 5 – 8 th grade students will attain "proficient or "advanced" levels in each of the following 21 st Century Skill areas: Creativity and Innovation, Communication and Collaboration, Research and Information Fluency, Critical Thinking, Problem Solving, and Decision Making, Digital Citizenship, and Technology Operations and Concepts.	21 st Century Skills Assessment	The 21 st Century Skills assessment will be administered to each program year. Data will be analyzed for inclusion in end-of-year report.
Students in all grade levels will participate in project-based learning activities. By 2014, all students in grades (3-8) will develop portfolios demonstrating proficiency in project-based learning.	Annual Teacher survey Teacher Focus Groups and Interviews Classroom Observations (Reformed Teaching Observation Protocol supplemented with items related project-based learning – PD 360, Buck Institute programs).	Teachers will report on problem- and project-based learning activities in annual survey. *Site visits conducted at the beginning and end of each program year will include classroom observations, focus groups, and interviews. Data will be analyzed for inclusion in end-of-year-report.
Evaluate, improve, and standardize protocols teachers use to support students in the process of preparing projects for Science and Engineering Fair.	Teacher focus groups/Interviews Annual teacher survey	Teachers will report on their activities related to the Science and Engineering fair in annual survey. Site visits conducted at the beginning and end of each program year will include focus groups and

			interviews. Data will be analyzed for inclusion in end-of-year-report.
PROGRAM GOAL 2: Drew staff will participate in professional development that is driven by the mission of the school, ongoing, embedded and consistent with National and Georgia Staff Development Standards.			
INDICATOR(S)	DATA COLLECTION METHODS(S)	FREQUENCY OF DATA COLLECTION/REVIEW	
Ratings of teacher effectiveness will improve by 2% each program year.	School Administrator Survey Administrator Observation Data	School administrator surveys will be conducted at the end of each program year (Spring of 2012, 2013, and 2014). Data will be analyzed for inclusion in the end-of-year report. Administrators will provide teacher observation data for analysis and inclusion in end-of-year report.	
100% of science teachers will participate in self-efficacy program over the course of implementation.	Pre/post-test of science self-efficacy using STEBI (Science Teaching Efficacy Beliefs Instrument).	Teachers will complete the self-efficacy instrument at the beginning and end of each the 2011-12, 2012-13, and 2013-14 academic years.	
100% of math teachers will participate in self-efficacy program over the course of implementation.	Pre/post-test of mathematics self-efficacy using the MTEBI (Mathematics Teaching Efficacy Beliefs Instrument).	Teachers will complete the self-efficacy instrument at the beginning and end of each the 2011-12, 2012-13, and 2013-14 academic years.	
Mathematics teachers, in collaboration with school administrators, will complete the curricular redesign process to integrate Singapore Math Strategies	Review of curricular document products (i.e. revised Scope and Sequence, Lesson Plans)	Teachers and administrators will provide curricular re-design documents associated with Singapore Math by the end of the 2011-12 academic year. Documents will be reviewed and analysis included in end-of-year report.	
K – 8 Mathematics teachers (approximately 35 teachers) will implement Singapore Math Strategies.	Classroom observations (Reformed Teaching Observation Protocol supplemented with items related to Singapore Math Strategies). Teacher Interviews	*Classroom observations will be conducted during site visits at the beginning and end of each program year.	
Project- and problem-based learning approaches will be integrated into instructional practices in all K-8 classrooms.	Classroom observations (Reformed Teaching Observation Protocol supplemented with items related project-based learning – PD 360, Buck Institute programs).	*Classroom observations and interviews will be conducted during site visits at the beginning and end of each program year.	

Teacher Interviews	
GEORGIA BENEFITS FROM IMPROVED STUDENT OUTCOMES	
PROGRAM GOAL 3: MEET SCHOOLS' EXPECTATIONS OUTLINED IN ITS CHARTER GOALS FOR IMPROVING STUDENT ACHIEVEMENT IN EXCEEDS CATEGORY IN STEAM RELATED AREAS OF CURRICULUM	
INDICATOR(S)	FREQUENCY OF DATA COLLECTION/REVIEW
Increase the percentage of students scoring in the Exceeds Expectations Category on the Mathematics and Science GA CRCT by an average of 3 percentage points each year through 2014.	GA CRCT scores for the 2010 – 11, 2011-12, 2012-13, and 2013-14 academic years
By 2014, 50% of students will score in the Exceeds Expectations category on the Mathematics and Science GACRCT.	GA CRCT scores for the 2010-11, 2011-12, 2012-13, and 2013-14 academic years.
Increase the percentage of students in grades 2-8* scoring above the national norm on the ITBS by an average of 3 percentage points per year in Science and Math through 2014. (*2012 is a baseline year for grades 2, 4, 6 and 7).	ITBS scores for the 2010-11, 2011-12, 2012-13, and 2013-14 academic years.
By 2014 100% of 5 – 8 th grade students will attain “proficient or “advanced” levels in each of the following 21 st Century Skill areas: Creativity and Innovation, Communication and Collaboration, Research and Information Fluency, Critical Thinking, Problem Solving, and Decision Making, Digital Citizenship, and Technology Operations and Concepts.	21 st Century Skills Assessment for the 2011-12, 2012-13, and 2013-14 academic years.

*A sampling plan will be developed to determine the number of mathematics and science teachers at each grade level to be included in classroom observations.

DREW CHARTER SCHOOL, INC.

**FINANCIAL STATEMENTS
AND
SUPPLEMENTAL INFORMATION**

For the Year Ended June 30, 2010

**with
Independent Auditors' Report**



DREW CHARTER SCHOOL, INC.

TABLE OF CONTENTS

June 30, 2010

Independent Auditors' Report	1
Statements of Financial Position	2
Statement of Activities	3
Statements of Cash Flows	4
Notes to Financial Statements	5
Independent Auditors' Report on Supplemental Information	11
Fund Level Balance Sheet	12
Fund Level Statement of Activities	13
Selected Notes to Fund Level Statements	14

INDEPENDENT AUDITORS' REPORT

To the Board of Directors
Drew Charter School, Inc.

We have audited the accompanying statements of financial position of Drew Charter School, Inc. (a Georgia not-for-profit organization) (the "School") as of June 30, 2010 and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of the School's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Drew Charter School, Inc. as of June 30, 2010, and the changes in its net assets and cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

The prior year summarized comparative information has been derived from the School's June 30, 2009 financial statements, and in our report dated September 29, 2009, we expressed an unqualified opinion on those financial statements. Subsequent to that date, as discussed in Note E, the June 30, 2009 financial statements have been restated to reflect invoices that were received in 2010 that relate to the year ended June 30, 2009.



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1

DREW CHARTER SCHOOL, INC.
STATEMENTS OF FINANCIAL POSITION

June 30, 2010 and 2009

	2010	2009 (restated)
Assets		
Cash	\$ 3,614,012	\$ 4,134,083
Accounts receivable – Title I Funds (Note B)	293,935	225,857
Related party receivables (Note G)	-	180,428
Pledges receivable - related party (Note G)	400,000	-
Other receivables	500	500
Property and equipment, net (Note C)	443,629	229,743
TOTAL ASSETS	\$ 4,752,076	\$ 4,770,611
LIABILITIES AND NET ASSETS		
Liabilities		
Due to related party (Note G)	\$ 111,922	\$ 18,895
Accounts payable and accrued expenses (Note F)	1,672,810	3,594,552
TOTAL LIABILITIES	1,784,732	3,613,447
Commitments and Contingencies (Notes F, H and I)		
Net Assets		
Unrestricted	2,860,733	1,033,441
Temporarily restricted (Note D)	106,611	123,723
TOTAL NET ASSETS	2,967,344	1,157,164
TOTAL LIABILITIES AND NET ASSETS	\$ 4,752,076	\$ 4,770,611

See accompanying notes.

For the Year Ended June 30, 2010
(with comparative totals for 2009)

	2010			2009 (restated)
	Unrestricted	Temporarily Restricted	Total	Total
Support and Revenue				
Atlanta Public School funding	\$ 9,920,119	\$ -	\$ 9,920,119	\$ 9,065,802
Title I funding	444,015	-	444,015	507,920
Contributions	47,178	869,166	916,344	457,962
Other income	26,338	-	26,338	9,325
TOTAL SUPPORT AND REVENUE	10,437,650	869,166	11,306,816	10,041,009
Net Assets Released from Restrictions				
Satisfaction of restrictions	886,278	(886,278)	-	-
TOTAL SUPPORT, REVENUE AND NET ASSETS RELEASED FROM RESTRICTIONS	11,323,928	(17,112)	11,306,816	10,041,009
Expenses				
Program expenses:				
Instructional expenses	6,122,453	-	6,122,453	6,715,615
Facilities expenses	686,321	-	686,321	569,109
Technology expenses	431,031	-	431,031	360,952
Support expenses				
Management and general	2,256,831	-	2,256,831	2,479,891
TOTAL EXPENSES	9,496,636	-	9,496,636	10,125,567
INCREASE (DECREASE) IN NET ASSETS	1,827,292	(17,112)	1,810,180	(84,558)
Net Assets at Beginning of Year	1,033,441	123,723	1,157,164	1,241,722
Net Assets at End of Year	\$ 2,860,733	\$ 106,611	\$ 2,967,344	\$ 1,157,164

See accompanying notes.

DREW CHARTER SCHOOL, INC.

