

**GEORGIA RACE TO THE TOP  
INNOVATION FUND**

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**REQUEST FOR PROPOSALS ANNOUNCEMENT  
AND APPLICATION INSTRUCTIONS**

**GEORGIA RACE TO THE TOP  
INNOVATION FUND**

**RFP Release Date:** April 1, 2011

**Technical Assistance Webinar** to review the RFP and ask questions:

Date: Tuesday, April 12, 2011

Time: 10:00 a.m. EST

Link: [http://illuminate.gavirtualschool.org:80/doi/join\\_meeting.html?meetingId=1258875992492](http://illuminate.gavirtualschool.org:80/doi/join_meeting.html?meetingId=1258875992492)

**Deadline for Notice of Intent to Apply:** May 15, 2011

Notice of Intent to Apply should include:

- Names of partnering organizations
- Name of Lead Partner (Fiscal Agent)
- Grant type that partnership seeks
- Priorities which partnership intends to address

Mail or e-mail Notice of Intent to Apply to contact listed below. This notice is for Governor's Office of Planning and Budget planning purposes and in no way binds an applicant to submit a proposal or limits the applicant's proposal to the information submitted in the notice.

**Deadline for Proposal Submission:** June 15, 2011

**Return by Mail or Overnight Delivery:**

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

**Contact Person:** Lauren Wright, OPB  
[Lauren.Wright@opb.state.ga.us](mailto:Lauren.Wright@opb.state.ga.us)  
(404) 656-7940

**Award Notification:** August 1, 2011

**Implementation Webinar for All Grantees:** Announced upon Award Notification

**Awarding Agencies:**

U.S. Department of Education  
Governor's Office of Planning & Budget

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## **I. OVERVIEW**

### **1. INTRODUCTION**

Georgia's Innovation Fund was established as part of Georgia's Race to the Top (RT3) reform plan. In August 2010, Georgia was awarded \$400 million to implement its RT3 reform plan. The Race to the Top fund was a \$4 billion grant opportunity provided in the American Recovery and Reinvestment Act of 2009 (ARRA) to support new approaches to improve schools. The fund was made available in the form of competitive grants to encourage and reward states that are creating conditions for education innovation and reform, specifically implementing ambitious plans in four education reform areas:

- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;
- Recruiting, preparing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
- Turning around our lowest-achieving schools.

Georgia's application was prepared through a partnership between the Governor's Office, the Governor's Office of Student Achievement, the Georgia Department of Education and education stakeholders. Four working groups and a fifth critical feedback team consisting of teachers, principals, superintendents, higher education faculty, non-profit organizations, state policy makers and members of the business and philanthropic communities developed the ideas for inclusion in the state's application.

The state's reform plan focuses on strengthening preparation programs for teachers and leaders, supporting teachers more effectively in the classroom, evaluating teachers and leaders with consistent and objective criteria, rewarding great teachers and leaders with performance-based salary increases and more effectively using data to inform decision-making, among other things.

The Innovation Fund is a \$19.4 million fund created under Georgia's RT3 plan that provides competitive grants to support the establishment and deepening of partnerships between Georgia local education authorities (LEAs) or charter schools, institutions of higher education (IHEs), businesses and non-profit organizations to advance the applied learning and academic achievement of Georgia's K-12 students.

The purpose of the Innovation Fund is to fund partnerships that develop or implement innovative and high-impact programs aimed at producing positive outcomes for students. Additionally, the State intends to use the Innovation Fund to determine best practices in innovative programming related to Science,

Technology, Engineering and Mathematics (STEM) education, applied learning and teacher and leader recruitment and development to influence future education policy efforts. At the core of the Innovation Fund is the following theory:

*IF*, public and private organizations are encouraged by financial resources, policy environments and supportive operating conditions, *THEN*, the State of Georgia will benefit from a stronger commitment from diverse stakeholders to support and advance K-12 public education, the ability to replicate innovative practices with a demonstrated record of success, and ultimately, improved outcomes for students.

By supporting Innovation Fund grantees, the State of Georgia will benefit from:

- 1) A measurably stronger commitment from public and private sectors to support and advance positive academic outcomes for students;
- 2) An increased number and percentage of students and teachers with access to innovative programs, strategies, and practices related to STEM education, applied learning and teacher/leader recruitment and development;
- 3) 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; and
- 4) Improved student outcomes.

## **2. PURPOSE OF THE REQUEST FOR PROPOSAL (RFP)**

Through the Innovation Fund, the Governor's Office of Planning and Budget (OPB) seeks to fund proposals from partners that have innovative and high-impact programs aimed at improving student achievement and to assess those programs in order to pioneer more effective tools and strategies. OPB is making available two types of Innovation Fund grants: "Enterprise" grants and "Venture" grants. Applicants must specify which type of grant they are seeking at the time of application. Among the two grant types, there are differences in terms of expectations and the funding that a successful applicant is eligible to receive. The following is an overview of the two types of grants:

(1) **Enterprise grants** are multi-year (up to three years) grants to support partners in implementing practices, strategies, or programs for which there is evidence that the proposed practice, strategy, or program will have a statistically significant effect on improving student outcomes, and that the effect of implementing the proposed practice, strategy, or program will be substantial and important.

Enterprise grants will be divided into two funding categories – large and small. Grant sizes will be determined based on: the proposal's ability to meet an unmet need and/or serve a high need population;

the number of people served; the potential impact on student performance; the level of creativity in the approach to student learning; and use of partnership resources.

An applicant for an Enterprise grant must estimate the number of students to be reached by the proposed project and provide evidence of its capacity to reach the proposed number of students. In addition, an applicant for an Enterprise grant must provide evidence of its capacity to sustain the program, working directly or through partners either during or following the grant period.

**(2) Venture grants** are single-year planning grants specifically geared to support partners in developing plans for charter schools that focus on improving education in the areas of Science, Technology, Engineering and Mathematics (STEM). These grants are designed to support partners in:

1. Assessing the full level of need of the group of students, teachers, administrators and/or community-at-large that is intended to be served by the school;
2. Proposing specific and measurable outcomes that will be achieved once the school is opened; and
3. Developing a petition for a new charter school.

Venture grants can be used only to satisfy *Priority 4* in this notice.

An applicant for a Venture grant must estimate the number of students to be served by the charter school, and provide evidence of the partnership's ability to implement the proposed project. The final product of a Venture grant should be a charter school petition or multi-year plan that supports the development of a charter school petition that satisfies *Priority 4* of this notice. Applicants that are awarded Venture grants are eligible to apply for Enterprise grants to implement their proposals in subsequent grant cycles. However, an applicant for a Venture grant must make a compelling case for how the partnership will implement and sustain the plan during the proposed time period, with or without subsequent Innovation Fund support.

**PRIORITIES:**

Grants will be awarded from this fund to partners that have innovative and high-impact programs aimed at one or more of the following four priorities, with a preference for proposals that serve communities of demonstrated need, including rural and low-achieving populations:

**PRIORITY 1:** The State is interested in providing new opportunities for students to benefit from applied learning opportunities. Under this priority, the State will award funding to applicants who aim to achieve positive student outcomes through innovative applied learning opportunities and experiences tied to at

least one subject matter content area. These opportunities and experiences should help students develop strong:

- 1) Problem solving skills. Students should learn how to solve problems by (but not limited to):
  - a. Using content knowledge to design or improve a product, service, or system to meet an identified need;
  - b. Planning and organizing an event or activity from concept to completion;
  - c. Teaching a skill or planning a sequence of learning activities; and/or
  - d. Satisfying a client's needs.
- 2) Communication skills and techniques. Students should learn how to apply communication tools and techniques by (but not limited to):
  - a. Making oral presentations;
  - b. Preparing written reports; and/or
  - c. Translating information from one format to another.
- 3) Self-management skills. Students will learn how to manage and direct their own learning by (but not limited to):
  - a. Participating and/or leading teams;
  - b. Taking responsibility for the evaluation of one's own work; and/or
  - c. Planning and managing one's work activities.

