



Georgia Race to the Top Innovation Fund Grant Proposal

Drew Charter School Partnership for Expansion
Submitted July 10, 2012

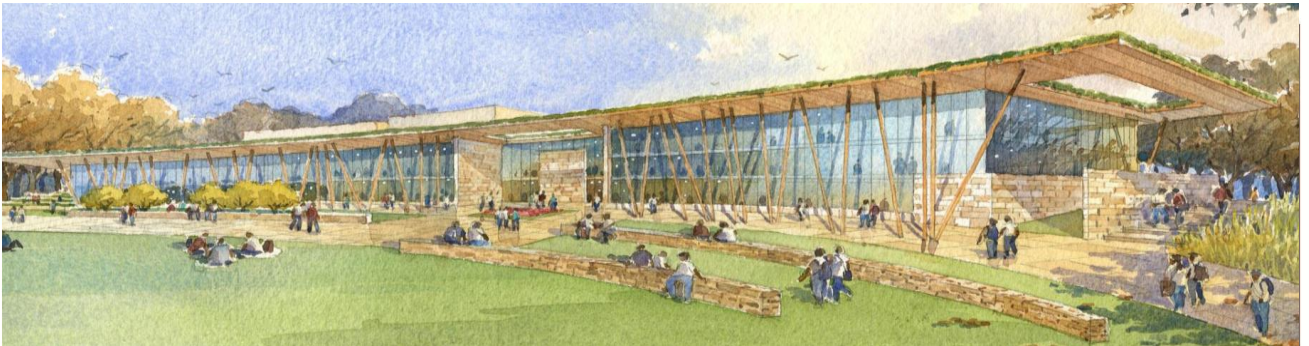




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**GEORGIA RACE TO THE TOP
INNOVATION FUND
APPLICATION FACE SHEET**

SECTION 1: APPLICANT AGENCY

Applicant Agency (Legal Name): Charles R. Drew Charter School
Legal Mailing Address: 301 East Lake Boulevard
City: Atlanta County: DeKalb State: GA Zip: 30317
Federal Employer I.D. #: 58-2598098 DUNS #: N/A
Congressional District #: 5
Executive Officer Name: Donald J. Doran Title: Principal, Charles R. Drew Charter School
City: Atlanta State: GA 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: GA Zip: 30317
Telephone: 404-687-0001 FAX: 404-687-0480 Email: boon.boonyapat@drewcharterschool.org

SECTION 3: FISCAL CONTACT

Contact Name: Donald J. Doran Title: Principal
Street Address: 301 East Lake Boulevard
City: Atlanta State: GA Zip: 30317
Telephone: 404-687-0001 FAX: 404-687-0480 Email: Theresa.cartwright@drewcharterschool.org

SECTION 4: PROJECT INFORMATION

Project Name: Drew Charter School Partnership for Expansion
Partner Names: Charles R. Drew Charter School; Georgia Tech CEISMC; Georgia State University
School of Music; Westminster Schools Center for Teaching; and New Technology Network
Priorit(ies) Addressed: 4
Grant Amount Requested: \$749,756.90

SECTION 5: PARTICIPANT DATA:

Approximate number of students served: 1,500 by 2014

Population of focus (i.e. age, gender, race): Ages 6 weeks old through grade 9 by 2014

SECTION 6: 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 7: PROGRAM ACTIVITIES

GOAL 1: Engage in a year of comprehensive planning with DCSPE partners to (a) launch a national search for a principal and recruit a talented teaching staff to successfully implement STEAM education and PBL teaching strategies; and (b) develop nationally competitive curriculum to support the expansion of Drew into grades 9-12 through a focus on STEAM coursework underpinned by PBL teaching strategies.

Activity #1: Drew Charter School will launch a national principal and teacher/leadership search to recruit and hire exceptional individuals.

Activity #2: Build talented leadership team to ensure student achievement in 2013-2014.

Activity #3: Early hires and pre-work for key teachers and leaders.

Activity #4: Center for Teaching will lead and facilitate leadership planning and professional culture building to support school culture with key Drew Charter leaders and teachers.

Activity #5: The Center for Teaching will work with Drew Charter and other DCSPE partners to organize and facilitate a series of monthly retreats.

Activity #6: The CFT will coordinate and facilitate the development of the PBL curriculum in Drew's high school in collaboration with DCSPE partners.

Activity #7: Drew Charter will lead the development of an internship program for students to connect school-based learning with real world experiences and deepen understanding.

GOAL 2: Implement Drew's high school expansion plan, completing the cradle-to-college education pipeline, and develop a national model, by creating a unique high school that will provide real-world learning opportunities.

Activity #1: Design a 21st century learning commons and media center, integrated technology infrastructure and one-to-one computing environment to support student learning.

Activity #2: Involve current 8th grade students in high school development and implementation.

Activity #3: Support teachers and leaders during year one to continue to develop STEAM education and PBL strategies to ensure student achievement.

Activity #4: Professional development for 9th and 10th grade teachers preparing for year two to support continued student progress in PBL and STEAM.

GOAL 3: Ensure that Drew students are prepared to excel in 21st century colleges and careers as evidenced high achievement on state and nationally-normed assessments and demonstrated mastery in critical thinking and problem solving, collaboration, communication and creativity and innovation.

Activity #1: Georgia State will introduce 8th graders to project-based music technology.

Activity #2: Support advanced student learning through Drew Summer Transition Program at Georgia Tech.

Activity #3: High School orientation and experiential learning retreat.

Activity #4: Integrate music technology into 9th grade with Georgia State.

Activity #5: Measuring outcomes to prepare students to excel in 21st century colleges and careers.

SECTION 8: 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 ☒ 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 ☒ YES ☐ If yes, attach names and total compensation of the five most highly compensated officers of the grantee.

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:

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

7/9/2012
Date

DREW CHARTER SCHOOL PARTNERSHIP FOR EXPANSION
RACE TO THE TOP INNOVATION FUND
PROJECT NARRATIVE

EXECUTIVE SUMMARY

Project name: Drew Charter School Partnership for Expansion (DCSPE)

Spearheaded by Charles R. Drew Charter School (Drew Charter or Drew) in partnership with the Georgia Tech Center for Education Integrating Science, Mathematics and Computing (CEISMC); the Georgia State University School of Music; the Westminster Schools' Center for Teaching (CFT); and New Tech Network (NTN), DCSPE respectfully requests a \$750,000 Enterprise Grant under Priority 4: Developing or Expanding Charter Schools, to support the expansion of grades K-8 and addition of grades 9-12. Our research indicates that Project-Based Learning (PBL) and Science, Technology, Engineering, Arts and Mathematics (STEAM) have not yet been harnessed simultaneously in a cradle-to-college pipeline serving inner-city students. DCSPE is a unique partnership with the opportunity to shape the national conversation around STEAM education and Project Based-Learning teaching strategies, building upon our strong foundation, ensuring students demonstrate mastery in creativity and innovation preparing them for success in 21st century colleges and careers. Drew Charter School and DCSPE currently serve approximately 1,100 students from birth through grade 8 in Atlanta's East Lake community. As part of the expansion plan (outlined in Appendix 1), Drew and DCSPE will serve over 1,500 children by year two of the grant and over 2,100 in 10 years. Drew also requests the consideration of \$10 million in bond funding as an investment in a 21st century learning facility to support innovative teaching and learning for 1,000 Georgia students.

A robust and detailed outline of grant activities has been designed to meet these key goals:

- 1) Engage in a year of comprehensive planning with DCSPE partners to
 - a. Launch a national search for a principal and recruit a talented teaching staff to successfully implement STEAM education and PBL teaching strategies.
 - b. Develop nationally competitive curriculum to support the expansion of Drew into grades 9-12 through a focus on STEAM coursework underpinned by PBL teaching strategies.
- 2) Expand Drew Charter School, both completing the cradle-to-college education pipeline and developing a national model to create a unique high school that will provide real-world learning opportunities.
- 3) Ensure that Drew students are prepared to excel in 21st century colleges and careers as evidenced high achievement on State and nationally-normed assessments and demonstrated mastery in critical thinking and problem solving, collaboration, communication and creativity and innovation.

SECTION I: Partnership Overview

Entities that make up the partnership: Drew Charter School serves as the official applicant. Drew is the oldest charter school in the city of Atlanta, founded in partnership with the East Lake Foundation. Drew's 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 element of a community-wide initiative that helps families break the intergenerational cycle of poverty. The school is also a key component in a successful neighborhood revitalization strategy.

Drew is divided into academies to create smaller communities within the school. Drew's pipeline begins with early learning partners, East Lake Early Learning Academy and Sheltering Arms Early Education and Family Center. At Drew, grades Pre-K-2 constitutes the Primary Academy; grades 3-5 are the Elementary Academy; grades 6-8 are the Junior Academy and Drew is expanding into the Senior Academy to serve grades 9-12. 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. It will newly implement Project-Based Learning teaching strategies in grades 9-12, creating a one-of-a-kind cradle-to-college experience for over 2,100 children at full scale. 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 specialized approach to education works. The school has shown consistently strong academic, financial and organizational growth. Drew began as a school of low performance—bottom-ranked among Atlanta Public Schools. Today, Drew is rated in the city's top five schools. Based on State standardized test scores, Drew ranks number one in serving low-income and minority children in the district and State.

Drew is joined in this request by four grant partners—Georgia Tech CEISMC, Georgia State University School of Music, New Tech Network (NTN) and Westminster Schools' CFT—who will jointly develop and implement a national model for STEAM education and Project-Based Learning strategies at the high school level. Together, DCSPE has made strong organizational commitments to research, develop and design an innovative academic program model for grades 9-12 incorporating both STEAM and PBL. We believe that the strength of Drew's STEAM program will be significantly enhanced by PBL's unique teaching practices, leading to extraordinary outcomes for students in high school, college and beyond. All partners will strategically build upon our respective missions and expertise, which are summarized below and described in greater detail in Appendix 2.

- **Georgia Tech CEISMC:** CEISMC advocates for and participates in efforts that promote systemic changes leading to improved appreciation and performance in STEM for all K-12 students (especially those under-represented in STEM education), and to disseminated 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 (1) consistent with the urban context and mission of Georgia State University and (2) serves the pursuit of artistic, professional and scholarly excellence through experiences of lasting value to all stakeholders.
- **Westminster Schools' CFT:** The mission of the Center is to advance educators and the teaching profession in quality and professional stature through programs and resources that promote expertise in both the science and art of education.
- **New Tech Network:** The New Tech Network (NTN) is a non-profit organization and is a subsidiary of Knowledgeworks. The NTN approach – which includes transforming school culture, engaging all students through PBL, and infusing technology to foster collaboration and deeper learning – is an essential component of Drew's PBL model to prepare students to succeed in college and the careers of tomorrow.

Partnership's collective mission and vision: The mission of DCSPE is to develop a rich, rigorous and relevant academic program for the expansion of Drew Charter School into grades 9-12, which represents a model of teaching and learning for Atlanta, Georgia and the nation ensuring that the next generation is prepared to be innovators and problem solvers. Our vision is to:

- (1) Serve as a model of excellence for STEAM education and PBL teaching strategies that develop creative and critical thinkers who can communicate and collaborate in 21st century colleges and careers.
- (2) Develop a model for collaboration, impacting high school graduation rates, college enrollment and completion and career readiness through strong partnerships with institutions of higher learning and industry experts.

Past performance of eligible applicant in implementing large, complex and rapidly growing projects:

Wherever there has been instructional innovation, development and progress, Drew has been at the frontline. Since its founding, the school has been committed to taking both a creative and evidence based approach to programming with the end goal of supporting student achievement. Drew began to serve students in 2000, replacing a previously failing school. In its first year, Drew served 250 K – 5 students in a community where just 5% of 5th graders achieved minimum proficiency on standardized mathematics tests. In 2012, the most recently completed school year for which achievement results are available, 98% of Drew's 5th graders met or exceeded mathematics standards. Further, in 2001, only 21% of Drew's 4th grade students met or exceeded the Criterion-Referenced Competency Tests (CRCT) State

standards for mathematics. Last year, an impressive 95% of 4th graders met or exceeded these standards (Please see Appendix 3 for 2012 student achievement results).

Throughout its nearly 12-year history, Drew has built its internal capacity through a clear, sustainable roadmap for continuous improvement. In 2007, following expansion to grades K-8, Drew partnered with Bright from the Start and the Rollins Center at the Atlanta Speech School to create an early learning program which has become the demonstration model for over 80 preschools in metropolitan Atlanta. During the past school year, children from birth to age three attended the new East Lake Early Learning Academy located at the East Lake Family YMCA— extending the cradle-to-college pipeline to formally serve children ages six weeks to 8th grade. Further, Drew launched two early intervention programs, the Literacy (2008) and Math Centers (2009), which are facilitated by teachers and tutors to advance students' classroom and standardized test performance.

Drew's school day is 90 minutes longer than other Atlanta Public Schools; its school year is five days longer. Students therefore have the equivalent of roughly 40 extra days on their academic calendars per year. The extended time allows teachers to have two daily planning periods. The administration uses these sessions to offer a plethora of professional learning experiences. During these periods, students engage in enrichment such as Spanish, robotics, dance, chorus, visual arts, orchestra and physical education (including swimming and golf). Drew creates a dynamic learning environment that supports excellence in core competencies, critical thinking skills and extracurricular areas.

Drew has relied heavily on grant funding to drive the research and development that allows the school to surface and test educational innovations before taking them to scale. This approach has provided the means to augment its annual operating budget revenue to sustain and evolve programs that help realize Drew's charter goals. It has also offered a level of accountability to ensure that acquired programming and resources resonate and add real value to the school. In many ways, Drew attributes the critical juncture it has currently reached in its organizational growth to the aforementioned strategy.

This is an incredible moment for Drew Charter School. Principal Don Doran was recently appointed to the Principal Advisory Board of the Bill and Melinda Gates Foundation, one of 15 principals selected from across the country. Additionally in 2011, the school was awarded a three-year grant from the Georgia Department of Education's Race to the Top Innovation Fund in partnership with the Georgia Tech CEISMC; the Georgia State University School of Music and the Westminster Schools' CFT to (1) enhance professional development for educators in technology and mathematics; (2) to serve as a technology demonstration site; and (3) develop best practices for the education community. Taking into account the strength of its partnerships, Drew firmly believes it has successfully established the building blocks to both technically manage and substantively contribute to the proposed project and expand excellent educational opportunities for children.

Partner experience in developing and implementing education programs that led to positive student

outcomes: For more than one decade, Drew has been committed to developing and implementing programs aimed at raising achievement. As such, the school has made a strong commitment to monitoring statewide test results. Drew has consistently demonstrated strong performance relative to Georgia standards. The following illustrates 4th grade gains over a 12-year period:

Drew 4 th graders who met or exceeded standards over the past decade	Reading		Language Arts		Mathematics	
	2000-01	2011-12	2000-01	2011-12	2000-01	2011-12
	31%	99%	44%	100%	21%	95%

In 2011, Drew received the Platinum Award from the Governor's Office for Student Achievement for the Greatest Gain in Percentage of Students Meeting and Exceeding Standards. In the previous year, Drew was honored for its seventh year in a row of achieving Adequate Yearly Progress (AYP) and its fifth straight year as a Distinguished School. Drew's 2012 CRCT scores below further reflect its commitment to excellence, significantly outperforming *both* State and Atlanta Public Schools' (APS) averages in *all* tested grade levels. In the 2010-2011 school year, Drew's K - 5 program ranked number four out of 65 APS elementary schools. Drew's grade 6 - 8 program ranked second out of 24 APS middle schools. (Please see Appendix 3 for 2012 student achievement results). These powerful data prove that all young people, regardless of income or background, are achieving at Drew.

SECTION 2: Need for Project

Description of target population and geographic location: Drew Charter School currently serves 1,100 students from birth through grade 8. Drew is a neighborhood school; roughly 50% of students reside within surrounding neighborhoods and Drew has a geographic priorities outlined in its charter. Approximately 93% of the student population is African-American; 74% qualify for free or reduced lunch. Drew anticipates that the demographic profile of its student population to remain the same and hopes to better fulfill its mission of serving the neighborhood by expanding opportunities for enrollment throughout the cradle-to-college pipeline.

Drew is located in East Lake, five miles southeast of downtown Atlanta. This community has not always been safe and vibrant. 15 years ago the East Lake Meadows' public housing project was located where the Villages of East Lake (a mixed-income community) 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 and only 5% of local elementary school 5th graders able to pass the State mathematics exam.

Since the late 1990's, this neighborhood has undergone a successful revitalization. However, the dream of cradle-to-college is not yet realized. Research indicates that in 2011, only 78% of Drew "alumni" graduated from high school on time. The team evaluated several options to seal the pipeline for Drew students and looked at four existing schools. Ultimately, the team determined that building a new

facility for grades 6-12 on Drew's campus was the best and most economical way to seal the pipeline. Drew submitted a charter amendment petition in June 2012, and the Atlanta Board approved the amendment on July 9, 2012. The approved 10-year expansion plan includes adding 400 students in grades Pre-K through 8 beginning in 2012, and 600 students in grades 9-12 beginning in 2013. Drew is committed to fulfill its mission of helping families break the cycle of poverty. Drew is confident that its ambitious and innovative expansion plan will provide an excellent education from cradle-to-college in collaboration with key post-secondary and industry partners.

Each year, Drew's students—and their peers locally, throughout the State and nation—are faced with global standards for achievement that are, in fact, increasingly competitive. A number of groundbreaking methods of assessment are coming to the fore at present. Georgia is one of several states to take an aggressive approach to measuring effectiveness—including adoption of the Partnership for Assessment of Readiness for College and Careers (PARCC), a new national assessment system of teaching and student learning that requires higher levels of thinking. Drew and the DCSPE partners are committed to continually designing and scaling programs that ensure student learning outcomes are aligned to rigorous standards and assessments. The proposed project will help to define and create the knowledge, skills and habits of mind today's graduates need to be successful.

SECTION 3: Quality of Project Design

Proposal concept (what the partnership proposes to do): Since inception of the school in 2000, Drew has worked diligently to create an excellent cradle-to-college education pipeline to ensure children in our neighborhood are prepared to succeed in college and careers. Research shows that while Drew Charter has been increasing student achievement across all grade levels and subject areas – with large gains in science and mathematics – our pipeline is incomplete and therefore ultimate student outcomes fall short of our goals. Drew committed to ensuring that over 95% of our students graduate on time and are prepared for success in 21st century colleges and careers, developing a highly-replicable model for Georgia and the nation.

DCSPE will engage in one year of detailed high school planning and development in 2012-2013, followed by the opening of our high school in 2013-2014. Drew Charter will lead the planning and development year, in partnership with Georgia Tech CEISMC, CFT, NTN, and Georgia State University School of Music, to accomplish several fundamental goals and activities. Identifying high school leadership along with hiring and training teachers are critical steps that will significantly impact and support the development of curricula, foundational documents for the school, and student and family recruitment. Following the hire of key administrators and the 9th grade teaching team, Drew Charter School, Georgia Tech CEISMC, GSU, NTN and CFT will engage in a series of local curriculum planning institutes as well as participate in national training offered by NTN. The Drew high school curriculum

will focus on STEAM education using PBL applied learning strategies, aligned with Common Core Georgia Performance Standards, 21st century Skills, and Career and College Readiness indicators.

Simultaneously, Drew Charter School will expand work with Georgia Tech's School of Architecture to develop an engagement plan and program to deliver to 8th graders in 2012-2013 and the first 9th grade class in 2013-2014. Additionally, Drew Charter will expand its project-based, music technology program for 8th and 9th graders in 2012-2014 with Georgia State. These activities leverage committed funding and programmatic goals from the 2011 Race to the Top grant awarded to Drew.

During year two of the grant, the high school will open, serving 100 9th graders in a temporary location – with the new school facility coming online in May 2014. During the 2013-2014 school year, DCSPE will continue intense and regular teacher training and professional development with Georgia Tech CEISMC in STEM disciplines, Georgia State University School of Music for integrated arts and the CFT to provide local support of lessons learned and best practices from NTN. Professional development will focus on continual improvement, efficient feedback loops and deepening content knowledge and teaching strategies to reinforce student achievement and learning. Drew Charter School will implement a rigorous and authentic assessment plan for 9th graders to ensure they are making progress on State and national assessments as well as building mastery in 21st century skills. A detailed outline of activities can be later found in the Scope of Work.

Number of people partnership expects to serve: Drew currently serves approximately 1,100 students from birth through grade 8, with a student-teacher ratio of 20:1. By year two of the grant, the partnership will serve 1,500 from birth through grade 9. Drew Charter currently employs 84 certified, instructional staff members (including administrators, instructional specialists, regular and special education teachers, and paraprofessionals). By year two, Drew will employ 116 certified, instructional staff members.

Number of LEAs, schools and K-12 students partnership expects to affect: At present, the school serves as lead grantee in a multiyear Race to the Top initiative in collaboration with three of the State's premier educational institutions. Through workshops, seminars and other co-learning opportunities, Drew is now in the process of sharing knowledge and best practices with educators throughout Georgia who are developing their own roadmaps for 21st century success—affecting many thousands of students each year.

In line with the enclosed application, Drew is poised to join with the DCSPE partners to employ STEAM, applied learning and other educational innovations to not only advance student outcomes at Drew, but also to purport student-centered learning for public schools serving all grades both locally and across our State. APS enrolls approximately 55,000 students in 100 schools. Statewide there are 2,200-plus schools that serve an estimated 1.6 million students. Further, if awarded the grant partners are willing to participate in comprehensive multisite evaluations by the Georgia Department of Education to document the success of our project for the purposes of replication.

An exceptional approach to meeting the needs of the future, serving a historically marginalized population and developing a national model for high school education: The DCSPE will develop a national model for STEAM education combined with PBL teaching strategies based on research, best practices and partnerships that will prepare students for 21st century colleges and careers. The pre-existing Research Team, a collaborative group that includes leadership from Drew, the CFT, the CF Foundation, Inc. and Georgia Tech CEISMC, has conducted extensive research on the benefits of STEAM education as well as the improved academic outcomes of PBL teaching strategies. The following paragraphs outline the findings that support our unique approach of combining STEAM education with applied learning through PBL teaching strategies to develop and implement a new national model for high school education.

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 in 2000, investing in a diverse scientific workforce will lead to innovation and creativity that will sharpen the competitive edge of the nation. In order to remain competitive, the nation will need to cultivate the STEM talents of underrepresented student groups in K-12 to utilize all of its intellectual capital for the future. 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 the 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.

Integration of the arts: Research indicates that arts-based teaching and learning promotes 21st century skills in students. "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). 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. We are therefore committed to integrating the arts into our educational STEAM model for our academic program in the high school and throughout the cradle-to-college pipeline.

Applied learning to deepen student mastery: PBL has been utilized for over 40 years in a variety of disciplines. Research demonstrates that deeper learning outcomes are achieved with PBL when compared to traditional methods. A number of comprehensive research studies were conducted that provided a

synthesis of the effects of PBL in comparison to traditional forms of instruction. A study by Johannes Strobel and Angela van Barneveld used a qualitative meta-analysis approach to compare and contrast assumptions and findings of the research on the effectiveness of PBL. Findings indicated that PBL was superior to traditional teaching approaches when it comes to long-term retention, skill development and satisfaction of students and teachers. Drew Charter School and DCSPE partners are confident that enlisting PBL as a primary instructional practice will ensure that children will outperform peers on assessments, gain deeper content knowledge and skills and be prepared to excel in college and careers.

A unique integration of STEAM education and Applied Learning for the 21st Century: Drew Charter School realizes the symbiotic and powerful alliance between integrated STEAM curriculum and the hands-on, experiential and student-centered strategies utilized in applied learning through PBL. Our proposal represents the first, cradle-to-college model for integrating STEAM and PBL for urban schools. We believe that combining STEAM and PBL together have the potential to revolutionize the way Georgia and America deliver K-12 education while demonstrating an effective model to prepare all children to compete and succeed in the global economy.

Evidence-based findings that will have a statistically significant effect on improving student outcomes: Drew Charter and the DCSPE partners have conducted significant research on the substantial, positive impact that PBL and STEAM education have on student outcomes throughout the K-12 pipeline. This project will develop and implement an unparalleled curriculum through an ambitious but feasible expansion plan to both serve more of Georgia's children and strengthen student outcomes to best prepare children for success in college and career.

As previously noted, only 78% of Drew students graduated from area high schools on time. Drew Charter School, in partnership with many others, is invested in ensuring that at least 95% of students at Drew graduate on time. Based on research documenting Drew student outcomes and disappointing national trends, it would appear that the traditional high school model does not meet the needs of all Drew 8th grade students and falls short of Drew's goal.

A growing body of theory has called for the shifting of instructional practices to 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 PBL approach proposed for this project will offer countless opportunities for young people to engage in deeper learning—incorporating five key research-supported principles: active/authentic learning, social learning, contextual learning, ownership and engagement. Additionally, a three-year study by Dr. Jo Boaler (Stanford University) concluded that the PBL schools studied not only achieve significant academic results for its students, despite the fact that

the school was located in the poorest area of the country, but PBL also reduced the inequities that typically correlate with gender and social class. (Boaler et.al., 2002) Please find a PBL research paper, drafted in collaboration with Drew, in Appendix 4.

With the support of the Georgia Tech CEISMC, Georgia State University School of Music and other DCSPE partners, Drew Charter School leaders will develop and implement the first-of-its-kind instructional approach. At Drew, learning will be contextual, creative, and shared. Students will collaborate on projects that require critical thinking, communication and an interdisciplinary understanding of STEAM fields, preparing them for success in high-demand careers. DCSPE feels confident that our strong partnership will lead Drew's students to great success in high school and beyond. Moreover, these successes can be widely replicated.

Advancing the State's RT3 strategy: The unique and innovative academic program model that DCSPE is proposing will advance the State's RT3 strategies of raising student achievement through the development and delivery of applied learning opportunities and experiences. Drew Charter and partners through DCSPE are pioneers in the both State of Georgia and nation around developing a hybrid K-12 PBL-STEAM pipeline. Together, we have sought out best-in-class local and national partners to support the development and implementation of the proposed applied learning opportunities for students at Drew. Further, we are committed to serving as a test site for research and design model, as Drew has been in the past. Moreover, we are dedicated to sharing best practices and lessons learned with local, State and national educators who are interesting in pursuing applied learning practices throughout the cradle-to-college pipeline.

Drew's focus is directly tied to a subject matter in the STEAM fields, dedicated to improving the quality of preparation of students for success in college and in-demand, high tech careers. Through high-level, rigorous classroom experiences, as well as opportunities for students to learn outside the school with industry partners and institutions of higher education, Drew graduates will be well prepared to excel in STEAM fields in college and careers.

Drew and DCSPE partners have crafted a thoughtful and robust Scope of Work aimed at accomplishing our ambitious goals of being the first school, K-12, to implement an integrated PBL and STEAM teaching and learning model. Please find a Scope of Work Narrative, detailing goals and activities, in Appendix 5.