STATEMENTS OF CASH FLOWS

For the Years Ended June 30, 2010 and 2009

	<u>2010</u>	<u>2009</u> <u>(restated)</u>
Cash Flows from Operating Activities		
Change in net assets	\$ 1,810,180	\$ (84,558)
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	208,589	154,385
(Increase) decrease in accounts receivable	(287,650)	318,290
Increase (decrease) in accounts payable and accrued expenses	<u>(1,828,715)</u>	<u>2,547,702</u>
NET CASH PROVIDED (USED) BY OPERATING ACTIVITIES	<u>(97,596)</u>	<u>2,935,819</u>
Cash Flows from Investing Activities		
Property and equipment purchases	<u>(422,475)</u>	<u>(111,640)</u>
NET CASH REQUIRED BY INVESTING ACTIVITIES	<u>(422,475)</u>	<u>(111,640)</u>
NET INCREASE (DECREASE) IN CASH	<u>(520,071)</u>	<u>2,824,179</u>
Cash at Beginning of Year	<u>4,134,083</u>	<u>1,309,904</u>
Cash at End of Year	<u><u>\$ 3,614,012</u></u>	<u><u>\$ 4,134,083</u></u>

See accompanying notes.

DREW CHARTER SCHOOL, INC.

NOTES TO FINANCIAL STATEMENTS

June 30, 2010 and 2009

NOTE A—ORGANIZATION AND BUSINESS

Drew Charter School, Inc. (the "School"), a Georgia not-for-profit corporation, was organized to operate the Charles R. Drew Charter School located in the East Lake community. The mission of the School is to serve the children and families of East Lake and the surrounding communities by providing a learning environment that emphasizes high achievement and character development.

The School was granted a charter (the "Charter") by the Georgia Board of Education in August 1999. The Charter was renewed and currently expires June 30, 2015. The Charter permits the School to operate as a Charter School under the Atlanta Public School system, provided the School operates within the guidelines of the Charter and the applicable state and federal laws. Under the terms of the Charter, the School receives an allocation from the Atlanta Public Schools which is based on enrollment.

The School's support comes primarily from the Atlanta Public Schools.

Average enrollment for the years ended June 30, 2010 and 2009 was 769 and 749 students, respectively.

NOTE B—SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Recently Issued Accounting Standards: In June 2009, the FASB issued FASB ASC 105, *Generally Accepted Accounting Principles*, which established the FASB Accounting Standards Codification as the sole source of authoritative generally accepted accounting principles. Pursuant to the provisions of FASB ASC 105, the School has updated references to generally accepted accounting principles (GAAP) in its financial statements. The adoption of FASB ASC 105 did not impact the School's financial position or changes in net assets.

Basis of Accounting: The School prepares its financial statements in accordance with FASB ACS 958-205, *Not-For-Profit Entities Presentation of Financial Statements*. Under ACS 958, the School reports information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. As of June 30, 2010 and 2009, the School did not have any permanently restricted net assets.

DREW CHARTER SCHOOL, INC.

NOTES TO FINANCIAL STATEMENTS

June 30, 2010 and 2009

NOTE B—SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES—Continued

Contributions: Contributions are recognized when the donor makes a promise to give to the School that is, in substance, unconditional. Contributions that are restricted by the donor are reported as increases in unrestricted net assets if the restrictions expire in the fiscal year in which the contributions are recognized. All other donor-restricted contributions are reported as increases in temporarily or permanently restricted net assets depending on the nature of the restrictions. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets. During the years ended June 30, 2010 and 2009, the School did not receive any permanently restricted contributions. The School uses the allowance method to determine the uncollectible unconditional promises receivable. The allowance is based on prior years' experience and management's analysis of specific promises made.

Contributed Services: Contributed services are recognized if the services received (a) create or enhance nonfinancial assets or (b) require specialized skills that are provided by individuals possessing those skills and would typically need to be purchased if not provided by donation. Many individuals volunteer their time and perform a variety of tasks that assist in the School's activities. The School receives numerous volunteer hours each year that are not valued in the financial statements because the services do not meet the criteria. In addition, East Lake Foundation provides consulting and accounting services which are not valued in the financial statements because the fair value cannot be reasonably determined.

Contributed Use of Facilities: As described in Note G, the School's facilities and the majority of the furniture are provided by the East Lake Foundation. Contribution revenue and related program expense has not been recognized in the accompanying statements of activities because the fair rental value cannot be reasonably estimated.

Revenue Recognition: Revenue from Atlanta Public Schools and revenue from program fees are recognized in the period the service is delivered. Revenue from reimbursement basis grants is recognized as related expenditures are made.

Cash: For purposes of the statement of cash flows, the School considers all highly liquid investments with a maturity of three months or less to be cash and cash equivalents. The School maintains balances with the bank in excess of federally insured limits. Management believes the exposure to loss from such balances to be minimal.

Accounts Receivable: Accounts receivable represents amounts due to the School for Title I funding as of June 30, 2010 and 2009 which were received in subsequent months. Reference Note G for a description of related party receivables and pledges receivable – related party.

DREW CHARTER SCHOOL, INC.

NOTES TO FINANCIAL STATEMENTS

June 30, 2010 and 2009

NOTE B—SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES—Continued

Property and Equipment: The School capitalizes all expenditures for furniture, fixtures, and equipment in excess of \$500. Furniture and equipment are recorded at cost or fair market value, if donated, and are depreciated using straight line methods over their estimated useful lives as follows:

Computer equipment	3 years
Curriculum	4 years
Other equipment, furniture and fixtures	7 years

Tax Status: Drew Charter School, Inc. is exempt from income taxes under Section 501(c)(3) of the U.S. Internal Revenue Code and is classified as an organization which is not a private foundation under Section 509(a) of the U.S. Internal Revenue Code. The School qualifies for the charitable contribution deduction.

Effective January 1, 2009, the School adopted FASB Interpretation No. 48, an interpretation of FASB Accounting Standards Codification (ASC) 740, to account for uncertainty in income taxes. There was no impact on the financial position or changes in net assets. Management does not believe there are any uncertain tax positions at June 30, 2010.

The School could be subject to income tax examinations for its U.S. federal tax filings for the current tax year and previous filings for years ending in 2009, 2008, and 2007 still open under the statute of limitations.

Functional Allocation of Expenses: The costs of providing the various programs and other activities have been summarized on a functional basis in the statement of activities. Accordingly, certain indirect costs have been allocated among the programs and supporting services benefited.

Fair Values of Financial Instruments: The School estimates that the carrying amount for cash, accounts receivable, and accounts payable approximates fair value because of the short-term nature of these instruments.

Use of Estimates: The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

DREW CHARTER SCHOOL, INC.

NOTES TO FINANCIAL STATEMENTS

June 30, 2010 and 2009

NOTE B—SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES—Continued

Events Occurring After Report Date: Management has evaluated events and transactions that occurred between June 30, 2010 and September 29, 2010, which is the date that the financial statements were available to be issued for possible recognition or disclosure in the financial statements. Reference should be made to Note I regarding the School's withdrawal from the Social Security System.

NOTE C—PROPERTY AND EQUIPMENT

Property and equipment at June 30, 2010 and 2009 is composed of the following:

	2010	2009
Furniture and fixtures	\$ 213,617	\$ 213,617
Computer equipment	502,608	121,427
Building improvements	22,148	22,148
Curriculum	460,092	460,092
Land improvements	41,294	-
	<u>1,239,759</u>	<u>817,284</u>
Less accumulated depreciation	<u>(796,130)</u>	<u>(587,541)</u>
Net property and equipment	<u>\$ 443,629</u>	<u>\$ 229,743</u>

NOTE D—RESTRICTIONS ON NET ASSETS

Temporarily restricted assets at June 30, 2010 and 2009 are available as follows:

	2010	2009
Technology grant	\$ 18,819	\$ 67,633
Pre-K program	<u>87,792</u>	<u>56,090</u>
	<u>\$ 106,611</u>	<u>\$ 123,723</u>

DREW CHARTER SCHOOL, INC.

NOTES TO FINANCIAL STATEMENTS

June 30, 2010 and 2009

NOTE E—PRIOR PERIOD RESTATEMENT

The financial statements presented herein as of June 30, 2009 have been restated from those previously issued to correct for items that the management company invoiced in 2010 that were related to the year ended June 30, 2009. The 2009 restatement is summarized as follows:

	June 30, 2009 as Previously Stated	Restatement	June 30, 2009 as Restated
Property and equipment, net	\$ 189,098	\$ 40,645	\$ 229,743
Accounts payable and accrued expenses	3,376,177	218,375	3,594,552
Facilities expenses	506,519	62,590	569,109
Management and general expenses	2,378,341	101,550	2,479,891
Depreciation expense	140,795	13,590	154,385
Unrestricted net assets	1,211,171	(177,730)	1,033,441

NOTE F—COMMITMENTS

Contract with EdisonLearning, Inc. The School contracts with EdisonLearning, Inc. ("Edison") to perform management services. The current agreement with Edison (negotiated in July 2009) is in effect through June 30, 2012. The agreement guarantees Edison a management fee of \$578,512 for the year ended June 30, 2010. The fee increase 3% each year. The management fee for the year ended June 30, 2009 under the previous agreement with Edison was \$1,123,323.

In addition, Edison pays certain expenses on behalf of the School. The School then reimburses Edison for these amounts. Amounts due to Edison of \$1,664,416 and \$3,263,347 are included in accrued expenses at June 30, 2010 and 2009, respectively.

Leases: The School leases office equipment under non-cancelable operating leases expiring in 2011. Rent expense for the years ended June 30, 2010 and 2009 amounted to approximately \$39,000 and \$40,000, respectively. Future minimum lease payments for the year ended June 30, 2011 are \$3,250.

DREW CHARTER SCHOOL, INC.

NOTES TO FINANCIAL STATEMENTS

June 30, 2010 and 2009

NOTE G—RELATED PARTY TRANSACTIONS

The School operated in facilities and with furniture provided and owned by the East Lake Foundation (the "Foundation"), an affiliated entity.

