

**Georgia Race To The Top Innovation Fund RFP**

**Gwinnett County Public Schools**

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

**SECTION 1: APPLICANT AGENCY**

Applicant Agency (Legal Name): Gwinnett County Public Schools

Legal Mailing Address: 437 Old Peachtree Road

City: Suwanee County: Gwinnett State: GA Zip: 30024

Federal Employer I.D. #: 58-6000254 DUNS #: 086973195

Congressional District #: 4, 7

Executive Officer Name: Mr. Dale Robbins Title: Associate Superintendent of Teaching and Learning

Street Address: 437 Old Peachtree Road City: Suwanee State: GA Zip: 30024

Telephone: 678-301-7030 FAX: 678-301-7254 Email: dale\_robbins@gwinnett.k12.ga.us

**SECTION 2: PARTNERSHIP LEAD CONTACT**

Contact Name: Deborah Pelham Title: Director of Foundation and Grants

Street Address: 5150 Sugarloaf Parkway

City: Lawrenceville State: GA Zip: 30043

Telephone: 678-226-6425 FAX: NA Email: dpelham@gwinnettech.edu

**SECTION 3: FISCAL CONTACT**

Contact Name: Rick Cost Title: Chief Financial Officer

Street Address: 437 Old Peachtree Road

City: Suwanee State: GA Zip: 30024

Telephone: 678-301-6200 FAX: 678-301-6202 Email: rick\_cost@gwinnett.k12.ga.us

**SECTION 4: GRANT AMOUNT REQUESTED: Large Enterprise Grant**

**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  YES  If yes, attach a detailed explanation.
4. Did applicant agency receive 80 percent or more of its annual gross revenue in federal awards in its preceding fiscal year; and \$25,000,000 or more in annual gross revenue from federal awards and in so doing is required to comply with "Federal Funding Accountability and Transparency Act"? NO

YES  If yes, attach names and total compensation of the five most highly compensated officers of the grantee.

**SECTION 6: PARTICIPANT DATA:**

Approximate number of students served: 240  
Population of focus (i.e. age, gender, race): age

**SECTION 7: SERVICE DELIVERY AREA**

Primary county or counties to be served: Gwinnett County  
List other counties to be served (if any): NA  
Congressional District(s) to be served: 4, 7

**SECTION 8: PROGRAM ACTIVITIES**

- Implementation of a STEM Targeted Education Program (STEP) for over-age 8<sup>th</sup> grade students in one cluster in Gwinnett County Public Schools
- Partner with Gwinnett Technical College and Gwinnett Chamber of Commerce to deliver a career pathway experience for participating students in Biotechnology Research & Development including a dual enrollment opportunity

**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:**

  
\_\_\_\_\_  
J. Alvin Wilbanks  
CEO/Superintendent

10-28-11  
Date

## Proposal Narrative

(Large Partnership Enterprise Grant for a STEM Targeted Instructional Program)

### PropoExecutive Summary

Entities that make up the partnership:

Gwinnett County Public Schools (GCPS), Gwinnett Technical College (Gwinnett Tech), Gwinnett Chamber of Commerce (Gwinnett Chamber)

Statement of Need:

District data for 2011 indicates that only thirteen percent (13%) of Gwinnett students who entered ninth grade one or more years above average age successfully advanced through the required high school credits to graduate within four years after starting ninth grade. There is an urgent need to deliver a targeted instructional program for these at-risk students so as to increase the probability that they will choose to stay in school and successfully graduate on time.

Geographic Location:

The Innovation Fund Grants will target a high-needs attendance cluster (high school and its sending middle schools) in Gwinnett County Public Schools, the Central Gwinnett Cluster. This cluster of schools covers most of the city of Lawrenceville and is slightly more than 20 square miles in the center of Gwinnett County, primarily consists of residentially zoned land and is more than 90% developed.

The high school and the two middle schools will have direct involvement in the program. As the data below indicates, these schools serve a high percentage of students from lower socio-economic, transient, and minority backgrounds.

School Name	Free/Reduced %	Transient %	Title I School
Central Gwinnett	73 %	27.09 %	✓
Moore Middle	84 %	N/A*	✓
Richards Middle	79 %	24.25 %	✓
*Moore opened in 2011-12 and therefore has yet to report full year transiency data.			

Moore Middle (Minority %)	
Black	43.3 %
Asian/Pacific Islander	6.8 %
Hispanic	28.4 %
Native American/Alaskan	0.0 %
Multiracial	3.8 %
White	16.8 %

Richards Middle (Minority %)	
Black	46.1%
Asian/Pacific Islander	6.5 %
Hispanic	30.0 %
Native American/Alaskan	0.5 %
Multiracial	3.3 %
White	13.5 %

Central Gwinnett (Minority %)	
Black	43.3 %
Asian/Pacific Islander	7.8 %
Hispanic	27.4 %
Native American/Alaskan	0.8 %
Multiracial	3.8 %
White	16.9 %

Specific Target Population Served:

The program will serve 80 students each school year. By the third year of the grant, 240 overage eighth grade students will have participated. The students enrolled in the applied-learning program will be selected from among those entering eighth grade at least one year overage, that is 14 years old or more as of September 1 of their eighth grade year. As cited above, district data provides evidence that overage

## Proposal Narrative

### (Large Partnership Enterprise Grant for a STEM Targeted Instructional Program)

students entering high school are immediately at-risk for dropping out or failing to reach high school graduation prior to aging out of the public education system.

#### Description of Implementation Plan:

In partnership, Gwinnett County Public Schools, Gwinnett Technical College, and the Gwinnett Chamber of Commerce have designed a STEM Targeted Educational Program (STEP) Academy to serve at-risk, overage eighth grade students as they transition to high school, proceed through high school, and are equipped to transition to a post-secondary institution. The program will consist of 1) compacted and accelerated coursework, allowing students to progress through all of eighth grade core content and earn up to six Carnegie Unit credits during their eighth grade year, 2) extensive teacher training and support for working with a unique group of at-risk learners, 3) development of student character and self-efficacy to build students' capacity for ongoing academic success, 4) a STEM-focused career pathway in middle and high school, and 5) real-world applications for students in STEM-based fields.

In addition to progressing through eighth grade and high school core academic content, students in the STEP Academy will be enrolled in the Introduction to Health Care Science course that serves as the first course in the Biotechnology Research and Development career pathway. By earning Carnegie Unit credit in eighth grade for the Health Care Science course, students will be poised to continue the Biotechnology Research and Development career pathway as they matriculate to high school. Through the partnership with Gwinnett Technical College, hands-on, STEM-focused biotechnology tasks will be delivered by college faculty, teaching the students the basic scientific principles and increasing awareness of career opportunities in the life science industry.

The goal of the program is for all students to matriculate as tenth graders, thus "catching up" with age peers. These students will then continue through the Biotechnology Research and Development career pathway, and in their senior year have the opportunity to earn dual enrollment credit at Gwinnett Tech. Thus students who began their eighth grade year as highly at-risk for dropping out of school and/or not completing a high school diploma will complete their high school diploma in only three years on the high school campus, earning not only a diploma but also industry certification and college credit in a critical-need field.

## Proposal Narrative

(Large Partnership Enterprise Grant for a STEM Targeted Instructional Program)

### Section 1: Partnership Overview

#### Entities that Make up the Partnership:

Gwinnett County Public Schools (GCPS), Gwinnett Technical College (Gwinnett Tech), and the Gwinnett Chamber of Commerce (Gwinnett Chamber).

The vision of Gwinnett County Public Schools is to become a system of world-class schools where students acquire the knowledge and skills to be successful as they continue their education at the postsecondary level and/or enter the workforce. The mission of Gwinnett County Public Schools is to pursue excellence in academic knowledge, skills, and behavior for each student, resulting in measured improvement against local, national, and world-class standards. The table below details enrollment data for the district, as of September 30, 2011:

Number of Schools	133
Total Population	162,896
White	30.7 %
Black	25.3 %
Hispanic	10.3 %
Other	3.7 %
Limited English Proficient	11.64 %

Gwinnett County Public Schools is the recipient of the 2010 Broad Prize for Urban Education. The Broad Prize is awarded each year to honor urban school districts that demonstrate the greatest overall performance and improvement in student achievement while reducing achievement gaps among low-income and minority students. The selection of Gwinnett as the 2010 Broad Prize winner speaks to the district's accomplishments in narrowing the achievement gaps between subgroups of students, demonstrating success in increasing student academic achievement for all groups of students, and making significant improvements in graduation rates.

The vision of Gwinnett Technical College is to be the recognized leader in providing relevant knowledge to students, businesses, and their employees for life. The college's mission is to anticipate and exceed the educational and workforce training needs of the community. In fiscal year 2010, Gwinnett Technical College enrolled 10,684 credit students and conferred the highest number of graduate awards in the state as well as the highest number of associate degrees and technical certificates of credit. Fifty three percent of the college's students are members of a minority group and 86% receive some type of financial aid.

The Gwinnett Chamber of Commerce mission is to serve as the voice for business to create and grow quality job opportunities while enhancing the community's quality of life. Named one of the top

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(Large Partnership Enterprise Grant for a STEM Targeted Instructional Program)

three metro chambers in the United States by the American Chamber of Commerce Executives, the Gwinnett Chamber is one of the largest and most dynamic business and regional economic development organizations in the Southeastern U.S. The Gwinnett Chamber is also the 6th largest Chamber in the Southeast and one of the top 10 fastest growing chambers in the nation. The Chamber boasts 7,200 members from over 2,000 companies representing a combined employment of more than 750,000 employees and more than \$200 billion in revenue.