Special consideration will be given to applicants who propose to develop and/or implement STEM-focused (Science, Technology, Engineering and Mathematics) applied learning opportunities.

**PRIORITY 2:** Research shows that new teachers often face challenging working conditions and receive insufficient support, leading nearly half of them to leave the classroom within the first five years (American Association of State Colleges and Universities, 2006). These challenges can affect teacher effectiveness and lead to high turnover rates among new teachers. The challenges that new teachers often face have a negative impact on student learning, particularly in low-performing schools. The State is interested in providing new opportunities for new teachers and school leaders to participate in comprehensive induction programs in an effort to improve teacher and leader quality, and ultimately student learning.

Highly effective teacher induction programs can lead to positive outcomes including increases in teacher retention, costs savings for local education agencies (LEAs), improved teacher quality, reductions in teacher attrition and most importantly, improved student learning. Highly effective programs are comprehensive. Comprehensive induction programs include: high-quality mentoring, common planning

time and collaboration, ongoing professional development, participation in an external network of teachers and standards-based evaluation.

The State believes it is important to not only develop teachers, but also educators who are new to school administration. Highly effective administrator induction programs provide administrators with the structure and support that they need to develop their leadership skills and build collegial school and/or district cultures (Massachusetts Department of Elementary & Secondary Education). These programs include training in instructional leadership, assessment and management skills essential to success in the school administration (South Carolina State Department of Education, 2011).

Under this priority, the State will award funding to applicants who aim to achieve positive student outcomes through innovative and highly effective teacher and leader induction programs that are comprehensive in nature. Partnerships should include specific plans for:

- 1) Ensuring that programs are designed to address the challenges of teachers and/or school leaders serving the most high-need students and/or schools. Applicants should discuss how they will determine level of need and their plans for selecting participants and customizing programs to meet the needs of various types of teachers and leaders.
- 2) Creating a supportive environment for new teachers and/or school leaders. New teachers and/or leaders should benefit from frequent and meaningful support in the form of (but not limited to):
  - a. One-on-one mentoring with a highly-effective teacher or leader; and/or
  - b. Support network for new teachers and/or leader and mentors.
- 3) Measuring teacher and leader progress. New teachers and/or leaders should benefit from ongoing evaluation and feedback in the forms of (but not limited to):
  - a. Collaborative goal setting activities that clearly outline performance standards and evaluation processes;
  - b. Frequent monitoring of participant goals that are incorporated into an overall professional development plan inclusive of Teacher Effectiveness Measures (TEM) and/or Leader Effectiveness Measures (LEM) objectives; and/or
  - c. Formative assessment.
- 4) Exposing new teachers and leaders to effective teaching and learning, and leadership tools and techniques. Program standards and curriculum should clearly articulate how new teacher and/or leaders will learn how to (but not limited to):
  - a. Prepare and deliver more complex and effective instruction;
  - b. More successfully motivate students, teachers, staff, etc.;
  - c. Set high expectations for students, teachers, staff, etc.; and/or



- d. Make better use of state curriculum frameworks and other available instructional resources.

**PRIORITY 3:** The State is interested in providing additional opportunities for teacher recruitment programs to increase the pipeline of highly-effective teachers in rural and underserved communities. Across the country, community members are partnering to create alternative pathways to enter the teaching profession to develop a pipeline of highly effective teachers. Modeled after the Illinois “Grow Your Own Teachers (GYOT)” program, LEAs, IHEs and community organizations should work together to provide community members with resources and training to prepare them for teaching opportunities in their communities. The primary goals of these various programs are:

- To recruit teachers into hard-to-staff areas such as math, science, special education, and English as a Second Language;
- To support parents, community members, and paraprofessionals in low-income communities to attend college and become highly effective teachers;
- To increase high school and college students' interest in and commitment to a teaching career; and
- To recruit teachers into hard-to-staff regions of the state.

Under this priority, the State will award funding to applicants who aim to achieve positive student outcomes by increasing the pipeline of effective teachers and school leaders in rural communities and/or hard-to-staff subject matter content areas. The State is interested in supporting programs that aim to not only recruit and encourage retention, but also to develop effective teachers and leaders. Therefore, favorable proposals will include specific plans for:

- 1) Recruiting and selecting program participants. Partnerships should explain how they intend to attract and select outstanding participants who have talent and a profound desire to improve educational opportunities for children in that particular community. Plans should be evidence-based, specific, and tied to measurable goals.
- 2) Creating and implementing an innovative curriculum to prepare new teachers and leaders who are prepared to effectively handle the challenges they will face in their new profession. Therefore, strong plans will convey how partnerships intend to use an evidence-based, data-driven curriculum aligned to specific and measurable performance standards to prepare induction program participants.
- 3) Providing support services for participants. Partnerships should conduct a needs assessment of the teacher pipeline in their community as the basis for which supports are given to participants. Supports can include (but are not limited to):

- a. Scholarships and financial resources to pursue higher education;
- b. Academic support, like tutors or learning resources;
- c. Childcare; and/or
- d. Transportation.

**PRIORITY 4:** The State is interested in promoting the development and/or expansion of charter schools that are focused on improving the delivery of Science, Technology, Engineering and Mathematics (STEM) education. STEM fields are critical in the global marketplace of the 21<sup>st</sup> century and strong instruction in these fields is critical to ensuring that Georgia students are economically competitive. As charter schools are free from many of the regulations that apply to traditional public schools, they provide a unique opportunity for the business, education and STEM communities to partner together to improve STEM education in Georgia.

Similar to Georgia's current *Career Academy* competitive grant program, the State will award funds for the development of charter schools focused on improving the delivery of Science, Technology, Engineering and Mathematics (STEM) education. STEM charter schools should leverage non-traditional partnerships with high-tech industry partners and/or post-secondary institutions throughout the state to provide students with unique learning opportunities that will keep students engaged, eager to learn and direct them toward in-demand, high-tech careers. Additionally, these schools should serve as a conduit for future growth and improvement of math and science instruction in the state. Like all charter schools, they will be held accountable for improved student outcomes. While the school's core curriculum should focus on STEM, it must also be tied to the Georgia Performance Standards.

Under this priority, the State will award funding to partnerships that articulate viable plans for starting a STEM charter school. Applicants may apply for funding to start a charter school (*Enterprise grants*) or to plan the charter school and develop the charter petition, or application (*Venture grants*). Favorable applications will include the following elements, (but not limited to):

***For Enterprise (Implementation) Grants***

Applicants that have strong business, strategic or operation plans for a charter school, or completed charter school petition applications, are encouraged to apply for *Enterprise grants* to support the implementation of their plan and subsequent opening of the charter school. Applicants should be able to clearly provide a comprehensive overview of the school. This overview should explain critical elements such as (but not limited to): the purpose, mission and vision of the charter school; target population; pedagogical philosophy; curriculum to be used; and operations plan.

All plans for the charter school should be evidence-based, innovative, and should meet the needs of the population to be served. Favorable applications will include an aggressive, yet achievable, timeline for meeting State requirements in order to open the school no later than the 2012/13 school year.

### ***For Venture (Planning) Grants***

Applicants must communicate a viable approach to determining critical elements necessary to create a charter school. The approach should clearly explain how the partnership intends to base important decisions on the needs of the population intended to be served and evidence-based practices that have been shown to be successful. Partnerships should articulate plans for (but not limited to):

- 1) Identifying a target population, based on a needs assessment of the community to be served by the school;
- 2) Determining STEM instructional focus and methods;
- 3) Determining hiring criteria for school leaders, teachers and other school staff;
- 4) Determining the standards, curriculum, formative and summative assessments, as well as performance goals in each major subject area; and
- 5) Determining above and beyond public revenues, how much supplemental funding will be required to sustain the school's programs during its first three years of operation.

