



**Rockdale County  
Public Schools**

**ENTERPRISE GRANT PROPOSAL NARRATIVE**

**Rockdale 21st Century  
Academy of  
Environmental Studies**

***Georgia Race to the Top  
Innovation Fund Grant***

***July 10, 2012***

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

**SECTION 1: APPLICANT AGENCY**

Applicant Agency (Legal Name): Rockdale County Public Schools

Legal Mailing Address: 954 North Main Street

City: Conyers County: Rockdale State: GA Zip: 30012

Federal Employer I.D. #: 58-6000312 DUNS #: 07-585-7375

Congressional District #: GA-004

Executive Officer Name: Mr. Richard Autry Title: Superintendent

Street Address: 954 North Main Street City: Conyers State: GA Zip: 30012

Telephone: 770-860-4211 FAX: 770-860-4266 Email: rautry@rockdale.k12.ga.us

**SECTION 2: PARTNERSHIP LEAD CONTACT**

Contact Name: Alex Alvarez Title: Academic Rigor Coordinator

Street Address: 954 North Main Street

City: Conyers State: GA Zip: 30012

Telephone: 770-860-4237 FAX: 770-860-4273 Email: calvarez@rockdale.k12.ga.us

**SECTION 3: FISCAL CONTACT**

Contact Name: Gene Baker Title: Assistant Superintendent

Street Address: 954 North Main Street

City: Conyers State: GA Zip: 30012

Telephone: 770-860-4243 FAX: 770-860-4273 Email: ebaker@rockdale.k12.ga.us

**SECTION 4: GRANT AMOUNT REQUESTED: \$676,849**

**SECTION 5: APPLICANT AGENCY FISCAL INFORMATION**

1. Month of Fiscal Year End: June
2. Attach to the application, the applicant agency's financial audit.
3. Is applicant agency delinquent on any federal debt? NO XX 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 XX YES  If yes, attach names and total compensation of the five most highly compensated officers of the grantee.

**SECTION 6: PARTICIPANT DATA:**

Approximate number of students served: 300

Population of focus (i.e. age, gender, race):

RCPS Middle Schools	Total Population	% F/R Lunch	% White Students	% Black Students	% Hispanic Students	% Other Races
Conyers MS	912	79%	21%	64%	10%	5%
Davis MS	879	45%	36%	52%	5%	7%
Edwards MS	996	71%	19%	56%	19%	6%
Memorial MS	800	70%	8%	80%	6%	6%

Students are split nearly 50/50 along gender lines.

**SECTION 7: SERVICE DELIVERY AREA**

Primary county or counties to be served: Rockdale County

List other counties to be served (if any): n/a

Congressional District(s) to be served: GA-004

**SECTION 8: PROGRAM ACTIVITIES**

Rockdale 21<sup>st</sup> Century Academy of Environmental Studies, a middle grades magnet school, will serve as the 6th through 8th grade portion of a continuum of knowledge of Rockdale County Public Schools’ unique longitudinal approach to STEM immersion, rigor and post-secondary preparation with a PK-12 pipeline of cutting edge STEM-focused study. The Academy will creatively leverage and blend the resources of its partners with the goal of having a **significant impact on improving student outcomes**. It will serve approximately 300 middle school students, all from **high-need schools**, each school year. The partnership for this project was intentionally created to provide the foundation and guidance needed to respond to the needs of a rapidly changing student population and increasing call for attention to **STEM subjects**. The Rockdale 21<sup>st</sup> Century Academy of Environmental Studies will build a culture of college- and career-readiness, and confidence in the ability of all students to achieve their dreams, creating an exponentially positive momentum for transformation.

**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:**



Richard Autry, Superintendent

Date

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## Executive Summary

### A list of entities that make up the partnership:

- |  |   |
|--|---|
| <p>1) <b>Rockdale County Public Schools</b><br/>Richard Autry, Superintendent<br/>Contact Person: Alex Alvarez<br/>954 North Main Street, Conyers, GA 30012<br/>770-860-4243<br/><a href="mailto:calvarez@rockdale.k12.ga.us">calvarez@rockdale.k12.ga.us</a></p>                      | <p>3) <b>Rockdale Magnet School for Science and Technology</b><br/>Mary Ann Suddeth, Director<br/>1174 Bulldog Circle, Conyers, GA 30012<br/>770-483-8737<br/><a href="mailto:msuddeth@rockdale.k12.ga.us">msuddeth@rockdale.k12.ga.us</a></p>                                    |
| <p>2) <b>GA Tech Center for Education Integrating Science, Mathematics and Computing (CEISMIC and GIFT)</b><br/>Bonnie Harris<br/>760 Spring Street NW, Atlanta GA 30308<br/>404-894-7530<br/><a href="mailto:bonnie.harris@ceismc.gatech.edu">bonnie.harris@ceismc.gatech.edu</a></p> | <p>4) <b>AVID—Advancement Via Individual Determination</b><br/>Granger Ward, Executive VP, AVID Center<br/>Contact Person: Alberta Banks, M.Ed.<br/>3 Corporate Blvd, Atlanta, GA 30329<br/>404-963-9256<br/><a href="mailto:abanks@avidcenter.org">abanks@avidcenter.org</a></p> |

• **Name of Lead Partner (Fiscal Agent)—Rockdale County School District**

Rockdale County Public Schools, 954 North Main Street, Conyers, GA 30012, 770-860-4243

• **Grant type that partnership seeks**—Enterprise grant, Large

• **Priorities which partnership intends to address: Priority 1-Providing Applied Learning Opportunities**

### A statement of need:

**A definition of the geographic location that will be served:** Rockdale County, GA.

**A description of the specific target population to be served:** 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students, all from high-need middle schools, selected through an application process, with an interest and aptitude in mathematics, science, and technology.

**A description of how the applicant will implement the proposal, including the numbers of individuals expected to be served; and the array of programs, activities, and services that will comprise the strategy:** Rockdale 21<sup>st</sup> Century Academy of Environmental Studies - a middle grades magnet school - will serve as the 6th through 8th grade portion of a continuum of knowledge of Rockdale County Public Schools' unique longitudinal approach to STEM immersion, rigor and post-secondary preparation with a PK-12 pipeline of cutting edge STEM-focused study. The Academy will creatively leverage and blend the resources of its partners with the goal of having a significant impact on **improving student outcomes**. It will serve approximately 300 middle school students each year.

## **Section 1 - Partnership Overview**

**The following describes the entities that make up the partnership with their respective missions, expertise and experience:**

Rockdale County Public Schools will serve as the lead applicant for the *Rockdale 21<sup>st</sup> Century Academy*

of *Environmental Studies* project - a partnership that includes both private and public entities.

<b>Table 1. Rockdale 21<sup>st</sup> Century Academy of Environmental Studies Partnership</b>		
<b>Partner</b>	<b>Mission</b>	<b>Expertise/Experience</b>
Rockdale County Public Schools	To ensure that each student performs at his/her highest academic level and is a successful, participatory member of our democratic society, through fearless advocacy for students, strong community alliance, empowering students to shape their own future, and a commitment to customized measures of success.	Metropolitan Atlanta school system, whose proximity to the city creates a hybrid suburban/urban setting, with 16,000 students in 22 schools. Long, strong partnership history with CEISMC through the Math-Science Partnership and the RMSST.
Georgia Institute of Technology-CEISMC and GIFT	Dedicated to the enhancement of STEM education in the schools, and systemic changes that leads to improved appreciation and performance in STEM for all students.	CEISMC has partnered with RCPS since 2007 through the Math Science Partnership Program. The Georgia Intern Fellowship Teachers (GIFT) program began in 1991.
AVID	Close the achievement gap by preparing all students for college readiness and success in a global society.	Improves student problem solving skills, communication skills and self-management skills with specific emphasis on note taking, lecture retention and critical thinking. Has partnered with RCPS since 2005.
Rockdale Magnet School for Science and Technology (RMSST)	To ensure that students become individuals who think ethically, critically, and independently while excelling in competitive academic environments and emphasizing high standards.	GA's first certified STEM high school. In 2011 alone, RMSST students (26) were offered nearly \$2.3 million in scholarships and had an average SAT score of 1813. 89% of those graduates are pursuing STEM fields in college.

**• The partnership's collective mission and vision.**

The mission of the *Rockdale 21<sup>st</sup> Century Academy of Environmental Studies* is to substantially improve academic outcomes and create confident students with strong post-secondary goals by

- preparing all students to be lifelong learners,
- providing applied learning experiences that motivate all students,
- providing a rigorous and technologically enhanced STEM curriculum,
- inspiring creative, critical and analytical thinking,
- increasing awareness of STEM career opportunities,
- establishing an accessible community of STEM scholars, and
- encouraging students to continue their STEM education.

The vision is to promote environmental studies through research, develop work force skills, and encourage students to enter academic and career paths in STEM fields that lead to careers in STEM industries, by creating a K-12 pipeline of students immersed in high-tech, applied STEM education.

**The past performance of the lead partner implementing large, complex, and rapidly growing projects that led to positive project implementation.**

RCPS has a well-established internal and external structure for successfully managing multi-million dollar projects with a variety of partners. Our most recent initiatives include the Rockdale Career Academy and current expansion through the Georgia Career Academies Project (GCAP) and partnership with DeKalb Technical College. Additional project include the Rockdale Virtual Campus (CISCO and Apple), a Safe Schools/ Healthy Students (SS/HS) federal grant, Readiness and Emergency Management for Schools (REMS) federal grant, and our unique full-day pre-kindergarten Early Learning Center model. Partnerships of similar size and scope to this have been managed through a participatory planning process with all partners. Additionally, Rockdale County is the birthplace of the Georgia System of Care Model – a network of community partners creating a menu of comprehensive, needs-based wrap-around services for children and their families. These multi-million dollar projects involve large-scale compliance, fiscal, personnel, purchasing and program management activities, and included a variety of evaluative and auditing processes. RCPS also uses a continuous improvement model to ensure the projects are high-quality and operating with fidelity. The proposed activities will be managed within this structure, using existing internal and external resources for communication, feedback and improvement.

• 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.

**RCPS** has actively pursued a course of action to *Defy the Norm in the Midst of Growth and Major Demographic Change*. In 2004, the community questioned whether the system would ever be successful amid rapid change. Until 2001, only 32% of 13,000 students were minority and just 27% were economically disadvantaged. At that point, a rapidly evolving demographic structure began that is now more than 79% minority and 65% economically disadvantaged. Further, the school system as a whole had never made adequate yearly progress (AYP). Under new leadership, RCPS responded. A five-year, district-wide strategic plan was developed, implemented and carefully monitored. As a result, RCPS was removed from NCLB’s “Needs Improvement” status within the first two years, has made Adequate Yearly Progress (AYP) district-wide for an unprecedented six (6) consecutive years, significantly closed the “Gap-to-Standard” across student subgroups. The goal of proving that socio-economic deficiencies do not automatically mean lower academic achievement manifested as the RCPS “Defying the Norm: A Model for Student Success”. This model has led to remarkable increases in achievement, despite and increasing number of diverse and economically disadvantaged students (*please see supporting data in the Appendix*). RCPS stakeholders have just completed a 15-month long process to update and renew the RCPS Strategic Plan for the next five years, and continue the positive trajectory. This project aligns with many of new goals for student achievement, use of technology, and college/career preparation.

## Section 2 - Need for Project

In an urban district as diverse as RCPS, with an average of 65% economically disadvantaged students, there is a need for continual effort to provide all students equal opportunity to meet state academic content and student achievement standards through a variety of personalized learning strategies. To increase student achievement and improve post-secondary outcomes, RCPS administrators have **identified a pervasive need** for enhanced student preparation and support for rigorous coursework, interest/skill/career inventories and exposure to a variety of applied learning experiences to ensure appropriate student advisement in STEM coursework, more specifically, Environmental Science.

**• Detailed description of the specific target population and geographic location to be served.**

The project proposes to target students at high-need middle schools in Rockdale County who have an interest in and aptitude for STEM subjects, including rising 5<sup>th</sup> grade students who have shown an interest in STEM areas and/or have successfully completed the STEM articulation in the previous grades.

Located just east of Atlanta, Rockdale County is a county with a rapidly increasing number of families whose children are negatively impacted because they live in neighborhoods that are struggling against drug-use, violence and increasing gang activity. RCPS serves an area distinguished by car dealerships, strip malls, large apartment complexes and trailer park neighborhoods (one among the largest in the southeast with 750 trailers and nearly 4,000 mostly Hispanic residents), split by a major interstate highway. The Memorial Middle School **attendance zone**, where the Academy will be housed, is **ranked # 8 in the nation for foreclosed homes**. Often referred to locally as a **“strip mall with a City Hall”**, the economic makeup is primarily blue-collar, with growing numbers of unemployed: (GA Dept. of Labor, 2011)

	2000	2011	Increase
Rockdale County	2.2%	12.3%	<b>480%</b>
State of Georgia	3.4%	10.8%	<b>217%</b>
United States	3.7%	10.6%	<b>186%</b>

RCPS is a PK-12 public school system, serving nearly 16,000 students with 3 high, 4 middle, 11 elementary, 4 alternative schools. RCPS has experienced increasing numbers of students who are traditionally underrepresented in higher education, *especially in STEM specialties*. All but one of the eighteen traditional schools receive Title I services. Additionally, the Free & Reduced Meal program participation rate in Rockdale County has risen sharply to 65% system-wide, with some schools as high as 90%. Since 2000, student demographics have seen a significant shift and Rockdale County Public Schools **is now a minority majority, high-needs school district**.

Schools	Total Population	% F/R Lunch	% White Students	% Black Students	% Hispanic Students
RCPS in 2000	13,412	25%	71%	22%	4%
RCPS in 2011	15,857	65%	21%	61%	12%
<b>CHANGE</b>	<b>Up 16%</b>	<b>Up 160%</b>	<b>Down 65%</b>	<b>Up 177%</b>	<b>Up 200%</b>

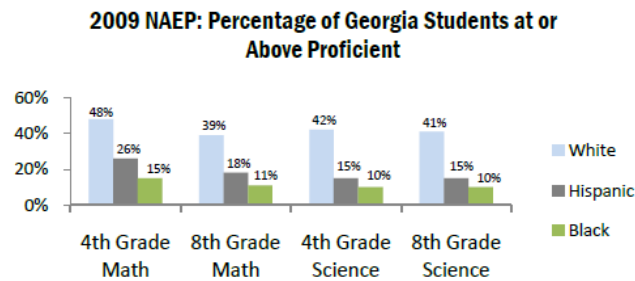


**College and Career Ready Performance Index (CCRPI) and Georgia BRIDGE Law** – In response to the ESEA Flexibility Waiver Approval, the GaDOE is committed to the creation of a comprehensive school improvement, accountability, and communication platform for our state’s schools and educational leaders that will enable all Georgia public school students to be **college and career ready - CCRPI**. Also, with the passage of the Georgia House Bill 400 (BRIDGE Law -Building Resourceful Individuals to Develop Georgia’s Economy), the **BRIDGE Act** mandates that all, beginning in the 2010-2011 academic year, local school systems must provide to sixth, seventh and eighth grade students the following: counseling, regularly-scheduled advisement, career awareness, career interest inventories, information to assist students in evaluating their academic skills and career interests.

According to [changetheequation.org](http://changetheequation.org), the future of Georgia depends on its ability to boost student performance in science, technology, engineering and mathematics (STEM). Young people in Georgia will increasingly face stiff competition for jobs from people across the world, and to succeed in the global economy, students will need a much stronger foundation in STEM subject areas. Falling well behind when compared to national data, there is a critical need to find ways to teach students where they are best able to learn – using technology, applied learning and innovative approaches.

**Statewide statistics:**

Achievement gaps are significant. This is an area of great concern, given the demographic composition of Rockdale County Public Schools (see page 9).



Source: NAEP, 2009.

**National Statistics:**

- **Only 45 percent** of 2011 U.S. high school graduates are ready for college-level math, while a **mere 30 percent** are ready for college-level science. ([www.act.org](http://www.act.org))
- In 2009, **only 30 percent** of eighth grade students performed at or above the proficient level in science. ([www.nces.ed.gov](http://www.nces.ed.gov))
- **9 percent** of Hispanic and **10 percent** of black students took advanced Algebra or calculus in 2008, compared to **22 percent** of white students and **43 percent** of Asian students. ([achieve.org](http://achieve.org))
- **Only 27 percent** of 2011 test takers took an AP science exam and **26 percent** took an AP math exam. ([www.professionals.collegeboard.com](http://www.professionals.collegeboard.com))
- Students who progress through at least Algebra II in high school are **twice as likely** as those who

do not to complete a four-year degree. ([www.apreport.collegeboard.org](http://www.apreport.collegeboard.org) )

### **International Comparisons:**

- **16 nations:** The number of industrialized nations whose high school students performed better than U.S. students in math in 2010. ([www.nsf.gov](http://www.nsf.gov) )
- **24 nations:** The number of industrialized nations whose high school students performed better than U.S. students in science in 2010. ([www.pisa.oecd.org](http://www.pisa.oecd.org) )
- In 2008, **31 percent** of U.S. bachelor’s degrees were awarded in science and engineering fields. Compared to **61 percent** in Japan and **51 percent** in China. ([www.nsf.gov](http://www.nsf.gov) )

### **Workforce:**

- As of February 2012, **more than half** of the 30 fastest growing occupations require some level of postsecondary education. ([www.bls.gov](http://www.bls.gov))
- By 2018, it is projected that **63 percent** of all jobs in the U.S. economy will require postsecondary education. ([www.cew.georgetown.edu](http://www.cew.georgetown.edu))
- By 2018, **92 percent** of traditional STEM jobs will be for those with at least some postsecondary education and training. ([www.cew.georgetown.edu](http://www.cew.georgetown.edu))

In response to the established need, the *Rockdale 21<sup>st</sup> Century Academy of Environmental Studies* at Memorial Middle School will be a school choice theme school, offering comprehensive, high-quality, curriculum intended to attract diverse learners. The Academy will offer an exciting opportunity for students in grades 6-8 to experience a comprehensive curriculum enhanced by thematic units, advanced technology, and project-based learning activities. Classes will be taught by highly qualified teachers and offer students STEM-based learning experiences that promote 21<sup>st</sup> Century thinking and learning skills.