### Partnership's Vision and Mission:

Gwinnett County Public Schools, Gwinnett Technical College, and the Gwinnett Chamber of Commerce envision increased access for at-risk middle school and high schools students to motivating career pathways, accomplished through a partnership of school, business, and higher education. A successful STEM Targeted Educational Program will assure that a minimum of 80 eighth grade students each year are diverted from what would likely be a path towards dropping out to a path towards high school, college, and career success. With the seed funds provided through an Innovation Grant, the Gwinnett partnership will work towards full-scale implementation throughout the district of a successful model for accelerating this at-risk population of students to a high school diploma and supporting their endeavors in post-secondary and career pursuits.

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

Gwinnett County Public Schools has been awarded the Math Science Partnership Grant in collaboration with Georgia Institute of Technology for the past 3 grant cycles (6 years total, 3 different grant projects). The most recent grant project included the development of a PSC-approved mathematics endorsement program and a PSC-approved science endorsement program for K-5 educators. This grant project required the coordination of multiple organizations, many schools, an evaluator, and instructors and participants. The success of the MSP Grant is further evidenced by the recent award of a third round of MSP funding to the district and its partner in order to expand the certification offerings to additional participants.

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

The project funded by the Math Science Partnership has been recognized for its effectiveness. An external evaluator provided the following in respect to the implementation of the grant funds and the execution of the project details. The Year 1 Report Results concluded the following:

- Overall, the program maintained a consistent cohort of teachers producing a 95% retention rate.
- The professional development consistently received high satisfaction ratings from participating teachers.

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- Overall, the participating teachers showed significant gains in their content knowledge as is evident from comparisons of the pre- and post-testing data.
- On the course specific assessments in math, 91% of the teachers showed gains in their knowledge during Course 1 of the program and 100% of these same teachers showed gains during Course 2 of the program.
- On the course specific assessments in science, 75% of the teachers showed gains in their knowledge during Course 1 of the program and 94% of these same teachers showed gains during Course 2 of the program.

The extent to which the lead partner has experience managing partnerships of similar size and scope:

The partnership funded through the Math Science Partnership Grant has been of comparable size and scope. The focus of the project was to enhance teacher content knowledge in math and science, involving many schools and requiring collaboration with the faculty and staff at Georgia Institute of Technology.

### **Section 2: Need for Project**

Description of target population and geographic location to be served:

As of September 30, 2011, GCPS enrolled 1,888 overage seventh grade students, having entered seventh grade in August 2011 at the age of 13 or older. This group of students will enter high school at age 15 or older and as a result are at greater risk of dropping out of high school or failing to graduate on time. In a review of district data, of the 434 students who entered 9<sup>th</sup> grade at least one year over the standard age in 2007-08, only 9%, or 39 students, successfully graduated four years later with the class of 2011 earning either a college prep diploma, a vocational diploma, or both. An additional 19 completed a special education diploma or a certificate of attendance. In total, only 58 of the 434 students who entered 9<sup>th</sup> grade overage successfully advanced through the four years of high school in order to reach the point of completion four years after starting 9<sup>th</sup> grade.

The Innovation Fund Grants will target the Central Gwinnett attendance clusters (high school and its sending middle schools) in Gwinnett County. This cluster of schools covers most of the city of Lawrenceville and is slightly more than 20 square miles in the center of Gwinnett County, primarily consists of residentially zoned land and is more than 90% developed. The cluster serves a high percentage of students from lower socio-economic, transient, and minority backgrounds, as noted in the chart below:

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The program will be housed at Moore Middle School with a look towards expanding the program across the district in subsequent years.

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

The proposed project targets students who are at-risk for dropping out of high school or failing to reach high school graduation on time. Unlike many programs for at-risk middle-schoolers, the STEP Academy will accelerate student learning, focusing on students' assets rather than deficits. An accelerated learning model is well-researched and its success is documented in educational research, yet it is rarely employed as the foundation for educational reform for at-risk students.

The unique partnership with the Chamber of Commerce and Gwinnett Technical College will assure that students have opportunities beyond their high school experience. Direct exposure to critical-needs, STEM-area fields, with specific content and skills training directed towards those fields, will provide students with a unique platform for career advancement. This is an exceptional approach that addresses three high-impact goals: 1) increasing high school graduation rates and decreasing high school dropout rates, 2) increasing postsecondary enrollment & success, and 3) improving workforce readiness skills.

Providing overage students with an alternative, technical education pathway to high school, postsecondary, and career success is an innovative and viable applied learning alternative to addressing the unique needs of overage student. A partnership between a K-12 local educational agency, a technical college, and business and industry representatives is a unique approach to assure effectiveness of this approach.

### **Section 3: Quality of Project Design**

Number of students served:

The Central Gwinnett STEP Academy will serve a total of 240 students during the three years of grant implementation, and will continue to serve 80 additional students each year after the grant ends.

Number of LEAs, schools, K-12 students and economically disadvantaged students affected by proposal:

Gwinnett County Public Schools will be the sole LEA involved in this partnership with Gwinnett Technical College. Central Gwinnett High School and Richards Middle School are school-wide Title I schools; Moore Middle School, now in its first year of operation, is a targeted-assistance Title I school, expecting to move to a school-wide program for the 2012-13 school year.

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

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The STEM Targeted Educational Program represents a unique and innovative model for addressing a high needs population of students who are at-risk for dropping out of high school. Research-based program components include small student-to-teacher ratio and smaller class size, technology-supported and individualized instruction for students, highly engaging instructional strategies, including project-based learning and collaborative learning, applied learning opportunities, and an accelerated pathway to career and post-secondary opportunities.

The What Works Clearinghouse states that the evidence for accelerated middle schools is “medium to large for the staying in school and progressing in school domains.” The following excerpt from the Clearinghouse report on Interventions: Middle School Acceleration provides an overview of the evidence in support of this unique learning approach:

Accelerated middle schools are self-contained academic programs designed to help middle school students who are behind grade level catch up with their age peers. If these students begin high school with other students their age, the hope is that they will be more likely to stay in school and graduate. The programs serve students who are one to two years behind grade level and give them the opportunity to cover an additional year of curriculum during their one to two years in the program. Accelerated middle schools can be structured as separate schools or as schools within a traditional middle school.

### **Research**

One study of accelerated middle schools met the What Works Clearinghouse (WWC) evidence standards, and two studies met them with reservations. The three randomized controlled trials included more than 800 students in school districts in Georgia, Michigan, and New Jersey. Based on the three, the WWC considers the extent of evidence for accelerated middle schools to be medium to large for the staying in school and progressing in school domains. The studies did not examine relevant outcomes in the completing school domain.

### **Effectiveness**

Accelerated middle schools were found to have potentially positive effects on staying in school and positive effects on progressing in school.

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The studies cited in the What Works Clearinghouse are a series of three conducted by Dynarski, Gleason, Rangarajan, and Wood.<sup>1</sup>

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

In direct support of Georgia’s purpose for the Innovation Fund competitive grants, the STEP Academy will serve as a model of a direct and focused partnership among K-12, higher education, business, and non-profit to address a high-need, at-risk group of students. A successful STEP implementation will result in increased graduation rate. STEP Academy addresses the needs of students who have “fallen through the cracks” and remain unsuccessful at the middle school level even after multiple interventions. The Partners will work together to offer students a pathway back to graduation, and a “leg-up” towards success after graduation in a high-needs career field. With the infusion of biotechnical studies in both the middle and high school coursework and a focus on a biotechnical career pathway for the STEP Academy students, the program also supports the state’s intent to identify best practices in innovative programming related to Science, Technology, Engineering and Mathematics (STEM) education and in applied learning.

Program Strategy:

The STEM Targeted Educational Program (STEP) Academy delivers this STEM-focused, applied-learning, and highly motivational environment through:

- Compacting and acceleration of core and elective content through individualized and computer-assisted instruction;
- Ongoing teacher training to build teacher capacity for addressing the unique needs of the targeted student population;
- Development of student character and self-efficacy through academic-focused advisement and support modules;

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<sup>1</sup> Dynarski, M., Gleason, P., Rangarajan, A., & Wood, R. (1998). *Impacts of dropout prevention programs: Final report. A research report from the School Dropout Demonstration Assistance Program evaluation.* Princeton, NJ: Mathematica Policy Research, Inc. **(New Jersey study)**

Dynarski, M., Gleason, P., Rangarajan, A., & Wood, R. (1998). *Impacts of dropout prevention programs: Final report. A research report from the School Dropout Demonstration Assistance Program evaluation.* Princeton, NJ: Mathematica Policy Research, Inc. **(Georgia study)**

Dynarski, M., Gleason, P., Rangarajan, A., & Wood, R. (1998). *Impacts of dropout prevention programs: Final report. A research report from the School Dropout Demonstration Assistance Program evaluation.* Princeton, NJ: Mathematica Policy Research, Inc. **(Michigan study)**

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- A STEM-related career pathway in middle and high school that will focus on skill development and career planning;
- Exposure to and involvement with real-world applications through a direct partnership with Chamber of Commerce and Gwinnett Technical College.

