

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

**SECTION 1: APPLICANT AGENCY**Applicant Agency (Legal Name): Murray County SchoolsLegal Mailing Address: P.O. Box 40City: Chatsworth County: Murray State: GA Zip: 30705Federal Employer I.D. #: 58-6000293 DUNS #: 159295203Congressional District #: 9Executive Officer Name: Dr. Vickie Reed Title: SuperintendentStreet Address: 1006 Green Rd City: Chatsworth State: GA Zip: 30705Telephone: 706-695-4531 FAX: 706-695-8425 Email: vickie.reed@murray.k12.ga.us**SECTION 2: PARTNERSHIP LEAD CONTACT**Contact Name: Cheryl Thomasson Title: Director of Secondary EducationStreet Address: 1006 Green RdCity: Chatsworth State: GA Zip: 30705Telephone: 706-695-4531 FAX: 706-695-8425 Email: cheryl.thomasson@murray.k12.ga.us**SECTION 3: FISCAL CONTACT**Contact Name: Steve Loughridge Title: Director of FinanceStreet Address: 1006 Green RdCity: Chatsworth State: GA Zip: 30705Telephone: 706-695-4531 FAX: 706-695-8425 Email: steve.loughridge@murray.k12.ga.us**SECTION 4: PROJECT INFORMATION**Project Name: Murray County STEM AcademyPartner Names: Georgia Northwestern Technical College (GNTC), North Georgia RESA, Murray County Family Support Council, Chatsworth-Murray County Chamber of Commerce, Georgia Department of Natural Resources (DNR), Murray County Sheriff's DepartmentPriorit(ies) Addressed: Priority 1Grant Amount Requested: **\$920,906****SECTION 5: PARTICIPANT DATA:**

Approximate number of students served: 300 over 3 years with sustainability after the grant  
Population of focus (i.e. age, gender, race): Retained 8<sup>th</sup> graders

**SECTION 6: SERVICE DELIVERY AREA**

Primary county or counties to be served: Murray County  
List other counties to be served (if any): none  
Congressional District(s) to be served: 9

**SECTION 7: PROGRAM ACTIVITIES**

1. Establish a STEM Academy. Develop instructional plans around the Energy Theme. Equip classroom with technology. Select teachers and students. Evaluate.
2. Analyze data. Select students and develop individual learning plans. Train administrators and teachers in intervention strategies and social interventions. Evaluate.
3. Analyze CRCT data. Plan interventions. Select interventionists. Implement Fast ForWord and Classworks along with other interventions. Evaluate.

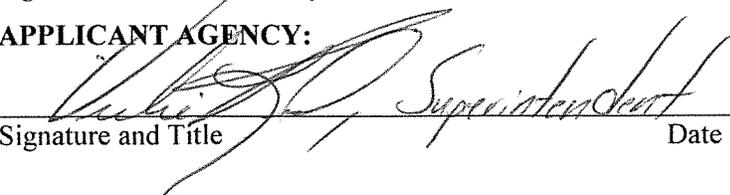
**SECTION 8: APPLICANT AGENCY FISCAL INFORMATION**

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:**

 Superintendent 10-28-11  
Signature and Title Date

**TABLE OF CONTENTS**

**APPLICATION FACE SHEET ..... 1**

**PROJECT NARATIVE ..... 4**

**EXECUTIVE SUMMARY ..... 4**

**PARTNERSHIP OVERVIEW..... 5**

**NEED FOR PROJECT ..... 10**

**GOALS OF THE STEM ACADEMY ..... 11**

**QUALITY OF PROJECT DESIGN ..... 14**

**QUALITY OF PROJECT EVALUATION ..... 15**

**QUALITY OF PROJECT MANAGEMENT ..... 20**

**QUALITY OF SUSTAINABILITY DESIGN..... 21**

**BUDGET FORM ..... 23**

**NARRATIVE FOR COMPREHENSIVE PROJECT BUDGET REQUEST ..... 24**

**SCOPE OF WORK..... 27**

**APPENDIX ..... 30**

## EXECUTIVE SUMMARY

**Partnership:** PEACE (Partnership for Energy and Career Education) has been formed between 9 entities that have a vested interest in the success of students in Murray County. Murray County Schools will be the lead partner, handling implementation of the educational components and acting as fiscal agent. The other partners are The Murray County Chamber of Commerce, Murray County Sheriff's Department, Georgia Power a subsidiary of The Southern Company, Department of Natural Resources, Georgia Retired Educator Association, North Georgia Regional Education Services Agency (RESA), Junior Achievement of Northwest Georgia and Georgia Northwestern Technical College. These partners will provide invaluable services such as guest speakers, mentors, volunteers, tutors and professional learning with in-kind contributions totaling over \$100,000 annually.

**Statement of need:** The graduation rate has improved significantly from 62.2% to 76.6% from 2008 to 2010, but the 2010 graduation rate of 76.6% was lower than the average graduation rate in Georgia of 80.8%. In 2010, MCHS became a Needs-Improvement (NI3) school because of graduation rate.

**Geographic Location:** Murray County is a small, rural county in north Georgia. The local school district, MCS, has 6 elementary, 2 middle, 2 high, and 1 alternative school with approximately 7,500 students. The 2010 census reported that the population of Murray County was 36,628 where 89.1% was Caucasian and 13.0% was Hispanic or Latino. The median household income was \$38,573. For 2010-2011, 54 students met the criteria required to enter the STEM Academy with 19 girls (35%) and 35 boys (65%). Seventy-seven percent of these students receive a free or reduced lunch.

**Specific target population:** Students for the STEM academy will be eighth graders at both middle schools who did not pass the CRCT English or Mathematics on the main administration or on the retakes. For 2010-2011, 54 students met this criteria with 19 girls (35%) and 35 boys (65%). Seventy-seven percent of these students receive a free or reduced lunch. The ethnic ratio is 87% Caucasian to 13% Hispanic. Historically, these students struggle in high school and eventually drop out. Murray County's drop-out rate has been 3.6%, 3.8% and 3.6% in 2008, 2009 and 2010 respectively.

**Implementation of the proposal, numbers of individual served, and array of programs:**

Murray County Schools will open a Science, Technology, Engineering and Mathematics (STEM) Academy. Teachers will be trained in strategies to remediate up to 100 retained 8<sup>th</sup> grade students to achieve at a higher level than they did on their most recent CRCT and to gain high school credit in the process. This will in turn increase their potential for graduating from high school, which will allow our high schools to increase their Graduation Rate. Some of the programs will include the Energy Pathway from the Georgia Department of Education Career, Technical and Agricultural Education division, Fast ForWord, a program designed to improve individual reading levels, Classworks, a program designed to improve content knowledge, Teachers As Advisors, a program to provide students with a mentor and with

career planning and a 21<sup>st</sup> Century learning environment including netbooks, Kindles and other forms of technology designed to prepare them for the workplace.

### **PARTNERSHIP OVERVIEW**

**Mission and Vision:** All partners will seek to support the partnership's collective mission to graduate students from high school ready for the work force or for post-secondary education. The vision of the partnership is to sustain a 21<sup>st</sup> Century learning environment that will inspire and educate students how to become productive citizens.

**Entities:** Murray County Schools will create the PEACE (Partnership for Energy and Career Education) partnership to implement the vision and goals of the Murray County STEM Academy (MC STEM). The mission and planned contribution to PEACE is described in the following paragraphs. In addition, these resources will allow access to local agencies that will include Chatsworth Water Works, the Army Corp of Engineers, and Murray County Government.

**Georgia Northwestern Technical College (GNTC):** The mission of Georgia Northwestern Technical College is to provide accessible, high quality technical education and workforce development opportunities that lead to careers in technology, business, health, and public services. Georgia Northwestern Technical College exists to provide education and skills training for the benefit of our community. GNTC is built upon a close relationship with the community and a commitment to be responsive to community needs. GNTC meets the unique needs of each community in Catoosa, Chattooga, Dade, Floyd, Gordon, Murray, Polk, Walker and Whitfield counties while helping citizens, companies, and communities benefit from working together. The staff at the Whitfield Murray Campus in Dalton partners with the large carpet mills, Shaw, J & J and Beaulieu, and have agreed to PEACE in future planning with these companies. GNTC shared a recent survey of job openings including job skills needed for the carpet mills in Dalton. The results of that survey and future surveys will guide counseling for career pathways for the STEM students and will also inform the staff at GNTC what programs to make available on the Whitfield Murray Campus.

**Georgia Department of Natural Resources (DNR):** The mission of the DNR is to sustain, enhance, protect and conserve Georgia's natural, historic and cultural resources. The Wildlife Resources Division (WRD) regulates hunting, fishing and boat operation, protect nongame and endangered wildlife, provide conservation education and enforce laws for the protection and use of Georgia's natural resources. DNR will deliver GPS-aligned, hands-on programs, including related field trips, on environmental topics such as water resources, wildlife, conservation, and clean air. The leading environmental education agency in Georgia is EE (Environmental Education in Georgia) has given their support to all programs developed

by the DNR. Data from site visits, interviews, survey results, standardized test scores and GPAs indicate that students learn more effectively within an environment-based context (Lieberman and Hoody, 1998). Southern Company, based in Atlanta, is one of the largest generators of electricity in the nation, serving both regulated and competitive markets across the southeastern United States. Current Southern Company projects include exploring new nuclear power, solar power, and plug-in electric vehicles.

**Georgia Power, a subsidiary of the Southern Company,** is committed to improve the quality of life in the communities that they serve. Georgia Power will provide guest speakers in the classroom to discuss Smart Energy technologies developed to create cost efficient energy and a cleaner environment.

**Murray County Sheriff's Department:** The Sheriff's department has committed to implement the Drug Abuse Resistance Education (D.A.R.E.) program at the MC STEM. D.A.R.E., founded in 1983 in Los Angeles, has proven so successful that it is now being implemented in 75% of our nation's school districts. D.A.R.E.'s primary mission is to provide children with the information and skills they need to live drug and violence free lives and to focus on their strengths and potential. The 10-lesson curriculum taught by a trained law enforcement agent support the development of interpersonal and social skills needed to learn and work with others harmoniously and confidently. Additionally, it establishes positive relationships between students and law enforcement, teachers, parents, and other community leaders.

**Georgia Retired Educator Association (GREA):** The mission of GREA is to make community service hours available to educational entities. These retired teachers and administrators from K-12 and college-level education will use their expertise to advise STEM students in one-on-one settings to set goals, build social skills and prepare for life after high school.

**North Georgia Regional Educational Service Agency (RESA):** NG RESA's mission is to collaborate with schools and systems in developing the capacity of students to achieve at the highest level of competency. PEACE will rely on North Georgia RESA to provide evaluation services and professional development and training to the staff at MC STEM in the areas to promote rigor in the curriculum, relevance for students and building teacher-student relationships as it relates to high poverty students.

**North Georgia Junior Achievement (JA):** The mission of JA to "inspire and prepare young people to succeed in a global economy." JA focuses on the impact areas of youth, education and economic development. JA fosters work readiness, entrepreneurship and financial literacy skills and uses experiential learning to inspire kids to dream big, reach their potential, and contribute to the vitality of their local communities and the world economy Junior Achievement will provide its services to the MC STEM through the PEACE partnership. In 2010-11, Junior Achievement served 34 classes in MCS reaching 881 students through their program of study.