## **Section 3 - Quality of the Project Design**

### **Proposal Concept**

In alignment with the renewed RCPS Five-Year Strategic Plan, RCPS is creating a unique longitudinal approach to STEM immersion, rigor and post-secondary preparation with a PK-12 pipeline of cutting edge STEM-focused study. The *Rockdale 21<sup>st</sup> Century Academy of Environmental Studies* at Memorial Middle School (the Academy) **is the 6th through 8th grade portion of that continuum of knowledge**, with the goal of having a significant impact on improving student outcomes. While we are aware of two school systems in Georgia that have implemented a STEM curriculum in middle school, the Academy will offer a unique, innovative and exceptional approach to this priority that has not been widely adopted within this comprehensive framework of promising practices. For example:

- The program will implement an “enrichment cluster” strategy, modeled after Joseph Renzulli’s Triad Model, that includes general exploratory activities, training activities, and individual &

small group investigation of real problems;

- Technology will be utilized as a tool for teaching as well as a tool for learning. Every lesson incorporates relevant technology applications such as analysis of data, use of digital resources, application of data collection technology, multi-media presentations, videoconferencing, website and blog development, flipped classrooms, etc.;
- Math and Science standards apply to every learning activity conducted in the Academy. All content area teachers are familiar with the standards and are trained to facilitate students in drawing meaningful connections; and
- Participation in unique and purposeful career-related units to gain exposure to a wide variety of engineering, science, and math careers, knowledge regarding college requirements for STEM degrees, effective communication skills, critical self-evaluation skills, and labs and lessons that directly relate to life outside of school.

Like students at the STEM Magnet Elementary School at Honey Creek, students at the Academy will be exposed to a wide array of environmental science disciplines that prepares them for transition into rigorous high school programs and continuation of their STEM immersion education at the Rockdale Career Academy (RCA) and/or the Rockdale Magnet School for Science and Technology (RMSST) – two highly successful, proven effective specialized RCPS schools. **RMSST, in fact, was recently named the first Georgia high school to receive STEM certification.**

Next, because the work of environmental scientists and professionals will only grow in value, **the school will have an Environmental Science focus.** The demand for stricter governmental environmental policies and regulations of company procedures will continue to open doors for scientists working in this field. The U.S. Bureau of Labor Statistics predicts that the number of jobs for environmental scientists will grow by a staggering 25% in the next decade. The school-wide focus on the environmental sciences also takes advantage of the campus' large natural area, including a creek that runs along its edge – perfectly positioned to host an outdoor education center for researching ecology, conservation, soil science, geology, natural resource management, water quality, and the natural landscape. Additionally, proximity to major universities and medical institutions will provide additional educational resources for students and staff as they explore life science, biology, epidemiology, environmental toxicology, etc.

**The Rockdale 21<sup>st</sup> Century Academy of Environmental Studies seeks to implement a multi-disciplinary model of best practices in STEM education that:**

1. Increases academic achievement through applied learning experiences;
2. Aligns with state standards (CCGPS and Next Generation Science Standards);
3. Develops students' understanding of basic environmental concepts and their relation to subsequent college and career plans;

4. Increases student 21st century skills and technological literacy by providing students with opportunities to use the technical tools of the STEM industry;
5. Improves students’ self-management, problem solving and research skills;
6. Prepares students to successfully transition to a rigorous high school learning environment with continued immersion in STEM;
7. Builds capacity by providing professional learning for staff that will help sustain operations at a high performance level after funding ends;
8. Nurtures partnerships that allow schools and the business sector to join efforts to improve students’ STEM-career opportunities; and
9. Guides community understanding of the importance of STEM education and builds capacity to sustain a viable STEM educational program.

It is our intent to create a world-class middle school STEM magnet school program that will draw students from all corners of our district. Further, we will create a program that establish innovative best practices and communicate how such programs can be replicated.

**Number of people (students and/or teachers or leaders) that the partnership expects to serve**

The *Rockdale 21<sup>st</sup> Century Academy of Environmental Studies* will have direct impact on 300 middle schools students and their families each year. Three teams (one team in each grade) will be comprised of five teachers – Math, Science, Language Arts, Social Studies and STEM – and will serve up to 100 students per team. The proposed project will also provide professional development to approximately 15 teachers and school leaders each year by taking advantage of a variety of unique skills sets offered by project partners including AVID, College Board, Georgia Tech, and local business partners.

**The number of LEAs, schools, K-12 students and economically disadvantaged students the partnership expects to affect by implementing the project**

Because the *Rockdale 21<sup>st</sup> Century Academy of Environmental Studies* will enroll students from all four local middle schools, the demographics of each are provided below:

RCPS Middle Schools	Total Population	% F/R Lunch	% White Students	% Black Students	% Hispanic Students	% Other Races
Conyers MS	912	79%	21%	64%	10%	5%
Davis MS	879	45%	36%	52%	5%	7%
Edwards MS	996	71%	19%	56%	19%	6%
Memorial MS	800	70%	8%	80%	6%	6%

**• The extent to which the proposed project represents an exceptional approach to the priorities the eligible applicant is seeking to meet.**

All students should have opportunities for career awareness and career exploration, and be given opportunities for career preparation while in school. RCPS strategically focuses on supporting a pipeline of programs and services that are designed to fuel academic rigor and provide a continuum of assessments, inventories and opportunities that support student exploration and planning for post-

secondary college and career options. Further, the Academy will guide student pathway selections beginning in middle school by using a strong advisement model that will allow each student to participate in a variety of investigative and applied learning opportunities such as local business based internships, employer speaker vignettes in the classroom, interest inventories and enrichment camps; enabling them to craft an appropriate educational plan, whether geared toward college or career, and in compliance with the Georgia BRIDGE Law.

### **KEY PROJECT COMPONENTS:**

**I. “Map Your Future” initiative.** In alignment with the new College and Career Ready Performance Index (CCRPI), all eighth grade students will complete an Individual Graduation Plan in GaCollege411 or GCIS. Also, Academy students will comply with the CCRPI requirement that they complete 3 or more Career Interest Inventories from a preferred Career Interest System within GaCollege411 or GCIS. All students will create a career pathway that matches their interests and aptitudes. The Academy uses a locally created guide entitled “Map Your Future” that will guide a student to a 1) **Rockdale Magnet School for Science and Technology** (college-bound) pathway and the College Board College Readiness Pathway (PSAT/NMSQT, ReadStep, AP courses, SAT) to ensure all students are progressing on appropriate education paths, or 2) career-bound pathway that includes unique opportunities offered by the **Rockdale Career Academy**. Both pathways are intentionally designed to be flexible, continuously monitored, and include levels of rigor and acceleration that allow every student to achieve their highest aspirations. Both schools are key partners and will provide guidance, mentorship, resources and serve on the Advisory Board. The locally-created “Map Your Future” guide is found in the Appendix.

**II. Capstone Project, Presentations and Service Learning.** One of the most important purposes of the Academy is to help students become independent learners who are capable of applying the skills, attitudes and habits of their education to a lifetime of learning. The Capstone Project is one way the Academy responds to this critical component. The central feature of the capstone is the pursuit of a significant research project that will expand the student’s intellectual curiosity beyond the formal curriculum and classroom, requiring self-motivation and more independent work, with guidance from teachers, advisers, and most importantly, their peers. Every eighth grade student at the Academy will participate in the culminating Capstone Project, a multifaceted, interdisciplinary project which utilizes (1) the fundamental skills of the research process; (2) inquiry-based and applied-learning sessions; (3) academic writing; (4) the results of a variety of interest inventories, career exploration assessments; and (5) exploration with the project’s community and business partners. Students will conduct research and undertake the writing of a formal research paper. Throughout their capstone experience, students will document the hours they spend working on their service projects. Additionally, students will engage in regular reflection, making blog entries to record their progress and their thoughts as they complete their project, their paper and their

presentations. The capstone experience concludes in the Spring with a multi-media presentation to community members, rising 5<sup>th</sup> grade students, and their families.

**III. Portfolio and Project-based Learning.** The Rockdale 21<sup>st</sup> Century Academy will engage students in project-based learning with outcomes that scaffold each year. Participants will be expected to apply learning that impacts the community around them. During their 6<sup>th</sup> grade year, students will engage in Introduction to Environmental Sciences and present an end-of-year project during the annual S.T.E.M. apalooza. Students who are in 7<sup>th</sup> grade will be required to narrow their focus to a specific area of environmental science and participate in a series of service learning projects and present their work in a multimedia presentation at the end of the year. Eighth grade students will be paired with one of our partner organizations and engage in a capstone project which requires them to provide a real-world solution or product for a need specified by the partner organization (see ‘Capstone Project’ above). During the time that students are enrolled in the Academy, there will be specific articles that must be maintained in a portfolio in alignment with Georgia College and Career Ready Performance Index standards, and to increase their readiness for the Rockdale Magnet School for Science and Technology.

**IV. Professional Learning.** As noted in our research, a strong support system for teachers and leaders is critical to successful STEM education. Academy teachers will be provided professional development and training through several key partners. First, teachers will be candidates for the GA Tech CEISMC/GIFT program each summer. The GIFT program is a paid 4-7 week summer internship for science, mathematics and technology teachers. GIFT offers teachers real world applications of the subjects that they teach. Teachers are exposed to inquiry and problem solving, cutting-edge scientific research, and data analysis. By offering business and industry internships (through partners such as UPS, Fernbank Science Center, Georgia Power, GE Energy) and public science institute and research fellowships (Emory, GA Tech, UGA, Southern Poly), teachers increase content knowledge and gain practical examples of science, technology, engineering, and mathematics applications for enriched instruction and teaching practices based on evidence-based experiences. Next, teachers will participate in sessions offered through the Laying the Foundation (LTF) program, a partner of the National Math & Science Initiative. LTF provides a comprehensive training program to schools that includes Pre-AP and AP teacher training, support, lessons, and classroom materials that improve student performance and create a college-ready culture. Implementation of flipped classrooms and cross-curricular applied STEM experiences are key LTF lessons for the Academy. Third, using proven AVID methodologies, teachers will be trained to utilize and integrate AVID’s research-based instructional strategies known as WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) to strengthen students’ critical thinking and writing skills.

**V. Access to Technology.** All Academy students and staff will have access to 21<sup>st</sup> Century technology that includes tablet computers and an improved infrastructure that supports learning in all areas of the

school, campus, home and community. Technology is used for both teaching and learning.

**VI. AVID Strategies.** AVID implementation at a school-wide level is an innovative approach to creating a college-going culture and increasing student motivation and achievement across a school campus. Some specific AVID strategies that students will utilize are:

- Cornell note taking provides students with a method that focuses on reflection and application.
- Inquiry-based tutorial places ownership for review on students and is differentiated based on individual student need through teacher facilitation using higher order thinking questions.
- AVID Binder houses interactive notebooks for each class, student agenda, and basic supplies which increases time on task while providing an ordered organizational system.

AVID builds confidence, higher-order thinking skills, problem-solving and communication skills, the ability to self-manage, and the mind-set needed to pursue rigorous math and science classes in high school so that students are well-prepared for post-secondary education in STEM fields. Memorial Middle School already has AVID saturation in the 6<sup>th</sup> through 8<sup>th</sup> grades. The school is a model AVID program for others as it has 100% administrative support and strong parental and community support. Building-wide training has been provided to teachers in AVID strategies and an implementation plan is in place to aid in ensuring that AVID strategies are being used throughout the building. Additionally, AVID Central is in the process of designating MMS as an AVID demonstration school based on the academic achievement across the building in all subgroups. MMS AVID students have outscored the all county middle schools in every subject and at every grade level. The AVID Site Director is a Nationally Certified AVID Trainer. The project will provide intensive professional development to approximately 15 teachers and 5 school leaders in through the AVID STEM Initiative. Integrating the AVID system in the Academy classrooms creates a powerful college-going culture that positively impacts all students.

**VII. AVID STEM Initiative.** Next, portions of the AVID STEM Initiative will be incorporated to encourage higher levels of interest and achievement in STEM fields using proven AVID instructional methodologies and specific strategies to help students, including low-income, underrepresented students, succeed in advanced classes and STEM subjects. The scaffold of academic and social structures improves student outcomes in academic performance, builds critical reading and thinking skills for technical and college readiness coursework, and fosters collaboration among students, as well as educators. AVID helps students to develop a vision of their future; teaches them how to study and learn; and supports them to set goals to achieve their vision. In today's sophisticated and rapidly changing workplace, the skills, strategies, experience, and confidence acquired by students working with the AVID system are integral to success in postsecondary education and careers. The specific components are:

***1. AVID STEM Summer Bridge Program.*** Researchers have has proven that the achievement gap widens significantly in the transition between middle school and high school. In response, four

Summer Bridge Programs in STEM subjects will be offered. Each of these Summer Bridge programs is designed to improve performance in math and science courses by strengthening content knowledge, critical thinking skills, and problem solving skills and to promote access to and success in advanced math and science courses. A full description of the Bridge Programs can be found in the Appendix; however, there are some commonalities: Three weeks in length, four hours per day; offered concurrently with summer school sessions; no cost to students; transportation provided by district; taught by district math and/or science teachers and; engaging, interactive curriculum.

**2. Intensive STEM Subject Teacher Training.** Instructional strands for science and math that provide teachers with specific skills, tools and motivation needed to communicate, engage and motivate students in these classes and activities will be offered through (1) Summer Institutes - three-day intensive trainings; (2) specialized subject trainings that are offered on-site for a school and/or district; (3) ongoing e-learning via strand modules and webinars; and (4) videoconferencing.

**VIII. Videoconferencing Applied Learning Opportunities.** The *Rockdale 21<sup>st</sup> Century Academy of Environmental Studies* will incorporate innovative technology to expand the curriculum and increase applied learning in the form of videoconferencing. Applications include PSAT preparatory courses, virtual lab experiences with the GaTech CEISMIC Discovering Science Club, GTRI ‘Direct To Discovery’ projects, and professional development for staff. Local business partners (e.g. Rockdale Medical Center, BioLab, Solo, CISCO, Apple, Toyota, Clean Air Campaign, Georgia Water Science Center, etc.) will invite this technology into the heart of their operations to share STEM applications in a variety of forms through virtual field trips for students; and many museums, aquariums, science labs, zoos, and governmental agencies offer educational video conferencing tours to students – both domestically and internationally. These real-world examples of classroom lessons make learning interesting; attention to the content increases; and retention rates improve. Increased access to content experts gives students and staff the rare opportunity to talk to a national pool of experts in various fields of study. Professional development opportunities increase exponentially.

**The Rockdale 21<sup>st</sup> Century Academy of Environmental Studies has a robust set of objectives that align with the long-term goals of the Innovation fund:**

**A. Preparation for High School**

As the CCRPI system is rolled out, these will be modified to include the increase in Student Growth Percentile in core subjects:

- a. % of Academy students scoring at meets or exceeds in science, math, social studies, language arts and reading will increase by a minimum of 5% from baseline each year.
- b. % of Academy students in grade eight achieving a Lexile measure greater than 1050



- c. All Academy students completing two or more years in the Academy, will earn at least one high school credit.
- d. Percent of students in grades six through eight advancing to above grade level subject acceleration will increase by a minimum of 5% each year.

**B. Science, Technology, Engineering and Math focus**

- a. Percent of students in grade eight scoring proficient/advanced on the 21st Century Skills Technology Assessment will increase at least 10% each year.
- b. Memorial Middle School will earn a Georgia Science, Technology, Engineering and Math (STEM) Program Certification by the end of the grant period.

**C. Career Exploration**

- a. % of student in grade eight with a complete Individual Graduation Plan on GaCollege411 will increase by at least 10% from baseline each year.
- b. 100% of Academy students will complete 3 or more Career Interest Inventories/ Assessments by the end of 8<sup>th</sup> grade.
- c. All Academy students will collaborate with one or more community partners to complete and capstone project and presentation.

**The extent to which the eligible applicant demonstrates that there are evidence-based findings or a reasonable hypothesis that implementation of the proposed practice, strategy, or program will have a statistically significant, substantial, and important effect on improving student outcomes.**

The project planning team learned that a model comprised of a combination of several promising practices has a strong indication (both in implementation and student achievement) that it will have a statistically significant, substantial and important effect of improving student outcomes.