### **3. AWARD ELIGIBILITY**

Eligible applicants/proposals for all Innovation Fund grants must meet the following criteria:

- Be a partnership between a Local Education Authority (LEA) or charter school; Institution of Higher Education (IHE), consortium of schools, business and/or non-profit organization that works to advance the academic achievement of Georgia's K-12 students. At least one partner must demonstrate experience successfully supporting, developing and/or implementing educational programs that led to positive student outcomes. All partners must sign a Memorandum of Understanding with the State, included in the Appendix of this notice.
- Identify a lead partner who will serve as the State contact and assume responsibility for financial, program, and post-award reporting requirements on behalf of the partnership. Lead partners must demonstrate experience managing partnerships.
- Comply with all Race to the Top and Innovation Fund reporting requirements.
- Demonstrate a cooperative working relationship with OPB, the Georgia Department of Education (GaDOE), the Governor's Office of Student Achievement (GOSA) and other relevant state agencies.

- Be supported by evidence-based findings or a reasonable hypothesis as defined in this notice.
- State if partnership is seeking an Enterprise grant or Venture grant. An applicant may not submit an application for the same proposed project under more than one type of grant.

#### **4. GRANT AWARD AGREEMENT**

Below are suggested ranges for each grant category\*. This is nonbinding guidance; applicants are encouraged to develop budgets that match the plans they outline in their applications and to use these ranges to guide their thinking about the scope of their projects. OPB and the Review Committee will decide the size of each applicant's award based on a detailed review of the budget request, considering such factors as the size of the population served, the level of need and the proposed activities.

#### **Enterprise Grants**

Large partnerships – Approximately \$350K annually for up to three years

Small partnerships – Approximately \$100K annually for up to three years

Partners applying for Enterprise grants to develop STEM charter schools may include an additional funding request in excess of the Enterprise grant funding guidelines to support facility or equipment costs in Section B of the Budget Form. Innovation Fund dollars may not be used for facility costs but the State will set aside bond funds to support these requests. Partnerships should consider existing facilities that may be utilized for STEM charter schools when developing their proposals. Bond funds will be awarded based on need and after the school's charter has been approved by an LEA, the Georgia Department of Education or the Georgia Charter Schools Commission.

Grant award period: August 1, 2011 through September 30, 2014. Applicants wishing to renew funding for the subsequent fiscal year must submit renewal applications by May 1, 2012 demonstrating capacity and progress. All grant awards and renewals are contingent on organizational capacity, performance, contractual compliance and availability of funds.

#### **Venture Grants**

Approximately \$50K

Grant award period: August 1, 2011 through June 30, 2012. Partnerships that are awarded Venture grants will have an opportunity to apply for Enterprise grants to implement their plans in subsequent grant cycles.

*\*The size and number of grants made available may change at the discretion of OPB and the Review Committee. The Review Committee reserves the right to amend budgets and grant sizes to serve the best interest of Georgia's students.*

## **5. EVALUATION AND REPORTING REQUIREMENTS**

The State is interested in assessing the effectiveness of the various initiatives in an effort to identify best practices in innovative applied learning and teacher/leader recruitment and development efforts. The work of the Innovation Fund grantees will help the State make future decisions around scaling up successful strategies, practices and programs. Therefore, grantees will be responsible, in partnership with the State, for measuring their progress towards meeting proposed goals and documenting best practices in operations and service delivery.

Applicants must articulate their commitment and approach to meeting the following evaluation and reporting requirements in their proposal narratives. Each grantee must:

- 1) Demonstrate how their proposed strategy, practice, or program will advance statewide education reforms associated with RT3 (Georgia's RT3 application can be found at <http://www2.ed.gov/programs/racetothetop/phase2-applications/georgia.pdf>).
- 2) Align all activities to specific, measurable and evaluative *outcomes* that are tied to the four overarching goals of the Innovation Fund.
- 3) Have a system for collecting data and measuring outcomes. When necessary and appropriate, applicants must work with appropriate State agencies to collect non-publicly available data.
- 4) Adhere to periodic requests for data and progress reports over the life of the grant. Annual reporting will be aligned to renewal deadlines.

The State reserves the right to ask grantees to participate in additional data-gathering and knowledge-sharing activities over the life of the grant that are not specified in this notice. These activities might involve grantees participating in State-sponsored meetings where they are able to share their experiences and help shape future Innovation Fund-related developments throughout the state. Strong proposals will communicate the applicant's commitment to (1) evaluating their work and identifying best practices by having a meaningful and viable approach to evaluation and (2) supporting all State evaluation and reporting requirements.

## **6. DEFINITIONS**

The following definitions are established for the Innovation Fund. OPB may apply these definitions in any year in which this program is in effect.

- **Applied Learning** means the process of integrating one or more subject matter content areas (disciplines) under study with authentic (personal, home, career, community, society) learning experiences. Applied learning emphasizes the importance of what is being learned in the classroom and helps students develop higher order thinking skills. Students and their teachers are able to work with organizations and individuals outside of the school on a variety of project-based learning experiences, which develops the student in a holistic manner. These experiences take into consideration students' varying learning styles, personal strengths, interests, goals and previous experiences. Successful applied learning experiences support the development of strong problem solving, critical thinking, communication, and self-management skills, which ultimately, improves student achievement.
- **Charter school** means a public school of choice that operates under the terms of a charter, or contract, with an authorizer, such as the state and local boards of education or the Georgia Charter Schools Commission. Charter schools are held accountable by their authorizer(s) for upholding the terms of their charter.
- **Community** means a unified body of individuals that (a) live in one locality; (b) share government; and (c) share common characteristics or interests. For the purposes of the Innovation Fund communities are not limited in size, but must demonstrate how community members have a common history or common social, economic and political interests.
- **Consortium of Schools** means two or more public elementary or secondary schools acting collaboratively for the purpose of applying for and implementing an Innovation Fund grant.
- **Demonstrated Experience** means that the appropriate partner can demonstrate their experience (quantitatively and qualitatively) doing the following:
  - Narrowing the achievement gaps between subgroups of students;
  - Demonstrating success in increasing student academic achievement for all groups of students;
  - Making significant improvements in other areas, such as graduation rates or increased recruitment and placement of high-quality teachers and principals, as demonstrated with meaningful data;
  - Establishing one or more partnerships with the private sector, which may include philanthropic organizations (for LEAs, IHEs and nonprofit organizations) or has established one or more partnerships with LEAs, IHEs or nonprofit organizations (for the private sector); or

- **Effective teachers, schools (principals), and districts** mean those whose students gain at least one grade level within an academic year. Eligible applicants may include multiple measures, provided that teacher and leader effectiveness is evaluated, in significant part, based on Teacher Effectiveness Measure (TEM) and Leader Effectiveness Measure (LEM).
- **Evidence-based** means that the proposed program, strategy or practice is based upon and supported by empirical evidence demonstrating they work. Empirical evidence can come in the form of previous studies on similar efforts that show moderate or strong evidence, or can support causal conclusions. These studies generally require a control group so researchers can compare outcomes between a group that received an intervention and a similar group that did not. Any benefits documented in the intervention group thus may be attributable to the program. The following link lists some of the evidence-based practice clearinghouses that exist online: [http://www.promiseneighborhoodsinstitute.org/promiseneighborhoodsinstitute.org/files/Directory\\_of\\_EBP\\_databases\\_with\\_Primer\\_Final.pdf](http://www.promiseneighborhoodsinstitute.org/promiseneighborhoodsinstitute.org/files/Directory_of_EBP_databases_with_Primer_Final.pdf)
  - Note, while the evidence for a program is important to consider, organizations must make sure that the program is a good fit for their population and that they have the ability to replicate it effectively. Organizations also need to make sure they can sustain the program.
- **Formative assessment** means an ongoing, evidence-based measurement of student and teacher growth over time, involving a variety of data sources and intended to inform ongoing activities or development.
- **For-profit Organization** means an organization that exists primarily to generate a profit, that is, to take in more money than it spends. This definition is inclusive of the various legal forms of a for-profit, including sole proprietorships, partnerships and corporations.
- **Highly Effective teachers, schools (principals), and districts** mean those whose students gain one and a half grade levels within an academic year. Eligible applicants may include multiple measures, provided that teacher and leader effectiveness is evaluated, in significant part, based on Teacher Effectiveness Measure (TEM) and Leader Effectiveness Measure (LEM).
- **High-need LEA** means an LEA (a) ) for which not less than 35 percent of the children served by the LEA are from families with incomes below the poverty level as measured by free and reduced lunch status; or (b) has a high school graduation rate less than 60%.
- **High-Need Student** means a student at risk of educational failure, or otherwise in need of special assistance and support, such as students who are living in poverty, who attend high-minority

schools, who are far below grade level, who are over-age and under-credited, who have left school before receiving a regular high school diploma, who are at risk of not graduating with a regular high school diploma on time, who are homeless, who are in foster care, who have been incarcerated, who have disabilities or who are limited English proficient.