**Murray County Family Support Council:** The mission of the Family Support Council is to create a model community in which all children are safe, nurtured and empowered to reach their full potential. As

a member of the PEACE partnership the Family Support Council will encourage and support children and family engagement in the educational process and healthy community activities. Partnership activities will include the Parent Education Program and Parent Talk. Parent Talk is a parent training program to assist parents in learning to talk to their children about difficult adolescent issues.

**Chatsworth-Murray County Chamber of Commerce:** Chartered in 1948, the mission of the chamber is to improve the Murray County community through promoting, fostering and enhancing the current and future business climate, economic development and the overall improvement of the quality of life in Murray County. With over 250 business and community members, the Chamber will select the best-suited volunteer to work with STEM students on problem solving, communication and work-ready skills.

### **Past performance with large and complex grants**

Murray County Schools (MCS) has been a part of numerous large and complex grants. Below is a description of some of the largest in the last few years.

**Georgia Drop-out Prevention Program:** In 2007-2008, MCS implemented a system-wide Positive Behavior Support Program to reduce office discipline referrals in order to increase academic engagement time. As a part of the analysis for the Drop-Out Prevention Program, Positive Behavior Instructional Support (PBIS) was implemented in 2007 at 5 schools with full implementation in all eleven schools in 2009. PBIS is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety and support improved academic outcomes. The premise of PBIS is that continual teaching, recognizing and rewarding of positive student behavior will reduce unnecessary discipline and promote a climate of greater productivity, safety and learning. PBIS schools apply a multi-tiered approach to prevention, using disciplinary data and principles of behavior analysis to develop school-wide, targeted and individualized interventions and supports to improve school climate for all students. (OSEP Technical Assistance Center on Positive Behavior Interventions & Supports, 2009)

Murray County Schools state reportable discipline data decreased from 4,088 incident reports in 2007 to 2269 incident reports in 2011. The 1,819 incident reduction, based on state process of calculations, gained 1,364.2 hours of academic engagement time for students in Murray County Schools. The Graduation rate increased from 57.4% in 2007 to 76.6% in 2010 and with the expectation of 85% in 2011. The dropout rate for students in grades 9-12 has decreased from 7.6% in 2007 to 3.2% in 2010. Due to the success of implementation, Murray County Schools has been used a visitation site for the Georgia Department of Education (GADOE) as a model of implementation. Murray County team members have been requested to speak at various conferences such as The National Drop-Out Prevention Convention in 2009 in San Antonio Texas and the Georgia Association of Curriculum and Instructional Supervisors (GACIS) in Athens, Georgia. Murray County Schools were the features story in Georgia's Safe and Drug Free newsletter in 2009-10.

**Learning-Focused Schools (LFS):** MCS adopted the practices of LFS professional development system-wide in 2005. The system training included six elementary schools, two middle schools and one high school. Teachers were trained in LSF strategies that define classroom exemplary practices such as summarizing strategies, activating strategies, use of graphic organizers, word walls and essential questions. District level members have been involved in training and are involved in the assurance of the continuation of implementation through district level walkthroughs. With the use of these best practices, academic performance has shown improvement through the change from Quality Core Curriculum (QCC's) to Georgia Performance Standards (GPS). District data in the areas of reading and math on the Georgia Criterion Reference Test increased in grades 3-8 in 2005 in reading from 85.5% to 95% in 2010. Math increased from 81.9% in 2005 to 87.3% in 2010. The high school graduation rate has increased from 51.9 % in 2005 to 76.6% in 2010 with an expected rate of 85% in 2011.

**Math-Science Partnership (MSP):** In 2009 MCS, Catoosa County Schools, Walker County Schools, and Dalton State College applied and was awarded the MSP grant. The grant award was over \$164,000 per year. The focus was improvement of math in grades 3-11. The MCS elementary and secondary curriculum directors worked closely with Dalton State College, the fiscal agent, to plan and implement the training program. Over 150 teachers received a combined 12,320 hours of math training. Murray County Georgia CRCT math scores for students in grades 3-8 increased from 76.9% in 2008 to 87.3% in 2010.

**The extent to which at least one member within the partnership has experience developing and/or implementing education programs that led to positive student outcomes.**

MCS, the lead partner for this grant, has implemented numerous large, complex education programs that have led to positive student outcomes. The largest programs are listed below.

**Title I Reading First:** MCS applied and received Title I grants to implement Reading First in 2004. Reading First is validated as a scientifically research-based intervention under No Child Left Behind requirements. The grant amount awarded was \$3 million over a three year grant period and was implemented district wide in grades K-3 in six elementary schools. The goal of the grant was to ensure that all children in K-3 Reading First classrooms received high-quality, explicit, and systematic instruction in the elements of reading skills that were appropriate at each grade level. MCS lost the grant funding due to a superior increase in student reading levels. However, the program has been sustained and will remain in place with local dollars.

Student performance in 2009 on the Georgia CRCT test showed the impact of this intervention to date: 93% of students in grades 1-3 met or exceeded standards; 75% of Students with Disabilities (SWD) in grades 1-3 met or exceeded the reading standards, and 84% of English Language Learners (ELL) met or exceeded standards. Gains were greatest in SWD and ELL populations, the main recipients of the

interventions, between 2004 and 2007. Data for 2004 and 2007 are given in Table 1. Dynamic Indicators of Basic Early Literacy Skills (DIBELS), a psychometric reading probe, measures Phonological Awareness, Alphabetic Principle, Fluency with Connected Text, Vocabulary, and Comprehension in grades 1 – 6. These measures are predictive of later reading proficiency. The data show that in 2009 72% (+18%) of Murray students reached the benchmark for their grade level and that half as many students (9%) need intensive support.

Table 1: *Comparison of reading scores before and after Reading First.*

Students	2004	2007	Changes	Students	2004	2007	Changes
SWD 1 <sup>st</sup>	69%	84%	Gain 15%	ELL 1 <sup>st</sup>	81%	82%	Gain 1%
SWD 2 <sup>nd</sup>	59%	78%	Gain 19%	ELL 2 <sup>nd</sup>	47%	89%	Gain 42%
SWD 3 <sup>rd</sup>	59%	66%	Gain 7%	ELL 3 <sup>rd</sup>	65%	70%	Gain 5%

**Alternative Education:** MCS opened Mountain Creek Academy in the 2007-2008 school year as a voluntarily alternative school program. The punitive program is still housed at the same location; however the majority of student enrollment is voluntary (130 voluntary versus 50 punitive in 2011). Mountain Creek offers students in grades 6-12 a smaller school setting with face to face instruction, with more individualized attention and with on-line courses allowing students to work at their own pace. The number of students graduating with a high school diploma has risen from 7 in 2008 to 27 in 2011. The district continues to implement research based practices such as adding gender-based classes during the 2010-2011 school year and the addition of a full time curriculum instructional specialist.

**GACHE:** The Georgia Appalachian Center for Higher Education (GACHE) invites eligible high schools in Appalachian counties to submit a proposal for a competitive proposal basis grant to implement strategies that encourage and assist at-risk students to continue their education beyond high school. In an effort to address the barriers Appalachian students face regarding access to post-secondary education. Murray High has received the grant for 3 years while North Murray High has received it for the last 2 years.

**The extent to which the lead partner has experience managing partnerships of similar size and scope that led to positive project implementation.**

While it is not typical for a public school system to lead complex grants, MCS has taken the lead or has worked closely with the lead partner in managing several partnerships that have led to positive student outcomes.

**Title IID:** In 2004 MCS applied for and received \$350,000 over a four year period from a Title IID competitive grant. The grant was designed to address the following needs: (1) increasing students’ math achievement; (2) improving classroom access to modern learning technologies; and (3) enhancing educators’ understanding of the types of “scientifically based” research and evaluation encouraged by

NCLB. Third, fourth, and fifth grade students and teachers at Coker Elementary were the focus of this experimental grant.

The instructional approaches implemented in this grant were chosen for their potential to boost mathematics achievement based on numerous studies conducted by the National Council of Teachers of Mathematics (NCTM). Over the grant period, teachers received 70 of intensive professional learning focused on providing students with higher levels of conceptual understanding of how to do mathematics rather than having pure content knowledge. Technology was integral to this instructional model.

The impacts of the grant activities were evident in several ways. Coker Elementary 3<sup>rd</sup>-5<sup>th</sup> grade students' CRCT math scores for 2006-2007, the first year of full implementation in all grades, were 90% meets and exceeds, a 9% increase over 2004-2005 CRCT scores and 4% higher than the state average. Scores from the teacher survey, Level of Technology Integration Profile (LoTi), rose from Level 2 to Level 4a between the 2006-2007 school year and 2010-2011 school year. Level 4a indicates that teachers recognize that when students use technology they are empowered to solve problems at higher levels of student cognitive processing and in-depth examination of the content. Level 2 indicates that teachers only expect students to use technology to gain knowledge or as a supplemental delivery method. Both state and national average LoTi scores for the grant period remained a Level 2. Using Title IID funds over 200 interactive white boards have been installed and thus increased the effective use of technology by teachers and students.

**The Boys and Girls Club, Headstart, and Dalton State College Adult Education** programs have used Murray County facilities to provide services to children such as after-school activities, Pre-K and nursery services, and GED programs for drop outs. This partnership has been sustained for at least 10 years with each partner. MCS has partnered with the **Murray County Sherriff's Department** has provided in-part School Resource Officers, who make the school facilities a safe place for students as well as delivering the Program and Drug Awareness and Resistance Education programs.

### **NEED FOR PROJECT**

#### **Specific target population and geographic location to be served:**

Murray County is a small, rural county in north Georgia. The local school district, MCS, has 6 elementary, 2 middle, 2 high, and 1 alternative school with approximately 7,500 students. All Pre-K students are housed in one building. The 2010 census reported that the population of Murray County was 36,628 where 89.1% was Caucasian and 13.0% was Hispanic or Latino. The median household income was \$38,573. The percent of high school graduates was 64.9% and holding bachelor's degrees was 6.7. The primary industry in Murray County is the carpet industry.

Students for the STEM academy will be eighth graders at both middle schools who did not pass the CRCT English or Mathematics on the main administration or on the retakes. For 2010-2011, 54 students

met this criteria with 19 girls (35%) and 35 boys (65%). Seventy-seven percent of these students receive a free or reduced lunch. The ethnic ratio is 87% Caucasian to 13% Hispanic. Historically, these students struggle in high school and eventually drop out. Murray County's drop-out rate has been 3.6%, 3.8% and 3.6% in 2008, 2009 and 2010 respectively. The graduation rate has improved significantly from 62.2% to 86.9% from 2008 to 2011.

MCS are all Title I schools with a poverty rate in 2010-2011 of 75%. The economically disadvantaged students achieved at the same rate as "all students" did on the elementary and middle school CRCT. However, as high school students, they lagged approximately 5% behind all students in achieving mastery on state tests. McCallumore & Sparapani (2007) reported that 22% of students repeat ninth-grade classes and only 10% to 15% of those repeaters go on to graduate from high school. We hope that the interventions and career readiness provided in the STEM academy will increase the number of these Murray County students who go on to graduate from high school.

We recognize our responsibility to ensure our students possess the skills which are projected to be most needed to achieve and sustain personal, community and national quality of life, such as, "complex communications and expert thinking" which depend on student ability to "learn to read and read to learn" (Jerald, C. *Defining a 21<sup>st</sup> Century Education*; The Center for Public Education, 2009). A chief concern for Murray County students is their preparation for postsecondary success. By insuring articulation between the STEM students and GNTC, more Murray County students will have ready access to more postsecondary options.