The STEP Academy instruction will be personalized through electronic learning modules, project-based learning tasks, content application, and peer collaboration. Through pre-testing and ongoing formative assessment, the content will be individualized and compacted for each student, allowing students to move through two years of curriculum content within one school year. By the end of their eighth grade year in this program, students will complete all eighth grade core courses, and will have the opportunity to earn up to six Carnegie Unit credits toward high school core and elective content. Students will take the eighth grade CRCT in each applicable course area. Students will take the EOCT in each applicable core content area. The following eighth and High School Courses will be completed in the students' eighth grade year:

- 8th Language Arts and Freshman English\*
  - 8th Math and Coordinate Algebra\*
  - Physical Science\* and Biology\*
  - 8th Social Studies and World Geography\*
  - Intro to Health\*, Intro to PE\*, and Health Care Science\*
- (\*indicates Carnegie Unit credit)

The classroom set up will be structured to facilitate the learning. Core classrooms will be equipped with individual learning stations/cubicles that include a computer, headphones, student response system, reference materials, and storage for project-based equipment and materials. The learning environment is a purpose-designed workstation that enables two or four students at each station to access computer-delivered curriculum and hands-on equipment and materials. The workstations focus students' attention centrally. The program design enables the teacher to serve as a facilitator who responds to student questions and problems as the students themselves direct and achieve their own learning.

The STEP Academy will rely on multiple methods of instruction. Student learning occurs individually, in cooperative learning pairs, in small groups, and in whole class sessions. Students interact with computer-delivered curricula, experience hands-on activities and manipulatives, use workbooks, and read textbooks. Teachers facilitate learning labs and conduct direct-teaching activities. Content is presented in real-world scenarios and is tied to careers. This makes content relevant and explains why students should grasp and retain the information. Because the programs offer a varied set of instructional strategies and learning methodologies, students are engaged in the learning process and are motivated and encouraged to stay engaged in their education.

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Pitsco Education's STAR Academy program provides a successful model for implementation of an accelerated core curriculum learning opportunity. The computer-assisted learning applications incorporated into the Pitsco model include:

### ***Pitsco Education Math, Science, and English Modules***

Pitsco Education's innovative curriculum guarantees that students will interact with the topic they are learning. With Modules, students are surrounded by more technology, educational instruments, software, and experiments than they may see in all of their other classes combined. As a result, critical learning experiences in math, science, and language arts now take place in a classroom that is transformed into a real-world learning center – an environment where they use technology to apply knowledge every day.

### ***Pitsco Education Signature Math Individualized Prescriptive Lessons***

Signature Math uses 180 Individualized Prescriptive Lessons™ (IPLs) and 35 Culminating Group Activities (CGAs) to reach learners from Grades 7-10 with practical applications for pre-algebra and Algebra I concepts. IPLs enable students to learn at their own pace; CGAs use hands-on activities and small group settings to apply the concepts learned.

### ***Pace Learning Systems English Individualized Prescriptive Lessons***

Pace Learning Systems is a comprehensive print and software program that develops the reading skills of non-reading and low-level-reading for older youth and adults. Students working in IRIS not only receive the necessary instruction and practice to bring them beyond a fifth-grade reading level, they also benefit from the real-life applications provided by the written exercises.

### ***Pitsco Education Star Group Projects for Math and English***

Star Group Projects (SGPs) are specifically designed to provide hands-on contextual experiences linked to standards for math and English/language arts. These teacher-led projects are culminating activities designed to reinforce the learning from the Modules and Individualized Prescriptive Lessons. These projects may be delivered as small-group or whole-class projects, giving the teacher-facilitator the flexibility to better manage the learning experience and learning styles/multiple intelligences of students. Star Group Projects are used to deliver content for courses such as Skills for English I, English I, Pre-Algebra, and Algebra I.

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### ***Voyager Learning Passport Reading Journeys***

*Voyager Passport*, first published in 2003, represents a pioneering effort in research-based intervention. In 2001, Voyager released its *Universal Literacy System*, one of the first comprehensive core reading programs based on Reading First research. *Voyager Passport* lessons integrate the latest scientific knowledge about effective reading instruction. The five essential components of reading are strategically integrated in systematic 30 to 40-minute daily lessons. Through explicit introduction of priority skills, struggling readers access increasingly complex text.

The Pitsco standard eighth grade and ninth grade social studies content does not closely align with the Georgia Performance Standards for eighth grade social studies and for the Gwinnett-designated ninth grade social studies course World Geography. Therefore, the GCPS core-adopted materials will be used to support instruction for these courses: Georgia and the American Express, Clairmont Press; World Geography Today, Holt, Rinehart, and Winston; Desk Atlas Program, Nystrom. In addition, Stratologica, distributed by Herff Jones, will supplement the core materials. Stratologica is an interactive web based map program that combines the content maps and globes with Google Earth to allow teachers and students the ability to create lessons and projects to enhance social studies content in a cross-curricular manner.

All STEP Academy participants will be assessed through the GCPS pre-, interim, and post-test formative assessment system. In addition, the computer-assisted learning applications will provide ongoing data on student progress as described above. STEP Academy core academic teachers will have daily common planning time. At a minimum of one day per week, the planning time will be used for student achievement analysis and collaboration to monitor student progress and to make instructional adjustments as needed for student success.

In addition to the acceleration in their core content areas, eighth grade STEP Academy students will be engaged in an intensive applied learning experience with a STEM-focus. All students will be enrolled in a combined 8<sup>th</sup> grade Health/ Introduction to Health Care Science Connections class. By embedding the Health Care Science curriculum with the eighth grade Health curriculum, students will complete the first course in the Biotechnology Research and Development career pathway. Students will not only have the opportunity to “catch up” to age-level peers in their academic credits, but they have the opportunity to jump-start a STEM-based career pathway -- a key motivating factor for completion of their high school diploma.

Gwinnett Tech will provide faculty to collaborate with the Health Care Science and Science/Biology teachers to offer problem-based bioscience tasks during the eighth grade year. The instruction will be delivered on-site at Moore Middle and on the Gwinnett Tech campus through the

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Bioscience Program in the college's new 78,000 square foot Life Science Building. The problem-based Biotechnology tasks were developed by the biotechnology industry association Ga Bio in collaboration with educators to offer a pre-high school introduction to the life science field. Tasks all involve scenario or problem-based learning designed to accentuate not only the science behind biotechnology, but also the application of scientific principles to real-world problems.

The Gwinnett Chamber will partner with school leadership and teachers to identify members of the Gwinnett business community to serve as speakers, presenters, and internship supervisors, and mentors for the students in the program. Internships/mentoring will provide career experiences through presentations to students at the school and at the mentors' place-of-work. The GCPS criteria, training, and curriculum for mentorships developed by the Office of Academic Support will be used for the internship/mentoring program.

The core academic courses will maintain a 20 student class size. The schedule will be based on 80 minutes of instructional time for each core area, with 50 minutes of instructional time for Health/Health Care Science in the first semester and for Physical Education in the second semester.

Beyond the eighth grade year, students enrolled in STEP will transition to Central Gwinnett High School and continue with the core course classes, but will be scheduled together in the second course of the Biotechnology Research & Development Pathway titled Introduction to Biotechnology. The Bioscience Program at Gwinnett Technical College will conduct a week-long laboratory-based research experience for students successfully transitioning back into the traditional high school setting to further support their efforts. The final course in the pathway Applications of Biotechnology will be completed by the cohort in their junior year. In their senior year, students will enroll in for college credit in Introduction to Bioscience through a dual enrollment agreement with Gwinnett Tech.

Gwinnett Chamber representatives will continue as mentors for the students as they move through their high school experience. Mentoring events will be scheduled by the career counselors at the school for the STEP Academy cohorts. Mentors will have an established curriculum, already developed by the district's Office of Academic Support and in use throughout the district.

Year 2 and Year 3 of the grant will not only include a transition plan for the first cohort of students by maintaining the career pathway course work and field experiences with Gwinnett Technical College, but both Year 2 and Year 3 will also provide an opportunity to target a second and third cohort of average 8<sup>th</sup> grade students during the 2013-14 school year and the 2014-15 school years.

### Staff development and parent involvement:

The program includes innovative educational strategies that many teachers have yet to experience in their professional careers. Teachers will be involved in multiple staff development opportunities to

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build their capacity for addressing the unique needs of the students in the STEP Academy. Teachers will be identified for the eighth grade program by April 2012. Initial training on the structure of the program and orientation with the instructional sequence/calendar and the lesson modules will occur before school end in 2012, and online collaboration will continue throughout the summer.

A district curriculum or Pitsco staff developer will conduct group and individual sessions with the Central Gwinnett cluster teachers on management of the learning environment. Teachers and administrators will learn how to teach their students to successfully manage time, use interactive multimedia equipment and software, and perform hands-on activities related to the curriculum. The seminar covers the unique management systems of the curriculum. The workshop is intensely hands on and is designed to increase a participant's comfort level with new curriculum and instructional methodologies.

During pre-planning of 2012-13, teachers will be oriented to the classroom set up and technology. District curriculum staff or Pitsco representatives will conduct group and individual sessions with the teachers to complete planning for the first weeks of school.