At June 30, 2010, pledges receivable from East Lake Foundation relate to a \$400,000 technology grant made from the Foundation to the School during 2010. The Foundation funds portions of the pledge upon receiving requests for qualifying expenditures from the School.

Amounts due to the Foundation from the School totaled approximately \$112,000 and \$19,000 as of June 30, 2010 and 2009. The amounts resulted from expenses paid for by the Foundation on behalf of the School.

At June 30, 2010 and 2009 receivables of \$0 and \$180,428, respectively, represent grant funding from another related entity, CF Foundation, for the Pre-K program.

NOTE H—RETIREMENT PLAN

The School participates in the Teachers Retirement System of Georgia. Participation is available to all full-time public school employees as defined by the Plan. Participant employees contribute 5% of their annual salary. The School contributed 9.28% of each participant's annual salary for the years ended June 30, 2010 and 2009. Employer contributions totaled approximately \$515,000 and \$481,000 for the years ended June 30, 2010 and 2009, respectively.

NOTE I—WITHDRAWAL FROM SOCIAL SECURITY SYSTEM

During fiscal year 2010, the School determined that the teachers who participate in the Teacher's Retirement System of Georgia are exempt from the Social Security portion of FICA tax. Effective October 2009, the School decided to withdraw from participating in the Social Security system for such teachers. The School also submitted amended Form 941s for calendar year 2006 to obtain a refund of previous amounts paid into the Social Security system by the School and by the teachers. The refunds requested total approximately \$468,000, half which is due to the School and the other half of which is due to the teachers. The School plans to amend subsequent returns for 2007 through 2009 based on the results received on the 2006 amended returns. The School has not received a response on these amended returns and has not recorded a receivable as of June 30, 2010 since the response cannot be reasonably estimated at this time.

SUPPLEMENTAL INFORMATION

**INDEPENDENT AUDITORS' REPORT
ON SUPPLEMENTAL INFORMATION**

To the Board of Directors
Drew Charter School, Inc.

Our report on our audit of the basic financial statements of Drew Charter School, Inc., for the year ended June 30, 2010 appears on page 1. That audit was conducted for the purpose of forming an opinion on the basic financial statements taken as a whole. The supplemental balance sheet, statement of activities and selected notes are presented in accordance with Government Accounting Standards Board Ruling #34 as required by The Atlanta Public Schools and are not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated in all material reports in relation to the basic financials taken as a whole.



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September 29, 2010
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DREW CHARTER SCHOOL, INC.

FUND LEVEL BALANCE SHEET

June 30, 2010

ASSETS	
Cash	\$ 3,614,012
Due from Other Governments	29,286
Grants Receivable	-
TOTAL ASSETS	<u>\$ 3,643,298</u>
 LIABILITIES AND FUND BALANCE	
Liabilities	
Due to related party	\$ 111,922
Accounts payable and accrued expenses	<u>1,672,810</u>
TOTAL LIABILITIES	1,784,732
Fund Balance	
Unrestricted	1,751,955
Restricted for future use	<u>106,611</u>
TOTAL FUND BALANCE	<u>1,858,566</u>
TOTAL LIABILITIES AND FUND BALANCE	<u>\$ 3,643,298</u>

See accountants' report of supplementary information.

DREW CHARTER SCHOOL, INC.
FUND LEVEL STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2010

Revenues	
Federal Funding	
Title I Funding (CFDA 84.010)	\$ 179,366
Other Local Funding – operations	
Contributions	516,344
Other Revenue	<u>26,338</u>
TOTAL REVENUES	722,048
Expenditures	
Instruction	6,007,930
General Administration	2,256,831
Support Services – Business and Technology	350,299
Maintenance and Operation of Plant Services	673,487
Capital Outlays	
Acquisition of Capital Assets	<u>422,475</u>
TOTAL EXPENDITURES	<u>9,711,022</u>
EXCESS OF EXPENDITURES OVER REVENUES	(8,988,974)
Other Financing Sources	
Transfers from APS District	<u>9,920,119</u>
TOTAL OTHER FINANCING SOURCES	<u>9,920,119</u>
Net Change in Fund Balance	931,145
Fund Balance at Beginning of Year (restated)	<u>927,421</u>
Fund Balance at End of Year	<u><u>\$ 1,858,566</u></u>

See accountants' report of supplementary information.

June 30, 2010

NOTE A—CAPITAL ASSETS

Each class of capital assets is as follows for the year ended June 30, 2010:

Computer equipment:	<u>Cost</u>	<u>Depreciation</u>
Beginning of year balance	\$ 121,427	\$ 60,402
Acquisitions	381,181	
Dispositions	-	-
Depreciation expense		80,731
End of year balance	<u>\$ 502,608</u>	<u>\$ 141,133</u>
Furniture and fixtures:	<u>Cost</u>	<u>Depreciation</u>
Beginning of year balance	\$ 213,617	\$ 190,569
Acquisitions	-	-
Dispositions	-	-
Depreciation expense		5,870
End of year balance	<u>\$ 213,617</u>	<u>\$ 196,439</u>
Curriculum:	<u>Cost</u>	<u>Depreciation</u>
Beginning of year balance	\$ 460,092	\$ 335,483
Acquisitions	-	-
Dispositions	-	-
Depreciation expense		115,024
End of year balance	<u>\$ 460,092</u>	<u>\$ 450,507</u>
Building improvements:	<u>Cost</u>	<u>Depreciation</u>
Beginning of year balance	\$ 22,148	\$ 1,087
Acquisitions	-	-
Dispositions	-	-
Depreciation expense		3,031
End of year balance	<u>\$ 22,148</u>	<u>\$ 4,118</u>
Land improvements:	<u>Cost</u>	<u>Depreciation</u>
Beginning of year balance	\$ -	\$ -
Acquisitions	41,294	
Dispositions	-	-
Depreciation expense		3,933
End of year balance	<u>\$ 41,294</u>	<u>\$ 3,933</u>

DREW CHARTER SCHOOL, INC.
SELECTED NOTES TO FUND LEVEL STATEMENTS
June 30, 2010

NOTE B—RESTATEMENT

The financial statements presented herein as of June 30, 2009 have been restated from those previously issued to correct for items that the management company invoiced in 2010 that were related to the year ended June 30, 2009. The 2009 restatement is summarized as follows:

	June 30, 2009 as Previously Stated	Restatement	June 30, 2009 as Restated
Accounts payable and accrued expenses	\$ 3,376,177	\$ 218,375	\$ 3,531,962
Management and general expenses	2,378,341	101,550	2,479,891
Maintenance and operation of plant services	497,843	62,590	560,433
Acquisition of capital assets	57,405	54,235	111,640
Fund balance	1,145,796	(218,375)	927,421



DREW CHARTER SCHOOL PARTNERS OF INNOVATION

RACE TO THE TOP INNOVATION FUND

APPENDIX 1

- PARTNER MISSIONS AND EXPERTISE -

Center for Education Integrating Science, Mathematics, and Computing (CEISM)

Mission: The Center for Education Integrating Science, Mathematics and Computing (CEISM) (pronounced like "seismic") is a partnership uniting the Georgia Institute of Technology with educational groups, schools, corporations, and opinion leaders throughout the state of Georgia. CEISM is dedicated to the enhancement of STEM education in the schools based on the enormous scholarly accomplishments of GT faculty. CEISM advocates and participates in efforts for systemic changes that lead to improved appreciation and performance in STEM for all students at the level of K-12, especially those under-represented in STEM education, and to disseminate best practices to districts and through scholarly works.

Expertise and Experience: Georgia Tech (GT), led by its outreach center, the Center for Education Integrating Science, Mathematics and Computing (CEISM), is playing a major partnership role in Georgia's Race to the Top (RT3) STEM initiative. To achieve STEM educational reform across the state requires effective teacher professional development (PD), engaging and rigorous STEM courses, and special attention to advanced STEM courses. The keys to our approach are distance learning, STEM content and research expertise of GT, and the already established successful programs of CEISM and GT's Distance Learning and Professional Education (DLPE) office. CEISM's Race to the Top initiative is divided into two components: teacher professional development and advanced courses for students.

Teacher Professional Development:

Online Courses. CEISM and DLPE provides long-term online teacher PD for NASA through the NASA Electronic Professional Development Network (ePDN) located at Georgia Tech. In addition to providing ePDN courses in robotics, problem-based inquiry science, and statistics, CEISM will develop courses using GaDOE's Learning Management System. These courses will use GA Tech's innovative STEM research as the framework for content emphasis.

Instructional Technology Toolkit. In collaboration with GaDOE's Division of Instructional Technology, CEISMC will develop a Toolkit for administrators and teachers to support the effective use of technology in a standards-based classroom with emphasis on real-world applications.

Gift. The Georgia Intern-Fellowships for Teachers (GIFT) program will increase to 105 annually STEM teachers per summer in mentored, challenging STEM internships in industry and university research laboratories.

Advanced Courses for Students:

Online Advanced Courses. In collaboration with Georgia Virtual School, online advanced STEM courses for students will be developed. CEISMC will also develop a new online operations research (OR)-based Math4 course.

Distance Calculus. CEISMC, the School of Mathematics, and DLPE have pioneered the use of live video conferencing to offer college-level calculus II and III to advanced high school students. The RT3 initiative will expand the reach of various programs by 150 students (to 400/year), add additional school systems, courses, and individual students in rural counties.

Robotics/Engineering Design: Building on NSF funding of a program that utilizes robotics and engineering design to teach physical science and that inspires students from all demographic groups to continue to actively engage in STEM education, Georgia Tech will expand the use of engineering and robotics in middle schools, specifically within integrated STEM classrooms.