#### **PRIORITY 1 GOALS OF THE STEM ACADEMY:**

**Goal One:** *To develop a Science, Technology, Engineering and Mathematics Academy that offers the Energy Systems Pathway and Public Safety provided by the Georgia Department of Education Career, Technical and Agricultural Education (CTAE) department in an effort involve high-need students in technology-driven, applied learning opportunities that can increase their problem solving, communication and self-management skills.*

Murray County's Board of Education has demonstrated a strong commitment for CTAE programs in the past. The mission of the Georgia Department of Education CTAE is to prepare students to be successful as they transition to college and the workforce, which is in keeping with the vision of the Georgia DOE, Making Education Work for All Georgians.

Science, Technology, Engineering & Mathematics (STEM) will be the focus of the MC STEM. The two comprehensive high schools offer several CTAE pathways for students. However, the last few years approximately 20% of the incoming 9<sup>th</sup> grade class has been identified as needing additional help in math and/or reading. These students have been placed in remedial courses, which have decreased the number of CTAE classes that they can take. The MC STEM will prepare students to complete a Pathway by the

time they leave high school to enable them to attend college or be work ready.

MC STEM students will be retained 8<sup>th</sup> graders, but they will have the opportunity to earn at least 5 high school credits. This gives them the chance to rejoin their peers when they go to their home high school the following year. Not only will they graduate on time, they will have completed a CTAE Pathway making them employable. The Occupational Profile from the Georgia Labor Market Explorer for Environmental Engineering Technician include job related-tasks such as modifying, testing, and operating equipment and devices used in the prevention, control, and remediation of environmental pollution, including waste treatment and site remediation. Teachers will assist students in researching current and projected economic trends in Georgia, as well as worldwide trends.

Personnel have been hand-picked for the academy and all that is needed is renovation of an existing facility and equipment. The MC STEM will use a modified block schedule with common planning times for CTAE and Core Academic teachers. In the Energy Systems CTAE Pathway course, *Appropriate and Alternative Energy Technologies* (21.45700), students will earn one of their four Science credit requirements and their first CTAE credit. Students will have the option of beginning the Career Pathway for Law and Justice by enrolling in *Introduction to Law & Justice* (43.43000) and subsequent courses in high school and then completing the Criminal Justice program at GNTC. By collaborative planning and curriculum development, the core academics will be planned around the standards for the CTAE Energy course so that students connect learning and its relevance to future careers.

Academy students will prepare for post-secondary education and careers with an emphasis on soft skills such as, punctuality, ability to learn, and ability to work as a team, applying mathematical concepts in industry, reading for information, and locating information. Students will learn how to find labor market data and make informed career decisions, especially in Environmental Engineering Technicians where the change in employment is expected to rise 2.5% between 2006 and 2016 in Georgia.

Through the efforts of the Murray County Chamber of Commerce, Murray County has been identified as a Work Ready Community. Murray County High has given the Work Ready Assessment to all seniors for the past two years, and North Murray High's first class of seniors will take the assessment next year.

***Goal 2: Help high needs students in Murray County Schools by providing a pre-high school, focused learning experience with early intervention between 8<sup>th</sup> and 9<sup>th</sup> grade for students whose test performances have usually led to their dropping out.***

Administrators and teachers at the MC STEM will take an aggressive approach to establishing and building educational relationships with the students in attendance. Teachers will be trained in the Ruby Payne framework for poverty and other research-based ways close academic and social gaps for students of poverty.

Until 2010, Murray County High School (MCHS) had been the only high school in Murray County and has struggled to meet the Annual Measurable Objectives for English Language Arts, Mathematics and Graduation Rate. In 2010, MCHS became a Needs-Improvement (NI3) school because of graduation rate. The comparison of the graduation rate, the passing rate on the Georgia High School Graduation Test (GHSGT), and the Criterion Referenced Competency Test (CRCT) for English Language Arts and Mathematics is shown in Table 2. Eighth-grade Math CRCT is shown as a very loose predictor of the graduation rate at Murray County High School.

*Table 2. Comparison of 8<sup>th</sup> grade CRCT, GHSGT and Graduation Rate for one Cohort*

Students	Graduation Rate	Eng/Lang Arts GHSGT	Math GHSGT	Eng/Lang Arts CRCT	Math CRCT
2004 8 <sup>th</sup> Grade 2007 11 <sup>th</sup> Grade 2008 12 <sup>th</sup> Grade	62%	84%	78%	73%	61%
2005 8 <sup>th</sup> Grade 2008 11 <sup>th</sup> Grade 2009 12 <sup>th</sup> Grade	71%	86%	92%	78%	66%
2006 8 <sup>th</sup> Grade 2009 11 <sup>th</sup> Grade 2010 12 <sup>th</sup> Grade	77%	89%	94%	84%	74%
<b>Graduation Rate Prediction</b> 8 <sup>th</sup> Grade Math CRCT loosely predicts High School Graduation Rate					
2007 8 <sup>th</sup> Grade 2010 11 <sup>th</sup> Grade 2011 12 <sup>th</sup> Grade	Predicted 80% AMO 85%				78%

One of the primary concerns of MCS administrators is the high poverty rate of the students. The 2010 Census reported that 20.6% of the population of Murray county is below the poverty level. Data for MCS found at the Georgia Department of Education website are summarized in the table below.

*Table 3: Murray County Demographic Data*

Indicator	2007-2008	2008-2009	2009-2010
Food Stamp Households	1931	6522	3373
Per Capita Income	\$22,935 (2006)	\$23,863 (2007)	\$24,837 (2008)
Unemployment Rate	12.0%	12.9%	12.6%
Students Eligible for Free Lunch	64%	67%	71%

MCS have experienced a 7% increase in economically disadvantaged student over the last three years. Economically disadvantaged students face unique barriers to success in school. Little access to print at an early age, fewer hours of reading for pleasure, less educated parents, less access to rigorous curricula, and no experience with learning groups are just some of the obstacles that children of poverty must beat in order to have success in school (Burney & Beilke, 2008). One of the pervasive hypotheses found in the literature is that when teachers believe that they are responsible for student learning, achievement among children of poverty will be high (Gehrke, 2005). On the 3<sup>rd</sup>, 5<sup>th</sup> and 8<sup>th</sup> grade CRCT in 2010, only 1% to 3% of economically disadvantaged students in Murray County were less successful than their classmates.

Between 2008 and 2010, Murray County increased the percentage of economically disadvantaged students graduating from 56% to 78%.

*Goal 3: To improve reading comprehension, problem solving skills and communication skills for high needs students who have not met standards on the 8<sup>th</sup>-grade Reading Criterion-Referenced Competency Tests to increase their success in high school.*

Researchers Neild, Balfanz, & Herzog (2007) found that students who drop out from high school have sent strong distress signals for years. They found that students in sixth grade who had a final grade of F in mathematics and/or English, attendance below 80% for the year and unsatisfactory behavior marks had at least a 75% probability of dropping out later in high school. Similar probabilities exist for eighth and ninth grade students exhibiting the same warning signs. Students who will be attending the STEM Academy have already been identified by some of these warning signs.

Teachers will collaboratively identify the reading levels and literacy needs from MCS's local benchmark assessments and Lexile levels from previous CRCTs. Teachers at the MC STEM will use FastForward™ to improve individual student reading performance and systematically monitor growth of reading performance. FastForward™ is a brain-based technology tool which diagnoses neurological deficits and develops the foundational cognitive skills that improve a wide range of critical language and reading abilities, which help students who have not been successful. FastForward™ was used at MCHS in 2010-2011 for 53 eleventh grade students who had high risk factors and were not expect to meet standards on the GHSGT in English. Of these 53 eleventh graders using FastForward™ prior to the test, 37 (70%) met or exceeded standards on the GHSGT.

The math teacher at the MC STEM will use a remediation period daily to reinforce weak skills identified by formative assessments. The teacher will use research-based strategies proven to improve student achievement in math. Kortering, deBettencourt and Braziel (2005) interviewed 410 general education students see what things they thought could improve math achievement. Their responses included help each student when needed, be patient, teach more slowly; explain the problems more, let us work in groups once a month,make algebra fun, and make it more mature for some students. All of these suggestions by students are supported by researchers (Blanton & Harmon, 2005; Painter, Tretter, Jones & Kubasko, 2006; ACT, 2010). All strategies at the MC STEM will be focused and directed toward the learner.

### **QUALITY OF PROJECT DESIGN**

**Number of people expected to be served:** The number of students that have been identified for 2011-2012 is 55. That number is limited due to space at the current alternative school. In subsequent years, the limit will be higher approaching 100 to 120. Over a three year period, that would be 300 students. There will be 6 teachers at the MC STEM in 2011-2012. In 2012-2013 a principal and guidance counselor will

be added. A reading specialist will be hired to assist with reading skills for these students.

**Number of LEAs, schools, K-12 students and economically disadvantaged students:** MCS is the only LEA in the partnership. There are 2 middle schools, 2 high schools, and 1 nontraditional alternative school in MCS. The poverty rate in Murray County Schools is currently 72.74%. Of the 300 students mentioned above, that would be approximately 218 students over three years.

**Evidence-based hypothesis of proposed practice:** There are two hypotheses for this project. 1. By creating the MC STEM Academy and providing early (preHigh School) intervention, the drop out rate for Murray County High Schools should drop and the graduation rate should rise. Many researchers have investigated the effect of early intervention (Gates, 2010; Styron, 2010; Lamm, 2005) and STEM Academy models (Ivy, 2009; Maun, 2007) on successful high school completion. In each case, the intervention had a positive effect on student achievement growth. 2. By providing intensive intervention to close the gaps of low achieving students in Murray County, more students will complete CTAE pathways or graduate from high school with detailed plans for post-secondary options. Researchers (Alberta Education, 2009; Alfeld, 2007; Rule, 2009; Symonds, 2009) have reported that planning with students to make them aware of post-secondary options gives them confidence in their choices and result in completion of high school programs.

**Description of how this proposal will advance the State's RT3 strategy and/or other plans to improve student performance:** Murray County's proposal includes partnerships with local public and private sectors to support and advance positive academic outcomes for students. The MC STEM is an innovative program that will include differentiated instruction in STEM education with rigor and relevance in an applied learning environment. Upon implementation, the STEM Academy will improve student outcomes by adopting standards and assessments that prepare students to succeed in college and workplace and to compete in the global economy. Students will be guided during the first two years of the STEM Academy to make career decisions that will determine where they will complete their high school diploma. They will have the choice to go back to their home high school or complete high school in a dual enrollment placement at either GNTC or Dalton State College. The two primary Career Pathways supported by the STEM Academy will be Energy Systems or Public Safety. These pathways can be articulated into the Business Management or Criminal Justice programs at GNTC.

### **QUALITY OF PROJECT EVALUATION**

**The methods of evaluation will provide high quality implementation data and performance feedback, and permit periodic assessment of progress toward achieving intended outcomes.** The ultimate goal of this Innovation Grant is to significantly increase the number of students who complete high school in four years and enter a post-secondary institution of learning. Because it will take 4 years to achieve this goal, it is essential to conduct periodic reviews of diverse student data. Primary data will be

collected from benchmark assessments, student goal setting portfolio, attendance records, EOCT, GHSGT, SAT, ACT, and COMPASS tests, Georgia Work Ready Assessment, and phone surveys from students after graduation.