Ongoing staff development will occur throughout the school year. District curriculum staff will work closely with Pitsco representatives and the program teachers to plan for lesson structure, review content, identify resources, and adjust instructional plans based on student progress throughout the school year to provide just-in-time support. A district curriculum or a district Pitsco liaison will meet with teachers every two weeks to review student progress reports, classroom grades, and achievement data, recommending adjustments in instruction and student interventions as needed. All staff-development sessions will be documented and all resources (documents, presentations, videos, etc.) provided to the school to build capacity for self-sustaining of the program in subsequent years.

An additional focus of staff development will be on creating a culture of achievement for students. Training will center around developing a climate that promotes self-efficacy for students to support their academic achievement. Teachers and administrative staff will participate throughout the school year in four sessions of staff development of "Focusing Students on Achievement." The first session will be a three hour "pull out" for the STEP Academy teachers and administrators (and any other faculty identified by school administration) on types of relationships, communication styles, and conversations. The second session will consist of in-class guided practice with the staff development facilitator supporting the classroom teacher in use of techniques and strategies learned in session one. Session three is another three hour "pull out" that focuses on characteristics and structure of teacher-to-student interactions that facilitate student achievement. Session four will be another in-class guided practice.



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Because the STEP Academy is by invitation and is optional, before students are enrolled a parent orientation will be provided by the school, conducted by the principals. Parents will be oriented to the goals and structure of the program. Parent and student expectations will be communicated, including a commitment to attendance and punctuality, completion of assignments in-class and at-home, appropriate dress and decorum. Prior to the beginning of the school year, teachers and/or administrators will meet with each student's parents/guardians individually to answer questions about the program, further stress the expectations of the program, and procure a commitment from the parent/guardian for at-home support. Teachers and administrators will plan quarterly informal parent meetings at the school, to engender a sense of community and to provide opportunities to respond to parent questions. Student progress reports will be sent home bi-weekly to update parents on the students' achievement and the upcoming events and instructional topics.

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RACE TO THE TOP INNOVATION FUND SCOPE OF WORK			
NAME OF PARTNERSHIP: STEM TARGETED EDUCATIONAL PROGRAM (STEP)			
TASK 1: ESTABLISH A STEM FOCUSED INSTRUCTIONAL PROGRAM FOR 80 OVERAGE MIDDLE SCHOOL STUDENTS			
ACTIVITY	IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY
Design a double-promotion learning experience in math, science, language arts, and social studies, centered around the Biotechnology Research & Development career pathway to be completed in one academic year.	<ul style="list-style-type: none"> <li>Draft instructional plans for core high school content areas using the GPS.</li> <li>Draft instructional plans for elective high school an Introduction to Healthcare Science course.</li> </ul>	April 1, 2012 – August 1, 2013	<p>Project Director: Mary Elizabeth Davis, Exec. Director of Curriculum and Instruction</p> <p>Curriculum Directors: Science (TBD) Anthony Smith Dr. Debbie Daniell Dr. Alicia McCartney Jody Reeves Chuck Truett</p>
Design a transition plan beyond the first academic year that is centered around completion of the Biotechnology Research & Development career pathway and immersion into the traditional high school setting.	<ul style="list-style-type: none"> <li>Draft instructional plans for Applications of Biotechnology.</li> <li>Identify transition elements to retain the cohort of students for the third course in the Biotechnology &amp; Research Career Pathway as students advance to the 2<sup>nd</sup> year of high school.</li> <li>Identify transition elements to ensure success of the cohort of students as they are immersed in the traditional high school setting.</li> </ul>	January 1, 2013 – August 1, 2013	<p>Project Director</p> <p>Curriculum Directors</p> <p>Counseling &amp; Advisement Director: Dianne Thompson</p>
Design a dual-enrollment course with Gwinnett Technical Institute for year 3 of the transition plan in biotechnology as students work towards completion of the Biotechnology Research & Development career pathway.	<ul style="list-style-type: none"> <li>Maintain transition elements to retain the cohort of students for the fourth course in the Biotechnology</li> <li>Draft curriculum for the Biotechnology Independent Research course eligible for dual-enrollment with Gwinnett Technical Institute.</li> <li>Establish a dual-enrollment agreement with GCPS and Gwinnett Technical College for the cohort of students in their 3<sup>rd</sup> year of high school.</li> </ul>	August 1, 2012-December 1, 2013	<p>Curriculum Directors</p> <p>Dr. Philip Gibson, Bioscience Program Director, Gwinnett Technical College</p>
TASK 2: DESIGN AND INSTALL A SPECIALIZED LEARNING SPACE TO HOST A STEM FOCUSED INSTRUCTIONAL PROGRAM FOR 100 OVERAGE MIDDLE SCHOOL STUDENTS			
ACTIVITY	IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY
Design a specialized learning space equipped with individual learning stations, collaboration space, and	<ul style="list-style-type: none"> <li>Identify 4-5 classrooms in Moore Middle School building.</li> </ul>	April 1, 2012 – June 30, 2012	<p>Associate Superintendent of Teaching and Learning: Dale Robbins</p>

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activity centers in an already-existing school building.			Central Gwinnett Cluster Principals
Train teachers to integrate technology to differentiate instruction for all participating students.	<ul style="list-style-type: none"> <li>Deliver staff development to the teachers on how to use the technology and to differentiate student learning by developing individualized learning plans for each student.</li> </ul>	April 1, 2012 – August 8, 2012	Curriculum Directors Contracted Consultant
Set up classrooms and install technology to support specialized learning opportunities.	<ul style="list-style-type: none"> <li>Establish specs for computer workstations and classroom layout.</li> <li>Follow standard district procurement process for order and purchase of equipment and wiring.</li> <li>Install equipment, wiring, and furniture.</li> </ul>	April 1, 2012 – August 1, 2012	Associate Superintendent of Teaching and Learning Central Gwinnett Cluster Principals Director of Instructional Technology: Wendy Metcalf
<b>TASK 3: IDENTIFY 100 OVERAGE MIDDLE SCHOOL STUDENTS TO PARTICIPATE IN A STEM FOCUSED INSTRUCTIONAL PROGRAM</b>			
<b>ACTIVITY</b>	<b>IMPLEMENTATION STEPS</b>	<b>TIMELINE</b>	<b>RESPONSIBILITY</b>
Identify 100 overage middle school students through an application process for entrance into STEM focused Instructional Program.	<ul style="list-style-type: none"> <li>Confirm criteria for students who will be invited into the program, including age (average), minimum reading level, and maximum discipline/behavioral incidents. Students may be 7<sup>th</sup> graders who are overage in the 2010-11 school year and/or 8<sup>th</sup> graders who do not successfully promote to 9<sup>th</sup> grade.</li> <li>Send information and an application to each targeted grade student.</li> <li>Collect applications and schedule interviews.</li> </ul>	April 1, 2012 – July, 2012 (similar timeline for Years 2 and 3)	Central Gwinnett Cluster Principals
Provide parent and student orientation to outline program expectations, academic opportunity, and required commitment.	<ul style="list-style-type: none"> <li>Identify a date, time, and location for orientation (to be held prior to school opening).</li> <li>Prepare an agenda and supporting documents for students.</li> <li>Prepare student and parent agreement for commitment to the instructional program.</li> </ul>	May 2013 (similar timeline for Years 2 and 3)	Central Gwinnett Cluster Principals
<b>TASK 4: PROVIDE ONGOING STAFF DEVELOPMENT SUPPORT FOR TEACHERS IN STEP ACADEMY</b>			
<b>ACTIVITY</b>	<b>IMPLEMENTATION STEPS</b>	<b>TIMELINE</b>	<b>RESPONSIBILITY</b>
Provide staff development on the use of the instructional strategies and technology components for the STEP Academy program	<ul style="list-style-type: none"> <li>Work with consultant to determine dates and session topics for staff development and communicate to teachers.</li> <li>Establish checklist for set up for each session.</li> <li>Facilitate sessions, gather feedback from teachers, and provide follow-up and support in the classroom for implementation.</li> <li>Evaluate the components of the staff development and plan for updates, revisions, and enhancements for the 2013-14 school year.</li> </ul>	April 1, 2012 – June 30, 2013 (similar timeline for Years 2 and 3 for new teachers)	Central Gwinnett Cluster Principals Curriculum Directors