**Research-Based Promising Practices That Support the Academy Model**

Research	Source
Establish learning outcomes as a vehicle for formulating, articulating, and communicating expectations for performance in a course or curriculum.	Mager, 1962
Organize students in small groups for many of the learning activities both during class and/or outside of class. Pedagogical approaches in which teachers organize students in small groups for learning are varied, and include collaborative learning, cooperative learning, peer-led team learning, and team-based learning. Also, other pedagogical approaches such as project-based learning, service learning, capstone design projects, and inquiry-based learning almost always involve organizing students in small groups.	Bruffee, 1984; Johnson, Johnson, & Smith, 1991; Gosser & Roth, 1998; Tien, Roth, & Kampmeier, 2001; Michaelson, Knight, & Fink, 2004; Prince & Felder, 2006; Eyler & Giles, 1999; Dutson, et al, 1997; Lee, 2004
Organizing content around scenarios that are presented to students together with questions, challenges, or problems posed in connection with the scenarios. Content is drawn together to address the challenges. This includes problem- and project- and inquiry-based learning, discovery learning, question-drive instruction, challenge-based learning,	Diefes-Dux, et al, 2004; Lesh, Hoover, Hole, Kelly, & Post, 2000

service learning, and model-eliciting activities .	
Feedback to improve performance. This promising practice stresses the role of systematic plan of formative assessment such as the minute paper in which teachers regularly ask students at the end of classroom sessions to address two questions that are similar to “What was the most important point that you took away from the lecture today?” and “What point for you remains the most unclear?” Teachers review student responses and, in the next class period, present a brief summary of the responses and how they plan to address frequently mentioned fuzzy point. This approach aligns closely with AVID strategies.	Ericsson et al, 1993; Angelo & Cross, 1993; Stead, 2005
While the most common form of classroom teaching is exclusive use of lecture, there are multiple alternatives that more actively and explicitly involve students and that can be used for portions of every classroom session. This includes a wide variety of applied learning opportunities, flipped classroom scenarios, etc.	A. C. Smith et al., 2005; Sokoloff, Laws, & Thornton, 2007
Districts seeking to improve STEM outcomes should: <ul style="list-style-type: none"> <li>• Consider the adoption of STEM-focused schools.</li> <li>• Devote adequate instructional time and resources to math and science.</li> <li>• Enhance the capacity of K-12 teachers.</li> <li>• Provide instructional leaders with professional development that helps them create the conditions that appear to support student achievement.</li> <li>• Develop effective systems of assessment that are aligned with the next generation of science standards and that emphasize science practices rather than mere factual recall.</li> </ul>	National Research Council, National Science Foundation
<ul style="list-style-type: none"> <li>• AVID schools showed increases in enrollment in courses of high rigor where the non-AVID schools actually showed decreases in enrollment.</li> <li>• AVID schools showed increases in graduation rates while non-AVID schools evidenced declines.</li> <li>• AVID opens access to AP courses for minority students. The proportion of Hispanic students taking AP exams is almost five times higher among AVID students (at 57%) than U.S. students (12%).</li> <li>• Minority students who participate in AVID are much more likely to enroll in a four-year college.</li> </ul>	Watt, et al, 2006
College Board represents one of the most pivotal components in determining a student’s post-secondary activities. Research has shown that the tools that the Academy will use are not only evidence-based and proven successful, but also demonstrate the existing correspondence between assessments in the College Board College Readiness Pathway (comprised of ReadiStep, the PSAT/NMSQT, and the SAT) and the new Common Core Georgia Performance Standards and new Math. On average, students who take the PSAT/NMSQT score 146 points higher on the SAT than those who do not.	<a href="http://www.collegeboard.com">www.collegeboard.com</a>

In response, the Academy will create an innovative integration of powerful evidence-based academic programs and supports that have been proven to improve academic outcomes and college readiness in STEM education. Project deliverables will share complementary innovations to measurably improve student outcomes. Each uses methodologies and best/promising practices based in sound educational learning and research.

**Description of how this proposal will advance the State’s RT3 strategy and/or other plans to**

**improve student performance.**

The *Rockdale 21<sup>st</sup> Century Academy of Environmental Studies* will advance the state’s RT3 strategy through an innovative new program partnership design that combines the multiple learning support strategies of AVID and College Board with local strategies of “mapping a student’s future” using career and interest inventories, along with the innovative STEM-based Summer Bridge program to create a critical mass of students for school-wide adoption of proven strategies resulting in improved student outcomes. These in-school methodologies will be supported by public/private partnerships in the community and increased parent engagement and prepare students to succeed in college and to compete in the global economy. The Academy could also serve as a model for the newly released Georgia Department of Education State STEM School or Program Certification. Finally, all performance measures for this project are aligned with the State’s RT3 strategies and focus on student achievement.

<b>RACE TO THE TOP INNOVATION FUND – SCOPE OF WORK</b>				
<b>NAME OF PARTNERSHIP: ROCKDALE 21<sup>ST</sup> CENTURY ACADEMY OF ENVIRONMENTAL SCIENCE</b>				
<b>GOAL 1: PLANNING MONTHS:</b> Develop/implement an innovative middle school STEM magnet program and partnerships that produce positive outcomes for students that prepares them to succeed in college and the workplace.				
<b>ACTIVITY</b>	<b>IMPLEMENTATION STEPS</b>	<b>TIMELINE</b>	<b>RESPONSIBILITY</b>	<b>FUNDING SOURCE</b>
Establish and expand partnership to advance the applied learning and academic achievement of Georgia’s K-12 students.	Establish regular communication and meet regularly in an advisory capacity to guide project to its goals	2012-14	All partners	Partners
Create a program where students are immersed in STEM curriculum and AVID methodologies to increase student achievement, preparedness for high-rigor courses, and college exploration.	Curriculum modification by the Core Team to create an interdisciplinary Environmental Science theme, ensuring that all students are challenged, and increasing the number of in-depth learning experiences	2012-13	Academy Core Team	Innovation funds
	Staff are trained on AVID strategies and methodologies and Laying the Foundation pedagogy	2012-13	AVID, LTF, RCPS	
	Establish schedule of enrichment cluster activities that promotes high-achieving behaviors in all students	2012-13	Academy Core Team	
<b>GOAL 2:</b> Collect and utilize data that measures student academic needs, improvement to facilitate differentiated instruction, and inform the community of educational progress and excellence.				
<b>ACTIVITY</b>	<b>IMPLEMENTATION STEPS</b>	<b>TIMELINE</b>	<b>RESPONSIBILITY</b>	<b>FUNDING SOURCE</b>
Maintain a system to track, analyze, and use assessment results.	Implement Data Warehouse for system-wide use.	2012-2014	RCPS	RT3 funds

	Train staff and administrators.			
Collaborate with partners to provide use formative, benchmark and summative assessments data to differentiate instruction.	Access and utilize data collected locally and by partners – AVID, College Board, benchmarks, inventories, etc.	2012-2014	RCPS, AVID, College Board, CEC	Innovation funds, partnership funds
<b>GOAL 3:</b> Develop and implement an innovative and high-impact program aimed at producing positive outcomes for students as part of focused STEM education.				
<b>ACTIVITY</b>	<b>IMPLEMENTATION STEPS</b>	<b>TIMELINE</b>	<b>RESPONSIBILITY</b>	<b>FUNDING SOURCE</b>
Improve problem-solving, communication, self-management and direction skills.	AVID Summer Bridge Programs Staff receive Laying the Foundation pedagogical training and information on Renzulli strategies.	2012-14 2012-14	Academy staff	Innovation Fund
Students have opportunities for STEM career exploration.	Interest and Career Inventories Individual, vertical advisement, Summer Bridge Programs RCA STEM pathways Visits to university STEM partners (on site or virtually) for applied learning and exposure.	2012-14	RCPS, RCA, GaTech CEISMC, RMSST	Innovation funds, local funds
<b>GOAL 4:</b> Develop and build community and private sector partnerships to advance positive academic outcomes for students.				
<b>ACTIVITY</b>	<b>IMPLEMENTATION STEPS</b>	<b>TIMELINE</b>	<b>RESPONSIBILITY</b>	<b>FUNDING SOURCE</b>
Project incorporates a variety of activities and opportunities to engage the community and private sector.	Partners in Education and “I Can Do That” Internships/Apprenticeships Career Exploration presentations Virtual field trips, lab experiences, professional development	2012-14 2012-14 2012-14 2012-14	RCPS, partners/ universities, Chamber	Innovation funds
Document and disseminate RCPS improved student outcomes for the purpose of generating financial resources to sustain excellence in the RCPS system.	Project Coordinator and Core Team to analyze and aggregate all evaluative data and create a tool to support project sustainability.	2012-14	All partners	Innovation funds
Document and disseminate the RCPS model to inform Georgia schools how to better engage, involve and generate support from the community and the private sector.	Project Coordinator to summarize project findings and methods to create a tool that will enable other systems to replicate best practices and model programming.	2012-14	All partners	Innovation funds

## Section 4 - Quality of Project Evaluation

The partnership is committed, in alignment with the State, to measuring its progress towards meeting proposed goals, documenting best practices in operations and service delivery, and communicating the best practices and impact on student outcomes. It is also committed to meeting all state and federal reporting requirements. This project will be evaluated using both quantitative evidence as well as qualitative evidence of impact. Data will be collected within the existing systems of RCPS, AVID, and College Board; and using tools uniquely designed for this project. The Project Coordinator and the Core Team (*see Appendices for Core Team members*) will develop, implement, manage, gather and evaluate surveys and other data collection processes for measurements not included within existing systems. The data will be harmonized and analyzed to elicit an integrated picture of project progress and impact, and will be reported quantitatively with success levels attained and promising practices identified.

**• The extent to which the methods of evaluation will provide high-quality implementation data and performance feedback, include rigorous student progress goals, and permit periodic assessment of progress toward achieving outcomes.**

High Quality Implementation Data: RCPS, AVID and College Board have systems in place to produce and provide high-quality implementation data and performance feedback. Each member of the partnership will supply data according to the performance report template that will be developed, and this data will be used to create the baseline data report. The system will be designed to facilitate period-over-period change statistics. RCPS has implemented a comprehensive data management system in connection with the state's Race to the Top initiative and the Gates Foundation. The warehouse will offer a rich source of aggregated data from many sources, performance measures and a variety of assessments that can be compiled, disaggregated and/or drilled down to minutia to drive initiatives, to adjust mid-course, and to report. Program evaluation is an integral component of the Academy project. Evaluation will include both a process and an outcome component to ensure sound implementation and to assess progress toward objectives. The plan incorporates a variety of methods, allowing the ability to triangulate data sources, thereby solidifying validity of the findings (Creswell & Clark, 2007). Types of quantitative data used include CRCT data, GaCollege411, AVID data collection, College Board reports, interest inventories, RCPS benchmark assessments, student and administrative data, etc. Much of the local data will be instantly accessible via the RCPS Data Warehouse. Qualitative data will include interviews, focus groups, open-ended surveys, partner and teacher surveys, advisement logs, and relevant meeting minutes. Combining qualitative and quantitative methods will increase the depth of information and provide feedback that will enable mid-course adjustments should they be indicated. The evaluation will address the following questions:

- How effectively does the Academy's implementation strategy lead to its intentions and goals?
- To what extent does the Academy influence positive student outcomes?
- To what extent is the Academy a replicable model for supporting STEM education?

Rigorous Student Progress Goals: As outlined in the Project Evaluation Table below, we have developed a variety of rigorous, two-year student progress goals which include: gains in high school readiness and increases in scores that meet or exceed proficiency in core subjects. AVID and College Board also have robust data collection systems that use data collection forms and an online data collection system to collect a wide variety of information from the participating school sites, grades 6-12. Demographic and socioeconomic data is collected for each school each year, including student ethnicity, gender, and socioeconomic status.

**• The extent to which the evaluation will provide sufficient information about the key elements and approach of the project so as to facilitate replication or testing in other settings.**

The project will provide sufficient data to be able to communicate impact and to foster replication, including all key aspects of the project—its strategy, purpose, targeted schools/grades, anticipated or actual outcomes, personnel, budget, funding sources, and other relevant topics. Next, a *Statement of Impact on Student Outcomes* will be developed as a stand-alone document that will also serve as an executive summary in a larger, more detailed report, and is designed to serve a variety of audiences. This is a high-level summary of impact of the RCPS partnership and program of innovation. A standard format and layout for the statement of impact will be developed that is consistent with RCPS image as a school system of excellence. The format may be refined over time based on feedback and program changes, but to enhance effective communication, the basic layout will be standardized so that it can be produced annually and remain recognizably similar year after year. The format will contain pictures and short anecdotes, testimonials, and endorsements documenting impact on student achievement.

**• The extent to which the proposed project plan includes sufficient resources to carry out the project evaluation effectively.**

Significant resources of project budget will be dedicated to the aggregation, analysis, and documentation and reporting. RCPS is allocating resources such as staff time, training, facilities and equipment to the comprehensive and complete evaluation of this innovative model. The data from the project will be integrated through the data warehouse of the school system, which is provided to the project in-kind, thus reducing the cost and resources that would otherwise be needed to gather the data. The Project Coordinator and the Core Team will take this data and analyze it, elicit and document trends and impact, and document and publish the results into the products explained earlier in this application. The partnership is committed to complete an effective project evaluation in order to assist the State in making future decisions around scaling up successful strategies, practices and programs.

#### APPROACH TO PROJECT EVALUATION FOR ENTERPRISE GRANT APPLICANTS

GEORGIA BENEFITS FROM A STRONGER UNDERSTANDING OF THE TYPES OF INNOVATIVE PROGRAMS, STRATEGIES, AND PRACTICES THAT WILL LEAD TO POSITIVE IMPROVEMENTS IN APPLIED LEARNING, TEACHER INDUCTION, AND HOMEGROWN TEACHER PIPELINE EFFORTS



INDICATOR(S)	DATA COLLECTION METHODS(S)	FREQUENCY OF DATA COLLECTION/REVIEW
At least 80% of Academy students will improve their problem-solving, communication and self-management skills by one level by the end of the grant period.	Pre- and Post-Survey (adapted from American Management Association (AMA) 2010 Critical Skills Survey)	Students will be assessed in 1 <sup>st</sup> six weeks and last six weeks. Data will be analyzed within 4 weeks after survey is conducted.
% of student in grade eight with a complete Individual Graduation Plan on GaCollege411	GaCollege411.com reporting and student survey	Annually
% of student completing 3 or more Career Interest Inventories/Assessments	Middle School Advisor and counselor logs	Semi-annually
<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
Dollar amount raised or leveraged to support ongoing implementation of proposed initiative	Information gathered from RCPS Financial Services Dept., including Grants Services.	Annually during the grant period
<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
The Academy will serve up to 300 students per academic year, beginning in Year 2 of the grant. (Year 1 is a planning year)	Student registration records, school attendance records	Monthly
<b>GEORGIA BENEFITS FROM IMPROVED STUDENT OUTCOMES</b>		
INDICATOR(S)	DATA COLLECTION METHODS(S)	FREQUENCY OF DATA COLLECTION/REVIEW
% of Academy students scoring at meets or exceeds in science, math, social studies, language arts and reading will increase by a minimum of 5% from baseline each year.	CRCT, benchmarks, State writing test, Lexile reading reports	Quarterly to track, annually for final numbers
Memorial Middle School will earn a Georgia Science, Technology, Engineering and Math (STEM) Program Certification by the end of the grant period.	State certification records	End of grant period

## Section 5 - Quality of Project Management Plan

### • Capacity to achieve the objectives of the proposed project on time and within budget.

The Project has intentionally aligned resources and relationships toward specific results for students, families, schools, and the community and will set priorities for action together. The Partnership is committed to sharing resources and expertise; sharing accountability for results via clear, mutually

agreed-upon objectives; building on the community's strengths and embracing its growing diversity. To meet the project objectives, a Project Coordinator will collaborate with partners to provide oversight of all project activities. The Coordinator will create a detailed schedule of duties and benchmarks, and will attend the requisite grant training to learn the details of running the grant, along with suggestions on how to organize extremely successful program that meets objectives, logistical necessities, and best practices. The Program Coordinator's responsibilities will include monitoring benchmarks; making recommendations that will improve the project's effectiveness and implementing a detailed annual monthly schedule of duties, and guiding Project staff to ensure that objectives are met on time and within budget. Both staff and collaborative partners are dedicated to supporting the project, have exceptional skills and experience, and will coordinate, implement and monitor a successful program that will meet the goals and objectives of the project. The Project has created and defined a multi-disciplined Core Team comprised of teachers, school system leaders, and content experts to design the full curriculum during the planning months (see Core Team Members chart in the Appendix). An Advisory Board, with representatives from all project partners, members of the Core Team, teachers, school administration, business community and faith-based members, etc., will receive data and information on current implementation status and project monitoring. The Advisory Board will have the authority to make decisions and set priorities to ensure that project objectives are achieved on time and within budget. Through these activities, the advisory team will be able to follow project activities and programs, and recommend changes as necessary. The Project Coordinator and Core Team will document the progress of the project and ensure the Advisory Board and the grantor are provided the most up-to-date performance feedback monitoring. The Advisory Team will monitor and check performance indicators; meeting regularly to plan and refine the program as it evolves and address any possible deficiencies through the review of the evaluation and students' progress.

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

All project leads have a successful history of collaborating to manage large, complex projects. Leaders share a cohesive vision; each brings superior skills and solid working relationships with internal and external stakeholders (resumes can be found in the Appendix).

**RCPS Academic Rigor Coordinator, Alex Alvarez.** A fulltime RCPS employee, Mr. Alex Alvarez will oversee the project's activities; collaborate with and advise personnel as a result of observations, review of records, data analysis and focus walks; assist and support the implementation of student achievement and project goals; makes appropriate recommendations for the types of academic interventions, strategies, and initiatives needed to ensure student achievement gains. Mr. Alvarez holds a Masters in Secondary Education with a Gifted Endorsement, and an Education Specialist degree in Teaching and Learning. He is affiliated with, among others, the National Association for Gifted Children, American Educational



Research Association, the National Consortium for Specialized Secondary Schools of Math, Science, and Technology, Georgia Science Teachers Association and the National Science Teachers Association. He has taught a variety of advanced- and honors-level STEM-based courses during his career, and is a proven leader in his field. A sought-after presenter, Mr. Alvarez is also a published author of STEM and gifted materials.

**Educational consultant for AVID, Alberta Banks, M.Ed.**, Program Manager, AVID Center Eastern Division, will provide local and direct support to the AVID program in RCPS. With a strong background in Math, Ms. Banks has been involved with AVID for several years in a variety of capacities, both at school and corporate levels. She will coach the AVID teams, implement professional development activities and serve as a liaison between the local and national AVID location. She brings a wealth of knowledge in the areas of Georgia Performance Standards and data analysis.

**• The leadership structure and clearly defined responsibilities for meeting timelines and milestones as included in project's Scope of Work.**

The leadership team includes the project coordinator, AVID consultant/trainer and evaluator, Core Team, and Advisory Board. The Project Coordinator will oversee all project components to ensure goals, objectives and deliverables are met, serve as the lead project liaison, and provide administrative oversight to the leadership team. Once the project is funded, the project coordinator will meet with the leadership team to schedule regular meetings of the team, to ensure data is gathered on-time and provided to the evaluator for analysis, and to coordinate applied learning opportunities with partners and local business stakeholders. The implementation steps are sequential and are integral components of the timeline, including on-site trainings during school year, preparing teachers and students for the Academy's first academic year (2013-14) and professional development (see Appendix for Project Management Timeline for the Year 1 planning months).