**The proposed project plan includes sufficient resources to carry out the project evaluation effectively.** The amount of \$10,000 has been requested for the duration of the grant for project evaluation. This amount makes it possible for the evaluator to participate in the evaluation process. The evaluator will (1) attend collaborative teacher focus group meetings to review student achievement data from all formative and summative test administrations, absentee data, student goal setting records, and growth in problem-solving, communication and self-management skills and (2)the project evaluator will meet will all stakeholders in the grant a minimum of six times each academic year.

Murray County Schools

APPROACH TO PROJECT EVALUATION FOR ENTERPRISE GRANT APPLICANTS

INDICATOR(S)	DATA COLLECTION METHODS(S)	FREQUENCY OF DATA COLLECTION/REVIEW
<p>Only respond if applying in Priority 1</p> <ol style="list-style-type: none"> <li>80% increase in passing rate of STEM Academy students on End of Course test</li> <li>80% increase in passing rate of STEM Academy students on formative assessments in all courses in the Academy</li> <li>(a) 80% decrease in the dropout rate of STEM Academy students. (b) 70% Decrease in absenteeism. (c) 100% set learning goals.</li> <li>80% increase in passing rate of STEM Academy students on the GA High School Graduation test</li> <li>Increase in the scores on the SAT, ACT or COMPASS test by STEM Academy students.</li> <li>20% increase in the number of STEM Academy students enrolled in AP courses and earning a "3" or higher on A.P. Exam</li> <li>50% increase in number of students in the STEM Academy enrolling in state institutions without remediation requirements</li> <li>50% increase in number of students in the STEM Academy entering state career/technical preparation institutions and completing the programs.</li> </ol>	<ol style="list-style-type: none"> <li>End of Course test administered for specific courses at the end of the school year.</li> <li>Formative assessments administered in each course during the school year.</li> <li>(a) Dropout rate data collected</li> <li>(b) Attendance rate of STEM Academy students enrolled in school</li> <li>(c.) Teacher meets with STEM Academy student to determine progress and additional help needed to succeed. Set goals for learning and review progress toward meeting the goal</li> <li>GA Graduation test is administered in the 11<sup>th</sup> grade.</li> <li>SAT, ACT, or COMPASS scores collected after STEM students take the test.</li> <li>AP course data from school registrar for courses completed with a "3" by STEM students.</li> <li>Survey STEM Academy students enrolling in state institutions without remediation</li> <li>Survey STEM Academy students enrolling in state career/technical preparation institutions</li> </ol>	<ol style="list-style-type: none"> <li>Student End-of -Course test scores will be collected at the completion of each school year. Date will be analyzed within 1 month after receiving scores.</li> <li>Formative assessments will be collected and reviewed a minimum of every 6 weeks</li> <li>(a) Collect and review drop out data in 2014</li> <li>(b) Collect attendance data for STEM students. Meet with students who miss more than 2 classes in a 6 week period.</li> <li>(c) Students meet once monthly with a teacher. Student progress is reviewed with recommendations for improvement and goal-setting.</li> <li>GA Graduation test scores will be collected and reviewed after the 11<sup>th</sup> grade administration and for all retakes within 4 weeks after the test scores are received.</li> <li>SAT, ACT or COMPASS test scores are compiled, reviewed and recorded upon student taking a specific test as many times as the test are attempted.</li> <li>Collect names and scores of STEM students enrolled in AP courses. Analyze data within 6 weeks.</li> </ol>

<p>9. 75% of students enrolled in the STEM Academy will improve their problem-solving, communication and self-management skills by one level</p>	<p>9. Pre- and Post- Assessment STEM Academy students on the <u>Georgia Work Ready Assessment</u>.</p>	<p>7. Collect data every year after the fourth year of the Academy. Review feedback from enrollees and non-enrollees in state institutions within 60 days.  8. Collect data every year after the fourth year of the Academy. Review feedback from enrollees and non-enrollees in state career/technical institutions within 60 days.  9. Students will be assessed at the beginning and end of each academic year. Data will be analyzed in 6 weeks.</p>
--	--	--

**Complete the following chart and include in the proposal**

<b>GEORGIA BENEFITS FROM A MEASURABLY STRONGER COMMITMENT FROM PUBLIC AND PRIVATE SECTORS TO SUPPORT AND ADVANCE POSITIVE ACADEMIC OUTCOMES FOR STUDENTS</b>		
INDICATOR(S)	DATA COLLECTION METHODS(S)	FREQUENCY OF DATA COLLECTION/REVIEW
<p>Approximately \$400,000 will be raised annually through FTE and in-kind services totaling \$261,600 will be available after the grant money has ended.</p>	<p>Sign-in sheets by professional visitors or presenters  Receipts for contributions and donations  Letters for in-kind services</p>	<p>Ongoing throughout the grant period</p>
<b>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</b>		
INDICATOR(S)	DATA COLLECTION METHODS(S)	FREQUENCY OF DATA COLLECTION/REVIEW
<p>100 students will be served in the STEM Academy. Six teachers will receive 50 hours of training. Community members will contribute 50 hours of volunteer services to the STEM Academy.</p>	<p>Sign-in sheets for teacher training  Classroom rosters of students served  Sign-in sheets for collaborative meetings between community, GNTC &amp; MCS</p>	<p>Teacher training data will be collected at each training  Classroom rosters will be available after classes are formed</p>
<b>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</b>		
INDICATOR(S)	DATA COLLECTION METHODS(S)	FREQUENCY OF DATA

<p><i>Only respond if applying in Priority 1</i> 100% of students will gain problem-solving, communication and self-management skills</p>	<p>Murray County Benchmarks Culminating Activity Self-efficacy inventory Discipline referrals</p>	<p>COLLECTION/REVIEW Benchmarks every 7 weeks Self-efficacy inventory twice a year Discipline referrals - ongoing</p>
<p><b>GEORGIA BENEFITS FROM IMPROVED STUDENT OUTCOMES</b></p>		
<p>INDICATOR(S)</p>	<p>DATA COLLECTION METHODS(S)</p>	<p>FREQUENCY OF DATA COLLECTION/REVIEW</p>
<p>90% of the students will improve in their achievement scores on the Math portion of the CRCT between the 1<sup>st</sup> and 2<sup>nd</sup> year.</p>	<p>Compare Murray County Benchmarks Compare CRCT in first 8<sup>th</sup> grade year to CRCT in second year</p>	<p>Benchmarks every 7 weeks CRCT – twice in 2 years</p>

## QUALITY OF PROJECT MANAGEMENT PLAN & PERSONNEL

**The partnership's capacity to achieve the objectives of the proposed project on time and within budget.** With MCS being the lead partner in this partnership, there is clear evidence that the project will stay within the budget and will accomplish tasks on time. MCS has survived the downturn in the economy due entirely to the foresight of the superintendent and her cabinet to promote good stewardship of the tax payers' dollars in all expenditures. MCS is committed to providing alternative opportunities for students to be work ready after high school or beyond. The STEM Academy will provide such opportunities for high needs students who may have been predicted to drop out. GNTC has actually been a leader in the consolidation of technical colleges and have been integral in supporting the Georgia Work Ready initiative.

**The qualifications, relevant training and experience of the project director and key project personnel, especially in managing large, complex and rapidly growing projects.**

**Project Directors:** Cheryl Thomasson is the Director of Murray County High Schools and Alternative Academy. She was a science teacher and department head for 12 years in Cobb County and 4 years in Walker County. She holds an Educational Doctorate in Leadership and Learning. David Clark is the Career, Technical, and Agricultural Education Director for Murray County Schools. Mr. Clark has a Bachelor of Science degree in Forest Resources, a Masters in Science Education, Specialist degree in Educational Leadership and over 30 years experience in public education. Mr. Clark has served as an Assistant Principal, Science Department Chairperson, Vocational Supervisor, and CTAE Director. As CTAE Director, Mr. Clark manages budgets of approximately \$2 million dollars with grants ranging from \$250,000 to \$700,000 each.

**Project Management:** Dr. Vickie Reed, Murray County School Superintendent, spent ten years as a classroom teacher, two years as a middle school administrator, six years as a PK - 12 curriculum director and has been superintendent for 5 years. She has been responsible for the budgets of Title I (\$1.5 million), Pre-K (\$800,000), Reading First (\$1.0 million), Math/Science Partnership (\$300,000) and currently oversees a general fund school system budget (\$51 million).

**Federal Grants Accountant:** Charlotte Roberts has 27 years experience as a bookkeeper and office manager in the business sector. Seven of those years were spent as office manager of a private accounting firm. She has held her current position with Murray County School for 11 years. Currently, she oversees all Federal Grants requests, submissions and completion reports. These state and federal grants total approximately 13 million dollars in funding.

**Special Education Services:** Allison Oxford has spent her 21 year career in the field of special education serving as special education director for the past 5 years. She is responsible for 2.9 million dollars of federal funding including American Reinvestment and Recovery Act (ARRA) funding for

special education programs. In addition she is the Homeless Liaison and manages \$132,000 of Homeless and Homeless ARRA funding to support students in Murray County. She has served as the managing director of the Drop-Out Prevention Grant for Students with Disabilities and the system wide implementation of the Positive Behavior and Interventions and Support.

**Technology Director:** Ann Scott has been with MCS 29 years as an elementary educator, instructional technology specialist, and instructional technology coordinator. She holds an Ed.S. in Media and Instructional Technology. She is responsible for managing a departmental operations budget of over \$300,000 per year. Ann has also been the grant manager for Title IID grants totaling \$1.1 million.

**Reading Specialist:** Barbie Kendrick has served in education for twenty-one years as a teacher, assistant principal, principal and for the past 3 years as the district Title I Director (\$1.9 million). In 2004-2008, as principal she over saw the school implementation level of the Reading First grant and the eMath Technology grant.

**Instructional Coaches:** Every Murray County School has an Instructional Coach, who is responsible for training teachers in the latest best practices, planning with new teachers, and analyzing data to provide effective professional learning for all staff members.

**Intervention Consultants:** North Georgia RESA employs a math specialist and an English specialist. Both of these consultants have agreed to provide assistance in developing and implementing effective intervention for struggling students selected for the STEM Academy.

### **QUALITY OF SUSTAINABILITY PLAN**

MCS has a history of successful post-grant sustainability. The MC STEM will be sustained by careful strategic planning and strong leadership. Strong District leadership including the Superintendent and local Board of Education is key to sustaining the goals of the grant. District leadership includes a seven person Board of Education committed to the project along with the Superintendent. The Superintendent has a history of working closely with community leaders to gain and maintain commitments. The program evaluation data will be produced to report and highlight the success of the program and serve as a marketing tool to garner community and school support.

The STEM Project will expand during each successive grant year as District and school personnel collaborate to access the deficits in individual student performance. District and school staff members will continue face-to-face dialogue about timely and pragmatic technical assistance, and ways to improve processes for working with each other. The District commits to maintaining processes that institutionalize comprehensive reform and sustain the ideas of the project along with the goals and strategies. The relationship between the District and school will be marked by shared goals, accountability for agreed-upon outcomes, and scrupulous two-way communication.

The District will ensure technical assistance to schools by providing and maintaining an effective professional development system. Technical assistance and professional development will be ongoing and targeted to specific school issues and curriculum. External technical assistance will come from school reform model developers, the local RESA, or other sources of assistance and support. District personnel will monitor the quality of external technical assistance providers. Professional development will be scaffolded to build skills and knowledge over time. A long range plan for professional development that aligns with the schools' comprehensive plan and provides follow-up and expert assistance to help teachers apply new skills and knowledge in the classroom will be utilized. Administrators will allot time to teachers for planning and collaboration and for professional development activities specific to the reform initiatives during the school year.