RACE TO THE TOP INNOVATION FUND				
SCOPE OF WORK				
NAME OF PARTNERSHIP: Drew Charter School Partnership for Expansion (DCSPE)				
GOAL 1: Engage in a year of comprehensive planning with DCSPE partners to (a) launch a national search for a principal and recruit a talented teaching staff to successfully implement STEAM education and PBL teaching strategies; and (b) develop nationally competitive curriculum to support the expansion of Drew into grades 9-12 through a focus on STEAM coursework underpinned by PBL teaching strategies.				
ACTIVITY	IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY	FUNDING SOURCE
1 - <i>Drew Charter School will launch a national principal and teacher/leadership search to recruit and hire exceptional individuals</i>	1) Construct a protocol for hiring the above new teachers and staff including job descriptions, interview protocols, non-teaching responsibilities for faculty, and a supervision and evaluation model for Drew Charter high school. 2) Identify staffing requirements based on leadership, PBL and STEAM experience. 3) Nationally recruit principals and key leadership (including teacher leaders) to begin the 2013-2014 school year who can contribute to the long-term success of Drew's high school expansion and advance the goals of this project. 4) CFT and NTN will continue to refine the protocol in partnership with Drew for subsequent hiring years	1) 10/2012 2) 10/2012 3) 10/2012-3/2013 4) 2012-2014 ongoing	- Drew - CFT - NTN	RT3 Innovation Fund and in-kind funds from Drew (CF Foundation) and CFT
2 - <i>Build talented leadership team to ensure student achievement in 2013-2014</i>	1) Train new hires as follows: a) four-day residency training program (principal) with other NTN principals; b) two-day shadowing program at a NTN Demonstrate Site (principal and staff); c) five-day new school training program (all teachers and leaders).	a) 2/2013 b) 3/2012 c) 6/2012	- Drew - CFT - NTN	RT3 Innovation Fund and in-kind funds from Drew (CF Foundation) and CFT
3 - <i>Early hires and pre-work for key teachers and leaders.</i>	1) Drew Charter School will work to hire key teachers and leaders in the first quarter of 2013, with the Principal hired by January 2013. 2) If teachers are fully employed on a teaching contract, Drew will provide stipends for hired staff to work on a contract basis and develop curriculum etc. collaboration with other DCSPE partners.	1) Q1 2013, principal hired by 1/2013 2) Q2 2013	- Drew - Other DCSPE partners	RT3 Innovation Fund and in-kind funds from Drew (CF Foundation) and CFT
4 - <i>CFT will lead and facilitate leadership planning and professional culture building to support school culture with key Drew leaders and teachers.</i>	1) Organize and facilitate leadership planning (minimum of nine biweekly meetings) to review the amended charter and preliminary work on the high school, and develop a work agenda to be completed before the 2013 opening. 2) Support the following training and professional development activities helping to ensure a successful school opening: a) "Leadership Design" (principal), b) "Leading the 21 st Century High School" (principal), c) "Balancing Your Contrasting Roles as Dean Of Students" (Dean of Students or similar), d) "Charter Schools: Practices for High Performance" (principal and other key administration). 3) DCPSE partners will work collaboratively with Drew Charter to support professional and leadership development on a regular basis within the framework of the school year.	1) Before 3/2013 2a) 2/2013 2b) 7/2013 2c) 6/2013 2d) 11/2012 3) School Year 2012-2013; School Year 2013-2014	- Drew (including the leadership and research teams) - CFT (2a, 2b) - Independent School Management (2c) - The Principals Center - Harvard Graduate School of Education (2d) DCSPE partners	RT3 Innovation Fund and in-kind funds from Drew (CF Foundation) and CFT
5 - <i>CFT will work with Drew Charter and other DCSPE</i>	1) CFT will work with Drew and other DCSPE partners to organize and facilitate a series of monthly retreats in preparation for the 2013-2014 school year to assist the new principal, Leadership Team (3 individuals), Research Team and current Drew	1) Monthly from 1/2013 – 6/2013 2) 1/2013 – 6/2013	- Drew - CFT - Other DCSPE	RT3 Innovation Fund and in-kind funds from Drew (CF Foundation) and CFT

<i>partners to organize and facilitate a series of monthly retreats</i>	<p>administrators to:</p> <ul style="list-style-type: none"> • Begin and complete the process for developing staff and student handbooks, school rules and policies, grading procedures, advisory curriculum, and other school programs that must be in place; and • Discuss and design a framework for mentoring programs, student internships, dual enrollment options, procedures for implementing standardized tests, student extra-curricular programs, athletics and other school programs that need to be investigated. <p>2) CFT will organize, facilitate and synthesize the work that is produced from these regular retreats.</p>		partners	
<i>6 - The CFT will coordinate and facilitate the development of the PBL curriculum in Drew's high school in collaboration with DSCPE partners</i>	<p>1) CFT will host monthly retreats and curriculum-planning summer institutes when the first cohort of teachers is hired for the 9th grade. These institutes will be designed to: help teachers build their PBL curriculum, work on protocols for presentations of learning, develop project-tuning protocols, design the process for looking at and assessing student work, and develop a process for building an inclusive classroom community.</p> <p>2) Once teachers are hired (assumed by March 2013), the CFT will hold four monthly weekend retreats for all new 9th grade teachers focused on alignment of developed projects to Common Core and Georgia Performance standards.</p> <p>3) CFT will hold two, weeklong planning institutes in collaboration with NTN as part of CFT's Summer Institute program for the incoming team of high school faculty hired for the 2013-2014 academic year to develop curriculum.</p> <p>4) In the 2013-2014 school year, as we prepare to expand the teaching staff to include a new cohort of 10th grade teachers, the CFT in collaboration with and NTN will replicate the training retreats and summer institutes. A major difference is that we will utilize the experienced 9th grade teachers as "teacher leaders" in the training program for 10th grade teachers to develop curriculum.</p>	<p>1) Monthly retreats: 3/2013 – 6/2013; summer institutes: 6/2013, 7/2013</p> <p>2) 3/2013 – 6/2013</p> <p>3) To be scheduled within the interval of 3/2013 and 8/2013</p> <p>4) Monthly retreats: 3/2014 – 6/2014; summer institutes: 6/2014, 7/2014</p>	<p>- Drew</p> <p>- CFT</p> <p>- Other DCSPE partners</p>	RT3 Innovation Fund and in-kind funds from Drew (CF Foundation) and CFT
<i>7 - Develop internship program for students.</i>	<p>1) Drew Charter, in collaboration with DCSPE partners and business and foundation partners, will develop a meaningful model program targeting students' interests and passions for the student-world internship program.</p> <ul style="list-style-type: none"> • The goal is to connect school-based learning with real world experiences and deepen understanding. 	1) By 9/2014	<p>- Drew</p> <p>- Other DSCPE partners</p> <p>- Business and foundation partners</p>	RT3 Innovation Fund and in-kind funds from Drew (CF Foundation) and CFT
GOAL 2: Implement Drew's high school expansion plan, completing the cradle-to-college education pipeline, and develop a national model, by creating a unique high school that will provide real-world learning opportunities.				
ACTIVITY	IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY	FUNDING SOURCE
<i>1 - Design a 21st century media center, integrated technology infrastructure and one-to-one computing environment to</i>	<p>1) Drew will retain an education technology consultant, working with DCSPE partners, to complete a comprehensive analysis of technology available and craft a personalized media and technology plan for the high school to support student learning and provide the greatest access to information. Key elements will include:</p> <ul style="list-style-type: none"> • A one-to-one device plan that will meet needs of students, teachers and families in and out of school; • A plan for one-to-one at the high school level that will support the work of the 	<p>1) 9/2012-6/2013</p> <p>2) 6/2013-6/2014</p>	<p>- Drew</p> <p>- Education Technology Consultant</p> <p>- Other DCSPE partners</p>	RT3 Innovation Fund and in-kind funds from Drew

<i>support student learning.</i>	one-to-one technology program in the Junior Academy, funded through Drew's 2011 Race to the Top Innovation grant. 2) 9 th grade 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.			
<i>2 - Involve current 8th grade students in high school facility development and construction.</i>	1) Drew will develop a program, in partnership with Georgia Tech CEISMC to invest students in the new and innovative high school program. 2) Drew 8 th graders will work on projects and lessons in line with the above program with architects, engineers, energy-, water-, and resource-efficiency experts and the research team to help develop their high school building and academic model to continue into the 9 th grade.	1) Q4 2012 2) School Years 2012-2013 (8 th grade) and 2013-2014 (9 th grade)	- Drew - Georgia Tech CEISMC in partnership with the Georgia Tech School of Architecture	RT3 Innovation Fund and in-kind funds from Drew
<i>3 - Support teachers and leaders during year one to continue to develop STEAM education and PBL strategies to ensure student achievement.</i>	1) NTN will provide the following during the duration of implementation (Years 1-4) for teachers and leaders: <ul style="list-style-type: none"> At least seven days of onsite coaching and 10 days of remote support per year; Webinars and online courses designed to meet specific needs in the areas of project development, school culture, classroom management, assessment and reviewing data; Biannual regional content training focused on deepening content mastery for teachers; Biannual Leadership Summit for the principal and key administration; Tools and resources for school-wide data reports and benchmarking to track student progress; and Access to Echo, a web-based learning management system to monitor and increase student achievement. 	1) Duration of grant and beyond (School Years 1 – 4)	- Drew - NTN	RT3 Innovation Fund and in-kind funds from Drew (CF Foundation) and CFT
<i>4 - Professional development for 9th and 10th grade teachers preparing for year two to support continued student progress in PBL and STEAM.</i>	1) Offer professional development for 9 th and 10 th grade teachers preparing for Year Two in how to work within a professional learning community (PLC) to support continued student progress in PBL and STEAM. 2) Each cohort of 9 th and 10 th grade teachers will be sent to the PLC at Work institute by Solution Tree.	1) Summer of 2013 and 2014 2) Timeline will depend upon team hiring and schedules	- Drew - CFT (1) - Solution Tree (2)	RT3 Innovation Fund and in-kind funds from Drew (CF Foundation) and CFT
GOAL 3: Ensure that Drew students are prepared to excel in 21st century colleges and careers as evidenced high achievement on state and nationally-normed assessments and demonstrated mastery in critical thinking and problem solving, collaboration, communication and creativity and innovation.				
ACTIVITY	IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY	FUNDING SOURCE
<i>1 - Georgia State will introduce 8th graders to project-based music technology.</i>	1) Conduct a research study of the 5 th grade music technology program currently under the first Race to the Top grant. 2) Provide a creative project-based music technology program for Drew's 8 th grade students.	1) 1/2013 – 5/2013 2) School Year 2012 – 2013: quarters 3 and 4	- Georgia State University - School of Music - Drew	RT3 Innovation Fund and in-kind funds from Drew
<i>2 - Support advanced student</i>	1) Support advanced student learning through a Drew Summer Transition Program based at the Georgia Tech campus. The program will be offered to all rising 9 th	1) Summer 2013 and Summer 2014	- Drew - Georgia Tech	RT3 Innovation Fund and in-kind funds from Drew

<i>learning through Drew Summer Transition Program at Georgia Tech.</i>	<p>graders in cohorts of 25 who will spend one week (9-3 pm Monday - Friday) over a four-week period. It will combine STEM focused summer enrichment with activities designed to help students be successful in high school. Sessions will address:</p> <ul style="list-style-type: none"> • Study skills, time management, career awareness and PSAT preparation; • How digital technologies are used to critically analyze and solve problems; • How data are collected and processed using digital technologies as well as how to draw conclusions about real-world STEM related issues. 		CEISMIC	
<i>3 - High School orientation and experiential learning retreat</i>	<p>1) DCSPE partners will engage in collaborative planning with hired high school faculty to develop a multiday high school orientation and experiential learning retreat for Drew's rising 9th graders. Design elements will include: high school culture, building relationships with peers and faculty, understanding the high school schedule, expectations of PBL at Drew and developing class camaraderie.</p> <p>2) All of Drew's rising 9th graders will be required to participate in the above high school orientation program:</p> <ul style="list-style-type: none"> • The first part of the orientation will be spent onsite with teachers, parents and students. • The second segment will be spent outside of the classroom and off campus for experiential learning opportunities and trust building activities. 	<p>1) January-June 2013</p> <p>2) Summer 2013 and Summer 2014</p>	<p>- Drew</p> <p>- Other DCSPE partners</p>	RT3 Innovation Fund and in-kind funds from Drew (CF Foundation) and CFT
<i>4 - Integrate music technology into 9th grade with Georgia State</i>	<p>1) Provide a creative project-based music technology program for 9th grade Drew students. (If the high school opens later than School Year 2013-2014, the curriculum will be provided for grades 7 and 8.)</p> <p>2) Conduct a research study to uncover students' development of computational thinking and musical understanding as they participate in the above program. Findings will inform the program evaluation.</p>	<p>1) School Year 2013-2014</p> <p>2) School Year 2013-14</p>	<p>- Drew</p> <p>- Georgia State University School of Music</p>	RT3 Innovation Fund and in-kind funds from Drew
<i>5 - Measuring outcomes to prepare students to excel in 21st century colleges and careers.</i>	<p>1) Drew and DCSPE partners will finalize the assessment plan, building on the charter amendment and stated assessment goals, to ensure assessment of 21st century skills are measured as well as content knowledge aligned with the Common Core Georgia Performance Standards.</p> <p>2) Drew and DCSPE partners will use the College and Work Readiness Assessment and resources provided by NTN to regularly track and measure progress and growth on student mastery of 21st century skills including communication, collaboration, creativity, innovation, critical thinking and problem solving.</p> <p>3) Students will begin to develop learning portfolios to provide evidence of learning outcomes.</p>	<p>1) January-June 2013</p> <p>2) School Year 2013-14 (depending on test date)</p> <p>3) School Year 2013-2014</p>	<p>- Drew</p> <p>- Other DCSPE partners</p>	RT3 Innovation Fund and in-kind funds from Drew (CF Foundation) and CFT

SECTION 4: Quality of Project Evaluation:

Extent to which methods of evaluation will provide high-quality implementation data and

performance feedback: The evaluation will aim to determine whether and to what extent program goals and objectives have been met. Following 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." Employing this transformative approach, the evaluation is designed to provide both formative and summative data regarding the progress and impact of the program at logical time points. Evaluators will regularly provide formative guidance to assess and inform adaptations to ongoing project activities and to refine evaluation instruments over the course of implementation. Annual reports will synthesize evaluation data to provide summative evidence of program effectiveness.

Extent to which evaluation will provide sufficient information about key elements and approach of project to facilitate replication or testing in other settings:

The evaluation will utilize a variety of quantitative and qualitative measures to document progress toward the intended outcomes of the Innovation grant. During the first program year, evaluators will conduct periodic site visits and maintain close communication with partners in order to monitor progress toward the goal of opening Drew Senior Academy for the 2013-14 academic year. During the second year, the evaluation will focus on monitoring initial program implementation and assessment of student outcomes related to program goals. Data sources will include measures of student achievement in STEAM disciplines and project-based learning and documentation of student engagement in STEAM activities. Additionally, whenever possible, evaluators will attend program events to observe planning and implementation as it unfolds.

Extent to which proposed project plan includes sufficient resources to carry out project evaluation

effectively: DCSPE will devote the necessary time and resources to ensure that the project evaluation can be carried out effectively. The grant will fund one-half of the salary for a member of the CEISMC Evaluation Team including funds for travel, materials, and supplies associated with the evaluation.

Extent to which proposed evaluation is rigorous: Activities undertaken as part of this grant will be evaluated by researchers from the CEISMC Evaluation Group. Dr. Jessica Gale will oversee the collection, analysis and reporting of evaluation data. Dr. Gale holds a Ph.D. in Educational Studies from Emory University and has extensive experience in STEM policy implementation and mixed methods research. The rigor of evaluation is further detailed in the Project Evaluation Table on pages 16-19.

GEORGIA BENEFITS FROM A MEASURABLY STRONGER COMMITMENT FROM PUBLIC AND PRIVATE SECTORS TO SUPPORT AND ADVANCE POSITIVE ACADEMIC OUTCOMES FOR STUDENTS		
INDICATOR(S)	DATA COLLECTION METHODS(S)	FREQUENCY OF DATA COLLECTION/REVIEW
In addition to Innovation Grant Funds, Drew and its partners, including ELF and CF, have committed to contributing \$20M in year one and \$58M in year two to support implementation of the proposed initiative.	School Administrator Survey - school administrators will report progress on fundraising goals	The administrator survey will be completed each semester. Data will be included in each annual evaluation reports.
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		
INDICATOR(S)	DATA COLLECTION METHODS(S)	FREQUENCY OF DATA COLLECTION/REVIEW
<u>Senior Academy Enrollment</u> 100 9 th grade students will be enrolled in the Drew Senior Academy for the 2013-14 academic year.	School Administrator Report	Administrators will report student enrollment at the beginning of the 2013-14 academic year. Data will be analyzed for inclusion in the Year 2 Annual Report.
<u>1:1 Computing</u> 100% of 9 th grade students will participate in 1:1 computing program during the 2013-14 academic year.	Student Activity Reports – Teachers and/or administrators report student participation in the 1:1 computing program during the 2013-14 academic year.	Student Activity Reports will be submitted each semester during the 2013-14 academic year. Data will be analyzed for inclusion in the Year 2 Annual Report.
<u>Summer Transition and 9th Grade Orientation</u> 100 % of students entering 9 th grade will participate in the Summer Transition Program at GA Tech and Drew's High School Orientation and Experiential Learning Program during the Summers of 2013 and 2014.	Document analysis/observation: administrators will provide documentation of the Summer Transition Program and High School Orientation and Experiential Learning program. Whenever possible, a member of the evaluation team will observe planning sessions.	Document analysis and observation data will be included in the each Annual Evaluation Report.
<u>Project-Based Learning Training</u> During the 2013-14 school year, 100% of Drew Senior Academy teachers will participate in Project-Based Learning training provided by the New Tech Network.	Teacher Survey – Teachers will report on their participation in Project-Based Learning training institutes. Document Review/Observation - administrators and New Tech Network will provide documentation of project based learning trainings. Whenever possible, a member of the evaluation team will observe training sessions.	The teacher survey will be administered at the beginning and end of the 2013-14 academic year. Survey data will be supplemented with document analysis and observation data and will be included in the Year 2 annual evaluation report.

<p><u>Professional Learning Community Training</u></p> <p>During the summers of 2013 and 2014, 100% of Drew Senior Academy's 9th and 10th grade teachers will participate in Solution Tree's PLC at Work Institutes.</p>	<p>Teacher Survey – Teachers will report on their participation in PLC at Work Institutes.</p> <p>Document Review - School administrators will provide additional documentation of teacher participation in PLC at Work Institutes.</p>	<p>The teacher survey will be administered at the beginning and end of the 2013-14 academic year. Survey data will be supplemented with document analysis for inclusion in each annual evaluation report.</p>
<p><u>GA State Project-based Music Technology Program</u></p> <p>100% of 8th grade students will participate in Georgia State's project-based music technology program during the 2012-13 academic year.</p>	<p>Teacher Survey – Teachers will complete an annual survey in order to provide both qualitative (i.e. descriptions) and quantitative (i.e. survey ratings) data regarding their students' participation in the project-based music technology program.</p> <p>Document Review/Observation - administrators will provide documentation of the music technology program. Whenever possible, a member of the evaluation team will observe program activities.</p>	<p>A survey of 8th grade teachers will be administered at the beginning and end of the 2012-13 academic year. Survey data will be supplemented with document analysis and observation data and will be included in the Year 1 annual evaluation report.</p>
<p><u>Internship Program</u></p> <p>The Drew Charter School Internship Program will be developed by the end of the 2013-14 academic year such that the program will be prepared to offer to Juniors during the 2014-15 school year.</p>	<p>Administrator Survey – Administrators will report on Internship Program development</p> <p>Document Review/Observation - School administrators will submit documentation of internship program development (i.e. meeting agendas, summaries, program materials). Whenever possible, a member of the evaluation team will observe planning sessions.</p>	<p>The administrator survey will be completed each semester. Survey data will be supplemented with document analysis and observation data and will be included in the Year 2 annual evaluation report.</p>

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 HOMEGROWN TEACHER PIPELINE EFFORTS		
INDICATOR(S)	DATA COLLECTION METHODS(S)	FREQUENCY OF DATA COLLECTION/REVIEW
<u>New Tech Network (NTN) Planning Milestones</u> In Year 1, 100% of the following steps required to open Drew Senior Academy will be completed: <ul style="list-style-type: none"> • NTN application submitted and approved • NTN conducts Readiness Visit • Selection of New Tech Director (Principal) • Agreement with NTN finalized • Director completes Planning Academy course • Director attends Leadership Residency • Director and Year 1 staff attend NTN Teacher Residency at Demonstration Site • New Schools Training for Director staff • Drew Senior Academy Opens by Fall, 2013 	Site Visits School Administrator Survey	At least four site visits will be conducted during each program year. Site visits may include attendance at planning meetings, informal interviews with teachers and administrators, and document review. School administrators will complete a survey each semester in order to confirm progress toward implementation milestones. Data will be included in each annual evaluation report.
<u>Leadership Retreats and Planning Meetings</u> The newly hired principal, leadership team, and Drew administration will attend monthly leadership retreats and coordinate a minimum of 9 planning meetings.	Document Review/Observation - administrators will provide retreat and planning meeting documentation. Whenever possible, a member of the evaluation team will observe planning sessions.	Document analysis and observation data will be included in the Year 1 Report.
<u>Curriculum Planning Institutes</u> Incoming faculty hired for the 2013-2014 academic year will participate in two weeklong curriculum planning institutes in collaboration with DCSPE partners between March 2013 and August 2013.	Teacher Survey – Teachers will report on their participation in curriculum planning institutes. Document Review/Observation - School administrators will provide documentation of each planning institute. Whenever possible, a member of the evaluation team will attend and observe planning sessions.	The teacher survey will be administered at the beginning and end of the 2013-14 academic year. Survey data will be supplemented with document analysis and observation data and will be included in the Year 1 annual evaluation report.
<u>School Design Planning by Students</u> With the goal of involving current Drew students in the design of the new high school, 100% of 8 th and 9 th grade students will be involved in design planning during the 2012-13 and 2013-14 years respectively.	Teacher Survey – Teachers will complete an annual survey to report student participation in the project-based music technology program. Document Review/Observation - School administrators will provide documentation of the music technology program (i.e. program materials). Whenever possible, a member of the evaluation team will observe program activities.	The teacher survey will be administered at the beginning and end of the 2012-13 academic year. Survey data will be supplemented with document analysis and observation data and will be included in the Year 1 annual evaluation report.

GEORGIA BENEFITS FROM IMPROVED STUDENT OUTCOMES		
INDICATOR(S)	DATA COLLECTION METHODS(S)	FREQUENCY OF DATA COLLECTION/REVIEW
<u>21st Century Skills</u> By 2014, 100% of 9 th grade students will attain at least the Basic Level of proficiency and the percent of the 9 th graders attaining Proficient or Advanced levels of proficiency on the 21 st Century Skills assessment will increase from 28% to 50%.	21 st Century Skills Assessment	The 21 st Century Skills assessment will be administered to all 9 th grade students during the 2013-14 academic year. Data will be analyzed for inclusion in the Year 2 Annual Report.
<u>College and Work Readiness Assessment (CWRA)</u> In accordance with the Drew Senior Academy Charter, data from the 2013-14 administration of the CWRA will be considered baseline data. Drew will establish a baseline to determine an appropriate measure of improvement and growth in the areas of critical thinking, analytic reasoning, problem solving, and written communication, as assessed by the CWRA.	College and Work Readiness Assessment	The College and Work Readiness Assessment will be administered to all 9 th grade students during the 2013-14 academic year. Data will be analyzed for inclusion in the Year 2 Annual Report.
<u>End-of-Course Tests</u> In accordance with the Drew Senior Academy Charter petition, E.O.C.T. data from the 2013-14 school year will be considered baseline data. Drew will establish a baseline to determine an appropriate measure of improvement on each End-of-Course test.	End-of-Course Tests	End-of-Course tests will be administered to all 9 th grade students during the 2013-14 academic year. Data will be analyzed for inclusion in the Year 2 Annual Report.
<u>Project-Based Learning Portfolios</u> By 2014, 100% of 9 th grade students will complete project-based learning portfolios. 85% of portfolios will demonstrate proficiency in project-based learning.	Teacher Survey – Teachers will report on their students’ completion of project-based learning portfolios and the percentage of their students whose portfolios demonstrated proficiency in project based learning. Review of a sample of student portfolios	The teacher survey will be administered at the beginning and end of the 2013-14 academic year. A sample of student portfolios will be provided for review by May, 2014. Data will be analyzed for inclusion in Year 2 Annual Report.

SECTION 5: Quality of Project Management Plan

The partnership's capacity to achieve the objectives of the proposed project on time and within

budget: Drew Charter School and the DCSPE partners have extensive experience with creating and disseminating models that have yielded highly responsive, cost-effective solutions for countless educators and learners. Together, we believe that sharing project planning, management of activities and accountability for results is necessary to maximize resources and reduce duplication of efforts—thereby ensuring implementation on time and within budget. To this end, components of our approach include:

- Collaborative project design: pre grant submission meetings have been regularly held by key stakeholders to identify goals and objectives (based on up-to-date research and practical experience), specify key milestones and delineate a partnered process for achievement
- Strengthened teacher leadership and the establishment of model teams: creating a sustainable structure and process to align instruction with project goals and objectives on multiple levels
- Technology integration: appropriate use of educational software, learning management systems, the Internet and other electronic communication platforms (including mobile tools)
- Data collection and analysis: specifying key metrics, monitoring and tracking outcomes, drawing correlations between programming and performance, and making refinements to methods as needed
- Shared institutional resources: mobilizing partners' intellectual capital and other assets to further support successful project implementation and spread innovations within our respective networks

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. 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 a Bill and Melinda Gates Foundation grant. He then joined the Mathematics and Science Department as a Program Administrator working under a General Electric Foundation grant.

The grant will be administrated by Laura Bollman, the Director of Planning and Implementation for the high school expansion project at the CF Foundation. Ms. Bollman has worked with Drew Charter School and the East Lake neighborhood since 2006 where she started as a 6th grade Social Studies Teacher and part of the 2006 Teach For America teaching corps. After teaching, she worked as part of the founding team at Purpose Built Communities from 2009-2011. Purpose Built Communities is a non-profit dedicated to consulting with local leaders from across the country to implement a successful

framework of neighborhood revitalization based on the East Lake model. Ms. Bollman earned her bachelor's degree from Wellesley College.

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 6 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.

SECTION 6: Quality of Sustainability /Scalability Plan

The extent to which the eligible applicant demonstrates a plan for how it will operate the project beyond the length of the grant. Based on 12 years of financial sustainability and responsibility, Drew Charter School can clearly demonstrate that it has the resources to operate beyond the grant period. 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. Both the CF and the East Lake Foundations remain committed to the success and achievement of Drew's students and continue to make significant grants to organizations and partners to support Drew. 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 initiative. 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 a significant 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 activities that require additional funding after the two-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.

Drew Charter, the CF Foundation and East Lake Foundation drafted a 10-year budget and fundraising campaign, including the complete expansion of grades K-8 and the scale up through grade 12. At full capacity Drew's cradle-to-college pipeline relies on public funding for operations and represents a sustainable financial model. Please find an operating budget summary and detail in Appendix 7. Drew's \$73 million fundraising campaign covers the cost of the new Junior and Senior Academies serving 1,000 students in grades 6-12, with a state-of-the-art learning commons (media center), a competitive athletic complex with a full size track and field, two gymnasiums and a 500-seat performing arts center. Of the \$73 million, \$28 million is already identified. Drew anticipates \$15 million from federal New Market Tax Credits.

Evidence of broad support from community stakeholders: The East Lake and broader Atlanta community have embraced Drew and support its exciting plans for expansion over the next 10 years. Drew Charter has collected over 1,000 signatures of support along with numerous letters of support for its expansion plan and charter amendment petition. Please find copies of the signed community petition in Appendix 8 as well as letters of support in Section VI.

The demonstrated commitment from DCSPE, other Drew partners and funders will help Drew to sustain success over the long term. Two of Drew's key Innovation Fund partners, Georgia State University School of Music and CFT, have a six-year history of funding grants through the CF Foundation.

In summary, Drew has a 12 year record of successful operation, continually improving its test scores, building a waiting list and accumulating the success stories of children and families. Drew and its partners recognize that we are at a critical moment of opportunity to influence high school education across the country to ensure that American children can be globally competitive. The school and its partners are committed to use of the Race to the Top Innovation Fund to put forth a truly innovative and successful hybrid STEAM and PBL model preparing more children from cradle-to-college for next generation success.

Our ultimate goal is to sustain grant 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. We are confident that our efforts will have maximum impact, transparency and scalability.

GOVERNOR'S OFFICE OF STUDENT ACHIEVEMENT RACE TO THE TOP INNOVATION FUND BUDGET FORM			
Project Name: Drew Partnership for Expansion		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 (grant funds) INNOVATION FUND COSTS			
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Total (d)
1. Personnel	\$ 33,995.00	\$27,925.00	\$69,920.00
2. Fringe Benefits	\$1,698.00	\$6,254.02	\$7,952.02
3. Travel	\$ 30,700.00	\$27,000.00	\$57,700.00
4. Equipment	\$8,000.00	\$68,000.00	\$76,000.00
5. Supplies	\$ 10,650.00	\$9,625.00	\$20,275.00
6. Contractual	\$ 209,959.73	\$184,708.62	\$394,668.35
7. Construction			\$0.00
8. Other	\$22,700.00	\$ 22,200.00	\$44,900.00
9. Total Direct Costs (lines 1-8)	\$317,702.73	\$345,712.64	\$663,463.35
10. Indirect Costs*	\$31,770.27	\$34,571.26	\$66,346.34
11. Training Stipends	\$10,000.00	\$10,000.00	\$20,000.00
12. Total Costs (lines 9-11)	\$359,473.00	\$390,283.90	\$749,756.90
SECTION B - BUDGET SUMMARY (matching) NON-INNOVATION FUND COSTS			
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Total (d)
1. Personnel	\$175,670.00	\$124,500.00	\$300,170.00
2. Fringe Benefits	\$36,431.20	\$25,931.20	\$62,362.40
3. Travel	\$16,400.00	\$1,900.00	\$18,300.00
4. Equipment			\$0.00
5. Supplies	\$900.00		\$900.00
6. Contractual	\$0.00	\$0.00	\$0.00
7. Construction	\$ 2,103,539.00	\$57,896,461.00	\$60,000,000.00
8. Other	\$ 18,050,000.00	\$503,000.00	\$18,553,000.00
9. Total Direct Costs (lines 1-8)	\$ 20,382,940.20	\$ 58,551,792.20	\$78,934,732.40
10. Indirect Costs*	\$0.00	\$0.00	\$0.00
11. Training Stipends	\$0.00	\$0.00	\$0.00
12. Total Costs (lines 9-11)	\$ 20,382,940.20	\$ 58,551,792.20	\$78,934,732.40

SECTION C: Budget Narrative and Justification

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; the Westminster Schools' Center for Teaching (CFT) and the New Technology Network (NTN) will collectively, Drew Charter School Partners for Expansion (DCSPE), and apply for a \$750,000 Enterprise Grant under Priority 4 of the Race to the Top Innovation Fund.