## **Section 6 - Quality of Sustainability Plan**

**• The extent to which the eligible applicant demonstrates that it has the resources to operate the project beyond the length of the grant.**

RCPS has the capability to operate the project long-term as the partnership is structured in such a manner as to capitalize on RCPS ability to provide large in-kind for this partnership, and because the content providers offer extremely cost-effective solutions that embed sustainability into a school through the methodologies and professional development that become part of the school culture. Implementation costs are frontloaded during the first two years of implementation so that sustaining the program in the long run becomes very affordable. RCPS is very committed to the project and to its sustainability. A trained Sustainability Planner will be made available by RCPS to help the Academy's Advisory Board formally plan for sustainability. The Academy is also included in the newly renewed five-year RCPS Strategic Plan. Clearly communicating the Academy's success story and the impact of this integrated

approach to improve student outcomes is crucial, and reports will be available to be circulated through the RCPS website, an annual report on the partnership project, the Governor’s website (with permission), press release, at conferences throughout the state where educators gather, and email promotions.

**The extent to which the eligible applicant demonstrates a plan for how it will operate the project beyond the length of the grant.**

RCPS will absorb the cost of instructional services and offers transportation, bookkeeping, facilities, website promotion, etc. to ensure the continued success of the program. In addition, other federal funding sources may also be sought to sustain the model, such as Title I, Race to the Top Districts, Race to the Top Investing in Innovation, and GEAR UP.

**College Board** recognizes that defining clear, consistent and rigorous standards is just the start of ensuring educational improvement. The College Board will actively work with the project to provide guidance and technical assistance in the areas of comprehensive alignment services; benchmarking standards, professional development, assessments and performance level indicators against college outcomes. College Board will provide professional development that will allow selected RCPS counselors and administrators to become trainers of trainers in explaining the purpose of the following College Board assessments and the benefits to students, parents, and staff that accrue from these assessments, and to enable them to explain the value of Pre AP and the College Board Integrated Report.

**AVID** also helps to sustain the program by providing member schools with divisional training events, ongoing site-team support, annual certification process, and ongoing technical assistance from program managers and consultants. **GaTech CEISMC** will also facilitate and support the availability of STEM exposure and support opportunities for RCPS students in elementary, middle, and high school. These opportunities include a middle school Integrated STEM program partnership, invitations to the Siemens Competition Regional Finals, and summer positions for RCPS high school students to participate in the summer Research Analyze Experiment and Learn (R.E.A.L.) program at Georgia Tech. Mentors, tutor opportunities, and coordination of admissions information has also been discussed. Each year, the **Conyers-Rockdale Chamber of Commerce** sponsors two programs for RCPS. The first, “Partners in Education”, encourages Chamber members to partners with schools to offer things like time, unique skills, donations, and mentoring. The second program, “I Can Do That!”, is presented at a special luncheon for Chamber members. RCPS representatives share lists of specific needs at each school to match with each business. The Chamber will continue to facilitate these connections.

**Demonstration (through letters of support) of broad support from stakeholders critical to the project’s long-term success .**

Letters of Support are in the Appendix.

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

Project Name:	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.
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**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	70000	70000	0	140000
2. Fringe Benefits	21000	21000	0	42000
3. Travel	19005	255	0	19260
4. Equipment	30000	0	0	30000
5. Supplies	198250	19000	0	217250
6. Contractual	105460	104060	0	209520
7. Construction	0	0	0	0
8. Other	0	0	0	0
9. Total Direct Costs (lines 1-8)	443715	214315	0	658030
10. Indirect Costs*	12690	6129	0	18819
11. Training Stipends	0	0	0	0
12. Total Costs (lines 9-11)	456,405	220,444	0	676,849

**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	333750	1065000	0	1398750
2. Fringe Benefits	100125	319500	0	419625
3. Travel	0	0	0	0
4. Equipment	0	0	0	0
5. Supplies	1000	1000	0	2000
6. Contractual	9357	9357	0	18714
7. Construction	0	0	0	0
8. Other	0	0	0	0
9. Total Direct Costs (lines 1-8)	444232	1394857	0	1839089
10. Indirect Costs*	0	0	0	
11. Training Stipends	0	0	0	
12. Total Costs (lines 9-11)	444232	1394857	0	1,839,089

## Rockdale County Public Schools

### Budget Narrative and Justification - Year One 10/01/12 - 09/30/13

	Total Cost	Grant Funds	Non-Grant Funds
<b>I. Personnel Personnel</b>			
1. Project Coordinator (1.0 FTE, 12 mos) - Project oversight, Core Team and Advisory Board coordination, Academy operations	\$ 70,000	\$ 70,000	
2. Classroom teachers - 3 teams of 5 teachers (Science, Math, Social Studies, STEM, Language Arts) = 15 teachers @ an average of \$65,000/each x .25 FTE in Year 1(July-September)	\$ 243,750		\$ 243,750
3. Middle School Principal - Supervision of Project Coordinator, and general oversight of the Academy.	\$ 90,000		\$ 90,000
<b>Category Total</b>	<b>\$ 403,750</b>	<b>\$ 70,000</b>	<b>\$ 333,750</b>
<b>II. Fringe</b>			
30% of Personnel Total (all employees get benefits) includes all employer paid taxes and benefits	\$ 121,125	\$ 21,000	\$ 100,125
<b>Category Total</b>	<b>\$ 121,125</b>	<b>\$ 21,000</b>	<b>\$ 100,125</b>
<b>III. Travel:</b>			
Summer Institute Travel, Lodging, Per Diem - Program Coordinator and AVID Teachers- 15 staff x \$1,250 per person	\$ 18,750	\$ 18,750	\$ -
Mileage - Project Coordinator to required meetings and trainings. 500 miles x \$ .51/mile.	\$ 255	\$ 255	
<b>Category Total</b>	<b>\$ 19,005</b>	<b>\$ 19,005</b>	<b>\$ -</b>
<b>IV. Equipment:</b>			
Videoconferencing Equipment - flat panel LCD with video conferencing technology integrated x 5 systems. (1 at the Academy, 1 County Office, 1 portable for use at remote sites, 1 CEISMC/D2D and 1 Professional Learning) x \$6,000	\$ 30,000	\$ 30,000	0
<b>Category Total</b>	<b>\$ 30,000</b>	<b>\$ 30,000</b>	<b>0</b>

<b>V. Supplies</b>				
Supplies for Project Coordinator- office supplies, photocopies, etc.		\$ 2,000	\$ 1,000	\$ 1,000
Tablet computers for students and teachers to ensure compatability to all technological tools and resources, access to the same, and ability to take advantage of place-based learning and flipped classroom model. 320 x \$400		\$ 128,000	\$ 128,000	
Materials, equipment, supplies, etc. for labs and learning stations to support STEM education immersion - Science Lab x \$15,000, Research Lab x \$12,000, Water Quality Lab x \$7,500, Weather Station x \$9,000, Renewable/Sustainable Energy Lab x \$6,200, Outdoor Classroom/Garden x \$5,800		\$ 55,500	\$ 55,500	
Computer carts, one per classroom= 15 x \$750		\$ 11,250	\$ 11,250	
AVID curriculum and materials - Wall of Fame student guides, copies of current textbooks, AVID library, AVID parent brochures, study guides, 'Organizing a Student Binder', printer paper, printer ink, consumable manipulatives, workbooks, etc. for AVID classroom/tutoring centers per = \$2,500		\$ 2,500	\$ 2,500	
<b>Category Total</b>		<b>\$ 199,250</b>	<b>\$ 198,250</b>	<b>\$ 1,000</b>
<b>VI. Contractual:</b>				
<b>AVID</b>				
Summer Institute - Program Coordinator path		\$ 4,000	\$ 4,000	
District Professional Fee - Fees include: a. AVID National Office & Divisional Support b. Complimentary SI for DD's assisting with site teams c. Two year intensive small-group training for RCPS d. Curriculum, binders, CD's, and supplemental materials		\$ 6,000		\$ 6,000
<b>District Total</b>		<b>\$ 10,000</b>	<b>\$ 4,000</b>	<b>\$ 6,000</b>
<b>Item</b>		<b>Cost per item</b>		
Annual AVID Membership Fee		\$3,357.00	\$ 3,357	\$ 3,357
Summer Institute	15 Academy teachers	\$694	\$ 10,410	\$ 10,410
<b>Total</b>		<b>\$ 13,767</b>	<b>\$ 10,410</b>	<b>\$ 3,357</b>
<b>AVID STEM Summer Bridge Program (Summer 2013)</b>				

Content Area Teachers x 6 (3 Math/3 Science) \$25/hr @ 6 hrs/day x 4 days/wk x 3 weeks	\$ 10,800	\$ 10,800	\$ -
AVID STEM Curriculum and Supplies- \$ 45 per student x 200 students	\$ 9,000	\$ 9,000	\$ -
Bus transportation to university and business partner sites for tours, applied learning opportunities, etc. One grade per week. 1 trip per week x 3 weeks x 1 bus @ \$400	\$ 1,200	\$ 1,200	\$ -
<b>AVID STEM Summer Bridge Total</b>	<b>\$ 21,000</b>	<b>\$ 21,000</b>	<b>\$ -</b>
<b>AVID CONTRACTED TOTAL YEAR 1</b>	<b>\$ 21,000</b>	<b>\$ 21,000</b>	<b>\$ -</b>

<b>Evaluation</b>			
Baseline Report and Evaluation	\$ 15,000	\$ 15,000	\$ -
<b>Evaluation YEAR 1</b>	<b>\$ 15,000</b>	<b>\$ 15,000</b>	<b>\$ -</b>
<b>Upgrade Digital Infrastructure</b>			
Upgrade infrastructure in 15 classrooms and 2 indoor labs at Memorial Middle School designated for the Academy to accommodate increased demand for bandwidth, etc. @ \$3,000 each.	\$ 51,000	\$ 51,000	
<b>Infrastructure Total</b>	<b>\$ 51,000</b>	<b>\$ 51,000</b>	
<b>Wireless</b>			
Wireless card for tablets to accommodate those students who do not have internet access at their homes, ensuring equitable access (estimate 15% of students) @ \$45/mo x 45 students x 2 mos in Year 1.	\$ 4,050	\$ 4,050	\$ -
<b>Wireless YEAR 1</b>	<b>\$ 4,050</b>	<b>\$ 4,050</b>	<b>\$ -</b>
<b>CONTRACTUAL TOTAL</b>	<b>\$ 114,817</b>	<b>\$ 105,460</b>	<b>\$ 9,357</b>
<b>VII. Construction- N/A</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>VIII. Other</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>IX. Total Direct Costs</b>	<b>\$ 887,947</b>	<b>\$ 443,715</b>	<b>\$ 444,232</b>
<b>X. Indirect Costs - 2.87% Negotiated restricted rate</b>	<b>\$ 25,484</b>	<b>\$ 12,690</b>	<b>\$ 0</b>
<b>XI. Training Stipends</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>XII. Total Costs</b>			
<b>Budget Totals</b>	<b>\$ 913,431</b>	<b>\$ 456,405</b>	<b>\$ 444,232</b>

**Rockdale County Public Schools**  
**Budget Narrative and Justification - Year Two 10/01/13 - 09/30/14**

	Total Cost	Grant Funds	Non-Grant Funds
<b>I. Personnel Personnel</b>			
1. Project Coordinator (1.0 FTE, 12 mos) - Project oversight, Core Team and Advisory Board coordination, Academy operations	\$ 70,000	\$ 70,000	
2. Classroom teachers - 3 teams of 5 teachers (Science, Math, Social Studies, STEM, Language Arts) = 15 teachers @ an average of \$65,000/each x 1.0 FTE each in Year 2 (October-September)	\$ 975,000		\$ 975,000
3. Middle School Principal - Supervision of Project Coordinator, and general oversight of the Academy.	\$ 90,000		\$ 90,000
<b>Category Total</b>	<b>\$ 1,135,000</b>	<b>\$ 70,000</b>	<b>\$ 1,065,000</b>
<b>II. Fringe</b>			
30% of Personnel Total (all employees get benefits) includes all employer paid taxes and benefits	\$ 340,500	\$ 21,000	\$ 319,500
<b>Category Total</b>	<b>\$ 340,500</b>	<b>\$ 21,000</b>	<b>\$ 319,500</b>
<b>III. Travel:</b>			
Mileage - Project Coordinator to required meetings and trainings. 500 miles x \$ .51/mile.	\$ 255	\$ 255	
<b>Category Total</b>	<b>\$ 255</b>	<b>\$ 255</b>	<b>\$ -</b>
<b>IV. Equipment:</b>			
<b>Category Total</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>V. Supplies</b>			
Supplies for Project Coordinator- office supplies, photocopies, etc.	\$ 2,000	\$ 1,000	\$ 1,000
Replacement tablet computers for students and teachers to ensure compatability to all technological tools and resources, access to the same, and ability to take advantage of place-based learning and flipped classroom model. 20 x \$400	\$ 8,000	\$ 8,000	

Consumable materials, equipment, supplies, etc. for labs and learning stations to support STEM education immersion - Science Lab x \$2,500, Research Lab x \$2,500, Water Quality Lab x \$500, Weather Station x \$1,000, Renewable/ Sustainable Energy Lab x \$500, Outdoor Classroom/Garden x \$3,000		\$ 10,000	\$ 10,000	
<b>Category Total</b>		<b>\$ 20,000</b>	<b>\$ 19,000</b>	<b>\$ 1,000</b>
<b>VI. Contractual:</b>				
<b>AVID</b>				
Summer Institute - Program Coordinator path		\$ 4,000	\$ 4,000	
AVID Tutors- 2 tutors X 26 hrs/wk X 38 wks x \$10/hr		\$ 19,760	\$ 19,760	
District Professional Fee - Fees include: a. AVID National Office & Divisional Support b. Complimentary SI for DD's assisting with site teams c. Two year intensive small-group training for RCPS d. Curriculum, binders, CD's, and supplemental materials		\$ 6,000		\$ 6,000
<b>District Total</b>		<b>\$ 29,760</b>	<b>\$ 23,760</b>	<b>\$ 6,000</b>
<b>Item</b>	<b>Cost per item</b>			
Annual AVID Membership Fee	\$3,357.00	\$ 3,357		\$ 3,357
<b>Total</b>		<b>\$ 3,357</b>	<b>\$ -</b>	<b>\$ 3,357</b>
<b>AVID STEM Summer Bridge Program (Summer 2014)</b>				
Content Area Teachers x 6 (3 Math/3 Science) \$25/hr @ 6 hrs/day x 4 days/wk x 3 weeks		\$ 10,800	\$ 10,800	\$ -
AVID STEM Curriculum and Supplies- \$ 45 per student x 200 students		\$ 9,000	\$ 9,000	\$ -
Bus transportation to university and business partner sites for tours, applied learning opportunities, etc. One grade per week. 1 trip per week x 3 weeks x 1 bus @ \$400		\$ 1,200	\$ 1,200	\$ -
<b>AVID STEM Summer Bridge Total</b>		<b>\$ 21,000</b>	<b>\$ 21,000</b>	<b>\$ -</b>
<b>AVID CONTRACTED TOTAL YEAR 2</b>		<b>\$ 21,000</b>	<b>\$ 21,000</b>	<b>\$ -</b>

<b>Evaluation</b>				
Evaluation Services, provider to be determined		\$ 35,000	\$ 35,000	\$ -
<b>Evaluation YEAR 2</b>		<b>\$ 35,000</b>	<b>\$ 35,000</b>	<b>\$ -</b>
<b>Upgrade Digital Infrastructure</b>				
<b>Infrastructure Total</b>		<b>\$ -</b>	<b>\$ -</b>	
<b>Wireless</b>				



Wireless card for tablets to accommodate those students who do not have internet access at their homes, ensuring equitable access (estimate 15% of students) @ \$45/mo x 45 students x 12 mos in Year 2.	\$ 24,300	\$ 24,300	\$ -
<b>Wireless YEAR 2</b>	<b>\$ 24,300</b>	<b>\$ 24,300</b>	<b>\$ -</b>
<b>CONTRACTUAL TOTAL</b>	<b>\$ 113,417</b>	<b>\$ 104,060</b>	<b>\$ 9,357</b>
<b>VII. Construction- N/A</b>	\$ -	\$ -	\$ -
<b>VIII. Other</b>	\$ -	\$ -	\$ -
<b>IX. Total Direct Costs</b>	<b>\$ 1,609,172</b>	<b>\$ 214,315</b>	<b>\$ 1,394,857</b>
<b>X. Indirect Costs - 2.87% Negotiated restricted rate</b>	<b>\$ 46,183</b>	<b>\$ 6,129</b>	<b>\$ 0</b>
<b>XI. Training Stipends</b>	\$ -	\$ -	
<b>XII. Total Costs</b>			
<b>Budget Totals</b>	<b>\$ 1,655,355</b>	<b>\$ 220,444</b>	<b>\$ 1,354,964</b>

## MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the Governor's Office of Planning and Budget (OPB) and DREAM ST. Initiative (Partners). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of approved Innovation Fund projects. **Any partner named in the aforementioned project will only be considered a member of the partnership if they appear on this Memorandum of Understanding with the State**

### I. SCOPE OF WORK

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

### II. PROJECT ADMINISTRATION

#### A. PARTNERSHIP RESPONSIBILITIES

The Partnership agrees to:

- 1) Implement the plan as identified in Exhibit I of this agreement;
- 2) Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by 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:**



07/09/2012

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Signature

Date

Richard Autry, Superintendent/Rockdale County Public Schools

Print Name/Title

### 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 will 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:



07/09/2012

Rich Autry, Superintendent

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:



Richard Autry

Superintendent \_\_\_\_\_ 07/09/2012 \_\_\_\_\_  
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:



07/09/2012

Richard Autry, Superintendent

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:



07/09/2012

Richard Autry, Superintendent

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:



Richard Autry

Superintendent 07/09/2012

Title Date

# **APPENDIX**

- **Core Team Members**
- **Sample Student Schedule and Academy-Specific Courses**
- **Project Management Chart**
- **Letters of Support**
- **Job Descriptions/Resumes of Key Personnel**
- **Other Supporting Documents**

# CORE TEAM MEMBERS

## Rockdale County 21<sup>st</sup> Century Academy of Environmental Studies

**Core Team Members-** This team will be responsible designing curriculum, requirements, and credentials of the program.

<p><b><u>6<sup>th</sup> Grade Team-</u></b></p> <ul style="list-style-type: none"> <li>• Sabrina Peters- Science</li> <li>• Dr. Phyllis Ford- Social Studies</li> <li>• Antonio Thomas- Math</li> <li>• Jennifer Gerard- ELA</li> <li>• TBD – STEM I</li> </ul>	<p><b><u>7<sup>th</sup> Grade Team-</u></b></p> <ul style="list-style-type: none"> <li>• Christy James- Science</li> <li>• Gerald Bailey- Social Studies</li> <li>• Laurie McDaniel- Math</li> <li>• Nastasha Hendrix- ELA</li> <li>• TBD – STEM III</li> </ul>
<p><b><u>8<sup>th</sup> Grade Team-</u></b></p> <ul style="list-style-type: none"> <li>• Linda Poe- Science</li> <li>• Sharonda Hardy- Social Studies</li> <li>• Jennifer Anthony- Math</li> <li>• Fatima Cheffen- ELA</li> <li>• TBD – STEM II</li> </ul>	<p><b><u>Other Members-</u></b></p> <ul style="list-style-type: none"> <li>• Andrea McMahan – Principal, Memorial Middle School</li> <li>• Program Director - TBD</li> <li>• Carolyn Snell- Site Gifted Coordinator</li> <li>• Val Proveaux- Accelerated Math Teacher</li> <li>• Doug Arnold- Rockdale Virtual Campus and Technology</li> <li>• Mary Ann Suddeth- Director, Rockdale Magnet School for Science and Technology</li> <li>• Simone Wells-Heard –Math Coach, Math Science Partnership</li> <li>• Sharquinta Tuggle – RCPS Curriculum Director, Math</li> <li>• Kelly Barrow – RCPS Curriculum Director, Science</li> <li>• Alex Alvarez – RCPS Academic Rigor Coordinator</li> </ul>

# **SAMPLE STUDENT SCHEDULE and ACADEMY-SPECIFIC COURSES**

## Rockdale County 21<sup>st</sup> Century Academy of Environmental Studies

### Daily Schedule

**55 Minute Anchor & Academic Periods/ 45 Minute Connections/ 25 Minute Lunch**

<b>6<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>
<b>Homeroom</b> 8:15-8:50	<b>Homeroom</b> 8:15-8:50	<b>Homeroom</b> 8:15-8:50
<b>1<sup>st</sup> Period- 8:55-9:50</b> Anchor Period (content described on next page)	<b>1<sup>st</sup> Period- 8:55-9:50</b> Anchor Period (content described on next page)	<b>1<sup>st</sup> Period- 8:55-9:50</b> Anchor Period (content described on next page)
<b>2<sup>nd</sup> Period- 9:55-10:50</b> ACADEMICS	<b>2<sup>nd</sup> Period- 9:55-10:50</b> ACADEMICS	<b>2<sup>nd</sup> Period- 9:55-10:40</b> CONNECTIONS A-STEM III
<b>3<sup>rd</sup> Period- 10:55-12:15</b> ACADEMICS <i>(Includes Lunch 1hr 20mins)</i>	<b>3<sup>rd</sup> Period- 10:55-12:15</b> ACADEMICS <i>(Includes Lunch 1hr 20mins)</i>	<b>3<sup>rd</sup> Period- 10:45-11:30</b> CONNECTIONS B (Student Choice - Fine Arts, Sports, Foreign Language, etc.)
<b>4<sup>th</sup> Period- 12:20-1:15</b> ACADEMICS	<b>4<sup>th</sup> Period-12:20-1:05</b> CONNECTIONS A- STEM II	<b>4<sup>th</sup> Period- 11:35-12:55</b> ACADEMICS <i>(Includes Lunch 1hr 20mins)</i>
<b>5<sup>th</sup> Period- 1:20-2:15</b> ACADEMICS	<b>5<sup>th</sup> Period- 1:10-1:55</b> CONNECTIONS B(Student Choice - Fine Arts, Sports, Foreign Language, etc.)	<b>5<sup>th</sup> Period- 1:00-1:55</b> ACADEMICS
<b>6<sup>th</sup> Period- 2:20-3:05</b> CONNECTIONS A- STEM 1	<b>6<sup>th</sup> Period- 2:00-2:55</b> ACADEMICS	<b>6<sup>th</sup> Period- 2:00-2:55</b> ACADEMICS
<b>7<sup>th</sup> Period- 3:10-3:55</b> CONNECTIONS B (Student Choice - Fine Arts, Sports, Foreign Language, etc.)	<b>7<sup>th</sup> Period- 3:00-3:55</b> ACADEMICS	<b>7<sup>th</sup> Period- 3:00-3:55</b> ACADEMICS
<b>Afternoon Dismissal- 4:00-4:10</b>	<b>Afternoon Dismissal- 4:00-4:10</b>	<b>Afternoon Dismissal- 4:00-4:10</b>

## Academy-Specific Courses

### ANCHOR PERIOD-

This class will be used to teach specific skills such as time-management, study skills, inquiry techniques, etc., that help to ensure student success. Students will learn AVID strategies, participate in performance-driven/need-based tutorials and student-selected enrichment activities, service learning, technological explorations, and guest speakers. An example of what a typical week of Anchor Periods may look like is listed below:

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
AVID Strategies <ul style="list-style-type: none"><li>• WICOR</li><li>• Cornell Notes</li></ul>	Technology Day <ul style="list-style-type: none"><li>• Social Networking</li><li>• Flip Class</li></ul>	AVID Strategies <ul style="list-style-type: none"><li>• Socratic Seminars</li><li>• Binder Day</li></ul>	Inquiry-based Tutorial	Guest Speaker or Service Learning

### STEM I, II, and III -

**STEM I- Air and Water Quality-** This class is designated for *6<sup>th</sup> grade students* and serves as an introduction to environmental studies through science, technology, engineering, and mathematics. While this class is set up to allow student exploration in STEM, the primary focus of student learning will focus on air and water quality so as to coincide with *6<sup>th</sup> grade science curriculum* as codified by the Common Core Georgia Performance Standards - Earth Science.

**STEM II- Environmental Medicine, Genetics, and Biomedical Sciences-** This class is designated for *7<sup>th</sup> grade students* and focuses on service learning through science, technology, engineering, and mathematics. Students will be required to narrow their focus and be paired with our partner organizations to complete service learning projects that afford knowledge application through service. The primary focus of student learning will focus on environmental medicine, genetics, and biomedical sciences so as to coincide with *7<sup>th</sup> grade science curriculum* as codified by the Common Core Georgia Performance Standards - Life Science.

**STEM III- Alternative Energy Sources-** This class is for *8<sup>th</sup> grade students* and focuses on place-based learning through science, technology, engineering, and mathematics. Students will be partnered with one of our partner organizations to complete a major capstone project that is akin to senior engineering project at the collegiate level. In place-based learning, the goal is that through application, students provide a solution that creates a change in their community of the mode of operations of one of our partner organization. The presentation of the capstone project must be submitted before a formal committee to ensure that it meets prescribed standards. The primary focus of student enrichment will focus on alternative energy sources so as to coincide with *8<sup>th</sup> grade science curriculum* as codified by the Common Core Georgia Performance Standards - Physical Science.

# **PROJECT MANAGEMENT CHART – Year 1 Planning Months**



# Project Management Chart

## Year 1

Task	Sept 2012	Oct 2012	Nov 2012	Dec 2012	Jan 2013	Feb 2013	Mar 2013	Apr 2013	May 2013	June 2013
GOSA Award Announcement										
Advisory Board										
Partnership Meeting										
Core Team Planning and Training										
Publicity										
ES & MS Informational										
Application Period										
Acceptance Letters										
Parent Compacts and Academy Orientation										
Summer Bridge Programs										

- GOSA Award Announced- 9/4/2013
- Advisory Board- 10/ 1/2012- 5/15/2013
- Partnership Meeting- Oct. 2012, Jan. 2013, and Apr. 2013 – Meetings will be held with partner contacts to update partners on progress of the Academy as well as allow partners the opportunity to provide input on how to best maximize our partnership in advancing student achievement.
- Core Team Training- 10/1/2012 – 7/28/2013 – The Core Team will meet to participate in professional learning, align curriculum, plan publicity events, refine processes for the program, plan the Summer Bridges Program, and design lessons. Training sessions will include the Renzulli strategies such as Triad Model, Enrichment Clusters, and Curriculum Compacting.
- Publicity- 10/29/2012 - 2/26/2013- The publicity campaign will seek to canvas the Rockdale County area through schools, faith-based organizations, local organizations, and businesses.
- ES & MS Informational- 1/21/2013-3/21/2013- An informational will be held at each RCPS middle school and elementary school.
- Application Period- 1/21/2013 – 3/21/2013- Applications will be made available to students.
- Acceptance Letters- 4/29/2013- Letters will be mailed to students on this date.
- Parent Compacts- 4/29/2013 – 5/13/2013. Parents and students must sign compacts in order for students to be able to participate in the Academy. If compacts are not signed and returned by the deadline, students who are wait-listed will be extended an opportunity to participate in the Academy.
- Summer Bridge Programs – 1/4/2013 – 5/30/2013- Planning, preparation, and execution of Summer Bridge Program.

# **LETTERS OF SUPPORT**

**Georgia Institute of Technology-CEISMC  
Rockdale Career Academy  
Rockdale County Chairman and CEO  
Congressman Hank Johnson  
U.S. Department of Energy  
Memorandum of Commitment-Advisory  
Members**



CEISMC  
Center for Education Integrating Science,  
Mathematics and Computing  
Atlanta, Georgia 30332-0282 U.S.A.  
PHONE 404-894-0777  
FAX 404-894-9675

July 5, 2012

The Honorable Nathan Deal  
Governor of Georgia  
Governor's Office of Planning & Budget  
Attn: Innovation Fund  
270 Washington Street, S.W., 8th Floor, Atlanta, GA 30334

Dear Governor Deal,

I am writing this letter of support of the Rockdale County Public Schools (RCPS) Innovation Fund Proposal entitled: "Rockdale 21<sup>st</sup> Century Academy of Environmental Studies". The RCPS plan for K-12 STEM educational outreach will be undertaken with support from the Center for Education Integrating Science, Mathematics and Computing (CEISMC) at Georgia Tech.

CEISMC is the educational outreach center at Georgia Tech and is dedicated to using the scholarly resources available at Georgia Tech to help improve science, technology, engineering and mathematics (STEM) education in school systems throughout Georgia. Towards this end, CEISMC conducts, coordinates, and assists with teacher professional development throughout the state, and coordinates STEM enrichment programs for hundreds of children annually. This involvement specifically includes the GIFT Program: Georgia Intern Fellowships for Teachers. Founded in 1991, the GIFT program is a paid 4-7 week summer internship for science, mathematics and technology teachers. GIFT offers teachers real world applications of the subjects that they teach, exposing them to inquiry and problem solving, cutting-edge scientific research, and data analysis. By offering business and industry internships and public science institute and research fellowships, teachers increase content knowledge and gain practical examples of science, technology, engineering, and mathematics applications for enriched instruction and teaching practices based on evidence-based experiences.

CEISMC also facilitates and support the availability of STEM exposure and support opportunities for students in elementary, middle, and high school. These opportunities, which will be available to RCPS students, include the elementary Kids Interested in Discovering Science (KIDS) Club, PEAKS (Programs for Enrichment and Accelerated Knowledge in STEM) for middle school students, invitations to the Siemens Competition Regional Science Fair Finals, and internship opportunities for high school students to participate in the summer GIFT Research Analyze Experiment and Learn (R.E.A.L.) program at Georgia Tech. Mentors, tutor opportunities, and coordination of admissions information have also been discussed.

We look forward to supporting RCPS on this exciting opportunity to make a difference in STEM education.

Sincerely,

A handwritten signature in black ink that reads "Richard S. Millman".

Richard S. Millman, Ph.D., Director, CEISMC



Richard Autry **Board of Education**  
Superintendent Wales F. Barksdale  
Darlene E. Hotchkiss  
Forrest Jack Lance James H. McBrayer  
General Counsel Donald E. McKinney  
Brad Smith  
Jean Yontz  
Katrina P. Young

The Honorable Nathan Deal  
Governor of Georgia  
Governor's Office of Planning and Budget  
Attn. Innovation Fund  
270 Washington Street, S.W. 8<sup>th</sup> Floor  
Atlanta, GA 30334

Dear Governor Deal,

It is my pleasure to offer the following letter of commitment for the Rockdale 21<sup>st</sup> Century Academy of Environmental Science from the Rockdale County Public Schools Office of Career, Technical and Agricultural Education.

The RCPS Office of Career, Technical and Agricultural Education wholeheartedly supports this project and offers its commitment to **guidance, mentorship, linkage to community and business partners, lab and applied learning resources, peer support, and training.** Additionally, we will support all activities that help students identify appropriate educational pathways, and their transition from middle school to high school.

Since 2010, the RCPS CTAE office has developed and offered a variety of STEM-related enrichment camps for our middle school students that promote non-traditional occupations. In fact, this past year our system received a PerkinsPlus Grant to expand and fully implement these camps for our students.

The following camps have been offered and well attended by our students during the fall, winter and summer breaks.

- GIE – Girls in Engineering Camps – 55 participants
- GEMS – Girls Exploring Manufacturing Systems – 20 participants
- Scrubs, Scalpels and Sports Medicine – Men in Medicine – 70 participants

It is our intent to continue offering such experiences for our students in order to promote and recruit students into non-traditional occupational areas. During the upcoming winter break we plan to offer STEM camps in Energy Systems, Engineering and Robotics. The tentative summer offerings are in the areas of Architecture, Electronics and Medicine.

Please contact me if I can offer any additional information.

Sincerely,

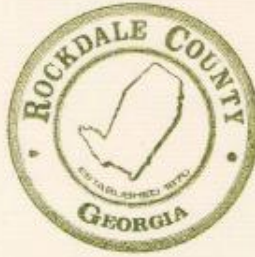
*Roger T. Ivey*

Roger T. Ivey  
Rockdale County Public Schools  
Coordinator - Career, Technical and Agricultural Education

954 North Main Street, Conyers, Georgia 30012, Phone: 770-483-4713, Fax: 770-860-4266, [rockdale.k12.ga.us](http://rockdale.k12.ga.us)

BOARD OF COMMISSIONERS

RICHARD A. ODEN, CHAIRMAN AND CEO  
Oz Nesbitt, Sr., Commissioner Post I  
JaNice Van Ness, Commissioner Post II



TELEPHONE: 770-278-7001  
FACSIMILE: 770-278-8900

June 25, 2012

The Honorable Nathan Deal, Governor of Georgia  
Governor's Office of Planning & Budget  
Attn: Innovation Fund  
270 Washington Street, SW, 8<sup>th</sup> Floor  
Atlanta, GA 30334

Dear Governor Deal,

It is with great joy and continued hope for the future of our youth that the Rockdale County Board of Commissioners extends its support for the Rockdale County Public Schools, RT3 Innovation Grant funding request.

The proposed "Rockdale 21<sup>st</sup> Century Academy of Environmental Studies" Initiative supports and promotes the ongoing efforts of Rockdale County to prepare students to succeed in college and the workplace and to compete in the global economy.

Innovative STEM (science, technology, engineering and math)-based programs such as this can be linked directly into Rockdale County Government STEM-based departments, such as Civil Engineering, Emergency Management and Response, Public Safety, Environmental Health, Code Enforcement, Zoning, Road and Traffic Engineering, and Traffic Safety. The County is excited to partner with the "Rockdale 21<sup>st</sup> Century Academy of Environmental Studies" program on mentoring activities, field trips and applied learning opportunities and career exploration.

As it is critical that the businesses and community members work together to excel in our global society, we look forward to continuing to provide support through leveraged resources to students across the county; and to supporting the "Rockdale 21<sup>st</sup> Century Academy of Environmental Studies" initiative to ensure that every one of them receives the opportunities for academic rigor, increased achievement and preparation for all post-secondary endeavors.

With Regards,

A handwritten signature in blue ink that reads "Richard A. Oden". The signature is fluid and cursive, with a large loop at the end.

Richard A. Oden  
Chairman & CEO

P.O. BOX 289 • CONYERS, GEORGIA 30012  
[www.rockdalecounty.org](http://www.rockdalecounty.org)



HENRY C. "HANK" JOHNSON, JR.  
4TH DISTRICT, GEORGIA

COMMITTEES:

JUDICIARY

ARMED SERVICES

**Congress of the United States**  
**House of Representatives**  
**Washington, DC 20515-1004**

July 3, 2012

SUBCOMMITTEES:  
CHAIRMAN,  
COURTS AND COMPETITION POLICY  
CONSTITUTION, CIVIL RIGHTS, AND  
CIVIL LIBERTIES  
COMMERCIAL AND ADMINISTRATIVE LAW

READINGS  
MILITARY PERSONNEL

The Honorable Nathan Deal  
Governor of Georgia  
Governor's Office of Planning & Budget  
Attn: Innovation Fund  
270 Washington Street, S.W., 8th Floor  
Atlanta, GA 30334

Re: Georgia Race to the Top Innovation Fund Grant

Dear Governor:

I am writing in support of Rockdale County Public Schools (RCPS) Rockdale 21<sup>st</sup> Century Academy of Environmental Studies (The Academy). The Academy will provide access to high rigor course offerings, assessment and appropriate advisement for college and/or career pathways, and employ an innovative magnet school model to improve student achievement with an emphasis on science, technology, and math (STEM) related courses supporting opportunities for applied learning.