Effect of the Project on Students and Teachers:

Georgia Tech's Race to the Top teacher professional development collaborations with GaDOE will impact over a 1,000 middle and high school mathematics, science and CTAE teachers over the 4-year grant period. Teacher PD through the GIFT program adds 100 additional teachers. Implementing innovative robots/pre-engineering programs will reach about 10,800 middle school students. The Math4-OR course will involve approximately 3,000 students per year, and the distance calculus and other advanced classes will add at least 600 students. Total: At least 20,400 students, 1,100 teachers.

Georgia State University School of Music

Mission: The mission of the School of Music is to provide a comprehensive, rigorous, and innovative academic program that is consistent with the urban context and mission of Georgia State University, and

that serves the pursuit of artistic, professional, and scholarly excellence through experiences of lasting value to all stakeholders.

Expertise and Experience: The Center for Educational Partnerships within the GSU School of Music partners with local K-12 schools to implement the nationally recognized arts integration program, *Sound Learning (SL)*, which was established in 1999. *Sound Learning* is cited in the current Harvard Project Zero report: *Qualities of Quality: Understanding Excellence in Arts Education*. Project Zero's mission is to understand and enhance thinking and creativity in the arts, as well as humanistic and science disciplines at the individual and institutional levels. Current Sound Learning programs are produced at Centennial Elementary School and Charles R. Drew Charter School. At the latter school, SL serves grades one through five (approximately 400 students) with music residencies that connect with specific academic subjects selected by the teachers of each grade. Lesson content and learning goals are designed by Drew teachers and site coordinators. Past programs have emphasized language arts, sounds acoustics/music instrument construction, geography, and other subject matter. The site coordinators selected by the Director of the CEP, are current or former Ph.D. candidates (5) in music education. A second aspect of Sound Learning is an ongoing, arts-focused curriculum integration project called *Inspire*, which is directed to grades six through eight at Drew Charter School.

Center for Teaching at the Westminster Schools

Mission: The mission of the Center for Teaching is to advance educators and the teaching profession in quality and professional stature through programs and resources which promote expertise in both the science and art of education. The Center utilizes the resources and best practices of professional excellence on a national level and promotes collaboration and partnership between public and independent schools. Through development and practical application of the teaching craft, the Center aims to enhance the overall quality of excellence in schools.

Expertise and Experience: The CFT has had five years of experience designing and implementing professional development (PD) programs for faculty. We have facilitated four faculty cohorts involving a total of 42 teachers at The Westminster Schools and Drew Charter School. We have facilitated another three faculty cohorts involving a total of 40 teachers from Atlanta Public Schools and six Atlanta independent schools. All seven cohorts worked for a full year providing teachers with professional development opportunities that were sustained, focused on their classroom instruction, and directed at deepening teachers' content knowledge and instructional practice. One of the goals of the cohort program

is to help faculty members develop the skills needed to be a “teacher leader” in his or her school. In our first cohort, two math teachers, one from Drew Charter School and one from The Westminster Schools, continued a collaborative relationship that centered on integrating technology in their math classes. Their collaboration continues to this day. Within a year, the Drew math teacher became the Math Coordinator, and The Westminster Schools’ math teacher started co-facilitating a professional learning community in the Junior High School and led a faculty cohort in 2010-2011. The CFT has designed and implemented other programs in collaboration with Drew’s Math Coordinator: a math-tutoring program for struggling and gifted 6-8th grade students. Over the past two years, the program has supported 28 students. The CFT has also collaborated with Drew’s Math Coordinator and the Director of Teaching and Learning to implement PD programs in Singapore Math strategies. We have helped to educate nearly 28 Drew Charter K-6 grade teachers in Singapore Math, a strategy used to improve instruction and student achievement in math. We have collaborated with the Westminster math teacher to implement more effective assessment strategies as part of the curriculum for her JHS math PLC. These examples illustrate how the cohort model we have developed has led to participants becoming teacher leaders and sustaining their commitment to improving their practice and impacting student achievement.



DREW CHARTER SCHOOL PARTNERS OF INNOVATION

RACE TO THE TOP INNOVATION FUND

APPENDIX 2

- DREW CHARTER SCHOOL TECHNOLOGY GRANT: KEY OUTCOMES -

Security

The security system was enhanced throughout the entire campus. All cameras were updated and 15 additional cameras were purchased. The software of the security system was also upgraded so that the new cameras could seamlessly communicate with the new network. Motion sensors allow the cameras to zoom in to get a true picture of activity. The current system now provides more coverage in areas that were previously “dark,” including the playground, restrooms, and parking lot.

Infrastructure

Previously, the server ran on an unsupported operating system (Windows 2000 Server). With the purchase of a new server Drew upgraded to Windows 2008 Server to increase storage capacity for teacher, student, and staff documents. This gave us virtualization capabilities that allowed users to run three virtual servers along with the host server at no additional cost. With the updated server, Drew had the ability to take the old servers and give them new roles, such as application servers and domain controller. Drew acquired gigabit network switches to speed up the transfer rate between the server and the workstations.. This gives us faster through-put for the local area network. It also prepares us for future communication expansion, i.e. VOIP and remote access for the security system. Campus-wide wireless access was provided to give teachers and staff more flexibility during classroom instruction, planning, and collaboration. Teachers were provided with new laptops for increased speed and productivity. Each laptop was equipped with 3GB of RAM and a 250GB hard drive. In addition, productivity increased with Windows 7 and Microsoft Office 2007.

Instructional Resources

Many instructional resources were provided to support teaching with technology in the classroom.

- Two hundred 200 Netbooks were purchased to increase technology integration in the classroom.
- New dual-touch SMARTBoards with short-throw projectors were installed in each classroom.

- Twenty five SMART Response Systems were purchased to give teachers the ability to assess learning throughout instruction and provide immediate feedback to students.
- Four document cameras allow teachers to display content and information to students. Ten wireless slates allow teachers to control the SMARTBoard from anywhere in the class. With this tool, teachers can actively monitor students while using the SMARTBoard without being tethered to their desk. A smaller amount of document cameras and wireless slates allows the technology team to assess the use of this resource prior to future purchases.
- In addition to the digital tools Drew previously had access to (KidPix, Kidspiration, Inspiration, and BrainPop), instructional and assessment tools increased, bringing instruction and assessment into the 21st century.
 - Study Island -This online, standards-based assessment tool helps students prepare for the GCRCT at home and at school, while giving the teacher immediate feedback that can help drive instruction.
 - Explore Learning – Online science and math simulations increased problem-based learning with real-world applications
 - Safari Montage – This digital media solution gives teachers access to standards-based digital content, eliminating the need for streaming video.
 - Education City – Teachers and students can engage in interactive teaching and learning with this intuitive, web-based tool that is fully aligned to Georgia Performance Standards.
 - Maps 101 – This web service supports social studies instruction by letting students travel the world and develop social studies skills with interactive maps, National Geographic videos, and interactive games and activities.

Communication

Technology increased and improved communication among the Drew community this year. Four monitors for digital signage were installed in the lobby to welcome and inform staff, students, and visitors of Drew's announcements, events, and achievements. A technology blog and newsletter helps staff stay abreast of information, resources, and professional development. Additionally, a poster maker was purchased to professionalize the learning and working environment. Finally, communication between staff, students, and parents saw dramatic improvements in the 2010 – 2011 school year with the implementation of teacher and staff websites. Parents will see customized websites and online calendars that keep them informed about what's happening in the school and in their children's classrooms.

With these resources and improvements, in conjunction with an effective professional development program, teachers are now able to provide 21st century learning experiences that motivate students, improve collaboration among teachers and students, and raise achievement in a safe environment. All of these components give evidence that Drew Charter School is extremely adept at and capable of implementing large, complex, and rapidly growing projects.



**DREW CHARTER SCHOOL PARTNERS OF INNOVATION
RACE TO THE TOP INNOVATION FUND**

APPENDIX 3

- DREW CHARTER SCHOOL'S MATH AND LITERACY CENTERS -

Because of innovative initiatives like the Literacy Center and the Math Lab, virtually all Drew students meet or exceed standards on the Georgia Criterion-Referenced Competency Tests (CRCT) as referenced through the 2010 and 2011 testing results. The latest scores show that Drew students continue to outpace the state – not just meeting but exceeding state standards. As a result, Drew helps students build robust oral and written communication skills that permit them to learn, think critically, express feelings, articulate values, persuade, inspire, dream and create.

The Literacy Center

The Literacy Center at Drew was opened at the start of the 2008-09 school, with the support of a \$75,000 grant from the Rotary Club of Atlanta and Belk. The mission of the Center is to provide intensive, individualized interventions during the school day to students experiencing difficulties in the areas of reading and writing. Targeted instruction is based on the five essential components of reading. Students requiring more individualized, intensive instruction receive the specific interventions they need to address any targeted areas. In addition, the Center provides teachers with support, instruction, and resources to use in their reading instruction and acts as a model for best practices in reading.

The Literacy Center is part of the pyramid of interventions provided at Drew that meets the requirements for Georgia's Response to Intervention (RtI). The RtI process gives Drew the opportunity to provide individualized instruction for all students. This process ensures that students are receiving the academic assistance that they need to help them reach the goal of reading on grade level.

The current staffing for the Literacy Center includes a director, certified reading teacher and two highly trained paraprofessionals. In addition to a strong staff, the Center has an abundance of resources for use in the Center as well as in the classrooms. Assessments are administered three times a year with a universal screening that identifies areas of strengths and weaknesses in the areas of phonological awareness, phonics, fluency, and comprehension. These data are analyzed with the teachers and educational plans are created based on the outcomes. Through the collaboration between the Literacy

Center, the teacher, and the parent, students receive the necessary interventions to close the achievement gap and become life-long readers.