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<p>Provide staff development on “Focusing Students on Achievement.”</p>	<ul style="list-style-type: none"> <li>• Work with consultant to determine dates and session topics for staff development and communicate to teachers.</li> <li>• Establish checklist for set up for each session.</li> <li>• Facilitate sessions, gather feedback from teachers, and provide follow-up and support in the classroom for implementation.</li> <li>• Evaluate the components of the staff development and plan for updates, revisions, and enhancements for the 2013-14 school year.</li> </ul>	<p>April 1, 2012 – June 30, 2013 (similar timeline for Years 2 and 3 for new teachers)</p>	<p>Central Gwinnett Cluster Principals Contracted Consultant Counseling &amp; Advisement Director</p>
TASK 5: PROVIDE INSTRUCTION AND MONITOR STUDENT PROGRESS			
ACTIVITY	IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY
<p>Deliver instruction through computer-based modules, collaborative projects, direct instruction, modeling, and guided practice</p>	<ul style="list-style-type: none"> <li>• Teachers implement curriculum as planned.</li> <li>• Teachers meet as a team weekly to review and analyze student progress and make instructional changes based on student data.</li> <li>• Administrators monitor student progress through weekly reports and weekly meetings with teachers.</li> <li>• Curriculum directors provide ongoing support in progress monitoring and instructional adjustments.</li> <li>• Parents updated bi weekly on student progress.</li> </ul>	<p>August 8, 2012 – May 30, 2013 (similar timeline for Years 2 and 3)</p>	<p>Central Gwinnett Cluster Principals STEP Academy Teachers Curriculum Directors</p>
<p>Interventions are provided to students as needed.</p>	<ul style="list-style-type: none"> <li>• Administrators and teachers work together to determine, plan, and implement remediation/intervention needs for individual students based on their progress on curriculum modules, classroom assessments, and interim assessment results.</li> <li>• Administrators and teachers work together to determine, plan, and implement behavioral interventions for individual students based on student progress and attitude.</li> </ul>	<p>August 8, 2012 – May 30, 2013 (similar timeline for Years 2 and 3)</p>	<p>Central Gwinnett Cluster Principals STEP Academy Teachers</p>
<p>Delivery of biotechnology research related lab experiences.</p>	<ul style="list-style-type: none"> <li>• Curriculum directors, teachers, and Gwinnett Technical College staff collaborate to identify timing for lab experiences for students in first and second semester.</li> <li>• Teachers and Gwinnett Tech staff work together to plan logistics for labs on site and labs at Gwinnett Tech.</li> <li>• Gwinnett Tech staff deliver laboratory experiences and follow-up with teachers to review and evaluate student work.</li> </ul>	<p>May, 2012 (similar timeline for Years 2 and 3)  August – September, 2012 Per identified timeline (similar timeline for Years 2 and 3)</p>	<p>Curriculum Directors STEP Academy Teachers Bioscience Program Director, Gwinnett Technical College</p>
TASK 6: EVALUATE PROGRAM			
ACTIVITY	IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY
<p>Follow Plan, Do, Check, Act cycle for ongoing evaluation of program implementation.</p>	<ul style="list-style-type: none"> <li>• Administrators collect reports from teachers every two weeks (Periodic Review Report) on student progress and program implementation.</li> </ul>	<p>August 8, 2012 – May 30, 2013 (similar timeline for Years 2 and 3)</p>	<p>Central Gwinnett Cluster Principals Associate Superintendent of</p>

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<ul style="list-style-type: none"> <li>• Administrators and teachers meet weekly to review progress and make adjustments in implementation as needed for continuous improvement.</li> <li>• Administrators and teachers implement improvement measures, and monitor progress.</li> <li>• School leadership team (administrators, district liaison, consultant) meet biweekly to discuss Periodic Review Report, establish action plans for improvement, and monitor program implementation</li> <li>• Executive leadership team (school principals, project director, s, associate superintendents, partner representatives) analyze progress measures (student achievement data, Periodic Review Report) at key points in the school year to determine program success and/or needs for improvement:             <ul style="list-style-type: none"> <li>○ End of second week of school – review of school opening</li> <li>○ End of first 9 weeks – review of student progress</li> <li>○ End of first semester – review of student progress; program mid-term evaluation</li> <li>○ End of third 9 weeks – review of student progress</li> <li>○ End of year – review of student success; program evaluation and 2013-14 school year planning</li> </ul> </li> </ul>	<p>2 and 3)</p>	<p>Teaching and Learning, Curriculum Directors Contracted Consultant  Deborah Pelham, Director of Foundations and Grants, Gwinnett Technical College  Jann Moore, Director of Public Policy and Education, Gwinnett Chamber of Commerce</p>
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Section 4: Quality of Project Evaluation

GEORGIA BENEFITS FROM A MEASURABLY STRONGER COMMITMENT FROM PUBLIC AND PRIVATE SECTORS TO SUPPORT AND ADVANCE POSITIVE ACADEMIC OUTCOMES FOR STUDENTS		
INDICATOR(S)	DATA COLLECTION METHODS(S)	FREQUENCY OF DATA COLLECTION/REVIEW
<p>60% or more of students promoting to grade 10 in their second year in the program will earn one or more dual enrollment credits by high school completion.</p> <p>80% or more of students promoting to grade 10 in their second year in the program will successfully complete a STEM-related career pathway.</p> <p><b>Leading Indicator:</b> Student enrollment and progress in coursework leading to pathway completion and dual enrollment.</p>	<ul style="list-style-type: none"> <li>Student transcripts in student information system</li> </ul> <p><b>Leading Indicators:</b></p> <ul style="list-style-type: none"> <li>Individual student course enrollment</li> <li>Mid-term and semester student grades</li> <li>Individual student interim (mid-term) and post-test (end of semester) test data in language arts, math, and science</li> </ul>	<ul style="list-style-type: none"> <li>July 2016 (2013-14 10<sup>th</sup> graders), July 2017 (2014-15 10<sup>th</sup> graders), and July 2018 (2014-15 10<sup>th</sup> graders)</li> </ul> <p><b>Leading Indicators:</b></p> <ul style="list-style-type: none"> <li>Review by executive leadership team End of first 9 weeks – review of student progress</li> <li>End of first semester – review of student progress; program mid-term evaluation</li> <li>End of third 9 weeks – review of student progress</li> </ul>
<p>80% or more of students promoting to grade 10 in their second year in the program will successfully earn Work Ready certification.</p> <p><b>Leading Indicator:</b> Student progress in Biotech Research coursework.</p>	<ul style="list-style-type: none"> <li>Work Ready Certification report</li> </ul> <p><b>Leading Indicators:</b></p> <ul style="list-style-type: none"> <li>Individual student course enrollment</li> <li>Mid-term and semester student grades in Biotech Research courses</li> </ul>	<ul style="list-style-type: none"> <li>June 2016 (2013-14 10<sup>th</sup> graders), June 2017 (2014-15 10<sup>th</sup> graders), and June 2018 (2014-15 10<sup>th</sup> graders)</li> </ul> <p><b>Leading Indicators:</b></p> <ul style="list-style-type: none"> <li>Review by high school leadership team in bi-weekly meetings</li> <li>Review by executive leadership team at End of first 9 weeks – review of student progress; End of first semester – review of student progress; program mid-term evaluation; End of third 9 weeks – review of student progress; End of year – review of student success; program evaluation and subsequent school year planning</li> </ul>

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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 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
Central Gwinnett cluster will continue program placement of 80 grade 8 students each year of the grant and beyond.	<ul style="list-style-type: none"> <li>• Identification of 7<sup>th</sup> grade students meeting program criteria:                             <ul style="list-style-type: none"> <li>○ Age data</li> <li>○ 7<sup>th</sup> grade progress (on path for 8<sup>th</sup> grade promotion)</li> <li>○ Retention data (repeated one or two grades prior to 8<sup>th</sup>)</li> <li>○ Discipline data</li> <li>○ Reading level</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Executive leadership team meetings End of first semester and End of third 9 weeks</li> <li>• Following parent orientation held in May of Years 2 and 3</li> </ul>
One or more additional GCPS schools/clusters will replicate program by 2014-15.	<ul style="list-style-type: none"> <li>• Cohort student progress data:                             <ul style="list-style-type: none"> <li>○ Credits earned</li> <li>○ Grades in course history and 1st quarter mid-term grades</li> <li>○ Pre, Interim, and Post Assessment Data grades 8/9, 10, 11, 12</li> <li>○ Progress toward graduation requirements</li> </ul> </li> <li>• Scope of Work progress data and adjustments for Years 2 and 3</li> </ul>	<ul style="list-style-type: none"> <li>• Review by Partners in November of Years 1, 2, and 3</li> <li>• Proposals presented to Partner organizational leadership by January Years 1, 2, and 3</li> <li>• Final decisions for expansion completed in January of Years 1, 2, and 3</li> </ul>
100% of STEP Academy teachers will effectively deliver applied learning experiences in the classroom at least weekly.	<ul style="list-style-type: none"> <li>• Lesson plan collection</li> <li>• Self-reporting to administration through Periodic Review Reports</li> <li>• Administrator observations</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly in Years 1, 2, and 3</li> </ul>
GEORGIA BENEFITS FROM IMPROVED STUDENT OUTCOMES		
INDICATOR(S)	DATA COLLECTION METHODS(S)	FREQUENCY OF DATA COLLECTION/REVIEW
90% or more of full academic year grade 8 students in the program (72 of 80 students) will successfully promote to grade 9. 80% or more of full academic year grade 8 students in the program (64 of 80 students) will	<ul style="list-style-type: none"> <li>• Student semester grades reported in student information system.</li> <li>• Student CRCT test results</li> <li>• Student EOCT test results</li> <li>• <b>Leading Indicators:</b></li> </ul>	<ul style="list-style-type: none"> <li>• End of each semester of Year 1, 2, and 3</li> <li>• May/June of Year 1, 2, and 3</li> <li>• End of each semester of Year 1, 2, and 3</li> <li>• <b>Leading Indicators:</b> <ul style="list-style-type: none"> <li>○ Bi-weekly leadership team meetings</li> </ul> </li> </ul>