RCPS will strive to better prepare its students to be successful in high-rigor STEM courses and with a multi-layered, vertical approach, will produce students who can confidently participate in STEM courses, thereby increasing the number of students who continue on to college. The project is a part of the Academic Rigor and Advanced Placement Task Force (a group of staff, schools, colleges, community organizations, and businesses) working together to ensure that low-income and traditionally underrepresented students have equitable access to high quality, rigorous courses and support systems.

As the Congressman who represents Rockdale County, I strongly support the steady progress of the Rockdale County Public Schools and endorse the schools' efforts towards obtaining an Innovation Fund grant. I request that you give full consideration in accordance with your policies and procedures. We appreciate acknowledgement of any awards made under this grant program, by notifying Paulette Suggs at [paulette.suggs@mail.house.gov](mailto:paulette.suggs@mail.house.gov) or (770) 987-2291. If there are questions regarding the details of the grant application, please contact Ms. Tracy Knutsen at [TKnutsen@Rockdale.k12.ga.us](mailto:TKnutsen@Rockdale.k12.ga.us) or 770-860-4287.

Sincerely,



Hank Johnson  
Member of Congress

HJ:ps

WASHINGTON OFFICE  
133 LONGWORTH HOUSE OFFICE BUILDING  
WASHINGTON, DC 20515  
PHONE (202) 225-1606  
FAX (202) 226-0091

SOUTH DISTRICT OFFICE  
5700 HILLDALE DRIVE, SUITE 110  
LITHONIA, GA 30058  
PHONE (770) 987-2291  
FAX (770) 987-8721

NORTH DISTRICT OFFICE  
3408 LAWRENCEVILLE HIGHWAY, SUITE 206  
TUCKER, GA 30084  
PHONE (770) 939-2016  
FAX (770) 939-3753

PRINTED ON RECYCLED PAPER



**Department of Energy**  
Washington, DC 20585

July 6, 2012

Andrea McMahan  
Principal  
Memorial Middle School  
AVID School  
NASA Explorer School  
3205 Underwood Rd.  
Conyers, GA 30013

Dear Ms. McMahan:

I am writing this letter to support the Rockdale 21<sup>st</sup> Century Academy of Environmental Studies at Memorial Middle School for the Race to the Top Innovation Fund grant request. I believe this project will definitely create some remarkable changes in students. It will increase awareness of the Science Technology Engineering & Mathematics (STEM) program disciplines, and the college options that are available for students, while improving academic achievement. As a diverse and dynamic school, Memorial Middle School has already completed some great projects for improving education in the Rockdale County.

I offer my support to this program as a representative of the U.S. Department of Energy (DOE) as the department is strong supporter of STEM educational opportunities. It supports programs aimed at increasing the number of students who choose to enroll in STEM disciplines and those interested in pursuing related careers. Historically, DOE has supported students and faculty through cutting-edge research, internships and fellowships, and scholarships. In addition, DOE supports innovative partnerships that aim to increase educational institutions' capacity and infrastructure to conduct innovative research and development initiatives. Please contact me if I can be of further assistance.

Regards

LaDoris (Dot) G. Harris  
Director  
Office of Economic Impact and  
Diversity



Printed with soy ink on recycled paper



## MEMORANDUM OF COMMITMENT AND LONG-TERM SUPPORT

The purpose of Rockdale County Public Schools' proposed Innovation Fund program, *Rockdale 21<sup>st</sup> Century Academy of Environmental Studies*, is to serve as the 6th through 8th grade portion of a continuum of knowledge of Rockdale County Public Schools' unique longitudinal approach to STEM immersion, rigor and post-secondary preparation with a PK-12 pipeline of cutting edge STEM-focused study. The Academy will creatively leverage and blend the resources of its partners with the goal of having a **significant impact on improving student outcomes**. The Rockdale 21<sup>st</sup> Century Academy of Environmental Studies will build a culture of college- and career-readiness, and confidence in the ability of all students to achieve their dreams, creating an exponentially positive momentum for transformation.

To achieve this goal, we understand this transformation commands our full involvement to ensure success during project implementation as well as beyond the length of the grant. Meeting on a quarterly basis, the management of *Rockdale 21<sup>st</sup> Century Academy of Environmental Studies* will be overseen by a Project Director (under the guidance of the Memorial Middle School Principal) and an Advisory Board. Our meetings will be guided by our Scope of Work and Project Evaluation tables. The table below highlights our commitments and the team work necessary for the successful execution and sustainability of *STEM for Life*. We have reviewed this agreement and indicated our support by signing below.

### Stakeholder Commitment and Support

**Rockdale 21<sup>st</sup> Century Academy of Environmental Studies Advisory Board:** Oversee implementation; coordinate with the Project Coordinator to implement the project with Georgia Institute of Technology; share promising practices; monitor fiscal matters; guide project evaluation and use of information for program improvements; and make strategic decisions required to ensure successful implementation

**Rockdale County Public Schools:** Serve as the lead agency and fiscal agent accountable to the Governor's Office of Planning and Budget; serve on Advisory Board with focus on student outcomes; ensure grant requirements are met; provide fiscal management; execute Memorandum of Agreement; select a Project Director that will ensure fidelity of implementation and objectives are being met in a timely manner; coordinate professional development; oversee sustainability planning; and team with our partners and supporters to implement our project.

**Memorial Middle School:** Provide a principal to serve on Advisory Board focused on student outcomes; collaborate with Rockdale County Public Schools and other partners to implement *Rockdale 21<sup>st</sup> Century Academy of Environmental Studies*; use FTE student funding allocations towards proposed project; provide and support professional learning for the STEM teams of teachers; actively seek additional partners for the innovation project; and provide support for the teams and teachers working with the STEM project.

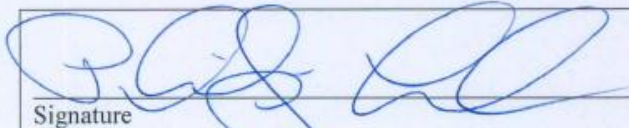
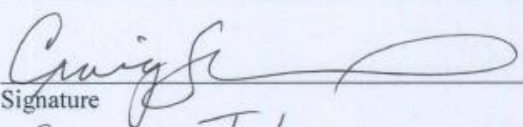
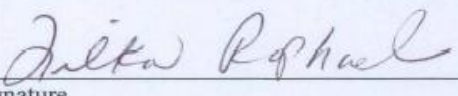
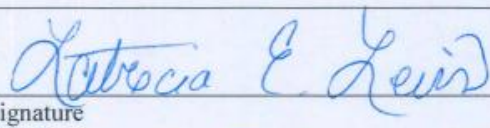
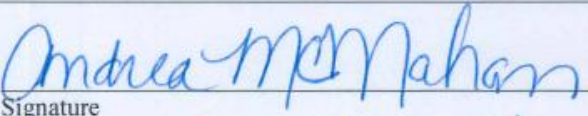
**Teachers:** Provide department chair science and math teachers to serve on STEM Alignment Team; ensure science and math instruction is aligned with applied learning activities; assist with advisory activities; participate in additional professional learning as it relates to applied learning activities; and participate in the advisory council for the STEM project.

**Parents:** Serve on Advisory Board; encourage and support student participation; attend student-focused meetings such as financial planning, postsecondary on-site support sessions, etc.

**Business/Faith/Community Partners:** Community education and planning to develop an improved workforce via the Education and Workforce Development Committee; coordinate job shadowing and



work-based learning opportunities; and participate in interview days, career fairs, and speaker's bureau; and serve on the advisory council.

 Signature	7-5-12 Date
Philip Lehman Lead Pastor Printed Name/Title	
 Signature	7-5-12 Date
Craig Johnson, Owner, Kumon Learning Ctr. Printed Name/Title	
 Signature	7-5-12 Date
Lilia Raphael Parent / Pharmacist Printed Name/Title	
 Signature	7-9-12 Date
Latrecia E. Lewis Teacher Printed Name/Title	
 Signature	7/9/12 Date
Andrea McMahon / MMS Principal Printed Name/Title	
Signature	Date
Printed Name/Title	

# ***RESUMES OF KEY PERSONNEL***

**Charles Alex Alvarez**  
Academic Rigor Coordinator  
Rockdale County Public Schools

**EDUCATION**

Education Leadership NL-6	GACE Exams 173/ 174	2011
Ed.S. Teaching and Learning (4.0)	Valdosta State University	2010
Gifted Endorsement	Valdosta State University	2007
M. Ed. Sec. Ed. Science (4.0)	Valdosta State University	2006
ESOL Endorsement	The Georgia Project	2006
B.S. Ed. Sec. Science (magna cum laude)	Valdosta State University	2002
A.S. Education (Honors)	South Georgia College	1999

**AFFILIATIONS**

National Association for Gifted Children	Secondary Schools of Math, Science, and Technology
American Educational Research Association	Georgia Science Teachers Association
AERA Research on Giftedness, Creativity, and Talent SIG	National Science Teachers Association
AERA Action Research- Special Interest Group	Professional Association of Georgia Educators
National Consortium for Specialized	Phi Delta Kappa, Kennesaw, Georgia Chapter

**COURSES TAUGHT**

- Advance Placement Biology, Rockdale Magnet School
- Advanced Placement Environmental Science, South Cobb High School
- Advanced Scientific Research, Academy of Research and Medical Sciences
- College-Preparatory Comparative Biology, Valdosta/South Cobb High School
- Honors/ Gifted Comparative Biology, Valdosta High School
- Magnet Chemistry, Rockdale Magnet School
- Magnet Research II, Academy of Research and Medical Sciences
- Physical Science, South Cobb High School
- Technical Career Comparative Biology, Valdosta High School

**LEADERSHIP**

- Phi Delta Kappa Kennesaw, GA Chapter VP- Foundations Officer , 2011-present
- Phi Delta Kappa Kennesaw, GA Chapter Nomination Committee, 2011-present
- Georgia Tech CEISMC GIFT Program Lead Facilitator, 2011-present
- Advisory Board Member, Rockdale Magnet School, 2010- 2011
- Grant Chair for School Grant Team, Rockdale Magnet School, 2010- 2011
- NCSSMST Diversity Committee member, 2010-present
- Magnet School Lead Teacher, Academy of Research and Medical Science at South Cobb High, 2009-10

- South Cobb 9<sup>th</sup> Grade Academy Planning Committee, 2009-2010
- Service Learning Committee, Valdosta High, 2006-2008
- Valdosta High Varsity Boys Soccer Head Coach/Director, Valdosta High School, 2006-2008
- Professional Learning Committee, Valdosta High, 2006

### PRESENTATIONS

- **National Association for Gifted Children Conference**, New Orleans, November, 2011. Presenting a poster session on Addressing the *Under-identification of Gifted Minority Students with School-based Professional Development for Educators*.
- **CEISMC Georgia Tech GIFT Kick-off Workshop**, June, 2011. *Developing and Implementing Inquiry-based Action Plans within the STEM Classroom*.
- **NCSSSMST Diversity Symposium/ NAGC National Conference**, November, 2010. *STEM Success Among a Diverse Student Body*
- **Rockdale Magnet Parent Night**, October, 2011. *Keys to Academic Success*.
- **CEISMC Georgia Tech GIFT Luncheon**, July, 2010. *High School Student Research Teams and the University Connection*.
- **South Cobb High School and Administration Professional Development**, December, 2009. *Gifted Characteristics and Referral Methods*.
- **Valdosta State University Spanish Education Course**, 2008. *Learning Modalities and Effective Strategies*.
- **Georgia Learn and Serve (Service Learning)**, March, 2007  
Glynn Academy (Brunswick, GA) Teachers and Administration  
Presented a combination of ESOL and researched-based strategies for teachers
- **Standards-based Classroom (SCOUTS)- Valdosta High School**, 2006-2007. Model Classroom Teacher that developed, presented, and modeled science teaching strategies for science department teachers and administrators
- **Georgia Internships/ Fellowship for Teachers Conference Presenter** (Effective Science Teaching Methods), Georgia Tech, 2003, 2004, & 2010

### PUBLICATIONS

Alvarez, C. A., Harris, B., & Edwards, D. (2010). STEM specialty programs: A pathway for underrepresented students into STEM fields. *National Consortium for Secondary Specialized Schools in Math Science and Technology (NCSSSMST) Journal*. 16(1), 27-29.

Alvarez, C. A., Martin, E. M., Pelligrino, A., Beal-Alvarez, J. S., Reffel, J., & Sawicki, H. (under review). Addressing the identification of the gifted minority student.

### PROFESSIONAL DEVELOPMENT

**National Association for Gifted Children Conference**, Atlanta, November, 2010 Presented and attended sessions related to leadership, policy, and program evaluation

**Advanced Placement Biology Workshop**, Atlanta, June, 2010

Reviewed course curriculum and content requirements to obtain AP Biology Certification

**Georgia Internships for Teachers (GIFT)**, CEISMC Georgia Tech, Atlanta, 2010

Secured funding for six students from two schools to perform research in engineering and energy efficiency for seven weeks at Georgia Tech for the 2010 summer

**Environmental Education Alliance Annual Conference-** March 19-20, 2010 KSU

Collaborated with teachers, business professionals, researchers, to expand Environmental Club and enhance AP Environmental Science course

**National Consortium for Specialized Secondary Schools of Math, Science, and Technology**

**(NCSSMST)-** Nashville, TN, March 3-6, 2010

Attended Pre-conference Diversity Symposium and STEM consortium presentations

**Georgia Science Teachers Association Annual Conference,** Savannah, February, 2010

Consortium for GA science teacher collaboration and delivery of best practices

**Biotechnology Kit Workshop-** Gwinnett Technical College, 2009

Completed labs including pGLO experimental kits and DNA fingerprinting for crime scene investigation. Dr. Stuart Zola, Director, Yerkes National Primate Research Center, "Memory, Minds and Magic" luncheon lecture.

**Case Studies in Science Teaching Annual Conference-** Buffalo, NY, 2009

Attended case study development and case method teaching workshops conducted by the National Center for Case Study Teaching in Science, University of Buffalo.

**Hyde Farm Science Teacher Packet (GIFT)** Georgia Tech, Atlanta, 2009

Interned six weeks with the Chattahoochee National Recreation Area. Developed a science teacher packet for Cobb County teachers and NPS rangers to use for student activities and field trips to Hyde Farm. Worked with the NPS biology department to conduct water quality tests on site and at the USGS lab in Marietta, Georgia.

**Advanced Placement Environmental Science Annual Workshop,** Atlanta, 2009

Created course curriculum and content requirements for new AP Environmental Science course to support South Cobb High AP expansion initiative.

**National NSTA Science Teachers Conference,** Birmingham, 2007

Attended workshops in: science teaching strategies, National Board for Professional Teaching Standards, fossil excavation, and life science teaching resources

**Georgia State Advanced Placement Workshop,** Perry, GA 2007

Statewide collaboration with teachers, administrators and state department representatives to expand AP initiative to 3 new AP courses at Valdosta High School

**High Schools That Work Training,** Valdosta, 2006

Analyzed key practices used for school and student achievement innovation

**Literacy across the Curriculum Conference,** 2005

Integrated literacy opportunities at the high school level

**RESA Science Georgia Performance Standards Workshop,** Lenox, 2005

Reviewed and rated new biology Georgia Performance Standards to redeliver to science department teachers for classroom implementation

**Georgia Internships for Teachers (GIFT),** UGA Tifton Campus, 2004

Completed seven weeks of plant pathology research with Dr. Dave Wilson with an emphasis on aflatoxins and food safety to develop and redeliver a learning module for high school students.

**Georgia Internships for Teachers (GIFT),** UGA Tifton Campus, 2003

Completed seven weeks of biotechnology research in plant genetics with Dr. Peggy Ozias-Akins with an emphasis on plant genomics and DNA technology to develop and redeliver a learning module for high school students

**ALBERTA D. BANKS**  
3370 Old Lost Mountain Rd., Powder Springs, GA 30127  
(678) 567-0562 (404) 368-8130 [aadbanks@comcast.net](mailto:aadbanks@comcast.net)

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CAREER OBJECTIVE: TO BECOME AN EFFECTIVE TEACHER-LEADER AT THE STATE OR REGIONAL LEVEL

Passionate, resourceful professional with proven ability to:

- Create and monitor policies and practices that promote a rigorous, challenging learning environment;
  - Ensure a classroom culture that embraces research based instructional practices ;
  - Assist other educators in promoting a campus wide culture of rigorous coursework
- 

### **Education**

**Doctorate of Education**, Teacher Leadership, Walden University, in progress, completion January, 2012

**Master of Education**, Kennesaw State University, 2002

**Bachelor of Science**, Mathematics Education (6-8), Mercer University, 1995

### **Professional Experience**

**Program Manager**, AVID Center, Eastern Division, Atlanta, Georgia

2008 – present

- Provide ongoing support for AVID districts
- Coach sites to quality implementation of the AVID College Readiness System
- Provide professional development to teachers, administrators, and district personnel
- Coordinate regional and national professional development events

**Mathematics Department Chairperson**, McEachern High School, Powder Springs, Georgia

2005 – 2008

- Serve as liaison between district and local school team.
- Provide guidance and leadership to a team of thirty mathematics educators consisting of both regular educators and special educators.
- Maintain the financial budget for the mathematics department.
- Responsible for the analysis of data for data driven results as a mathematics department.
- Implement local training for Georgia Performance Standards
- Implement local training for the new integrated math curriculum adopted by the state.

**Mathematics Instructor**, McEachern High School, Powder Springs, Georgia

2002 – 2008

- Responsibilities include teaching Algebra I and Geometry.
- Participate in classroom -based tutorials for all grade levels in mathematics.
- Analyze data for data driven instruction and developed remediation strategies which included embedding the AVID strategies in order to improve student performance academically.
- Provide research based instruction to impact student achievement.