Georgia Tech CEISMC, Georgia State University and CFT are already engaged with Drew Charter School students, faculty and administration to further Drew's strategic vision through a successful partnership, funded by Georgia's Race to the Top Innovation Fund in 2011. This partnership was aimed to improve faculty professional development and student achievement in the areas of Science, Technology, Engineering, Arts and Mathematics (STEAM). Drew and existing partners sought NTN to create another powerful alliance and partnership, DCSPE, to create the nation's first hybrid cradle-to-college pipeline, integrating STEAM and Project Based Learning (PBL).

In year one of the grant (2012-2013 school year), the DCSPE partnership plans on spending \$359,473.00 to design, implement and evaluate the programs outlined under the three goals that we explained in the grant narrative and Scope of Work. Some activities are carried out with a one-year timeframe, while other activities extend over the grant's two-year term. In year two of the grant (2013-2014 school year), the partnership will spend \$390,283.90. Year two represents the second year of the expansion plan and the first year of the new high school. In total, the partnership will invest \$749,756.90 into a visionary and replicable model of K-12 education for Georgia and the nation.

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 Scope of Work; (2) registration and travel costs associated with activities in (1); (3) stipends for Drew Charter faculty to attend workshops or seminars that are run outside the normal school hours and/or paying for substitutes when faculty are participating in professional development related to grant activity; (4) curriculum development consultants and resources for the new high school, including the work of faculty outside of regular school hours and non-Drew contracted consultants; (6) materials (e.g. books, food etc.) to support meeting throughout the grant cycle; (7) support for some Georgia Tech and Georgia State professors and/or graduate students to work collaboratively with Drew Charter faculty and students; (8) support for Drew Charter to be the lead partner of the grant and; (9) resources to evaluate whether the grant goals and activities are successfully implemented.

While Drew Charter School is involved in every activity, the other partners are involved in some of the activities in the grant. In a few of the activities, one of the partners will collaborate solely with Drew Charter, however, all DCSPE partners will be connected through regular meetings and their coordination with the Project Director and Project Evaluator.

The DCSPE partners, CF Foundation and East Lake Foundation have allocated matching resources totaling \$78.9 million into the expansion plan to support RT3 grant, capital costs, land acquisition, and the 10-year start-up operating gap. These donated resources will allow Drew to leverage this grant for the critical start-up years and support ongoing student achievement linked to the goals in the grant and scope of work. The RT3 funding of \$749,756.90 will leverage one of the largest, philanthropic investments in Georgia's public schools contributing approximately \$105.00 for every \$1.00 requested through the Innovation Fund.

A detailed budget narrative and justification for year one and year two are in the pages to follow.

**Drew Charter School Partners for Expansion
Innovation Fund – Race to the Top
Year 1 (2012-2013)**

The costs below align with the line item budget included on pages 14-17 of this document.

PERSONNEL: TOTAL COST FOR YEAR ONE = \$33,995.00

Drew Charter School

requested through RT3 – \$20,000.00

in-kind funds - \$175,670.00

\$20,000.00 This amount will cover the cost of a technology consultant to complete a comprehensive analysis of technology available and craft a unique media and technology plan for the high school to support student learning.

In-kind funding from Drew Charter School of \$27,000.00 will cover 25% of the salary of the Project Director (Drew's Director of Teaching and Learning) to manage the grant. Funding from the CF Foundation of \$79,000.00 will cover the salary of the Director of Program Design and Implementation who will also support the Project Director on the grant; \$25,000.00 will cover the salary of an administrative assistant to help support the grant activities and accountability; and \$25,000.00 will cover the Principal stipends for pre-work and retreats from January 2102 – July 2012.

Center for Teaching (CFT) at the Westminster Schools

requested through RT3 - \$4,995.00

in-kind funds - \$19,670.00

\$4,995.00 This amount was will cover the cost of the Executive Director and Administrator at the Center For Teaching during year one. Including facilitation for each summer curriculum institute; facilitation for each weekend planning retreat with Principal and other key staff; facilitation for bi-weekly meetings from January – August; facilitation for hiring protocol.

In-kind funds of \$19,670.00 are matched funding to support a portion of the salary and time for the Executive Director and the Administrator at CFT.

Georgia State University School of Music (GSU)

requested through RT3 – \$9,000.00

in-kind funds - \$0.00

\$4,000.00 This amount will cover the GSU teaching artist who will focus on the iPad ensemble composition and performance experience.

\$5,000.00 This amount will cover Dr. Carlisle's salary. Dr. Carlisle is responsible for curriculum development for the 8th grade music technology program. She will also be conducting a research study of 5th grade music technology.

FRINGE BENEFITS: TOTAL COST FOR YEAR ONE = \$1,698.00

requested through RT3 - \$1,698.00

in-kind funds - \$36,431.20

\$1,698.00 These funds will cover fringe benefits of the GSU Teaching Artist (7.7%) and fringe benefits of Dr. Carlisle's salary (27.8%).

In-kind funding has been allocated by Drew Charter to the amount of \$5,611.20 to cover the fringe costs of the Project Director/Director of Teaching and Learning. The CF Foundation has allocated 27,090.00 to cover fringe costs for the Director of Program Design and Implementation, the grant administrator/assistant and the Principal.

In-kind funding from the CFT to the amount of \$3,730.00 has been allocated to cover fringe costs for the Executive Director and the Administrator.

TRAVEL: TOTAL COST FOR YEAR ONE = \$30,700.00

Center for Teaching (CFT) at the Westminster Schools

requested through RT3 - \$30,700.00

in-kind funds - \$16,400.00

\$30,700.00 This amount will cover the airfare, travel and lodging costs for Drew faculty including New Tech Network leadership/principal training in February 2013; costs associated with bringing newly hired high school staff to participate in the 4 monthly retreats between March and June 2013; cost to send 8 faculty to attend the Solution Tree's PLC Work Institute; costs associated with the Principal attending the 21st Century High School and Practices for Hi Performance at Harvard Graduate School of Education; costs associated with leadership retreats between January and June 2013.

In-kind funds of \$1,400.00 have been allocated by the CFT to support additional travel costs incurred by the grant activities.

In-kind funds of \$15,000 have been allocated by the CF Foundation to support additional travel costs.

EQUIPMENT: TOTAL COST FOR YEAR ONE = \$8,000

requested through RT3 - \$8,000

in-kind funds - \$0.00

This amount will cover the cost of one laptop computer for each 9th grader (assumes 105 laptops total), warranties for each laptop, laptop cases, 4 laptop cards, site licenses and software for each machine. The laptops (or other computing devices) in a one-to-one learning environment immediately makes learning more equitable, opening infinite opportunities for collaborative and self-directed learning.

105 laptops at \$500.00 each (including warranties and supporting software) = \$52,500.00

4 laptop carts at \$7,000.00 each = \$2,600.00

Site licenses for supporting software = \$2,600.00

105 laptop sleeves at \$20.00 each = \$2,100.00

SUPPLIES: TOTAL COST FOR YEAR ONE = \$10,650.00
requested through RT3 - \$10,650.00
in-kind funds - \$900.00

Center for Teaching (CFT) at the Westminster Schools
requested through RT3 - \$9,650.00
in-kind funds - \$900.00

This will cover the cost of curriculum development resources. These resources would be determined by the Drew faculty and leadership, who will identify the specific needs of curriculum development to determine what is purchased.

In-kind funds of \$900.00 from the CFT will be used to supplement additional costs associated with CFT activities for the grant.

Georgia State University School of Music
requested through RT3 - \$1,000
in-kind funds - \$0.00

This will cover the iPad learning applications. Sibelius is a music notation program whereby students can compose and playback music using staff notation. The iPad2 apps will enable students to explore the potential of virtual musical instruments and music compositions with these apps.

CONTRACTUAL: TOTAL COST FOR YEAR ONE = \$209,959.73
requested through RT3 - \$209,959.73
in-kind funds - \$0.00

Drew Charter School and Georgia Tech CEISMC - \$97,333.67
requested through RT3 - \$97,333.67
in-kind funds - \$0.00

Total Personnel and Fringe: \$65,826.06

CEISMC Project Coordinator: \$6,666.67 = Two months of salary is requested. A CEISMC Education Outreach Coordinator will work with Drew staff and Georgia Tech graduate students to plan and implement the summer program.

RT3 Project Evaluator: \$24,000.00 = A CEISMC Research Scientist or Associate will evaluate project components. 4 months of salary are requested.

Graduate Students \$21,333.00: Four doctoral students will be hired to teach summer courses. They will receive payment of \$800.00 per week (one week planning and four weeks of teaching). One doctoral student at \$5,333.00 to develop and work with 9th grade students.

Undergraduate Students \$4,800.00: Two undergraduate students will be hired as students' assistance at \$600.00 per week for four weeks.

Fringe \$9,026.39: Fringe benefits are calculated per Institute guidelines as follows:

University faculty and staff: 27.9% in one year

Graduate and undergraduate students 1.8%

Total Travel: \$9,700.00 This amount will cover the cost for one school bus at \$200.00 for daily travel to and from Drew and Georgia Tech. Costs for one motor coach at \$800.00 for one industry partner tour per week. Travel funds request for evaluation and transcription are calculated by the state mileage rate totaling \$2,500.

Total Supplies: \$12,750.00 This amount will cover the cost of meals calculated at \$15.00/participant per day in Georgia Tech Student Center or another location for 100 students, totaling 1,500.00. Note: for many students, this will be the only meal they receive during the day. \$250.00 is requested for copies. Materials and supplies for the summer programs are calculated at \$50.00 per student for 100 students, totaling \$5,000.00.

Total Other: \$2,000.00 This amount will cover transcription services for the project evaluation conducted by Dr. Meltem Alemdar and Dr. Jessica Gale at the CEISMC Evaluation Group.

Total Indirect Costs: \$7,057.61 This amount represents a 10% negotiated rate.

Drew Charter School and New Tech Network - \$112,626.06

This amount covers the cost one year of support from New Tech Network for the development and implementation of the new high school. Activities and support include:

- Prior to school opening NTN offers tours for Drew leadership, community, and parent planning teams to New Tech high schools, leads ongoing school planning process, provides training on web based tools and systems to access resources, meet with district/school team to assess readiness to implement (facilities, technology, staffing, etc.)
- Prior to school opening, newly assigned principals have routine professional development, introduction to New Tech design, planning the master schedule, building community support, inclusion of college courses, advisory and other supports, internship opportunities, professional culture, data processes, hiring resources, etc.
- Includes ongoing follow-up prior to school opening, newly appointed staff and principal, meet job-alike colleagues, intro to PBL, integrated courses, school wide learning outcomes, alignment to standards, rigor, school culture, PLC's, includes ongoing follow-up to New Schools Training at Annual Summer Conference.
- Prior to opening, new staff participates in 5 day summer training focusing on: PBL, web based tools, create school wide learning outcomes, building culture, understanding NTN of schools as resource.
- Leadership development, PBL, school culture, assessment of progress, effective use of web tools, review of student work, literacy across the curriculum, critical friends, alignment to standards, data review, content specific coaching, differentiation and scaffolding tools, benchmark review, school success rubric analysis, selection of school certified teachers and trainers, selection process for school as Demonstration site
- Topic specific webinars specific designed for Drew's staff and leadership. Content specific topics, assessment, classroom management, data review, literacy, use of web tools, PBL design and critical friends.
- Yearly fall/spring content specific meetings with other regional content colleagues, focus on PBL, successes, challenges, sharing, critical friends
- Yearly fall/spring meeting of NTN leaders: build community of practice, attendee generated topics, focus on data review and review of student work, assessments and evaluation of progress, community support, culture, etc.

- Network wide conference, includes training for newly hired school staff, school staff presentations and sessions, principal training sessions, Superintendents Summit, sharing of best practices, web-based learning management system for staff, students and parents: includes PBL resources and organizer, Project Library, Resource Library, Student and staff interface, Gradebook (content and school wide learning outcomes), calendar, journal interface with national network schools, parent access.

Personnel: \$27,555.95

Fringe: \$9,369.02

Travel: \$6,873.34

Other (Events): 34,737.43

Other (Admin. Finance, Data Coordinator and Tech support): \$34,090.32

CONSTRUCTION: TOTAL COST FOR YEAR ONE = \$0.00

requested through RT3 - \$0.00

in-kind funds - \$2,103,539.00

In-kind funds of \$2,103,539.00 from the CF Foundation have been approved for the architectural design and construction documents for the new facility.

OTHER: TOTAL COST FOR YEAR ONE = \$22,700.00

requested through RT3 - \$22,700.00

in-kind funds - \$18,050,000.00

Center for Teaching (CFT) at the Westminster Schools

requested through RT3 - \$15,700.00

in-kind funds - \$0.00

This amount will cover workshop site rental and registration fees for leadership weekend retreats, bi-weekly faculty meetings, week-long summer curriculum institutes and professional development conferences including Solution Tree PLC, Practices for High Performance at Harvard GSE, Leading the 21st Century High School at Balancing Your Contrasting Roles at Dean of Students. It will also cover the inclusion of CFT Executive Director to attend the NTN professional development opportunities to support learning's and best practices locally.

Drew Charter School

requested through RT3 - \$7,000.000

in-kind funds - \$18,050,000.00

This amount will cover the cost of the 9th grade orientation in the summer of 2013 for the entering high school class. This cost assumes \$70 per student for 100 students' food, materials, teacher stipends, lodging and transportation. The program will run 3-5 days depending on the needs determined by Drew leadership in the best interest of students.

In-kind funds have been allocated: \$10,000,000.00 by the CF Foundation towards the capital campaign and to fund the 10-year operating gap during the start-up phase of the high school; \$35,000.00 by the CF Foundation for the recruitment of new faculty; \$15,000.00 for the recruitment of students and families;

and \$8,000,000.00 by the East Lake Foundation for the value of the land for the high school and middle school site.

TOTAL DIRECT COSTS REQUESTED THROUGH RT3: \$317,702.73

TOTAL IN-KIND FUNDS FOR DIRECT COSTS: \$20,382,940.20

INDIRECT COSTS: TOTAL FOR YEAR ONE = \$31,770.27

DREW CHARTER SCHOOL

requested through RT3 - \$31,770.27

in-kind funds - \$0.00

These funds will cover 10% of the total budget for year one to cover indirect costs incurred by Drew Charter School.

TRAINING STIPENDS: TOTAL FOR YEAR ONE = \$10,000.00

Center for Teaching (CFT) at the Westminster Schools

requested through RT3 - \$10,000.00

in-kind funds - \$0.00

This amount will cover faculty stipends at \$125/day per person for approximately 10 faculty to participate in up to 8 days of leadership retreats, bi-weekly meetings, and two, weekly summer curriculum planning institutes. DSCPE would like to hire faculty as early as possible in 2013, but recognizes that many staff will be fully employed and on contract at other schools. Stipends will allow Drew to compensate new faculty for their time prior to July 1, 2013 when they are full-time employees of Drew and for hours outside of regular school.

TOTAL COSTS REQUESTED THROUGH RT3: \$359,473.00

TOTAL IN-KIND FUNDS FOR COSTS: \$20,382,940.20

**Drew Charter School Partners for Expansion
Innovation Fund – Race to the Top
Year 2 (2013-2014)**

The costs below align with the line item budget included on pages 13-16 of this document.

PERSONNEL: TOTAL COST FOR YEAR TWO = \$27,925.00

Drew Charter School

requested through RT3 – \$14,000.00

in-kind funds - \$124,500.00 (CF Foundation)

\$14,000.00 This amount will cover the cost of a technology consultant implement and monitor the unique media and technology plan for the high school to support student learning. The consultant will work directly with the full time technology support staff at Drew high school.

Drew has allocated \$27,000.00 of in-kind funds to cover the cost of 25% of the salary of the Project Director/Director of Teaching and Learning.

In kind funds of \$79,000.00 have been funded by the CF Foundation to cover the salary of the Director of Planning and Implementation who will also work on administering the RT3 grant with the Project Director at Drew Charter School.

Center for Teaching (CFT) at the Westminster Schools

requested through RT3 - \$2,925.00

in-kind funds - \$18,500.00

\$2,925.00 This amount was will cover the cost of the Executive Director and Administrator at the Center For Teaching during year one. Including facilitation for on-going professional development and faculty professional learning communities meetings during the school year.

In kind funds of \$18,500 have been allocated from the CFT to support the salary of the Executive Director and the Administrator at CFT for work on this grant.

Georgia State University School of Music (GSU)

Requested through RT3 – \$14,000.00

in-kind funds - \$0.00

\$4,000.00 This amount will cover the GSU teaching artist who will focus on the 8th grade iPad ensemble composition and performance experience.

\$7,000.00 This amount will cover Dr. Carlisle’s salary. Dr. Carlisle is responsible for curriculum development for the music technology program. She will also be conducting a research study of 9th grade music technology class to uncover students’ development of computational thinking and musical understanding as they participate in the program and create original music.

\$4,000 This amount will cover the cost of a CSU Master of Music Composition graduate student who brings expertise with Scratch, PureData and working with students.

FRINGE BENEFITS: TOTAL COST FOR YEAR TWO = \$6,245.02

Requested through RT3 - \$6,245.02

In-kind funds - \$25,931.20

\$6,245.02 These funds will cover fringe benefits of the GSU Teaching Artist (7.7%); fringe benefits of Dr. Carlisle's salary (27.8%); and fringe benefits for the Master of Music Composition (7.7%).

In-kind funds have been allocated by Drew Charter to the amount of \$5,611.20 to cover the benefits of the Project Manager.

In-kind funds of \$16,590.00 have been allocated by CF Foundation to cover the fringe of the Director of Design and Implementation who will support the Project Manager.

The CFT has allocated funds of \$3,730.00 to cover fringe benefits of the Executive Director and Administrator at CFT for work on this grant.

TRAVEL: TOTAL COST FOR YEAR TWO = \$27,000.00

Center for Teaching (CFT) at the Westminster Schools

requested through RT3 - \$27,000.00

in-kind funds - \$1,900

\$27,000 This amount will cover the airfare, travel and lodging costs for Drew faculty including: bringing selected faculty to Atlanta during pre-planning weekend retreats (both leadership and teachers), professional development conferences including Solution Tree PLC, Practices for High Performance at Harvard GSE, Leading the 21st Century High School at Balancing Your Contrasting Roles at Dean of Students. It will also cover travel and lodging costs for CFT Executive Director to attend the NTN professional development opportunities to support learning's and best practices locally.

In-kind funds of \$1,900.00 have been allocated by CFT to support travel costs that exceed the request amount.

EQUIPMENT: TOTAL COST FOR YEAR TWO = \$68,000

requested through RT3 - \$68,000.00

in-kind funds - \$0.00

Drew Charter School

requested through RT3 - \$60,000 This amount will cover the cost of one laptop computer for each 9th grader (assumes 105 laptops total), warranties for each laptop, laptop cases, 4 laptop cards, site licenses and software for each machine. The laptops (or other computing devices) in a one-to-one learning environment immediately makes learning more equitable, opening infinite opportunities for collaborative and self-directed learning.

105 laptops at \$500.00 each (including warranties and supporting software) = \$52,500.00

4 laptop carts at \$7,000.00 each = \$2,600.00

Site licenses for supporting software = \$2,600.00

105 laptop sleeves at \$20.00 each = \$2,100.00

Georgia State University School of Music

requested through RT3 - \$8,000

in-kind funds - \$0.00

This amount will cover the purchase of Apple iPad2 tablets and AppleCare Protection Plan for the 9th grade program. The iPads will be used for the iPad band initiative that will be a partnership between the GSU School of Music and Drew Charter School. The iPads will enable students to engage in music technology module project. Sibelius is a music notation program whereby students can compose and playback music using staff notation.

SUPPLIES: TOTAL COST FOR YEAR TWO = \$9,625.00

requested through RT3 - \$9,625.00

in-kind funds - \$0.00

Center for Teaching (CFT) at the Westminster Schools

requested through RT3 - \$8,625.00

in-kind funds - \$0.00

This will cover the cost of curriculum, leadership and professional development resources. These resources would be determined by the Drew faculty and leadership, who will identify the specific needs of curriculum development to determine what is purchased.

Georgia State University School of Music

Requested through RT3 - \$1,000

In-kind funds - \$0.00

This amount will cover the purchase of Apple iPad2 tablets and AppleCare Protection Plan for each device. The iPads will be used for the iPad band initiative that will be a partnership between the GSU School of Music and Drew Charter School. The iPads will enable students to engage in music technology module project. Sibelius is a music notation program whereby students can compose and playback music using staff notation.

CONTRACTUAL: TOTAL COST FOR YEAR TWO = \$184,708.62

requested through RT3 - \$184,708.62

in-kind - \$0.00

Drew Charter School and Georgia Tech CEISMC - \$97,333.67

requested through RT3 - \$97,333.67

in-kind - \$0.00

Total Personnel and Fringe: \$65,826.06

CEISMC Project Coordinator: \$6,666.67 = Two months of salary is requested. A CEISMC Education Outreach Coordinator will work with Drew staff and Georgia Tech graduate students to plan and implement the summer program.

RT3 Project Evaluator: \$24,000.00 = A CEISMC Research Scientist or Associate will evaluate project components. 4 months of salary are requested.

Graduate Students \$21,333.00: Four doctoral students will be hired to teach summer courses. They will receive payment of \$800.00 per week (one week planning and four weeks of teaching). One doctoral student at \$5,333.00 to develop and work with 9th grade students.

Undergraduate Students \$4,800.00: Two undergraduate students will be hired as students' assistance at \$600.00 per week for four weeks.

Fringe \$9,026.39: Fringe benefits are calculated per Institute guidelines as follows:

University faculty and staff: 27.9% in one year

Graduate and undergraduate students 1.8%

Total Travel: \$9,700.00 This amount will cover the cost for one school bus at \$200.00 for daily travel to and from Drew and Georgia Tech. Costs for one motor coach at \$800.00 for one industry partner tour per week. Travel funds request for evaluation and transcription are calculated by the state mileage rate totaling \$2,500.

Total Supplies: \$12,750.00 This amount will cover the cost of meals calculated at \$15.00/participant per day in Georgia Tech Student Center or another location for 100 students, totaling \$1,500.00. Note: for many students, this will be the only meal they receive during the day. \$250.00 is requested for copies. Materials and supplies for the summer programs are calculated at \$50.00 per student for 100 students, totaling \$5,000.00.

Total Other: \$2,000.00 This amount will cover transcription services for the project evaluation conducted by Dr. Meltem Alemdar and Dr. Jessica Gale at the CEISMC Evaluation Group.

Total Indirect Costs: \$7,057.61 This amount represents a 10% negotiated rate.

Drew Charter School and New Tech Network - \$87,374.95

This amount covers the cost of year two support from New Tech Network for the continued development and opening of the new high school. Activities and support include:

- NTN offers tours for Drew leadership, community, and parent planning teams to New Tech high schools, leads ongoing school planning process, provides training on web based tools and systems to access resources, meet with district/school team to assess readiness to implement (facilities, technology, staffing, etc.)
- In summer 2014, newly assigned leadership have routine professional development, introduction to New Tech design, planning the master schedule, building community support, inclusion of college courses, advisory and other supports, internship opportunities, professional culture, data processes, hiring resources, etc.
- Includes ongoing follow-up prior to school opening, newly appointed staff and principal, meet job-alike colleagues, intro to PBL, integrated courses, school wide learning outcomes, alignment to standards, rigor, school culture, PLC's, includes ongoing follow-up to New Schools Training at Annual Summer Conference.
- New 9th and 10th grade staff participate in 5 day summer training focusing on: PBL, web based tools, create school wide learning outcomes, building culture, understanding NTN of schools as resource.

- Leadership development, PBL, school culture, assessment of progress, effective use of web tools, review of student work, literacy across the curriculum, critical friends, alignment to standards, data review, content specific coaching, differentiation and scaffolding tools, benchmark review, school success rubric analysis, selection of school certified teachers and trainers, selection process for school as Demonstration site
- Topic specific webinars specific designed for Drew's staff and leadership. Content specific topics, assessment, classroom management, data review, literacy, use of web tools, PBL design and critical friends.
- Network wide conference, includes training for newly hired school staff, school staff presentations and sessions, principal training sessions, Superintendents Summit, sharing of best practices, web-based learning management system for staff, students and parents: includes PBL resources and organizer, Project Library, Resource Library, Student and staff interface, Gradebook (content and school wide learning outcomes), calendar, journal interface with national network schools, parent access.

Personnel: \$16,088.51

Fringe: \$5,470.09

Travel: \$5,155.01

Other (Events): 26,571.02

Other (Admin. Finance, Data Coordinator and Tech support): \$34,090.32

CONSTRUCTION: TOTAL COST FOR YEAR TWO = \$0.00

requested through RT3 - \$0.00

in-kind funds - \$57,896,461.00

\$47,896,461.00 This amount will be raised by the East Lake Foundation and CF Foundation and will cover the cost of construction; furniture, fixtures and equipment; site preparation work; architectural design; engineering; and general contractor. Of the total \$73 million funds needed for the entire project, CF Foundation has committed \$10,000,000.00 towards capital campaign and East Lake Foundation has donated the land, valued at \$8,000,000.00. An additional private, philanthropic donation of \$10,000,000.00 has been committed and \$15,000,000.00 has been identified through federally funded New Market Tax Credits.

\$10,000,000.00 State Bond request. Drew Charter School respectfully requests \$10,000,000.00 from the State of Georgia's bond fund. The academic culture at Drew, one of student-driven scholarship, creativity and innovation, is facilitated and enhanced by a state-of-the art, 21st century learning environment.

Drew Charter School, the East Lake Foundation and the CF Foundation, engaged in an in-depth study of the high school site prior to committing to building new on the East Lake campus. The group investigated five sites and four existing school facilities in the community with a team of architects to inspect the structure, grounds and utilities. After an analysis by Perkins + Will, it was determined that renovating a surplus building carried significant risk to the pipeline and was not cost effective. There were significant costs associated with acquisition, capital outlay required to renovate, and maintenance and repair of an older facility. Furthermore, sites that were not contiguous to the existing Drew campus caused the entire pipeline lose economy of scale and an operating gap was opened.

The new Drew Charter Senior Academy is designed to offer students integrated project labs connecting core academic subjects to each other and the arts; fully-equipped science labs, additional specialized labs (potentially a fabrication lab and a "tinker lab") providing spaces for students to translate learning into

physical creations; two integrated arts spaces pushing the arts into the core curriculum; customized music rooms to support a robust orchestra, chorus and band; a 6,000 square foot learning commons (media center) emphasizing the integration of technology, disciplines, collaboration and the pursuit of learning; a competitive athletic complex supporting the development of sportsmanship, competition, physical fitness and teamwork; and a 500 seat performing arts center to foster student theatrical and performing arts. The transformative campus, acting as “the third teacher,” (Cannon Design, VS Furniture, Bruce Mau Design, 2010) utilizing energy and water efficiencies and environmental technologies, supports our STEAM theme as well as our PBL approach to teaching and learning with transparency, flexible spaces, integrated learning forums and integrated technology.

The top-of-the-line facility design and plans represent a tremendous opportunity to leverage private and public local and national dollars into education in Georgia. DCSPE sincerely hopes that the State will consider being a funding partner on this model facility that will inform best practices for STEAM and PBL education across the nation.

OTHER: TOTAL COST FOR YEAR TWO = \$22,200.00
requested through RT3 - \$22,200.00
in-kind funds - \$500,000

Drew Charter School
requested through RT3 - \$11,000.000
in-kind funds - \$500,000 (CF Foundation)

This amount will cover the cost of the 9th grade and 10th grade orientation in the summer of 2014 for the entering high school class and the orientation of the 10th grade in the new facility. This cost assumes 200 students food, materials, teacher stipends, lodging and transportation. The program will run 3-5 days depending on the needs determined by Drew leadership in the best interest of students.

In-kind funds of \$500,000.00 have been allocated by the CF Foundation to cover the cost of one year in a temporary location serving 100 9th graders and potentially including some grades from the Junior Academy to allow room at the existing Drew facility for expansion in grades Pre-k through 5.