Leveraging, redirecting, and blending financial resources in creative ways will be implemented to support project initiatives. Principal, counselor, and Reading Specialist salaries (plus benefits) will be funded by a combination of full time equivalent earnings and local funds. Majority of equipment costs will be purchased during the grant period. After the grant period, equipment and supplies will be paid with CTAE funds. Travel and registration expenses and contractual consultation expenses will be paid with Title I and various grant monies. Field trips will be paid by a combination of local school funds and some grant funding. Training stipends to the extent necessary will be funded with existing professional development monies from Title I, Title IIA and Title III.

The PEACE partnership will meet on a regular basis to review the data regarding student achievement of academic and career pathway goals. This information will be analyzed with the evaluator to assess gaps in academic and career education goals related to the mission of MC STEM and the PEACE partnership. The information will be used to seek out additional partners and funding sources to sustain and enhance the program in order to meet the need of the student population. All initial partners are community stakeholders whose individual organization missions include the improvement of the community through educational programs.

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

Name of Partnership: PEACE

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Total (d)
1. Personnel	\$103,122	\$133,122	\$113,122	\$349,366
2. Fringe Benefits	\$34,030	\$43,930	\$37,330	\$115,290
3. Travel	\$15,000	\$10,000	\$10,000	\$35,000
4. Equipment	\$62,500	\$31,000	\$30,800	\$124,300
5. Supplies	\$83,250	\$63,225	\$23,125	\$169,600
6. Contractual	\$15,450	\$15,450	\$15,450	\$46,350
7. Construction	0	0	0	0
8. Other		\$3,000	\$3,000	\$6,000
9. Total Direct Costs (lines 1-8)	\$313,352	\$206,727	\$229,827	\$839,906
10. Indirect Costs*	\$15,000	\$15,000	\$15,000	\$45,000
11. Training Stipends	\$10,000	\$10,000	\$10,000	\$30,000
12. Total Costs (lines 9-11)	\$338,352	\$324,727	\$257,827	\$920,906

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Total (d)
1. Personnel	\$40,000	\$40,000	\$40,000	\$120,000
2. Fringe Benefits	\$13,200	\$13,200	\$13,200	\$39,600
3. Travel	\$1000	\$1000	\$1000	\$3000
4. Equipment	\$5,000	\$5,000	\$5,000	\$15,000
5. Supplies	\$3,000	\$3,000	\$3,000	\$9,000
6. Contractual	\$20,000	\$20,000	\$20,000	\$60,000
7. Construction				
8. Other	\$5,000	\$5,000	\$5,000	\$15,000
9. Total Direct Costs (lines 1-8)	\$87,200	\$87,200	\$87,200	\$ 261,600
10. Indirect Costs*				
11. Training Stipends				
12. Total Costs (lines 9-11)	\$87,200	\$87,200	\$87,200	\$ 261,600

**SECTION C - BUDGET NARRATIVE (see instructions)**

## Narrative for Comprehensive Project Budget Request

### INNOVATION FUND COSTS

*Personnel:* The project directors will be Dr. Cheryl Thomasson and David Clark, who will oversee the development, evaluation and fiscal responsibilities of the grant. They will each receive \$10,000 which is 12% of Dr. Thomasson's salary and 33% of Mr. Clark's salary. The lead teacher at the Science, Technology, Engineering & Math (STEM) Academy, Lisa Pritchett, will receive \$2,000 annually, 3.2% of her salary. A counselor/administrator will work with the STEM Academy part time during the first year; then will be full time in the Academy. A line item of \$55,000 is budgeted to hire an interventionist who will research, create and train staff in intensive intervention for the 3 years of the grant. Money is budgeted for 17 days of subs. This will be available for ½ day planning or conferences for teachers.

*Fringe Benefits:* All fringe benefits were calculated at 33% of each salary.

*Travel:* Travel funds were budgeted for possible travel necessary for research or for specialized conferences related to STEM or Response to Intervention (RTI). More funds were budgeted for the first year. Funds will also be available for local or state travel for training offered by the Georgia Department of Education or Regional Education Service Agency.

*Equipment:* Money is budgeted for computers (28 laptops and 8 desktops) and related equipment to set up the STEM Academy as a 21<sup>st</sup> Century Learning Center. A Kindle (\$140 each) will be bought for each student to encourage more reading. Students will make literature choices based on the standards and on their interests. Other equipment will include a laminator, printer for the lead teacher and a copier for all teachers.

*Supplies:* A perpetual license (\$62,000) for *Fast ForWord* will be purchased the first year with an annual subscription of \$6,000 after that. A perpetual license will be purchased for *Classworks* (\$44,000) the second year with an annual subscription fee of \$4,000 annually after that. Instructional resources will be purchased to provide specialized, differentiated instruction for small groups. English/Language Arts: *Coach Writing Book #3*, Printed novels as well as downloads for Kindle; Math: *Coach Math I Jumpstart*; Government: *American Government*; Health: *Making Life Choices*. Math supplies such as graph paper, compasses and protractors will be purchased. Twenty-five TI-Nspire calculators will be purchased the first year with funds budgeted to add as the student population grows. A teacher overhead TI-Nspire presenter will also be purchased. STEM supplies such as posters, energy transfer kits, supplies for building models, batteries, and electronic circuits will be purchased. Additional science supplies to present environmental education will be purchased with science supply money. Other monies have been budgeted for teacher supplies such as markers, erasers, construction paper, scissors, rulers and posters. For intervention materials, \$3,500 has been budgeted. Before purchase, these supplies will be researched and vetted with Project Directors. Other general supplies such as ink cartridges and copies of DOE

frameworks are also in the budget. There is a line item for field trips. This will allow instructors to plan to take these students to local sites such as Chickamauga Dam, Ocoee Dam, Forestry sites or other pertinent areas that will make their learning relevant to real life opportunities for jobs.

*Consultants & Contracts:* The partners will contract with RESA to provide the formal evaluation. RESA will receive \$10,000 per year, 3% of the total. Money has been budgeted to contract with private consultants to provide additional hours of intensive math, English & science content training as well as pedagogical integration strategies. They will provide 5 days each summer plus 64 more hours of observations and/or training during the school year. Planning and preparation is estimated at approximately 15 hours per consultant which equals \$750.

*Other:* Students will be transported to GNTC to take courses that cannot be taught at the STEM academy due to equipment or safety needs. The STEM students will be transported to 1 course per year at a cost of \$3,000 per year.

*Indirect costs:* Approximately 5% of the requested funds for this grant are for indirect costs primarily for Murray County Schools where the STEM Academy will be housed. Partners may incur some expense if administrators, teachers and/or consultants meet after hours for planning and follow-up. Some indirect costs were incurred during the writing of the grant.

*Teacher Stipends:* Administrators and teachers will be paid a stipend (\$1,000 per year) to attend extra days for trainings.

#### NON-INNOVATION FUND COSTS

*Personnel:* Superintendent, Directors, Principals, Instructional Specialists, and Secretaries have spent hours planning, selecting personnel, selecting students and meeting with parents, writing the grant, developing training and other necessary tasks to make the STEM Academy become a reality. At a conservative rate of \$50 per hour, the total local cost would be \$40,000 per year.

*Fringe Benefits:* The personnel cost of \$40,000 time 33% is \$13,200.

*Equipment:* It will be necessary for the Technology Department to purchase equipment for installing computers and auxiliary equipment. Other equipment may be donated or utilized. The total cost is estimated at \$5,000 per year.

*Supplies:* Teachers will use supplies purchased by local money to set up their rooms and to prepare for instruction. Junior Achievement will purchase all of their curricular materials. Other supplies will be consumed in the set up of the academy. The estimated cost is \$3,000 per year.

*Consultants & Contracts:* Custodial services are contracted for the building at an estimated cost of \$16,000 per year. If each speaker charged \$125 per session and one speaker was secured per week, it would cost \$4,000 for speakers per year. This is a conservative estimate.

*Other:* The Murray County Transportation Director has agreed to provide \$5,000 per year for buses and fuel for special trips that students may take within the county for enrichment.

**RACE TO THE TOP INNOVATION FUND SCOPE OF WORK**

The following chart is designed to support applicants in documenting their scope of work. As a partnership, you must determine the intended goals for your project and the activities and implementation steps needed to achieve stated goals. Additionally, applicants should include a timeline for completing activities, assign responsibility for each activity to a member of the partnership or project management team and identify the funding source that will support each activity (i.e. Innovation Funds, other grants, partnership resources, raised funds, etc).

RACE TO THE TOP INNOVATION FUND				
SCOPE OF WORK				
NAME OF PARTNERSHIP: PARTNERSHIP FOR ENERGY AND CAREER EDUCATION (PEACE)				
GOAL 1: <i>To develop a Science, Technology, Engineering and Mathematics Academy that offers the Energy Systems Pathway and Public Safety provided by the Georgia Department of Education Career, Technical and Agricultural Education (CTAE) department in an effort involve high-need students in technology-driven, applied learning opportunities that can increase their problem solving, communication and self-management skills which may lead to a postsecondary opportunity to complete a certificate or degree program in a Georgia Technical School.</i>				
ACTIVITY	IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY	FUNDING SOURCE
Choose Curriculum Pacing for Green Energy and Public Safety	Research Standards and Literature for 21 <sup>st</sup> Century needs, select and purchase instructional resources and/or reference materials for Green Energy and Public Safety	Jan - Mar 2012	Cheryl Thomasson	Local
Set up classroom	Train teachers how to deliver an integrated curriculum Purchase technology, supplies, tables Purchase Public Safety Classroom equipment	July 2012	David Clark	RT3 + CTAE
Select Teachers	Look at data and choose the best candidates Hold conferences and interview Transfer/Hire teachers	Jul 2012 – Aug 2012	David Clark Proj Directors & Key personnel	RT3 + CTAE Local & Perkins
Select Students	Analyze CRCT main administration & retake scores Examine other pertinent data Meet with parents to discuss transition plans	Jul 2012 – Aug 2012	Middle School Principals	Local
Teacher training	Train teachers to work collaboratively on thematic units, differentiate instruction for all students, develop individual learning plans, implement standards, develop rigorous assessments and develop remediation plans when needed.	May – July 2012	Retention committees	Local
Project Based Activities	Provide consultants and time for teachers to unpack CTAE standards and plan collaboratively to develop lesson plans for	Jul 2012 – Aug 2012 Monthly thereafter Aug 2012 Sept 2012	RESA Consultants Intervention Consultants Instructional Coaches RESA Consultants DOE Consultants	Local RT3