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<p>earn 1.0 or more Carnegie Unit credits. 70% or more of full academic year grade 8 students in the program (56 of 80 students) will earn 5.0 or more Carnegie Unit credits. <b>Leading Indicator:</b> Student progress in language arts, math, science, social studies, health care/health care science, and PE</p>	<ul style="list-style-type: none"> <li>○ Mid-term and semester student grades</li> <li>○ Individual student interim (mid-term) and post-test (end of semester) test data in language arts, math, science, and social studies</li> <li>○ Student attendance data</li> </ul>	<ul style="list-style-type: none"> <li>○ Review by executive leadership team End of first 9 weeks; End of first semester; End of third 9 weeks</li> </ul>
<p>100% of STEP Academy full academic year participants will graduate from high school with a regular education diploma within four years of promoting to grade 9. <b>Leading Indicator:</b> Student progress on graduation requirements</p>	<ul style="list-style-type: none"> <li>• Student graduation reports in student information system.</li> <li>• <b>Leading Indicators:</b> <ul style="list-style-type: none"> <li>○ Student progress on four-year course plan</li> <li>○ Student transcripts</li> <li>○ Mid-term and semester student grades</li> <li>○ Student EOCT scores</li> <li>○ Individual student interim (mid-term) and post-test (end of semester) data in language arts, math, science, and social studies courses</li> <li>○ Student attendance data</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• July 2016, July 2017, and July 2018, July 2019.</li> <li>• <b>Leading Indicators:</b> <ul style="list-style-type: none"> <li>○ Bi-weekly leadership team meetings</li> <li>○ Review by executive leadership team End of first semester (prior to student registration in February of each year)</li> </ul> </li> </ul>



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Ongoing evaluation of individual student learning in order to provide frequent adjustment to instruction will be accomplished through weekly collaborative teacher and administrator planning sessions, informed by the baseline pre-assessments, ongoing classroom/computer-based progress monitoring, and GCPS interim and semester assessments. Program implementation will be monitored through bi-weekly meetings with district curriculum staff and/or a district appointed liaison, the school administrative staff, and the contracted consultant. The Periodic Program Review (PRR) will be analyzed, along with student progress monitoring data, including but not limited to the students' grades and completion reports from the computer modules.

At the conclusion of each biweekly PRR, the principal creates a list of action items that are formulated during discussions with the leadership team. These agreed-to items are then logged into the PRR database and are a focal point of the next biweekly visit. The status of each action item is reported on subsequent PRR reports. The school administration will then follow-up with teachers to develop and implement a plan of action with progress measurements to address the identified areas for improvement. Interventions and adjustments will be monitored at the bi-weekly leadership team meetings.

Parents will be provided with bi-weekly student progress reports identifying the student's achievement on standards by instructional module. In addition parents will have access to real-time (updated daily) gradebook, attendance, and discipline reports on students through the GCPS Parent Portal web-based reporting system.

At key points during the school year, the executive leadership team (principals, project director, associate superintendent, partner representatives) will convene for an executive leadership program update. The scheduled times for these programmatic reviews will be:

- End of second week of school – review of school opening;
- End of first 9 weeks – review of student progress;
- End of first semester – review of student progress; program mid-term evaluation;
- End of third 9 weeks – review of student progress;
- End of year – review of student success; program evaluation and subsequent school year planning.

The executive leadership program updates will review student progress (grades, Gwinnett assessments, classroom assessments, computer module progress reports, completion of learning modules, attendance, discipline reports) and programmatic data (learning module reports, Periodic Program Review reports) to determine adjustments to be made in the program and/or instruction to assure successful achievement of the program goals. Intervention plans, if needed, will be documented and progress goals and measurements identified. Intervention plans and data will be reviewed at each subsequent executive leadership meeting.

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The End of Year executive leadership meeting will focus on overall programmatic analysis and planning for Year 2 and Year 3. The End of Year meeting will include a review of all programmatic data as outlined in the Project Evaluation. The Scope of Work will be reviewed and adjusted as needed with action plans for the subsequent grant/program years.

In November of each grant/program year, the Partners will meet to review current and previous year programmatic data and goals. The purpose of the November meeting will be to determine the capacity for expansion of the STEP Academy program to additional schools/clusters in GCPS. A proposal for expansion will be developed and submitted to each Partner entity's organizational leadership for consideration. Plans for expansion will be confirmed by the Partners no later than January 30 of each year, in order to accommodate budget development for the subsequent school year.

### **Section 5: Quality of Project Management Plan**

The partnerships capacity to achieve the objectives of the proposed project on time and within budget:

The partners in the STEP Academy project are exceptional leaders in P-16 education, business acumen, and STEM-based fields. Each partner has committed leadership to the project and has fully committed to expectations for participation. The planning evident in the grant proposal is representative of the level of collaboration and cooperation among the partners, which will serve to assure successful implementation of the project plan. Projected costs are reasonable and conservative, based upon existing budgets and a thorough investigation of a viable delivery model.

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

Mary Elizabeth Davis, Executive Director of Curriculum and Instruction for GCPS, will serve as project director. Ms. Davis has eleven years of experience in education. She has served as deputy director with the U.S. Education Department and as a senatorial policy advisor, in addition to her years in Gwinnett as K-12 Science Director and now Executive Director of Curriculum and Instruction. Ms. Davis has directly overseen the district's Math and Science Partnership grant awarded to the district in two separate competitive grant rounds. Ms. Davis is uniquely qualified and positioned to ensure that the STEP Academy program is efficiently and effectively implemented and evaluated for replication opportunities.

Principals Dr. Nancy Martin (Central Gwinnett High School), Mr. Mark McCain (Richards Middle School), and Mr. LaMont Mays (Moore Middle School) will serve as the building level instructional leaders. Dr. Martin is in her fifth year at Central Gwinnett High, following successful principalship in two other GCPS schools. In 2011, *U.S. News and World Report* named Central Gwinnett on the magazine's list of "America's Best High Schools." For the second consecutive year, it was

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recognized as an Advanced Placement Honor School by the Georgia Department of Education. Richards Middle School has met Adequate Yearly Progress for two consecutive years under the leadership of Principal McCain. Mr. Mays, principal of Moore Middle School, was selected by the Gwinnett BOE to open Moore in his first principalship, after a stellar performance as an assistant principal in the district. The leadership structure and clearly defined responsibilities for meeting timelines and milestones as included in the project's Scope of Work:

Dale Robbins, Associate Superintendent of Teaching and Learning Support is the Executive Cabinet sponsor of the program for the district. The Partnership team overseeing the project and participating in bi-annual reviews of the program include Mr. Robbins, Ms. Davis, Dr. Martin, Mr. McCain, and Mr. Mays from GCPS, Phil Gibson, Gwinnett Technical College Dean of Science, Deborah Pelham, Gwinnett Technical College Director of Grants and, Jann Moore, Senior Director of Public Policy and Education for Gwinnett Chamber of Commerce.

The leadership team will consist of the building level principals, their designated administrators, the Pitsco district liaison, and Ms. Davis. The leadership team will oversee the general project implementation. The executive leadership team, including the building principals, Ms. Davis, Mr. Robbins, Ms. Pelham, and others as required, will conduct programmatic reviews five times each year.

#### **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:

The funds from the Enterprise Grant will support the one-time start-up expenses related to implementing STEP Academy. Additional funds are currently budgeted in the district's general budget for the remaining implementation costs, as detailed in the accompanying budget summary.

The classroom technology and digital content expenses are one-time costs. The district will have full proprietary ownership of the technology and content, which will allow for ongoing implementation of the program at the grant sites. The program is sustainable with existing staffing. Although the class size for the STEP Academy is smaller than the standard core middle school classroom (20), the district and the schools have class size flexibility under an IE2 contract with the Department of Education. As the STEP Academy is a priority program for high needs students, the principals and district leadership are committed to appropriately adjusting class sizes at site and cluster schools in order to continue to meet the 20:1 student to teacher ratio. Title I funds may be used in the Title I schools/clusters, including Central Gwinnett cluster, to supplement district funding for smaller class size.

GCPS has a long-standing and multi-faceted partnership with Gwinnett Technical College. Over the past three years, GCPS and Gwinnett Tech have expanded dual enrollment agreements from three

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### (Large Partnership Enterprise Grant for a STEM Targeted Instructional Program)

courses in 2008 to twelve courses for 2011-12, with plans for continued expansion of dual credit offerings. Gwinnett Tech is committed to continued support beyond the grant years for lab-based experiences for STEP Academy students, teacher training, and curriculum revision and development.

The Gwinnett Chamber of Commerce is a long-standing strategic partner for the district. The President of the Chamber has been an ongoing and vital member of the GCPS CEO/Superintendent's Council of Community Advisors. Superintendent Wilbanks is an active participant on the Chamber's Executive Committee and on the Executive Committee of the Chamber's strategic planning organ, Partnership Gwinnett. The Chamber is committed to providing student mentoring and content/curriculum support by business/industry partners for the STEP Academy program as it expands to additional schools within the district.

#### Demonstrated commitment from additional partners or funders to advance the project.

The Gwinnett County Public Schools Foundation has committed to pursue corporate and private sponsorships of the STEP Academy in order to assure continuation beyond the years of the grant, and to allow for expansion of the program to other Gwinnett schools. The GCPS Foundation has outlined its support in a letter accompanying the application.

Georgia Bio (GaBio), founded in 1989, is a non-profit, membership-based association that represents and promotes the interests of the life sciences industry. GaBio has partnered with GCPS and Gwinnett Tech on numerous projects in the past, including the development of the curriculum for the lab experiences planned for the STEP Academy students. As indicated in their letter of support, GaBio has committed to continued support of the STEP Academy program.