**AVID Instructor**, McEachern High School, Powder Springs, Georgia

2004-2008

- Provide classroom instruction of AVID strategies to 9<sup>th</sup> , 10<sup>th</sup> ,11<sup>th</sup> , and 12<sup>th</sup> grade AVID students.
- Monitor student progress in all academic and elective areas.
- Plan and implement activities that increase parental and community involvement in the AVID family.

**Mathematics Instructor / Coordinator**, Cooper Middle School, Austell, Georgia  
2001- 2002

- Served as liaison between district supervisors and local school team.
- Provided a mathematics classroom environment that was conducive to learning by utilizing research-based instructional strategies to impact the learner.
- Scheduled students for core classes.
- Responsible for textbook collection and distribution.

### **Professional Development**

**2007 AVID/ College Board National Conference**

**2006 AVID/College Board National Conference**

**2005 AVID/College Board National Conference**

**2004, 2005, 2007 AVID Summer Institute**

**2007 Up Where We Belong Conference, AVID**

**Georgia Performance Standards Training**, Metro Regional Education Service Agency

## Memorial Middle School Principal

### Andrea A. McMahan

55 Wynfield Trace, Covington, Georgia 30016  
Home: 770-786-8773; Work: 770-483-3371; Cell: 770-344-7669  
[amcmahan@rockdale.k12.ga.us](mailto:amcmahan@rockdale.k12.ga.us)

#### ~QUALIFICATIONS~

Highly motivated, excellent communicator, meticulously organized, ability to assess and diagnose staff and student weaknesses and develop plans of action; consistently motivates staff and students, exhibits tremendous leadership skills with faculty; able to coordinate and manage multiple projects simultaneously.

#### ~EDUCATION~

1988-1990	<b>Associate of Science</b> , Shelby State Community College
1990-1992	<b>Bachelor of Science</b> , Memphis State University (currently University of Memphis)
2000-2002	<b>Master of Science</b> , Educational Leadership, Trevecca Nazarene University

#### ~SCHOOL EMPLOYMENT HISTORY~

-Memorial Middle School 2009-Present

-Conyers Middle School 2003 – 2009

-Munford Middle School 1993 – 2003

- **Principal, MMS (2009-Present)** – Work with administrative team to focus on curriculum, instruction, climate, stakeholders, closing achievement gaps, and building a sense of community.
- **Assistant Principal for Instruction, CMS (2007-2009)** – Work with administrative team to focus on curriculum, instruction, and testing for the building.
  - Testing Coordinator
  - AVID Administrator
  - Staff Development Director
  - Facilitator for Professional Learning Communities
  - Middle School Facilitator for Rockdale County Public Schools Standards-Based Vision Task Force
- **Administrative Assistant, CMS (2005-2007)** – Work in tandem with the administrative staff to provide staff development, inservices, open-house, and staff support.
  - Intersession Coordinator for CMS – Spring 2006
  - Intersession Coordinator for CMS – Summer 2006
  - Intersession Coordinator for CMS – Fall 2006
  - Intersession Coordinator for CMS – Spring 2007
  - Lighthouse Technical Assisted Visit Co-Coordinator – CMS – October 2006
  - Assist with screening new applicants and performing reference checks.
  - Perform as stand-in administrator.
  - Technical Assisted Visit Participant at a local high school for High Schools That Work – Spring 2006.



- Assisted administrative team with Technical Assisted Visit for CMS.
- Coordinator for State Reading Pilot Program at CMS (Spring 2007).
- **Director of Student Services (2006-2007)** – Coordinate and direct Homework Help Center on Tuesdays and Thursdays as well as CRCT Academy on Wednesdays.
- **Literacy Coach, CMS (2006-2007)** – Provide support and staff development for all teachers in Reading instruction.
- **Writing Coordinator, CMS (2005-2007)** – Develop and implement comprehensive writing program (in alignment with SREB) to be implemented and maintained throughout the school.
  - Provide staff development for all content area teachers on writing strategies.
  - Provide training for lead teachers for redelivery of strategies and ideas.
  - Provide training and maintenance of on-line writing program (MyAccess) for the school and county.
  - Provide assistance to Reading Coordinator with development and implementation of a comprehensive reading program.
- **LA Department Chair, CMS (2004-2007)**
  - Participated in work session on Writing Unit Frameworks and Tasks with the State Department of Education.
  - Participated in work session on cut-off scores for CRCT Reading with the State Department of Education.
  - Working with the State Department of Education to consolidate the new state writing rubric onto a one page document.
  - GPS and Understanding by Design (UbD) redelivery instructor for the school and county.
  - Co-Facilitator with Lead Coordinator for creating performance assessments and rubrics for the county (Ongoing).
  - Participated in benchmark writing work sessions at the county level.
  - Guest Lecturer on reading strategies at Clayton State Pedagogy Lab.
- **Classroom Teacher** – Teacher of English/Language Arts, Algebra, Pre-Algebra, Social Studies (6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades).
  - Teacher Support Specialist CMS (2004 – Present) – Co-facilitator for monthly protégé meetings. Mentor for multiple protégés each year to include Individualized Induction Plans, goals, and informal observations.
  - Lead Mentor Teacher for Clayton State CMS (2005 – 2009) – Function as a liaison between Clayton State interns and CMS teachers/administration. Assist principal with placement of interns with classroom instructors.
  - Provide DANA (Alphasmarts) instruction and demonstration to staff as needed CMS (2005 – 2007).
  - Action Team member on Curriculum and Instruction for the county CMS (2006) & MMS (1999).
  - Team Leader CMS ( 2003, 2004) & MMS (1995-2000)
  - Tutoring Instructor CMS (2003 – 2007) & MMS (1994 – 2003)
  - Discipline Committee Member CMS (2004 – 2007) & MMS (1999 – 2003)
  - Staff development instructor at school and county levels – Presenting both LA and Math teaching strategies MMS (throughout tenure).
  - Participated in benchmark writing work sessions for the county CMS (2005 – 2007) & MMS (1995 – 2002).
  - Participated in curriculum alignment for the county MMS (1997 – 2000).
  - SACS facilitator for Curriculum and Instruction component CMS (2004) & MMS (1999).
  - Classworks and Webbook Instructor MMS (2000 – 2003).
  - Yearbook Editor MMS (1994 – 2000)
  - Agenda Book Coordinator (1994 – 2003)
  - Spelling Bee Coordinator CMS (2004, 2005) & MMS (2000 – 2003)

- Mentor MMS (1995 – 2003)
- Grant Writer & Liaison MMS (1995 – 1997)
- National Faculty member and redelivery Instructor MMS (1997 – 1999)
- Carnival Coordinator MMS (throughout tenure)
- Honor Roll Co-Chair MMS (throughout tenure)
- Homebound Instructor MMS (1993 – 1995)
- GED Instructor MMS (1993 – 1995)

**~PROFESSIONAL GROWTH AND DEVELOPMENT~**

- Participant in RCPS Aspiring Principal’s Academy (2009).
- Presenter Middle School Testing PSAT (RCPS 2008) – Presented to other middle school test coordinators on the specifics for PSAT.
- GSCEP Training – October 2008.
- Participated in Train the Trainer Series SREB (October 2008) – Trained to be a trainer for Aligning Rigorous Assignments.
- Facilitator at Memorial Middle School (September 2008) – Facilitated staff in Differentiated Instruction in a Standards-Based Classroom.
- Presenter at Southern Regional Education Board (SREB – Nashville 2008) – Presenting on Becoming a Lighthouse School to Watch.
- Presenter at Lighthouse Schools to Watch Conference for National Forum to Accelerate Middle School Reform (June 2008).
- Presenter at Rockdale County Public Schools Leadership Retreat (May 2008) – Differentiated Instruction for Leaders in a Standards-Based Classroom.
- GLEI Training – February 2008
- Participated in RCPS Aspiring Assistant Principal’s Academy (2007).
- GMSEP Training – October 2007.
- Presenter at Lighthouse Schools to Watch Conference for National Forum to Accelerate Middle School Reform (June 2007).
- GTEP Training – August 2006.
- Teacher Support Specialist
- Southern Regional Education Board Conference (July 2005) – Attended as Writing Coordinator.
- Presenter at Southern Regional Education Board (SREB – Orlando 2006) – Presenting the Process of Implementing a Comprehensive Reading/Writing Program in a school.
- Presenter at National Middle School Conference (Atlanta 2004) – Presented data to demonstrate the acquisition of the school meeting AYP.
- Presenter at GA Middle School Conference (Savannah 2005) – Presented data to demonstrate the acquisition of the school meeting AYP.

**~AWARDS~**

- 2005-2006 Technology Teacher of the Year
- 2004-2005 Teacher of the Year
- Soaring Eagle Award
- Renaissance Learning Model Classroom Teacher
- Presidential Award for Excellence in Math

**~PUBLICATIONS~**

I have had numerous articles published in the following magazines:

- [Mailbox Magazine](#)

[Bookbag Magazine](#)

***Latrechia Ellen Lewis***

2969 Lighthouse Way ~ Conyers, Georgia 30013~ 912-248-2223~ Email: lewis\_le@yahoo.com

**Education**

***Education Specialist in Educational Leadership***

Georgia Southern University

May 2013  
Statesboro, Georgia

***Masters of Education in Curriculum and Instruction***

Lesley University

February 2005  
Cambridge, MA

***Bachelor of Music Education***

Mercer University

December 2000  
Macon, GA

**Administrative Experience**

Georgia Teaching Fellows Program- Savannah, GA

***Institute Director (Summer 2011)***

- Led in the selection, hiring, and training of Fellow Advisors (teacher trainers)
- Supervised and supported Fellow Advisors in ensuring high-quality implementation of the set curriculum
- Provided feedback, performance management, and evaluation to Fellow Advisors and Fellows
- Led weekly staff meetings, participated in daily update sessions with supervisors, and created and submitted data reports to monitor progress towards actualizing prescribed goals
- Oversaw the day-to-day operations of the training institute

West Chatham Middle School

2005-2009

***Academic Coach***

- Planned and facilitated job-embedded professional learning for support staff, teachers, and administration following the standards for professional learning as prescribed by the National Staff Development Council
- Supported new teachers by establishing and facilitating monthly new teacher professional learning communities using research from Charlotte Danielson's domains, provided opportunities for additional peer observations of successful veteran teachers, coordinated a site-based mentoring program, provided guidance and assistance in non-instructional duties, organized celebrations of new teachers and mentors throughout the year
- Provided support to teachers through observations, feedback, modeling, and demonstrating lessons
- Researched and routinely shared instructional strategies and pedagogical best practices to improve achievement
- Lead faculty and administration in various roles such as writing the school improvement plan, monitoring the implementation of the prescribed strategies and interventions,

establishing professional learning communities for paraprofessionals, teachers, and PLC leaders, leading the data team, leading the design team, and creating implementation configuration guides using the CBAM model by Shirley Hord

- Designed and implemented the Working on the Work 6<sup>th</sup> Grade Professional Learning Lab. This included but was not limited to follow-up sessions in WOW Foundations, identifying and leading members of the design team, organizing student and parent focus groups and focus walks, facilitating a book study, leading protocols and lesson design, serving as a liaison to the district WOW elementary and high schools cadre, and leading teachers in aligning WOW classroom standards and beliefs
- Design activities to foster student success through parent and community involvement such as the 6<sup>th</sup> Grade Middle School Transitions Camp at two schools, CRCT Celebration, CRCT Parent-Child Nights, and Very Involved Parent (VIP) Saturdays.
- Provided teachers weekly feedback on lesson plans electronically using Echalk

**Teaching Experience**

***Rockdale County Public Schools***

***2011-present***

Memorial Middle School - Chorus Teacher

***Savannah Chatham County Public Schools***

***2001-2011***

Juliette Low Elementary School - General Music and Chorus Teacher

Mercer Middle School - Chorus Teacher

Southwest Middle School - Academic Coach

Largo-Tibet Elementary School - General Music and Chorus Teacher

West Chatham Middle School- Chorus, Drama, and General Music

***Twiggs County Public Schools***

***1999- 2001***

Twiggs County Comprehensive Middle High School - Band and Choral Director

**Additional Teacher Leadership Experience**

<b>School Level</b>	<b>District Level</b>	<b>State Level</b>
• Design Team Chair	• IDEAL – Rising Stars Cohort I Member (Lead teams using GLISI modules in : Setting SMART Goals, Leading Team Discussions, Analyzing Root Cause Data, and Building Group Consensus)	• Georgia Department of Education Academic Coach Program Consultant
• Data Team Chair	• Haberman Star Teacher Trainer	• Served on GAPSS Analysis Team (Georgia Assessment of Performance on School Standards) at Claxton Middle School
• Transition Team Coordinator	• Differentiated Instruction Trainer	• Georgia Teacher Center Differentiated Instruction Design Team Member
• WOW Trailblazer	• Academic Coach Program Grant-writer	• Georgia Music Education Association District I Music in Our Schools Month Chair
• Community Outreach Chairperson	• House Bill 605 Compliance Committee Member	
• Lighthouse Schools to Watch Committee Chairperson	• Super Science Saturday Coordinator	
• Music Department Chair	• Understanding By Design Trainer for Math I, Algebra II, & Geometry	
• Lead 2000 Member		
• Band Auxiliary Advisor		
• Band Booster Advisor		
• PTA Member		
• Gems & Jewels Coordinator		
• RTI Steering Committee		

- Data Team Trainer

### Presentations

<b>District Level</b>	2009 Professional Learning Release Days	Understanding By Design for Math I, Geometry, and Algebra II Teachers
	10 <sup>th</sup> Annual Middle Grades Conference (2007)	“Changing Middle School Transition from Fright to Out of Sight”, “Teacher Therapy”, & “What to Expect Sessions for Middle School Parents”
	7 <sup>th</sup> Annual Middle Grades Conference (2004)	“The Story Behind Engagement”
	5 <sup>th</sup> Annual Middle Grades Conference (2003)	“Teacher Therapy”
	Armstrong Atlantic State University GTAPP (2003) <i>Pre-service Teachers</i>	“WOW Foundations”, “Authentic Assessment”, “Classroom Management”, & “Manipulatives”
	Title I Teacher Workshop (2002)	WOW Foundations I
	Veteran Teachers Conference (2002)	“Application of the Design Qualities” & “WOW Protocol”
<b>State Level</b>	3 <sup>rd</sup> Annual Middle Grades Conference (2001)	“Teacher Therapy”
	Georgia Academic Coach State Conference – South (May 2, 2007) & North (May 10, 2007)	“Changing Middle School Transition from Fright to Out of Sight” “Physician Heal Thyself”
	29 <sup>th</sup> Georgia Middle School Association Annual Conference (February 2006)	“Anchors Away; 6 <sup>th</sup> Grade Middle School Transitions”
<b>National Level</b>	2007ASCD Annual Conference & Exhibit Show – Anaheim, CA (March 2007)	“Changing Middle School Transition from Fright to Out of Sight”
	Working on the Work National Conference- Dallas, TX ( <i>April 2005</i> )	WOW Foundations Fellow
	Working on the Work National Conference- Orlando, FL ( <i>October 2004</i> )	WOW Foundations Fellow
	Working on the Work National Conference Indianapolis, IN ( <i>October 2003</i> )	“A Carousel of Practice”

### Special Training

- Completed MindSet Certification- Prevention and Management of Aggressive Behavior (March 2011)
- National Endowment of Humanities Summer Institute Fellow “Cotton Culture in the U.S. South; 1865-1965” (July 2010)
- Completed Georgia Department of Education Academic Coach Academy Year I & II (2005 & 2006)
- Completed Two-Day training in Concern Based Adoption Model with Shirley Hord
- Completed Making Standards Work, Common Formative Assessments, Data Driven Decision Making and Advanced Data Teams training with The Leadership and Learning Center with Douglas Reeves

### Related Professional Experience

Pentecostal Miracle Deliverance Centers, Inc.

***Christian Education Committee Chair***

- Designed and facilitated “Casting the Net Leadership Series” that addresses the church as a learning community and organization (2006-2009)
- Designed and organized the “24-Hour Leadership Retreat” for church leaders and administrators to analyze culture, beliefs, and systems of support
- Created the “Leaders of Leaders Handbook” and “Leaders of Leaders Trainer’s Manual” for use throughout a church organization that consists of eight separate churches
- Provided guidance and assistance to outreach Christian Education leaders in implementing the organizational plan to provide a guaranteed and viable curriculum to all parishioners

**Professional Organization and Civic Involvement**

National Staff Development Council

Association for Supervision and Curriculum Development

American Federated Teachers

Georgia Music Educators Association

American Choral Directors Association

National Association for Music Educators

Disney Teacher of the Year Nominee 2000

West Chatham Middle School Teacher of the Year Nominee 2002-2003

Sigma Gamma Rho Sorority Incorporated Xi Psi Chapter Charter Member 1996-present

**Publications**

**Improving Middle and High School Education** ~ ASCD Audio 2007 (Six Sessions)

# **OTHER SUPPORTING** **DOCUMENTS**

## Overview of Career, Technical and Agricultural Education (CTAE) STEM Enrichment Camps

### General Characteristics of Enrichment Camps:

- Supportive of career and interest inventory/advisement process to create appropriate, individual educational pathways for students
- Created to engage typically underrepresented groups in a variety of STEM applications and nontraditional career paths
- Designed to strengthen math and science knowledge and thinking skills
- Held at the Rockdale Career Academy
- Four days in duration, ~4 hours/day, including breaks
- Offered during Fall, Winter and Spring breaks
- No cost to participants
- Taught by scholars/experts through partnership or by district math and/or science teachers
- Engaging, interactive curriculum
- Students expected to attend all four days of the program
- Registration form and teacher recommendation required

Fall 2011 offerings included:

**Girls in Engineering** – a high-interest, high-impact and high-energy exploration program for **girls currently enrolled in grades 7-9**, who would like to explore engineering as a possible career and are demonstrating successful academic achievement in the areas of science, technology, engineering, and math (STEM). Campers will investigate various engineering fields, meet women engineers, participate in hands-on activities, design projects, discover that engineering can be an exciting career for women, and have a great time learning and meeting new friends.