Center for Teaching (CFT) at the Westminster Schools
requested through RT3 - \$11,200.00
in-kind funds - \$3,000.00

This amount will cover workshop site rental and registration fees for leadership weekend retreats for hired 10th grade teachers, bi-weekly faculty meetings, two week-long summer curriculum institutes and professional development conferences including Solution Tree PLC, the NTN Annual Conference for all new teaching staff and returning teaching staff, NTN Leadership Summit for the Principal and key leadership and Meeting of the Minds. It will also cover the inclusion of CFT Executive Director to attend the NTN professional development opportunities to support learning's and best practices locally.

TOTAL DIRECT COSTS REQUESTED THROUGH RT3: \$345,712.64
TOTAL IN-KIND FUNDS FOR DIRECT COSTS: \$58,551,792.20

INDIRECT COSTS: TOTAL FOR YEAR TWO = \$34,571.26
DREW CHARTER SCHOOL
requested through RT3 - \$34,571.26

in-kind funds \$0.00

Drew is requesting 10% of the total budget for year one to cover indirect costs incurred by Drew Charter School.

TRAINING STIPENDS: TOTAL FOR YEAR TWO = \$10,000.00

Center for Teaching (CFT) at the Westminster Schools

requested through RT3 - \$10,000.00

in-kind funds - \$0.00

This amount will cover faculty stipends at \$125/day per person to cover participation in weekend retreats for leadership, bi-weekly meetings for all hired staff and two, weekly summer curriculum planning institutes. DSCPE would like to hire faculty for the 2014-15 school year as soon as possible, but recognizes that many staff will be fully employed and on contract at other schools. Stipends will allow Drew to compensate new faculty for their time prior to July 1, 2014 when they are full-time employees of Drew and for hours outside of regular school.

TOTAL COSTS REQUESTED THROUGH RT3: \$390,283.90

TOTAL IN-KIND FUNDS FOR COSTS: \$58,551,792.20

INNOVATION FUNDS - Grant Year 1 (2012-2013)		
Budget Categories	Project Year 1	Description
	(a)	
1. Personnel		
<i>Subtotal:</i>	\$ 4,000.00	GSU Teaching Artist
\$ 33,995.00	\$ 5,000.00	GSU Dr. Carlisle
	\$ 4,995.00	CFT Personnel (staff)
	\$ 20,000.00	Drew Technology Consultant
2. Fringe Benefits	\$ 1,698.00	GSU Fringe
3. Travel		
<i>Subtotal:</i>	\$ 30,700.00	CFT Travel (airfare, lodging)
4. Equipment		
	\$ 8,000.00	Drew Apple iPads - 8th grade
5. Supplies		
<i>Subtotal:</i>		*Participant Support Costs - no indirect costs
\$ 10,650.00	\$ 1,000.00	GSU Materials
	\$ 9,650.00	CFT Supplies (materials, food)
6. Contractual		
<i>Subtotal:</i>	\$ 112,626.06	New Tech Network annual contract
\$ 209,959.73	\$ 97,333.67	Georgia Tech CEISMC contract
7. Construction		
8. Other		
<i>Subtotal:</i>	\$ 15,700.00	CFT Other - (workshop site rental, registration fees)
\$ 22,700.00	\$ 7,000.00	9th Grade Orientation
9. Total Direct Costs (lines 1-8)	\$ 317,702.73	
10. Indirect Costs*		
	\$ 31,770.27	Indirect Project Costs
11. Training Stipends		
	\$ 10,000.00	CFT Training (stipends for Drew teachers)
12. Total Costs (lines 9-11)	\$ 359,473.00	

IN-KIND AND BOND FUNDS - GRANT YEAR 1 (2012-2013)		
Budget Categories	Project Year 1	
	(a)	
1. Personnel		
<i>Subtotal:</i>	\$ 19,670.00	CFT Personnel (match)
\$ 175,670.00	\$ 79,000.00	CF Dir. Of Design and Implementation/Grant Manager Salary (match)
	\$ 25,000.00	CF Grant Assistant (match)
	\$ 25,000.00	Principal Stipend (match)
	\$ 27,000.00	25% of Project Director salary (match)
2. Fringe Benefits		
<i>Subtotal:</i>	\$ 3,730.00	CFT Fringe (match)
\$ 35,431.20	\$ 27,090.00	CF Employee Benefits & Healthcare (match)
	\$ 5,611.20	Drew Fringe for Project Director (match)
3. Travel		
<i>Subtotal:</i>	\$ 1,400.00	CFT Travel (match)
\$ 16,400.00	\$ 15,000.00	CF Travel (match)
4. Equipment		
5. Supplies		
	\$ 900.00	CFT Supplies (match)
6. Contractual		
7. Construction		
	\$ 2,103,539.00	Architectural Design and Construction (match)
8. Other		
<i>Subtotal:</i>	\$ 35,000.00	High School staff recruitment and training (match)
\$ 18,050,000.00	\$ 15,000.00	Student recruitment and orientation (match)
	\$ 8,000,000.00	East Lake Foundation land donation (match)
	\$ 10,000,000.00	CF Foundation operating gap funding (match)
9. Total Direct Costs (lines 1-8)	\$ 20,382,940.20	
10. Indirect Costs*		
11. Training Stipends		
12. Total Costs (lines 9-11)	\$ 20,382,940.20	

INNOVATION FUNDS - Grant Year 2 (2013-2014)		
Budget Categories	Project Year 2	Description
	(b)	
1. Personnel		
<i>Subtotal:</i>	\$ 4,000.00	GSU Teaching Artist
\$ 27,925.00	\$ 7,000.00	GSU Dr. Carlisle
	\$ 2,925.00	CFT Personnel
	\$ 14,000.00	Drew Technology Consultant
	\$ 4,000.00	GSU Master of Music Composition
2. Fringe Benefits		
<i>Subtotal:</i>	\$ 6,254.02	GSU Fringe
3. Travel		
<i>Subtotal:</i>	\$ 27,000.00	CFT Travel (airfare, lodging)
4. Equipment		
<i>Subtotal:</i>	\$ 60,000.00	Drew One-to-one computers - 9th grade
\$ 68,000.00	\$ 8,000.00	Drew Apple iPads - 9th grade
5. Supplies		
<i>Subtotal:</i>		*Participant Support Costs - no indirect costs
\$ 9,625.00	\$ 1,000.00	GSU Materials
	\$ 8,625.00	CFT Supplies
6. Contractual		
<i>Subtotal:</i>	\$ 87,374.95	New Tech Network annual contract
\$ 184,708.62	\$ 97,333.67	Georgia Tech CEISMC contract
7. Construction		
8. Other		
<i>Subtotal:</i>	\$ 11,200.00	CFT Other - (workshop site rental, registration fees)
\$ 22,200.00	\$ 11,000.00	9th - 10th Grade Orientation
9. Total Direct Costs (lines 1-8)	\$ 345,712.64	
10. Indirect Costs*		
	\$ 34,571.26	Indirect Project Costs
11. Training Stipends		
	\$ 10,000.00	CFT Training
12. Total Costs (lines 9-11)	\$ 390,283.90	

IN-KIND AND BOND FUNDS - GRANT YEAR 2 (2013-2014)		
Budget Categories	Project Year 2	
	(b)	
1. Personnel		
<i>Subtotal:</i>	\$ 18,500.00	CFT Personnel (match)
\$ 124,500.00	\$ 79,000.00	Laura Bollman, Project Director/Grant Manager Salary (match)
	\$ 27,000.00	25% of Project Director salary (match)
2. Fringe Benefits		
<i>Subtotal:</i>	\$ 3,730.00	CFT Fringe (match)
\$25,931.20	\$ 5,611.20	Drew Fringe (match)
	\$ 16,590.00	CF Fringe (match)
3. Travel		
<i>Subtotal:</i>	\$ 1,900.00	CFT Travel (match)
4. Equipment		
5. Supplies		
6. Contractual		
7. Construction		
<i>Subtotal:</i>	\$ 47,896,461.00	Facility costs (match)
\$ 57,896,461.00	\$ 10,000,000.00	Georgia State bond funding for new facility
8. Other		
<i>Subtotal:</i>	\$ 3,000.00	CFT
\$ 503,000.00	\$ 500,000.00	Temporary high school site location (match)
9. Total Direct Costs (lines 1-8)	\$ 58,551,792.20	
10. Indirect Costs*		
11. Training Stipends		
12. Total Costs (lines 9-11)	\$ 58,551,792.20	

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the Governor's Office of Student Achievement (GOSA) and Drew Charter School Partnership for Expansion (Partners). 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. Any partner named in the aforementioned project will only be considered a member of the partnership if they appear on this Memorandum of Understanding with the State

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 GOSA, the Georgia Department of Education, 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) GOSA and the Partnership will each appoint a key contact person for the Innovation Fund grant.
- 2) These key contacts from GOSA 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 GOSA determines that the Partnership is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, GOSA will take appropriate enforcement action, which could include a collaborative process between GOSA 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:

  7/6/12
Signature/Date

JILDA DIEHL GARTON
Vice President for Research

Christopher Doyle, Contracting Officer, Georgia Tech Research Corporation
Print Name/Title

Partnership Member – required:


Signature/Date

Dwight Coleman, Director, Georgia State University School of Music
Print Name/Title

Partnership Member -- required:

Lydia Dohyus 7-6-12
Signature/Date

Lydia Dohyus, President, New Tech Network™
Print Name/Title

Partnership Member -- required:

Robert Ryshko 7-9-12
Signature/Date

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

DREW CHARTER SCHOOL, INC.

**FINANCIAL STATEMENTS
AND
SUPPLEMENTAL INFORMATION**

For the Year Ended June 30, 2011

**with
Independent Auditors' Report**



DREW CHARTER SCHOOL, INC.**TABLE OF CONTENTS****June 30, 2011**

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Gifford Hillegass & Ingwersen, LLP
 CERTIFIED PUBLIC ACCOUNTANTS & ADVISORS

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, 2011 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. The prior year summarized comparative information has been derived from the School's June 30, 2010 financial statements, and in our report dated September 29, 2010, we expressed an unqualified opinion on those financial statements.

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, 2011, 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.

GIFFORD, HILLEGASS & INGWERSEN, LLP

September 26, 2011
 Atlanta, Georgia

770.396.1100 MAIN

770.393.0319 FAX

Six Concourse Parkway
 Suite 600
 Atlanta, GA 30328-5351

GHI-CPA.COM

DREW CHARTER SCHOOL, INC.
STATEMENTS OF FINANCIAL POSITION

June 30, 2011 and 2010

ASSETS		
	2011	2010
Cash and cash equivalents	\$ 4,429,291	\$ 3,614,012
Accounts receivable – Title I Funds (Note B)	79,812	293,935
Pledges receivable – related party (Note F)	18,819	400,000
Other receivables (Note B)	616,544	500
Property and equipment, net (Note C)	273,891	443,629
TOTAL ASSETS	\$ 5,418,357	\$ 4,752,076
LIABILITIES AND NET ASSETS		
Liabilities		
Accounts payable and accrued expenses (Note E)	\$ 1,228,085	\$ 1,672,810
Due to related party (Note F)	118,404	111,922
TOTAL LIABILITIES	1,346,489	1,784,732
Commitments and Contingencies (Notes E, G and H)		
Net Assets		
Unrestricted	3,966,991	2,860,733
Temporarily restricted (Note D)	104,877	106,611
TOTAL NET ASSETS	4,071,868	2,967,344
TOTAL LIABILITIES AND NET ASSETS	\$ 5,418,357	\$ 4,752,076

See accompanying notes.

DREW CHARTER SCHOOL, INC.**STATEMENT OF ACTIVITIES****For the Year Ended June 30, 2011***(with comparative totals for 2010)*

	2011			2010
	Unrestricted	Temporarily Restricted	Total	Total
Support and Revenue				
Atlanta Public School funding	\$ 8,142,805	\$ -	\$ 8,142,805	\$ 9,742,443
Facilities grant	62,000	-	62,000	-
Bright from the Start grant	177,468	-	177,468	177,676
Title 1 funding	342,051	-	342,051	444,015
Contributions	51,693	473,686	525,379	916,344
Other income	6,040	-	6,040	26,338
TOTAL SUPPORT AND REVENUE	8,782,057	473,686	9,255,743	11,306,816
Net Assets Released from Restrictions				
Satisfaction of restrictions	475,420	(475,420)	-	-
TOTAL SUPPORT, REVENUE AND NET ASSETS RELEASED FROM RESTRICTIONS	9,257,477	(1,734)	9,255,743	11,306,816
Expenses				
Program expenses				
Instructional expenses	6,198,975	-	6,198,975	6,122,453
Facilities expenses	652,007	-	652,007	686,321
Technology expenses	590,081	-	590,081	431,031
Support expenses				
Management and general	2,048,676	-	2,048,676	2,256,831
TOTAL EXPENSES	9,489,739	-	9,489,739	9,496,636
INCREASE (DECREASE) IN NET ASSETS FROM OPERATIONS	(232,262)	(1,734)	(233,996)	1,810,180
Refunds from the Internal Revenue Service (Note H)	1,338,520	-	1,338,520	-
CHANGE IN NET ASSETS	1,106,258	(1,734)	1,104,524	1,810,180
Net Assets at Beginning of Year	2,860,733	106,611	2,967,344	1,157,164
Net Assets at End of Year	\$ 3,966,991	\$ 104,877	\$ 4,071,868	\$ 2,967,344

See accompanying notes.

DREW CHARTER SCHOOL, INC.**STATEMENTS OF CASH FLOWS****For the Years Ended June 30, 2011 and 2010**

	<u>2011</u>	<u>2010</u>
Cash Flows from Operating Activities		
Change in net assets	\$ 1,104,524	\$ 1,810,180
Adjustments to reconcile change in net assets to net cash provided by (used in) operating activities:		
Depreciation	169,738	208,589
Increase in receivables	(20,740)	(287,650)
Decrease in payables	<u>(438,243)</u>	<u>(1,828,715)</u>
NET CASH PROVIDED BY (USED IN) OPERATING ACTIVITIES	815,279	(97,596)
Cash Flows from Investing Activities		
Property and equipment purchases	<u>-</u>	<u>(422,475)</u>
NET CASH USED IN INVESTING ACTIVITIES	<u>-</u>	<u>(422,475)</u>
NET INCREASE (DECREASE) IN CASH	815,279	(520,071)
Cash at Beginning of Year	<u>3,614,012</u>	<u>4,134,083</u>
Cash at End of Year	<u><u>\$ 4,429,291</u></u>	<u><u>\$ 3,614,012</u></u>

See accompanying notes.

DREW CHARTER SCHOOL, INC.

NOTES TO FINANCIAL STATEMENTS

June 30, 2011 and 2010

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, 2011 and 2010 was 771 and 769 students, respectively.

NOTE B—SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting: The School prepares its financial statements in accordance with Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) 958-205, *Not-For-Profit Entities Presentation of Financial Statements*. Under FASB ASC 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, 2011 and 2010, the School did not have any permanently restricted net assets.

The amounts shown for the year ended June 30, 2010 in the accompanying financial statements are included to provide a basis for comparison with 2011 and present summarized totals only. Accordingly, the 2010 totals are not intended to present all information necessary for a fair presentation in conformity with accounting principles generally accepted in the United States of America. Such information should be read in conjunction with the School’s financial statements for the year ended June 30, 2010, from which the summarized information was derived. An unqualified opinion was expressed on the June 30, 2010 financial statements.

DREW CHARTER SCHOOL, INC.**NOTES TO FINANCIAL STATEMENTS****June 30, 2011 and 2010****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, 2011 and 2010, 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 F, 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 and Cash Equivalents: 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, 2011 and 2010 which were received in subsequent months. Reference Note F for a description of related party receivables and pledges receivable – related party.

DREW CHARTER SCHOOL, INC.**NOTES TO FINANCIAL STATEMENTS****June 30, 2011 and 2010****NOTE B—SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES—Continued**

Other Receivables: Other receivables are made up of the following:

IRS Refund of Social Security Payments	\$	591,934
Other		24,610
		<u>24,610</u>
	\$	<u>616,544</u>

Reference Note H for additional information regarding Social Security payments.

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.

Management does not believe there are any uncertain tax positions as defined by FASB ASC 740, *Income Taxes*. 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 2010, 2009, and 2008 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 and cash equivalents, accounts receivable, and accounts payable approximates fair value because of the short-term nature of these instruments.

DREW CHARTER SCHOOL, INC.**NOTES TO FINANCIAL STATEMENTS****June 30, 2011 and 2010****NOTE B—SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES—Continued**

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.

Events Occurring After Report Date: Management has evaluated events and transactions that occurred between June 30, 2011 and September 26, 2011, which is the date that the financial statements were available to be issued, for possible recognition or disclosure in the financial statements.

NOTE C—PROPERTY AND EQUIPMENT

Property and equipment at June 30, 2011 and 2010 is composed of the following:

	2011	2010
Furniture and fixtures	\$ 210,459	\$ 213,617
Computer equipment	502,286	502,608
Building improvements	22,148	22,148
Curriculum	460,092	460,092
Land improvements	41,294	41,294
	1,236,279	1,239,759
Less accumulated depreciation	(962,388)	(796,130)
Net property and equipment	<u>\$ 273,891</u>	<u>\$ 443,629</u>

NOTE D—RESTRICTIONS ON NET ASSETS

Temporarily restricted assets at June 30, 2011 and 2010 are available as follows:

	2011	2010
Technology grant	\$ 18,819	\$ 18,819
Pre-K program	86,058	87,792
	<u>\$ 104,877</u>	<u>\$ 106,611</u>

DREW CHARTER SCHOOL, INC.**NOTES TO FINANCIAL STATEMENTS****June 30, 2011 and 2010****NOTE E—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 School paid Edison a management fee of \$565,810 and \$578,512 for the years ended June 30, 2011 and 2010, respectively. The fee is scheduled to increase 3% each year unless the School’s state and federal funding for a School year is collectively reduced by greater than 5% from the previous School year, in which case the management fee shall be decreased by a comparable percentage.

In addition, Edison pays certain expenses on behalf of the School. The School then reimburses Edison for these amounts. Amounts due to Edison of \$686,665 and \$1,664,416 are included in accrued expenses at June 30, 2011 and 2010, respectively.

Leases: The School leases office equipment under non-cancelable operating leases expiring in 2011. Rent expense for the years ended June 30, 2011 and 2010 amounted to approximately \$42,000 and \$39,000, respectively. Future minimum lease payments for the years ending June 30 are as follows:

2012	\$	33,046
2013		33,026
	\$	<u>66,072</u>

NOTE F—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. The remaining balance due from the East Lake Foundation to the School at June 30, 2011 was \$18,819.

Amounts due to the Foundation from the School totaled approximately \$118,000 and \$112,000 as of June 30, 2011 and 2010. The amounts resulted from expenses paid for by the Foundation on behalf of the School.

DREW CHARTER SCHOOL, INC.**NOTES TO FINANCIAL STATEMENTS****June 30, 2011 and 2010**

NOTE G—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, 2011 and 2010. Employer contributions totaled approximately \$555,000 and \$515,000 for the years ended June 30, 2011 and 2010, respectively.

NOTE H—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 through 2009 to obtain a refund of previous amounts paid into the Social Security system by the School and by the teachers. During 2011, the School received the refunds for 2006, 2008 and 2009 which amounted to approximately \$1,968,000. Of this amount approximately \$945,000 was paid to the teachers from which it was withheld. The 2007 amount of \$591,935 was still receivable as of June 30, 2011. The employer portion of the refunds in the amount of \$1,243,190 was recorded as Refunds from the Internal Revenue Service in the statement of activities during 2011. Related interest income on the employer portion of \$95,330 is also included in Refunds from the Internal Revenue Service on the statement of activities. The 2007 employee portion of \$295,967 is included in accrued expenses on the statement of position at June 30, 2011 and will be paid to employees when the 2007 refund is received.

SUPPLEMENTAL INFORMATION



INDEPENDENT AUDITORS' REPORT ON SUPPLEMENTAL INFORMATION

To the Board of Directors
Drew Charter School, Inc.

We have audited the financial statements of Drew Charter School, Inc., as of and for the year ended June 30, 2011 and our report thereon dated September 26, 2011, which expressed an unqualified opinion on those financial statements appears on page 1. Our audit was conducted for the purpose of forming an opinion on the financial statements taken as a whole. The supplemental fund level 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 financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

GIFFORD, HILLEGASS & INGWERSEN, LLP

September 26, 2011
Atlanta, Georgia

770.396.1100 MAIN
770.393.0319 FAX

Six Concourse Parkway
Suite 600
Atlanta, GA 30328-5351

GHI-CPA.COM

DREW CHARTER SCHOOL, INC.**FUND LEVEL BALANCE SHEET****June 30, 2011**

ASSETS	
Cash	\$ 4,429,291
Other receivable	<u>591,934</u>
TOTAL ASSETS	<u>\$ 5,021,225</u>
 LIABILITIES AND FUND BALANCE	
Liabilities	
Due to related party	\$ 118,404
Accounts payable and accrued expenses	<u>1,228,085</u>
TOTAL LIABILITIES	<u>1,346,489</u>
Fund Balance	
Unrestricted	3,569,859
Restricted for future use	<u>104,877</u>
TOTAL FUND BALANCE	<u>3,674,736</u>
TOTAL LIABILITIES AND FUND BALANCE	<u>\$ 5,021,225</u>

See accountants' report of supplementary information.

DREW CHARTER SCHOOL, INC.**FUND LEVEL STATEMENT OF ACTIVITIES****For the Year Ended June 30, 2011****Revenues**

Federal Funding	
Title I Funding (CFDA 84.010)	\$ 526,888
State Funding	
Facilities Grant	62,000
Bright from the Start	177,468
Other Local Funding – operations	
Contributions	882,450
Other Revenue	6,040
Refunds from the Internal Revenue Service	1,338,520

TOTAL REVENUES	2,993,366
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Expenditures

Instruction	6,189,390
General Administration	2,048,676
Support Services – Business and Technology	443,501
Maintenance and Operation of Plant Services	638,434

TOTAL EXPENDITURES	9,320,001
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EXCESS OF EXPENDITURES OVER REVENUES	(6,326,635)
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Other Financing Sources

Transfers from APS District	8,142,805
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TOTAL OTHER FINANCING SOURCES	8,142,805
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Net Change in Fund Balance	1,816,170
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Fund Balance at Beginning of Year	1,858,566
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Fund Balance at End of Year	\$ 3,674,736
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See accountants' report of supplementary information.

DREW CHARTER SCHOOL, INC.**SELECTED NOTES TO FUND LEVEL STATEMENTS****June 30, 2011****NOTE A—CAPITAL ASSETS**

Each class of capital assets is as follows for the year ended June 30, 2011:

Computer equipment:	<u>Cost</u>	<u>Depreciation</u>
Beginning of year balance	\$ 502,608	\$ 141,133
Acquisitions	-	
Dispositions	(322)	(321)
Depreciation expense		146,580
End of year balance	<u>\$ 502,286</u>	<u>\$ 287,392</u>
Furniture and fixtures:	<u>Cost</u>	<u>Depreciation</u>
Beginning of year balance	\$ 213,617	\$ 196,439
Acquisitions	-	
Dispositions	(3,158)	(3,159)
Depreciation expense		4,645
End of year balance	<u>\$ 210,459</u>	<u>\$ 197,925</u>
Curriculum:	<u>Cost</u>	<u>Depreciation</u>
Beginning of year balance	\$ 460,092	\$ 450,507
Acquisitions	-	
Dispositions	-	-
Depreciation expense		9,585
End of year balance	<u>\$ 460,092</u>	<u>\$ 460,092</u>
Building improvements:	<u>Cost</u>	<u>Depreciation</u>
Beginning of year balance	\$ 22,148	\$ 4,118
Acquisitions	-	
Dispositions	-	-
Depreciation expense		3,029
End of year balance	<u>\$ 22,148</u>	<u>\$ 7,147</u>
Land improvements:	<u>Cost</u>	<u>Depreciation</u>
Beginning of year balance	\$ 41,294	\$ 3,933
Acquisitions	-	
Dispositions	-	-
Depreciation expense		5,899
End of year balance	<u>\$ 41,294</u>	<u>\$ 9,832</u>

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.

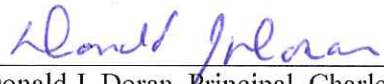
Also the Applicant assures and certifies that:

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:


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

7-06-2012
Date

NON-SUPPLANTING CERTIFICATION


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.

CERTIFICATION:

I certify that grant funds will not be used to supplant state or local funds that would otherwise be available for implementation of this grant program.

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 Student Achievement, all applicable federal and state laws, and the above mentioned certification should a grant be awarded.

Authorizing Official:


Donald J. Doran

Principal, Charles R. Drew Charter School

7.06.2012
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:



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

7.06.2012
Date

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.

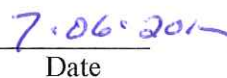
Statement for Loan Guarantees and Loan Insurance.

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:


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


Date

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:


 Donald J. Doran

Principal, Charles R. Drew Charter School

Date

7/06/2012

DREW CHARTER SCHOOL PARTNERS FOR EXPANSION
RACE TO THE TOP INNOVATION FUND
- DREW CHARTER SCHOOL: 10-YEAR ENROLLMENT PLAN –
APPENDIX 1

Drew Charter School Projected Enrollment, Years 2011-2012 through 2023-2024

	School Year	Early Learning*	P-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Current	2011-2012	234	66	80	84	84	88	88	88	96	96	96					1100
Transition	2012-2013	234	88	110	110	110	110	88	88	96	96	96					1226
Y1	2013-2014	234	88	132	132	132	132	125	125	100	100	100	100				1500
Y2	2014-2015	234	88	132	132	132	132	132	125	125	100	100	100	100			1632
Y3	2015-2016	234	88	132	132	132	132	132	132	125	125	100	100	100	100		1764
Y4	2016-2017	234	88	132	132	132	132	132	132	132	125	125	100	100	100	100	1896
Y5	2017-2018	234	88	132	132	132	132	132	132	132	132	125	125	100	100	100	1928
Y6	2018-2019	234	88	132	132	132	132	132	132	132	132	132	125	125	100	100	1960
Y7	2019-2020	234	88	132	132	132	132	132	132	132	132	132	150	125	125	100	2010
Y8	2020-2021	234	88	132	132	132	132	132	132	132	132	132	150	150	125	125	2060
Y9	2021-2022	234	88	132	132	132	132	132	132	132	132	132	150	150	150	125	2085
Y10	2022-2023	234	88	132	132	132	132	132	132	132	132	132	150	150	150	150	2110

*Drew has two early learning partners that feed into the cradle-to-college pipeline. (1) Sheltering Arms Early Learning and Family Center, serving 135 children from birth to age four and (2) East Lake Early Learning Academy at the East Lake YMCA, serving 99 children from birth to age three.

DREW CHARTER SCHOOL PARTNERS FOR EXPANSION
RACE TO THE TOP INNOVATION FUND
- PARTNER MISSION AND EXPERTISE –
APPENDIX 2

☛ Center for Education Integrating Science, Mathematics, and Computing (CEISMIC)

Mission: The Center for Education Integrating Science, Mathematics, and Computing (CEISMIC) (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. CEISMIC is dedicated to the enhancement of STEM education in the schools based on the enormous scholarly accomplishments of GT faculty. CEISMIC 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 (CEISMIC), 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 CEISMIC and GT's Distance Learning and Professional Education (DLPE) office.

CEISMIC's Race to the Top initiative is divided into two components: teacher professional development and advanced courses for students.

Teacher Professional Development

Online Courses: CEISMIC 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, CEISMIC 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, CEISMIC 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 1000 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 3000 students per year, and the distance calculus and other advanced classes will add at least 600 students. Total: At least 20,400 students, 1100 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.

➔ **New Tech Network**

Mission: New Tech Network is a non-profit organization that helps high school students gain the knowledge and skills they need to succeed in life, college, and the careers of tomorrow. We work nationwide with schools, districts, and communities to provide services and support that enable schools to implement innovative high schools that promote deeper learning.

Expertise and Experience: We began in the mid-90s in Napa, California. The local schools were meeting education standards, and the community thought of Napa High School as a good school. However, local business leaders remained concerned that meeting basic standards would not be enough to ensure that students were graduating with the skills needed to meet the needs of the new economy. These business and community leaders decided to make a difference. Working with the local school district, they began researching innovations in education to re-imagine what a truly great school might be like. In 1996, the Napa Valley Unified School District established Napa New Technology High School with the first class of 100 students. As Napa New Technology High School thrived, local business leaders and education advocates came together to ensure the school's long-term success and sustainability by establishing the New Tech Foundation. In 2001, New Tech was awarded a \$6 million grant from the Bill and Melinda Gates Foundation. With this funding, New Tech was charged with launching 14 schools over three years. From this initial launch, New Tech has continued to grow. In the 2006-07 school year, New Tech opened 23 new sites with clusters in Los Angeles, North Carolina, Texas, and Indiana, supported by an online learning system, Echo. In 2009, New Tech became a subsidiary of KnowledgeWorks, allowing New Tech to further expand its reach. In 2011, New Tech had its greatest growth ever, opening 31 new schools.