- **Higher Order Thinking Skills** mean thinking skills that include critical, logical, reflective, meta-cognitive, and creative thinking. Higher Order Thinking Skills help improve learning tasks such as: recalling or locating information (knowledge building); understanding learned facts (comprehension); applying what has been learned to new situations (application); dissecting information to examine different parts (analysis); creating or inventing, bringing together more than one idea (synthesis); and considering evidence to support conclusions (evaluation).
- **Induction** means the phase of a teacher or leader's career that begins upon hire; a two- to five-year phase of development during which new teachers or leaders learn to select and employ effective instructional strategies and student assessments; a period of socialization into the professional norms of a school, its district and the profession; on-the-job training through a specific program dedicated to addressing the unique needs of new teachers or leaders.
- **Institution of Higher Education (IHE)** means a public or other nonprofit institution that
  - is accredited by a nationally recognized accrediting agency or association;
  - admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate;
  - is legally authorized within such State to provide a program of education beyond secondary education; and
  - provides an educational program for which the institution awards a bachelor's degree or provides not less than a 2-year program that is acceptable for full credit toward such a degree, or awards a degree that is acceptable for admission to a graduate or professional degree program, subject to review and approval by the State;
  - or any institution within the Technical College System of Georgia.
- **Local Education Authority** means a government agency which supervises the provision of instruction or educational services to members of the community. LEAs are also often referred to as "school districts."
- **Mentor** means an experienced and effective teacher or school leader who has defined time, preparation and professional development to coach new teachers or leaders in a targeted and intensive way, using specific skills, professional standards and protocols.



- **Mentoring** means one-on-one, individualized support of a beginning teacher or school leader, typically occurring on a regular basis, over a long-term period; involves collaboration, inquiry and reflection.
- **New teacher** means a teacher newly entering the teaching profession; typically “new” for the first one to three years on the job; may or may not have completed a teacher preparation program prior to teaching.
- **Nonprofit organization means** (1) an organization that does not distribute its surplus funds to owners or shareholders, but instead uses them to help pursue its goals; (2) formed by incorporation and is registered to work in the State of Georgia; and (3) has a 501 (c) tax exempt status (such as Religious, Educational, Charitable, Scientific, or Literary organizations; Civic Leagues, Social Welfare Organizations, and Local Associations of Employees; Labor, Agricultural, and Horticultural Organizations; and Business Leagues, Chambers of Commerce, Real Estate Boards, Etc.
- **Outcomes mean** actual impacts/benefits/changes for participants during or after the program or service delivery.
- **Positive Student Outcomes** mean increases or decreases (where appropriate) related to the following:
  - **Graduation Rate** means the four-year or extended-year adjusted cohort graduation rate.
  - **Student Achievement** means: (a) For tested grades and subjects: (1) a student’s score on the State’s assessments under the ESEA; and, as appropriate, (2) other measures of student learning, such as those described in part (b) of this definition, provided they are rigorous and comparable across classrooms; or (b) For non-tested grades and subjects: alternative measures of student learning and performance such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across classrooms.
  - **Student Growth** means the change in student achievement (as defined in this notice) for an individual student between two or more points in time. Other measures that are rigorous and comparable across classrooms may be included.
  - **Closing the Achievement Gap** between subgroups in Reading and Math means: a) closing or substantially reducing the race/ethnicity achievement gap (African-American and Hispanic students are improving at a significantly faster rate than all other students),

b) reducing the poverty achievement gap (economically disadvantaged students are improving at a faster rate than non-economically disadvantaged students), and c) reducing the students with disabilities achievement gap.

- **Dropout Rate** means the number of students that leave school for one of the following reasons: marriage, expelled, financial hardship/job, incarcerated/under jurisdiction of juvenile or criminal justice authority, low grades/school failure, military, adult education/postsecondary, pregnant/parent, removed for lack of attendance, serious illness/accident, and unknown. The dropout rate calculation is the number of students with a withdrawal code corresponding to a dropout divided by the number of students that attended the school. The number of students that attended the school is based on any student reported in the Student Record and excludes no-shows.
- **Post-secondary Enrollment** means the enrollment of students who graduate from high school and enroll in an institution of higher education within 16 months of graduation.
- **Rapid-time**, in reference to reporting and availability of locally-collected school- and LEA-level data, means that data are available quickly enough to inform current lessons, instruction, and related supports.
- **School** means an accredited institution that provides students in grades Kindergarten through 12 with formal primary and secondary education.
- **Subject Matter Content Area** means subjects for which Georgia Performance Standards (GPS) currently exist.
- **Teacher Effectiveness Measure (TEM)** and **Leader Effectiveness Measure (LEM)** means the rigorous, transparent, and fair evaluation systems for teachers and principals developed as a result of Georgia's RT3 work. These measures include four key components: (1) Qualitative, rubric-based evaluation tool with multiple rating categories; (2) Value-added/Growth score, which measures the effect of a teacher or a school on student learning; (3) Reduction of the student achievement gap at the classroom/student roster level (for teachers) and the school level (for principals); and (4) Other quantitative measures, to be developed, tested and evaluated by the State in collaboration with participating LEAs.

## **II. PROPOSAL SUBMISSION AND INSTRUCTIONS**

### **7. NUMBER OF COPIES**

Two (2) original applications must be submitted at the time of initial submission, to include: application narrative, application budget request, scope of work, project evaluation table and application attachments with all signature pages signed in blue ink and one (1) electronic copy submitted on CD in .pdf format. Assemble the original printed application with a binder clip. The application must follow the outline as described in this Application Checklist section of this RFP, beginning with the Application Face Sheet (Attachment A-1). The proposal package must be completed and submitted in accordance with RFP submission criteria or the proposal will be disqualified.

### **8. SUBMISSION DATE**

Applications must be in the Governor's Office of Planning and Budget by 3:00 PM EST, Thursday, June 15, 2011. Applications must include the original signature of the Lead Partner on the Application Face Sheet and all members of the partnership on the Memorandum of Understanding. Applications received after 3:00 PM EST, June 15, 2011 will be classified as late and will not be considered for funding.

Mail two original applications and one electronic copy on a CD to the address below:

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

### **9. Disqualification Factors**

Any application received after the deadline will be regarded as late and will not be considered for funding. It is the responsibility of the applicant to ensure the proposal is received by the specified deadline. Additionally, OPB will not consider funding any applicant that fails to comply with all application requirements. Disqualification factors include any of the following:

- Failure to include application narrative, application budget, and application attachments and to address and meet all required content;
- Failure to provide appropriate number of copies and format requested;
- Failure to include an original signature of required parties or designees on the Application Face Sheet, MOU and other required forms;
- Failure to address the evidence requirements stated above in the grant guidelines;
- Exceeding the number of allowable pages.

## **10. QUESTIONS**

OPB will host a technical assistance webinar to answer questions from potential Innovation Fund applicants. Potential applicants are strongly encouraged to participate in the technical assistance webinar.