	project-based student activities. Students will get an integrated assignment and all teachers will weave the activity expectations into their curriculum.	Oct 2012	Instructional Coaches	
Culminating Activity	Each year the STEM Academy will work collaboratively with the community to propose a project in which students will use the skills and knowledge they have gained in the academy to demonstrate what they have learned about technology, communication, content, problem-solving and future planning. Plan with staff at GNTC to visit STEM Academy and explore areas of interest with students. Use GACollege411 to pinpoint Career interests. Transport students to GNTC for tours and to take courses that cannot be given on the STEM campus.	Jan 2012 – May 2012 Aug 2012 – May 2013 Plan – Quarterly GA411 – Monthly Tours – Dec & Mar Course – as needed	Students Community Partners Teachers Project Directors GNTC staff	RT3 Local
Articulate with GNTC			Students Teachers Project Directors GNTC staff	RT3
Evaluate	Follow the evaluation plan	Jan 2012 – July 2014	Proj Directors & Evaluator	RT3
<b>Goal 2: Help high needs students in Murray County Schools by providing a pre-high school, focused learning experience with early intervention between 8<sup>th</sup> and 9<sup>th</sup> grade for students whose test performances have usually led to their dropping out.</b>				
<b>ACTIVITY</b>	<b>IMPLEMENTATION STEPS</b>	<b>TIMELINE</b>	<b>RESPONSIBILITY</b>	<b>FUNDING SOURCE</b>
Analyze data from CRCT, Benchmarks, & EOC	Organize data from previous years Analyze for trends	Jan 2012 July 2012 Annually July & Jan	Project Directors Middle & High Principals Counselors	Local
Select at-risk students	Determine criteria for at-risk Match student indicators to trends Hold parent meetings to discuss options for students	Jan 2012 July 2012 Annually July	Project Directors Middle & High Principals Counselors	Local
Develop Individual student plans	Research best practices for intervention of MS students Determine needs of each student Write Individual plan for each student with student input	Ongoing research July – Aug 2013 Annually July	Middle & High Principals Counselors Instructional Coaches	Local Local RT3
Intervention training	Research successful intervention training Secure trainers Plan summer & school-year training for all teachers/admin	Jan 2012 Summer 2012-2014 Monthly in school year	Project Directors Lead Teacher Intervention Consultants	RT3
Plan Social Skills Training for teachers	Research successful social skills & poverty training Secure trainers Plan summer & school-year training	Jan 2012 Summer 2012-2014 Monthly in school year	Project Directors Intervention Consultants	RT3
Develop an effective Teachers As Advisors program	Train teachers in high school requirements and mentoring Research and develop training modules for weekly advisement sessions Evaluate progress and problems during weekly teacher collaboratives	Jan – Mar 2012 Summer 2012-2014 Monthly in school year	Project Directors Counselors Teachers	Local

Evaluate	Follow the evaluation plan	Jan 2012 – July 2014	Proj Directors & Evaluator	RT3
<b>GOAL 3: To improve reading comprehension, problem solving skills and communication skills for high needs students who have not met standards on the 8<sup>th</sup>-grade Reading Criterion-Referenced Competency Tests to increase their success in high school.</b>				
ACTIVITY	IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY	FUNDING SOURCE
Determine needs in all CRCT areas	Analyze CRCT main administration & retake scores Examine other pertinent data Compare to trends from previous years	Jan 2012 Summer 2012-2014 Monthly in school year	Project Directors Middle & High Principals Counselor	Local
Plan individual interventions	Research intervention of content for MS students Determine needs of each student Determine small group strategies Write Individual plan for each student	Jan 2012 Summer 2012-2014 Monthly in school year	Instructional Coaches Teachers from STEM Acad.	RT3
Select interventionists	Research successful content training strategies Secure trainers Plan summer & school-year training	Jan 2012 Summer 2012-2014 Monthly in school year	Project Directors Lead Teacher Intervention Consultants	RT3
Fast ForWord Classworks	Install and implement with fidelity Fast ForWord to increase reading and Classworks to increase content knowledge	Jan 2012 Summer 2012-2014 Monthly in school year	Lead Teacher Instructional Specialist Intervention Consultants	Local & RT3
Evaluate	Follow the evaluation plan	Jan 2012 – July 2014	Proj Directors & Evaluator	RT3

**APPENDIX\***

**MEMORANDA OF UNDERSTANDING**

**ASSURANCES**

**NON-SUPPLANTING CERTIFICATION**

**IMMIGRATION AND SECURITY FORM**

**CERTIFICATION REGARDING LOBBYING**

**OTHER CERTIFICATIONS**

**LETTERS FOR IN-KIND SERVICES**

**\*WE ARE REAPPLYING FOR ROUND 2. MOST MOUS AND ASSURANCES WERE SIGNED IN BLUE ON FIRST APPLICATION.**

## MEMORANDUM OF UNDERSTANDING

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

### I. SCOPE OF WORK

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

### II. PROJECT ADMINISTRATION

#### A. PARTNERSHIP RESPONSIBILITIES

The Partnership agrees to:

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

#### B. STATE RESPONSIBILITIES

The State agrees to:

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

#### C. JOINT RESPONSIBILITIES

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

#### D. STATE RECOURSE FOR PARTNERSHIP NON-PERFORMANCE

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

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

**III. ASSURANCES**

The Partnership hereby certifies and represents that it:

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

**IV. MODIFICATIONS**

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

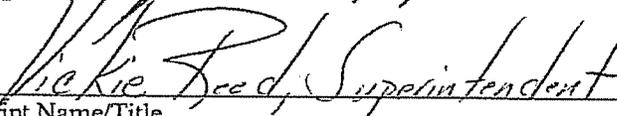
**V. DURATION/TERMINATION**

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

**VI. SIGNATURES**

Partnership Executive Official – required:

  
\_\_\_\_\_  
Signature/Date 6/28/11

  
\_\_\_\_\_  
Print Name/Title

Partnership Member

Partnership Member – required:

\_\_\_\_\_  
Signature/Date

\_\_\_\_\_  
Print Name/Title

Governor’s Office of Planning and Budget – required:

\_\_\_\_\_  
Signature/Date

\_\_\_\_\_  
Print Name/Title

## MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the Governor's Office of Planning and Budget (OPB) and Georgia Northwestern Technical College. 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 OPB, the Georgia Department of Education, the Governor's Office of Student Achievement and the US Department of Education;
- 3) Post to any website specified by the State in a timely manner, all non-proprietary products and lessons learned using funds associated with the Innovation Fund;
- 4) Participate, as requested, in any evaluations of this grant conducted by the State or agency conducting business on behalf of the State;
- 5) Be responsive to State requests for information including the status of the project, project implementation, outcomes, and any problems anticipated or encountered; and
- 6) Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Innovation Fund grant period, and (d) other matters related to the Innovation Fund grant and associated plans.

#### B. STATE RESPONSIBILITIES

The State agrees to:

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

#### C. JOINT RESPONSIBILITIES

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

#### D. STATE RECOURSE FOR PARTNERSHIP NON-PERFORMANCE

collaborative process between OPB and the Partnership, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the Partnership on reimbursement payment status, temporarily withholding funds, or disallowing costs.

### III. ASSURANCES

The Partnership hereby certifies and represents that it:

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

### IV. MODIFICATIONS

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

### V. DURATION/TERMINATION

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

### VI. SIGNATURES

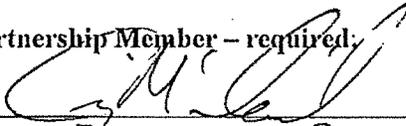
Partnership Executive Official – required:

  
\_\_\_\_\_  
Signature/Date

*Vickie Reed, Superintendent*  
\_\_\_\_\_  
Print Name/Title

Partnership Member

Partnership Member – required:

  
\_\_\_\_\_  
Signature/Date

*CRIG M. Daniel, President Georgia Northwestern Technical College*  
\_\_\_\_\_  
Print Name/Title

Governor's Office of Planning and Budget – required:

\_\_\_\_\_  
Signature/Date

\_\_\_\_\_  
Print Name/Title

## **MEMORANDUM OF UNDERSTANDING**

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

### **I. SCOPE OF WORK**

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

### **II. PROJECT ADMINISTRATION**

#### **A. PARTNERSHIP RESPONSIBILITIES**

The Partnership agrees to:

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

#### **B. STATE RESPONSIBILITIES**

The State agrees to:

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

#### **C. JOINT RESPONSIBILITIES**

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

#### **D. STATE RECOURSE FOR PARTNERSHIP NON-PERFORMANCE**

If OPB determines that the Partnership is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, OPB will take appropriate enforcement action, which could include a collaborative process between OPB and the Partnership, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the Partnership on reimbursement payment status, temporarily withholding funds, or disallowing costs.

**III. ASSURANCES**

The Partnership hereby certifies and represents that it:

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

**IV. MODIFICATIONS**

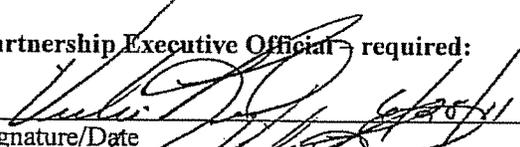
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved.

**V. DURATION/TERMINATION**

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

**VI. SIGNATURES**

**Partnership Executive Official – required:**

  
 \_\_\_\_\_  
 Signature/Date

*Vickie Reed / Superintendent*  
 \_\_\_\_\_  
 Print Name/Title

Partnership Member

**Partnership Member – required:**

*D.R. Rowe 6/21/11*  
 \_\_\_\_\_  
 Signature/Date

*Dinah Rowe / Chamber President*  
 \_\_\_\_\_  
 Print Name/Title

**Partnership Member – required:**

\_\_\_\_\_  
 Signature/Date

\_\_\_\_\_  
 Print Name/Title

**Governor's Office of Planning and Budget – required:**

## **MEMORANDUM OF UNDERSTANDING**

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

### **I. SCOPE OF WORK**

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

### **II. PROJECT ADMINISTRATION**

#### **A. PARTNERSHIP RESPONSIBILITIES**

The Partnership agrees to:

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

#### **B. STATE RESPONSIBILITIES**

The State agrees to:

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

#### **C. JOINT RESPONSIBILITIES**

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

#### **D. STATE RECOURSE FOR PARTNERSHIP NON-PERFORMANCE**

If OPB determines that the Partnership is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, OPB will take appropriate enforcement action, which could include a collaborative process between OPB and the Partnership, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the Partnership on reimbursement payment status, temporarily withholding funds, or disallowing costs.

**III. ASSURANCES**

The Partnership hereby certifies and represents that it:

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

**IV. MODIFICATIONS**

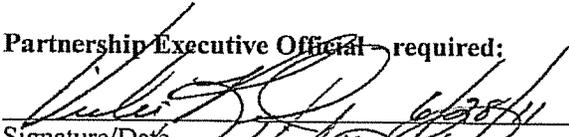
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved.

**V. DURATION/TERMINATION**

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

**VI. SIGNATURES**

**Partnership Executive Official – required:**

  
 \_\_\_\_\_  
 Signature/Date

*Vickie Freed*  
 \_\_\_\_\_  
 Print Name/Title

Partnership Member

**Partnership Member – required:**

  
 \_\_\_\_\_  
 Signature/Date

*Judy L. NORRIS, Executive Director, Junior Achievement*  
 \_\_\_\_\_  
 Print Name/Title

**Partnership Member – required:**

\_\_\_\_\_  
 Signature/Date

\_\_\_\_\_  
 Print Name/Title

**Governor’s Office of Planning and Budget – required:**

## **MEMORANDUM OF UNDERSTANDING**

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

### **I. SCOPE OF WORK**

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

### **II. PROJECT ADMINISTRATION**

#### **A. PARTNERSHIP RESPONSIBILITIES**

The Partnership agrees to:

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

#### **B. STATE RESPONSIBILITIES**

The State agrees to:

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

#### **C. JOINT RESPONSIBILITIES**

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

#### **D. STATE RECOURSE FOR PARTNERSHIP NON-PERFORMANCE**

If OPB determines that the Partnership is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, OPB will take appropriate enforcement action, which could include a collaborative process between OPB and the Partnership, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the Partnership on reimbursement payment status, temporarily withholding funds, or disallowing costs.