Today, our name is New Tech Network and we support 86 public schools in 16 states. We have schools in rural, urban and suburban districts that serve diverse communities. We work with districts to expand our work through K-12

Project-based learning (PBL) is at the heart of our instructional approach. In PBL, learning is contextual, creative, and shared. Students collaborate on projects that require critical thinking and presentation skills. By making learning relevant in this way, student engagement reaches new levels and produces better educational outcomes. The deep use of technology supports our innovative approach to instruction and culture. All classrooms have a one-to-one computing ratio. Every student becomes a self-directed learner who no longer needs to rely primarily on teachers or textbooks for knowledge and direction.

We have developed a robust learning management system, NTN Echo. Echo facilitates a vibrant network which helps students, teachers, administration and parents connect. This system houses extensive project and resource libraries shared among all schools in the network. Finally, each New Tech school maintains a culture that promotes trust, respect, and responsibility. At our schools, students and teachers alike have exceptional ownership of the learning experience and their school environment. Working on projects and in teams, students are accountable to their peers and acquire a level of responsibility similar to what they would experience in a professional work environment. With project-based learning, the seamless use of technology, and a distinct school culture, we prepare our students with the skills needed to be successful in today's world beyond high school. Our approach is working. In 2009-10, New Tech Network

2012 test scores confirm.... Drew students consistently achieve remarkable results



Drew Charter School and its students are celebrating another successful year!

- In 2011-12, Drew received a \$1 million Race to the Top grant
- Drew was selected as both a Reflex Math Model School and a SMART Technologies Demonstration site and case study
- 95% of 5th graders met/exceeded the Georgia Writing Assessment; 20% exceeded
- 15 8th graders passed the Math I End-of-Course-Tests (EOCT), a 100% pass rate
- Principal Don Doran is one of only 15 school leaders nationwide selected to serve on the Gates Foundation Advisory Board
- Two robotics teams qualified for state competition
- Drew won 1st place in city-wide spelling bee

All Georgia students, grades 3-8, take the Georgia Criterion Reference Competency Test (CRCT).

The latest scores* reflect Drew students' impressive accomplishments and demonstrate their growing knowledge, proficiency and achievement.

The percentage of Drew students (grades 3-8) who met or exceeded state standards in 2012 testing:

99%	Reading
99%	Language Arts
95%	Math
95%	Science
96%	Social Studies

2012 CRCT Scores

% of Drew Charter Students Who Meet or Exceed State Standards

Grade	Reading	Language Arts	Math	Science	Social Studies
3	100%	100%	97.5%	97.5%	98.7%
4	98.9%	100%	94.8%	97.9%	96.9%
5	98.7%	98.7%	97.5%	92.1%	96.1%
6	97.9%	100%	98.9%	91.8%	95.9%
7	100%	98.9%	100%	97.8%	95.6%
8	100%	98.9%	97.8%	91.1%	92.2%

2012 test scores confirm...

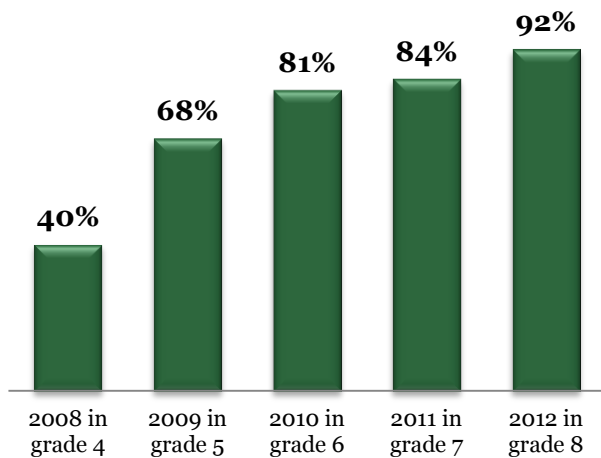
APPENDIX 3 - STUDENT ACHIEVEMENT



Drew students consistently achieve remarkable results

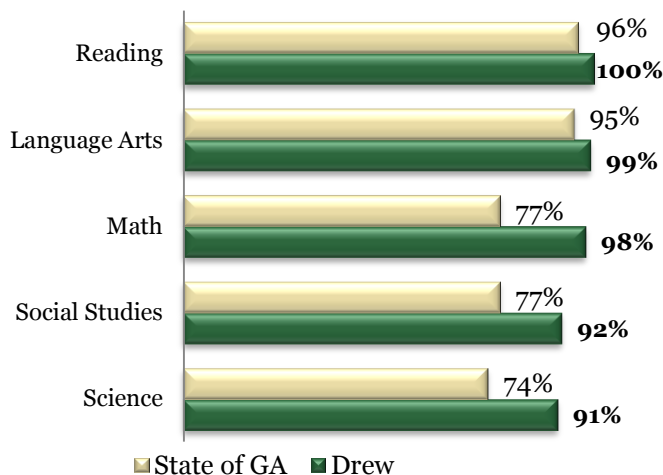
Students perform better the longer they stay at Drew

Consider the performance of the 2012 Drew 8th grade class over time % who meet or exceed social studies standards



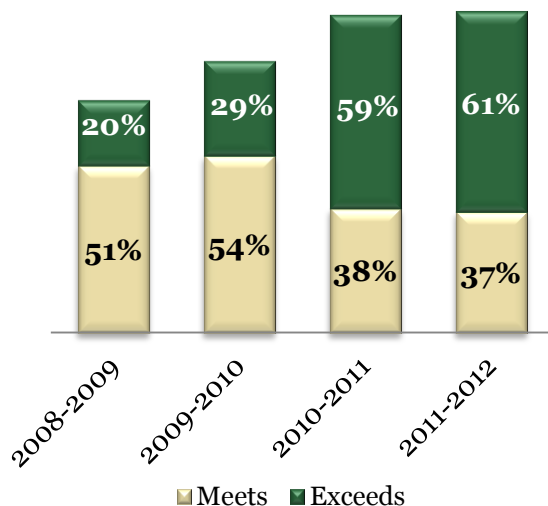
Drew students outperform their peers across Georgia

Consider the % of Drew 8th graders who meet/exceed standards



Not just meeting, but exceeding state standards

Consider the % of Drew 3rd graders who exceed standards on Math CRCT



2011-2012 Partnerships for Professional Development

- Center for Teaching, Westminster Schools – *teaching and learning*
- Georgia State University School of Music – *arts education*
- Georgia Tech Center for Education, Integrating Science, Mathematics, and Computing (CEISMC) – *STEM education*
- Rollins Center for Language and Learning, Atlanta Speech School – *language and literacy*



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PROJECT-BASED LEARNING: A WHITE PAPER

Drew Charter
Senior Academy



CONTENTS

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Current Educational		Supporting PBL.....	with STEM
Outcomes	2	Successful PBL	Conclusion and
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MAKING THE CASE: A NEW HIGH SCHOOL IN EAST LAKE

In the *Secondary Education Project*, a white paper outlining the case for a new Drew Charter Senior Academy, the authors state: “Drew Charter School, CF Foundation, Inc. and East Lake Foundation have become increasingly concerned regarding the outcomes for our students after they transition from Drew in 8th grade to high schools in the Atlanta area.” They write, “we have not been satisfied that Drew students are experiencing a seamless transition moving from Drew 8th grade to high school.” With insufficient support systems necessary to help low-income students be successful in high school, college and life, as well as an inadequate preparation from traditional schooling, the Drew Charter Senior Academy Research Team believes a successful strategy would be to develop a neighborhood high school for Drew Charter students focused on teaching Common Core standards in an interdisciplinary fashion using Project-Based Learning (PBL).

This ‘white paper’ will: (1) explain the PBL process; (2) explore the research that supports PBL as a successful

instructional strategy; (3) share stories of some successful PBL schools; and (4) look at PBL within the context of a Science, Technology, Engineering, Arts, and Math (STEAM) school.

In reflecting on student characteristics outlined by the High School Management Team including self-confidence, critical thinking skills and a global perspective, PBL offers an academic model that is aligned with desired student outcomes. In PBL schools, students are encouraged to reflect on their understanding of ideas, make decisions along the learning journey, develop their voice through the process, and make choices that affect their project’s outcome. In PBL students make connections between different areas of study and collaborate with peers to construct knowledge and share their outcomes. In PBL, students work on relevant and meaningful problems.

We believe that PBL is an effective instructional strategy for building the essential skills necessary for success in the 21st century.

CURRENT EDUCATIONAL OUTCOMES

Looking at the *Secondary Education Project*, it was noted that the authors were “only able to document that 74% of Drew students graduated high school on time and 56% of Drew students went on to pursue postsecondary education” (graph below). The CF Foundation, East Lake Foundation and Drew Charter School, in partnership with many others, are invested in ensuring that 100% of 8th graders at Drew Charter School complete the cradle-to-college pipeline. Based on research outlined in the *Secondary Education Project* white paper, it would appear that relying on traditional schools to meet the needs of all Drew 8th-grade students falls short of our goal.

Beyond Atlanta, the Atlanta Journal Constitution reported in September 2010, that “Georgia’s average SAT scores continue to drop despite sweeping state changes in core curriculum designed to expose more students to rigorous work.” With a State average 2010 SAT score of 1453, students are not being prepared to meet the minimum requirements needed to attend the state’s flagship public institution, the University of Georgia (see box to the right).

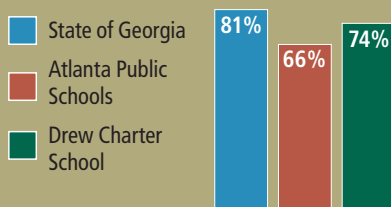
Incoming freshman to UGA in the 25th percentile had an average SAT score of 1690, while those in the 75th percentile had an average SAT score of 1980.

2010 Ave SAT Scores
Incoming freshman to UGA in
25th Percentile:
1690
Incoming freshman to UGA in
75th Percentile:
1980

Based on the long-term educational attainment of Drew students discussed in the white paper, combined with the broader challenges in traditional Georgia and Atlanta-area public schools, the Research team believes that there is a need to look beyond the traditional approaches currently being taken and employ strategies that will more effectively engage students in the learning process while fulfilling responsibilities to No Child Left Behind. We believe the best strategy for success is to design Drew Charter Senior Academy with a focus on teaching Common Core standards in an interdisciplinary fashion using PBL as the foundation.

2010 Graduation Rates

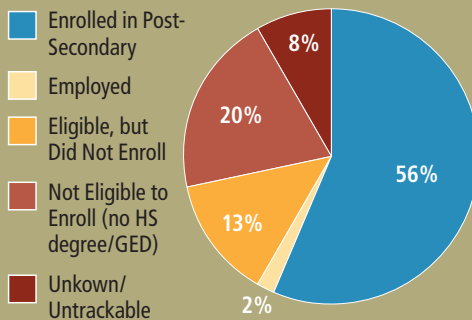
{8th Grade Class of 2006}



On-Time Graduation Rate

Post Secondary Enrollment

{Drew 8th Grade Class of 2006}



School	# tested	Avg Read	Avg Math	Avg Writing	Total SAT
Grady HS	224	511	475	496	1482
Carver Early College HS	45	440	437	443	1320
North Atlanta HS	150	485	477	480	1442
Atlanta Public Schools	1157	417	409	412	1239
State of GA	66019	488	490	475	1453



OVERVIEW OF PROJECT-BASED LEARNING

Project-Based Learning has become increasingly visible in the education community in the past five years. The Buck Institute, an organization devoted to Project-Based Learning professional development, has been working on promoting PBL for the past 15 years. Currently, they operate about 100 PBL workshops around the country to nearly 4,000 educators. In addition, Edutopia, a professional development website for teachers sponsored by the George Lucas Foundation, has adopted PBL as one of its core strategies for innovation and reform in education. The reason there is so much attention being given to PBL is because educators are looking for ways to make the classroom experience more relevant to students' lives and the assessments tied to learning more authentic.

Project-Based Learning is a teaching strategy that uses real-world learning activities to engage student interest and motivation. In PBL, students collaborate, problem-solve, make decisions along their journey, create something new, and present their work. Projects are designed to address essential questions or problems that represent experiences people encounter in the world outside a traditional classroom. Teachers are the facilitators of learning, guiding students through a structured project plan, incorporating multiple learning methods. PBL is more student-centered, versus the traditional model with the teacher at the front and center of learning.

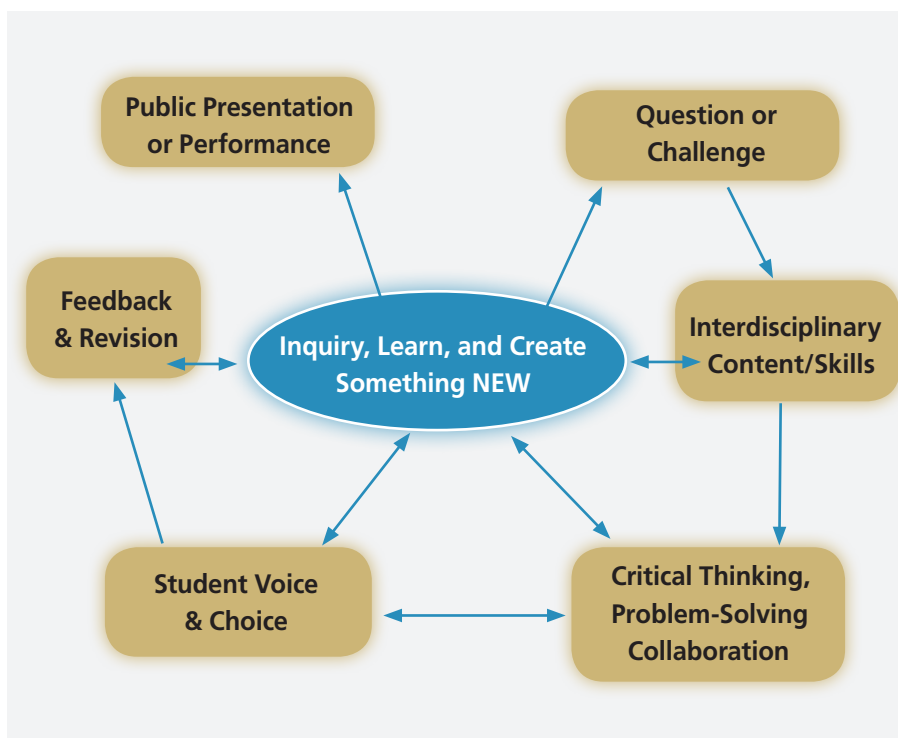
One of the goals of PBL is to engage students' deeper learning, asking them to grapple with concepts from many different perspectives. PBL is an effective vehicle to teach students 21st Century skills, like communication, collaboration, organization, time management, research, self-assessment, and reflection skills. The cycle of inquiry in is a schematic for how to conceptualize PBL (figure below).

BUCK INSTITUTE DEFINITION OF PBL:

...Students going through an extended process of inquiry in response to a complex question, problem, or challenge. While allowing for some degree of student "voice and choice," rigorous projects are carefully planned, managed, and assessed to help students learn key academic content, practice 21st Century Skills (such as collaboration, communication & critical thinking), and create high-quality, authentic products & presentations.

The Partnership for 21st Century Skills

advocates that schools provide tools and resources to help students prepare for college and life by fusing 3Rs (Reading, Writing, and Arithmetic) with the 4Cs (Critical thinking and problem solving, Communication, Collaboration, and Creativity and innovation)



RESEARCH SUPPORTING PBL

Project-Based Learning has been utilized for over 40 years in a variety of different disciplines. *The Next Generation: Cells to Society Curriculum* at the University of Virginia School of Medicine is a PBL approach that educates medical students using a blend of active, experiential learning activities. A number of comprehensive summaries of other research studies were conducted that provided a synthesis of the effects of PBL in comparison to traditional forms of instruction. A study by Johannes Strobel and Angela van Barneveld used a qualitative meta-analysis approach to compare and contrast assumptions and findings of the research on the effectiveness of PBL. Findings indicated that PBL was superior to traditional teaching approaches when it comes to long-term retention, skill development and satisfaction of students and teachers, while traditional approaches were more effective for short-term retention as measured by standardized board exams.

Stobel and Barneveld found PBL was superior to traditional teaching in long-term retention, skill development and satisfaction of students and teachers.

In a 3-year study of two schools in England that employed two different approaches to mathematics education, Dr. Jo Boaler, from Stanford University, noted that students from a PBL school performed better on achievement tests than students from a traditional, teacher-centered setting. One of the schools in her study used a more open-ended approach while the other used a more procedural, skills-based approach to mathematics teaching. In the study, students were matched by gender, race, and social

class. In the 3-year study, the students at the PBL school attained significantly higher grades on a range of assessments, including the national examination. They outperformed students at the more traditional school despite the extra time spent on mathematics instruction at the more traditional school. The 3-year study concluded that the PBL school not only achieved significant academic results for its students despite the fact that the school was located in the poorest area of the country, but also reduced the inequities that typically correlate with gender and social class. (Boaler et.al., 2002)

Boaler, from Stanford University, noted that students from a PBL school performed better on achievement tests than students from a traditional setting.

A study conducted by Jason Ravitz in 2010, *Beyond Changing Culture in Small High Schools: Reform Models and Changing Instruction with Project-Based Learning*, concluded that reform model start-up schools that adopted an innovative approach like Project-Based Learning were more successful in changing the faculty and student culture, engaging in inquiry-related practices, and successfully implementing PBL than large comprehensive traditional schools or smaller schools not affiliated with any specific teaching practice.

Finally, Robert Grier and colleagues examined the effects of a reform initiative with multiple strategies, including PBL, that focused on supporting standards-based science teaching in urban middle schools. Their effort was one part of a comprehensive reform

initiative in the Detroit Public Schools, and was centered on highly specified and developed project-based inquiry science units supported by targeted faculty professional development and integration of technology. Two groups of 7th and 8th graders participating in the project units were compared with the remainder of the district population, using results from the high-stakes state standardized test in science. Both PBL groups showed increases in science content understanding and process skills over the control groups who used traditional curriculum and teaching methods, and significantly higher pass rates on the statewide test. The relative gains occur up to a year and a half after participation in the curriculum, and show little change within the second cohort when scaling occurred and the number of teachers involved increased. When the investigators looked at the results by gender they revealed that the curriculum effort succeeded in reducing the gender gap in achievement experienced by urban African-American boys.

Grier found increases in science content understanding and process skills for PBL groups over control groups who used traditional curriculum and teaching methods, and significantly higher pass rates on statewide tests.

Data presented in the four studies summarized above provide sufficient evidence that students achieve high results on standardized tests and sustain a deeper understanding of content over the long-term using a PBL academic design.



School	% tested	Avg Read	Avg Math	Avg Writing	Total SAT
High Tech High	89.9	538	549	525	1612
San Diego Unified	43.9	488	499	478	1465
State of CA	33.4	501	520	500	1521

SUCCESSFUL PBL SCHOOLS

There are many examples of schools that are shifting their focus and becoming Project-Based Learning schools. The Gary and Jerri-Ann Jacobs High Tech High School in San Diego is one of a group of 11 K-12 schools that have designed their curriculum around a PBL approach (see insert below)

At High Tech High, students and teachers work in interdisciplinary, collaborative environments as they implement projects that have relevance and meaning to the students. Interdisciplinary teams design these projects; giving students the experience that one discipline supports the other. Students learn to connect writing with math, history with science, art with English, and so on. Knowledge students have gained in a discipline supports and clarifies the knowledge they are developing in another discipline.

High Tech High is a top-ranked high school in the State of California. In addition, average combined SAT scores of High Tech High 12th-grade students are about 150 points higher than students throughout San Diego Unified School District and nearly 100 points higher as compared to statewide scores

(shown above). Although we acknowledge that the High Tech High score is lower than the reported UGA admissions score, the school is outperforming the district and state by a significant margin, and the percentage of students taking SATs at High Tech High is nearly three times the number in the state.

In the New Tech Network, “a nonprofit organization that helps students gain the knowledge and skills they need to succeed in life, college, and the careers of tomorrow,” nearly 87 public schools in 16 states are engaging their students in Project-Based Learning. The New Tech Foundation is associated with Knowledge Works, and partially funded by the Bill and Melinda Gates Foundation. Project-Based Learning is at the heart of their instructional approach because the learning is contextual, creative, and shared. Students collaborate on projects because it requires them to develop critical thinking and communication skills. By making learning relevant to students, they see higher levels of engagement, which is associated with better educational outcomes as evidenced by the data (insert below).

High Tech High's

Project-Based Learning approach involves the following design principles:

- > Personalization
- > Adult/World Connection
- > Common Intellectual Mission

New Tech Network:

- ✓ 98% of students graduate
- ✓ 95% of students enroll in postsecondary education; versus an average of less than 40% postsecondary education at other Napa Valley high schools.
- ✓ Outperforms Napa Valley public schools by 94 points on SAT combined score.

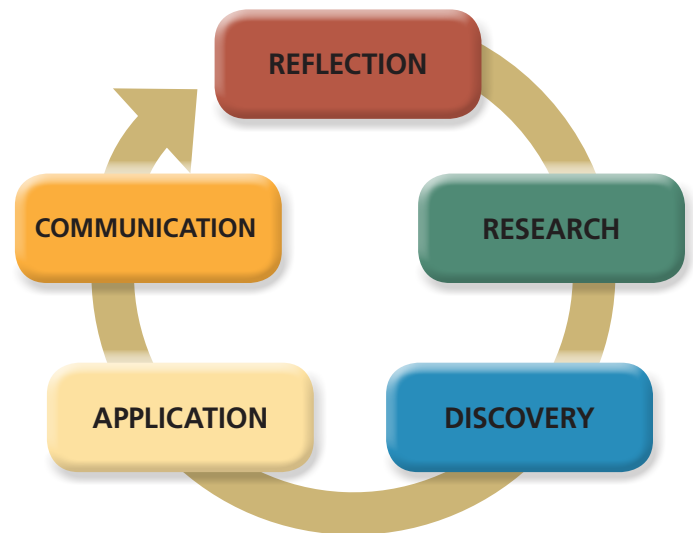
PBL ALIGNMENT WITH STEM

In a report published by Learning.com, the organization points out that current research demonstrates that Project-Based Learning can increase students' interest in STEM-related fields because students are asked to solve "real-world problems" in teams and build solutions or artifacts of their work. They point out that the research supports the fact that students effectively learn when they are expected to construct their own knowledge of the world.

For Project-Based Learning to work effectively in schools to support a STEM philosophy, teachers need to be effectively trained in the techniques and supported to develop integrated curriculum.

"The project approach to STEM, or 'learning by doing,' is grounded in the constructivist theory that to improve student achievement in higher-order cognitive skills such as scientific processes and mathematical problem-solving." In traditional approaches to classroom instruction in science and math, students are presented with problems that have known answers and generally one solution. The goal of the teacher is to help the students learn how to solve for the right answer. In contrast to traditional approaches, PBL presents students with real-world problems that are complex and do not have a single right answer. Students are asked to collaborate with others inside and outside of the school, apply their knowledge in a variety of disciplines, integrate their knowledge across disciplines, and construct the knowledge that leads to a real-world outcome. In this way they retain the knowledge and skills they learn and use in deeper and more sustaining ways.

After compiling research on PBL from a variety of sources, *Learning.com* propose the following cycle of learning for PBL in STEM fields.



Learning.com sees the following advantages in implementing PBL in STEM schools:

- > Improved math and science test scores when students are engaged in Project Based Learning methods of instruction.
- > Applicable transfer of knowledge and skills to real world problems and better retention of the knowledge and skills.
- > Increased interest and motivation for learning when students are engaged in meaningful work relevant to their lives.

What is a STEM School?

- > Science, Technology, Engineering and Math
- > Schools that help students acquire skills to solve challenging problems in today's world
- > Schools that teach students how to think critically, solve complex problems, and drive advancements in science, technology, engineering and math.



CONCLUSION

Our research confirms that the current high school system is not working for children in Georgia, Atlanta and Drew Charter School. As we embark on developing an innovative academic design for the Drew Charter Senior Academy, we are driven to create a program that will effectively prepare Drew students for success in higher education and the 21st century workplace. Project-Based Learning instruction, with an integrated curriculum design, is the most effective way to deliver a meaningful education for our students and to seal the cradle-to-

college pipeline for the children and families in East Lake.

Project-Based Learning is aligned with and supports an academic program design focused on STEAM (STEM with an A for Arts) education. Both PBL and STEAM integrate disciplines, emphasize collaboration and incorporate problem solving. We are confident that designing Drew Charter Senior Academy as a project-based, student-centered model instead of a teacher-centered model will prepare our children for a life of creativity and innovation.



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The Partnership for 21st Century Skills, www.p21.org/



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URL: www.drewcharterschool.org

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DREW CHARTER SCHOOL'S MISSION

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.

DREW CHARTER SCHOOL PARTNERS FOR EXPANSION

RACE TO THE TOP INNOVATION FUND

- SCOPE OF WORK NARRATIVE –

APPENDIX 5

GOAL 1: Engage in a year of comprehensive planning with DCSPE partners to (a) launch a national search for a principal and recruit a talented teaching staff to successfully implement STEAM education and PBL teaching strategies; and (b) develop nationally competitive curriculum to support the expansion of Drew into grades 9-12 through a focus on STEAM coursework underpinned by PBL teaching strategies.

Activity #1: *Drew Charter School will launch a national principal and teacher/leadership search to recruit and hire exceptional individuals* for the expansion plan who (1) bring experience and a demonstrated record of success using PBL teaching strategies and (2) who have content mastery in STEAM fields at the high school level.

Drew Charter School will lead a comprehensive leadership search, accessing resources provided by NTN, to recruit and hire and train the principal, key leadership and teaching staff. DCSPE will construct a protocol for hiring new teachers and staff to begin the 2013-2014 academic year. The CFT will organize and facilitate a process and series of meetings with Drew Charter School leadership to create job descriptions, interview protocols, non-teaching responsibilities for faculty, and a supervision and evaluation model for Drew Charter high school. The timeline for this work will begin in August of 2013 and conclude with the documentation and protocols needed to hire the best "founding" faculty from around the United States. CFT and NTN will continue to refine the protocol in partnership with Drew Charter for subsequent hiring years to ensure that talented teachers and leaders are selected for the high school team.

Activity #2: *Build talented leadership team to ensure student achievement in 2013-2014.* Drew has planned a robust training program with DCSPE partners to on-board key leadership over year one of the grant. The principal will participate in a 4-day Principal Residency training program in February 2013 with other NTN principals dedicated to developing and deepening leadership skills for PBL schools. Following the residency, the principal and staff will participate in a two-day shadowing program at a NTN Demonstrate Site designed to provide examples of best practices for teaching and leading across all grades and develop a professional learning community for teachers and staff. Prior to the opening of the high school, all teachers and leaders will participate in a five-day New School Training program onsite to finalize all plans for the first year

Activity #3: Early hires and pre-work for key teachers and leaders. Drew Charter School will work to hire key teachers and leaders in the first quarter of 2013, with the Principal hired by January 2013. The principal is the key instructional leader of the high school academic program, athletic and extracurricular programs, school culture, hiring protocol and critical to recruiting families, students and teachers to the new high school.

When feasible, based on work contracts, Drew Charter would like to hire teachers and leaders to start as soon as possible to participate in school planning. If teachers are fully employed on a teaching contract, Drew will offer stipends for future staff in advance of working full-time at Drew.

Activity #4: Center for Teaching will lead and facilitate leadership planning and professional culture building to support school culture with key Drew Charter leaders and teachers. Once the Drew principal is hired and his/her leadership team is onsite, CFT will collaborate with the Drew leadership and research teams as well as NTN to organize and facilitate a leadership retreat to bring the process to review the amended charter and preliminary work on the high school, and develop a work agenda for work to be completed before the opening in 2013-2014. A minimum of nine biweekly meetings will occur before August 2013.

CFT will work to support the following training and professional development activities supporting a successful school opening in fall 2013: The Principal will attend “Leadership Design” by New Tech Network in February 2013 and “Leading the 21st Century High School” in July 2013. The Dean of Students (or similar) will participate in “Balancing Your Contrasting Roles at Dean of Students” through the Independent School Management in June 2013. The Principal and other key administration will attend “Charter Schools: Practices for High Performance” at the Harvard Graduate School of Education & Principals Center in November 2012.

DCPSE partners will work collaboratively with Drew Charter to support professional and leadership development on a regular basis within the framework of the school year to ensure that lessons learned are applied in the school and have the desired, positive outcomes on student achievement, professional and school culture.