The webinar information is as follows:

Date: Tuesday, April 12, 2011

Time: 10:00 a.m. EST

Link: [http://illuminate.gavirtualschool.org:80/doi/join\\_meeting.html?meetingId=1258875992492](http://illuminate.gavirtualschool.org:80/doi/join_meeting.html?meetingId=1258875992492)

OPB will host additional technical assistance webinars to assist partnerships in developing their applications. The schedule for these webinars is as follows:

Tuesday, April 26, 2011 at 3:00 p.m. EST

[http://illuminate.gavirtualschool.org:80/doi/join\\_meeting.html?meetingId=1258875992499](http://illuminate.gavirtualschool.org:80/doi/join_meeting.html?meetingId=1258875992499)

Tuesday, May 10, 2011 at 3:00 p.m. EST

[http://illuminate.gavirtualschool.org:80/doi/join\\_meeting.html?meetingId=1258875992509](http://illuminate.gavirtualschool.org:80/doi/join_meeting.html?meetingId=1258875992509)

Tuesday, June 7, 2011 at 3:00 p.m. EST

[http://illuminate.gavirtualschool.org:80/doi/join\\_meeting.html?meetingId=1258875992514](http://illuminate.gavirtualschool.org:80/doi/join_meeting.html?meetingId=1258875992514)

Other questions regarding this Request for Proposal may be directed to Lauren Wright (404-656-7940, [Lauren.wright@opb.state.ga.us](mailto:Lauren.wright@opb.state.ga.us)). Although questions will be permitted until the date of the RFP submission, they will be answered subject to staff availability. As such, applicants are strongly encouraged to pose all questions as early as possible in the RFP process.

**III. PROPOSAL NARRATIVE**

The following information provides a description of necessary components to be contained in the narrative portion of the proposal. Limit the Proposal Narrative section to twenty (20) pages and use the outline format described in this section. The narrative is a detailed statement of the work to be undertaken and answers who, what, when, where, why, and how statements about the grant proposal. OPB requires that applicants restate and number each sub-section of this RFP (e.g. Executive Summary), followed by the response.

**11. Enterprise Grant Proposal Narrative**

ENTERPRISE GRANT PROPOSAL NARRATIVE		
SECTION	PURPOSE	POINTS
Executive Summary	<p>Please provide a clear and concise summary of the major points from the body of the application, including:</p> <ul style="list-style-type: none"> <li>• A list of entities that make up the partnership;</li> <li>• A statement of need;</li> <li>• A definition of the geographic location that will be served;</li> <li>• A description of the specific target population to be served; and</li> <li>• A description of how the applicant will implement the proposal, including the numbers of individuals expected to be served; and the array of programs, activities, and services that will comprise the strategy.</li> </ul>	N/A
Section 1: Partnership Overview	<p>Section should explain:</p> <ul style="list-style-type: none"> <li>• Entities that make up the partnership, their respective missions, expertise and experience.</li> <li>• The partnership’s collective mission and vision.</li> <li>• The past performance of the eligible applicant in implementing large, complex, and rapidly growing projects.</li> <li>• The extent to which at least one member within the partnership has experience developing and/or implementing education programs that led to positive student outcomes.</li> <li>• The extent to which the lead partner has experience managing partnerships of similar size and scope that led to positive project implementation.</li> </ul>	Up to 10 points

<p>Section 2: Need for Project</p>	<p>Section should include:</p> <ul style="list-style-type: none"> <li>• Detailed description of the specific target population and geographic location to be served.</li> <li>• The extent to which the proposed project represents an exceptional approach to the priorities the eligible applicant is seeking to meet (i.e., addresses a largely unmet need, particularly for high-need students, and is a practice, strategy, or program that has not already been widely adopted).</li> </ul>	<p>Up to 25 points</p>
<p>Section 3: Quality of Project Design</p>	<p>Section should include:</p> <ul style="list-style-type: none"> <li>• Number of people (students and/or teachers or leaders) that the partnership expects to serve.</li> <li>• The number of LEAs, schools, K-12 students and economically disadvantaged students the partnership expects to affect by implementing the project.</li> <li>• The extent to which the eligible applicant demonstrates that there are evidence-based findings or a reasonable hypothesis that implementation of the proposed practice, strategy, or program will have a statistically significant, substantial, and important effect on improving student outcomes.</li> <li>• Description of how this proposal will advance the State’s RT3 strategy and/or other plans to improve student performance.</li> <li>• Completed Scope of Work (template is included in the Appendix).</li> </ul>	<p>Up to 15 points</p>
<p>Section 4: Quality of Project Evaluation</p>	<p>Section should include:</p> <ul style="list-style-type: none"> <li>• The extent to which the methods of evaluation will provide high-quality implementation data and performance feedback, and permit periodic assessment of progress toward achieving intended outcomes.</li> <li>• The extent to which the evaluation will provide sufficient information about the key elements and approach of the project so as to facilitate replication or testing in other settings.</li> <li>• The extent to which the proposed project plan includes sufficient resources to carry out the project evaluation effectively.</li> <li>• The extent to which the proposed evaluation is rigorous.</li> <li>• Completed Project Evaluation Table (template is included in the Appendix).</li> </ul>	<p>Up to 15 points</p>

Section 5: Quality of Project Management Plan	<p>Section should describe:</p> <ul style="list-style-type: none"> <li>• The partnership’s capacity to achieve the objectives of the proposed project on time and within budget.</li> <li>• The qualifications, relevant training and experience of the project director and key project personnel, especially in managing large, complex and rapidly growing projects.</li> <li>• The leadership structure and clearly defined responsibilities for meeting timelines and milestones as included in project’s Scope of Work.</li> </ul>	Up to 15 points
Section 6: Quality of Sustainability Plan	<p>Section should describe:</p> <ul style="list-style-type: none"> <li>• The extent to which the eligible applicant demonstrates that it has the resources to operate the project beyond the length of the grant.</li> <li>• Demonstrated commitment from additional partners or funders to advance the project.</li> <li>• Evidence of broad support from stakeholders critical to the project’s long-term success.</li> </ul>	Up to 20 points

**12. Venture Grant Proposal Narrative**

<b>VENTURE GRANT PROPOSAL NARRATIVE</b>		
<b>SECTION</b>	<b>PURPOSE</b>	<b>POINTS</b>
Executive Summary	<p>Please provide a clear and concise summary of the major points from the body of the application, including:</p> <ul style="list-style-type: none"> <li>• A list of entities that make up the partnership;</li> <li>• A statement of need for the charter school;</li> <li>• A definition of the geographic location that will be served by the charter school;</li> <li>• A description of the specific target population to be served; and</li> <li>• A description of how the applicant will develop the plan for the charter school, including information on the specific target population; the numbers of individuals that expected to be served; and the array of programs, activities, and services that will comprise the strategy.</li> </ul>	N/A
Section 1: Partnership Overview	<p>Section should explain:</p> <ul style="list-style-type: none"> <li>• Entities that make up the partnership, their respective missions, expertise and</li> </ul>	Up to 10 points

	<p>experience.</p> <ul style="list-style-type: none"> <li>• The partnership’s collective mission and vision.</li> <li>• The past performance of the eligible applicant in implementing complex projects.</li> <li>• The extent to which one member within the partnership has experience with charter schools and developing/implementing education programs that led to positive student outcomes.</li> </ul>	
<p>Section 2: Need for Project</p>	<p>Section should include:</p> <ul style="list-style-type: none"> <li>• Detailed description of the specific target population and geographic region to be served by the charter school.</li> <li>• The extent to which this charter school represents an exceptional approach to Priority 4 in this notice (i.e., addresses an unmet need, serves a community of need; provides students with unique learning opportunities and/or directs them towards high-tech, in-demand careers through partnerships with high-tech industry partners and/or post-secondary institutions).</li> </ul>	Up to 25 points
<p>Section 3: Quality of Project Design</p>	<p>Section should include:</p> <ul style="list-style-type: none"> <li>• Viable plan for assessing need in determining population and number of people served by the charter school (number of LEAs, schools, K-12 students and economically disadvantaged students, teachers and leaders, etc.).</li> <li>• The extent to which the eligible applicant demonstrates that the strategy for developing the charter school is supported by evidence-based findings or a reasonable hypothesis that the school will have a statistically significant, substantial and important effect on improving student outcomes.</li> <li>• Description of how the partnership will create a petition for a new charter school or detailed multi-year implementation plan.</li> <li>• Description of how this charter school will advance the State’s RT3 strategy and/or other plans to improve student performance.</li> <li>• Completed Scope of Work (template is included in the Appendix).</li> </ul>	Up to 15 points
<p>Section 4: Quality of Project Evaluation</p>	<p>Section should include:</p> <ul style="list-style-type: none"> <li>• The extent to which the partnership identifies potential outcomes aligned with the four long-term goals of the Innovation Fund.</li> </ul>	Up to 10 points