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

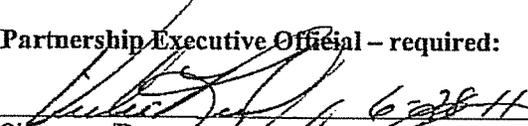
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved.

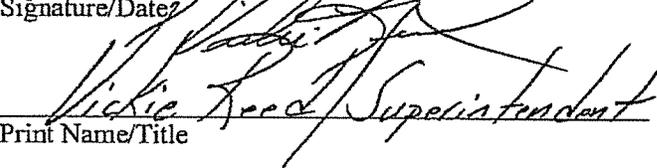
### V. DURATION/TERMINATION

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

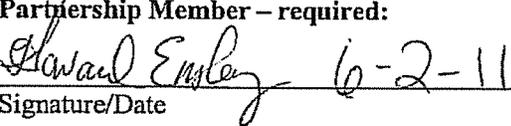
Partnership Executive Official – required:

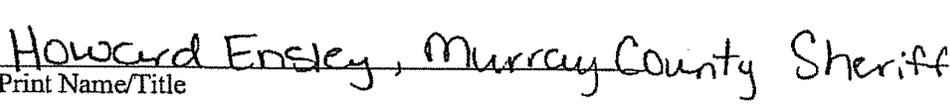
  
\_\_\_\_\_  
Signature/Date

  
\_\_\_\_\_  
Print Name/Title

Partnership Member

Partnership Member – required:

  
\_\_\_\_\_  
Signature/Date

  
\_\_\_\_\_  
Print Name/Title

Partnership Member – required:

\_\_\_\_\_  
Signature/Date

\_\_\_\_\_  
Print Name/Title

**Governor's Office of Planning and Budget – required:**

---

Signature/Date

---

Print Name/Title

## **MEMORANDUM OF UNDERSTANDING**

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

### **I. SCOPE OF WORK**

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

### **II. PROJECT ADMINISTRATION**

#### **A. PARTNERSHIP RESPONSIBILITIES**

The Partnership agrees to:

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

#### **B. STATE RESPONSIBILITIES**

The State agrees to:

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

#### **C. JOINT RESPONSIBILITIES**

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

#### **D. STATE RECOURSE FOR PARTNERSHIP NON-PERFORMANCE**

If OPB determines that the Partnership is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, OPB will take appropriate enforcement action, which could include a collaborative process between OPB and the Partnership, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the Partnership on reimbursement payment status, temporarily withholding funds, or disallowing costs.

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:

*Vickie Reed* 6/28/11  
Signature/Date

Vickie Reed / Superintendent  
Print Name/Title

Partnership Member

Partnership Member – required:

*Robert S. Angler* 6-8-2011  
Signature/Date

ROBERT S. ANGLER / LOCAL MANAGER, Georgia Power  
Print Name/Title

Partnership Member – required:

\_\_\_\_\_  
Signature/Date

\_\_\_\_\_  
Print Name/Title

**Governor's Office of Planning and Budget – required:**

\_\_\_\_\_  
Signature/Date

\_\_\_\_\_  
Print Name/Title

## **MEMORANDUM OF UNDERSTANDING**

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

### **I. SCOPE OF WORK**

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

### **II. PROJECT ADMINISTRATION**

#### **A. PARTNERSHIP RESPONSIBILITIES**

The Partnership agrees to:

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

#### **B. STATE RESPONSIBILITIES**

The State agrees to:

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

#### **C. JOINT RESPONSIBILITIES**

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

#### **D. STATE RECOURSE FOR PARTNERSHIP NON-PERFORMANCE**

If OPB determines that the Partnership is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, OPB will take appropriate enforcement action, which could include a collaborative process between OPB and the Partnership, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the Partnership on reimbursement payment status, temporarily withholding funds, or disallowing costs.

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**

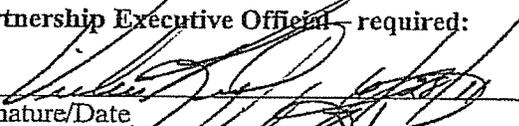
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved.

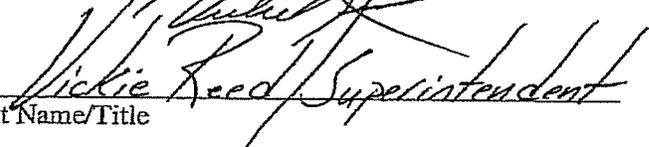
**V. DURATION/TERMINATION**

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**

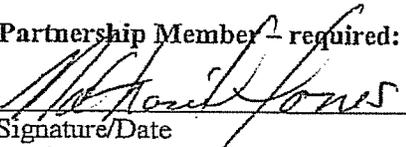
Partnership Executive Officer - required:

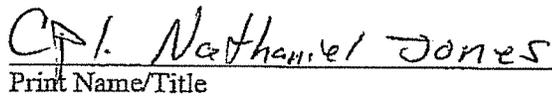
  
\_\_\_\_\_  
Signature/Date

  
\_\_\_\_\_  
Print Name/Title

Partnership Member

Partnership Member - required:

  
\_\_\_\_\_  
Signature/Date

  
\_\_\_\_\_  
Print Name/Title

Partnership Member - required:

\_\_\_\_\_  
Signature/Date

\_\_\_\_\_  
Print Name/Title

**Governor's Office of Planning and Budget – required:**

\_\_\_\_\_  
Signature/Date

\_\_\_\_\_  
Print Name/Title

## **MEMORANDUM OF UNDERSTANDING**

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

### **I. SCOPE OF WORK**

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

### **II. PROJECT ADMINISTRATION**

#### **A. PARTNERSHIP RESPONSIBILITIES**

The Partnership agrees to:

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

#### **B. STATE RESPONSIBILITIES**

The State agrees to:

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

#### **C. JOINT RESPONSIBILITIES**

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

#### **D. STATE RECOURSE FOR PARTNERSHIP NON-PERFORMANCE**

If OPB determines that the Partnership is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, OPB will take appropriate enforcement action, which could include a collaborative process between OPB and the Partnership, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the Partnership on reimbursement payment status, temporarily withholding funds, or disallowing costs.

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**

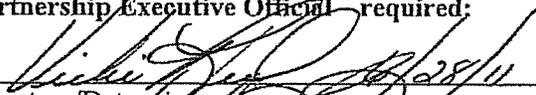
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved.

**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**

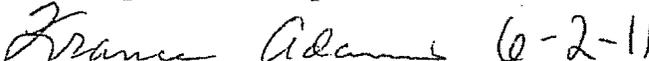
~~Partnership Executive Official~~ required:

  
\_\_\_\_\_  
Signature/Date

  
\_\_\_\_\_  
Print Name/Title

Partnership Member

Partnership Member – required:

  
\_\_\_\_\_  
Signature/Date

  
\_\_\_\_\_  
Print Name/Title

Partnership Member – required:

\_\_\_\_\_  
Signature/Date

\_\_\_\_\_  
Print Name/Title

**Governor's Office of Planning and Budget – required:**

---

Signature/Date

---

Print Name/Title

## **MEMORANDUM OF UNDERSTANDING**

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

### **I. SCOPE OF WORK**

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

### **II. PROJECT ADMINISTRATION**

#### **A. PARTNERSHIP RESPONSIBILITIES**

The Partnership agrees to:

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

#### **B. STATE RESPONSIBILITIES**

The State agrees to:

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

#### **C. JOINT RESPONSIBILITIES**

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

#### **D. STATE RECOURSE FOR PARTNERSHIP NON-PERFORMANCE**

If OPB determines that the Partnership is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, OPB will take appropriate enforcement action, which could include a collaborative process between OPB and the Partnership, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the Partnership on reimbursement payment status, temporarily withholding funds, or disallowing costs.

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

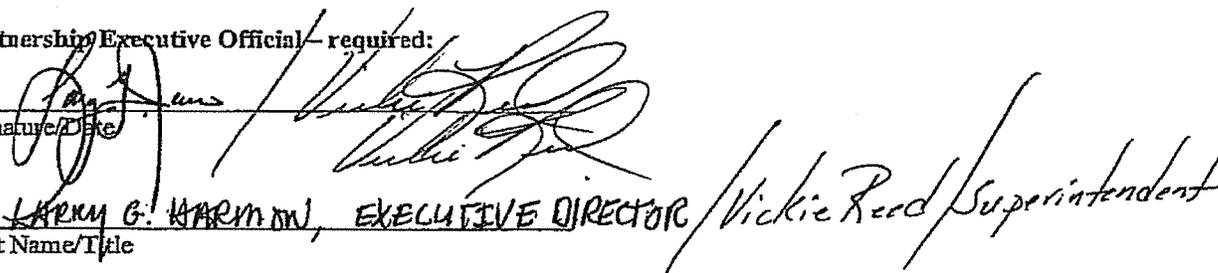
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved.

### 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.

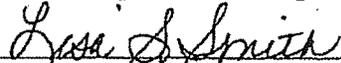
### VI. SIGNATURES

Partnership Executive Official – required:

  
Signature/Date  
LARRY G. HARMON, EXECUTIVE DIRECTOR / Vickie Reed / Superintendent  
Print Name/Title

Partnership Member

Partnership Member – required:

  
Signature/Date  
LISA S. SMITH, DIRECTOR OF SCHOOL IMPROVEMENT, RESA  
Print Name/Title

Partnership Member – required:

Signature/Date

Print Name/Title

**Governor's Office of Planning and Budget – required:**

---

Signature/Date

---

Print Name/Title

## MEMORANDUM OF UNDERSTANDING

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

### I. SCOPE OF WORK

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

### II. PROJECT ADMINISTRATION

#### A. PARTNERSHIP RESPONSIBILITIES

The Partnership agrees to:

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

#### B. STATE RESPONSIBILITIES

The State agrees to:

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

#### C. JOINT RESPONSIBILITIES

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

#### D. STATE RECOURSE FOR PARTNERSHIP NON-PERFORMANCE

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

**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:

Elaine Butler 6-28-2011 / [Signature] 6-28-2011  
Signature/Date

Elaine Butler Parent Education Program Manager Superintendent  
Print Name/Title

Partnership Member

Partnership Member – required:

\_\_\_\_\_  
Signature/Date

\_\_\_\_\_  
Print Name/Title

Partnership Member – required:

\_\_\_\_\_  
Signature/Date

\_\_\_\_\_  
Print Name/Title

Governor's Office of Planning and Budget – required:

## MEMORANDUM OF UNDERSTANDING

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

### I. SCOPE OF WORK

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

### II. PROJECT ADMINISTRATION

#### A. PARTNERSHIP RESPONSIBILITIES

The Partnership agrees to:

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

#### B. STATE RESPONSIBILITIES

The State agrees to:

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

#### C. JOINT RESPONSIBILITIES

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

#### D. STATE RECOURSE FOR PARTNERSHIP NON-PERFORMANCE

If OPB determines that the Partnership is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, OPB will take appropriate enforcement action, which could include a collaborative process between OPB and the Partnership, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the Partnership on reimbursement payment status, temporarily withholding funds, or disallowing costs.