Activity #5: The Center for Teaching will work with Drew Charter and other DCSPE partners to organize and facilitate a series of monthly retreats to assist the new Principal, his or her Leadership Team (3 individuals), the Research Team and Drew administrators to begin and complete the process for developing staff and student handbooks, school rules and policies, grading procedures, advisory curriculum, and other school programs that must be in place to begin the 2013-2014 school year. We will use these monthly retreats to discuss and design a framework for mentoring programs, student internships, dual enrollment options, procedures for implementing standardized tests (ACT, College Work Readiness, and others), student extra-curricular programs (debate, robotics, and others), athletics

(procedures to follow through the Georgia High School Association) and other school programs that need to be investigated (National Honors Society and others). The CFT will organize, facilitate, and synthesize the work that is produced from these regular retreats, which will begin in January 2013 and continue until the agenda we identify is completed. This work may have to coordinate with the hiring of the principal for the new Drew high school so the anticipated date for the first retreat will be January 2013. Monthly retreats mean that we will schedule 6 retreats from January through June of 2013

Activity #6: *The CFT will coordinate and facilitate the development of the PBL curriculum in Drew's high school in collaboration with DSCPE partners.* The CFT will host monthly retreats and summer "curriculum-planning institutes" when the first cohort of teachers is hired for the 9th grade at Drew's high school. It is critical to the success of applied learning strategies that teachers function as designers of the curriculum.

Both forums will be designed with Drew Charter School to help the teachers build their PBL curriculum as well as work on both presentations of learning and project-tuning protocols, along with the process for looking at and assessing student work. In addition, we will align projects that are developed to Common Core and Georgia Performance standards. CFT will hold four weekend retreats between March and June 2013 and two, weeklong institutes in collaboration with DCSPE partners between June 2013 and August 2013 for the incoming team of high school faculty hired for the 2013-2014 academic year.

In the 2013-2014 school year, as we prepare to expand the teaching staff to include a new cohort of 10th grade teachers, the CFT in collaboration with and NTN will replicate the training retreats and summer institutes. A major difference is that we will utilize the experienced 9th grade teachers as "teacher leaders" in the training program for 10th grade teachers to develop curriculum.

By the end of the summer of 2014, Drew teachers and leaders will have developed model curriculum, merging STEAM and PBL that can be shared with other schools.

Activity #7: *Drew Charter will lead the development of an internship program for students to connect school-based learning with real world experiences and deepen understanding.* Drew Charter, in collaboration with DCSPE partners and business and foundation partners, will develop a meaningful internship program, targeting students' interests and passions. Drew will work with DCSPE partners to develop a model program for the student-world internship program.

The goals of the program will be to connect students with industry experts and develop strong problem solving, critical thinking, self-management and communication skills through opportunities to apply knowledge within a real-world setting. The program will be developed by the end of the second grant year and students will participate in the internship program during the 11th and 12th grade years.

GOAL 2: Implement Drew's high school expansion plan, completing the cradle-to-college education pipeline, and develop a national model, by creating a unique high school that will provide real-world learning opportunities.

Activity #1: Design a 21st century learning commons and media center, integrated technology infrastructure and one-to-one computing environment to support student learning. Drew Charter School will retain an education technology consultant, working with DCSPE partners, to complete a comprehensive analysis of technology available and craft a personalized media and technology plan for Drew Charter high school to support student learning and provide the greatest access to information through technology. As part of the consulting agreement, Drew Charter and DCSPE partners will create a one-to-one device plan that will meet the needs of students, teachers and families in and out of school. The plan for one-to-one at the high school level will support the work of the one-to-one technology program in the Junior Academy, funded through the 2011 Race to the Top Innovation grant awarded to Drew. Students matriculating into our high school will be proficient in the use of personal computing devices and the 9th grade program will continue to build upon that program. The 1:1 program allows Drew students to learn anytime and anywhere. The educational structures, therefore, flip from a teacher-centered model to a student-centered model which is aligned with the foundations of PBL and allows students to fully reach their potential within the STEAM educational fields. 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 innovative technology applications and interact with students to expand learning beyond the confines of a textbook or the walls of a classroom

Activity #2: Involve current 8th grade students in high school development and implementation. Drew Charter School will develop and deliver a program, in partnership with Georgia Tech CEISMC to invest students in their new and innovative high school program. In 2012-2013, Drew 8th graders would work on projects and lessons with architects, engineers, energy-, water-, and resource-efficiency experts and the Research Team to help develop their high school building and academic model. In 2013-2014, this program would continue into the 9th grade while the high school is under construction.

Both the facility and the academic program are student-centered, and designed to cultivate student learning and leadership, promote creativity and innovation and support high student achievement across all subjects and grade levels. The design program would be a series of project sessions, led by Drew Charter School and supported by Georgia Tech, aligned with the 2011 Race to the Top activity in partnership with the Georgia Tech School of Architecture. Through the 2011 grant, students in grades 6 through 8 explore hour artistic design integrates with STEM concepts using the Common First Year program from the School of Architecture as the framework. The goal of this activity will be for 100% of

8th graders in 2012-13 and 9th graders in 2013-14 to participate in design programming over the course of the year.

Activity #3: *Support teachers and leaders during year one to continue to develop STEAM education and PBL strategies to ensure student achievement.* NTN provides on-going training and coaching during the duration of implementation (Years 1-4) for teachers and leaders. Services included as part of the partnership contract include at least seven days of onsite coaching and 10 days of remote support per year; Webinars and online courses designed to meet specific needs of school staff in the areas of project development, school culture, classroom management, assessment and reviewing data; Bi-annual regional content training focused on deepening content mastery for teachers; Bi-annual Leadership Summit for the principal and key administration; tools and resources for school-wide data reports and benchmarking to track student progress; and access to Echo, a web-based learning management system for staff, students and parents to monitor and increase student achievement.

Activity #4: *Professional development for 9th and 10th grade teachers preparing for year two to support continued student progress in PBL and STEAM.* The Center for Teaching will coordinate and facilitate the professional development to train all the new 9th and 10th grade teachers in the summer of 2013 and 2014 on how to work within a professional learning community (PLC) model. The premier training for PLC work is offered through an institute sponsored by Solution Tree. The PLC process supports faculty working as a team on building and implementing curriculum and assessments aligned to the curriculum. The PLC model will fit seamlessly with the PBL instructional approach. Each cohort of teachers, 9th and 10th grade, will be sent to the PLC at Work institute by Solution Tree. The institutes are offered at various times and locations around the United States. New teachers will also participate in the 2014 NTN annual conference with a dedicated “new teacher” program. The timeline will depend upon when the teams are hired and coordinating their schedules.

GOAL 3: Ensure that Drew students are prepared to excel in 21st century colleges and careers as evidenced high achievement on state and nationally-normed assessments and demonstrated mastery in critical thinking and problem solving, collaboration, communication and creativity and innovation.

Activity #1: *Georgia State will introduce 8th graders to project-based music technology.* Year one of the grant will provide a creative project-based music technology program for 8th grade students for quarters 3 and 4 at Charles R. Drew Charter School. This grade is particularly important, since they will be entering high school the following year and need excellent technology and creative project-based learning preparation and experience. The curriculum will focus on iPad ensemble composition and performance, which will be taught by a teaching artist well experienced with Drew Charter School and Georgia State University School of Music. To inform the curriculum development and program evaluation for the 8th

grade music technology program, Dr. Carlisle will conduct a research study of the 5th grade music technology program currently under the first Race to the Top grant. The study will take place January - May 2013. The purpose of the study is to uncover fifth grade students' developing musical understanding as they participate in a music technology curriculum focused upon creating original music. Students are working with iPad applications, an online music notation program entitled Noteflight, and an online coding program entitled Scratch (through the Massachusetts Institute for Technology).

Activity #2: Support advanced student learning through Drew Summer Transition Program at Georgia Tech. Georgia Tech CEISMC annually offers Summer Enrichment Programs to over 400 middle and high school students promoting science, technology, engineering and mathematics education. These enrichment programs are also useful as forums to pilot and evaluate new research-based activities. Drew Summer Transition Program will combine STEM focused summer enrichment with activities designed to help students be successful in high school. In addition to attending sessions focusing on study skills, time management, career awareness and PSAT preparation, students will explore how digital technologies are used to critically analyze and solve problems. Participants will become literate on how data is collected and processed using digital technologies, and make their own conclusions about real-world STEM-related issues. All Drew students rising into 9th grade in 2013 and 2014 will spend one-week (9-3 pm M-F) on the Georgia Tech campus. Students will attend in cohorts of 25 per week over a four- week period. Georgia Tech graduate students will teach all courses. Students will also tour research labs on campus and utilize campus recreational facilities. Two undergraduate students will act as student assistants.

Activity #3: High School orientation and experiential learning retreat. Rising 9th graders will be required to participate in a high school orientation, supporting their learning experience with Georgia Tech, on the Drew campus in the summer of 2013 and 2014. The multi-day program will be designed around high school culture, building relationships with peers and faculty, understanding the high school schedule and expectations of PBL at Drew and developing class identity. The first part of the orientation will be spent onsite with teachers, parents and students. The second part of the orientation will be spent outside of the classroom and off the school's campus for experiential learning opportunities and trust building activities. Principal Don Doran is the former Executive Director of Outward Bound and brings a wealth of expertise around outdoor, experiential learning. During year one of the grant, the DCSPE partners will engage in collaborative planning with hired high school faculty to develop the orientation program to be delivered during the summer of 2013 and 2014.

Activity #4: Integrate music technology into 9th grade with Georgia State. Year Two of this grant will provide a creative project-based music technology program for 9th grade students at Charles R. Drew Charter School, in the event the Drew high school opens in 2013-2014 academic year. If the opening of the high school happens later than the 2013-2014 academic year, the curriculum will be provided for

grades 7 and 8 at Drew. The curriculum will focus on iPad ensemble composition and performance, which will be taught by a teaching artist well experienced with Drew Charter School and Georgia State University School of Music. As well, the curriculum will integrate computational thinking through coding programs such as Scratch (developed by the Massachusetts Institute of Technology) and for more advanced students, PureData. Both Scratch and PureData are free download programs that can be used on either PC or Mac platforms. The computational thinking component will be taught by a Georgia State University graduate music composition student well-versed in coding.

In year 2 of this grant, Dr. Carlisle will conduct a research study of the 9th grade music technology class. The purpose of the study will be to uncover ninth grade students' development of computational thinking and musical understanding as they participate in a music technology curriculum focused upon creating original music. Students will be working with iPad applications, Noteflight, and Scratch. Advanced students may work with PureData. The findings from the study will inform the program evaluation.

Activity #5: Measuring outcomes to prepare students to excel in 21st century colleges and careers.

During year one of the grant, Drew Charter and DCSPE partners will finalize the assessment plan, building on the charter amendment and stated assessment goals, to ensure assessment of 21st century skills are measured as well as content knowledge aligned with the Common Core Georgia Performance Standards. In year two, Drew Charter School and DCSPE partners will track and measure progress and growth on student mastery of 21st century skills, including communication, collaboration, creativity and innovation and critical thinking and problem solving in year two of the grant. Drew will use the College and Work Readiness Assessment and resources provided by New Tech Network to capture learning progress for all students on a regular basis. Students will begin to develop learning portfolios in year two of the grant to provide evidence of learning outcomes.

DREW CHARTER SCHOOL PARTNERS FOR EXPANSION
RACE TO THE TOP INNOVATION FUND
- DREW CHARTER SCHOOL: PRINCIPAL BIOGRAPHIES –
APPENDIX 6

Don Doran

Don 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, INC.
TEN YEAR BUDGET
YEARS ENDING JUNE 30, 2014 - 2023

	School Operations										
	Fiscal Year Ending June 30,										
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
# of Students (Pre-K - 12)	992	1,266	1,398	1,530	1,662	1,694	1,726	1,776	1,826	1,851	1,876
REVENUE:											
Public Funding	\$ 9,583,475	\$ 12,471,497	\$ 13,884,012	\$ 15,323,531	\$ 16,790,451	\$ 17,278,922	\$ 17,775,484	\$ 18,448,183	\$ 19,132,559	\$ 19,576,331	\$ 20,027,065
Private Funding	(5,092)	969,603	872,891	1,347,025	948,832	771,145	483,878	256,671	11,116	-	-
Pre-K Funding	1,013,321	1,040,511	1,063,393	1,089,485	1,116,307	1,143,883	1,172,237	1,201,393	1,231,377	1,262,214	1,293,935
Other	2,000	2,000	4,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000
Total Revenue	\$ 10,593,704	\$ 14,483,610	\$ 15,824,296	\$ 17,766,041	\$ 18,861,590	\$ 19,199,951	\$ 19,437,600	\$ 19,912,247	\$ 20,381,052	\$ 20,844,545	\$ 21,327,000
EXPENSES:											
Personnel	\$ 6,954,940	\$ 9,883,142	\$ 10,709,003	\$ 12,190,457	\$ 12,781,566	\$ 13,070,698	\$ 13,194,074	\$ 13,563,024	\$ 13,855,426	\$ 13,986,229	\$ 14,118,340
Instruction	780,320	1,012,090	1,082,956	1,194,692	1,340,266	1,342,485	1,375,464	1,423,985	1,502,891	1,500,806	1,528,950
Services and Supplies	1,532,580	1,925,988	2,199,266	2,425,239	2,659,138	2,668,927	2,712,127	2,730,310	2,787,889	2,790,379	2,833,165
Facilities	312,543	621,880	769,678	866,168	964,314	973,957	983,697	993,534	1,003,469	1,013,504	1,023,639
Pre-K Expenses	1,013,321	1,040,511	1,063,393	1,089,485	1,116,307	1,143,883	1,172,237	1,201,393	1,231,377	1,262,215	1,293,934
Total Expenses	\$ 10,593,705	\$ 14,483,610	\$ 15,824,296	\$ 17,766,041	\$ 18,861,591	\$ 19,199,951	\$ 19,437,599	\$ 19,912,247	\$ 20,381,052	\$ 20,553,132	\$ 20,798,027
Net Income (Loss)	\$ (0)	\$ (0)	\$ 0	\$ (0)	\$ (0)	\$ (0)	\$ 0	\$ 0	\$ 0	\$ 291,413	\$ 528,972
Beginning Operating Reserve	2,500,000	\$ 2,500,000	\$ 2,499,999	\$ 2,500,000	\$ 2,500,000	\$ 2,499,999	\$ 2,499,999	\$ 2,499,999	\$ 2,500,000	\$ 2,500,000	\$ 2,791,413
Ending Operating Reserve	\$ 2,500,000	\$ 2,499,999	\$ 2,500,000	\$ 2,500,000	\$ 2,499,999	\$ 2,499,999	\$ 2,499,999	\$ 2,500,000	\$ 2,500,000	\$ 2,791,413	\$ 3,320,385

***Note: Students at East Lake Early Learning Center and Sheltering Arms Early Learning and Family Center do not appear in this budget.**

DREW CHARTER SCHOOL, INC.
GRADES PRE-K - 12
TEN YEAR BUDGET
YEARS ENDING JUNE 30, 2014 - 2023

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
ASSUMPTIONS:											
Total Number of Students (Pre-K - 12)	992.00	1,266.00	1,398.00	1,530.00	1,662.00	1,694.00	1,726.00	1,776.00	1,826.00	1,851.00	1,876.00
Number of Students - Pre-K	88.00	88.00	88.00	88.00	88.00	88.00	88.00	88.00	88.00	88.00	88.00
Total Number of Students (K-12)	904.00	1,178.00	1,310.00	1,442.00	1,574.00	1,606.00	1,638.00	1,688.00	1,738.00	1,763.00	1,788.00
Number of Students - PA (K-2)	330.00	396.00	396.00	396.00	396.00	396.00	396.00	396.00	396.00	396.00	396.00
Number of Students - EA (3-5)	286.00	382.00	389.00	396.00	396.00	396.00	396.00	396.00	396.00	396.00	396.00
Number of Students - JA (6-8)	288.00	300.00	325.00	350.00	382.00	389.00	396.00	396.00	396.00	396.00	396.00
Number of Students - SA (9-12)	-	100.00	200.00	300.00	400.00	425.00	450.00	500.00	550.00	575.00	600.00
Core Classes (Average)	5.50	5.50	5.50	5.50	5.50	5.50	5.50	5.50	5.50	5.50	5.50
Facility square footage	90,000.00	182,000.00	277,000.00	277,000.00	277,000.00	277,000.00	277,000.00	277,000.00	277,000.00	277,000.00	277,000.00
Number of FTEs	90.00	128.00	138.00	154.00	160.00	163.00	163.00	166.00	168.00	168.00	168.00
Full Time Employees (eligible for benefits)	85.00	127.00	137.00	153.00	159.00	162.00	165.00	165.00	167.00	167.00	167.00
Number of Administrators	6.00	15.00	15.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00
Number of Teachers	59.50	77.00	84.00	93.00	99.00	99.00	99.00	102.00	104.00	104.00	104.00
Number of Other Instructional Staff	19.50	24.00	26.00	30.00	30.00	32.00	32.00	32.00	32.00	32.00	32.00
Number of Clerical Staff	3.00	9.00	10.00	11.00	11.00	12.00	12.00	12.00	12.00	12.00	12.00
Number of Maintenance/Food Service Staff	2.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
Inflationary Increase %	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%
Salary Increase %	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%
Student Teacher Ratio	15	15	16	16	16	16	17	17	17	17	17
Per Pupil Revenue - (PA, EA, JA)	\$ 10,392	\$ 10,497	\$ 10,602	\$ 10,708	\$ 10,815	\$ 10,923	\$ 11,032	\$ 11,143	\$ 11,254	\$ 11,367	\$ 11,480
Per Pupil Revenue - (SA)	\$ -	\$ 9,090	\$ 9,181	\$ 9,273	\$ 9,365	\$ 9,459	\$ 9,554	\$ 9,649	\$ 9,746	\$ 9,843	\$ 9,942
Average teacher salary	\$ 59,400	\$ 60,000	\$ 60,600	\$ 61,206	\$ 61,818	\$ 62,436	\$ 63,061	\$ 63,691	\$ 64,328	\$ 64,971	\$ 65,621
Janitorial Supplies & Services Cost/Square Foot	\$ 1.71	\$ 1.73	\$ 1.75	\$ 1.76	\$ 1.78	\$ 1.80	\$ 1.82	\$ 1.84	\$ 1.85	\$ 1.87	\$ 1.89
Maintenance & Repair Cost/Square Foot	\$ 1.20	\$ 1.21	\$ 1.22	\$ 1.23	\$ 1.25	\$ 1.26	\$ 1.27	\$ 1.28	\$ 1.30	\$ 1.31	\$ 1.32
Utilities Cost/Square Foot	\$ 1.69	\$ 1.71	\$ 1.72	\$ 1.74	\$ 1.76	\$ 1.77	\$ 1.79	\$ 1.81	\$ 1.83	\$ 1.85	\$ 1.86
Fire & Security Cost/Square Foot	\$ 0.41	\$ 0.41	\$ 0.41	\$ 0.42	\$ 0.42	\$ 0.43	\$ 0.43	\$ 0.44	\$ 0.44	\$ 0.44	\$ 0.45
Square Feet in Buildings	90,000	182,000	277,000	277,000	277,000	277,000	277,000	277,000	277,000	277,000	277,000
REVENUES											
Per Pupil Revenue (local and state share)	\$ 9,394,395	\$ 12,224,766	\$ 13,604,367	\$ 15,010,337	\$ 16,443,066	\$ 16,920,437	\$ 17,405,710	\$ 18,062,228	\$ 18,730,136	\$ 19,163,517	\$ 19,603,692
2% District Administrative Fee	(187,888)	(244,495)	(272,087)	(300,207)	(328,861)	(338,409)	(348,114)	(361,245)	(374,603)	(383,270)	(392,074)
Title I	376,968	491,226	551,733	613,400	676,246	696,895	717,888	747,200	777,026	796,085	815,447
Private Foundation/Fundraising	(5,092)	969,603	872,891	1,347,025	948,832	771,145	483,878	256,671	11,116	-	-
Pre-K Funding	1,013,321	1,040,511	1,063,393	1,089,485	1,116,307	1,143,883	1,172,237	1,201,393	1,231,377	1,262,214	1,293,935
Earned Interest	2,000	2,000	4,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000
Total Revenues	\$ 10,593,704	\$ 14,483,610	\$ 15,824,296	\$ 17,766,041	\$ 18,861,590	\$ 19,199,951	\$ 19,437,600	\$ 19,912,247	\$ 20,381,052	\$ 20,844,545	\$ 21,327,000
EXPENDITURES											
PERSONNEL											
Principal	\$ 148,500	\$ 150,000	\$ 151,500	\$ 153,015	\$ 154,545	\$ 156,091	\$ 157,652	\$ 159,228	\$ 160,820	\$ 162,429	\$ 164,053
Associate Principal	247,500	375,000	378,750	382,538	386,363	390,227	394,129	398,070	402,051	406,071	410,132
Dean	-	150,000	151,500	227,250	229,523	231,818	234,136	236,477	238,842	241,230	243,643
Director of Curriculum	108,900	220,000	222,200	444,422	448,866	453,355	457,888	462,467	467,092	471,763	476,481
Nurse	56,430	114,000	115,140	116,291	117,454	118,629	119,815	121,013	122,223	123,446	124,680
Technology Support	49,500	250,000	252,500	255,025	257,575	260,151	262,753	265,380	268,034	270,714	273,421
Teachers	2,702,700	3,480,000	3,878,400	4,345,626	4,698,173	4,745,154	4,792,606	4,967,914	5,146,250	5,197,712	5,249,689
Substitutes	79,000	101,000	110,000	123,000	129,000	131,000	131,000	134,000	136,000	136,000	136,000
Music/Arts/PE	831,600	960,000	969,600	1,040,502	1,112,725	1,123,852	1,135,091	1,210,133	1,222,234	1,234,457	1,246,801
Athletics/Extracurricular Coaches	29,700	45,000	45,450	61,206	61,818	78,045	78,826	79,614	80,410	81,214	82,026
Guidance Counselor	89,100	120,000	181,800	183,618	185,454	187,309	189,182	191,074	192,984	194,914	196,863
Social Worker	49,500	50,000	50,500	51,005	51,515	52,030	52,551	53,076	53,607	54,143	54,684
College Counselor	-	-	-	61,206	61,818	62,436	63,061	63,691	64,328	64,971	65,621
Special Education Coordinator/Teacher	459,360	464,000	468,640	532,492	537,817	543,195	548,627	554,114	559,655	565,251	570,904

DREW CHARTER SCHOOL, INC.
GRADES PRE-K - 12
TEN YEAR BUDGET
YEARS ENDING JUNE 30, 2014 - 2023

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Gifted/Advanced Placement Teacher	118,800	120,000	181,800	244,824	247,272	249,745	252,242	254,765	257,312	259,886	262,484
Media Specialist	59,400	120,000	121,200	122,412	123,636	124,872	126,121	127,382	128,656	129,943	131,242
Assistant Media Specialist	-	30,000	60,600	61,206	61,818	62,436	63,061	63,691	64,328	64,971	65,621
Learning Specialist/Instructional Coach	360,360	448,000	452,480	514,130	519,272	582,738	588,566	594,451	600,396	606,400	612,464
Registrar	39,600	80,000	80,800	81,608	82,424	83,248	84,081	84,922	85,771	86,629	87,495
Office Assistant	49,748	250,000	303,000	357,035	360,605	416,242	420,404	424,608	428,854	433,143	437,474
COO	127,067	170,000	171,700	173,417	175,151	176,903	178,672	180,458	182,263	184,086	185,926
Maintenance	45,540	92,000	92,920	93,849	94,788	95,736	96,693	97,660	98,636	99,623	100,619
Food Service Monitor	24,750	25,000	25,250	25,503	25,758	26,015	26,275	26,538	26,803	27,071	27,342
Retirement Benefits	538,481	761,084	824,562	940,025	986,016	1,008,210	1,018,164	1,047,121	1,070,187	1,080,757	1,091,432
Health Benefits	612,000	914,400	992,304	1,113,467	1,162,690	1,190,373	1,196,516	1,224,321	1,244,989	1,251,319	1,257,712
FICA	1,547	7,875	8,453	9,281	9,672	9,813	9,830	10,034	10,175	10,192	10,209
Medicare	80,164	113,303	122,753	139,942	146,789	150,093	151,575	155,886	159,319	160,893	162,482
Bonus	55,981	77,130	83,557	95,282	99,944	102,202	103,224	106,167	108,516	109,601	110,697
Other Payroll Expenses/Taxes	138,214	195,350	211,643	241,280	253,084	258,781	261,336	268,768	274,689	277,402	280,142
Total Personnel	\$ 6,954,940	\$ 9,883,142	\$ 10,709,003	\$ 12,190,457	\$ 12,781,566	\$ 13,070,698	\$ 13,194,074	\$ 13,563,024	\$ 13,855,426	\$ 13,986,229	\$ 14,118,340
INSTRUCTION											
Textbooks	\$ 82,200	\$ 158,350	\$ 162,589	\$ 166,844	\$ 171,450	\$ 163,562	\$ 168,180	\$ 175,054	\$ 181,935	\$ 185,697	\$ 189,465
Classroom paper and supplies	109,920	143,360	161,423	179,833	198,632	204,780	211,032	219,777	228,676	234,346	240,108
Computers	128,800	140,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000
Software	42,120	55,010	62,191	69,510	77,005	79,440	81,916	85,389	88,923	91,166	93,444
Field Trips	88,400	118,900	144,643	170,396	197,200	204,008	210,820	221,236	231,657	237,081	242,510
Travel/Out of State Field Study	57,600	80,000	105,000	130,000	156,400	162,800	169,200	179,200	189,200	194,200	199,200
Instructional Equipment	15,000	15,000	15,000	15,000	45,000	15,000	15,000	15,000	45,000	15,000	15,000
Library and Media Center	18,080	23,560	26,462	29,420	32,434	33,424	34,431	35,837	37,267	38,182	39,110
Student Assessment	9,040	11,780	13,231	14,710	16,217	16,712	17,216	17,918	18,634	19,091	19,555
Classroom Furniture (Rental for Transitional Year Only)	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000
Extracurricular Activities Other than Athletics	13,360	17,780	21,185	24,656	28,302	29,418	30,553	32,185	33,847	34,863	35,895
PE Equipment/Art Supplies/Music Supplies	67,800	88,350	99,233	110,324	121,627	125,341	129,117	134,388	139,753	143,181	146,663
Work Study/Americorps	108,000	120,000	132,000	144,000	156,000	168,000	168,000	168,000	168,000	168,000	168,000
Total Instruction	\$ 780,320	\$ 1,012,090	\$ 1,082,956	\$ 1,194,692	\$ 1,340,266	\$ 1,342,485	\$ 1,375,464	\$ 1,423,985	\$ 1,502,891	\$ 1,500,806	\$ 1,528,950
SERVICES & SUPPLIES											
Student Uniforms	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Athletic Program	60,000	80,000	100,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000
Office Supplies	25,450	36,338	39,731	45,025	47,329	48,739	49,227	50,674	51,824	52,343	52,866
Office Furniture	9,900	10,000	10,100	10,201	10,303	10,406	10,510	10,615	10,721	10,829	10,937
Office Computers and Software	-	-	20,000	-	20,000	-	20,000	-	20,000	-	20,000
Printing and Copy Services	42,120	55,010	62,191	69,510	77,005	79,440	81,916	85,389	88,923	91,166	93,444
Postage and Shipping	3,616	4,712	5,292	5,884	6,487	6,685	6,886	7,167	7,453	7,636	7,822
Bookkeeping & Audit	39,600	40,000	40,400	40,804	41,212	41,624	42,040	42,461	42,885	43,314	43,747
Payroll Services	26,380	37,575	40,981	46,287	48,604	50,027	50,527	51,988	53,151	53,683	54,219
Banking Fees	1,980	2,000	2,020	2,040	2,061	2,081	2,102	2,123	2,144	2,166	2,187
Legal Services	9,900	10,000	10,100	10,201	10,303	10,406	10,510	10,615	10,721	10,829	10,937
Liability & Property Insurance	87,320	113,910	128,346	143,059	158,089	163,000	167,993	174,981	182,091	186,620	191,220
Staff Development	93,500	140,000	164,125	202,379	217,911	225,191	227,443	237,522	247,202	249,674	252,170
Gifted, Special Education and Health Services	87,320	113,910	128,346	143,059	158,089	163,000	167,993	174,981	182,091	186,620	191,220
Board/Community Development	9,900	10,000	10,100	10,201	10,303	10,406	10,510	10,615	10,721	10,829	10,937
Staff Recruitment	19,800	20,000	20,200	20,402	20,606	20,812	21,020	21,230	21,443	21,657	21,874
Student Recruitment	9,900	10,000	10,100	10,201	10,303	10,406	10,510	10,615	10,721	10,829	10,937
Tech support	9,900	10,000	10,100	10,201	10,303	10,406	10,510	10,615	10,721	10,829	10,937
Telecom/Cell Phone/Internet service	19,800	20,000	20,200	20,402	20,606	20,812	21,020	21,230	21,443	21,657	21,874
Food Service	-	-	-	-	-	-	-	-	-	-	-