	<ul style="list-style-type: none"> <li>• The extent to which the partnership is able to leverage resources in order to implement the plan for the charter school.</li> <li>• Completed Project Evaluation table (template is included in the Appendix).</li> </ul>	
Section 5: Quality of Project Management Plan	<p>Section should describe:</p> <ul style="list-style-type: none"> <li>• The partnership’s capacity to achieve the objectives of the charter school development plan on time and within budget.</li> <li>• The qualifications, relevant training and experience of the project director and key project personnel.</li> <li>• The leadership structure and clearly defined responsibilities for meeting timelines and milestones as included in project’s Scope of Work.</li> </ul>	Up to 15 points
Section 6: Quality of Sustainability Plan	<p>Section should describe:</p> <ul style="list-style-type: none"> <li>• The extent to which the eligible applicant demonstrates that it has the resources to implement the plan beyond the length of the grant, with or without future Innovation Fund support.</li> <li>• Demonstrated commitment from additional partners or funders to advance the plan.</li> <li>• Evidence of broad support from community stakeholders that are critical to the charter school’s long-term success.</li> </ul>	Up to 25 points

#### **IV. PROPOSAL BUDGET**

Budgets and budget narratives should be submitted with the completed application packet using the template provided in this RFP (below). The proposed budget must provide a clear computation of requested funds and justification of costs in relation to grant activities. All funds provided under this RFP must support the development and implementation of the proposal. The budget should include only costs that are allowable, reasonable and necessary for carrying out the objectives of the project.

Applicants for Enterprise grants may request grant funding for up to three years and applicants for Venture grants may request funding for one year. Eligible applicants must complete the budget template for all budget years of the proposed project. Applicants must also provide a detailed budget narrative that describes their proposed project activities and the costs associated with those activities as well as all costs associated with carrying out the proposed project.

Section A of the Budget Form should include costs requested of the Innovation Fund. Section B should display costs that are supported by volunteer or matching funds, or other non-Federal resources. For each line item of both Sections A (Innovation Fund costs) and B (non-Innovation Fund costs) of the Budget Form, provide detailed costs (in dollars) accompanied by a narrative justification (in Section C) to support your request. Please check all figures and combined totals in the Budget Narrative, and compare the amounts with those reflected on the Budget Form.

For Section C (Budget Narrative), provide an itemized budget breakdown, and justification by project year, for each budget category listed in Sections A and B. For grant projects that will be divided into two or more separately budgeted major activities or sub-projects, show for each budget category of a project year the breakdown of the specific expenses attributable to each sub-project or activity.

Partners applying for Enterprise grants to develop STEM charters schools may include an additional funding request in excess of the Enterprise grant funding guidelines to support facility or equipment costs in Section B of the Budget Form. Innovation Fund dollars may not be used for facility costs but the State will set aside bond funds to support requests for facilities or equipment and will award based on need once the school's charter has been approved by an LEA, the Georgia Department of Education or the Georgia Charter Schools Commission.

Applicants awarded grant funds are responsible for obtaining and executing Memoranda of Agreement or Memoranda of Understanding with partners providing services under this agreement. Applicants may allocate up to ten percent of their budgets for indirect costs. Funding in budget categories may complement, but must not be duplicative of, other Federal programs. Rules about allowable costs are

included both in EDGAR and in the cost principles contained in applicable Office of Management and Budget (OMB) Circulars: A-21 for institutions of higher education; A-87 for state and local governments; and A-122 for non-profit organizations. These OMB circulars may be accessed at: <http://www.whitehouse.gov/omb/circulars/index.html>.

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

Name of Partnership:	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				
2. Fringe Benefits				
3. Travel				
4. Equipment				
5. Supplies				
6. Contractual				
7. Construction				
8. Other				
9. Total Direct Costs (lines 1-8)				
10. Indirect Costs*				
11. Training Stipends				
12. Total Costs (lines 9-11)				

**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				
2. Fringe Benefits				
3. Travel				
4. Equipment				
5. Supplies				
6. Contractual				
7. Construction				
8. Other				
9. Total Direct Costs (lines 1-8)				
10. Indirect Costs*				
11. Training Stipends				
12. Total Costs (lines 9-11)				

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

## **V. POST-AWARD REQUIRED ACTIVITIES**

The applicant will comply with and ensure that each direct service partner complies with all of the requirements outlined in each section of this RFP.

### **13. INNOVATION FUND IMPLEMENTATION WEBINAR**

If an applicant is awarded a grant, it is mandatory to participate in the Implementation Webinar. The date will be announced upon award of the grant. OPB may require that grantees receive additional training throughout the year on reporting guidelines and requirements. These will occur in the form of conference calls and/or webinars throughout the year at no cost to the grantee.

### **14. DATA SHARING AND KNOWLEDGE GATHERING**

Partners must cooperate in data- and knowledge-gathering activities that may include, but are not limited to: complying with periodic requests for data and progress reports over the life of the grant; sharing emerging knowledge with the State and other grantees; attending State-sponsored meetings to share experiences, expertise and insights with other grantees.

### **15. SITE VISITS**

State education officials may periodically conduct site visits to support/evaluate implementation of funded projects.

## **VI. APPLICATION ATTACHMENTS, ASSURANCES, CERTIFICATION, AND FINANCIAL STATEMENTS, AUDIT**

To certify intent to comply with Federal, State and Innovation Fund regulations, relevant partnership members must review, complete and submit the following forms:

- A1. Application Face Sheet
- A2. Memorandum of Understanding
- A3. Assurances
- A4. Non-Supplanting Certification
- A5. Immigration and Security Form
- A6. Certification Regarding Lobbying
- A7. Certification Regarding Child Abuse Reporting, Background Investigation, Internet Security Policy Requirements
- A-8. Scope of Work Template
- A-9. Project Evaluation Table

**Financial Statements/Audit:** The applicant must maintain compliance and eligibility to receive state funds by complying with audit of OMB Circular A-133 “Audits of States, Local Governments, and Non-Profit Institution” and requirements of O.C.G.A. 36-18-7.

Reference: <https://www.audits.state.ga.us/nalgad/rlocgovt.html>;

Reference: [https://www.audits.state.ga.us/nalgad/Audit\\_law\\_OCGA\\_36-81-7\\_effective\\_2004.pdf](https://www.audits.state.ga.us/nalgad/Audit_law_OCGA_36-81-7_effective_2004.pdf)

## **VII. FEDERAL FUNDING ACCOUNTABILITY AND TRANSPARENCY ACT**

The Transparency Act requires information disclosure concerning entities receiving federal financial assistance through federal awards such as federal contracts, sub-contracts, grants, and sub-grants (Reference 31 U.S.C. 6101). Successful applicants will be required to provide total compensation of the five highest compensated officers of the grantee if the grantee in the preceding fiscal year received 80 percent or more of its annual gross revenue in federal awards and \$25,000,000 or more in annual gross revenue from federal awards.

## **VIII. SELECTION PROCESS**

OPB will review all proposals received before the declared deadline to ensure all necessary worksheets and documentation are completed and included in submitted proposals. The proposal review committee will not review incomplete applications and OPB will not permit applicants to add information to their application after submission, unless a clarification or additional information is requested. OPB will forward eligible proposals to the proposal review committee, who will review, score and rank the applications. The total number of points an applicant may receive is 100.

OPB will announce awards on August 1, 2011.