**III. ASSURANCES**

The Partnership hereby certifies and represents that it:

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

**IV. MODIFICATIONS**

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

**V. DURATION/TERMINATION**

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

**VI. SIGNATURES**

Partnership Executive Official – required:

*Charles D. Johnson* / *Vickie Reed* 6/28/11  
 Signature/Date

*Charles D. Johnson, Dean, School of Technology,*  
 Print Name/Title *Dayton State College*

Partnership Member

*Vickie Reed, Superintendent*

Partnership Member – required:

\_\_\_\_\_  
Signature/Date

\_\_\_\_\_  
Print Name/Title

Partnership Member – required:

\_\_\_\_\_  
Signature/Date

\_\_\_\_\_  
Print Name/Title

Governor's Office of Planning and Budget – required:

## ASSURANCES

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

Also the Applicant assures and certifies that:

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

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

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

Authorizing Official:

Signature and Title

Superintendent, Murray County Schools

6/28/11

Date

**NON-SUPPLANTING CERTIFICATION**

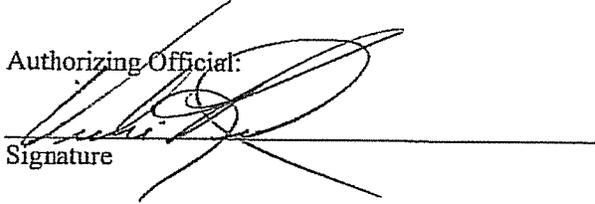
Regulations require certification to the effect that grant funds will not be used to increase state or local funds that would, in the absence of such grant aid, be made available for the purpose of this grant program.

**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 Planning and Budget, all applicable federal and state laws, and the above mentioned certification should a grant be awarded.

Authorizing Official:

  
Signature

Superintendent, Murray County Schools \_\_\_\_\_ 6/28/11 \_\_\_\_\_  
Title Date

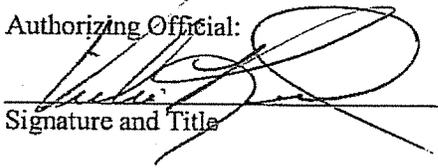
**IMMIGRATION AND SECURITY FORM**

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

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

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

Authorizing Official:

  
Signature and Title

Superintendent, Murray County Schools \_\_\_\_\_ 6/28/11 \_\_\_\_\_  
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:

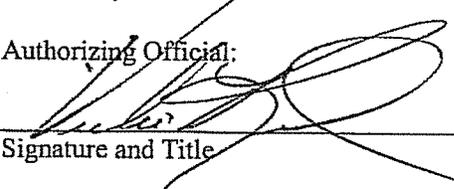
- 1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection 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:

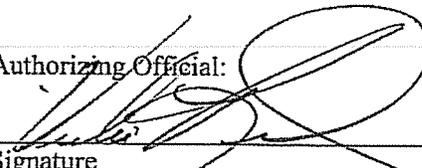
  
 \_\_\_\_\_  
 Signature and Title

Superintendent, Murray County Schools \_\_\_\_\_ 6/28/11  
 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.

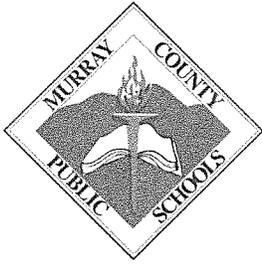
1. Any person associated with the program that has reasonable cause to believe that a child has been or is being abused, shall be required to report or cause report to be made with regard to the abuse as provided in O.C.G.A. 19-7-5.
2. Background investigations (Georgia Crime Information Center) are 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: 

---

Signature

Superintendent, Murray County Schools \_\_\_\_\_ 6/28/11  
 Title Date



# MURRAY COUNTY SCHOOLS

P.O. Box 40 • 715 CHESTNUT STREET  
CHATSWORTH, GA 30705  
PHONE: 706-695-4531 • FAX: 706-695-8425

October 28, 2011

Dear Sir:

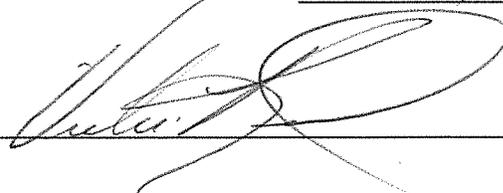
The Murray County School System is applying for the competitive Race to the Top grant through the Governor's Office of Planning and Budgeting in an effort to fund the Science, Technology, Engineering and Mathematics (STEM) Academy for school years 2012 – 2014. Partnerships who qualify for such funding are encouraged to develop a partnership with other entities who will agree to contribute in-kind services in support of the grant. Contributions can take many forms including: cash, equipment, technology, services such as time and people, and free opportunities for students to go on field trips outside the traditional classroom.

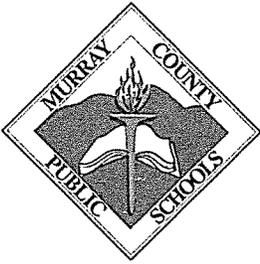
The entity does not simply make a donation to the program. They become partners in the project and create a plan of how their combined efforts can improve student education and increase the likelihood that students will graduate from high school and pursue some form of postsecondary education.

Entity Murray County Schools

Form of Contribution Time & expertise of superintendent's staff

In terms of monetary value, this contribution is valued at: \$ 159,600

Signature of person responsible 



# MURRAY COUNTY SCHOOLS

P.O. Box 40 • 715 CHESTNUT STREET  
CHATSWORTH, GA 30705  
PHONE: 706-695-4531 • FAX: 706-695-8425

October 28, 2011

Dear Sir:

The Murray County School System is applying for the competitive Race to the Top grant through the Governor's Office of Planning and Budgeting in an effort to fund the Science, Technology, Engineering and Mathematics (STEM) Academy for school years 2012 – 2014. Partnerships who qualify for such funding are encouraged to develop a partnership with other entities who will agree to contribute in-kind services in support of the grant. Contributions can take many forms including: cash, equipment, technology, services such as time and people, and free opportunities for students to go on field trips outside the traditional classroom.

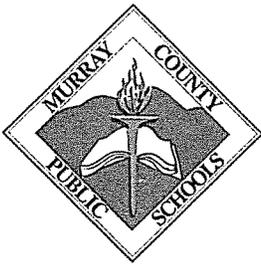
The entity does not simply make a donation to the program. They become partners in the project and create a plan of how their combined efforts can improve student education and increase the likelihood that students will graduate from high school and pursue some form of postsecondary education.

Entity Murray County Custodial Services

Form of Contribution Custodial services and supplies

In terms of monetary value, this contribution is valued at: \$48,000

Signature of person responsible Daniel Owen



# MURRAY COUNTY SCHOOLS

P.O. Box 40 • 715 CHESTNUT STREET  
CHATSWORTH, GA 30705  
PHONE: 706-695-4531 • FAX: 706-695-8425

October 28, 2011

Dear Sir:

The Murray County School System is applying for the competitive Race to the Top grant through the Governor's Office of Planning and Budgeting in an effort to fund the Science, Technology, Engineering and Mathematics (STEM) Academy for school years 2012 – 2014. Partnerships who qualify for such funding are encouraged to develop a partnership with other entities who will agree to contribute in-kind services in support of the grant. Contributions can take many forms including: cash, equipment, technology, services such as time and people, and free opportunities for students to go on field trips outside the traditional classroom.

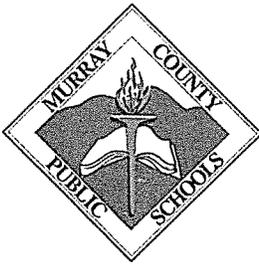
The entity does not simply make a donation to the program. They become partners in the project and create a plan of how their combined efforts can improve student education and increase the likelihood that students will graduate from high school and pursue some form of postsecondary education.

Entity Murray County Technology Dept

Form of Contribution Hours for technical assistance

In terms of monetary value, this contribution is valued at: \$15,000

Signature of person responsible Ann Staff



# MURRAY COUNTY SCHOOLS

P.O. Box 40 • 715 CHESTNUT STREET  
CHATSWORTH, GA 30705  
PHONE: 706-695-4531 • FAX: 706-695-8425

October 28, 2011

Dear Sir:

The Murray County School System is applying for the competitive Race to the Top grant through the Governor's Office of Planning and Budgeting in an effort to fund the Science, Technology, Engineering and Mathematics (STEM) Academy for school years 2012 – 2014. Partnerships who qualify for such funding are encouraged to develop a partnership with other entities who will agree to contribute in-kind services in support of the grant. Contributions can take many forms including: cash, equipment, technology, services such as time and people, and free opportunities for students to go on field trips outside the traditional classroom.

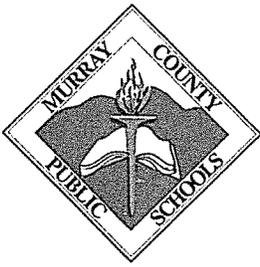
The entity does not simply make a donation to the program. They become partners in the project and create a plan of how their combined efforts can improve student education and increase the likelihood that students will graduate from high school and pursue some form of postsecondary education.

Entity Murray County Transportation

Form of Contribution BUS and fuel to transport students

In terms of monetary value, this contribution is valued at: \$ 15,000

Signature of person responsible *Jerry Wind*



# MURRAY COUNTY SCHOOLS

P.O. Box 40 • 715 CHESTNUT STREET  
CHATSWORTH, GA 30705  
PHONE: 706-695-4531 • FAX: 706-695-8425

October 28, 2011

Dear Sir:

The Murray County School System is applying for the competitive Race to the Top grant through the Governor's Office of Planning and Budgeting in an effort to fund the Science, Technology, Engineering and Mathematics (STEM) Academy for school years 2012 – 2014. Partnerships who qualify for such funding are encouraged to develop a partnership with other entities who will agree to contribute in-kind services in support of the grant. Contributions can take many forms including: cash, equipment, technology, services such as time and people, and free opportunities for students to go on field trips outside the traditional classroom.

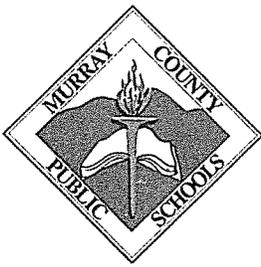
The entity does not simply make a donation to the program. They become partners in the project and create a plan of how their combined efforts can improve student education and increase the likelihood that students will graduate from high school and pursue some form of postsecondary education.

Entity Murray County Board of Education

Form of Contribution Travel for employees + supplies

In terms of monetary value, this contribution is valued at: \$12,000

Signature of person responsible *Stu Lough*  
Finance Director



# MURRAY COUNTY SCHOOLS

P.O. Box 40 • 715 CHESTNUT STREET  
CHATSWORTH, GA 30705  
PHONE: 706-695-4531 • FAX: 706-695-8425

October 28, 2011

Dear Sir:

The Murray County School System is applying for the competitive Race to the Top grant through the Governor's Office of Planning and Budgeting in an effort to fund the Science, Technology, Engineering and Mathematics (STEM) Academy for school years 2012 – 2014. Partnerships who qualify for such funding are encouraged to develop a partnership with other entities who will agree to contribute in-kind services in support of the grant. Contributions can take many forms including: cash, equipment, technology, services such as time and people, and free opportunities for students to go on field trips outside the traditional classroom.

The entity does not simply make a donation to the program. They become partners in the project and create a plan of how their combined efforts can improve student education and increase the likelihood that students will graduate from high school and pursue some form of postsecondary education.

Entity Chatsworth/Murray County Chamber of Commerce

Form of Contribution speakers from local businesses

In terms of monetary value, this contribution is valued at: \$12,000

Signature of person responsible Ah. Rowe