**Scrubs, Scalpels & Sports Medicine (SS&SM) Camp** is a high-interest, high-impact and high-energy exploration program for **boys currently enrolled in grades 8-9**, who would like to explore healthcare as a possible career and are demonstrating successful academic achievement in the areas of science, technology, engineering, and math (STEM). Campers will investigate various healthcare fields, meet a variety of healthcare professionals, participate in hands-on activities, design projects, discover that healthcare can be an exciting career for men, and have a great time learning and meeting new friends.

**DYNAMIC Girls (Design Your Next Academic Move Into Construction)** is a high-interest, high-impact and high-energy exploration program for **girls currently enrolled in grades 7-9**, who would like to explore construction as a possible career and are demonstrating successful academic achievement in the areas of science, technology, engineering, and math (STEM). Campers will investigate various construction fields, meet women who have careers in construction fields, participate in hands-on



activities, design projects, discover that construction can be an exciting career for women, and have a great time learning and meeting new friends.

**Man Up! Make a Difference in Education!** Follow in the footsteps of some amazing male teachers! Participants in this camp will enjoy a high-interest, high-impact and high-energy exploration program for **boys currently enrolled in grades 8-9**, who would like to explore teaching as a possible career and are demonstrating successful academic achievement in the areas of science, technology, engineering, and math (STEM). Campers will investigate various healthcare fields, meet male education professionals, participate in hands-on activities, design projects, discover that teaching/education can be an exciting career for men, and have a great time learning and meeting new friends.

**Girls Exploring Manufacturing Systems (GEMS)** is a high-interest, high-impact and high-energy exploration program for **girls currently enrolled in grades 7-9**, who would like to explore manufacturing as a possible career and are demonstrating successful academic achievement in the areas of science, technology, engineering, and math (STEM). Campers will investigate various manufacturing fields, meet women in the field of manufacturing, participate in hands-on activities, design projects, discover that manufacturing can be an exciting career for women, and have a great time learning and meeting new friends.

## Overview of STEM Summer Bridge Programs Career, Tech STEM Enrichment Camps

### General Characteristics of Summer Bridge Programs:

- Designed to strengthen math and science knowledge and thinking skills
- Three weeks in length, ~4 hours/day, including breaks
- Offered concurrently with summer school sessions
- No cost to participants
- Transportation provided by district
- Taught by district math and/or science teachers
- Engaging, interactive curriculum taught with AVID strategies (WICR: writing, inquiry, collaboration, reading) with minimal direct-teach components
- Interactive Notebooks and Cornell note-taking skills used in each program
- Students expected to attend all three weeks of the program
- Registration form and teacher recommendation required

### Honors/Pre-AP Math Readiness (6th to 7th Grade Transition)

- An acceleration program to prepare students in regular 6th grade math for enrollment and success in 7th grade Honors/Pre-AP math
  - Students from regular 6th grade math
  - Students from Honors 6th grade math who need additional math instruction
- A highly engaging, collaborative, *fun* program designed to develop deep understanding of math concepts
- 7th grade content focus areas: measurement, rational numbers, algebraic concepts, probability and statistics
- Future goal of enrollment in Algebra 1 in 8th grade
- 7th grade Honors/Pre-AP Readiness exam administered at end of bridge program
- Enrollment in 7th grade Pre-AP math for 2010-2011 determined by readiness exam and state exam scores, scores in 6th grade math, and bridge teacher recommendation
- Student requirements for enrollment in Pre-AP Math Readiness
  - Solid math scores (A's and B's) in regular 6th grade math
  - Most recent state exam scores
  - Potential for success in 7th grade Honors math, with instruction in summer bridge program and support in AVID elective class

### Algebra 1 Readiness (7th to 8th Grade Transition)

- An acceleration program to prepare students in regular 7th grade math for enrollment and success in 8th grade Algebra 1
  - Students from regular 7th grade math
  - Students from Honors 7th grade math who need additional math instruction
- A highly engaging, collaborative, *fun* program designed to develop deep understanding of math concepts

- 8th grade content focus areas: measurement, rational numbers, algebraic concepts, and probability and statistics
- 8th grade Algebra 1 Readiness exam administered at end of bridge program
- Enrollment in 8th grade Algebra 1 for 2010-2011 determined by Readiness exam and state exam scores, scores in 7th grade math, and bridge teacher recommendation
- Student requirements for enrollment in Algebra 1 Readiness
  - Solid math scores (A's and B's) in regular 7th grade math
  - Most recent state exam scores
  - Potential for success in 8th grade Algebra 1, with instruction in summer bridge program and support in AVID elective class

**“Mission Possible” (Science for the 7th to 8th Grade Transition)**

- “Travel around the world on a “Mission Possible” to locate the mobile lab in which Dr. Vicious is developing a microorganism that has the potential to destroy mankind. Solve scientific problems along the way while learning about the countries where you travel.”
- A program designed to teach critical thinking and problem solving skills in math and science
- Elements of physics, chemistry, biology, geography, and earth science—all experienced in highly engaging science activities

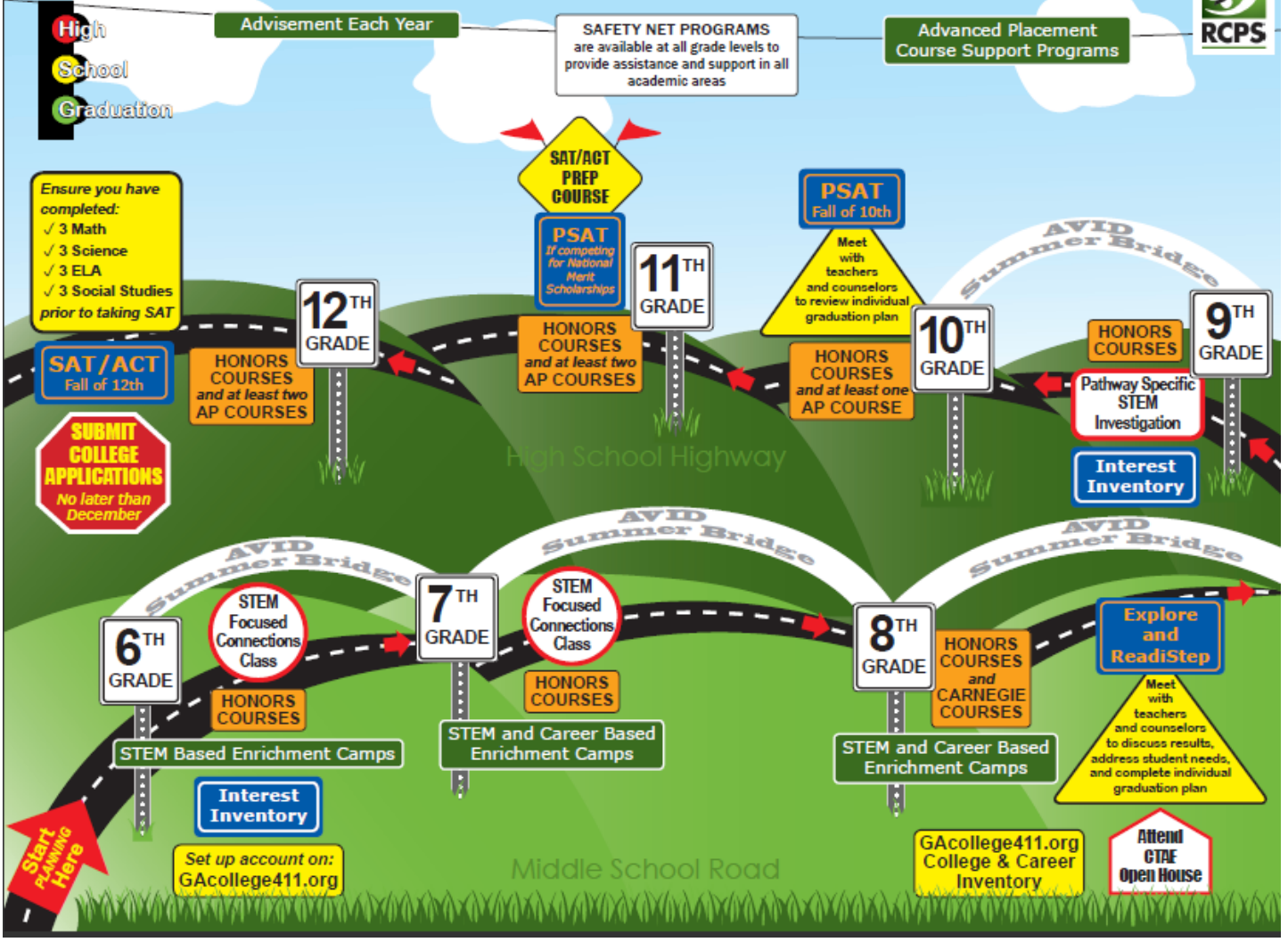
**“ProPhone Company and the Environment” (Science/Math investigation for the 8th to 9<sup>th</sup>)**

“Help the ProPhone Company determine where to build a facility to manufacture their new projector phone by investigating the ecological impact at potential sites. Do some REAL science and math in fun ways.”

- Environmental project culminating in formal presentation to adult panel
- A highly interactive program in which students participate in discovery learning in science and math concepts through environmental concerns, soil and water testing, ecology of cell phones, topographical maps, exponential growth, and much more
- A program designed to teach critical thinking and problem solving skills in math and science
- Team-taught by an Algebra teacher and a biology or environmental science teacher

# Map Your Future

A basic guide for college and career bound middle and high school students



# Rockdale Career Academy

## RCA

# ROCKDALE CAREER ACADEMY

**BUSINESS INFORMATION  
MANAGEMENT**

**HEALTH  
HUMAN SERVICES**

**TECHNICAL  
ENGINEERING**

**PURPOSE DRIVEN  
EDUCATION**

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For an application packet, please contact the counseling office at any high school:

**HERITAGE HIGH SCHOOL**  
770-483-5428

**ROCKDALE COUNTY HIGH SCHOOL**  
770-483-8754

**SALEM HIGH SCHOOL**  
770-929-0176

**ROCKDALE COUNTY PUBLIC SCHOOLS**  
954 North Main Street  
Conyers, Georgia 30012  
770-483-4713  
Dr. Samuel T. King, Superintendent

## ROCKDALE CAREER ACADEMY

[www.rockdale.k12.ga.us](http://www.rockdale.k12.ga.us)

The Rockdale County School System does not discriminate on the basis of race, color, national origin, sex, age, religion, or disability in any educational programs or activities or in employment policies and practices.

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### PROGRAMS OF STUDY

RCA programs of study are offered in three career clusters: Business Information/Management, Health/Human Services, and Technical/Engineering. All programs of study currently offered are listed under each career cluster.

**BUSINESS INFORMATION/MANAGEMENT**

- Sports Marketing
- Information Technology
- Marketing Management
- Fashion Marketing

**HEALTH/HUMAN SERVICES**

- Culinary Arts/Professional Foods
- Early Childhood Education and Services
- Healthcare Sciences
- Protective Services -
  - Public Safety
  - Fire Science
- Teacher Education

**TECHNICAL/ENGINEERING**

- Automotive Service Technology
- Broadcast Video Production
- Collision Repair Technology
- Construction Technology and Management
- Electronics Technology
- Engineering Drawing and Design
- Horticulture/Agri-Science
- Manufacturing and Engineering Technology
- Visual Communication and Design



To be successful in today's highly competitive marketplace, it is imperative that high school students graduate with skills that are benchmarked against world class standards and mastered in a rigorous and relevant environment. It's a new day that demands a new way...and that way is found at **RCA**.

TECHNOLOGY FOCUS ON TOMORROWS

Located on a 48-acre site, the 162,000 square foot facility houses:

- 28 state-of-the-art labs
- 20 interactive classrooms
- Comprehensive media center
- 250-seat auditorium that is outfitted for wireless access
- Career center
- Wellness/fitness center
- Culinary center/restaurant
- Coffee house

### Post-Secondary Options: College Now

Students at **RCA** have the opportunity to earn college credits while in high school through either articulated credit coursework or concurrent enrollment programs. In fact, it is possible for a student to graduate high school with an Associate's Degree. Better yet, under current Georgia law, these college credits come free of charge to the student and their family.

## Pertinent, Precise, Partnerships



### Rockdale Career Academy New Way for a New Day

All **RCA** students are immersed in an enriched learning environment that allows them to engage and master highly complex academic and technical, industry validated content directly related to their specific career interests. As Georgia's premier charter career academy, **RCA** provides an exciting educational venue for Rockdale County Public School students who wish to fast track their career preparation by blending enriched high school curriculum, early college opportunities, and "real world" experiences.

### Specialized Programs of Study

There are 18 different programs of study available to students at **RCA**. These programs of study are divided into three major clusters: Business and Information Management, Health and Human Services, and Engineering and Technology Sciences.

In addition to traditional high school credit, each program provides students the opportunity to earn early college credits, an industry validated credential, and work based learning experiences.

### Admission to the RCA

As a charter school, **RCA** is open to Rockdale County Public School high school students – full or part-time – regardless of attendance zone. Bus transportation is provided to and from each high school to **RCA**. Interested students should contact their guidance counselor for registration instructions.

# “Partners In Education” Program Sponsored by the Conyers-Rockdale Chamber of Commerce

**Conyers-Rockdale  
Chamber of Commerce**

*and*

**Rockdale County  
Public Schools**





**Enhance students' education.  
Enrich our community.  
Engage your employees.**



A joint program between the  
**Conyers-Rockdale  
Chamber of Commerce**  
and the  
**Rockdale County  
Public Schools**  
website:  
[rockdalepartnersineducation.com](http://rockdalepartnersineducation.com)

**YES! I want to be a Partner-In-Education!**

Contact Name: \_\_\_\_\_  
 Company Name: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 City, State, Zip: \_\_\_\_\_  
 Phone Number: \_\_\_\_\_  
 E-mail: \_\_\_\_\_  
 Best time to contact: \_\_\_\_\_

**What Kind of Partner Will You Be?**  
 Please check the appropriate box(es).

**School/Business Partner**  
 A school and a business/organization develop and implement a comprehensive plan of action within one school.

**Partner-At-Large**  
 A business or organization works with a specific program, curriculum, or group among several schools. (For example, the hospital working with wellness programs in the schools or the bowling center assisting physical education teachers in elementary schools.)

**Special Events Partner**  
 A business or organization contributes to or sponsors a specific project or event. (For example, Superintendent's Academic Awards, Teacher of the Year, or Annual Partner Recognition event.)

**What School Level Do You Prefer As Your Partner?**  
 Please check the appropriate box(es)?

Elementary School     Middle School  
 High School             Any grade level

**Please return completed form to:**  
 Rockdale County Public Schools  
 954 North Main Street • Conyers, GA 30012  
 770-860-4226  
 OR  
 Conyers-Rockdale Chamber of Commerce  
 1186 Scott Street • Conyers, GA 30012  
 770-483-7049



## Help Shape Public Education in Our Community. Be a Partner-In-Education with One or More Schools.

The Partners-In-Education Program (PIE) is a mutually-supportive arrangement between a business or organization and a school(s). The primary goal is to strengthen and enrich instructional programs in the school(s) to enhance the educational experiences of students. The partners agree to specific goals and activities for the benefit of students.

### Benefiting All Students

Participation in the Partners-In-Education program is an important commitment on behalf of the school and the business or organization. The objectives of the relationship are to encourage student achievement, support teachers, recognize and reciprocate the contributions of the business or organization, and involve both the school and business or organization in the community. The most valuable contribution a business or organization can make is providing employees to be involved in the schools. All activities should be designed to support the program's objectives and the development of all children: academically, culturally, socially, and economically. Partnership activities are limited only by the energies and imaginations of the people involved. Some suggestions for partner involvement are listed below. Check all that interest you, complete the information on the reverse, and return this form to the school system or chamber. (Please make a copy for your records.)

#### Student Achievement

- make presentations on topics related to the curriculum
- coach individual students as they construct projects
- serve as a mentor
- provide individual tutoring
- give certificates and awards to honor academic achievement, perfect attendance, and good citizenship
- send letters of commendation to parents of Honor Roll students and to those with perfect attendance
- participate in Activities Night by sharing special skills, hobbies, and art/music talents
- display student art work/writing in company offices
- allow students to follow employees through a typical work day
- host a work day at your work site
- serve as a speaker
- assist with field trips
- provide scholarships
- offer internships

#### Partner Appreciation

- use school facilities for special employee meetings
- invite students to make holiday decorations
- arrange for photographs recording partner activities to periodically appear in the local newspaper
- attend school activities
- hang partner appreciation banner in the school

#### Teacher Support

- provide films, videotapes, and printed materials on topics related to school curriculum
- provide special recognition for Teacher of the Year
- host breakfast, lunch, or a picnic at year-end
- host breakfast for teachers on a teacher work day
- host workshops on special topics
- provide a management training class, stress management workshop, health fair, etc.
- award mini-grants to teachers
- offer teachers summer employment opportunities

#### Community Involvement

- help students visit nearby nursing homes
- participate together in a community walk-a-thon
- sponsor a blood drive
- work on a grounds beautification project
- assist with school beautification efforts
- sponsor an outdoor classroom
- sponsor a reading/writing workshop for parents
- sponsor parent/child workshops on drug abuse, computer use, etc.
- co-sponsor programs with police and fire departments on bike safety, crime prevention, etc.
- sponsor clothing and canned food drives for needy families

## YOU CAN MAKE A DIFFERENCE

## Being Part of PIE Allows You The Opportunity To

- ◆ Contribute to the education of a well-trained future workforce.
- ◆ Provide, first-hand, real-world experience and expectations for students and teachers.
- ◆ Help develop career awareness that is geared to specific, local job-market needs now and in the future.
- ◆ Raise the morale of administrators and teachers by demonstrating that respected business leaders are willing to help educate students.
- ◆ Gain a better understanding of the school system.
- ◆ Build support for schools among employees.
- ◆ Be known as a community-involved company.
- ◆ Provide for a better understanding between the schools and the community.