**GEORGIA RACE TO THE TOP  
INNOVATION FUND**

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**APPENDICES**

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

**SECTION 1: APPLICANT AGENCY**

Applicant Agency (Legal Name): \_\_\_\_\_

Legal Mailing Address: \_\_\_\_\_

City: \_\_\_\_\_ County: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Federal Employer I.D. #: \_\_\_\_\_ DUNS #: \_\_\_\_\_

Congressional District #: \_\_\_\_\_

Executive Officer Name: \_\_\_\_\_ Title: \_\_\_\_\_

Street Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Telephone: \_\_\_\_\_ FAX: \_\_\_\_\_ Email: \_\_\_\_\_

**SECTION 2: PARTNERSHIP LEAD CONTACT**

Contact Name: \_\_\_\_\_ Title: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Telephone: \_\_\_\_\_ FAX: \_\_\_\_\_ Email: \_\_\_\_\_

**SECTION 3: FISCAL CONTACT**

Contact Name: \_\_\_\_\_ Title: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Telephone: \_\_\_\_\_ FAX: \_\_\_\_\_ Email: \_\_\_\_\_

**SECTION 4: GRANT AMOUNT REQUESTED: \_\_\_\_\_****SECTION 5: APPLICANT AGENCY FISCAL INFORMATION**

1. Month of Fiscal Year End: \_\_\_\_\_

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: \_\_\_\_\_

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

**SECTION 7: SERVICE DELIVERY AREA**

Primary county or counties to be served: \_\_\_\_\_

List other counties to be served (if any): \_\_\_\_\_

Congressional District(s) to be served: \_\_\_\_\_

**SECTION 8: PROGRAM ACTIVITIES**

**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:**

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

## APPLICATION FACE SHEET- INSTRUCTIONS

**GENERAL INSTRUCTION:** Tab or use arrow keys to move between entries. Do not hit enter. To check boxes: double click box, then select “Default Value,” then select “Checked.”

### **SECTION 1: APPLICANT AGENCY**

Complete this section to provide legal information for contracting purposes.

1. Enter legal name, address, federal employer identification number, and DUNS number of the applicant agency. The address may include a sub-division of the applicant agency, but may not include the name of an individual.
2. Enter the number of the congressional district for the city/county of the applicant agency.
3. Enter contact information as indicated for the Executive Officer who has the legal authority to enter into contractual agreements on behalf of the applicant agency.

### **SECTION 2: PARTNERSHIP LEAD CONTACT**

Enter information for the grant’s point of contact. If this is not known at time of application, enter contact information of interim person.

### **SECTION 3: FISCAL CONTACT**

Complete this section to provide the contact person for financial reporting purposes.

### **SECTION 4: GRANT AMOUNT REQUESTED**

Using whole dollars enter the total grant amount requested for the initial grant award period.

### **SECTION 5: APPLICANT AGENCY FISCAL INFORMATION**

1. Enter the month of the applicant agency’s fiscal year end;
2. Check one box to indicate if the applicant agency is a public government entity;
3. Check one box to indicate if the applicant agency is delinquent on any federal debt. If the applicant agency is delinquent on federal debt, attach to the application the following: Federal Agency, Federal Program, CFDA number, Federal contact person’s name and phone number and detailed explanation; and
4. Attach to the application, a copy of applicant’s financial statements as required by RFP Section 6. If applicant agency is a non-profit entity attach to the application, a copy of the 501(c)3 non-profit letter issued by the Internal Revenue Service.
5. Check yes if applicant agency receives 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. If yes, the applicant agency is required to comply with “Federal Funding Accountability and Transparency Act” by attaching to the application, the names and total compensation of the five most highly compensated officers of the applicant agency.

### **SECTION 6: PARTICIPANT DATA**

Complete this section to project the number of participants to be enrolled in the program for the grant award period and provide information of the clearly defined population of focus.

### **SECTION 7: SERVICE DELIVERY AREA**

List the service area by: 1) Primary county/counties; 2) Other counties; and 3) Congressional district for the primary county to be served.

### **SECTION 8: PROGRAM ACTIVITIES**

List the activities funded by this grant.

### **SECTION 9: AUTHORIZING SIGNATURES**

The application face sheet must be signed by the Executive Officer who has the legal authority to enter into contractual agreements on behalf of the applicant agency.

## MEMORANDUM OF UNDERSTANDING

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

### I. SCOPE OF WORK

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

### II. PROJECT ADMINISTRATION

#### A. PARTNERSHIP RESPONSIBILITIES

The Partnership agrees to:

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

#### B. STATE RESPONSIBILITIES

The State agrees to:

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

#### C. JOINT RESPONSIBILITIES

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

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

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

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

**III. ASSURANCES**

The Partnership hereby certifies and represents that it:

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

**IV. MODIFICATIONS**

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

**V. DURATION/TERMINATION**

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

**VI. SIGNATURES**

**Partnership Executive Official – required:**

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

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

Partnership Member

**Partnership Member – required:**

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

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

**Partnership Member – required:**

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

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

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

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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:

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Signature and Title

Date

**NON-SUPPLANTING CERTIFICATION**

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

**CERTIFICATION:**

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

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

Authorizing Official:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title Date



**IMMIGRATION AND SECURITY FORM**

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

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

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

Authorizing Official:

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

\_\_\_\_\_  
Date

**CERTIFICATION REGARDING LOBBYING (ED 80-0013)**

Certification for Contracts, Grants, Loans and Cooperative Agreements.

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

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

Statement for Loan Guarantees and Loan Insurance.

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

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

Authorizing Official:

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Signature and Title Date

## OTHER CERTIFICATIONS

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

1. Any person associated with the program that has reasonable cause to believe that a child has been or is being abused, shall be required to report or cause report to be made with regard to the abuse as provided in O.C.G.A. 19-7-5.
2. Background investigations (Georgia Crime Information Center) are required on all persons with direct contact with children and youth. It is left to the discretion of the Partnership to determine the methodology for completing these investigations.
3. Establish/enforce an Internet Security Policy when minor participants and/or staff have online access (supervised or unsupervised). This includes any technology provided by PLC funding and technology used by participants.
4. The grantee agrees to comply with Public Law 103-227, also known as the Pro-Children Act of 1994, which requires that smoking not be permitted in any portion of any indoor facility owed or leased or contracted for by the grantee and used routinely or regularly for the provision of healthy care, day care, early childhood development site, education or library site to children under the age of 18. Failure to comply with the provisions of the law may result in the imposition of a civil monetary penalty up to \$1,000 for each violation and/or the imposition of an administrative compliance order on the grantee.

Authorizing Official:

\_\_\_\_\_

Signature

\_\_\_\_\_

Title

\_\_\_\_\_

Date

**TEMPLATE**

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

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

<b>RACE TO THE TOP INNOVATION FUND SCOPE OF WORK</b>				
<b>NAME OF PARTNERSHIP:</b>				
<b>GOAL 1:</b>				
<b>ACTIVITY</b>	<b>IMPLEMENTATION STEPS</b>	<b>TIMELINE</b>	<b>RESPONSIBILITY</b>	<b>FUNDING SOURCE</b>
<b>GOAL 2:</b>				
<b>ACTIVITY</b>	<b>IMPLEMENTATION STEPS</b>	<b>TIMELINE</b>	<b>RESPONSIBILITY</b>	<b>FUNDING SOURCE</b>
<b>GOAL 3:</b>				
<b>ACTIVITY</b>	<b>IMPLEMENTATION STEPS</b>	<b>TIMELINE</b>	<b>RESPONSIBILITY</b>	<b>FUNDING SOURCE</b>

**TEMPLATE**

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

The following chart is designed to support applicants in documenting their approach to evaluating their work. As a partnership, you must determine the intended outcomes for your project and decide how you will collect the data and how often the data will be collected and reviewed. All outcomes must relate to one of the four long-term goals of the Innovation Fund. Each applicant is required to determine intended outcomes in the areas already listed in the chart; however, they are encouraged to strengthen their approach to project evaluation by adding additional intended outcomes. Applicants are required to complete this table and include it in either the narrative or appendix section of the proposal (it will be included in the page count). This information will serve as the basis of any future evaluation.