APPENDIX 7 - EXPANSION BUDGET

DREW CHARTER SCHOOL, INC.
GRADES PRE-K - 12
TEN YEAR BUDGET
YEARS ENDING JUNE 30, 2014 - 2023

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Transportation	-	-	-	-	-	-	-	-	-	-	-
Health Supplies	4,520	5,890	6,616	7,355	8,108	8,356	8,608	8,959	9,317	9,545	9,778
Pest Control	9,900	10,000	10,100	10,201	10,303	10,406	10,510	10,615	10,721	10,829	10,937
Janitorial Supplies & Services	153,252	314,200	392,890	443,948	495,987	500,947	505,956	511,016	516,126	521,287	526,500
Waste Disposal	3,564	3,600	3,636	3,672	3,709	3,746	3,784	3,821	3,860	3,898	3,937
Management Fee	755,458	828,843	913,194	999,203	1,100,000	1,100,000	1,100,000	1,100,000	1,100,000	1,100,000	1,100,000
Marketing	49,500	50,000	50,500	51,005	51,515	52,030	52,551	53,076	53,607	54,143	54,684
Total Service & Supplies	\$ 1,532,580	\$ 1,925,988	\$ 2,199,266	\$ 2,425,239	\$ 2,659,138	\$ 2,668,927	\$ 2,712,127	\$ 2,730,310	\$ 2,787,889	\$ 2,790,379	\$ 2,833,165
FACILITIES											
Land Planning	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Rent/lease/mortgage/Construction Costs	-	-	-	-	-	-	-	-	-	-	-
Grounds Maintenance	17,325	17,500	32,625	42,751	52,879	53,408	53,942	54,481	55,026	55,576	56,132
Maintenance & Repair	107,514	220,000	274,569	309,983	346,078	349,539	353,034	356,565	360,130	363,732	367,369
Utilities	151,173	309,760	387,118	437,314	488,476	493,361	498,294	503,277	508,310	513,393	518,527
Fire & Security	36,531	74,620	75,366	76,120	76,881	77,650	78,426	79,211	80,003	80,803	81,611
Total Facilities	\$ 312,543	\$ 621,880	\$ 769,678	\$ 866,168	\$ 964,314	\$ 973,957	\$ 983,697	\$ 993,534	\$ 1,003,469	\$ 1,013,504	\$ 1,023,639
PRE-K EXPENSES											
Salaries and Benefits	739,508	754,029	768,839	783,946	799,355	815,072	831,103	847,455	864,135	881,147	898,500
Consultant Services	123,093	129,783	136,748	143,991	151,523	159,357	167,504	175,978	184,790	193,954	203,485
Non-Personnel Expenses	56,678	60,935	60,253	62,132	64,076	66,087	68,168	70,320	72,547	74,851	77,236
Research and Development Expenses	94,042	95,763	97,554	99,416	101,353	103,367	105,462	107,640	109,906	112,262	114,712
Total Pre-K Expenses	\$ 1,013,321	\$ 1,040,511	\$ 1,063,393	\$ 1,089,485	\$ 1,116,307	\$ 1,143,883	\$ 1,172,237	\$ 1,201,393	\$ 1,231,377	\$ 1,262,215	\$ 1,293,934
Total Expenditures	\$ 10,593,705	\$ 14,483,610	\$ 15,824,296	\$ 17,766,041	\$ 18,861,591	\$ 19,199,951	\$ 19,437,599	\$ 19,912,247	\$ 20,381,052	\$ 20,553,132	\$ 20,798,027
Surplus (Deficit)	\$ (0)	\$ (0)	\$ 0	\$ (0)	\$ (0)	\$ (0)	\$ 0	\$ 0	\$ 0	\$ 291,413	\$ 528,972
Cash Balance											
Beginning Cash	\$ 2,500,000	\$ 2,500,000	\$ 2,499,999	\$ 2,500,000	\$ 2,500,000	\$ 2,499,999	\$ 2,499,999	\$ 2,499,999	\$ 2,500,000	\$ 2,500,000	\$ 2,791,413
Net Surplus (Deficit)	(0)	(0)	0	(0)	(0)	(0)	0	0	0	291,413	528,972
Ending Cash	2,500,000	2,499,999	2,500,000	2,500,000	2,499,999	2,499,999	2,499,999	2,500,000	2,500,000	2,791,413	3,320,385

Note: Revenue and expenses associated with the Pre-K program at Drew Charter School are not included in any projected funding from APS. Pre-K is 100% funded from sources outside of Atlanta Public Schools.



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Name	Role (ie. Drew Parent, Neighborhood Resident etc.)
1. Asata Reid	parent
2. Keshia Gault	
3. Sheila [unclear]	Parent
4. [unclear]	Parent
5. Tiffany Thomas	Parent
6. Joseph D. McCord	Parent
7. [unclear]	Parent
8. Jared R. Jackson	Parent
9. Tharyl Cawthon	Parent
10. Tiara Williamson	Parent
11. Tangi Chuma	Parent
12. Menelik Pope	Drew Sub
13. DENEATH LOPES	DREW PARENT
14. Michelle Mercier-DeShon	GSU - School of Music Partner/Educator
15. Angela Birkes	Parent
16. [unclear]	Parent
17. Yolanda D. Jordan	Parent
18. Deidra Williams	Parent
19. Chyna Weems	Neighborhood
20. Carmena Echols	Parent
21. Kenika Johnson	Parent
22. Rita Bailey	Grandparent
23. Lakisha Mosley	Parent
24. Willie Green	Parent
25. Shellie Word	Parent



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Name	Role (ie. Drew Parent, Neighborhood Resident etc.)
1. Marcie Ogle	Drew Parent
2. Melba Potter	Drew Parent / after school teacher
3. Kama Smuthi	Drew Parent
4. Oriental Collins	Drew Parent
5. Debbie Sue Miller	Drew Parent
6. Quantez Franks	Drew Parent
7. Elizabeth B. Hendricks	Drew Parent
8. Narissa Stewart	Drew Teacher
9. Thandie Pinkston	Drew Parent
10. Tanika Harris	Drew Parent
11. Cecilia Taylor	Drew Parent
12. Jacquette Jackson	Drew Parent
13. Joseph Lumpkin	Drew Parent
14. Estella Sims	Drew Grand Parent
15. Tome'ka M. Hardemon	Drew Parent
16. Tanek Hayes	Drew Parent
17. Kenya Hayes	Drew Parent
18. Pamela Andrews	Drew Parent
19. Eleka Stevens	Drew Parent
20. Constance Nunnally	Drew Parent
21. Walter Nunnally	Drew Parent
22. Shunta Austin-Ross	Drew Parent
23. Antonio Ross	Drew Parent
24. Kevin Payne-Owen	Drew Parent
25. Gwer Cooper	Drew Parent



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Name	Role (ie. Drew Parent, Neighborhood Resident etc.)
1. Lakita C. Woods	
2. Yolanda Walker	drew supporter
3. Avery Bogan	drew supporter
4. Chanel Elsberry	Drew Parent
5. Vonda McKeever	Drew Parent
6. Kimberly Guider	Andrew Guider
7. Anthony G	Parent
8. Leah	Parent
9. Jim Damm	Drew Parent
10. Michael P. Paul	Drew Parent
11. Melba Potter	Drew Parent and After School teacher
12. Margie Ogbe	Drew Parent
13. John	Drew Parent
14. Halim Shokir	Drew Parent
15. James Wall	Drew Parent
16. Nichole Walton	Drew Parent
17. Laresha McNeil	
18. Carmen Sneed	
19.	
20. Andre Woods	
21. Latene Woods	
22. Plancha Faley	Drew Aunt/Supporter
23. Luquicia Jackson	Drew Parent
24. Michael Boney	Drew Parent
25. Kathryn Zelatoski	Drew Parent



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Name	Role (ie. Drew Parent, Neighborhood Resident etc.)
1. Deke Cooper	Drew parent
2. Christian Mahoney	Crew team
3. LAITA Porter	Drew Parent
4. Jackie Reese	Drew Parent
5. Kathy Pines	
6. Heather Ingram	Drew Parent
7. Abigail Simmons	
8. undecipherable	
9. Demetria Anderson	Drew Parent
10. SARREN Evers	Parent
11. Alvinise Barnes	Parent
12. Patrice Barnes	Grandparent
13. Paul Evers	Parent
14. Fannie Evers	Grandparent
15. Quinta Russell	Parent
16. Angie Ivy	Parent
17. Georgia Hammond	Parent
18. Yvonne Lemons	Parent
19. Anthony B. Lemons	Parent
20. Claudine Dudley	Grandparent
21. Clayborn Dudley	Grandparent
22. TIM SHERROD	DREW PARENT
23. Shonali Banerjee	Drew parent
24. Kenyetta Wilson	Babysitter
25. Tokila Anderson	Parent



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Name	Role (ie. Drew Parent, Neighborhood Resident etc.)
1. Kelly Clements + Beavers	Drew Parent
2. Alvinde Barnes	Drew Parent
3. Theryl Cawthon	Drew Parent
4. Anthony Lemons	Drew Parent / Carver Parent
5. Sharon Lee	Drew Parent
6. Ramon Lee	Drew Father
7. Zakia James	Drew Parent
8. MARTA GARCIA	Drew Parent
9. Menelik Pope	Drew Sub
10. Myrna Cupilette	Drew Parent
11. Jeff Maddox	Drew Parent
12. Kenneth Simms	Drew Parent
13. Toreone Powell	Drew parent
14. Charles James	Drew parent
15. Ann Packwood	Drew Parent
16. Rodney Walker	Drew Parent
17. Faytha Langford	Grand parent
18. Kenika Johnson	Parent
19. Nanyanka Andersen	Drew Parent
20. Marilyn Street	Drew parent
21. Pat Bell	Drew grandmother
22. Sara Reiss-Crosby	Drew Teacher
23. Marlano Kapley	Drew Parent
24. Beauxon	Drew Parent
25. Crystal Beauxon	Drew Parent



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Name	Role (ie. Drew Parent, Neighborhood Resident etc.)
1. Una Snipe	Drew Parent
2. Winsetta Branch	Drew Parent
3. Belinda Bailey	Supporter
4. Vaneika Gober	Supporter
5. Terrance Gober	drew supporter
6. Jean Bogan	Aunt of student
7. Caroline Berney	Parent of 1 st grade student
8. Nicole Boney	Parent of 1st 4 th
9. Milton Jenkins	Parent of 5 th grader
10. Sharon Lee	Parent of 3 rd & 5 th graders
11. Mary Rappinck	Grand Parent
12. Victoria Blo	JANYA Bussis
13. Ebony Timmons	Drew Parent, Village of Eastlake Resident
14. Roderick Jackson Roderick Jackson	Parent 2 nd Grader
15. Adrienne Harris	Parent of 7 th , 2 ND & 1 ST grader
16. Jason Harris	Parent of 7 th , 2 ND & 1 ST grade
17. Jean Hughes	Grand Parent of 7 th , 2 ND & 1 ST grade
18. Jessica Smith	Drew Parent 1 st grader
19. Joshua Smith	Drew Parent 1 st grader
20. Shaveda Pittman	Drew Parent 8 th grader
21. Kelsa Pearson	" " Kindergarten
22. Tershara Gore	Drew Employee
23. Nicole S. Good	Drew Employee
24. Victor K. Echuk	Drew Parent
25. Wanda Boney	Drew Parent of 7 th , 6 th & 4 th



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Name	Role (ie. Drew Parent, Neighborhood Resident etc.)
1. Teresa Perkins	Grand parents
2. Gary Perkins	Grand parents
3. Sharon Day	Parent
4. Litika Flournoy	Parent
5. Renay Allen	Parent
6. Latoya Lockett	Parent
7. Kisha Hughes	Parent
8. Yvonne Walker	Sister
9. Jashica Beckton	Drew Parent
10. Watusha Matthews	Parent
11. Hudson Rouse	parent
12. Santhamreddy	parent
13. Vette Bell	Aunt
14. Dean Smith	parent
15. Stacy Smith	parent
16. J. Hammond	Parent
17. N. Collins	Parents
18. Joseph Collins	parent
19. Elderly Ann WAPA	Grand parent
20. Jacqueline Smith	Aunt
21. Lelene Bozeman	Grand-parent
22. Debra Thornton	parent
23. Ceasia Barcott	Parent
24. David Thornton	parent
25. Jonique Brown	parent



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Name	Role (ie. Drew Parent, Neighborhood Resident etc.)
1. Brittany Franken	Drew Parent
2. Lesley Johnsons	Drew Parent
3. Sarah Fiddler	Parent
4. Holly Ward	Parent
5. Robert Parks	Parent
6. Leslie Doblos	Parent
7. Tobias Doblos	Board Member Drew
8. JOSEPH DUNLAP	DREW PARENT
9. Victoria Brown	DREW PARENT
10. Karin Lovell	Drew Parent
11. COREY JIGGETTS	DREW PARENT
12. Jamal Davis	Drew Parent Teacher
13. Eurydice Jackson	Drew Parent
14. Stacey Mims	Drew Parent
15. Deborah Innes	Atlanta resident
16. Chris Berner	Drew Parent
17. Geri Idine Shents	Drew Parent
18. Eddie L. Shents	Drew Parent
19. Tabatha Rhodes	Drew Parent
20. Joshua Smith	Drew Parent
21. Jessica Smith	Drew Parent
22. Meredith D. Williams	Drew Parent
23. Patricia Early	Drew Parent
24. Allison Davis	Drew Parent
25. Joel Bryan	Drew Parent



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Name	Role (ie. Drew Parent, Neighborhood Resident etc.)
1. Tia Matthews	Drew Parent / Kirkwood resident
2. Lauren Collins	Drew Parent
3. Mike De Cuba	Drew Parent
4. Jeyene Petty	Drew Parent
5. Tamecia Evans	Drew Parent
6. Kendrick Hardeman	
7. Joshua Terrell	
8. Diane Davis	Neighborhood
9. LaShanta Davis	teacher
10. Remy W. Hobbs	Drew grandparent
11. Cadence Spearman	PARENT
12. Quintia Brown	Drew Parent
13. Maldor Cule	Drew Grandparent
14. Malcolm Jones	Drew Supporter
15. Unknown	Drew Parent
16. Quinnetter Johnson	Drew Parent
17. Quenette Johnson	Drew Parent
18. Lisa Branks	Drew Parent
19. Fawrah Sims	Drew Parent
20. Santegus Dennis Sr.	Drew Parent
21. Tamar McKay Flouray	Drew Parent
22. Jerome Flouray	Drew Parent
23. Casanova Johnson	Drew Parent
24. Tamar Koebeck	Drew Parent
25. Antonio Koebeck	Drew Parent



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Name	Role (ie. Drew Parent, Neighborhood Resident etc.)
1. Wasenra Hammonds Griffin	Drew Parent
2. Harold Griffin	Drew Parent
3. Sam Freeman	Drew Parent
4. G. Winston	Drew Parent
5. Gladys E. A.	Drew Parent
6. Nervea C. Amin	Drew Grandparent
7. Kim Miller	Staff
8. Guy. DZIENGOE	Drew Parent
9. CHARLES JAMES	Drew Parent
10. Silke von Bremen	Drew Parent
11. Jeffery Maddox	Drew Parent
12. LaTiffany Maddox	Drew Parent
13. Corliss Aldred	Drew Parent
14. Dena Grant	Drew Parent
15. Kay Ware	Drew Parent
16. Michael Ware	Drew Parent
17. Alexis Childs	Drew Parent
18. Tamon Selles	Drew parent
19. Teresa Ercold	Drew Parent
20. Ramon Lee	Drew Parent
21. Montoya Gutter	Drew Parent
22. Umar Hopkins	Drew Parent
23. Jalae Stokes	Student at Drew
24. Rymia Bow-Kegton	Drew Parent
25. Jabari Kegton	Drew-parent.



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Name	Role (ie. Drew Parent, Neighborhood Resident etc.)
1. Jessica Agur	Drew Parent
2. Tennyson Mesquite	Drew Parent
3. Christy Dwyer	Drew Parent
4. Marlene Johnson	Drew Grandparent
5. STEVEN Johnson	Drew - Uncle
6. Kathleen Stanton	Drew friend
7. Christopher Wyczalkowski	Drew Parent
8. Larisha Harlan	Drew Parent / Employee
9. Kelly Reynolds	Drew Parent
10. Jonathan Zamarripa	Teacher
11. Jamecia Strozic	Drew Parent
12. Collin Wilson	Old Drew Student
13. Shalonda Johnson	Drew Parent
14. Laurencia Robinson	Drew Parent
15. Kristine Johnson	Drew Parent
16. Tashara Twyman	Drew Parent
17. SHAWN ADAMS	Drew Parent
18. Rynita Keyton	Drew Parent
19. Bobby Sandimanie Jr.	Drew Parent
20. Shannon J Carr	Drew Parent
21. Winifred W. Thompson	Drew Parent
22. Susan Excoffier	Drew Parent
23. FRANK Bailey III	Drew Parent
24. Josette T. Bailey	Drew Parent
25. JAMES HARRIS	Drew Parent



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Name	Role (ie. Drew Parent, Neighborhood Resident etc.)
1. <i>Jada Smith</i>	Mother, 576 Willerson Ave Atlanta GA 30377
2. <i>Chaquita Bray</i>	Parent
3. <i>Gabrielle Fulton Ponder</i>	Parent
4. <i>DARRELL JONES</i>	Parent
5. <i>Ruiz Ochoa</i>	Parent, neighborhood resident
6. <i>Lindsay Wyczalkowski</i>	Parent
7. <i>Chris Wyczalkowski</i>	Parent
8. <i>Ashley Rouse</i>	Parent
9. <i>Hudson Rouse</i>	Parent
10. <i>Benita Edwards</i>	Parent
11. <i>LISA PROVOST</i>	PARENT
12. <i>Kim Harris Johnson</i>	Parent
13. <i>SANDRA ARMOUR</i>	PARENT
14. <i>Michele Smith</i>	Parent
15. <i>Anthony Arrington</i>	Parent
16. <i>Donzaleigh Arrington</i>	Parent
17. <i>Nia Washington</i>	Parent
18. <i>Christopher B</i>	Parent
19. <i>Kimberly Marks</i>	Parent
20. <i>Sister Walker</i>	Parent
21. <i>Jelani Liddell</i>	Parent
22. <i>Antoinette Liddell</i>	Parent
23. <i>Brenda Smarton</i>	Parent
24. <i>Tiffany Maddox</i>	Parent
25. <i>Jeffery Maddox</i>	Parent



I support the Drew High School. I support giving children a cradle-to-college education. Please approve Drew Charter Amendment on June 4. Thank you.

Name	Role (ie. Drew Parent, Neighborhood Resident etc.)
1. David Richardson	Drew Parent
2. Naomi Hawker	Drew Parent
3. Corliss L. Melvin	Drew Parent
4. Alphonso Melvin	DREW PARENT
5. Chad Hoffecker	Neighborhood resident
6. Katherine Hoffecker	" "
7. Tasha Sturdivant	Drew Parent
8. Intake Bryant	Drew parent
9. Naim Cunningham	Drew parent
10. Sula Walker	Drew parent
11. Samuel Bacote	Drew Parent
12. Charmaine Spivey	Drew parent
13. Jafonda Drew	Drew parent
14. Diane Green	Drew grandparent
15. Akil Cunningham	Drew uncle
16. Marta Bostic	Drew great grandparent
17. James Greene	Drew grandparent
18. Avis Cunningham	Drew auntie
19. Evonia Elam-Jack	Drew parent ^{Staff} + Parent
20. Quincy Jordan	Drew parent
21. Afia Butts	Neighborhood Resident
22. Tameiki Jordan	Drew parent
23. Khani Drip	Drew Parent, EL resident
24. Cypress Ebony	Drew Parent, East Lake Resident
25. Natalie Carpenter	Drew Parent



I support the Drew High School. I support giving children a cradle-to-college education. Please approve Drew Charter Amendment on June 4. Thank you.

Name	Role (ie. Drew Parent, Neighborhood Resident etc.)
1. Sherry Boston	Drew Parent & Neg. Resident
2. Krischarita Dixon	Drew Parent & Resident
3. Tamarco Hardy	Drew Parent & Resident
4. April Terrell	Drew Parent & Resident
5. Eric White	Drew Parent & Resident
6. Tajwan Carmichael	Drew Parent & Resident
7. Malcom	Drew Parent
8. David Carter	Drew Parent
9. Marilyn Carter	Drew Parent
10. Amanda Ouzts	Drew Parent East Lake
11. Terrell Jessie Robinson Robinson	Parent & Resident
12. Terrell	Drew Parent
13. Blendy Burnett	Drew Parent
14. Chiquana Parks	Drew Parent
15. James Washington	Drew Parent
16. Josette Bailey	Drew Parent
17. Mrs. Powell	Parent
18. Heather Haylett	Drew Parent
19. Gayle Walker	Drew Parent
20. Mia Moreland-Howard	Drew Parent
21. Quiana Jackson	Drew Parent
22. Lekeisha Davis	Drew Parent
23. Valencia White	Drew Parent
24. Brenda Jones	Drew Parent
25. Stephanie Hieber	Drew Staff



I support the Drew High School. I support giving children a cradle-to-college education. Please approve Drew Charter Amendment on June 4. Thank you.

Name	Role (ie. Drew Parent, Neighborhood Resident etc.)
1. Tamera Wynn	Drew Parent
2. James Wilkerson	James Wilkerson
3. Menelik Pope	Sub Teacher
4. Cynthia Alexander	Parent
5. Annette Annada	Drew Parent
6. Chissa Harris	Drew Parent
7. Sharon Houston	Drew Parent
8. Jemeca Cone	Drew Parent
9. Dick Collins	Drew Parent
10. Ullian Grunelli	Drew Supporter
11. Harrietta Brewster	alumn staff
12. Candice Brinkley	parent
13. Bob Hurst	parent
14. Clairetha Brinkley	grandparent
15. Charlie Brinkley	supporter
16. Esther Brinkley	supporter
17. Joseph Brinkley	Drew Supporter
18. Antonio Harris	Parent
19. Kimtrel Hurst	Aunt
20. Donny Barber	Supporter
21. Shandean Price	Drew parent
22. Latika Glover	supporter
23. Cornelius Pace	support/parent
24. Rose Calloway	Parent
25. Latonya Zachery	Cousin



I support the Drew High School. I support giving children a cradle-to-college education. Please approve Drew Charter Amendment on June 4. Thank you.

Name	Role (ie. Drew Parent, Neighborhood Resident etc.)
1. Kia Gray	Drew Parent
2. Harold Gray	Drew Parent
3. Lashema Davis	Drew Parent
4. Walter Nunnally	Drew Parent
5. Constance Nunnally	Drew Parent
6. Charles Garner II	Resident
7. Rhonda Evans	Drew Parent
8. Lynda Allie	Drew Parent
9. Regena Person	Relative of student
10. LaTonya Dozier	Resident
11. Debra Keleford	Drew Parent/Resident
12. Kymberlee Keleford	Drew Parent
13. Brianna Keleford	Drew charter graduate, Resident sibling
14. Danyka Keleford	Drew charter graduate, sibling
15. Janice Douglas	Drew grandmother/great-grandma
16. Nadiya Northern	Drew graduate
17. Marion Riley	Drew parent
18. Mirven Keleford	Drew grandparent
19. Stephanie Hudson	Drew parent
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I support the Drew High School. I support giving children a cradle-to-college education. Please approve Drew Charter Amendment on June 4. Thank you.

Name	Role (ie. Drew Parent, Neighborhood Resident etc.)
1. <i>Berry L. Martin</i>	Drew Parent
2. <i>Theresa May II</i>	Drew Parent
3. Sharon Brooks	Drew Parent
4. MELVIN S. HODGES II	DREW PARENT
5. Stephen Sheldon	Drew Parent/neighbor
6. Chanda Williams	Drew Parent and neighbor
7. <i>[Signature]</i>	DREW PARENT / NEIGHBOR
8. Tamara Mosley	Drew Parent
9. Tia Matthews	Drew Parent/Kirkwood
10. Gary Matthews	Drew Parent & Kirkwood resident
11. Kris Siciwandu Zue	Drew Parent & East Lake resident
12. PAUL Fisher	Drew Parent
13. Loria Hunn	Drew Parent
14. Taskeelyah Puren	Parent
15. Melvin Hightower	
16. Melvin Simmons	Parent
17. Leakeawha Hammonds	Parent
18. Wasonna Griffin	Parent
19. Harold Griffin	Parent
20. <i>[Signature]</i>	parent
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I support the Drew High School. I support giving children a cradle-to-college education. Please approve Drew Charter Amendment on June 4. Thank you.

Name	Role (ie. Drew Parent, Neighborhood Resident etc.)
1. Shavon Robinson	Drew Parent
2. Vee Thirakul	Drew Parent
3. Sven Behrens	Drew Parent
4. Jennifer Curtis	Drew Parent
5. Jereen Camern	Drew Parent & Teacher
6. Diane Allen	Drew Parent & Teacher
7. Rev. Frederick Allen, Jr.	Drew Parent & Teacher
8. Tara Obleton	Drew Parent
9. Stephanie Fulton	Drew Parent
10. Selma Hyder	Drew Parent
11. Jaclyn Wallace	Drew Parent
12. Anastashia Miller	Drew Parent
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I support the Drew High School. I support giving children a cradle-to-college education. Please approve Drew Charter Amendment on June 4. Thank you.

Name	Role (ie. Drew Parent, Neighborhood Resident etc.)
1. JAMES HARRIS	Drew Parent
2. Chandra Selles	Drew Parent + Neighborhood Resident
3. Tammy Peters	East Lake Parent/Future Drew Parent
4. NAIMA SMART	DREW PARENT: EMPLOYEE EAV Resident
5. Adrienne Howard	Drew parent
6. Erin Ellis	Drew Parent + Kirkwood resident
7. Brett Ellis	Drew Parent
8. Jeri Garrison	Drew PARENT
9. Klarque Garrison	DREW PARENT
10. Jay Fledderman	East Lake Early Learning Academy Parent Resident
11. James Harris	Drew Parent
12. Quincy Jordan	Drew Parent
13. Rick Turnbow	Drew Teacher
14. Katherine Davis	Drew Parent
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I support the Drew High School. I support giving children a cradle-to-college education. Please approve Drew Charter Amendment on June 4. Thank you.

Name	Role (ie. Drew Parent, Neighborhood Resident etc.)
1. Jana Jamie Ravenscroft	Parent
2. Yinka Winfrey Yinka Winfrey	parent
3. Mrs. Cap	parent
4. Korie Johnson	Parent
5. Heather O'Leary	parent
6. Karmaine Hoffsch	parent / Neighborhood Resident
7. Carl W.	Neighborhood Resident
8. Lisa Roberts	Drew parent
9. Keith Nielsen	Drew parent
10. Charles L. Fischer III	Parent
11. Charles R. Sicignano	Parent
12. Kevin L. Jespersen	Parent & Neighborhood Resident
13. John H. Slunk	h h
14. Liv Nyankori	Parent
15. Vanderlyn Sewell	Parent
16. Tina Kim Carrera	Parent
17. Joankuo Joankuo	Teacher
18. Amanda Ouzts	parent East Lake Resident
19. Patrick Ouzts	Parent / East LAKE RESIDENT
20. ERIC INGRAM	PARENT
21. Anita Borden	Parent - Drew
22. Antonio Borden	Parent - Drew
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I support the Drew High School. I support giving children a cradle-to-college education. Please approve Drew Charter Amendment on June 4. Thank you.

Name	Role (ie. Drew Parent, Neighborhood Resident etc.)
1. Brandy Frieson	Drew parent
2. Teresa Thomas	Drew Parent
3. Melonie E. Aycock	Drew Parent
4. Monique Lamprey	Drew Parent
5. Jivaro Lovett	Drew Parent
6. Beverly Lamprey	Drew Grandparent
7. Jalen Lovett	Drew Student - 7th grader
8. Johnathan Lovett	Drew Student
9. Javion Lovett	Drew Student
10. Fontina Rashid	Drew Parent
11. Erica Donerlson	
12. CHRISTINA BROWN	Drew Parent
13. Anglenette Brown	Neighborhood Resident
14. Leshanta Brown	Neighborhood Resident
15. Tanesha Brown	Neighborhood Resident
16. Sam Freeman	Drew Parent
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I support the Drew High School. I support giving children a cradle-to-college education. Please approve Drew Charter Amendment on June 4. Thank you.