The Math Center

According to an article written in USA Today the nation's students are still falling behind peers from other higher performing nations in math. (http://www.usatoday.com/news/education/2010-12-07-us-students-international-ranking_N.htm), Drew's testing results in math have improved over the last four years. Results from 2010 indicated that 89% of students in grades 3 through 8 met or exceeded standards, which is up 24% from the 2008 results. The preliminary scores for 2011 indicate that 92% students in grades 3 through 8 are now meeting or exceeding standards. Although as a school the scores are improving, we still have a percentage of students who are still struggling with math computation, fluency and problem solving. As a result a Math Lab was created in 2009-2010 to provide support to the students who have deficiencies in any area. Similar to the Literacy Center, the Math Lab administers a universal screening, via AIMSweb, three times a year. Through the Math lab, students receive assistance in several areas such as early numeracy intervention, basic fact acquisition, problem solving, and computation. Regular progress monitoring is completed to review student's progress and make intervention changes as needed.

In addition to providing students with individualized interventions, the lab also serves as a center for instructional resources including software, books, and manipulative materials such as FASTT Math, Fraction Nation, Go Solve software by Scholastic; Exemplars; Carnegie Learning Tutorial; Mountain Math; and Singapore Math. Teachers are provided with support for remedial and enrichment opportunities through ongoing professional development.



**DREW CHARTER SCHOOL PARTNERS OF INNOVATION
RACE TO THE TOP INNOVATION FUND**

APPENDIX 4

**- GEORGIA TECH CENTER FOR EDUCATION INTEGRATING SCIENCE, MATHEMATICS
AND COMPUTING:
SUCCESS IN IMPROVING STUDENT OUTCOMES -**

Georgia Tech Center for Education Integrating Science, Mathematics and Computing's (CEISMC) staff includes seven former master teachers who are in demand to conduct teacher professional development (PD) courses and workshops in math, science and pre-college engineering. Since 2005, CEISMC has been involved in planning and implementing professional learning programs for GaDOE Math/Science Partnership programs, impacting thirteen school systems (including Atlanta Public Schools) and hundreds of teachers per year. The program design for each project was different, but there is qualitative and quantitative evidence that CEISMC intervention had a positive impact on the teachers and the students in the classrooms.

For example, over the two year period, providing summer workshops and institutes and school year follow-up sessions, CRCT science scores of elementary students in Fulton MSP increased for 10 out of 12 teachers who could be tracked for two years, and physical science CRCT scores in Gwinnett held steady or increased in 10/13 MSP classrooms. Teacher content knowledge increases have also been shown in CEISMC's PD programs sponsored by Georgia's Teacher Quality (TQ) program. For example, 16 middle school math teachers from Coffee and Atkinson Counties showed an average increase of 12% on tests of algebraic reasoning after the year-long TQ program. Similarly, 15 high school earth science teachers increased their test scores in geology by 27 percentage points (from 56% to 83%) after participating in a Georgia Tech sponsored TQ program.



**DREW CHARTER SCHOOL PARTNERS OF INNOVATION
RACE TO THE TOP INNOVATION FUND
APPENDIX 5**

- GOAL 1, ACTIVITY 3: EXPANDED DESCRIPTION -

At Georgia Tech all undergraduate students entering the College of Architecture spend the first year together in the Common First Year, learning shared skills and approaches to the problems and challenges of the designed, built, and lived environment. The year provides students with the time to get to know each other and the faculty. Common First Year courses also help students familiarize themselves with the different disciplines and professions within the College. With this knowledge in hand, students are better prepared to work collaboratively and productively with students and professionals from other disciplines.

Common First Year courses:

- Foster a critical curiosity about the designed and built environment
- Foster an informed engagement with one's surroundings: from the scale of the campus and the neighborhood to the city and the metropolitan region
- Provide an introduction to architecture and industrial design from an inter-disciplinary perspective and to the professional and inter-professional roles and relationships in the design and building industry

The courses also help students:

- Learn to observe; learn to describe.
- Understand the iterative nature of design inquiry and the role different media and genres of representation play in design inquiry.
- Understand design as discursive activity that draws strength from discussion, critique, self-reflection, and collaboration.
- Use basic digital software to enable digital documentation of work after each exercise.

During the fall of Year 1 cohorts consisting of a faculty member, a grad student and teachers will work together as a Common First Year cohort to develop an applied project at their grade level for

implementation in Spring 2012. Nine projects, three per grade level will be developed and implemented during the collaborations three-year timeframe. Cohorts Each project will integrate GPS/Common Core Standards using Common First Year.

All Drew teachers in grades 6-8 will participate. Each cohort will consist of all teachers at one grade level plus a PEC and arts teacher will focus on Georgia Performance Standards content in their subject area. Teachers will also develop an understanding of basics architecture or industrial design principles. Table 2.1 summarizes project cohorts.

2.1 Summary of Project Cohorts
<ul style="list-style-type: none"> • Cohort 1: 6th grade - mathematics, science, social studies, language arts, PEC and one arts teacher (music or visual arts), architecture or industrial design faculty member and a grad student • Cohort 2: 7th grade - mathematics, science, social studies, language arts, PEC and one arts teacher (music or visual arts), architecture or industrial design faculty member and a grad student • Cohort 3: 8th grade - mathematics, science, social studies, language arts, PEC and one arts teacher (music or visual arts), architecture or industrial design faculty member and a grad student
Total Participants -

Between Years 2 and 3, participants will spend two weeks in the summer exploring industrial design and architecture through a series of field trips throughout metro Atlanta and Georgia. They will then utilize what they have learned to develop applied thematic modules (two per grade level) that integrate STEM concepts with industrial design and architecture. These modules will be implemented in years 2 and 3.



DREW CHARTER SCHOOL PARTNERS OF INNOVATION

RACE TO THE TOP INNOVATION FUND

APPENDIX 6

- GOAL 1, ACTIVITY 4: EXPANDED DESCRIPTION -

Sound Learning

A major initiative of the Center for Educational Partnerships with partnership K-12 schools is the nationally recognized arts integration program, *Sound Learning* (SL) which was established in 1999. *Sound Learning* is cited in the current **Harvard Project Zero report: Qualities of Quality: Understanding Excellence in Arts Education**. Project Zero's mission is to understand and enhance, thinking, and creativity in the arts, as well as humanistic and science disciplines at the individual and institutional levels.

Current Sound Learning (SL) programs are produced at Centennial Elementary School and the Drew Charter School. At the latter school SL serves grades one through five (the lower academy consisting of 400 students) with music residencies that connect with a specific academic subjects selected by the teachers of each grade. Lesson content and learning goals are designed by Drew teachers and site coordinators. Past programs have emphasized language arts, sound acoustics/music instrument construction, geography and other subject matter. The site coordinators, selected by the Director of the CEP are current or former Ph.D. candidates (5) in music education.

The SL program is assessed by rubric guides and observation charts that are completed by the Drew teachers at each residence visit. Moreover, there is qualitative assessment based on student responses during site visits and informal interviews with classroom teachers, site coordinators, and resident musicians. Teacher portfolios are compiled during the year and are completed at the conclusion of the school year. A staff member of the CEP documents SL activities with audio and video evidences produced during the school year.

Georgia State's SL Workshop/Lecture Series is a program that presents professional development workshop/lectures for public/private school teachers in the metro Atlanta area and GSU students. Recent workshops featured: (1) a master drummer and a GSU African-American studies professor who developed a Nigerian cultural context based on drumming and (2) a workshop focused on creativity and improvisation in music performance. To expand their pedagogical techniques, Drew performing arts

teachers attend these workshop/lectures in addition to conferences produced by professional organizations such as the Georgia Music Educators Association, the American Choral Director Association, and National Dance Education Organization.

Drew students attend Atlanta Symphony Orchestra and educational programs by the Atlanta Opera. The SL program, to some degree, has contributed to an increase of Drew's CRCT Scores over the past five years which have increased steadily.

Inspire

A second aspect of SL is an ongoing arts-focused curriculum integration project named *Inspire*. Inspire is directed to grades six through eight (the upper academy). Select students engage in producing a "theme" performance event that features band, dance, chorus, and general students. The creative aspect of Inspire has students creating musical compositions, learning how to improvise music, and infusing the program with elements of dialogue and dance.

We plan to evolve *Inspire* projects by integrating media arts technology, using the animation and sound generation program *Scratch* from the Massachusetts Institute of Technology. Music technology and computer science faculty members at the University of Massachusetts are colleagues of Dr. Carlisle and are planning workshops in *Scratch* education skills with faculty of Georgia State and Georgia Tech and students at Drew.

Research Initiatives on Sound Learning and Inspire

The Sound Learning program at Drew is topic of a doctoral dissertation by a current Georgia State University Ph.D. music education candidate. The Inspire project is the current research focus of Dr. Carlisle. Her Inspire data findings have been published in the scholarly journal *Arts Education Policy Review* and is under final review for *Middle Grades Research Journal*. She currently is writing two additional journal articles highlighting Inspire data findings. Dr. Carlisle has presented Inspire findings at two national and two international music education research conferences.

The Georgia Tech Arts Education Program

The Georgia Tech Arts Education Program is an outreach program between Georgia Tech's Ferst Center for the Arts (Ferst Center) and selected elementary schools. The Drew program will target 5th grade students and their families. The program's mission is to expand and enhance a school's curriculum and enable participating students to achieve academic success. What distinguishes the program from others with a similar mission is that the program works specifically on a year-round basis to assist the

curriculum of selected schools by offering its students and their families, exposure to the arts of music, dance and theater. Students are exposed to a variety of art forms in collaboration with mainstream artists, on a consistent basis and tailored to their specific educational needs.

This curriculum-based program has three components:

- A multi-disciplinary team of teachers works with the Program's project coordinator to develop grade- and curriculum-specific study guides and activities which introduce the artists and their art form in the classroom;
- During school-time workshops at the Ferst Center, the students meet and interact with world renown artists;
- Students and their families are offered deeply discounted tickets to the artist's evening performance at the Ferst Center.