Here is an example of what is expected:

<b>GEORGIA BENEFITS FROM A STRONGER UNDERSTANDING OF THE TYPES OF INNOVATIVE PROGRAMS, STRATEGIES, AND PRACTICES THAT WILL LEAD TO POSITIVE IMPROVEMENTS IN APPLIED LEARNING, TEACHER INDUCTION, AND HOMEGROWN TEACHER PIPELINE EFFORTS</b>		
<b>INDICATOR(S)</b>	<b>DATA COLLECTION METHODS(S)</b>	<b>FREQUENCY OF DATA COLLECTION/REVIEW</b>
<p><i>Only respond if applying in Priority 1</i></p> <p>225 students (15% of total student body) will improve their problem-solving, communication and self-management skills by one level</p>	<p>Pre- and Post-Survey (adapted from American Management Association (AMA) 2010 Critical Skills Survey)</p>	<p>Students will be assessed in 1<sup>st</sup> six weeks and last six weeks. Data will be analyzed within 4 weeks after survey is conducted.</p>

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

<b>GEORGIA BENEFITS FROM A MEASURABLY STRONGER COMMITMENT FROM PUBLIC AND PRIVATE SECTORS TO SUPPORT AND ADVANCE POSITIVE ACADEMIC OUTCOMES FOR STUDENTS</b>		
<b>INDICATOR(S)</b>	<b>DATA COLLECTION METHODS(S)</b>	<b>FREQUENCY OF DATA COLLECTION/REVIEW</b>
<p>Dollar amount raised or leveraged to support ongoing implementation of proposed initiative</p>		
<b>GEORGIA BENEFITS FROM AN INCREASED NUMBER AND PERCENTAGE OF STUDENTS AND TEACHERS WHO WILL HAVE ACCESS TO INNOVATIVE PROGRAMS, STRATEGIES, AND PRACTICES RELATED TO APPLIED LEARNING AND TEACHER/LEADER RECRUITMENT AND DEVELOPMENT</b>		
<b>INDICATOR(S)</b>	<b>DATA COLLECTION METHODS(S)</b>	<b>FREQUENCY OF DATA COLLECTION/REVIEW</b>
<p>Number of people served each year by the proposed initiative</p>		

<b>GEORGIA BENEFITS FROM A STRONGER UNDERSTANDING OF THE TYPES OF INNOVATIVE PROGRAMS, STRATEGIES, AND PRACTICES THAT WILL LEAD TO POSITIVE IMPROVEMENTS IN APPLIED LEARNING, TEACHER INDUCTION, AND HOMEGROWN TEACHER PIPELINE EFFORTS</b>		
<b>INDICATOR(S)</b>	<b>DATA COLLECTION METHODS(S)</b>	<b>FREQUENCY OF DATA COLLECTION/REVIEW</b>
<p><i>Only respond if applying in Priority 1</i></p> <p>Number and percentage of students that experienced a specified gain in problem-solving, communication and self-management skills</p>		
<p><i>Only respond if applying in Priority 2</i></p> <p>Number and percentage of teachers and/or school leaders that earned a specified TEM and/or LEM score</p>		
<p><i>Only respond if applying in Priority 3</i></p> <p>Number and percentage of teachers and/or school leaders that earned a specified TEM and/or LEM score</p>		
<p><i>Only respond if applying Priority 4</i></p> <p>Year 1 Outcome: Percentage of steps required to open a charter school completed in order to open school no later than SY 2012/13.</p> <p>Year 2 and 3 outcomes will be aligned with the school's goals.</p>		
<b>GEORGIA BENEFITS FROM IMPROVED STUDENT OUTCOMES</b>		
<b>INDICATOR(S)</b>	<b>DATA COLLECTION METHODS(S)</b>	<b>FREQUENCY OF DATA COLLECTION/REVIEW</b>
<p>Select at least one student outcome (increased student achievement, increased student growth, decreased achievement gap among subgroups, decreased dropout rate, increased graduation rate) and determine the number and percentage of students that improved by a specific amount.</p>		

**TEMPLATE**

**APPROACH TO PROJECT EVALUATION FOR VENTURE GRANT APPLICANTS**

The following chart is designed to support applicants in documenting their approach to evaluating their work. As a partnership, you must determine the intended outcomes for your project and decide how will collect the data and how often the data will be collected and reviewed. All outcomes must relate to one of the four long-term goals of the Innovation Fund. Each applicant is required to determine intended outcomes in the areas already listed in the chart; however, they are encouraged to strengthen their approach to project evaluation by adding additional intended outcomes. Applicants are required to complete this table and include it in either the narrative or appendix section of the proposal (it will be included in the page count). This information will serve as the basis of any future evaluation.

Here is an example of what is expected:

<b>GEORGIA BENEFITS FROM A STRONGER UNDERSTANDING OF THE TYPES OF INNOVATIVE PROGRAMS, STRATEGIES, AND PRACTICES THAT WILL LEAD TO POSITIVE IMPROVEMENTS IN APPLIED LEARNING, TEACHER INDUCTION, AND HOMEGROWN TEACHER PIPELINE EFFORTS</b>		
<b>INDICATOR(S)</b>	<b>DATA COLLECTION METHODS(S)</b>	<b>FREQUENCY OF DATA COLLECTION/ REVIEW</b>
<i>Only respond if applying in Priority 4</i> By the end of the planning period, our charter petition will be 100% complete	Completed charter petition	N/A

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

<b>GEORGIA BENEFITS FROM A MEASURABLY STRONGER COMMITMENT FROM PUBLIC AND PRIVATE SECTORS TO SUPPORT AND ADVANCE POSITIVE ACADEMIC OUTCOMES FOR STUDENTS</b>		
<b>INDICATOR(S)</b>	<b>DATA COLLECTION METHODS(S)</b>	<b>FREQUENCY OF DATA COLLECTION/REVIEW</b>
Dollar amount raised or leveraged to support ongoing implementation of proposed initiative		
<b>GEORGIA BENEFITS FROM AN INCREASED NUMBER AND PERCENTAGE OF STUDENTS AND TEACHERS WHO WILL HAVE ACCESS TO INNOVATIVE PROGRAMS, STRATEGIES, AND PRACTICES RELATED TO APPLIED LEARNING AND TEACHER/LEADER RECRUITMENT AND DEVELOPMENT</b>		
<b>INDICATOR(S)</b>	<b>DATA COLLECTION METHODS(S)</b>	<b>FREQUENCY OF DATA COLLECTION/REVIEW</b>
Number of people served each year by the proposed initiative		
<b>GEORGIA BENEFITS FROM A STRONGER UNDERSTANDING OF THE TYPES OF INNOVATIVE PROGRAMS, STRATEGIES, AND PRACTICES THAT WILL LEAD TO POSITIVE IMPROVEMENTS IN APPLIED LEARNING, TEACHER INDUCTION, AND HOMEGROWN TEACHER PIPELINE EFFORTS</b>		

INDICATOR(S)	DATA COLLECTION METHODS(S)	FREQUENCY OF DATA COLLECTION/REVIEW
<p><i>Only respond if applying in Priority 4</i></p> <p>Percentage of charter petition application that is complete by end of planning period</p>		
<b>GEORGIA BENEFITS FROM IMPROVED STUDENT OUTCOMES</b>		
INDICATOR(S)	DATA COLLECTION METHODS(S)	FREQUENCY OF DATA COLLECTION/REVIEW
<p>Select at least one student outcome (increased student achievement, increased student growth, decreased achievement gap among subgroups, decreased dropout rate, increased graduation rate) and determine the number and percentage of students that improved by a specific amount.</p>		



**APPLICATION CHECKLIST****Required Application Order:**

- 1. Application Face Sheet:**
- 2. Proposal Narrative:**
- 3. Budget and Budget Narrative/Justification**
- 4. Attachments**

Signed, completed MOU, Assurances and Certifications (Forms A2-A7), completed Scope of Work template and Project Evaluation template (A8-A9) plus financial statement/audit

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**Application Format:**

- Number every page submitted as part of your application
- Use 11-point font type
- Use 1 inch margins throughout application
- Use white paper that is 8.5 x 11 inches
- Do not exceed page limits
- Do not staple applications; use binder clips
- Structure the application in order defined in Application Checklist