#### Evidence of broad support from stakeholders critical to the project's long-term success.

Ultimately, the success of the program will rest with the commitment and achievement of the students and their parents. Prior to enrollment in the program, eligible parents and students will be required to attend an orientation session that will fully outline the commitments necessary for student success. This includes daily and punctual attendance, appropriate behavior, completion of all class and external assignments, limited out-of-school responsibilities and commitments in order to focus on academic requirements, and parental attendance of quarterly support sessions. Because students and parents will be fully informed and required to commit to the requirements of the program, the most critical set of stakeholders will demonstrate their support and commitment prior to the start of the program and will be expected to continue to demonstrate this commitment throughout the students' years in the STAR Academy cohort.

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

Name of Partnership: STEM Targeted Educational Program (STEP)	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	\$41,400	\$47,400	\$71,400	\$160,200
2. Fringe Benefits	\$3942	\$4,482	\$6,642	\$15,066
3. Travel	\$320	\$320	\$320	\$960
4. Equipment	\$0	\$0	\$0	\$0
5. Supplies	\$79,277	\$70,029	\$37,820	\$187,126
6. Contractual	\$215,000	\$215,000	\$215,000	\$645,000
7. Construction	\$0	\$0	\$0	\$0
8. Other	\$2,802	\$5,318	\$12,118	\$20,238
9. Total Direct Costs (lines 1-8)	\$342,741	\$342,549	\$343,300	\$1,028,590
10. Indirect Costs*	\$4,784	\$4,000	\$4,000	\$12,784
11. Training Stipends	\$2,400	\$2,400	\$2,400	\$7,200
12. Total Costs (lines 9-11)	\$349,925	\$348,949	\$349,700	\$1,048,574

**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	\$260,000	\$260,000	\$260,000	\$780,000
2. Fringe Benefits	\$ 71,832	\$ 71,832	\$ 71,832	\$215,496
3. Travel				
4. Equipment	\$166,097	\$7,200	\$7,200	\$180,497
5. Supplies	\$16,000	\$25,250	\$41,250	\$82,500
6. Contractual				
7. Construction				
8. Other				
9. Total Direct Costs (lines 1-8)	\$513,929	\$364,282	\$380,282	\$1,258,493
10. Indirect Costs*				
11. Training Stipends				
12. Total Costs (lines 9-11)	\$513,929	\$364,282	\$380,282	\$1,258,493

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

- A1. Personnel
  - a. Year 1 – Gwinnett Tech Instructor and Lab Assistant (providing hands-on activities for Cohort 1 at school); part-time project services manager
  - b. Year 2 – Gwinnett Tech Instructor and Lab Assistant (providing hands-on activities for Cohort 2 and providing field experience on campus for Cohort 1); part-time project services manager
  - c. Year 3 – Gwinnett Tech Instructor and Lab Assistant (providing hands-on activities for Cohort 3, providing field experiences for Cohort 2, and offering dual-enrollment direct instruction for Cohort 1); part-time project services manager
- A2. Fringe Benefits
  - a. Year 1 –  $(0.9\% \times \text{personnel}) + (0.9\% \times \text{training stipends})$
  - b. Year 2 –  $(0.9\% \times \text{personnel}) + (0.9\% \times \text{training stipends})$
  - c. Year 3 –  $(0.9\% \times \text{personnel}) + (0.9\% \times \text{training stipends})$
- A3. Travel
  - a. Year 1 – Gwinnett Tech van to and from GCPS school location for field experiences for Cohort 1
  - b. Year 2 – Gwinnett Tech van to and from GCPS school location for field experiences for Cohort 2
  - c. Year 3 – Gwinnett Tech van to and from GCPS school location for field experiences for Cohort 3
- A4. Equipment
  - a. Year 1 – NA
  - b. Year 2 – NA
  - c. Year 3 – NA
- A5. Supplies
  - a. Year 1 – Learning module activities, supplies and consumables, reagents, and laboratory kits
  - b. Year 2 – Learning module activities, supplies and consumables, reagents, and laboratory kits
  - c. Year 3 – Learning module activities
- A6. Contractual
  - a. Year 1 – Pitsco consultant support for set-up, curriculum content, delivering teacher training, evaluation and implementation assistance
  - b. Year 2 – Pitsco consultant support for set-up, curriculum content, delivering teacher training, evaluation and implementation assistance
  - c. Year 3 – Pitsco consultant support for set-up, curriculum content, delivering teacher training, evaluation and implementation assistance
- A7. Construction
  - d. Year 1 – NA
  - e. Year 2 – NA
  - f. Year 3 – NA
- A8. Other
  - a. Year 1 – Gwinnett Tech Administrative costs (providing hands-on activities for Cohort 1 at school)
  - b. Year 2 – Gwinnett Tech Administrative costs (providing hands-on activities for Cohort 2 and providing field experience on campus for Cohort 1)
  - c. Year 3 – Gwinnett Tech Administrative costs (providing hands-on activities for Cohort 3, providing field experiences for Cohort 2, and offering dual-enrollment direct instruction for Cohort 1)
- A9. Total Direct Costs
- A10. Indirect Costs
  - a. Year 1 – Printing, mailing, teacher supplies, classroom supplies
  - b. Year 2 – Printing, mailing, teacher supplies, classroom supplies
  - c. Year 3 – Printing, mailing, teacher supplies, classroom supplies
- A11. Training Stipends
  - a. Year 1 – 4 teachers x 20 hours of training x \$30/hour
  - b. Year 2 – 4 teachers x 20 hours of training x \$30/hour
  - c. Year 3 – 4 teachers x 20 hours of training x \$30/hour
- B1. Title I Funded Teacher Salaries
  - a. Year 1 – 4 teacher salaries at \$65,000 each
  - b. Year 2 – 4 teacher salaries at \$65,000 each
  - c. Year 3 – 4 teacher salaries at \$65,000 each
- B2. District-funded Fringe Benefits
  - a. Year 1 –  $(0.9\% \times \text{personnel}) + (0.9\% \times \text{training stipends})$
  - b. Year 2 –  $(0.9\% \times \text{personnel}) + (0.9\% \times \text{training stipends})$
  - c. Year 3 –  $(0.9\% \times \text{personnel}) + (0.9\% \times \text{training stipends})$
- B4. District-funded Equipment and Wiring
  - a. Year 1 – Initial set up of hardware, electronics, and cabling

- b. Year 2 – Growth/replacement hardware and electronics
  - c. Year 3 – Growth/replacement hardware and electronics
- B5. District-funded and Title I Funded Textbooks and Supplies
- d. Year 2 - \$200 per student for 80 students
  - e. Year 2 - \$200 per student for 80 students
  - f. Year 2 - \$200 per student for 80 students for texts; supplies and consumables, reagents, and laboratory kits

## MEMORANDUM OF UNDERSTANDING

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

### I. SCOPE OF WORK

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

### II. PROJECT ADMINISTRATION

#### A. PARTNERSHIP RESPONSIBILITIES

The Partnership agrees to:

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

#### B. STATE RESPONSIBILITIES

The State agrees to:

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

#### C. JOINT RESPONSIBILITIES

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

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

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



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

**III. ASSURANCES**

The Partnership hereby certifies and represents that it:

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

**IV. MODIFICATIONS**

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

**V. DURATION/TERMINATION**

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

**VI. SIGNATURES**

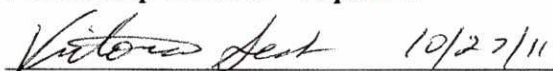
**Partnership Executive Official – required:**

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

J. Alvin Wilbanks/CEO Superintendent  
\_\_\_\_\_  
Print Name/Title

Partnership Member

**Partnership Member – required:**

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

Dr. Victoria Seals/Vice President of Academic Affairs  
\_\_\_\_\_  
Print Name/Title

**Partnership Member – required:**

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

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

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

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Signature/Date

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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.

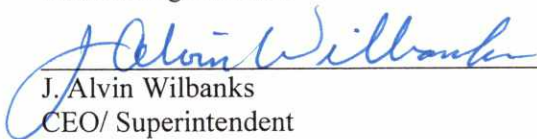
Also the Applicant assures and certifies that:

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:

  
\_\_\_\_\_  
J. Alvin Wilbanks  
CEO/ Superintendent

Date: 10-28-11

**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:

  
\_\_\_\_\_  
J. Alvin Wilbanks  
CEO/Superintendent

Date 10-28-11

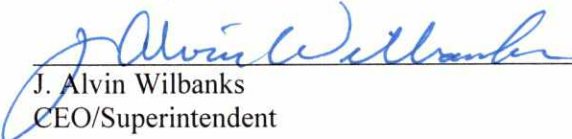
**IMMIGRATION AND SECURITY FORM**

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:

  
J. Alvin Wilbanks  
CEO/Superintendent

Date 10-28-11

**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:

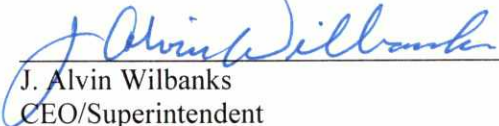
- 1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection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


 \_\_\_\_\_ Date 10-28-11  
 J. Alvin Wilbanks  
 CEO/Superintendent

**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:

 Date 10-28-11  
J. Alvin Wilbanks  
CEO/Superintendent



October 31, 2011

The Gwinnett Chamber of Commerce is pleased to be a supporter of Gwinnett County Public Schools' application for Round 2 of the Georgia's Race to the Top Grant. We believe that the acceleration program for overage 8<sup>th</sup> graders that will be supported by this grant will be beneficial for our community as students are provided opportunities to reach their full potential and compete for high-skill, high-wage jobs. The emphasis on Bioscience is a perfect fit for the Gwinnett Business community as more and more industries in this area are choosing to locate here.