Central to the program is the integration of multiple art disciplines into the students' normal lesson plans through study materials and activities created by the program coordinator, teachers, and local artists. For example, a music study guide could correlate the counting of beats in a measure to basic math. A recent study guide for a dance ensemble paired the study of dance with lessons teaching students the muscular systems and bones in the human body. Yet another guide featured a choreography activity that helped students to understand fundamental concepts of geometry.

Although study guides are mainly focused on mathematics and science, they are also multidisciplinary. The cultural history of each particular art form is often discussed in the study guide to encourage tolerance and community building. A writing component is included with each student having their own journal to make notes and write down questions in preparation for the workshop and to document their experience afterward.

The study guide lessons are reviewed by the artists and performers who subsequently host a workshop for the students. Since the Arts Education Program's inception in 1998, performing artists such as renowned cellist Yo Yo Ma, Boys Choir of Harlem, Chuck Davis and the African American Dance Ensemble, guitarist Earl Klugh, Pilobolus Dance Company, Soweto Gospel Choir, classical pianists quintet The Five Browns, DanceBrazil, African Children's Choir, classical pianist Lang Lang, jazz singer Nenna Freelon, The Atlanta Shakespeare Company, jazz saxophonist Jeff Kashiwa, chamber orchestra I Musici de Montreal, and tap dancer Savion Glover have contributed their time, talent and expertise. The artists are provided with the study guide in advance of the workshop so that they can tailor their workshop to the material the students are learning.

During the workshop, each artist speaks about the art from an artist's viewpoint, engages the children in conversation and movement, and gives demonstrations. The final portion of the program provides subsidized tickets for students in the program and their families to experience the artist's evening performance at Georgia Tech's Ferst Center for the Arts. The Arts Education Program and its opportunities are invaluable to the students. By offering heavily subsidized tickets, the children and their families are afforded a special experience that without the Arts Education Program they might not have had.

The Arts Education Program impacts each child that is involved. Not only do the program's study guides and professional workshops augment the students' education, but the program also exposes and inspires the children about the arts. As part of the collaboration, a visual arts component that will expose the students to various art mediums, materials, perspectives and open-ended arts experiences will be added. The visual arts workshops will follow the successful model of the performing arts program, teachers introduce the artists and art works in the classroom with curriculum-based study guides developed by the program coordinator, a multi-disciplinary team of teachers and museum personnel curator. During school-time workshops at The High Museum, the students will meet various local artists, explore the connections between pieces from the permanent collection and science and mathematics; and create their own pieces of art. At the end of the school-year Georgia Tech Ferst Center will host a special exhibition for students and their families to view their artwork.

History and Impact

The Georgia Institute of Technology is universally known for its commitment to research in science and technology. However, Georgia Tech is also committed to community building. The Arts Education Program was piloted in 1998 at Centennial Place Elementary School. From 1998 until 2000, the program brought over 2,000 students to Georgia Tech and the Ferst Center to engage in interactive workshops and master classes with world-renowned performing artists, and it encouraged these students and their families to attend Ferst Center evening performances by providing tickets at a substantial discount. This pilot program fostered an awareness of the arts and inspired artistic activity among the students who participated. Most importantly, students' test scores increased in math and science by 10% and truancy decreased dramatically. The pilot program concluded in 2000 and was evaluated and refined to reflect a stronger connection to curricula and Georgia performance standards -- particularly in mathematics and sciences. With support from the Community Foundation for Greater Atlanta, and the Atlanta Foundation the program was resurrected at Centennial Place in 2005 for 5th graders and grew to include 4th grade in 2007. At that time, the program incorporated a third curriculum on reading and writing performance.

During the program's hiatus, Centennial Place administrators noted a significant decrease in 5th grade test scores compared to test scores of 5th graders who participated in the arts education program from 1998-2000, and additionally found an increase in truancy and a decrease in the students' interest in the arts. More confirmation that the arts help students achieve.

Past quantitative studies at Centennial Place also demonstrate an improvement in academic performance among program participants. In fact, the Centennial Place Elementary 5th grade 2006 Georgia Criterion Reference Competency Tests (CRCT) results showed an increase of 3% in the science scores and, even more significantly, a 7% increase in math scores--with 100% of the 5th grade students meeting and or exceeding the proficiency levels in both math and science. The 2008 CRCT results showed 91% of the 5th grade students meeting and exceeding the proficiency levels in reading compared to only 88.4% in 2007.

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APPENDIX 7
- GOAL 2, ACTIVITY 4: EXPANDED DESCRIPTION -**


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APPENDIX 8

- GOAL 2, ACTIVITY 7: EXPANDED DESCRIPTION –

DATA WISE

The DATA WISE improvement process is a program developed through a collaboration of Harvard's Graduate School of Education and the Boston Public School district. The improvement process trains teachers to become proficient users of student achievement data. Teachers become adept at identifying student learning problems, translating them into problems of instructional practice, developing lessons to address problems of practice, conducting peer-to-peer observations to see lessons being implemented, debriefing observations, reassessing students on their learning, and analyzing the changes taking place. As problems are addressed, new student learning problems are identified and the cycle continues. Important to the success of the DATA WISE improvement process is the collaboration of faculty on grade-level teams.

Westminster Schools' Center for Teaching (CFT) ran a series of ten, one-hour workshops for Drew's seven-member leadership team on using the DATA WISE improvement process. We piloted the process with two grade-level teams under the leadership of two mid-level administrators. The 2nd grade team identified vocabulary as a student-learning problem and collaboratively designed new lessons for teaching vocabulary. Taking their work through a complete DATA WISE cycle. Their work was under the guidance of Drew's literacy coordinator. We piloted a similar project using a student-learning problem in math with the 3rd grade team.

Over the three year grant cycle, CFT will use resources to help Drew's administrative team launch the DATA WISE improvement process at all grade levels. This activity will require the follow implementation steps: (1) train faculty to work collaboratively using a PLC model; (2) train faculty in the DATA WISE improvement process, the 8-step improvement cycle; (3) train faculty to analyze the complex data sets they possess to identify student learning problems and translate them into problems of practice; (4) train faculty to do peer-to-peer observations; and (5) assist the administrative team in holding themselves accountable for monitoring the DATA WISE improvement process.

Observations/Instructional Coaching:

A key component of CFT programs has been to encourage teachers to serve as change agents in their schools. Teachers share what they learn through their professional development activities with their fellow faculty members as a way of introducing greater numbers of teachers to new methodologies and approaches. One of the most powerful ways to introduce new pedagogies is through observation.

According to Susan M. Poglinco and Amy J. Bach, “teachers are more likely to ‘buy in’ and change their own instruction when coaches come into their classrooms and model instructional techniques.” (*The Heart of the Matter: Coaching as a Vehicle for Professional Development*, *Phi Delta Kappan*, January 2004) Increasingly, instructional coaching where a teacher leader facilitates and guides content-focused professional learning is becoming an integral part of schools’ professional development programs.

In instructional coaching programs, experienced teachers provide support, feedback, and materials to classroom teachers as a way of improving instruction. Teachers are more inclined to adopt new programs when the component pieces have been broken down for them, the materials provided, and the technique modeled. The Annenberg Institute for School Reform states that “coaching appears to be a promising approach because it strives to blend what is known about effective professional development with school-based and school-specific needs regarding both content and school climate.” (*Professional Development Strategies that Improve Instruction*) As a result of the growing research on the efficacy of instructional coaches, Atlanta Public Schools has implemented a Model Teacher Leaders program that sends coaches into system schools to support high quality instruction in content areas where gaps in achievement exist. They demonstrate strategies, identify resources, observe classroom practice, and debrief with teachers to assess the progress in meeting performance standards.

To build on its efforts to encourage teachers to serve as leaders and change agents in their schools, CFT seeks to develop an Instructional Coach program at Drew Charter School. CFT will train Drew Charter teachers to serve as coaches within their divisions or grade-level teams. Teachers who serve as coaches in their areas will have a high level of awareness of the school’s priorities and strategic goals. The coaches will be able to focus on student learning gaps and how their fellow teachers can directly address them. Susan M. Poglinco and Amy J. Bach “consistently found that coaches do not give performance standards a central role in guiding instructional practice.” (*The Heart of the Matter: Coaching as a Vehicle for Professional Development*, *Phi Delta Kappan*, January 2004) CFT coaches will be expected to tie their activities to performance standards and priority learning areas, helping teachers to improve student achievement.

Instructional coaches' work may center on new teaching methodologies, better use of technology to address student learning needs, differentiated instruction, and lesson plan development. They will share resources, model instructional techniques, observe classroom practice, and provide overall support for teachers' professional development. The impact will go beyond improving content instruction. It also will incorporate a data-driven approach to professional development. Coaches will focus efforts on priority areas where standards are not being met. By working together in a real classroom, participants can observe, teach, and experiment in a way that has teachers working together and holding each other accountable for improved instruction and learning.

As part of its increased focus on tracking whether teachers are applying what they learn in their classrooms, CFT will facilitate classroom observations. Coaches will play an important role in that process. They will be able to assess whether the teacher has made adjustments, whether the change has been effective, and what can be done to further enhance the change in practice. This will be invaluable in creating an objective way of determining whether professional development opportunities actually are creating a shift in the learning environment at the schools and helping support student achievement. CFT seeks to develop an Instructional Coaching program that will be launched at Drew Charter School beginning in 2011-12.

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GOAL 3 ACTIVITY 3 EXPANDED DESCRIPTION**

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STUDY FINDS HOUGHTON MIFFLIN HARCOURT'S SINGAPORE MATH PROGRAM RAISES STUDENT ACHIEVEMENT IN THE U.S.