Name	Role (ie. Drew Parent, Neighborhood Resident etc.)
1. <i>Andrea A. H.</i>	<i>Teacher</i>
2. <i>Collins Anderson</i>	<i>Visual Arts Teacher</i>
3. <i>Shenell Rodgers</i>	<i>Parent</i>
4. <i>John Payne-Owens</i>	<i>Parent</i>
5. <i>Kevin Payne-Owens</i>	<i>Parent</i>
6. <i>Emily Velez</i>	<i>Neighborhood</i>
7. <i>JC Velez</i>	<i>Neighborhood</i>
8. <i>Charmaine Spivey</i>	<i>Parent</i>
9. <i>Josie Brazil</i>	<i>Parent</i>
10. <i>AMBERA HARRY</i>	<i>Teacher</i>
11. <i>Dunee Kyffin</i>	<i>Teacher</i>
12. <i>Yashica Burton</i>	<i>Parent</i>
13. <i>Sherril Long</i>	<i>Pr. Teacher and Parent of 2</i>
14. <i>Marcy Sanlap</i>	<i>EL/ELA Parent's Kindergarten parent</i>
15. <i>Tracy Gould Sheinin</i>	<i>Parent + EL Resident</i>
16. <i>Nisha Botchwey</i>	<i>Neighborhood Resident</i>
17. <i>Edward Botchwey</i>	<i>Neighborhood Resident</i>
18. <i>Soma Hitchman</i>	<i>Neighborhood Resident</i>
19. <i>Barbara Raison</i>	<i>Neighborhood Resident</i>
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I support the Drew High School. I support giving children a cradle-to-college education. Please approve Drew Charter Amendment on June 4. Thank you.

Name	Role (ie. Drew Parent, Neighborhood Resident etc.)
1. Marlowe Hurst	student
2. Donovan Hurst	student
3. James Higgs	Drew Parent
4. Shenitra Farley	Drew Parent
5. Marvis Johnson	Drew grandparent
6. VENECTA ROEBUCK	Parent
7. Isaiquez Denny	student
8. Toshima Peets	parent
9. James Denny	parent
10. Sarah Jordan	Drew Grandparent
11. Lufanle Yelverton	Drew Parent
12. Rose Gray	grand parent
13. Jennifer Lawrence	drew parent
14. Taskekyah Reuben	Parent
15. Joset Reuben	Parent
16. Daphni Salas	Grandparent
17. Randall S. VAUGHN	Drew Parent
18. Jennifer Dugan	" Parent
19. ELISSA MOSS	Drew Parent
20. Jabmir Goodace	Drew Parent
21. Darlene Willis	
22. Joseph Lumpkin	Drew Parent
23. Sylvia Robinson	Drew Parent
24. Shateria Jones	parent
25.	



I support the Drew High School. I support giving children a cradle-to-college education. Please approve Drew Charter Amendment on June 4. Thank you.

Name	Role (ie. Drew Parent, Neighborhood Resident etc.)
1. Sheri Foster	Drew Parent
2. Kareemah Head	Drew Parent
3. Lindsay Wyczalkowski	Drew Parent
4. Delisha Hairston	Drew Parent
5. Georgia Carter	Drew grandmother
6. Jonisha Hairston	former Drew Student
7. A. Kucker	Parent
8. Kallan Howell	Parent
9. Kahliah Cheats	Drew Parent
10. Kim Watts	Drew Parent
11. B. Edwards	Drew Parent
12. Kenuatta Weaver	Drew Parent *
13. Chiquita Bray	Drew Parent
14. Denny Bray	Drew Parent
15. Tara Stipkur	Drew teacher
16. Cheryl Reid	Parent
17. Ann McMichael	Parent
18. Darrell Jones	Parent
19. Sherrine Bohannon	Parent
20. Jamar Behn	Parent
21. Shasta Bohannon	Parent
22. Akilah Holyfield	Parent
23. Lishina Creathers	Parent
24. Jafari Jones	Parent
25.	



I support the Drew High School. I support giving children a cradle-to-college education. Please approve Drew Charter Amendment on June 4. Thank you.

Name	Role (ie. Drew Parent, Neighborhood Resident etc.)
1. Karen Shock	community supporter
2. JAM Smith	Parent
3. Harold Huffer	
4. Waconna Huffer	
5. Bashir Chuma	Parent
6. Michael Ware	Order
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I support the Drew High School. I support giving children a cradle-to-college education. Please approve Drew Charter Amendment on June 4. Thank you.

Name	Role (ie. Drew Parent, Neighborhood Resident etc.)
1. <i>ESSENE BELL</i>	<i>Drew Parent</i>
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I support the Drew High School. I support giving children a cradle-to-college education. Please approve Drew Charter Amendment on June 4. Thank you.

Name	Role (ie. Drew Parent, Neighborhood Resident etc.)
1. LISA TAYLOR	PARENT
2. April Askew	Drew Parent
3. Shaun Evans	Drew Parent
4. Stephanie Sears	Parent
5. Eleanor Day	Parent / That will be Great
6. Pamela White	Parent
7. Walter White	Parent
8. Dorice Foster	Parent
9. Gary Reid	Parent
10. Delush Bowers	Parent / City of Atlanta Fire
11. Phyllis Brown	Parent
12. Wobuko Hall	Parent
13. Loria Dunn	Parent
14. Rayla Bannan	Parent
15. Myngnon Bowen	Drew Parent / Resident
16. Kimberly Dennis	Parent
17. Charmaine Spruiey	Parent
18. Myaella Hemphard	Parent
19. Maria Barnes	Parent
20. Kenika Johnson	Parent
21. Krayon On	Parent
22. James Payne Oliver	Parent
23. Kimberly Malone	Parent
24.	
25.	



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>



July 9, 2012

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 Partnership for Expansion (DCSPE) Innovation Fund 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. Georgia Tech particularly looks forward to connecting the goals, objectives, and activities of the previously funded Drew Charter School Partners of Innovation grant to this new proposal. Specifically, we will develop and assist in the implementation of project-based units that connect STEM-focused design thinking and architecture in the 8th and 9th grades. We will also design and implement, in collaboration with our partners, a summer transition program on the Georgia Tech campus for DCS eighth grade students entering high school. Georgia Tech looks forward to assisting where our resources allow to providing quality learning experiences for students and teachers at Drew Charter School.

Sincerely,

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

SCHOOL OF MUSIC

Mailing Address:

P.O. Box 4097
Atlanta GA 30302-4097

In person:

Hass Howell Building - 5th Floor
75 Poplar Street
Atlanta GA 30303

Phone: 404/413-5900
Fax: 404/413-5910
Web: www.music.gsu.edu

July 9, 2012



Governor's Office of Planning and Budget
Attn: Lauren Wright, Innovation Fund
270 Washington Street, SW, 8th Floor
Atlanta, GA 30334

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 unique and significant that Drew Charter School incorporates the performing arts 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 as mathematics, computer science, physical science (acoustics and sound manipulation through musical instrument construction), language arts, and other subject areas. As a partner with Charles R. Drew Charter School, 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 blue ink, appearing to read "W. J. Coleman", with a long horizontal flourish extending to the right.

W. Dwight Coleman, Director
School of Music
Georgia State University



New Tech Network

T: 707.253.6951
F: 707.253.6993
www.newtechnetwork.org

July 6, 2012

Governor's Office of Planning and Budget
Attn: Lauren Wright, Innovation Fund
270 Washington Street, SW, 8th Floor
Atlanta, GA 30334

Dear Ms. Wright:


On behalf of the New Tech Network, 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 to support science, technology, engineering and mathematic [STEM] curricula it is unique that Drew Charter School also includes an art component in the instructional design and outcomes for their school.

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 local K-12 schools in developing music residencies that connect with specific academic subjects such as 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 intent Drew's STEAM curriculum can serve as a future model for schools in Georgia and the nation.

Sincerely,


Lydia Dobyns
President

Central Office
935 Clinton Street
Napa, California 94559

436 14th Street
Suite 310
Oakland, California 94612

One West Fourth Street
Suite 200
Cincinnati, Ohio 45202

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COUSINS FOUNDATION, INC.

3445 Peachtree Road

Suite 175

Atlanta, Georgia 30326

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

July 10, 2012

Governor's Office of Student Achievement

Attn: Lauren Wright, Innovation Fund

270 Washington Street, S.W., 8th Floor

Atlanta, Georgia 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, in collaboration with the Drew Charter School Partners for Expansion (DCSPE): Georgia Tech CEISMC, Georgia State University School of Music, Westminster School's Center for Teaching and New Tech Network.

On behalf of the CF Foundation, Inc. and The East Lake Foundation, we are proud partners of Charles R. Drew Charter School and continue to be dedicated to the work and success of East Lake's innovative cradle-to-college pipeline. I am gratified by the engagement from Drew's DCSPE partners who have collaborated 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 our partners. Through the collaboration efforts among these strong and committed partners, I sincerely believe that the Drew Charter School Partners for Expansion will significantly impact the success and achievement of over 2,100 students. Furthermore, I am certain that this partnership will serve as a STEAM and PBL hybrid demonstration model to positively impact schools and students throughout the Atlanta area, State and nation.

The CF Foundation, Inc. and The East Lake Foundation are committed to the long-term success of Drew Charter School as an essential part of our neighborhood revitalization strategy. The foundations have launched a \$73 million expansion campaign to support the ambitious plans to expand the Drew campus and serve an additional 1,000 students over 10 years. Of the \$73 million campaign, The East Lake Foundation has contributed the land for the new facilities (valued \$8 million) and the CF Foundation has committed \$10 million to fund the start-up operating gap. An additional \$10 million has been committed through private philanthropy and \$15 million are being pursued through federal New Market Tax Credits.

Drew Charter School is a shining example of academic excellence, community partnerships and engagement, fiscal organization and stability and family involvement. 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 Partnership for Expansion.

Sincerely,



Lillian C. Giornelli

President, CF Foundation, Inc.

Board Chair, East Lake Foundation



May 15, 2012

East Lake Supports Drew Charter School Plans for Expansion

On Monday May 14th during the East Lake Neighbors Community Association (ELNCA) monthly meeting Drew Charter School presented to the community their plans to expand to include grades 9-12. After the presentation the community was given the opportunity to ask questions and have their concerns addressed. Immediately following the question and answer session the ELNCA membership voted unanimously to support the expansion of Drew Charter School.

Drew Charter School has been a community school for the past 12 years. During that time Drew Charter School has improved the educational outcomes for many of our residents. The ELNCA body has found Drew to be an inclusive and uniting entity within the East Lake Community. Through the East Lake Foundation Drew has provided all of the children in the 30317 community with educational advancement opportunities regardless of whether or not those children attended Drew Charter School. Programs such as CREW Teens and First Tee of East Lake have provided our children with the mentorship, extracurricular enrichment and the opportunity to be worldlier, preparing them for the global world that awaits them.

We believe that Drew Charter's expansion will further advance the nurturing of education within the community. Drew has been an incubator for educational innovation for over a decade and their best practices via school partnerships will allow for the advancement of more children regardless of the school that they attend. An example of how this partnership will be beneficial is Drew Charter's current Partnership with Maynard Jackson High School. Drew Charter works with Maynard Jackson High School to make the CREW Teens program more accessible to students who reside in the community. Currently graduates of the CREW Teens program have a 94% graduation rate outpacing the APS graduation rate of 54%. Through partnerships a cohesive educational outcome can be achieved further contributing to a positive academic outcome for all students and the growth of our communities and all of our community schools.

Currently Toomer elementary is on a positive trajectory drawing accolades from throughout the district. Those accolades are drawing interest from parents district wide who want their children to attend a quality APS school and would love the opportunity to opt into Toomer. According to APS Toomer is currently only able to accept transfers in for K through 3rd grades. It is the belief of the ELNCA that the growth of Drew Charter in the lower grades will have a minimal and temporary impact on the trajectory of Toomer Elementary. It is our belief that through continued community engagement and cross school partnerships that our communities will draw additional young families to the area adding to our current student population and further increasing the Toomer population. Toomer and Drew Charter offer vastly different programs, educational concepts and cultures. This gives parents within our communities the option of tailoring educational choices to fit the needs of

their individual child. This choice further enhances the education outcome of our community children and will draw more families to our walkable, diverse and education rich communities.

Coan Middle School and Maynard Jackson are also on very positive trajectories. APS intends to bring a comprehensive IB program to both schools. Coan will receive a new administration with the ability to implement positive changes. Through partnerships with the East Lake, Kirkwood and Edgewood communities along with the Zeist Foundation, the East Lake Foundation, Drew Charter and their partners it is our belief that Coan and Jackson will quickly become destination schools further prompting the growth of our school age population.

It is the belief of the ELNCA body that Drew is an incubator for innovation in our communities and an active partner in the education of all of our students. The growth of Drew charter will be slow taking a decade to reach capacity. Drew Charter's current program and the proposed High School program are vastly different from any program being offered not only in APS but in the metro Atlanta area. The ELNCA does not view this difference as competition but as a community enhancement. We believe that children are individuals and learn best when the educational delivery system is more tailored to fit their learning styles. We believe that every child should have the opportunity to receive a quality tailored education not just those who can afford private school. We believe that through strong school partnerships and strong community partnerships that all of our school will quickly become destination schools. Parents will have the unique opportunity to choose the best fit for their child based on learning style and individual needs. Parents in our communities will do so with confidence knowing that regardless of the choice made that they as a parent have chosen a quality school and a thriving community for their family. It is further our belief that when parents and students choose to be a part of a school community that the culture of the school becomes a positive culture conducive to learning.

In conclusion the ELNCA fully supports the expansion of Drew Charter School. We have found Drew Charter to be an active, engaged and positive part of our community. Their programs have proven to be an enhancement to outcome of all our children regardless of the school they attend.

Regards,

Kat Lindholm

Katherine "Kat" Lindholm
President, East Lake Neighbors Community Association



May 25, 2012

Chairman McDaniel and members of the Atlanta Board of Education,

Southeast Atlanta Communities for Schools (SEACS) supports Charles R. Drew Charter School's proposed amendments to their charter to create the Drew Senior Academy. We agree with Superintendent Davis that this is a very difficult position to support when there are empty seats in most of the Jackson Cluster's constituent schools and a great push to get community buy-in to Jackson itself. SEACS believes, however, that the days of "zero-sum" thinking in regards to our schools are over—the success of one does not need to depend on the failure of another.

We applaud the accomplishments of Drew in recent years. They have shown success where many thought failure to be inevitable and provided academic opportunities commensurate with Atlanta's best neighborhoods to one of its poorest.

Furthermore, a precedent has already been set in several of the Grady Cluster schools allowing for the expansion of successful schools despite the availability of open seats within a mile of those schools at lower performing facilities.

Our chief goal is to create safe, creative, and quality educational opportunities for students. We believe Drew's students will be well served by a continuation of the program in which they have thrived. It is not because it is convenient or comfortable that we support their petition—it is because we believe it is the right thing to do.

Principal Doran and Dr. Kuhlman, Drew Board Chair, have assured us that they do not take their relationships with the other schools in our cluster lightly or for granted and that they look forward to a synergy of shared resources (both physical and academic) with the other members of the cluster. Unfortunately, Drew Charter is currently able to convince only about half of the eligible children in The Villages to attend Drew Charter. Given that this is the primary focus of their charter, SEACS would like to see Drew continue to take their commitment to serving the children of The Villages outside of Drew, following those children and serving them in very substantive ways wherever those children are attending school, for example at Fred Armon Toomer Elementary. We believe such collaborations put the children first, as it should be in the Jackson Cluster and throughout APS.

We are all in this venture together and SEACS hopes that a cluster organization along the lines of Atlanta's NPUs can happen in the near future, so that we can begin to plan

proactively for growth and avoid the destructive unilateral growth patterns that have so plagued our system in previous decades.

Sincerely,

The governing board of Southeast Atlanta Communities for Schools:

Don Grant – Co-President

Jennifer Halicki – Co-President

Alice Jonsson – Secretary

Carla Phillips – At Large Representative

James Palmer – At Large Representative

June 1, 2012

Dear Members of the Atlanta School Board,

I am writing you as a parent, and resident in East Lake, to ask for your support for the amendment to the charter for Charles R. Drew Charter School to allow them to expand into teaching grades 9-12. I also write to you as the product of one of the worst failed schools in the nation, to ask that you recognize and reward the success that the people at Drew have achieved at the elementary and junior high level. Please give them the chance to show what they can accomplish with high school students.

My own school experience was far from what we would expect from Drew. My freshman year started with a murder, and our senior year was also marked by a murder. Out of over 200 students in our freshman class, only a little over 80 made it through graduation. That description can sound like we were all "bad seeds" but I can attest that on average, my peers had every bit as much potential as the kids from any high school. The difference was that we were stuck in a failed system that refused to address the real needs of our population. We deserved better. The year after I graduated, a statewide ranking placed us last in achievement in the state, with a 3:1 ratio of us going on to prison instead of college. That was 1989, and things have gotten worse, resulting in the State of Indiana taking over Manual High this past year.

Unfortunately there is much from Manual H.S. that I recognize in APS, the most notable being the continued insistence by school leadership that "we can't do this without the support of parents". Frankly, that mentality that does nothing but further poverty cycles, as many families in poverty may not have the means, time, or values to help their children through school, or model effective habits. Children do not get to pick their zip code, but the APS school system seems designed to keep them in the environment to which they were born. While I am certain that there are teachers at every APS school who do their best for their kids every day, they cannot do it alone. Education can break the poverty cycle, but this requires a comprehensive education system that is willing to compensate for what many kids may not receive at home; for example, one that is willing to keep them longer in order to support working parents. Individual teachers in an 8-3 system cannot do it alone.

The results speak for themselves: Drew takes a comprehensive approach to supplying all needed resources; whatever it takes to get the kids up to standard. Be that, before school, after school, or even Saturday tutoring, the Drew team is committed to providing resources for kids to achieve. These investments show fantastic returns; as Drew is ranked #1 in the State of Georgia for low-income African American subgroups based on the percentage that meets and exceeds expectations on 2011 CRCT subject tests. By comparison, APS consistently fails with this same population.

It is not enough to have success in teaching the children of doctors and lawyers; you must also succeed in teaching low income children. Our area is majority low income and African American in population. Rather than focus on filling the seats at another school, in a system that consistently fails to meet the needs of this group, why not give them the chance to achieve in the best system that APS currently has, and apply those lessons system wide? Drew is a fantastic

and successful demonstration model that proves investing in children pays off, no matter what their economic or family background. We entrust you with the responsibility of doing what is in the best interest for the children involved, without preference for what is easiest for the system. Please vote to reward success, and what has been proven to work, by granting the amendment to Drew's Charter. The children you serve deserve nothing less.

Sincerely

Doug Williams



Sheltering Arms

EARLY EDUCATION AND FAMILY CENTERS

385 Centennial Olympic Park Drive ♥ Atlanta, GA 30313 ♥ 404-523-2767 ♥ FAX 404-523-9952

May 25, 2012

Dear Atlanta School Board Members,

On June 4, you will join your fellow board members in consideration of the Charles R. Drew Charter School amendment petition that seeks to add a 600 capacity high school grades 9-12 gradually increasing enrollment over the next 10 years.

As the original Early Childhood Education partner in the "cradle to college" vision for Drew Charter School and the communities surrounding East Lake Villages, Sheltering Arms Early Education and Family Centers has worked diligently with other partners to make this model of public education one that could be replicated in other communities across Atlanta and the country. We are proud of our results so far. We have proven this model works through grade 8.

The addition of the Senior Academy would provide the final link in the pipeline to success our children need. To have the opportunity to attend a high quality educational institution from birth through high school right in your own neighborhood is powerful. Research is telling us that children who experience consistency in the quality of teachers, curriculum and instruction throughout each rung of the pipeline have the greatest chance of graduation from high school and completion of a college career.

If the goal of Atlanta Public Schools is to provide the highest level of educational opportunity for its students, you must consider innovative and cutting edge opportunities such as this. Parents and the public in general are screaming for new and better solutions to improve public education. The vision for this community requires like-minded leaders and parents coming together to make critical decisions that impact the lives of hundreds of students and families. We need your leadership support now. Your decision will not only impact the future success of individual children and families but the future sustainability of the entire community that so many have worked so hard to rebuild.

Now is not the time to lose your resolve. Now is the time for educational leaders, such as you, to stand up and vote for a better tomorrow for the children, families and communities surrounding Charles R. Drew Charter School.

I strongly request that you vote "yes" on June 4, 2012. It is the right decision.

Sincerely,

Elaine P. Draeger
President/CEO

The power of education begins here.™

www.shelteringarmsforkids.com



June 2, 2012

Dear Honorable Reuben McDaniel:

I am writing this letter to show my unconditional support for Drew Charter School's amendment to their charter which requests permission to build a high school that completes their vision to provide K-12 education for students in East Lake.

As the Executive Director of the Center for Teaching at The Westminster Schools, I have had the privilege of working closely with faculty and administrators from Drew Charter School, the Board of Directors, and the Cousins Family Foundation. I have been extremely impressed with their dedication to provide students and their families with a superb learning environment. My responsibility as an outside partner is to work with Drew Charter and Westminster faculty on their professional development. I work to build bridges between the two schools. The success of my work is dependent upon collaborating with a willing, able, and focused administration and faculty. They are clearly an extremely capable group that has done a commendable job of bringing to East Lake the kind of school the community needed.

It is my strong feeling that East Lake, as well as the immediate surrounding communities, could use a number of excellent high schools. While I understand that Atlanta Public Schools is committed to spending significant resources to renovate Maynard Jackson, it seems to me that APS' Board of Directors would see that a new Drew Charter high school has the potential of creating an "enterprise zone" of quality schools in this area of Atlanta. Two high-quality schools has the potential of attracting families from around the area that want to invest in a home that feeds into these two schools. Try not to act out of fear of competition and vote no to Drew Charter's amendment to include a high school in their educational vision for East Lake. Vote yes because you are concerned about our children's future and want to support a learning environment in which schools have to work hard to be high quality because their neighbor is doing a good job.

Drew Charter School has an 11-year history that demonstrates a commitment to sustained improvement, ongoing innovation, and service to the East Lake community. With this record, they deserve your support for the amendment to build their excellent preK-8 to a preK-12 academic program. A vote of yes shows that you have the courage to stand up for quality education in Atlanta and support for charter schools that are committed to Atlanta Public Schools and the city of Atlanta.

I appreciate you taking the time to read this letter of support.

Sincerely,

Robert Ryshke
Executive Director
Center for Teaching
The Westminster Schools

NEY HOFFECKER & ERCK

ATTORNEYS AT LAW

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May 21, 2012

VIA ELECTRONIC MAIL ONLY

Atlanta Public Schools Board of Education

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Mr. Reuben McDaniel
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Mr. Emmett Johnson
edjohnson@atlantapublicschools.us

RE: Charles R. Drew Charter School – Senior Academy

Dear School Board Members:

I am writing to you today in support of the proposed Charles R. Drew Charter School Senior Academy ("Drew Senior Academy"). While I have a child in the Atlanta Public School System, she does not attend Drew Charter. My family lives in the Kirkwood neighborhood and we are proud parents of a Toomer Cougar. As a resident of the area in which Drew Charter provides services, and the area in which the Drew Senior Academy would provide services, I unequivocally support the proposal for the Senior Academy. However, I also support the proposal for the Drew Senior Academy from a unique prospective based on my professional background.

In late 2001 I was appointed by Governor Roy Barnes as the General Counsel for the Georgia Department of Juvenile Justice ("DJJ"). I served in this position until early 2003. When I became General Counsel (under Commissioner Orlando Martinez) DJJ had an annual budget of over \$300 million dollars; 5,000 employees; and, we operated the largest school system east of the Mississippi River. By default, I also became the General Counsel for the school system - the 181st Georgia School District with accreditation by SACS. Each and every day dedicated DJJ

staff and educators worked tirelessly to improve the lives of the children we served through education, support and a consistent and stable environment. We truly were the only State Agency whose goal was to put ourselves out of business – the day DJJ stopped receiving children through a Court commitment was the day we knew the community based services had taken root to change the lives of at risk children. Unfortunately, that day has not come.

I do not write these words out of the distasteful presumption the children served by Drew Charter or the APS schools in our area are the same kids we served at DJJ. Rather, I write this letter having experienced firsthand the transformative power of education, consistency and stabilization that a committed group of educators can deliver to children. This is a gift no matter who the child receiving it may be or where they are from. The work being done by the committed staff and teachers at Drew Charter to implement the STEAM program has given children attending Drew Charter the education, consistency and stability so important to developing minds, which in turn has allowed its students to thrive. Drew Charter has achieved astounding success and its students continue to far exceed district, state and national standards.¹ It seems only fair and only just to allow these same students, and others who could be served through an expansion of the Drew Charter, to continue in the environment and curriculum cultivated at Drew which has opened the community it serves to the promises of education.

In the years after leaving DJJ, I have served as an Advisory Board Member to the Southern Poverty Law Center (SPLC). Through the work of the SPLC I have continued to bear witness to the powerful role education, consistency and stability can play in a young person's life. The issue is not that non-Drew APS schools cannot educate these children; the issue is Drew should be permitted to continue to shape the lives of the children who attend its programs and who currently are forced to withdraw and reintegrate to another school and another system after eighth grade. This simply creates an unnecessary interruption to the consistency and stability which is crucial to the students' educational development and continued success.

Support for the Drew Senior Academy does not condemn the rejuvenation of Coan Middle School or Maynard Jackson High School. The community has recently experienced a bitter re-districting process and there is a groundswell of support for Maynard Jackson High School and continued commitment to Coan Middle School. A successful Drew Senior Academy will only strengthen the delivery of educational services in the area. It is my understanding Drew Charter has grant funds available to facilitate the sharing of best practices among the APS schools in the district. Further, the incremental growth of Drew Charter with a Senior Academy will at its fullest capacity represent approximately one percent (1%) of APS's total enrollment. Currently, Drew eighth grade graduates attend nine APS high schools – thus, the Superintendent's concerns over empty seats at the High Schools in the Drew area ring hollow. Drew and the traditional APS schools in the same district provide perhaps the most racially, economically and socially diverse group of students in the APS system. These children and

¹ Drew elementary students rank fourth in APS and Drew middle school students rank second in CRCT performance. Yet, when Drew students leave the program after eighth grade the overall high school graduation rate for those students is under eighty percent (80%). I believe the twenty percent (20%) who fail to complete high school would benefit immeasurably from the consistency and stability of continuing their Drew educational career in a Senior Academy and the eighty percent (80%) that already graduate would continue to make APS proud and continue their outstanding achievement.

families co-exist and in fact thrive together – so to can a Drew Senior Academy and the traditional APS schools.

I respectfully urge each of you to examine the track record of success at Drew Charter and imagine the future success of a Drew Senior Academy and its impact on the greater APS district in which it sits. As elected officials, the Superintendent has no right to tell the Board members to refrain from independently investigating any issue which directly affects APS and the students and families it serves. I hope each of you will vote in favor of expanding the Drew Charter to include a Senior Academy and keep Drew Charter in the APS family.

Please do not hesitate to contact me with any questions or concerns.

Sincerely,

A handwritten signature in black ink, appearing to read 'Charles Hoffercker', with a long horizontal flourish extending to the right.

Charles Hoffercker

THE WILBUR AND HILDA GLENN
FAMILY FOUNDATION

THOMAS K. GLENN, II
PRESIDENT

May 24, 2012

The Honorable Reuben McDaniel, Board Chair
Brenda J. Muhammad – District 1
Byron Amos – District 2
Cecily Harsch-Kinnane – District 3

Nancy Meister- District 4
LaChandra D. Butler Burks – District 5
Yolanda Johnson – District 6
Courtney English
Emmett Johnson

Dear Board Members,

I am writing to request your vote in favor of Drew Charter School's amendment petition, seeking approval to add high school grades 9-12. I should first acknowledge that these are challenging times for public education, and I do not envy your position in dealing with a formidable list of complex issues which have such great impact on the City of Atlanta. I am extremely grateful for what you do.

It is my understanding that the Superintendent recommends denying Drew's petition, primarily because of current excess of capacity in other APS high schools. I applaud his efforts to enhance the quality and fiscal health of Atlanta Public Schools, but I do not believe that denying Drew's petition will facilitate these goals. Rather, I believe that the petition should be approved for two important reasons.

First, the creation of this high school will mean that more young people living in economically challenged conditions will receive higher quality education than would otherwise be the case. Additionally, and of particular relevance in these difficult economic times, Drew's creation of a high school is an example of private funds bolstering a public purpose. By passing this petition, APS is "getting a deal," if you will. I am delighted to hear that Maynard Jackson High School is to undergo major renovations. But in that case, APS is paying "the full freight" in the traditional manner, not receiving external support. I believe that the benefits to be derived from having a high school at Drew far outweigh negatives associated with the capacity issue.

As a participant in the local foundation community, I assure you that those of us involved in supporting education are pulling for you. We want to see multiple groups - corporate, individual, foundation - come together in getting behind you to support your efforts. Your utilizing such external support will not only bolster the economic condition of APS, but will also strengthen the momentum of broader based support for education and the betterment of our community.

I continue to wish you the best in your important deliberations.

Sincerely,



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