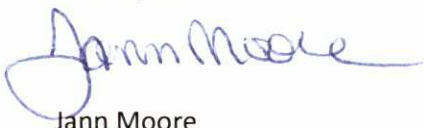
Gwinnett Chamber of Commerce pledges to provide sustainable support in the following ways:

- Provide speakers from our list of members to encourage and motivate students
- Assist in seeking student internship activities in firms that specialize in Bioscience
- Provide current information on job trends and skills that are needed by the Bioscience industry
- Work with leaders in the Innovation Crescent to provide Advisory Committee members
- Continue to keep Education as a primary goal in Partnership Gwinnett

Gwinnett Chamber of Commerce and Gwinnett County Public Schools have a long standing relationship that has enabled long-term, sustainable success. We will continue to invest time, energy, resources, and human capital as we work together to create the infrastructure to support a World-Class educational system.

Please accept this letter of commitment in support of Gwinnett County Public Schools grant application.

Thank you.



Jann Moore

Senior Director ,Public Policy and Education

# GEORGIA BIO™

The Life Sciences Partnership

October 18, 2011

Ms. Mary Elizabeth Davis  
Director of Science K-12  
Gwinnett County Public Schools  
Instructional Support Center  
437 Old Peachtree Road, NW  
Suwanee, GA 30024-2978

Dear Ms. Davis:

Georgia Bio is pleased to provide this letter of commitment for the STEP Academy (STEM Targeted Enrichment Program) proposal to the State of Georgia's Innovation Fund.

Gwinnett County Public Schools (GCPS) have been a leader in implementing the Biotechnology R&D Career Pathway developed by the state with the support of Georgia Bio and the Innovation Crescent. This pathway addresses the need for skilled technical workers in the life sciences industry by preparing the students to pursue post-secondary study at metro Atlanta's fast-growing technical college bioscience programs. We endorse your strategy of exposing students to skill based content experiences and providing dual enrollment opportunities at Gwinnett Technical College to increase high school graduation rates for this population.

Georgia Bio (GaBio), founded in 1989, is a non-profit, membership-based association that represents and promotes the interests of the life sciences industry. Our members include nearly 250 pharmaceutical, biotechnology and medical device companies, medical centers, universities, research institutions, government groups and other organizations involved in discovery and application of life sciences products and related services to improve the health and well-being of people, animals and the environment.

Georgia's life science industry has continued to grow despite the recent economy. Life sciences companies alone have a \$19.5 billion annual economic impact on Georgia and are responsible for 75,000 direct and in-direct jobs. The companies pay \$4.4 billion in salaries, with an average income of \$65,000, which is 50% higher than the average for all other industry sectors. From 2007 through 2009, as statewide unemployment rose by almost 7 percent, jobs in biotech and life sciences grew by 1.3 percent and the number of companies jumped by 14 percent.

We will support your program by providing services such as:

- Arranging business/community tours
- Facilitating field trip experiences
- Providing speakers/speaker contact information
- Reviewing instructional materials for technical accuracy
- Connecting teachers to in-service activities on current methods and processes
- Connecting teachers with retraining/back-to-industry opportunities
- Facilitating job shadowing opportunities for teachers

We believe the proposed STEM Academy will help prepare students for further education and employment in Georgia's life sciences industry. We fully support you in this effort.

Sincerely,



Charles S. Craig  
President  
Georgia Bio



# Gwinnett County Public Schools FOUNDATION

October 26, 2011

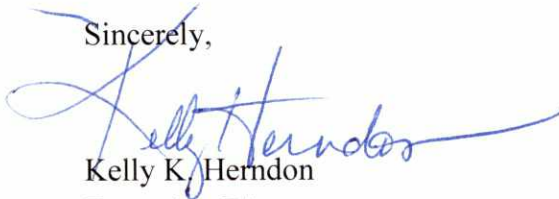
The Gwinnett County Public Schools Foundation Fund, Inc. is very pleased to support the request by Gwinnett County Public Schools to advance to Round 2 of the Georgia Race to the Top Enterprise Grant for STEM initiatives.

A key component of an integrated curriculum involves partnering with the business and educational community. This grant provides opportunity for an at-risk population of students (overage 8th and 9th graders) to gain internship and exposure to STEM careers at a time in their lives where graduation success is in great jeopardy.

In Georgia, one in every five adults over 25 did not graduate from high school, costing the state's economy \$18 billion in unrealized income. More devastating are the social consequences. According to recent studies, a high school drop-out can expect a life represented by one or more of the following - unemployment, poverty, divorce, public assistance, prison, and death row (75%).

The Gwinnett County Public Schools Foundation has committed to pursue corporate and private sponsorships of the STEP Academy in order to assure continuation beyond the years of the grant, and to allow for expansion of the program to other Gwinnett schools. The GCPS Foundation has outlined its support in a letter accompanying the application and will remain open to all future needs of this program.

Sincerely,



Kelly K. Herndon  
Executive Director

Gwinnett County Public Schools Foundation Fund, Inc.

[Kelly\\_herndon@gwinnett.k12.ga.us](mailto:Kelly_herndon@gwinnett.k12.ga.us)

# Mary Elizabeth A. Davis

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## PROFESSIONAL EXPERIENCE

### **Gwinnett County Public Schools – Office of Curriculum & Instruction, Director of Science, K-12**

*Suwanee, Georgia, November 2007 – present*

- Direct a K-12 science program that serves approximately 161,000 students with a vision of being recognized as regionally, nationally, and internationally competitive as indicated by student achievement.
- Partner with 118 local school principals and instructional staffs to design, develop, and implement instructional support.
- Provide K-12 staff development aimed at increasing content knowledge, improving instructional strategies, articulating the vertical alignment of curriculum, clarifying mastery-based activities, and modeling data collection lab experiences.
- Facilitated a K-12 program review, standards alignment, and textbook pilot and adoption process; including the review and recommendation of instructional materials and the draft of implementation training for teachers.
- Partner with program offices including Accountability & Assessment to implement a district-wide, 3<sup>rd</sup> grade – physics benchmarking system; Facilities & Operations for new lab construction; Information Management for the crafting of on-line instructional support; Media Relations to showcase artifacts of the science program; and Area Superintendents in each of the three Gwinnett County Areas to tailor science resources to meet identified instructional needs.
- Partner with the science industry and research community to bridge the connection between the K-12 science program and the college, university, and workforce needs.
- Oversee the design and development of educational programs at the Gwinnett Environmental & Heritage Center serving an anticipated 18,000 students in 2008-09; a 56% increase from 2007-08.

### **U.S. Department of Education – Deputy Director, Teacher-to-Teacher Initiative; Schedule C Presidential Appointee**

*Washington, D.C., August 2006 – September 2007*

- Managed a Department initiative designed to communicate federal education policy and provide professional development support to the K-12 education community.
- Spoke at national conferences, regional events, district teacher workshops, teacher roundtables, and open-media events to communicate the Department's priorities and share successful instructional strategies aimed at improving student proficiency and decreasing achievement gaps in reading, mathematics, and science.
- Advanced corporate partnerships and inter-government collaboration to provide high-quality resources to teachers in the form of professional development; including National Park Service, U.S. Mint, U.S. Dept. of Energy, and FAA.
- Prepared briefings for the U.S. Secretary of Education outlining the accountability and assessment status of states, as well as state progress on graduation rates, science and mathematics competitiveness, grant awards, and achievement data.

### **Office of U.S. Senator Rick Santorum (R-PA) – Education Policy Advisor**

*Washington, D.C., December 2002 – July 2004*

- Advised 3<sup>rd</sup> ranking Member of Congress on education policy and developed education legislation for Senate consideration. Met with Members of Congress, state government representatives, constituents, and interest groups to discuss education initiatives, funding, and legislation.
- Supervised, managed and coordinated all constituent services for 3<sup>rd</sup> ranking Member of Congress and the staff responsible for constituent communications.

## TEACHING EXPERIENCE

### **Walton High School, Grade 9, Introduction to Physics and Chemistry Teacher**

*Marietta, Georgia, August 2005 – August 2006*

- Students completed the state science competency exam with a 100% pass rate—87% scoring Level 3—compared to an approximately 52% state pass rate.
- Developed district-wide science teacher resources and produced an on-line module for instructional strategies.

### **Hayfield Secondary School, Grade 10 – 12, General and Honors Chemistry Teacher**

*Alexandria, Virginia, August 1999 – June 2002*

- Students completed state chemistry competency exam with a 98% pass rate compared to a 68% state pass rate.
- Served as assistant varsity field hockey coach, freshman basketball coach, and leadership advisor.

## EDUCATION

- **Specialist in Education**, Georgia State University, Atlanta, GA, August 2011
- **Masters in Public Administration**, Georgia State University, Atlanta, GA, 2006
- **Bachelor of Science in Chemistry**, Messiah College, Grantham, Pennsylvania, 1999
- **Certification in Secondary Education**, Messiah College, Grantham, Pennsylvania, 1999