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BOSTON — (BUSINESS WIRE) — Global education leader Houghton Mifflin Harcourt (HMH) today announced the results of a study that praises the effectiveness of *Math in Focus*, the U.S. Edition of Singapore's most widely used program, exclusively provided in the U.S. by HMH. Test scores of *Math in Focus* students improved by an average of 12.4 points from year to year, more than three times the average improvement that occurred across the remaining students in the comparison group. The results serve as evidence that the program works in the U.S., as local students are also benefiting from the internationally acclaimed program.

At the onset of the 2009-2010 academic year, school administrators in Old Bridge, New Jersey began piloting the *Math in Focus* program in hopes that it would help boost students' overall aptitude in math. In December 2010, independent evaluation firm Educational Research Institute of America (ERIA) conducted a study on the instructional effectiveness of the *Math in Focus* pilot program, which yielded significant results.

ERIA reviewed students' mathematics scores from the New Jersey Assessment of Skills and Knowledge (ASK) in order to determine the effect of the program on standardized test scores and overall competency. Analysis of data showed implementing *Math in Focus* to fourth graders was associated with a significant increase in student math performance. When ERIA compared students' 2009 NJ ASK scores, researchers found no difference between students' test scores prior to using the program. However, in 2010 when ERIA examined NJ ASK scores after one year of using *Math in Focus*, students exposed to the program had a 12.4 point increase in average test performance while the rest of the students in the district only increased by 3.5 points.

"This study is the proof in the pudding that *Math in Focus* is working for our students," said Donna Kibbler, Director of Elementary Education in Old Bridge, NJ. "Partnering with Houghton Mifflin Harcourt for professional development has allowed our teachers to move from being just comfortable teaching math to reaching a new level of confidence in their math teaching ability. The students, teachers, and parents in our district truly see the benefits of Singapore math."

Houghton Mifflin Harcourt, the exclusive provider of *Math in Focus* to the United States, first introduced the program in April 2009. It is the U.S. version of Singapore's most widely used program, *My Pals Are Here! Math* for K-5, which offers an intuitive progression of instructions that focus on fewer topics in greater depth to allow students to gain a better understanding of critical math topics. HMH is now working with Marshall Cavendish-Singapore to extend the series to grades 6-8 available in Fall 2011 and 2012.

"We are very pleased to have validated what educators around the world have been telling us," said Akke Lavelle, President, HMH Education Group. "Programs such as *Math in Focus* take proven methods and implement them into classrooms. These methods have a considerable, measurable effect on students' learning capabilities, and help prepare them to thrive in the 21st century."

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Math in Focus: Singapore Math by Marshall Cavendish is a partnership between Marshall Cavendish Education-Singapore and Houghton Mifflin Harcourt. To learn more about Math in Focus, visit www.hmheducation.com/mathinfocus.

About Houghton Mifflin Harcourt

Houghton Mifflin Harcourt is a global education and learning company that is leading the way with innovative solutions and approaches to the challenges facing education today. The world's largest provider of educational products and solutions for pre-K-12 learning, Houghton Mifflin Harcourt develops and delivers interactive, results-driven learning solutions that advance teacher effectiveness and student achievement. Through curricula excellence and technology innovation, Houghton Mifflin Harcourt collaborates with school districts, administrators, teachers, parents and students. Today, HMH educational products and services are used by 57 million students throughout all 50 U.S. states and 120 countries. With origins dating back to 1832, the Company also publishes an extensive line of reference works and award-winning literature for adults and young readers. For more information, visit www.hmhpub.com.

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APPENDIX 10**

- DREW CHARTER SCHOOL: PRINCIPAL BIOGRAPHIES –

Donald Doran

Donald Doran, Principal of Drew Charter School, has an EdS in Leadership from Georgia State University and has served thirty-two years in Atlanta Public Schools as a teacher, curriculum specialist, principal, and as an Executive Director. As Executive Director, Don provided support to twenty-four schools to ensure the development, implementation, and assessment of school programs. He has been the principal at Drew for two years.

Barbara Preuss

Barbara Preuss, principal of the Primary and Elementary Academies, Ms. Preuss is an accomplished educator with more than 25 years of experience in elementary education. She serves as Drew's Academy Director for grades pre-K to 5. Before joining the Drew staff in 2006, Ms. Preuss was an instructional specialist who also served as the assistant vice principal at Atlanta's Centennial Place Elementary School. She has an education specialist (Ed.S) degree in administrative leadership and has been at Drew for five years.

Gregory Leaphart

Gregory Leaphart, principal of the Junior Academy, attended undergraduate school at Dillard University in New Orleans, LA. He attended graduate school at Troy University. He has worked with the Middle Age Learner for over 20 years in the Atlanta Public School System. He has been an administrator for the past 7 years and has been at Drew for two years.



**DREW CHARTER SCHOOL PARTNERS OF INNOVATION
RACE TO THE TOP INNOVATION FUND
APPENDIX 11
- DREW CHARTER SCHOOL: PARTNER SUPPORT -**

Atlanta Public Schools

The Atlanta Board of Education, along with the East Lake Foundation and local parents, opened Drew Charter School in 2000. The Board recently renewed Drew's charter through 2015.

Center for Civic Engagement, Oglethorpe University

Sponsors numerous activities, including Parents' Day Off, an opera concert, a Quiz Bowl and golf coaching. In addition, Oglethorpe students provide ongoing mentoring to Drew students through the PALS (Positive Actions Lead to Success) program.

Center for Teaching, The Westminster Schools

Promotes collaboration among Drew and Westminster faculties, providing programs and resources that advance the art and science of teaching.

Cool Girls, Inc.

Provides leadership opportunities for Drew girls in grade 3-8 through Cool Scholars, Cool Sisters, Cool Girls Club and Cool Tech programs.

Children's Healthcare of Atlanta

Provides wellness support to the East Lake community and Drew staff, students and families.

East Lake Foundation

A Drew partner from the very start, the Foundation now supports Drew's Office of Extended Services and the CREW Teens programs, and raises additional support from foundations, corporations and individuals.

East Lake Family YMCA

Attached to Drew, the YMCA serves as the early education and physical education partner for the school, and also offers recreational and community programs.

EdisonLearning™

Drew is proud to partner with one of the nation's largest and most successful educational and charter school management firms.

Georgia State University School of Music

GSU partners with Drew on the Sound Learning program, which maximizes students' potential for learning through music and has been proven to improve test scores. GSU faculty teach Drew students, provide professional development for Drew teachers and host field trips, integrating academics with music.

Georgia Tech Center for Education, Integrating Science, Mathematics and Computing

Ensures that Drew students receive the best possible preparation in science, mathematics, engineering and technology.

Rollins Center for Language & Learning at the Atlanta Speech School

Supports language and literacy curriculum, materials and instruction for Drew students age 3 through grade 8. Provides professional development, coaching and outcome evaluation for literacy coaches, teachers and administrators.

Sheltering Arms Early Education & Family Center

A critical partner in our pursuit to help kids achieve success from “cradle to college.” Sheltering Arms provides a quality early education to 132 students, the majority of whom will attend Drew Charter School.

SunTrust

Sponsors the Drew Youth Bank, which helps student apply math concepts, explore career options and learn the value of saving.

The First Tee® of East Lake

All Drew students in grades 2-8 become members of The First Tee of East Lake, a golf instruction and mentoring program operated at Charlie Yates Golf Course.

THE TOUR Championship presented by Coca-Cola

Net proceeds of this season-ending PGA TOUR event held at East Lake Golf Club are reinvested in the East Lake community. Drew students participate in exclusive events during THE TOUR Championship.

University of Georgia

The university and its Athletic Association host college tours for Drew Junior Academy and CREW Teens students.

School of Music

P.O. BOX 4097
75 POPLAR STREET
HAAS HOWELL BLDG – 5TH FLOOR
ATLANTA, GA 30302-4097
PHONE: (404) 413-5953
FAX: (404) 413-5910

Dwight Coleman, Director



June 17, 2011

Governor's Office of Planning & Budget
Attn: Lauren Wright, Innovation Fund
270 Washington Street, S.W., 8th Floor
Atlanta, GA 30334

Dear Ms. Wright:

On behalf of the Georgia State University School of Music I am pleased to support the grant proposal made by the Charles R. Drew Charter School for "Race to the Top" Innovation funds that will augment and expand STEAM activities at their School. Although the major portion of the proposal is for science, technology, engineering and mathematic [STEM] curricula it is quite unique that Drew Charter School includes an art component among the proposed activities.

President [Obama]'s Committee on the Arts and Humanities report, *Reinvesting in Arts Education: Winning America's Future Through Creative Schools*, states "Decades of research show strong and consistent links between high-quality arts education and a wide range of impressive educational outcomes. More recently, cutting-edge studies in neuroscience have been further developing our understanding of how arts strategies support crucial brain development in learning."

The School of Music's Center for Educational Partnerships has over a decade of experience with partnerships with local K-12 schools in developing music residencies that connect with specific academic subjects such language arts, sounds acoustics, music instrument construction, mathematics, and other subject matter. As a partner with Drew we will continue to enhance thinking and creativity in the arts as well as the science disciplines at the individual and institutional levels.

The School of Music has dedicated resources for this project with the hope that the proposal will be successful so that Drew's STEAM curriculum can be a future model for schools in the State of Georgia and the nation.

Sincerely,

A handwritten signature in black ink, appearing to read "W. Dwight Coleman". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

W. Dwight Coleman
Director



Center for Education Integrating Science,
Mathematics and Computing
Atlanta, Georgia 30308-1132
PHONE 404-894-0777
FAX 404-894-9675
<http://www.ceismc.gatech.edu>



June 28, 2011

Ms. Lauren Wright
Innovation Fund
Governor's Office of Planning and Budget
270 Washington Street, S.W., 8th Floor
Atlanta, GA 30334

Dear Ms. Wright,

On behalf of the Georgia Tech community, I would like to express our support of the Drew Charter School Partners of Innovation proposal. Georgia Tech, through various K12 partnerships, is committed to providing quality science, mathematics, and engineering summer and school year enrichment experiences for students and teachers in Georgia. CEISM, The Georgia Tech College of Architecture, and the Georgia Tech Ferst Center look forward to providing innovative learning experiences, in partnership with Drew Charter, The Georgia State University School of Music, and the Westminster Schools' Center for Teaching, for Drew Charter students and teachers including visiting labs on our main campus and at other Tech research facilities. We also look forward to having Georgia Tech undergraduate students mentor and tutor Drew Charter students. Georgia Tech, through this partnership, is committed to increasing the content and pedagogical content knowledge of teachers. Therefore, we will enthusiastically collaborate with all partners to provide training in problem and project-based learning. Georgia Tech looks forward to assisting where our resources allow to providing quality learning experiences for students and teachers at Drew Charter School.

Sincerely,

A handwritten signature in cursive script, reading 'Richard L. Millman'.

Richard Millman, Ph.D.
Director
The Georgia Tech Center for Education Integrating, Science, Mathematics and Computing



The Westminister Schools

Christian Preparatory Schools for Boys and Girls

June 20, 2011

Governor's Office of Planning & Budget
Attn: Lauren Wright, Innovation Fund
270 Washington Street, S.W., 8th Floor
Atlanta, GA 30334

Dear Ms. Wright:

I am writing this letter on behalf of Drew Charter School's application for a grant under Georgia's Race to the Top Innovation Fund. As the Assistant Head of Academic Affairs at The Westminister Schools, I supervise the work of Robert Ryshke, who is the Executive Director of the Center for Teaching at The Westminister Schools. As a result, I am very familiar with the collaborative partnership Westminister has established with Drew Charter School through the Center for Teaching.

Over the past five years, our two schools have worked closely with each other on professional development programs sponsored by the Center for Teaching to support faculty at each school. Through the Faculty Cohort program as one example, we have witnessed some very positive changes in the way our teachers think about their professional development. This past school year we held our first joint faculty in-service with 350 teachers.

The Center for Teaching has been funded by the Cousins Family Foundation since 2006. In April of 2011, the foundation extended its funding of the Center, and therefore the Drew and Westminister partnership, through 2014. While our two school cultures are very different, we have forged an important and lasting relationship that will go a long way towards improving each of our schools.

I am pleased that Drew Charter School has extended an invitation to the Center for Teaching at The Westminister Schools to be one of the partners in this Innovation Fund grant. I want to extend my full support for this endeavor and hope that Drew Charter is a recipient.

Thank you so much!

Sincerely,

Jere A. Wells

Jere Wells
Assistant Head of Academic Affairs
The Westminister Schools

CF FOUNDATION, INC.

3445 Peachtree Road

Suite 175

Atlanta, GA 30326

Phone: 404 233-4339 Fax: 404 233-8852

June 15, 2011

Governor's Office of Planning & Budget
Attn: Lauren Wright, Innovation Fund
270 Washington Street, S.W., 8th Floor
Atlanta, GA 30334


Dear Ms. Wright:

I am delighted to write in support of the Charles R. Drew Charter School grant proposal for the Race To The Top Innovation Fund. I have had the honor of serving on the Board of Directors for Drew Charter School, Inc. for the past six years and am currently Chairman of the Board. I also serve as the Director of Educational Achievement for the CF Foundation, Inc. In this role, I have the responsibility of managing the Foundation's investments in education, including relationships with Drew Charter School.

I am very gratified by the engagement from Drew's partners who are supported by the CF Foundation, including the Georgia State University School of Music and the Center for Teaching at the Westminster Schools and who collaborate with Drew on the Race To The Top Innovation Fund Grant Proposal. Additionally, I am pleased with the opportunity provided for Drew through this grant to cultivate a significant and meaningful relationship with the Center for Education Integrating Science, Mathematics and Computing (CEISMC) at the Georgia Institute of Technology. Through the collaboration efforts among these strong and committed partners, I sincerely believe that the "Drew Partners of Innovation" will significantly impact the success and achievement of Drew students, faculty and staff. Furthermore, I am certain that this partnership will serve as a STEAM demonstration model to positively impact schools throughout the Atlanta area, state and nation.

As Atlanta's first charter school, Charles R. Drew Charter School is a shining example of academic excellence, community partnerships, fiscal and organizational stability and family involvement in the education of our children. It is with enthusiasm and without hesitation that I strongly recommend your favorable decision on the Race To The Top Grant Proposal for the Drew Charter School Partners in Innovation. If you have any questions, please contact me at 404-233-4339. Thank you.

Sincerely,



Cynthia Kuhlman, Ph.D.

Enclosure

Drew Charter School, Inc.

Action Item: Authorization for Drew Charter School, Inc. to Enter into a Memorandum of Agreement with Georgia Tech Center for Education Integrating Science, Mathematics and Computing (CEISMC), Georgia State University School of Music and Center for Teaching at Westminster Schools as the “Drew Charter School Partners in Innovation” to Submit a Proposal for a Race To The Top Innovation Fund Grant

June 14, 2011

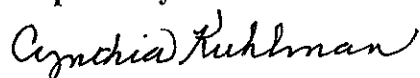
Issue: Educators throughout Georgia recognize the inherent struggle in providing educational experiences that prepare young people to compete in the extraordinarily complex global society of tomorrow while promoting core academic excellence today. The Drew Charter School Partners of Innovation (DCSPI) put forth a powerful solution. We are leading a movement to advance Science, Technology, Engineering, Arts and Mathematics (STEAM) outcomes by developing and delivering one-of-a-kind applied learning opportunities to approximately 800 K - 8 East Lake, Atlanta students and world-class professional development experiences to their 84 teachers. Ultimately, we will create a dynamic model for enrichment that is relevant and replicable in charter and other public schools throughout the city, state and beyond.

Spearheaded by Drew in partnership with the Georgia Tech Center for Education Integrating Science, Mathematics and Computing (CEISMC); the Georgia State University School of Music and the Westminster Schools’ Center for Teaching (CFT), DCSPI seeks a \$1.050 million Enterprise Grant under Priorities 1 and 4 of the Race to the Top Innovation Fund to invest significant time and resources to create new pathways for 21st Century achievement and assess results. What makes our partnership truly unique is the firm and shared belief that one of the best ways to promote student success is through effective instruction. A full spectrum of grant activities has been designed to meet three key goals:

1. Drew students will regularly engage in applied learning that strengthens their ability to acquire the skills required to be problem solvers and critical thinkers;
2. Drew staff will participate in professional development that is driven by the mission of the school, ongoing, embedded and consistent with National and Georgia Staff Development Standards; and
3. Drew students will compete with students across the nation and world. The school will meet expectations outlined in its Charter Goals for improving student achievement on norm referenced tests and in the “Exceeds” category in STEAM related areas of curriculum.

Recommendation: The Drew Board of Directors hereby authorizes Drew Charter School, Inc. to enter into a Memorandum of Agreement with Georgia Tech Center for Education Integrating Science, Mathematics and Computing (CEISMC), Georgia State University School of Music and Center for Teaching at Westminster Schools as the “Drew Charter School Partners in Innovation” to submit a proposal for a Race To The Top Innovation Fund Grant. Further, the Principal is authorized and directed to execute and deliver the Memorandum of Agreement on behalf of Drew Charter School.

Prepared by:


Cynthia Kuhlman, Ph.D.



June 23, 2011

Governor's Office of Planning & Budget
Attn: Lauren Wright, Innovation Fund
270 Washington Street, S.W., 8th Floor
Atlanta, GA 30334

Dear Ms. Wright,

It is my distinct honor and pleasure to send this letter in support of the Race to the Top proposal submitted by Charles R. Drew Charter School Partners of Innovation.

The East Lake Foundation has led the revitalization of the East Lake community of southeast Atlanta, and we continue to operate and fund programs that help community residents break the cycle of poverty and build brighter futures.

From the very beginning of our efforts, we knew that quality education was one of the most crucial ingredients in the revitalization of our community. We were proud to help plan, build and establish Drew Charter School, and we remain an active supporter of Drew programs. We currently fund:

- Drew's Office of Extended Services, which offers one of the state's strongest after-school programs, leads a growing volunteer program and manages Drew's partnerships with some of the area's top schools, universities and educational providers.
- The Drew-based CREW Teens™ program, which helps Drew alumni and East Lake teens thrive in high school and prepare for America's best colleges.
- The Drew-based East Lake Summer Camp, which helps Drew students continue to build academic skills all summer long.

We also raise support from foundations, corporations and individuals for a number of innovative Drew programs, including its groundbreaking Literacy Center.

As a member of Drew's Board of Directors, I have witnessed the dedication of Drew's leaders, the quality of Drew's teachers and the tremendous impact they have on hundreds of our community's young learners. Drew remains the linchpin of East Lake's dramatic revitalization, and we believe that a Drew education is key to a brighter future for our community's children.

We look forward to your approval of Drew's Race to the Top proposal.

Sincerely,

A handwritten signature in blue ink that reads "Madelyn R. Adams". The signature is fluid and cursive, with the first name being the most prominent.

Madelyn R. Adams
Executive Director

2606 Alston Drive, S.E. | Atlanta, GA 30317 | phone: (404) 373-4351 | fax: (404) 373-4354

www.eastlakefoundation.org

**Drew Charter School Partners of
Innovation:
Race to the Top - *Full STEAM Ahead!***

